

**PORTFOLIO SPEAKING TASKS ACCOMMODATED BY VIDEO-  
RECORDINGS AS AN ALTERNATIVE WAY OF ASSESSMENT IN AN  
ENGLISH PREPARATORY SCHOOL**

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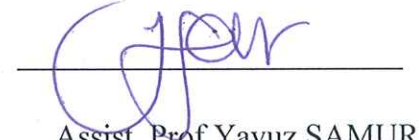
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## **ABSTRACT**

### **PORTFOLIO SPEAKING TASKS ACCOMMODATED BY VIDEO- RECORDINGS AS AN ALTERNATIVE WAY OF ASSESSMENT IN AN ENGLISH PREPARATORY SCHOOL**

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This thesis reports on the study about perceptions of students and instructors towards online portfolio speaking tasks (OPSTs) as an alternative way of assessment in an English preparatory school of a private university. In total, 20 Turkish students and 65 instructors were participated in this study. Also, online portfolio speaking tasks were implemented to 1783 students, 20 students and three instructors were interviewed. In the implementation period 60 instructors gave feedback about the online portfolio speaking tasks.

The collected data revealed that most of the participants have positive opinions about the technology integration in general. Findings showed that OPSTs improve motivation, self-development and decrease anxiety on speaking. Also, these tasks were reported as time saving assessment techniques. On the other hand, participants expressed some negative aspects and agreed that the online tasks forced them in regard of technical difficulties. Also, both the students and instructors thought that these speaking tasks do not show the real performances of the students. Some discrepancies were noted between the perceptions of the participants. Some students did not think OPSTs are practical as they do not favor the technology, whereas

instructors felt comfortable to assess their students through technology. While some students believed that they should do speaking tasks in the classroom, instructors did not state such a comment about the way it was implemented.

This study has provided English instructors and administrators different points of views about assessing students through video accommodation to improve their speaking skills.

Keywords: Speaking Assessment, Alternative Assessment, Portfolio Assessment, Digital Portfolios

## ÖZ

### İNGİLİZCE HAZIRLIK OKULUNDA ALTERNATİF BİR DEĞERLENDİRME YOLU OLARAK VİDEO KAYIT YÖNTEMİ İLE OLUŞTURULMUŞ PORTFOLYO KONUŞMA ÖDEVİ

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Bu tez, özel bir üniversitenin İngilizce hazırlık okulunda, öğrencilerin ve okutmanların alternatif bir değerlendirme yöntemi olarak (online) portfolyo konuşma ödevleri konusunda algıları hakkındaki çalışmayı anlatmaktadır. Toplamda 20 Türk öğrenci ve 65 okutman bu çalışmaya katıldı. Ayrıca 1783 öğrenciye (online) portfolyo konuşma ödevi uygulandı, 20 öğrenci ve üç okutman ile görüşme yapıldı. Uygulama döneminde 60 okutman (online) portfolyo konuşma ödevleri hakkında geri bildirim verdi.

Toplanan veri, çoğu katılımcının teknoloji entegrasyonu hakkında genel olarak olumlu düşüncelerinin olduğunu ortaya çıkarmıştır. Bulgular, (online) portfolyo konuşma ödevlerinin (OPSTs) motivasyonu ve kişisel gelişimi arttırdığını, konuşma endişesini azalttığını göstermiştir. Diğer yandan bu ödevler zaman kazandırıcı değerlendirme teknikleri olarak rapor edilmiştir. Diğer bir yandan, katılımcılar bazı olumsuz yönler belirtmiştir ve online ödevlerin teknik zorluklar yönünden kendilerini zorladığı konusunda hemfikir olmuşlardır. Ayrıca, hem öğrenciler hem okutmanlar, bu konuşma ödevlerinin öğrencilerin gerçek performanslarını göstermediğini düşünmüştür. Katılımcıların algıları arasında bazı farklılıklar olduğu saptanmıştır. Bazı öğrenciler, eğitimde teknolojiyi benimsemedikleri için, online portfolyo konuşma ödevlerinin pratik olmadığını düşünmelerine rağmen, okutmanlar

teknoloji yoluyla öğrencilerini değerlendirmeleri konusunu rahat bulmuşlardır. Bazı öğrenciler, konuşma ödevlerini sınıfta yapmaları gerektiğine inanmalarına rağmen, okutmanlar uygulama yöntemi hakkında böyle bir yorumda bulunmamışlardır.

Bu çalışma İngilizce okutmanlara ve yöneticilere, konuşma becerilerini geliştirmek için öğrencileri video uyumsama yöntemi ile değerlendirme konusunda değişik bakış açıları sağlamıştır.

Anahtar Kelimeler: Konuşma Değerlendirmesi, Alternatif Değerlendirme, Portfolyo Değerlendirmesi, Dijital Portfolyolar

*To my wonderful family*



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## **Chapter 1: Introduction**

### **1.1 Overview and Theoretical Background**

Although people learn language to communicate and to express their ideas, learning a second language has always observed to set several difficulties, from learners' perspectives (Banks, 2008). In other words, it has always been an issue for second language learners of all ages to express themselves and to verbalize their ideas in their target language not only in everyday situations but also in academic settings. As MacIntyre, Clement, Dörnyei and Noels (1998) have already stated, the primary goal of teaching and learning language is to facilitate communicative aspects of them. When students are asked to speak or give a presentation to fulfill their academic tasks, most of them feel helpless, and cannot perform well due to feeling insecure with their second language. According to Katchen (1989), this is because their nervousness combines with their lack of fluency, and they end up with producing disastrous results.

While being fluent in their target language is a challenging ultimate task for learners, assessing learners' speaking performance is much a challenge for teachers. Speaking is the final product of learning a foreign language and it is a process that combines many skills such as grammar, pronunciation and accuracy as well as interpersonal and intrapersonal factors including learners' character and learning types. Cambridge Language Assessment Series editors Alderson and Bachman mentioned in their preface to Luoma's *Assessing Speaking* (2004) that the kinds of tasks that are presented to the learner, the questions asked, the topics covered, and the opportunities that are provided to show his or her ability to speak in a foreign language will all have an impact on learners' performance. Different needs of learners and variety of those contributing causes have forced alternative assessment techniques to emerge. Hamayan (1995) has referred to Calfee and Hiebert's (1991) description in her article that alternative assessment, which covers the alternatives techniques of standard tests to assess the performance, is based more on the procedures which differ from standardized measures of language proficiency rather than passive accumulation of skills. Demonstration of certain abilities can constitute



the main aim of alternative assessment (Chirimbu, 2013). Inevitably, alternative assessment techniques have emerged to better cater for different needs of learners who have different learning styles. When the benefits of displaying students' performances are taken into account, portfolio is a very common assessment tool.

Many researchers have emphasized the necessity of portfolios and according to Birgin (2003), portfolio is believed to provide teachers more reliable and dynamic data about their students. Generally, portfolio assessment is a collection of works, which students are supposed to complete during an academic period of time (Paulson, Paulson, & Meyer, 2003). With the integration of technology, portfolios have changed over time, and universities have started to use web-based tools in their curriculum and assessment procedures in order to enable their students to keep their digital portfolios. Portfolios aim to keep record of learners' language skills development such as reading, writing and vocabulary improvement. In addition they can also serve as an invaluable tool to reflect their speaking skill development and provide a platform to enable teachers to assess students' speaking performances. To achieve the communicative competence, video recording is one of the ways to assess speaking performances since it also covers nonverbal behavior of students which is not considered in classroom speaking rubrics (Lavolette, 2013). Grading the students through their spoken language proficiency is not a new way of assessing them. However, video recorded speaking portfolios as a part of a curriculum has brought a new perspective along with its advantages and disadvantages. This study aims to analyze the improvement of students' speaking skills with video recordings, and present the teachers' and the students' perspectives on this assessment technique.

## **1.2 Operational Definitions**

**Speaking Assessment:** Evaluation of the learners' oral performances to identify their spoken language proficiency levels.

**Alternative Assessment:** Alternative assessment is based on a variety of authentic tasks which proves learners' ability to accomplish communication goals. The tasks and the activities chosen for learners reveal the students' capacity about the language, making them aware of their strengths instead of their weaknesses.

**Portfolio Assessment:** Evaluation of collections of students' work over time to have better understanding of students' abilities and improvement

**Digital Portfolios:** Digital portfolios are electronic portfolios that contain much of the content paper-based portfolios include but present these materials in digital format.

### **1.3 Statement of the Problem**

A great number of countries have been following the innovations in technology and prefer going beyond the multiple choice testing that focuses on facts and basic procedures to more developmental methods to assess students' oral performances in second language learning (Moeller & Reitzes, 2011). In other words, multiple choice testing does not provide enough data how learners perform. Changing the traditional methods in testing has also affected the tasks students are expected to do in terms of speaking tests assessment tools now that there has been a more student-centered approach to second language teaching in education (Griffith & Lim, 2010). These changes have forced educators to bring new assessment techniques, and they focused more on formative assessment than summative assessment. Portfolios in this regard, are indispensable sources to evaluate students' abilities as well as their progress. The importance of using portfolios can perfectly be described, as an educational assessment tool enabling "a more complete picture of our students' ability, effort and progress" and more significantly encouraging learners to "have a greater voice in their language learning process" (McNamara & Deane, 1995, p.21).

Many English Preparatory Schools have integrated portfolio assessment into their programs and this has been studied by many researchers (Lynch & Shaw, 2005; McDonald, 2011; Yilmaz, 2010). It has been observed that these studies focus on writing skills mostly. Although the benefits of oral portfolios and students' perceptions towards this technique have been analyzed by a few researchers (Danny Huang, & Alan Hung; Wang & Chang, 2010), the attitudes of teachers have not revealed clearly. On the other hand, speaking portfolio assessments' benefits as well as their negative sides have not examined broadly. The main problem in Preparatory Schools in Turkey is that the students have challenges to improve their speaking

skills while they need to learn other skills to pass the proficiency exam. There are many factors which cause this barrier such as lack of opportunity to practice the language or limited time and activity to focus. Therefore, this study focuses on the perceptions of students and teachers towards online speaking portfolios while examining the advantages and disadvantages of the online portfolios as an assessment technique.

#### **1.4 Research Questions**

This study addresses the following research questions:

1. What are the perceptions of students towards the online Speaking Portfolio Tasks with video-recording accommodation?
  - 1.1 What are their perceptions in technical and academic aspects?
2. How do the instructors perceive online portfolio speaking tasks as an alternative way of assessment in an English Preparatory School?
  - 2.1 What is the role of technology in this process?

#### **1.5 Background of the Study**

The main goal of this study is to analyze the perceptions of students' and teachers' towards video recording accommodated speaking portfolio tasks, and examine speaking portfolio tasks to be used as an alternative way of assessment. Online portfolio speaking tasks have been used for the first time in the setting of this study. Video recording accommodated speaking tasks were used specifically rather than audio recording speaking tasks because instructors wanted to see their students' face to make sure if they actually speak or not. Otherwise, the audio recordings could belong to someone else so; this would mislead the instructors while assessing their students. The most significant point behind this project is to enable students to use an online learning management system as part of their educational requirements and prepare them for their undergraduate studies in their faculties where they are going to use that system for many online and face-to-face courses.

## **1.6 Significance of the Study**

It has been widely accepted that the great attention should be paid to cognizance of assessing learners through alternative ways. One of the most important ways of doing this is to use the benefits of ever-continuing technological developments. During the course, assessment should be conducted periodically for formative purposes rather than at the end of the course in a summative way (OECD, 2005). Formative assessment is useful in that since instructors and learners work together in the course, both teachers and students will have a clearer mutual understanding of learner needs (Christianson, Hoskins, & Wat, 2009). Eventually, teachers have been looking for new forms of assessment to support the content and the goal of the course. There are several types of alternative assessments such as essay responses, oral presentations, short answer questions and demonstrations of a concept/strategy. However, oral portfolio assessment technique has limited findings when the literature is revised. Both students and instructors' attitudes should be analyzed in order to add new point of views on the topic and introduce the deep analysis to literature. The findings in this study may concrete stronger discussions in using the online speaking tasks in language education.

On the other hand, video accommodated speaking portfolio has been a new assessment way in Preparatory Schools in Turkey. Collecting data about the opinions of stakeholders might provide instructors and administrators multiple solutions about the implementation of online speaking tasks as an alternative assessment in Preparatory Level. Thus, this study is expected to present curriculum designers recent data about the integration of online speaking assessment. Moreover, online speaking portfolio tasks may improve the awareness's of students to complete their work on time and develop a sense of responsibility. With the help of portfolios, both students and the teachers have the evidence of learning processes toward meeting their goals, and the structure or backdrop for teachers' instructions (Alimemaj & Ahmetaj, 2010). Ultimately, when the limited speaking practice opportunities are taken into consideration in Preparatory Schools, online portfolio speaking tasks as an alternative assessment and the perception of students and teachers towards this system could serve to new curriculum developments for speaking practices.

## Chapter 2: Literature Review

### 2.1 Introduction

Language is a natural tool that enables the communication, a living creature that develops with it's own rules, a social institution that connects a nation and an incredible structure surrounded by voices (Ergin, 1995). It is mentioned that there are thousands of languages in the earth existed and the necessity of a common language occurs for the nations that speak those languages to express themselves in a universal level (Saritaş & Arı, 2014). English is the first foreign language that taught in most of the countries in the world along with the mother tongue. Therefore, teaching English as a second language has become increasingly important study field in most of the higher education institutions and colleges in many countries (Aktas, 2015).

Since English is accepted as the primary language in worldwide, the significance of learning it has been an indisputable subject in education because nothing is as distressful as the lack of communication (Koru, 2011). This is also valid in Turkey and English is the first language when language education is considered. Although many languages can be thought hypothetically, English is the most learned language in Turkey (Saritaş & Arı, 2014). When language education is considered %97 of the elementary and middle school students study English as a must course or elective foreign language (Demirel, 2007), and some private institutions have pre-school language programs for children.

Although English language education is widespread and it is the language that thought in many schools in Turkey, not most of the students are able to use it to communicate properly. Tosun (2006) mentioned about the lack of efficiency of middle and high school students in using foreign language after receiving six years of language classes. The need of English language speakers has forced educators to find reliable solutions about the programs offered. For this reason, foreign language classes have also been in the must courses list in higher education institutions. According to the Higher Education Council (YÖK), foreign language education in undergraduate levels and foreign language preparatory program in the School of Foreign Languages are applied in accordance with the Official Gazette No. 27074

regulation on the Foreign Language Education at Higher Education Institutions and the Principles of Foreign Language Education, published on December 4, 2008 (YÖK, 2008). English is in the center of science and education, and this directs most of the higher education institutions to use English as the medium of instruction and more and more universities are observed to increase English instruction in their programs (Kırkgöz, 2005). However, in order to be successful in undergraduate courses which are instructed in English, students must prove their proficiency of language before enrolling them. There are two ways of providing this in almost every university in Turkey. The students should either submit their language proficiency scores which can also be an International English Exam result or they must attend one year English Preparatory School in their universities.

## **2.2 The Structure of the Preparatory Schools in Turkey**

According to the new Higher Education Law (No. 2547), the administration structure of higher education has comprehensively changed. All higher education institutions have been directed by the Higher Education Council (YÖK, 2014). These institutions became universities, the application was centralized and in order to study in these universities high school graduates were introduced a university placement exam.

Higher education institutions in Turkey are categorized as: (1) Universities, Institutes of High Technology, (2) Post Secondary Vocational Schools and (3) Other Institutions (Military and Police Academies).

The table below shows the number of universities according to the Higher Education Institution (YÖK, 2014).

Table 1

*The Number of Higher Education Institutions in Turkey (2014)*

Higher Education Institutions	Number
State Universities	104
Private (Non-profit Foundation) Universities	72
Independent Post-Secondary Vocational Schools	8
Other Higher Education Institutions (e.g. Military and Police Academies)	6
Total	190

Turkish is the instruction language in most of the universities, but other languages such as English, German or French can be used as a language of instruction (YÖK, 2014). In addition, in some of the universities, there are programs in which 30% of the instruction is English. However, there are also universities where the official language of instruction is English. Students should attend one year, Foreign Language Preparatory School where the medium of instruction is partly or totally English, if they have not taken the Proficiency Exam and achieved to pass it. English instruction has brought the need of intensive language input for the students who can attend their courses in undergraduate level. In this respect, English Preparatory Schools in Turkey aim students to be proficient in English language before they actually enroll their departments. The aim of the program is to read and understand in English so that they can handle with the courses which they will be faced in the faculty (Coşkun, 2013). Students need some language skills in order to survive in their departments when they enroll their faculties. Therefore, if they do not get satisfactory results in the Proficiency Exam, they need to attend Preparatory School. In other words, students are introduced to skills in English language such as grammar, reading, listening, and speaking for the one-year preparatory school period. Coşkun pointed out that in prep schools writing skills are introduced to students in order them to take notes while they are listening to their lecturers and write essays for academic purposes. Students also need speaking and listening skills to survive in their departments as they need to follow the lecture, ask questions to instructors and deliver a presentation in their field of study (Tunç, 2010). They mostly receive 20-30 hours of English language instruction in a week, and their level of instruction changes according to their proficiency of language. Their level of language

proficiency lets them start their department in the middle of the term if they prove their success in the Proficiency exam, whereas in some universities students must complete the whole year in Preparatory Schools (Özkanal & Hakan, 2010).

**2.2.1 Speaking practice in language learning.** Every individual, who grows up today's conditions need to learn and use at least one foreign language effectively besides mother tongue. With the development of science and technology learning a foreign language which is an international communication tool has become crucial. English language, both in local and global context, is accepted as the core element for communication (Khamkhien, 2010). Therefore, in order to meet the communicative purposes in international platforms, English language education has proven its necessity (Khamkhien, 2010). Communication aspect of education is directly related to students' success in their academic and professional life (Rubin & Morreale, 1996). In The National Educational Goal Panel in 1993, which was set up under "Goals 2000: Educate America Act,"- an assessment system decided to be developed in order to identify certain skills a university students should have (Newburger, 1996). Effective communication was among these skills identified (Newburger, 1996). Following to this, according to a commission developed by the United States Department of Labor, students need to have some competencies before they actually start their professional careers (Newburger, 1996). Newburger mentioned that listening and speaking are one of those qualifications to fulfill some tasks related to work. Therefore, speaking, to develop oral communication skills, is essential subject in higher education for students to be more qualified employees and conscious citizens (Dunbar, Brooks, & Miller, 2006).

Although many instructors have known the significance of the speaking skill, they have continued to use the same tasks such as drill repetition or dialogue memorization for many years (Kayı, 2006). According to the needs of today's world students need to improve their communication skills since this is the only way that they can express themselves better in society and they can keep pace with the different communicative environments (Kayı, 2006). In an effective classroom there should be real-life communication tasks, interesting activities, and authentic drills to activate oral communication skills. There is variety of practice to promote speaking in language learning.



**2.2.1.1 Brainstorming.** Brainstorming strategy provokes creativity and it is very important in solving problems in commercial, industrial and political fields as well as in education settings (Al-khatib, 2012). Jarwan (2005) defined brainstorming as using our brains for the active problem solving and at the end of this process finding creative solutions for the problems. Brainstorming is used as one of the speaking activities in language learning. Generally teacher set a limited time and students come up with different ideas about a given topic. According to the context, brainstorming can be done in groups in order to produce more ideas in a collaborative way. Many researchers recommend group work since it is an effective technique which enables students to join classroom activities, talk more and as a result it reduces teacher talking time (Brumfit, 1984; Harmer, 1991; Nation, 1989; Petty, 1993). One important aspect of brainstorming is that learners should not be challenged for their ideas so they can feel comfortable to speak up and share their opinions (Kayı, 2006).

**2.2.1.2 Discussions.** Discussions in speaking practices can be done for different purposes in language learning. In a content-based lesson, students are asked to reach a conclusion, share opinions or identify solutions while working with their groups. Discussions are held in small groups as well as with the whole class. According to Hedge (2008), free discussions can assist better speaking skills in language learning. Therefore, for more efficient discussions teachers had better form smaller groups to enable quiet students to join more since they can be shy to express themselves in larger groups. It is very essential that the aim of the discussion should be specified by the teacher before the activity so that there would be no time to waste for unnecessary points in the discussion group (Kayı, 2006). As an example, agree/disagree discussions allow students to involve the activity as they are provided controversial topics to express their own opinions. According to Kayı, this type of speaking practice can foster students' critical thinking abilities, improve their decision making processes and teach them being polite to express themselves when they disagree with the other members of the groups.

**2.2.1.3 Storytelling.** Storytelling is another speaking activity that activates creative thinking (Kayı, 2006). It is mentioned as one of the most effective tools for

many educators since it engages students in learning and develops a variety of literacy skills (Phillips, 1996; Koki, 1996; Zabel, 1991). Students summarize a story, an event or they tell their friends a story that they create. Storytelling is also useful since it shows how to express the ideas in a certain format because a story has a beginning, development and a conclusion parts. The setting of a story may develop students' opinions to be presented in a more well-ordered way.

**2.2.1.4 Role plays.** Another practice to improve students' speaking skills in class is role-playing. Qing (2011) stated that "Role play is defined as the projection in real life situations with social activities" (p. 37). Teacher introduces variety of contexts and assigns different social roles to students for them to act according to the situation. They are informed about the details that they should perform such as who they are, what they do and think or how they feel so that they can act. With the help of role-play, Qing (2011) noticed that the intercultural awareness of students' and their communicative competence can increase.

**2.2.1.5 Information gap.** Information gap emphasizes the lack of communication in our life (Azies & Alwasilah, 1996). In information gap, students work in pairs exchange information and try to find the part which is missing with the help of their partners. Each student can reach the information by sharing what they have. In the matter of collecting data or solving problems information gap activities help students improve their research skills. Students use the sources they are provided to share and obtain information while they perform real life communication (Richards, 2006).

**2.2.1.6 Interviews.** Interviews are used by students to talk to different people on various topics. This can be done in class and outside of the class which helps students to socialize (Kayı, 2006). Teachers may provide a rubric for students to prepare the type of questions they ask or identify the right way to follow. At the end students present their study and share their findings with the class.

**2.2.1.7 Picture narrating.** Picture narrating is a type of speaking practice that students create a story according to the sequential pictures showed by teachers. Students may be provided a rubric with certain criteria, vocabulary or structures that

they can use to narrate. Using pictures provides a story way to describe certain points. Learners can verbally express their ideas by looking at the photographs and reflect their opinions in a creative way (Dell'Angelo, 2014).

**2.2.1.8 Picture describing.** This is another way of using pictures for speaking practices, but this time students are given only one picture and they are asked to describe it on their own words. This activity can be done in groups where all the members discuss about the picture and a speaker reveals their points to whole class at the end (Hedge, 2008).

**2.2.1.9 Story completion.** This is one of the most enjoyable and free-speaking activities done with the whole class. Students can sit in circle because they need to follow a line when the activity starts. Teacher begins a story and continues to a few sentences than stops. After that, a student tries to narrate from teacher's last point and the next student in circle continues. Through active participation, storytelling can help students remember the sequences by following the instructions, and this can develop longer attention period since they actively listen to their friends (McAndrews & Ellis, 2004). Students may change the story as they like, and create new events and characters.

**2.2.2 Assessment of speaking in language learning.** Students need to learn to communicate in target language in a certain level which can serve them within the university as well as in their professional and personal life (Kenny, 2002). Although many students prove themselves in speaking skills with variety of ways, some students show their oral communication abilities more effectively (Mead & Rubin, 1985). This enables them to be more powerful communicators, and it affects their academic success. According to Mead and Rubin (1985), having effective communication skills can distinguish students in positive ways and these skills can be practiced and improved once they are taught. The purpose is significant while determining the assessment method. Two methods come to the forefront when discussing the assessment of speaking; the observational approach, and structured approach (Luoma, 2004). As described with its name, the observational approach is based on the observation of student behaviors, and it is not a big burden for assessors. However, structured approach focuses on the performances of different

oral communication tasks. The students are evaluated after they complete their performances. The setting of the task is generally set in one to one conversations or in group talks. These settings are administered by an interlocutor or an assessor. Students' purpose should be to form their talks as if there is a real audience in front of them, and they should create meaningful contents. It is highly important that the topics in the speaking tasks shouldn't be complicated for students to produce a proper speech. If administrators aim to ask difficult questions, students must be presented enough time and instruments to gather useful data about the topic.

Different rating systems are used in observational and structured approaches. One of them is a *holistic* rating which focuses on the overall reflection of students' performances. Holistic rating forms a single numerical rating system to evaluate the students (Iwashita & Grove, 2003). The other rating system is a *primary trait* score that evaluates the ability of the performers to achieve a focused communicative objective. For example, the students may be asked to persuade the audience to accept a specific point of view, and this is specified in the task explanation (Mead & Rubin, 1985). The last type of rating system in speaking assessment is the *analytic* scale. In analytic scale students are observed for their speaking performances on different communication aspects; how they deliver the speech, how they constitute the content or how they use the language. Analytic scale uses more than one subscale to assess the performance on several of aspects (Iwashita & Grove, 2003). While many aspects of language are assessed separately in analytic scale, different linguistic features are examined at the same time in holistic scale (Iwashita & Grove, 2003). Although holistic rating scales are considered more practical since they take less time in marking or they have lower cost, analytic scales are accepted more useful (Carr, 2000). It is easier to get diagnostic information about several aspects of student's performance with analytic scales.

The main commonality of any rating format is to evaluate objectivity. The criteria in scoring need to be applicable to all performers accurately and permanently. According to Mead and Rubin (1985), the techniques to assess students' speaking show an alteration according to the objective of the assessment. Therefore, the purpose of the assessment identifies the instruments and procedures used. In all

methods including the most informal ones, the measurement principles of reliability, validity and fairness should be observed (Mead & Rubin, 1985).

### **2.3 Technology Use in English Classrooms**

English language skills which are speaking, listening, reading, and writing have their own educational tools for learners to develop their language (Nomass, 2013). At the same time, there are many technical tools to contribute the learning process in each element of language (Sharma, 2009). Since the beginning of the digital age, teachers and administrators need to integrate technology into the classrooms to facilitate language learning (Morgan, 2008). It has been a necessity to take advantage of the twenty-first century technological methods in education. Alverman (2007) pointed out that today's teaching activities are not strangely disposed to technology, and they tend to support traditional methods even though we have more and more digitally native students who are in touch with "multiple sign systems". On the other hand, new teachers embrace the technological tools and connect them with modern skills to pique learners' interest and support motivation (Carbone II, 2011). What all teachers and administrators need is to find ways in order to integrate technology by using updated activities and modern assessment techniques.

There are many ways to integrate technology in language classrooms. Instructors can benefit from the use of Internet, digital tools and online applications to support learning and teaching (Christy, 2005). Using technology in language classrooms can help creating visual aids; make it easier to reach a great deal of resources, give feedback to students more efficiently, implement video type presentations (Christy, 2005). There are various strategies demonstrating how technology is effective in classrooms:

**2.3.1 Digital presentations.** Apart from printed versions of the research reports, both teachers and students present their work in a digital platform. Demonstration of the learning with a digital presentation is a very active way to show what the learners have worked on (Nomass, 2013). They may use different ways such as creating Web site, using graphical tools or motion videos. For example,

Prezi, which is an interesting tool to create presentation, is used in most of the classrooms (Christy, 2005). Prezi enables both teachers and students to demonstrate the work in a non-linear way and this makes it attractive to prepare and watch it.

Power point presentations are very common in not only in classrooms but also in meetings or conferences where presenters use to have audiences' interests. In classrooms, teachers use Power-point presentations for many purposes in a professional manner. Most of the time they share their daily programs or topics before beginning the class so it provides a better way to start a new day (Christy, 2005). While they are having their class students feel secure while following the class notes since the materials are seen on the screen. Also, students are provided to have slides the teacher covers by taking the notes with handouts. This is a very beneficial way for students to take notes in the space provided.

One of the strategies about using PowerPoint presentations in classroom is to encourage learners to use digital presentation methods when they are asked to present a topic. Different designs, animations or themes options let students to demonstrate their creativity and efforts (Jones, 2003).

**2.3.2 Connecting to online books.** The technology of e-book which is combined by software, hardware, standard and protocol components has enabled educators to use many e-book machines in academic life (Anameriç & Rukancı, 2003). Electronic books are digital texts that are created by digitizing the printed books or they are just the electronic texts that are produced in electronic environments and they can be read in any hardware system that has screen (Önder, 2011). When appropriate environmental designs are provided and technical problems are limited, e-books are one of the greatest materials that support the learning and teaching process (Öngöz, 2011).

E-books provide teachers with unlimited materials, books and texts online that they may not keep in bookshelves. Furthermore, multimedia components such as sound effects and the animations in e-books help students learn more enthusiastically (Grant, 2004).

**2.3.3 Using webQuests.** WebQuest is designed for providing meaningful learning by combining technology with structured approach in the classrooms (Özerbaş, 2012). WebQuest helps students reach new information by playing a role as a guide and it is an effective method that organizes complicated Internet resources (Patterson & Pipkin 2001). According to Kelly (2000), WebQuest is used as a lesson plan for teachers and it is a unique opportunity for students to develop their thinking skills.

Webquest is popular in arts and literature researches as well. There are detailed questions that can direct students to the areas on their topics. As an example, students can be asked to explore one of the themes in the literature with a WebQuest that is prepared by the teacher.

#### **2.4 Technology Use in Different Language Skills**

In language classes, technology can be used for writing, reading and listening skills as well as grammar teaching. There are different study examples conducted in classrooms using technology. For example, a way out “spin” was asserted for the course of reading and writing in which students are active participants by finding the results of the meaning in the text with their own perspectives and background knowledge (Grainer & Lapp, 2010). They make connections with their experiences along with the information in the text, and at the end they develop their own explanations through “remix” (Grainer & Lapp, 2010). It is a very common process that students interpret the text with their previous knowledge. The Literary Remix Grainer and Lapp mentioned forces students to benefit from technological tools in order to understand the text with its social and background context. In one of the lesson Grainer and Lapp present, students are discussing two reading works by asking questions and mentioning from text. In this study, students form a fictional dialogue between themselves and one of the reading work’s author with the help of a software program, Comic Life (Grainer & Lapp, 2010). Students are observed to involve more in understanding difficult texts by facilitating computer skills to solve the content and creating their original texts.

Without a doubt, the invention of World Wide Web contributed greatly to language education promoting the user-sourced contents and integrating them into the classroom (Carbone, 2011). For his study, “Incorporating Technology into the Modern English Language Arts Classroom”, Carbone interviewed with a teacher who stated his students adhere to technology to communicate academically and socially. It is possible to see that with the help of digital tools, students are able to combine the images, sounds, texts or videos in order to create their own text (Grainer & Lapp, 2010). Technology helps students put small items together to form their own learning, and it is more fun.

21<sup>st</sup> century students tend to be more digital natives with many practices of information and communication technology (ICT) instead of traditional settings of education (Carbone, 2011). In her study Tarasiuk (2010), managed to integrate ICT instruction in her teaching and found out that students who enjoy reading were also using online materials while communicating and sharing information. This showed that even the students who had difficulties with technology are very good at using Internet. At the end of the survey she conducted, she made some modifications in her syllable. One example was to use wikis instead of classroom worksheets to provide students to join the class and ascertain the content of the course. Since wikis are accessible in online platform students tried to submit their works properly. This public nature of project encouraged students to dedicate themselves more when compared their past works in which they were using traditional methods. The wiki project displayed a good example of technology integration in an authentic work along with the traditional classroom materials.

ICT integration may be observed in other forms such as writing practices or creating videos. In a literature course, Aronson (2010) discussed a different blend to make the classics more understandable for students by using the informal writing with the help of text messages. For example, Shakespeare’s language is known difficult to analyze, but Aronson offered an informal way to understand this classic literature piece. In the study, contemporary text messages were used between the characters Romeo and Juliet in order to engage students to understand complicated structure in language.



Technology offers a great opportunity for teachers and students to build a community which they can reach out of the class. Students have chance to be authors of their digital texts and they can communicate with others through online tools (Davis & Davis, 2005). In addition, students present their works in public with the help of the Web tools such as graphics used by the teachers. In the lesson Davis and Davis discussed, the work shared by the students online is analyzed with interviews, and these interviews were video or audio recorded. This led to the oral work to be narrated as a part of the study. To sum up, this kind of project touches upon the English Language teaching parts of reading, writing, listening and speaking along with the technology integration at the same time.

Technology integration contributes greatly to the language classrooms for students' writing, reading and listening skills. With the help of some Web and digital tools students take advantage of their own learning while having fun. As Garnier and Lapp (2010) suggest there are many tools to show students' creativity in this respect.

**2.4.1 Technology use in speaking skills.** When it comes to speaking, technology may offer great opportunities to be able to improve learners' speaking performances. Studies focus on the oral communication skills can be supported with technology in language classes easily.

It has been observed in the past studies (Ybarra & Green, 2003) that technology assisted instruction facilitates language learning in most of the parts as well as oral communication competencies. In one of the study Hsu (2010), researchers focused on Asian students' speaking difficulties since they have different letters in their languages. A Web based speaking development platform was set up to practice. Learner's speaking was compared with the online program's pronunciation and students were given feedback positively and by repeating and practicing the patterns on the program they improved speaking. Many other online applications have also been used in speaking practices. On the other hand, Neumeyer, Franco, Digalakis, and Weintraub (2000) discussed the ambiguities in assessing pronunciation skills automatically. For this assessment, different kinds of speech were collected to create a rating system and enable students to be assessed by the machines.

Another study suggests an investigation of phonetic characteristics to present a correct pronunciation study (Chen, Wu, Chiu, & Liao, 2002). In their research Chiu, Liou, and Yeh (2007) provided English Language learners with a computer-assisted application, ASR, (Automatic Speech Recognition) to develop their speaking skills. They used a Web-based application called CandleTalk, in which students can talk to the computer and get training to reach high level of oral competence. In their research, they selected the local culture themes given as dialogues in order to motivate students. Both English and non-English major students attended the study and their perceptions towards English as Foreign Language were analyzed. Discourse Completion Test was used for speaking assessment both at the beginning and at the end of the implementation. According to the results, with the help of ASR, even for non-English major ones, teaching first year college students the speech acts was much easier (Chiu et al., 2007).

In another research, Yuan (2003) used chat rooms on the internet to reveal the benefits of technology in oral language development. The research was about the combination of in class interactions with online chatting in an English program to improve self-reflections of the students in their second language learning. Participants were helped in terms of written and spoken language while they were using online chat rooms and attending the class meetings. As a result, traditional class interactions with online chat meetings helped participants to benefit from different learning environment, thus improve their communication skills via an online tool (Yuan, 2003).

The conversational part of the English language has always been a difficult path for students to achieve. Researchers in IBM's India Research Laboratory developed a web-based language technology included a high quality of speech processing mechanism to evaluate spoken language elements (IBM, 2006). Students, especially whose first language is not English need more time, resource, and tools to develop their oral communication skills because they speak different languages in different environments. When they go to their home they switch back to their mother tongue and their pronunciation skills regress. With the help of IBM's technology students interact with digital tools as if they are in an online game, and when they pronounce a word incorrectly, the tool warns them to do better.

As shown by the examples, technology can be adapted to language classrooms and used to develop students' language skills. Students can improve their pronunciation as well as their way of expressing themselves in the target language.

**2.4.2 Speaking assessment with the help of technology.** Assessment refers to various procedures and practices which are used to collect information to understand the knowledge, behaviors and attitudes or the abilities of the learners (Kellaghan & Greany, 2001). Students always seem to be eager in learning and speaking another language but they are not comfortable when it comes to speaking (Mason, 2014). Therefore, instructors look for different alternatives in speaking assessment in English learning.

In one study the fear of the students was dissipated by a teacher who used a digital language lab (Mason, 2014). The students need to have a speaking exam in their semester finals and most of the time this is the part that they fear most. The aim of the study was to eliminate the fear of speaking in order to assess students' speaking performances. However, their teacher used Sony Virtuosa software in their digital lab to complete the speaking part of the exam. The teacher prepared many exercises in practice and exam setting for students to develop their listening and speaking skills. In some of the exercises they listened to a half of the conversation which the teacher recorded, and they tried to complete the rest of it. On the other hand, they needed to answer personal or other kinds of questions. The function of the Sony Virtuoso system, Audio Comparative Recording (ACR), was used for this type of activities. With the help of this tool, the teacher pre-recorded the conversation and the questions, arranged all test settings, and sent questions to the students. Students sat in a digital lab where there are separate parts for each of them to record their own videos. The teacher told students that nobody sees their performances, and this was a big source of motivation for students. The teacher stated that the students could actually feel comfortable while doing the activities since they practice the sample ones before (Mason, 2014). One of the drawbacks of this type of assessment for the teacher was explained as she had to listen to many recordings of different classes, but she still had positive feelings about this method and found easier since she can work on anytime and anywhere.

Students' opinions about the effectiveness of feedback with the help of video recording were positive in one of the study by Morales and Rosa (2008). In this study students recorded themselves as a part of presentation homework and their teacher was giving feedback through those videos. While researching about some topics, students were asked to record their positive or negative experiences about their research stages. They simply recorded what they went through while talking about the topic that they were going to present. The teacher collected all the recordings to see how students worked on to finalize their research and gave feedback through these recordings. When students were given feedback, they had chance to go back and analyze the comments their teachers mentioned. According to the research done by Morales and Rosa (2008), most of the students favored the feedbacks that they took from video recordings and mentioned that videotaping improved their speaking skills as well as presentation skills.

Researchers Derry, Baron, Engle, Erickson and Goldman (2010) have the same opinion about the practicality to revise students' performances to assess. They believed that video recording system should be in the education environment to help both educators and students. In addition, they agree that video recording provides significant reflections for students to see their weaknesses and strengths and to develop their communication skills.

Although speaking seems to be the hardest skill to evaluate for teachers and the most difficult activity for students, video recording allows it to be assessed accurately since teachers have chance to review it as many times as they want (Christianson, Hoskins, & Watanabe, 2009). Through viewing their video-recorded presentations, the students in that study realized the importance of practice and preparation to improve their presentation skills. In fact, the data supported the idea that students saw the relationship between practice and preparation, self-confidence, and body language and realized that these aspects were essential to perform well in oral presentations. From the results of the study, it is evident that using video recordings facilitated the development of oral presentation skills. Yamkate and Intratat (2000) mentioned that students' presentation skills develop through practice and preparations. Nevertheless, some teacher support should be given to students to enable them to make full use of the recordings to achieve an awareness of their own

strengths and weaknesses, with the aim of becoming effective oral presenters (Yamkate & Intratat, 2012).

## **2.5 Portfolio Speaking Tasks as an Alternative Assessment**

A portfolio is a collection of students' learning outcomes over a period of time. They are the evidence of achievements of learners. Researchers (Delett, et al., 2001; Banfi, 2003; Yang, 2003; Allen, 2004; Nunes, 2004; Bahous 2008, Lo, 2010 etc.) have indicated several benefits of using portfolios in language education such as, showing multi-dimensional perspective of student progress, encouraging self-reflection and fostering learner autonomy and combining learning, teaching and assessment. When students are given a portfolio task they need to keep record of their progress so that they collect data about their work. This enables them to revise what they go through while continuing the task they are required to finish. Currently, educational portfolios are implemented in Science, Mathematics and Geography and also have become widely used in ELT (Melles, 2009). Many English language teachers prefer to use portfolio assessment in their class as the technological developments provide them many advantages. Electronic portfolios allow both teachers and students to collect, store, revise and use the data when compared the traditional portfolios (Birgin & Baki, 2007). Therefore portfolio speaking tasks as an alternative way of assessment is popular among English language teachers with new technology integration in classrooms (Yoshida, 2001). Moreover, educators can follow their students' progress individually or group base (Cole et al., 2000; Stefakanis, 2002).

Different oral portfolios supported by technology are observed in the assessment process. There are audio, visual or electronic portfolios for teachers to keep record the work of their students. All of them provide feedback, revisable work and self-reflection (Yastibas & Yastibas, 2015). Therefore, they become a beneficial source of assessment not only for teachers but also for students while evaluating the effectiveness of the study (Goldsmith, 2007; Reese & Levy, 2009). On the other hand, as a formative assessment speaking portfolios assess students' learning and as a summative assessment they can evaluate students' progress and achievement (Rhodes, 2011). According to Rhodes, when student involve in the preparation and

presentation parts, they try hard to do their best so, this makes them active learners. Apart from the feedback given by the teacher, students follow their own achievements and realize the final effectiveness of their experiences. As a result, portfolio speaking tasks improve communication skills through reflection and this enables permanent learning (Akçıl & Arap, 2009).

As it is mentioned, E-portfolios help students to go back to their works and recheck or resubmit the recordings. In this way, students can follow their progress over time. Furthermore, the audio and video recordings enable them to realize what organizational speaking manners should be as well as they encourage them to feel less stressful while speaking (Dany, Huang, & Hung, 2010). In their study Castañeda and Rodríguez-González (2011) found out positive reflections about the e-portfolios which participants recorded themselves on the computers. After participants completed their tasks, they were asked to re-watch their recordings to give feedback through their own videos. According to 80% of the participants, speaking tasks with video recordings were very beneficial as they provided self-reflection. They also mentioned that with the help of the e-portfolios, their speaking skills improved prominently.

Another study conducted by Wang and Chang (2010), points out how self-monitoring lowers the anxiety level of university students while they speak English. In the study, students watched their peers' performances and the effects of this process proved that students actually learn from the experiences their friends had. In this way, they could arrange their speaking performances according to the oral portfolios they monitor.

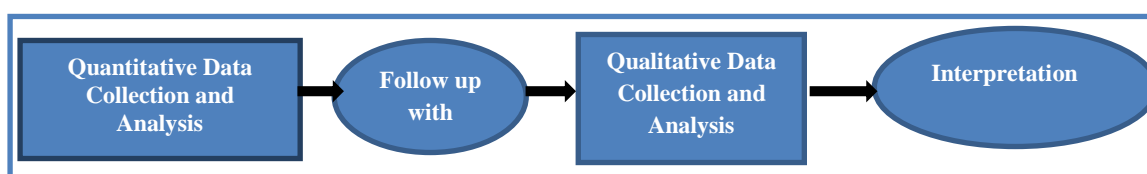
To sum up, speaking performances could be easily assessed with the help of technology as it has many positive effects for both instructors and students.

## Chapter 3: Methodology

### 3.1 Research Design

In this chapter, background information of the study, setting, participants, data collection instruments, online speaking portfolio task, data collection procedures and data analysis methods will be described.

In this study both quantitative and qualitative data are gathered to provide better results and explain the findings clearly. An exploratory mixed method design is used to explore multiple viewpoints qualitatively, develop a suitable instrument, and then continue a quantitative study to reach more detailed information (Creswell, 2012). A mixed methods research design can be defined as a ‘procedure to collect and analyze both quantitative and qualitative research and methods in a single study to understand a research problem’ (Creswell, 2012). The method enables to focus on combining different data to reach detailed results of the research questions (Creswell & Clark, 2011)



*Figure 1.* Exploratory mixed method.

In this method, the researcher begins to collect and analyze quantitative data, then for a second procedure qualitative data are collected and analyzed to support the quantitative results. As a final phase quantitative results are shaped by the qualitative research questions and data collection (Creswell, 2012). Exploratory Mixed Method design was used in this study because while perceptions of the students towards OPSTs (Online Portfolio Speaking Tasks) were being analyzed, their tasks results were used to add comments to the findings. The task results showed the participation of the students to complete their tasks in order to earn grade.

### 3.2 Participants

All the students who registered for 2014-2015 academic year were indirectly the participants in this study to observe the progress. In other words, the researcher analyzed the performances of the whole school students who had to complete their tasks in all levels as a part of the curriculum. 1783 students' portfolio task results were reported to analyze the participation and success rate.

Three group interviews which consist of 5 students each and one individual interview were carried out. The levels of the students in the interviews were selected randomly to present the variety of English language levels. The other group of the participants was the English instructors in Preparatory School. In the beginning of the second module a meeting was held with 145, and 60 instructors' feedback forms were collected. Lastly, at the end of the third module, three instructors were interviewed. The volunteer instructors who were willing to share their experiences were asked to join the interviews. The instructors have experienced the whole process with their students while watching their portfolio speaking tasks and grading them, so they are very determining factor about the attitudes towards the program. These instructors have 6 to 15 years teaching experience. Two of them have a bachelor's degree in English Language and Literature and a master's degree in English Language and Teaching. One of them has a bachelor's degree in Teaching English as a Foreign Language.

The participants used in this study are shown in Table 2 below.

Table 2

*Participants and Instruments*

Participants	Instruments	Dates
1783 students	Portfolio Speaking Task Results	October 10, 2014- March 13, 2015
60 instructors	Meeting Feedback Form	November 17, 2014
20 students	Interviews	April 7, 2015
3 Instructors	Interviews	April 8, 2015



Students who did portfolio speaking tasks according to their levels are listed in Table 3 below.

Table 3

*Modules & Levels and Number of the students*

Module	Level	Number of the students	Date
MOD 1	A1	625	15 September, 2014 – 31 Oct, 2014
MOD 1	A2	663	15 September, 2014 – 31 Oct, 2014
MOD 1	B1-B2	242	15 September, 2014 – 31 Oct, 2014
MOD 1	EB1	81	15 September, 2014 – 31 Oct, 2014
MOD 1	EB2	58	15 September, 2014 – 31 Oct, 2014
MOD 1	A1EXT	114	15 September, 2014 – 31 Oct, 2014
MOD 2	A1R	86	10 November, 2014 – 2 Jan, 2015
MOD 2	A2	483	10 November, 2014 – 2 Jan, 2015
MOD 2	A2R	113	10 November, 2014 – 2 Jan, 2015
MOD 2	B1	548	10 November, 2014 – 2 Jan, 2015
MOD 3	B1	456	19 January, 2015 – 13 March, 2015
MOD 3	B1R	141	19 January, 2015 – 13 March, 2015
MOD 3	EB1	49	19 January, 2015 – 13 March, 2015

Note. A1 Extra= Late registered students because of the undergraduate transfer or other reasons.

A2R= A2 Level Repeat

B1/B2= Combined module of intermediate levels

B1R= B1 Level Repeat

EB1= Extended intermediate levels that repeat the Prep School

EB2= Extended high-intermediate levels that repeat the Prep School

### 3.3 Settings and Procedures

The study was conducted at a private university, English Preparatory School because it was convenient for the researcher. The university is an English-medium university, therefore; English Preparatory School aims students to be academically competent in English Language before they enroll their departments. Upon registering at university, each student must sit at the English Proficiency Exam or alternatively take one of the internationally compatible tests. If they have satisfactory

result, they can skip Preparatory School and directly enroll their departments. However, if they can't prove their language proficiency, they need to attend Prep School. In Preparatory School, there is a modular system which identifies the level of the learners. There are 4 levels in general; A1, A2, B1, B2 and the combination of them when the period of the levels is extended or students repeat a level. Students have 24 hours of classes in a week and they are introduced all the language skills that they need to survive in their faculties. At the end of each term students take English Proficiency Exam, and if they pass they have the right to start their own departments. At the beginning of each year more than 1500 students register to Preparatory School, so the program is very intensive. Generally one module consists of 8 weeks period, but combined levels continue for 16 weeks. Level passing requirements for 8 weeks and 16 weeks courses are described in Table 4 below.

Table 4

*Level Passing Requirements*

8 Weeks Courses	Level Passing Grade: 65
Midterms	20%
End Of Module Exam	40%
ELP (Homework, Writing Task, Speaking Tasks, Vocab & Unit Check)	40%
16 Weeks Courses – Level Passing Grade	Level Passing Grade: 65
Midterms	20%
End Of Module Exam	35%
ELP (Homework, Writing Task, Speaking Tasks, Vocab & Unit Check)	45%

As it can be seen in the Table 4, apart from Midterm and End of Module Exam, students need to complete other in or out of class tasks in order to earn 40% of their total grade. 40% of the total grade includes homework, writing tasks, vocabulary and unit quizzes and portfolio speaking tasks. The curriculum is very intensive, and the instructors have a lot of materials, weekly packs, in-class tasks and activities. Especially, speaking tasks take too much time since the instructors give

their students a task, and listen to them speaking in the class. In portfolio speaking tasks, instructors were asking theme related questions to the students, and students were talking about two minutes one by one. Instructors had to wait for all the students to complete the task. While a student was answering a question, it was difficult others to be quiet and wait patiently. Therefore, instructors had some problems about the completion of the required tasks in class. For this reason, school administration has decided to do portfolio speaking tasks in an online platform rather than in the classroom. Students were given 10% of their total grade from Online Speaking Portfolio Tasks. In order to actualize this project, an online Learning Management System (LMS), called “Itslearning” has been used.

The Distance Education Unit of the university and Preparatory School have always been in communication with during the implementation period. Basically, students were asked a question related to the theme of the week in the curriculum, and they were expected to record themselves on the online learning platform. Before the implementation, classes were visited by the Online Programs Coordinator, and students were introduced the platform that they are going to use. In order to make this process easier, and help students who don't have a computer and internet connection, a mini computer lab was set up. This mini-lab had four computers at first with all the required equipment for video recording, such as camera, microphone, and headphones. With the decision of the administration, the number of the computers enhanced to eight, and then the lab had 13 computers in the final position.

The study involves the first three modules and each module there are different levels. In the first module, the study started with 1783 students' task results, but the numbers have changed as some part of the students have passed the Proficiency exam and started to their departments. In the table below, the time period of the levels are shown.

Table 5

*Levels and Durations*

MODULE 1	MODULE 2	MODULE 3
Level & Duration	Level & Duration	Level & Duration
A1 - 8 Weeks	A1R - 8 Weeks	A1/B1 - 8 Weeks
A2 - 8 Weeks	A2 - 8 Weeks	B1 - 8 Weeks
A1 Extra - 16 Weeks	A2R - 8 Weeks	B1R - 8 Weeks
B1/B2 - 16 Weeks	B1 - 8 Weeks	EB1 - 8 Weeks
EB1 - 16 Weeks		
EB2 - 16 Weeks		

**3.4 The Role of the Researcher in the Study**

At the beginning of the study, the researcher was the instructor, and also, she was dealing with the technical problems of the students who were using the online platform to record their videos. After the first module, she stopped teaching, and concentrated on the online part of the curriculum to help students in this new system. She went through the whole process with the students in the mini-lab, helped them complete their tasks, and intervened in when there was a technical failure. She recorded the number of the students who used the mini-lab for online tasks each time they visit the lab. When students come to the lab, their names were written to identify who used to mini lab in which day. Moreover, she kept a log of students' comments about the online speaking tasks and while gathering their feedbacks, she did not have an impact on their opinions, which was important to attain objective results.

The researcher was responsible for the students' technical problem about the learning management system and recording their videos. At the beginning, so many problems were being reported since it was the first time that students were using the system. Therefore, the researcher wanted to explore the perceptions of the users who had to use the portfolio speaking tasks as test takers or assessors. This new technology integration renewed the assessment of the speaking skill. The researcher wanted to have a report if it is actually beneficial or not as she was exploring what the students and instructors think about it.

### 3.5 Data Collection

In data collection stage different sources were used to analyze the procedure. The sub-headings for these collection tools are described below.

**3.5.1 Data collection sources.** The results of the online Portfolio Speaking Tasks were taken into consideration to show the participation and the performance of the students. The speaking assignment criteria created by level coordinators in the online Learning Management System was one of the data collection instruments in the study. In order to find out the opinions towards Portfolio Speaking Tasks, group and individual interviews with students and in depth interviews with instructors were done. In addition, comments from colleagues in the meeting which was held at the end of the first module were collected and categorized as subject based. Moreover, a comment log was kept in the mini-lab to collect data about perception of students.

**3.5.1.1 Students' performance evaluation.** Starting from the first module, 6 October 2014, students' speaking task results were recorded in the learning management system, until end of the third module. Students are given a task in almost every week to be completed in five days. The questions in the online weekly tasks were related to the theme of the week. In other words, students were being asked a question about the topic that they covered in the classroom in the related week (See Appendix 1).

As an example, in A2-B1 module, 3<sup>rd</sup> week's topic was "Movies". Level coordinators prepared theme-related questions for students' OPSTs (Online Portfolio Speaking Tasks).

Theme- Movies

Questions:

- 1- Do you usually watch movies at home or at a movie theater? Do you usually watch movies at home or at a movie theater (cinema)?
- 2- What is the best movie you have ever seen? Who was in it? Why did you like it? Who was the director? What was it about?
- 3- Which do you like better, action movies or comedy movies? Why? Why not?

- 4- Do you like foreign films that are dubbed in your mother tongue or do you prefer watching films in their original languages?
- 5- Are there any kinds of movies you dislike / don't enjoy watching? If so, what kinds of films do you dislike? Why do you dislike them?
- 6- Do you think being an actor / actress is difficult? Why/Why not?



*Figure 2.* Video recording practices in mini-lab.

**3.5.1.2 Instructors feedback form.** At the end of the first module, Online Programs Coordinator held a meeting with 32 A1 level, and 28 A2 level instructors in two sessions. In this meeting, the detailed information was shared once again about the online speaking tasks. The program coordinator went through all the steps with a Power Point Presentation for instructors to answer any questions addressed to them. The instructors were explained about how to use the system more efficiently and what to do in assessing period. They were given a ‘Quick Tips’ sheet to take notes during the meeting (Appendix 6). They were asked to write their opinions about the topics in the feedback form. These themes are:

- Course Dashboard
- Course Status Follow up
- Participants and Groups
- Course Content
- Speaking Tasks
- Assessing Tasks
- Planner
- Links

At the end of the meeting, small note papers were distributed to instructors and they were sued for writing their comments on any issue about the system. Their comments were categorized in topic-based and used for data analysis.

**3.5.1.3 Interviews.** In order to acquire the qualitative data about the attitudes towards online Portfolio Speaking Tasks, both students and instructors interviews were employed. Since the researcher was working in the mini-lab with the students while they were doing online speaking tasks, she could easily talk to them about their difficulties and expectations. She explained her study and asked to interview with them. Before the interview both students and instructors were informed that their answers will be used as data to examine the reflections about portfolio speaking tasks, and their personal information won't be shared. All the interviews were audio-recorded, and then transcribed. For the first part, the researcher carried out three group interviews and there were five students in each group. These students were in different levels and this enabled researcher to get data about variety of perceptions. The levels of the students in the individual interviews also differed, so this provided

more in-depth analysis to refer to the research question. The interviews were held at the end of the third module after the results of the Speaking Tasks were recorded. Interviews with students were Turkish in order them to feel more comfortable and explain better about the process. Ten questions were addressed to the students in the interview, and these questions provided them to explain their own experiences while doing online tasks as well as after the implementation period (Appendix 2). The questions in the interviews were addressing the research questions of the study to evaluate the attitudes of the users towards online speaking portfolio tasks. The questions started with Yes/No questions to identify the general point of views of students. Then, it changes to explanatory questions which they need to define the problematic or favorable parts of the portfolio speaking tasks. The students realized the perception differences between their group members, and the fact they thought differently provided very useful feedback for the researcher (Appendix 4).

After the researcher held interviews with the students, three instructors were interviewed to gain detailed information about the perceptions towards Portfolio Speaking Tasks. The researcher asked particular questions rather than overall ones as instructors have played two significant roles in this study. They were grading their students through the online learning management system, observing students' individual performances, and dealing with comments and complaints of the students. They were also the user of the program to evaluate their students, and had the similar experiences with them. Eight questions were asked in the instructor interviews and the researcher did not lead them to express their opinions on a specific direction (Appendix 3). Participants were free to share what was important for them.

The questions in the interviews were arranged to explore the technical and academic perceptions of participants towards OPSTs.

Questions evaluating the academic aspect:

- 1- Do video-based speaking tasks motivate you to learn English?
- 2- Can you follow your speaking development with the help of PST? Can you see your strengths and weaknesses about speaking English?
- 3- Is video-based task a useful tool to evaluate your speaking skill?



Questions evaluating the technical aspect:

- 4- Have you received enough training about how to record your videos?
- 5- What difficulties have you faced with in recording process?

Questions about personal opinions:

- 6- Do you prefer to speak in front of the computer or somebody?
- 7- Do you think speaking portfolio tasks should continue in online? Would you like to have your tasks online if you are prep school students again?
- 8- What are your suggestions to improve this program?

**3.5.1.4 Mini lab-log.** The researcher kept a log on number of the students who used the mini-computer lab to do online speaking tasks during the three modules period. It was also used as data to observe the attending behavior of the students towards their tasks. Students wrote their ID information on prepared sheets and the records were kept daily for six months (See Appendix 7).

**3.5.1.5 Written comments of students who have used mini lab.** It was very interesting and enjoyable for students to write what they think about this new program and technology integration to the grading system. The researcher prepared a note book, wrote ‘Comments about Online Speaking Tasks- Feel free to write any of your opinions’ on it, and put it near the mini-lab log sheet. The students were not obligated to write every time they enter the mini lab, only the volunteers wrote down their comments. The researcher encouraged them to write what they think about the technology integration in a notebook and put it near the mini-lab student log sheet which they wrote their ID information These comments were also categorized and used in the discussion part of the study.

**3.5.2 Data collection procedures.** This new technology integration into the speaking assessment was decided by the school administration at the beginning of the academic year. With the assistance of the Distance Education Unit of the university, the Prep School Coordinators decided to apply new learning management system into their curriculum. The Coordinator of the Distance Education Unit approved this study to be

**3.5.2.1 Introduction of the portfolio task.** In the beginning of the fall semester, speaking portfolio tasks were announced to be done in online rather than in the classroom. The Online Program Coordinator attended level meetings and informed instructors about the new system. After all the students were added to the Learning Management System according to their classes, they became reachable for teachers. In order to make this transition period easier ‘Online Tasks Guidance’ documents were prepared for teachers to distribute in the classroom (Appendix 8). Students were also introduced for the new Portfolio Speaking tasks with 97 class visits. Online portfolio speaking tasks were very important since students take 10% of their total grade from these tasks. After logging on to the system, they can quickly find their levels from the course panel in the course dashboard and go related week to complete their speaking tasks. With the help of the online platform, they record themselves and the videos are added to the system automatically. Students were supposed to answer one question every week, and they had 2 attempts in case they have a problem at the first time. These problems can be the technical ones or the students may not be comfortable with their answers, or fail, and they like to try one more to get better grade. In order to avoid all the possible obstacles, students were encouraged to do practice tasks which are not graded by the instructors. In each question, students had 10 minutes in total to complete the tasks. However, they were expected to speak only one or one and half minute. Starting from the Monday, they had five days to finish the weekly task. They could either do it at home or at school as long as they have a computer and an Internet connection. There was no speaking task for the first week of the module for the introduction of the new online system. In the figure below, the course dashboard, a sample speaking task, and video are shown.

The dashboard is divided into three main sections:

- ANNOUNCEMENTS:** Contains an important notice about student video quotas for speaking task submissions, with links for Turkish and English sources.
- PLANNER:** Shows the current week's speaking tasks (2 attempts / 10 minutes) from 27.04.2015 00:00 to 01.05.2015 23:55. It includes a description and instructions to click on links in the activities section. It also features practice tips and a reminder to check camera and internet settings.
- SIK KULLANILAN LINKLER/ FREQUENTLY USED LINKS:** Lists useful resources such as the Pearson MyEnglishLab website, a Rehber/Guide PDF, and a video guide for students.

Figure 3. Course dashboard.

The interface for the speaking task is titled "A2-B1 SPEAKING TASK 2". It displays a remaining time of 8:26. The question is: "Do you think the television is a great invention? Why / Why not?". Below the question is a text area for the answer. A rich text editor toolbar is visible, with a dropdown menu open showing options like "BUZZEE Log", "File from 'Your web files'", "Image", "New audio recording", "New video recording", "Tree link", and "Web 2.0 content". At the bottom, there are "Submit" and "Complete test" buttons, and a "Pause test" button on the right.

Figure 4. Sample speaking task.

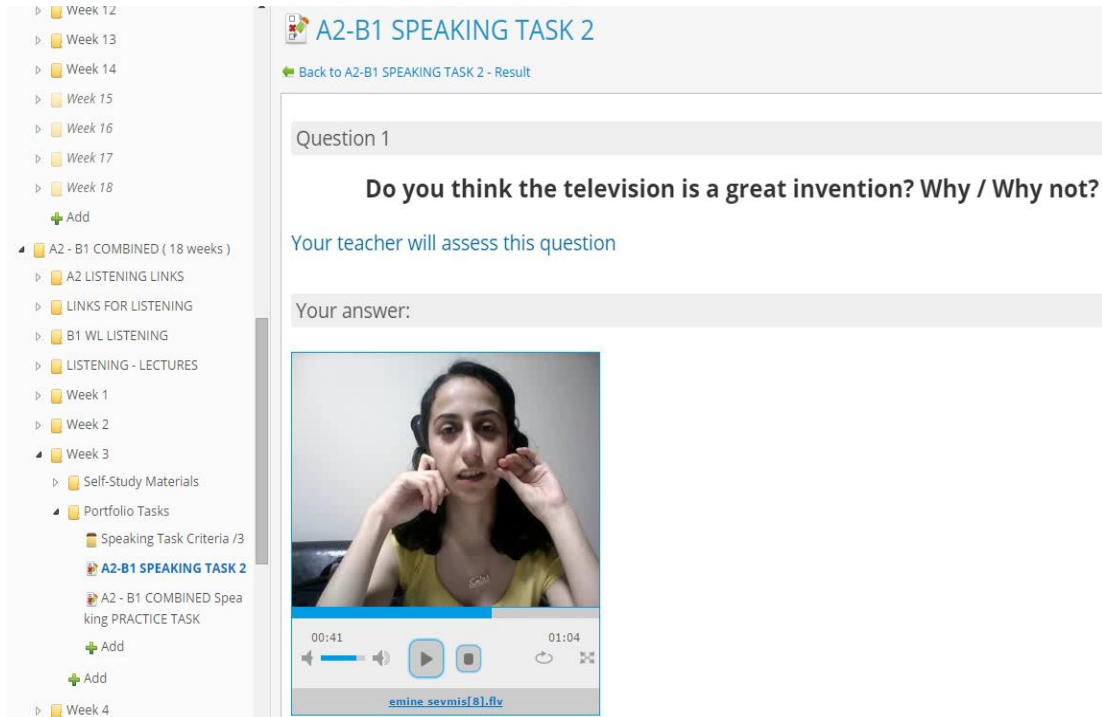


Figure 5. Sample video recording.

As it is shown in the figures above, students were supposed to complete their weekly tasks in ten minutes in a very practical way. After they completed their task, instructors assessed them according to the criteria designed by the level coordinators. 24 weeks period video task results were collected for this study to analyze the progress and reveal the effects about the attitudes of students towards the technology integration into the grading system.

**3.5.2.2 Grading.** The assessment criteria were developed by level coordinators according to the objectives of the course. For the first module the grading was applied out of 2 points. Instructors were assessing the students by giving them 0, 1, 2 points. These points were being calculated and completed to one hundred at the end of the module. Table 6 shows the assessment criteria and referring grades. The points students earn from portfolio speaking tasks constitute 10% of the total grade.

Table 6

*Speaking Task Criteria*

Point	Refers to	Explanation
0	0	Content is totally irrelevant No response or almost no attempt to expand the response
1	50	Content shows very little attempt to fulfill the requirements of the question Content is somewhat relevant Response not expanded Mostly inaccurate use of vocabulary Frequent grammar errors which often obscure communication Speech is mostly slow and disconnected Frequent pronunciation errors which often obscure communication
2	100	Content fulfills the requirements of the question Response expanded or somewhat expanded Mostly accurate use of vocabulary No/minor or few grammatical errors which do not obscure communication Speech is fluent or mostly fluent No/minor or few pronunciation errors

After the first module, the online programs coordinator held a meeting about the reflection of the new system. The instructors and level coordinators decided that the criteria did not look fair enough for the speaking portfolio tasks. They suggested that new criteria would be better to differentiate the students' performances. Table 7 describes the final criteria used for the portfolio speaking tasks.

Table 7

*New Speaking Task Criteria*

Point	Refers to	Explanation
0	0	Content is totally irrelevant No response or almost no attempt to expand the response
1	50	Content shows very little attempt to fulfill the requirements of the question Content is somewhat relevant Response not expanded Mostly inaccurate use of vocabulary Frequent grammar errors which often obscure communication Speech is mostly slow and disconnected Frequent pronunciation errors which often obscure communication
2	75	Content fulfills the requirements of the question to a certain extent.  Response is somewhat expanded  Almost accurate use of vocabulary  Some grammatical errors which do not obscure communication  Speech is almost fluent.  Some minor pronunciation errors
3	100	Content fulfills the requirements of the question  Response mostly expanded or fully expanded  Mostly accurate use of vocabulary

---

No/minor or few grammatical errors which do not obscure communication

Speech is fluent or mostly fluent

No/minor or few pronunciation errors

---

**3.5.2.3 Feedback.** When the first video implementation period was over, end of module meeting was held and instructors were requested to give feedback about the points that were significant for them. The aim of the feedback forms was to develop the system, make it easier to use the platform, and help students to have reliable technological approaches. All the comments were reviewed and categorized to detect the common issues. The related solutions were shared by the online programs coordinator after the meeting, and the feedbacks were used as very reliable sources about the perceptions towards online speaking tasks.

**3.5.2.4 Completion.** Speaking Portfolio implementation process ended after six months. As a final step, researcher arranged interviews with both students and instructors to collect qualitative data. There were ten questions in students' interview, and eight questions in instructors' interview. All the interviews were tape-recorded, and then they were transcribed to clarify the common points and refer to direct referencing while explaining the results of the study. The dates and durations of the interviews with participants are shown in the Table 8 below.

Table 8  
*Interview Participants, Dates and Durations*

Participants	Date	Duration of the Interviews
Group 1 (5 students)	April 7, 2015	12 min. 34 sec.
Group 2 (5 students)	April 7, 2015	14 min. 05 sec.
Group 3 (5 students)	April 7, 2015	15 min. 52 sec.
Student (1)	April 7, 2015	8 min. 33 sec.
Instructor 1	April 8, 2015	10 min. 45 sec.
Instructor 2	April 8, 2015	12 min. 21 sec.
Instructor 3	April 8, 2015	13 min. 56 sec.

All the interviews were completed in two days and last in 15 minutes mostly. There were no other people except from the participants in both individual and group interviews.

### **3.6 Data Analysis**

In this study both qualitative and quantitative data analysis were used. The quantitative data were collected from the Portfolio Speaking Task results to observe if learners improve their speaking task grades in time. Moreover, the results indicated the participation status of students since online Portfolio Speaking Tasks were individual responsibilities. Speaking Tasks Results, and the averages were reported as module, level, and class based to see the progress and participation.

Qualitative data were gathered from the individual and group interviews. In this process, the content of text data were interpreted through classification of identifying themes (Hsieh & Shannon, 2005). For in-depth interviews, deductive and inductive qualitative analyses were used. A Thomas (2006) defined:

Deductive analysis refers to data analyses that set out to test whether data are consistent with prior assumptions, theories, or hypotheses identified or constructed by an investigator. In practice, many evaluation projects use both inductive and deductive analysis. The inductive analysis refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher. (p. 238)

All the recordings of the interviews were transcribed and separate emergent themes were found for deductive analysis. The relevant transcripts were added to the related themes to make the discussions stronger. On the other hand, when an unrelated category emerged, it was also added to the results as a separate theme. The results were shown to the subject matter experts and shared with the coordinator of the online programs to be discussed and analyzed. Online speaking task results were accessible for all the students since they could follow from the learning management



system. The results of the interviews were also shared with the instructors and the students who participated to the study.

## **Chapter 4: Results**

### **4.1 Introduction**

This chapter presents the results of data analyses gathered from Portfolio Speaking Tasks results, instructors' feedback, group and individual interviews done with the students and instructors to find out their perceptions towards the technology integration to the assessment system. 1783 students started to do portfolio speaking tasks at the beginning of the fall semester, and their tasks results were recorded. 60 instructors feedback forms were analyzed, 16 students and 3 instructors in total were interviewed to explore the attitudes towards Online Speaking Portfolio Tasks implementation. In addition, mini-lab log was recorded to identify the number of the students who came to lab to submit their tasks, and a comment log was kept in order to have more data about students' opinions towards OPSTs.

The study addresses the following research questions:

1. What are the perceptions of students towards the online Speaking Portfolio Tasks with video-recording accommodation?
  - 1.1 What are their perceptions in technical and academic aspects?
2. How do the teachers perceive online portfolio speaking tasks as an alternative way of assessment in an English Preparatory School?
  - 2.1 What is the role of technology in this process?

### **4.2 Online Portfolio Speaking Tasks Results**

At the beginning of the fall semester, when online portfolio speaking tasks were activated, the researcher started to keep the assessment records through online learning management system to gather quantitative data. The results show the progress of the grades through the video recording based implementation as students pass their classes. In addition, keeping the records of the grades provided researcher to collect quantitative data about the participation of the students as autonomous learners. The levels, which continued their programs as scheduled were tracked and data showed the progress between proficiency of levels, as well as the numbers of the

participation. As mentioned before, one module lasts in 8 weeks period of time. However, there are 16 weeks courses which continue in the second module. In other words, their progress does not stop until other levels end up to the second module. In order to follow smoothly the recorded results were analyzed on the basis of module.

**4.2.1 Online portfolio speaking tasks results in three modules.** In the first module, there were six levels, in the second and third module there were four levels that were supposed to do online speaking tasks. However, their module lengths were different. In the table 9 below, levels and the number of speaking tasks they took are shown.

Table 9

*Levels and Number of Speaking Tasks According to the Syllable*

Level	Length	Number of Speaking Tasks
MOD-1 A1	8 Weeks	4
MOD-1 A2	8 Weeks	4
MOD-1 A1 Extra	16 Weeks	3
MOD-1 B1	16 Weeks	5
MOD-1 EB1	16 Weeks	5
MOD-1 EB2	16 Weeks	5
MOD-2 A1R	8 Weeks	4
MOD-2 A2	8 Weeks	4
MOD-2 A2R	8 Weeks	4
MOD-2 B1	8 Weeks	4
MOD-3 B1	8 Weeks	5
MOD-3 B1R	8 Weeks	5
MOD-3 EB1	8 Weeks	6

Note. A1 Extra= Late registered students because of the undergraduate transfer or other reasons.

A2R= A2 Level Repeat

B1/B2= Combined module of intermediate levels

B1R= B1 Level Repeat

EB1= Extended intermediate levels that repeat the Prep School

EB2= Extended high-intermediate levels that repeat the Prep School

Speaking tasks results were recorded in the system for every student, so all the participants, classes, and levels can be followed to see the progress. The online learning management system allowed researcher to see individual scores and helped

her to collect data in a class based (See Appendix 9). In the table 10 below, tasks results and the averages are shown for three modules in level base.

Table 10

*Online Speaking Tasks Results*

Level	Number of Classes	Average
MOD-1 A1	34	0,28
MOD-1 A2	29	0,52
MOD-1 B1	11	0,83
MOD-1 EB1	4	0,62
MOD-1 EB2	3	1,21
MOD-1 A1 Extra	5	1,00
MOD-2 A1R	4	0,70
MOD-2 A2	23	1,30
MOD-2 A2R	5	0,88
MOD-2 B1	26	1,18
MOD-3 B1	22	1,30
MOD-3 B1R	8	0,92
MOD-3 EB1	3	2,50

The grading criteria were applied out of 2 for the first module, so highest average belongs to EB2 levels of students who have high-intermediate level of English proficiency. As it can be seen, the lowest average belongs to A1 level of classes that are beginners of English Language. It is cognizable that A1 level of students received the lowest grades, but number of the classes in A1 level is the most intensive one. The progress of the students as they pass the upper levels can show the differences better.

In the second module, the grading criteria remained the same in AR2 and B1 levels. The table shows that in the second module, A1R students have 0,70 points of average although they were graded out of 3. However, B1 level of students had 1,18 points of average out of 2. A2R level students had 0,88 points of average out of 3, and this shows that repeat levels do not have a significant change in speaking tasks.

In the third module, the three levels shown in the table had a noticeable difference in their grades. B1 and EB1 levels of students had higher grades from online tasks. As in the first and the second module the case is repeated and B1R level of classes received the lowest cores.

### **4.3 Instructors Feedback Reports Results**

After the first module, the online programs coordinator held a meeting with 60 instructors to develop the new system. At the end of the meeting, all the instructors gave feedback about their experiences, difficulties and suggestions, and the researcher collected the feedback to identify the common themes they mentioned. According to their feedbacks, the researcher grouped the comments into seven categories in order to reach the common attitudes towards Online Speaking Portfolio Tasks.

**4.3.1 Grading system.** According to the instructors the grading system did not look fair enough. Students were being assessed out of 2, as 0 for 0, 1 for 50, and 2 for 100. 12 instructors agreed on that it would be better to have a grading system referring 0 for 0, 1 for 50, 2 for 75 and 3 for 100. It was discussed and changed after this feedback, and the new criteria were over 3. For 16 weeks courses, module 1 did not end, so it was applied in the second term.

**4.3.2 Technical issues in online platform and support.** The instructors gave feedbacks about technical issues such as system interface, internet connection or mini-computer lab in the school. A lot of instructors thought that there should be more computer labs to enable students to do their online tasks. On the other hand, some instructors wrote about the poor internet connection which caused them to waste too much time while waiting for the videos to open. One instructor indicated that some students were not computer literate enough and it was unfair for them to be assessed on something through an online platform. This is also a very significant feedback to interpret in discussion part. For the interface of the system, 3 instructors mentioned that it could be more practical to assess their students. One of them stated:

*‘Technical problems should be fixed. It should be more user-friendly. We have to click on too many buttons to grade. “OK. Next Student” button does not work. Sometimes another student from another class comes up instead of the next student in my class list. Grading could be more practical. Moving from one student to the next while grading, is time consuming.’*

Instructors had also some suggestions about the technical parts of the online platform. Three of them mentioned that students could be sent emails to inform them whether their video has been submitted successfully or not right after they have done the task. They added that such emails can also remind students about their deadlines. Also they thought that it would be better to have mobile apps for the online learning management system.

A lot of instructors agreed that in the beginning of the module, there should be a workshop / training session in whatever their mother tongue is to inform students what the online learning management system is, why they should be using it and why it is good for them to learn how to study with it. They pointed out that a training session or a demo meeting should be held to familiarize students with the online platform almost a month before the actual online speaking tasks begin.

As mentioned before, the researcher was dealing with students and their problems in the mini-lab. However, it was a big burden to try to help over 1700 students’ individual problems and questions. Moreover, the researcher was teaching in the first module, so the support for individual problems fell short. Instructors gave feedback at this point, and wrote that there should be some other assistants to give support to students in the mini-lab.

**4.3.3 Workload of the instructors.** Most of the instructors agreed that the workload they had prevented them to use Online platform more efficiently. They had difficulties to spend time for feedback sessions about the online speaking videos because of their workload. Almost all the instructors had 24 hours of teaching in a week. They couldn’t find extra time to discuss about their students’ performances, so they thought online portfolio task did not serve its purpose at this point. 12

instructors have agreed that workload had a big impact on neutralizing the benefits of online speaking task. Here are a few comments:

- “With fewer teaching hours planning and teaching would be more effective.”
- “Dealing with online programs can be integrated into the program and could be 22 or 20 contact hours and 2 hours for online programs.”
- “Amid too much workload I don’t think online speaking tasks serve the purpose.”
- “If we- as teachers- had more time to deal with online tasks, we would appreciate it.”
- “Except from the class teaching, there should be enough time for both students and teachers to spare for it.”
- “Teachers have no time to give feedback one –by-one.”

**4.3.4 Benefits of speaking tasks.** Instructors were positive about the online speaking tasks and believed that they are applicable and useful to develop their students’ language skills. In fact, many of them mentioned that there should be more speaking tasks and more assignments in online platform. They added that students can also be provided to use “voice thread” to improve their speaking skills.

Online speaking tasks were assigned to students randomly. In other words, level coordinators were preparing many questions for every level, so students did not know what they were going to have in their tasks. According to instructors, it would be nice to have a wider variety of questions to keep students from cheating.

One instructor wrote “*There were some students who could not upload their video tasks got zero, which we found unfair.*” To prevent this, students have always been reminded to make their second attempts at school under our supervision so that they could be guided to avoid such failures.

Another instructor mentioned “*Some of my colleagues I have talked to and I believe speaking tasks are good in order for students to overcome their speaking exam anxiety. However, students are biased about the tasks due to the problems they had while video recording their performances. I reckon we should take small steps*



*to go further with its learning.*” That the online speaking portfolio tasks prevent anxiety is an important subject to be touched on discussion part.

**4.3.5 Suggestions.** 14 Instructors suggested about reminding the tasks and providing deadlines on different in-class materials for students not to miss their weekly speaking tasks. The deadlines, information and descriptions were written on the online system, but instructors believed that it would be more beneficial to write them down somewhere else. Here are a few comments:

*“On the weekend worksheet, there could be reminders and tips about the tasks and deadlines. “*

*“It would be a better idea to write deadlines near the task, but providing a planner is a good idea.”*

They also favored the Online Speaking Tasks as alternative assessment because they had the opportunity of monitoring their students’ progress, the strengths and weaknesses in general speaking questions. A related excerpt is shown below:

*“... When students don’t do well in one of the tasks, they have always chances to improve their portfolio tasks grades because every week they are assigned a new question. If they miss one task, they know that they are going to have more and try again. In general, they have good grades in time, and the most important factor is they used to the system, and they are assessed with the topics which they have already covered in the class.”*

One of the biggest advantages they mentioned is that the tasks are under the responsibility of students since they use the online platform either at home or at school and record themselves. They followed their scheduled tasks and tried to complete in time. Moreover, they sometimes reminded their friends to submit the weekly tasks. One of the instructors mentioned about how responsibility perception of the students have developed through online tasks:

*“... I believe this is a great opportunity for students to become autonomous learners. Thank you very much for your effort and support as online programs department. Students had to follow their online tasks in order not miss their chance to have better grade. I observe some students do not talk too much in the*

*classroom, but they submit their speaking tasks every week. Although they are shy in class, with the help of the online tasks, they practice their speaking. And it is nice to see that as a teacher. They know their responsibility and I have chance to observe them without forcing.”*

Overall, the instructors were not negative towards Online Speaking Portfolio tasks. They found online speaking tasks as useful opportunities to practice students’ speaking skill and study for the end of module exams as well as Proficiency Exam. They agreed that online speaking tasks allow them to see their students’ strong and weak sides. Since the videos are always there, instructors believed that it is practical to go back and watch again their students’ performances.

#### **4.4 Students Interview Results**

In order to gather qualitative data about the perceptions of students towards the video recording implementation of speaking tasks, the challenges they experienced, the beneficial parts they found; the researcher employed individual and group interviews. The interviews were done in Turkish for students to express themselves clearly. Before the interview students were informed that their answers will be used as data to examine the reflections about portfolio speaking tasks, and their personal information won’t be shared. 10 questions were prepared. All the interviews were audio-recorded, and then transcribed. The researcher employed three group interviews, and there were 5 students in each group. The students in the interviews were in different levels. The questions in the students’ interview were as follows:

- 9- Do video-based speaking tasks motivate you to learn English?
- 10- Can you follow your speaking development with the help of PST? Can you see your strengths and weaknesses about speaking English?
- 11- Is video-based task a useful tool to evaluate your speaking skill?
- 12- Have you received enough training about how to record your videos?
- 13- What difficulties have you faced with in recording process?
- 14- Do you prefer to speak in front of the computer or somebody?
- 15- What are the positive parts of video recording?
- 16- What are the negative parts of it?

- 17- Do you think speaking portfolio tasks should continue in online? Would you like to have your tasks online if you are prep school students again?
- 18- What are your suggestions to improve this program?

The data obtained through interviews were categorized and emergent themes were identified by the researcher for deductive analysis. The following themes that address the research questions in this study will be discussed according to the interview results:

1. Students' Perceptions of Online Portfolio Speaking Tasks
  - a) Advantages of Online Speaking Tasks
  - b) Disadvantages of Online Speaking Tasks
2. Students' Perception of Technology Integration into Assessment System

**4.4.1 Students' perceptions of online portfolio speaking tasks.** Students' perception of doing online speaking tasks was almost positive. There were definitely some students who indicated different sub-topics which they had problems. However, most of them were not against doing their speaking tasks in an online platform. Students' responses about online speaking tasks were categorized in two themes as advantages of online speaking tasks and disadvantages of online speaking tasks.

**4.4.1.1 Advantages of online speaking tasks.** The students stated many advantages of having online speaking tasks in Preparatory School. According to the results, three main themes became evident and they were listed as:

- Motivation and new experience
- Self-development
- An easy way to earn grade

**4.4.1.1.1 Motivation and new experience.** According to the students' responses, doing speaking tasks online motivated them to speak. They pointed out that when they have high grade from portfolio speaking tasks, they feel confident, so they are motivated to speak in front of the class. Watching themselves after they submit their videos encouraged them to do better for the next tasks. Many students stated that speaking portfolio tasks motivated them:

*We are given some amount of time and we are asked to speak. When I speak in that time period, I feel happy. Sometimes, I face with very different and difficult questions. I just feel even happier when I answer those kinds of questions. After I learn my grade, if it is low, I try to do it better. And if my grade is high, I feel as if I am in advanced level.(Participant 3 in group 1, male, personal communication, April 7, 2015)*

*Actually I can't speak, I mean, don't trust myself. However, I know that I should speak in front of the computer and this motivates me. I see the remaining time on the screen and try harder to say more. If I am asked the same questions in the classroom maybe I can't say anything, but I am alone while doing online speaking task. (Participant 4 in group 1, male, personal communication, April 7, 2015)*

*Teachers want us to speak only 2 minutes. We are doing these tasks only once a week, so it is understandable for me. If there was no online task, we would speak in the classroom and I don't think we could speak only 2 minutes. It motivates me because I think 2 minutes talk is nothing. I just do it and complete my requirement immediately. (Participant 4 in group 2, male, personal communication, April 7, 2015)*

The responses above showed that students felt motivated with the help of the online speaking tasks. They responded many reasons about why they believe online speaking tasks are sources of motivation for them.

Another advantage of online portfolio speaking tasks according to the students was that this is a new experience for them. Five students stated that they did not experience recording themselves before to earn grade. They also stated that this is a privilege for their school since they did not know this kind of assessment in other schools. Some of the responses were as follows:

*R: So, you are having your online speaking tasks for the first time right?*

*P: Yes, this is a very good process, and this is only in this school. I think it makes our school special. Normally, people talk in front of the class or teacher asks questions and they answer. However, we are doing it every week in online. I think we have the difference from other Preparatory Schools. (Participant 1 in group 3, Male, April 7, 2015)*

*When I first learned that we are going to do our speaking tasks online, I did not like it because I am not good at computers. Then I was introduced to the system and you helped us a lot, I found myself that doing my tasks every week on time. I think this is because I was experiencing a new thing, so it was unusual. Later, when I could do it properly, I got used to it. (Participant 5 in group 1, Male, April 7, 2015)*

*Online speaking task is a new assessment system. I think this is very interesting, because we know that somebody asks a question to us and we answer. However, now we use computer and record ourselves. This is a self-work. (Participant 3 in group 2, Female, April 7, 2015)*

**4.4.1.1.2 Self-development and confidence.** Students' responses revealed that online speaking tasks helped them to be more confident about their speaking. As a result of this, they had the chance of developing themselves as they do their tasks every week. After students submitted their videos in the online platform, they were always encouraged to watch themselves before logging out in case there was any problem about their submission. Watching the videos they recorded provided to see their performances and they realized that they could actually speak. In the interviews, four students mentioned that online speaking portfolio tasks developed their speaking performances:

(...)

*P: I am very surprised now that my friends think like this. I thought that everybody was happy about online speaking tasks. It is not a big deal and it is just 10 minutes in a week. In addition, I have to speak since it is a requirement for me and it forces me to develop my speaking in anyway. (Participant 5 in group 1, Male, April 7, 2015)*

*R: Okay, how about your own development? Did you able to develop your speaking skill? Or did you able to follow your progress?*

*P: Yes, I did. For example, before all the speaking tasks that are done at the end of the module, I go back to watch my recordings to study because the similar questions can be asked in the end of the module exam. We are asked questions related with the theme of the weeks, so watching my videos helps me to study. It also develops my speaking because I see what I did and what grade I took. If I took low grades in some tasks, I try not to speak like that again. (Participant1, female, personal communication, April 7, 2015)*

Some students thought that speaking tasks were also helpful since they provided them a spot to show themselves. They stated they are shy to speak while others look at them, but with the help of video recording, they created a platform where they can show their progress and development.

*To be honest, after I record myself, I check my video once, and then I don't look at it again. If my speaking task is graded, I don't want to spend time again. However, my teacher can tell my progress and evaluate me better with the videos, because they are always there. She can watch again if she likes and she has an opinion about my speaking. (Participant 5 in group 1, male, personal communication, April 7, 2015)*

**4.4.1.1.3 An easy way to earn a grade.** A lot of students favored online speaking tasks because these tasks are good sources to get high grades easily. In other words, they believed that 10% is a big amount in total, and they have chance to get full point through online speaking tasks. Generally, students have worries about collecting sufficient amount of grade to pass their levels. In this respect, they found online speaking tasks easy to collect points. The criteria for the speaking tasks tells them what to do to get good grades, so students supported online speaking tasks as they seem to be easy for them. For example students stated:

*At the end of the module, we calculate our midterm, vocabulary check and writing assignments results to achieve the pass grade of the level. Even 1 point is highly important for us. I can earn 10 points if I complete all my*

*tasks, therefore speaking tasks help me have easy grade. I think, this is because most of the students give so much importance to it. (Participant 2 in group 3, female, personal communication, April 7, 2015)*

*I believe, if everybody realizes how they can earn points easily, they never miss online speaking portfolio tasks. I try to answer the question, and my teacher never gave me 0. I think teachers are aware of our efforts, and as long as we give logical answers and express ourselves, we can take 3 points from each of the tasks. (Participant 4 in group 3, female, personal communication, April 7, 2015)*

**4.4.1.2 Disadvantages of online speaking tasks.** In relation to the disadvantages of online speaking tasks, students indicated some common problems they experienced. It is obvious that the most common disadvantage was the technical problems that students experienced. Most of them reflected about problems they had while recording their videos. Other issue was students couldn't benefit from teachers' comments since they did not have enough feedback about their videos. They expressed that their teachers couldn't talk to them about their speaking because there was not enough time in class. The last one is that some students thought that online speaking tasks are not beneficial since one or two minutes talk does not represent anything.

**4.4.1.2.1 Technical problems.** According to students, the technical problems occurred during the recording were the main issues about online speaking tasks. The negative points about the technical parts can be seen through these responses:

*There are some buttons that I should click on and I still confuse which one is the first. We record our videos, then insert it, then submit it, and finally complete the test. In my last task, I forgot to click on insert button; my teacher told me that she can't see my video. I don't want to deal with these technical issues, and sometimes I lose points. (Participant 2 in group 3, personal communication, female, April 7, 2015)*

*P: Last week, I started to do my speaking task, but I could not speak more than 1 minute. Later I learned that we needed to delete our old videos because we exceeded our recording quota. In order to make room for our new videos, we should have deleted the old ones. I missed this information, I could not upload my video, and finally I wasn't assessed. 10 points are*

*R: Did you delete your old videos?*

*P: Not yet. I went cold on. (Participant 1 in group 2, male, personal communication, April 7, 2015)*

*P: ... I need more than ten minutes for my tasks because I cannot complete. To be honest, I prepare myself, try to find information, and start recording. However, even if I have a minute or two after I finish my recording, I receive a 'Maximum Time Limit' warning, and the system does not accept my video.*

*R: So why don't you try your second chance at school? You know, you can do it twice, right?*

*P: Yes, we have two chances, but generally I do my tasks on Friday and Friday is the last day of submission.*

*R: I see.*

*(Participant 5 in group 3, male, personal communication, April 7, 2015)*

*When I complete my task, I always watch myself in order to see if there is something wrong. Sometimes, I just see a black screen with zero second although I know that I submit my video correctly. I have been doing my tasks for a long time and I used to do it, so when I see black screen instead of my video, I feel disappointed. (Participant 2 in group 1, male, personal communication, April 7, 2015)*

The responses above showed that the students lose their enthusiasm when they encounter a technical problem and they are ready to see it as a main problem of their unwillingness. Most of the students reported that they, directly or indirectly, had at least one technical problem so far.



**4.4.1.2.2 Unrealistic sample reflections.** Many students declared that Online Speaking tasks do not reflect the actual speaking skills of the students. According to them, two minutes of videos may not show their performances, and being assessed with this kind of a task doesn't have any meaning. Keeping an online speaking portfolio is not necessary for the students since they are used to speak with a person rather than in front of the computer. The responses below point out the skepticism towards online speaking tasks:

*R: Do our online speaking tasks have an effect on your speaking development? What do you think about it?*

*P: Well, these tasks are only one or two minutes talks, so I don't believe teachers can understand our level of speaking in such a short time. Okay, I like it and I do it every week just to earn grade. However, it is not my real speaking performance.*

*R: What do you mean?*

*P: We have ten minutes to complete the task, and we should speak one or two minutes. Before starting to record ourselves, I generally search about the question on the internet to gather some information for about two minutes. Then I write down the information I found on a piece of paper. When I start recording, I try to look at the paper in order to answer the question. I know most of my friends are doing that, so I don't believe these online tasks actually reflect our level of speaking. (Participant 2 in group 1, male, personal communication, April 7, 2015)*

*... The questions, which are asked in the online platform, should be so easy because otherwise we are looking for an answer from somewhere. Sometimes there can be questions about business life or global warming. I don't even talk about them in Turkish, and of course, I search on the internet. Moreover, I try to read it while recording myself. I know that it seems fake but I can't find anything to say. (Participant 4 in group 2, personal communication, male, April 7, 2015)*

These responses revealed that not all the students pay so much attention to reflect their own level of speaking since they have an anxiety of getting low grade.

Sitting in front of the computer and recording themselves could be seen as a monotonous activity for them. Their main goal is to finish the task regardless of how.

**4.4.1.2.3 Insufficient feedback.** The interview results showed that a few students were not happy about the insufficient feedback. Students clarified that they couldn't have enough feedback because they don't have a separate feedback session. Here is a student's idea on the issue:

*When I complete my assignment, I feel secure and I can see my results in a week. I sometimes ask my teacher if she assessed my task or not although checking our grades is our job. We record our videos online, and we are assessed online. There is no feedback session and I sometimes don't understand why I took a certain grade. (Participant 3 in group 3, female, personal communication, April 7, 2015)*

Not all the students wish to have feedbacks because it is more important for them to complete their tasks. The workload in the classroom does not allow creating such an hour for feedback and discussion. Shortly, insufficient feedback about the speaking tasks is the least negative point for students.

**4.4.2 Students' perception of technology integration into assessment system.** Based on the students' perceptions, the responses reveal that they are excited about the technology integration to the grading system. Almost most of the students were computer literate and they enjoyed recording themselves. Most of them agreed that there was no limitation of what they like to say and how they like to express while speaking. Working with computers all alone enabled them to be more autonomous learners. Technology integration to the assessment procedure made students more active participants. They mentioned that developing a skill such as speaking in an online program and earning grade out of that is not common. They felt that this is a privilege to experience it. Most of the students explicitly reported the positive sides of technology integration into assessment system:

*I feel that it is much more comfortable for me to speak in front of the computer. I have 10 minutes and nobody interferes with me. The next week I*

*can see my grade in online, so it is very practical for both me and my teacher I guess. (Participant1, female, personal communication, April 7, 2015)*

*I wish there were more video tasks because I can prove myself better. This is a very good opportunity for us, and this is valid only in our school. I did not hear any other schools do their speaking portfolio tasks online. (Participant 5 in group 1, Male, personal communication, April 7, 2015)*

*R: How about the video recording process? Are you good at technology?*

*P: Our teacher showed us how to record our videos in A1 level at the beginning of the year. I immediately learned, and I haven't had any problem from then on. First it was a bit unnecessary for me to use such a platform but then I got used to it. Now, I like doing it, it is not something that we can't learn. (Participant 2 in group 3, female, personal communication, April 7, 2015)*

There were also some opposite opinions about technology integration into speaking tasks. These reported responses were basically about the classical assessment habits students accustomed to. Some students found this assessment mechanism meaningless since they need to see somebody to talk. They mentioned that they feel more secure with the classical assessment methods. The online assessment system was seen unfamiliar compared to their previous educational experiences:

*I don't have a very big problem about the online tasks, but when it comes to speaking, I want somebody in front of me, not a computer. Actually, it would be better to speak with a teacher apart from the online tasks. I feel excited when I speak to a camera, and I have to focus on the camera. If I don't look at the camera then my teacher may feel that I am reading from somewhere, or I am cheating. At the end, I forget what I should say in order to look at the camera. (Participant 3 in group 1, male, personal communication, April 7, 2015)*

*When we speak to a teacher, at least she can correct our mistakes at that time by interrupting us. I feel safe when somebody reacts, only then I understand that I am doing something worthwhile. Otherwise, technology*

*doesn't help me especially to see my speaking level. (Participant 5 in group 3, male, personal communication, April 7, 2015)*

These responses suggested that ineffectiveness of technology integration is also an issue for students about online speaking tasks. Although they enjoy the technology experience in the assessment procedure, they also have difficulties in adaptation to this new system.

#### **4.5 Instructor Interviews**

As for the students' interviews, instructors were also asked questions about their perceptions towards online speaking tasks. There were 8 questions in the interview:

- 1- In the previous terms, speaking portfolio tasks were being done in the classrooms but now they are video-based type in an online platform. How have you benefited from the video-recorded speaking tasks?
- 2- How is the assessment procedure? Is it easy? What kind of difficulties do you have while assessing your students' speaking portfolio tasks?
- 3- In this respect, how do you evaluate our learning management system?
- 4- Could you able to give enough feedback to your students?
- 5- Can your students do OPS tasks easily? What kinds of comments do you receive from students?
- 6- Is it better to watch videos or actually listen to the students in class to assess speaking?
- 7- Do you prefer to have SPT online for the next terms? Do you like the system to continue as it is?
- 8- What are your general comments about the program? Do you have some suggestions?

All the instructors made positive comments about online speaking tasks. The responses they mentioned revealed two main positive facts about the Online Portfolio Tasks. With the help of the technology, portfolio speaking tasks are time saving, and they definitely give students responsibility and enable them to follow their own schedule.

**4.5.1 Instructors' positive attitudes towards OPSTs.** In the in-depth interviews, all the instructors stated that OPS tasks are really time saving for them. A few sample excerpts are shown below:

*It is time saving because we had lots of things to do in the class. Thanks to our online learning management system, we don't need to waste our time in class. We have many materials that should be finished by the end of the week, so assessing our students online relaxes me most of the time. It is also beneficial for us to watch the videos in a peaceful and quite environment at home. It is much better to focus on the students' performance. (Instructor 1, personal communication, April 8, 2015)*

*I benefited from this assessment system because it is time saving for teachers. I also give feedback from online system; I send them a message as long as they read it. In this way, I don't need to give feedback in separate time. (Instructor 2, personal communication, April 8, 2015)*

*Students are good at technology, that's for sure. Therefore, OPS tasks are useful since they learn the responsibilities of being a student. If they don't do it, it is their choice. However, if they complete their tasks they get grade, very good grade indeed. (Instructor 3, personal communication, April 8, 2015)*

*I prefer OPS tasks to continue for the next terms. I mean, we have to do it because it is a hard work. If I spend sometimes only to watch videos to evaluate, it would be difficult because we need to do meeting time. We should do it online, give feedback, and respond through our system. This is 21<sup>st</sup> century, we need to learn. (Instructor 2, personal communication, April 8, 2015)*

*One task each week is a good idea so they used to it. Because when they go to their faculty they're going to use it. This is prep school; online system is not only for English but also for online programs in their departments. (Instructor 1, personal communication, 8 April, 2015)*

*I sometimes take notes; I have a notebook for OPS task videos. For each tasks I record their errors, generally pronunciation errors. Then I talk to them if I have time. (Instructor 2, personal communication, 8 April, 2015)*

**4.5.2 Instructors' negative attitudes towards OPSTs.** On the other hand, some negative responses were reported, but these responses were mainly about the reluctance of the students about the system. Instructors also mentioned that OPS tasks are abused since students sometimes cheat while speaking. Here are example excerpts from the interviews:

*At first, they had negative feelings about the program but now they are used to it. Normally, they are good at technology but when it comes to OPS tasks, they had troubles in the earlier times. Now, maybe they couldn't save the video or they forget to submit. Actually they know everything by memory but when it comes to technology they lost their memory. They are too lazy to share their problems with online programs service. They don't come to see you and request help. (Instructor 1, personal communication, April 8, 2015)*

*Sometimes they cheat that's why watching them one by one is better. I can understand from the video that they write and read. They have so much time, 10 minutes is such a long time. They want longer time but they abuse it. They write on a paper and they stick in some part of the room. So, they read while recording. If it is live, I can warn them and prevent. Maybe 6 min. is enough. (Instructor 1, personal communication, April 8, 2015)*

*Some students do google translate and they read the answers from the computer. Maybe we can restrict some windows, only for our system's website window can be open. (Instructor 2, personal communication, personal communication, April 8, 2015)*

*Some of them do it easily. Some students used to this kind of programs, some others they don't use technology, they don't have smart phones. Others; they are just too lazy. (Instructor 3, personal communication, April 8, 2015)*

*Students say they don't have computer or internet connection since they have just moved to Istanbul.*

Apart from these, instructors reported some negative issues about the technical part of the system:

*Program interface is a bit time consuming for them. To open the task they need to open one file then another one. When they finally find the page they need to insert the video, submit the video then complete the task. The system should be up to date. It has an online system; it has an app for the phone. When you open app you can't record your voice, so it is useless to use it's app. (Instructor 2, personal communication, April 8, 2015)*

All in all, instructors have positive attitudes towards OPS tasks in practicality. However, they believe the technical problems should be fixed and there should be extra classes for feedback session. Instructors' biggest complain about OPS tasks is the students' reluctance for completing their tasks since they used to have classical assessment procedures.

#### **4.6 Mini Lab Log**

In order students to do their OPS tasks at school, a computer lab, with 8 computers, was setup. Students who did not have computers or internet connection outside the school came to lab to complete their weekly tasks. In addition, students who did not feel comfortable to do online tasks by themselves because of the technical anxiety benefited from this opportunity. Through the end of the first module, the researcher started to keep a record of the students. When students entered the lab they were writing their names on a lab-log list. The researcher reported every single student's name to reveal the number of the students who used mini-lab to submit their OPS tasks. The results showed that there was a great attention to this lab for many reasons. The table below shows the numbers of the students who came to lab to do their OPS tasks and need technical help.

Table 11

*Number of the Students Who Used Mini-Lab in Three Modules*

Week	Numbers of the Students
MODULE I	
17 November, 2014 – 21 November, 2014	332
24 November, 2014 – 28 November, 2014	419
Total	751
MODULE II	
Week	Numbers of the Students
1 December, 2014 – 5 December, 2014	123
8 December, 2014 – 12 December, 2014	300
15 December, 2014 – 19 December, 2014	312
22 December, 2014 – 26 December, 2014	103
29 December, 2014 – 2 January, 2015	10
5 January, 2015 – 9 January, 2015	121
12 January, 2015 – 16 January, 2015	218
Total	1087
MODULE III	
2 February, 2015 – 6 February, 2015	372
9 February, 2015 – 13 February, 2015	183
16 February, 2015 – 20 February, 2015	120
23 February, 2015 – 27 February, 2015	223
2 March, 2015 – 6 March, 2015	100
9 March, 2015 – 13 March, 2015	171
16 March, 2015 – 20 March, 2015	22
Total	1191

These numbers indicate that more than 100 students visited mini-lab each week except the weeks when there was not any assigned speaking task. The students either came to lab to submit their tasks successfully or to get help about their previous unsuccessful attempts. The tasks were activated every Sunday midnight and they were deactivated on very Friday midnight. The Table 12 below reports three



sample weeks from each module to observe the inequality in numbers of students visited the mini-lab from Monday to Friday.

Table 12

*Number of Students Who Used Mini-Lab in Three Sample Weeks*

	MODULE I	MODULE II	MODULE III
	17 Nov, 2014 – 21 Nov, 2014	15 Dec, 2014 – 19 Dec, 2014	2 Feb, 2015 – 6 Feb, 2015
Monday	29	23	15
Tuesday	32	22	7
Wednesday	46	43	31
Thursday	90	71	47
Friday	135	153	179

As it is seen in the table towards the end of the week the number of students coming to the lab to record their videos is increasing because the deadline of the speaking tasks is Friday midnight. Therefore, students come to the mini lab to complete their tasks by Friday night.

#### 4.7 Students' Mini Lab Comments Log

Mini-lab Comment log was created by the researcher to reach additional data about students' perceptions of online speaking tasks. The researcher prepared a notebook for students who visited the mini-lab to submit their speaking tasks. They basically wrote their thoughts and feelings when they were leaving the lab. It was not a must, students left comment if they wanted to do so. The findings were divided into two sections; as positive and negative thoughts towards the online system.

##### 4.7.1 Positive thoughts in the mini-lab comment log.

*I like OPS tasks because I don't want to talk in front of everybody. I have no problem in speaking but speaking exams are always unexciting for me since I see it as a must. However, I feel free while I am speaking in front of the camera. The only thing that I complain is the technical problems occurred in recording. I exceeded the time limit for a couple of time although I thought I*

*had more time. Maybe there can be no time limit in speaking tasks. For example, we may start the task with 10 points, and our grade may decrease in every two minutes after certain of time; just a suggestion. (Male student, B1 level, personal communication, November 13, 2014)*

*We are now in 14<sup>th</sup> week and I have never had a problem in recording myself. I do my tasks at home. This is the first time I am here. The lab is generally crowded especially on Fridays. That's why I prefer to do my tasks at home. I listened to my teacher and followed the instructions in dashboard, and I haven't experienced any problem. I think I am lucky because my friends are always complaining. (Female student, A2 level, personal communication, December 12, 2014)*

*Last week was the first time that I haven't come to the lab since the beginning of the year, and I failed. I don't understand. I do exactly the same thing but it did not work. When I come to lab, there are no technical or other kinds of problems. (Female student, A2R level, personal communication, February 3, 2015)*

*I feel stressful in the speaking exams which are done in the classroom. Teachers give us 10 minutes and they wait until we talk. Here, in lab, we have at least alternatives. For example, if we think that we are not able to answer a question, we skip to the next one. If we still have ambiguities about answering the second question, we can look up the dictionary or think 3-4 minutes. I know that I get help from an outside source but I feel happy to see my performance at the end of the recording. However, in the class, I have to talk even if I say irrelevant things. (Female student, A2-B1 level, personal communication, February 13, 2015)*

**4.7.2 Negative thoughts in the mini-lab comment log.** According to the comments written on the log one negative topic emerged: technical problems.

*Video recording is difficult for me. I can't even talk in front of the teacher, now I should deal with all technical aspect of the tasks. When it doesn't work*

*I feel angry because I lose point. (Female student, B1 level, personal communication, November 14, 2014)*

*Our teacher says that there are a lot of students in the lab, and when all of them start to record, there is so much noise. She can't listen to a student's performance because she doesn't understand; she says she hears all other students speaking. (Female student, A2 level, personal communication, November 17, 2014)*

*Students are writing in a note-pad first then they read from another small window as if they are speaking. This is because 10 minutes time allows them to write what they are going to say. (Male student, A2 level, personal communication, December 12, 2014)*

*In class, our teacher explains how to use the online program in English. However, this is the thing I lack! I don't want any English explanation, that's why I can't do. If I understand, I can successfully submit my videos, and I wouldn't lose any point. (Male student, EB1 level, personal communication, December 25, 2014)*

## **Chapter 5: Discussions and Conclusion**

The goal of this study was to explore the perceptions of users who used online portfolio speaking tasks part of the assessment procedure. It was conducted in an English Preparatory School of a private university. In the study, 60 instructors feedback form were collected, 20 students were interviewed as a group of 5, and 3 instructors were interviewed individually to analyze how they perceive the technological integration in the speaking task assessment.

This study was intended to clarify the following research questions:

1. What are the perceptions of students towards the online Speaking Portfolio Tasks with video-recording accommodation?
2. How do the teachers perceive online portfolio speaking tasks as an alternative way of assessment in an English Preparatory School?

In this chapter, results will be discussed connected with the related literature about online speaking portfolio tasks in English classrooms. The following two headings will be described according to the findings.

- a. Students' Overall Perceptions towards OPSTs
- b. Instructors' Perceptions of OPSTs as an alternative way of assessment

At the end of the discussion part, limitation of the study will be presented, and then in the light of the findings obtained from this study, some suggestions will be given for the future studies.

### **5.1 Discussion of the Results**

The feedback form items in the instructors' meeting and the interview questions conducted to participants were prepared to explore the perceptions of the stakeholders towards online portfolio speaking tasks. Results were arranged as categories to be analyzed accordingly. These categories were: Technical issues, motivation and self-development, anxiety and time saving. Moreover, results pointed

out that recording the speaking is an easy way to earn grade, but OPSTs could be seen as unrealistic sample reflections.

**5.1.1 Students' overall perceptions towards OPSTs.** When the results are considered the overall perceptions of the stakeholders are positive. Most of the participants agreed that online portfolio speaking tasks are useful tools to develop speaking skills. These positive outcomes resemble with the perceptions towards online portfolio speaking tasks in former studies. As Reese and Levy's (2009) and Goldsmith's (2007) studies indicated, portfolio speaking tasks are beneficial sources while assessing students and this is a good way to evaluate the effectiveness of the study on behalf of the students.

At the same time, results of the findings indicated that online portfolio speaking tasks help educators to follow their students' development to have a meaningful progress report about them. This finding is parallel with the decision obtained from the study of Cole et al., (2000) and Stefakanis (2002) as they believe online portfolio tasks enable teachers to follow students' progress both individual and group base. Some students responded to the questions in the interviews that they could easily go back and check their work, and this made them realize their mistakes. Students stated that they were aware of what an organizational speaking performance should be after they watch their own videos. This opinion is compatible with Danny Huang and Hung's (2010) claimed about video recordings which provide students an example to be fixed for a proper speaking performance.

On the other hand, technology integration to the speaking assessment aroused some criticisms among students. Students explained in the interviews that it is very probable to cheat in online speaking tasks, so the assessment could not reflect the actual performance of the students. They referred that sometimes they rely on the written materials while speaking. Therefore, the outcome does not reflect their own speaking skills. This is because many students memorize the prepared written text before they actually speak. This result does not share similarity with Castañeda and Rodríguez-González's (2011) study in which participants re-watch their videos and give feedback through their own products. Since they needed to comment on what they produced, they do not have chance to record something that does not belong to

them. However, there is a difference between this study and Castañeda and Rodríguez-González's (2011) study in which the students have extra time for their self-reflection. Therefore, they had more time to both prepare, practice and record whereas in this case the time allocated for a single speaking performance is much less.

The findings showed that participants have a tendency to approve online speaking tasks in general, but there are some detailed concepts gathered from data and should be discussed to clarify the new opinions which are not stated in previous studies.

*5.1.1.1 Different topics with regard of the perceptions of participants.* All participants in this study agreed that recording their speaking performances is a new experience and it motivates them to complete the tasks. Although video recording technique in speaking assessment is not a new method applied in language learning, Prep School students had this experience for the first time in this study as the administrations had added this type of assessment into the curriculum in beginning of the year. Especially when students have higher grade from the tasks, they feel confident to record the other task.

The majority of students expressed that they are happy to record themselves in front of a computer, but a considerable number of them also expressed that they still find this method unnecessary as being assessed by two minutes video does not seem logical to them. The interviews conducted with students also displayed that some of them do not actually believe the importance of online speaking tasks. In terms of reflecting the actual speaking performance, the students have ambiguities whether the OPSTs are beneficial tools or not. However, Yamkate and Intratat's (2000) study mentioned that with the help of the portfolio speaking tasks, students' oral presentation skills develop as they realize the connection between the preparation and practice aspects of the speaking. The main difference between this study and Yamkate and Intratat's (2000) study is the length of the video recorded. In this research students recorded two or three minute videos weekly so they did not have the chance to prepare their speeches for long hours.

With regard to self-development and confidence students indicated that their speaking performance improved since they record themselves weekly. They were always encouraged to watch themselves after they submit their videos. According to the interview results, this makes them to recognize their progress. This result seems to match with the findings in former studies (Delett, et al., 2001; Banfi, 2003; Yang, 2003; Allen, 2004; Nunes 2004; Bahous 2008, Lo, 2010 etc.) that portfolio speaking tasks are effective reflections of students' progress and motivating factor for learner autonomy.

On the other hand, some students indicated that it was enough for them to upload their videos successfully rather than the content of their work. In other words, they do not watch their videos again to see if they responded well enough to earn high grade. Completing the task is much more important for them and they referred traditional and digital speaking portfolios do not have difference. Students' opinions about the completion of their works do not match with the findings in Birgin and Baki's (2007) study, because the researchers emphasized the importance of collecting, revising and storing the data. They believe that this is essential when distinguishing the benefits of online portfolios from the traditional ones.

Another point emerged in instructors' and students' interviews indicated that the online tasks lower the stress of the students while speaking. Video recording is a potential practice area as the shy students do not feel comfortable while speaking in front of others. This result is parallel with the anxiety issue in speaking performances. According to Wang and Chang's (2010) study, it is also supported that self-monitoring helps to lower the anxiety level of university students while they speak English. In Wang and Chang's (2010) study students were also watching their peers' videos in order to analyze and improve their own performances. This increases the importance of the online speaking tasks to solve students' anxiety problems.

Another result which was reported at the end of the instructors' interviews revealed that assessing students speaking performances through video recording is time-saving. While having so many materials to be completed, instructors find assessment of the online portfolio speaking tasks relaxing most of the time as they can sit in front of the computer anytime they want, and watch students' performances

in a peaceful environment. Researchers Derry, Baron, Engle, Erickson and Goldman (2010) also concluded that practicality is an important factor to be taken into consideration and assessing students' video recordings allows teachers to use their time more efficiently.

According to the instructors' feedback forms and interviews results, one of the most specified topics was the technical issues. Both teachers and students had complains about the technical problems they encounter while recording or assessing. This difficulty could be related with the low level of students' English proficiency. Although the instructors went through all the procedures in class many times, students had difficulties while recording themselves. The reports about the technical issues could also be related with the poor internet connection or miss-use of the program. Most of the students were unfamiliar with the new technological integration and they needed time to get use to the system. However, their portfolio speaking tasks started immediately and they could fail at some points at the beginning. In this study, there were obstacles about the technical issues coming from the students because of the reasons mentioned above. When researching about the online speaking tasks, technical difficulties that stakeholders experienced are not seem quite prevalent. One of the issues that come to light through this study is the technical aspects of the digital portfolio usage. Many students agreed on that they need training very early before they actually have their online speaking tasks.

Another newly emerged theme in this study is that many students believed that OPSTs are helpful to earn higher grade in speaking exam. According to the criteria prepared by the level coordinators, students were aware of the grade they can earn from speaking tasks. When they fulfill the requirements they could even have the highest grade. Therefore, they stated that they favor online portfolio speaking tasks to earn grade easily. This is valid when the number of students who visited the mini-lab is considered. The students have come to the lab to complete their tasks weekly. Through the end of the week the number of the students has increased because each week the deadline of the tasks is Friday midnight (Table 4.4.). However, students haven't paid so much attention to submit their tasks on time, so they have tried to do it in the last day. Most of the problems have occurred because of this reason as students have waited until the end of the week.



To sum up, online portfolio speaking tasks are beneficial tools for instructors to teach and assess oral communication skills or develop students' speaking performances. To be able to speak well in English language is important since expressing themselves reflects successful academic and personal development. Communication aspect of education is also directly related to these developments (Rubin & Morreale, 1996). With some adaptations and rearrangements online portfolio speaking tasks can be used for self-assessment, one-to-one feedback and increase the motivation as realized from the positive outcomes of this study.

## **5.2 Limitations**

The most significant limitation in this study is that a focused group was not determined since there was a modular system in Prep School. The students changed classes after a period of time so it was hard to choose a focus group to work on. Therefore, at the beginning all the students' portfolio speaking tasks results have been recorded. If there was a group to be observed in detail, more clear and accurate findings could be explored. Another limitation is that pre and post perceptions of the stakeholders towards technology integration were not analyzed so the data obtained from the study couldn't explain the changes in participants' perceptions. The other important limitation is that the implementation started immediately and there wasn't enough training period for the technical issues. Participants' problems about the technical procedures affected the course of events negatively. Lastly, if there were other data obtained from other private universities that use OPSTs as an alternative assessment, results would have been compared and made connections.

## **5.3 Suggestions for the Further Study**

For further studies, in order to determine the changes in participants' perceptions towards online portfolio speaking tasks, a pre and post test could be applied. In this way, changes in the emerged themes could be followed and explained. In further studies, a focused and an experimental group could be chosen and examined to prove the improvement of speaking skills of the students. One group could be assessed with traditional speaking assessment and the other group could use online portfolio speaking tasks. In this way, the results and the effects of both practices can be explained more objectively. In addition, in this study students

earned grade from the OPSTs so they complained to their teacher even about a small obstacle thinking that it affects their grade. For another study, short enjoyable constructive tasks could be given to students and they could be asked to record themselves. This may eliminate the test anxiety that students suffer a lot, especially in speaking performances.

#### **5.4 Conclusion**

This study has explored the perceptions of instructors and students towards online portfolio speaking tasks with video recording accommodation in a Turkish private university English Preparatory School. The collected data revealed the perception of participants in regarding of academic and technical aspects. With regarding of academic points of views four prominent themes have emerged: online portfolios develop speaking skills, increase motivation to perform well, increase anxiety and they are time saving. In technical aspect, some participants mentioned that they had difficulties and this discouraged them to believe in the importance of the OPSTs. These problems occurred while students were using the system as they are not computer literate enough or their language proficiency level did not support to follow the procedures correctly. On the other hand, some students did not have such problems and they used the system smoothly. According to the results the majority of the participants believe that this kind of technology integration into the curriculum makes a difference in assessment. Most of the students stated that this is a new experience for them although not all of them support the effectiveness of OPSTs in developing speaking skills. On behalf of the instructors, portfolio speaking tasks are very time savings activities and most of them are happy to assess their students whenever and wherever they are. It was also reported that they can keep track of their students' performances and bear in mind their progress. In this present study, stakeholders were introduced to OPSTs for the first time. However, if the necessary actions are considered before the implementation, video recording accommodated online speaking tasks could develop speaking skills which English learners challenge most. Finally, although there are some students who do not favored OPSTs, the overall findings point out that video recording has been supported by students and instructors as an alternative way of assessment.

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## APPENDICES

### Appendix A: Task Example

<input type="checkbox"/>	Order	Type	Question
<input type="checkbox"/>	1	Open answer	What are some things people can do to keep healthy? Explain
<input type="checkbox"/>	2	Open answer	What are some ways to deal with stress? Explain
<input type="checkbox"/>	3	Open answer	What do you do to relax after working hard or experiencing other challenging or stressful situations?
<input type="checkbox"/>	4	Open answer	If you are very busy at work or at school, do you have ways to balance your life? Explain.
<input type="checkbox"/>	5	Open answer	Who do you think is responsible for the care of your health? * yourself, your parents, or your doctor and medical people?
<input type="checkbox"/>	6	Open answer	When was the most stressful time of your life? •Did you learn anything from that experience?
<input type="checkbox"/>	7	Open answer	What should people do to have a stress-free life? Can you make five suggestions ?
<input type="checkbox"/>	8	Open answer	How can you live a stress-free life? Can you make five suggestions that would be inexpensive?

## **Appendix B: Students Interview Questions**

The aim of this interview is to analyze the attitudes of the students' towards the video recording in speaking portfolios. The main goal is to ask your opinion to collect data as you are one of the users of this program. Your answers will be used as data to examine the reflections about portfolio speaking tasks. During these studies, no privacy will be asked to share. The researcher will evaluate your responses and use it in academic publications.

- 1- Do video-based speaking tasks motivate you to learn English?
- 2- Can you follow your speaking development with the help of PST? Can you see your strengths and weaknesses about speaking English?
- 3- Is video-based task a useful tool to evaluate your speaking skill?
- 4- Have you received enough training about how to record your videos?
- 5- What difficulties have you faced with in recording process?
- 6- Do you prefer to speak in front of the computer or somebody?
- 7- What are the positive parts of video recording?
- 8- What are the negative parts of it?
- 9- Do you think speaking portfolio tasks should continue in online? Would you like to have your tasks online if you are prep school students again?
- 10- What are your suggestions to improve this program?



## Appendix C: Teachers Interview

The aim of this interview is to analyze the attitudes of the teachers' towards the video recording in speaking portfolios. The main goal is to ask your opinion to collect data as you are one of the users of this program. Your answers will be used as data to examine the reflections about portfolio speaking tasks. During these studies, no privacy will be asked to share. The researcher will evaluate your responses and use it in academic publications.

- 1- In the previous terms, speaking portfolio tasks were being done in the classrooms but now they are video-based type in an online platform. How have you benefited from the video-recorded speaking tasks?
- 2- How is the assessment procedure? Is it easy? What kind of difficulties do you have while assessing your students' speaking portfolio tasks?
- 3- In this respect, how do you evaluate our learning management system 'itslearning'?
- 4- Could you able to give enough feedback to your students?
- 5- Can your students do PST easily? What kinds of comments do you receive from students?
- 6- Is it better to watch videos or actually listen to the students in class to assess speaking?
- 7- Do you prefer to have SPT online for the next terms? Do you like the system to continue as it is?
- 8- What are your general comments about the program? Do you have some suggestions?

## Appendix: D A Sample Transcript of Students Group Interview

### Transcription Code Used in the Thesis

...pause for a few seconds                      (...) used for utterance not states in the transcript

**R:** Researcher

**P:** Participant

(...)

R: Do video-based speaking tasks motivate you to learn English?

P1: Yes, because they make it easy to pass 😊

P2: The aim of the speaking tasks is to improve speaking, but I don't think I improve my speaking. We have ten minutes to complete the task, and we should speak one or two minutes. Before starting to record ourselves, I generally search about the question on the internet to gather some information for about two minutes. Then I write down the information I found on a piece of paper. When I start recording, I try to look at the paper in order to answer the question. I know most of my friends are doing that, so I don't believe these online tasks actually reflect our level of speaking.

P3: Yes it doesn't improve a lot.

R: Well, does it motivate you?

P2: It is only 10 minutes, no big difference in my development.

P3: We are given some amount of time and we are asked to speak. When I speak in that time period, I feel happy. Sometimes, I face with very different and difficult questions. I just feel even happier when I answer those kinds of questions. After I learn my grade, if it is low, I try to do it better. And if my grade is high, I feel as if I am in advanced level.

P2: Yes, sometimes there are very different questions.

P4: Actually I can't speak, I mean, don't trust myself. However, I know that I should speak in front of the computer and this motivates me. I see the remaining time on the screen and try harder to say more. If I am asked the same questions in the classroom maybe I can't say anything, but I am alone while doing online speaking tasks.

P5: I am very surprised now that my friends think like this. I thought that everybody was happy about online speaking tasks. It is not a big deal and it is just 10 minutes in a week. In addition, I have to speak since it is a requirement for me and it forces me to develop my speaking in anyway.

P2: Speaking tasks should be face-to-face I think.

R: I see.

P5: I think it is motivating; I would like to have more videos.

R: Did you able to watch your own speaking development? Did you say "I did this in my first video, and I did that in the second.."?

P5: No. To be honest, after I record myself, I check my video once, and then I don't look at it again. If my speaking task is graded, I don't want to spend time again. However, my teacher can tell my progress and evaluate me better with the videos, because they are always there. She can watch again if she likes and she has an opinion about my speaking.

P3: I don't have a very big problem about the online tasks, but when it comes to speaking, I want somebody in front of me, not a computer. Actually, it would be better to speak with a teacher apart from the online tasks. I feel excited when I speak to a camera, and I have to focus on the camera. If I don't look at the camera then my teacher may feel that I am reading from somewhere, or I am cheating. At the end, I forget what I should say in order to look at the camera. (...)

R: Okay. Did you have any training about how you can record your videos?

P1: I realized on my own. I even also lost my first two weeks.

P5: When I first learned that we are going to do our speaking tasks online, I did not like it because I am not good at computers. Then I was introduced to the system and you helped us a lot, I found myself that doing my tasks every week on time. I think this is because I was experiencing a new thing, so it was unusual. Later, when I could do it properly, I got used to it

P3: In A1 level our teacher told us how to do, and I continued by myself.

R: I see. What kinds of problem do you face while recording?

P2: When I complete my task, I always watch myself in order to see if there is something wrong. Sometimes, I just see a black screen with zero second although I know that I submit my video correctly. I have been doing my tasks for a long time and I used to do it, so when I see black screen instead of my video, I feel disappointed.

R: You mean technical problem?

P2: Yes.

P3: We should have deleted our old videos in order to open new space. I forgot to do it, when I realized it was too late.

(...)

R: Do you prefer to speak in front of the computer or a teacher?

P1: When we speak to a teacher, at least she can correct our mistakes at that time.

P5: Maybe we can both meet our teacher and do our online tasks. (...)

R: If I ask you to mention one positive side of online tasks?

P4: Easy grade☺

P5: Yes.

P3: I feel comfortable when I think I can take a full grade if I do my tasks properly.

R: What about the negative sides?

P5: One minute talk is not enough. If it is three or four minutes we can prove ourselves.

P4: Sometimes questions are very difficult. I can't even talk 30 seconds in Turkish for some questions.

R: So, you are talking about the difficulty of the questions?

P4: Yes, but sometimes they are so efficient.

P3: In fact, we can perform better in front of the teacher. We are trying to find an answer from somewhere and force ourselves to look at the camera.

P5: The questions in the online speaking tasks should be easy because our performance is important here. However, when we talk in front of the teacher, difficult questions should be asked, the teacher can contribute the talk.

R: Do you want this system to continue?

P5: Yes of course.

P3: It looks like it will go on.

P2: I wish there were more video tasks because I can prove myself better. This is a very good opportunity for us, and this is valid only in our school. I did not hear any other schools do their speaking portfolio tasks online.

P2: I would like it to continue as it provides easy grade.

(...)

## Appendix E: A Sample Transcript of an Instructor Interview

### Transcription Code Used in the Thesis

...pause for a few seconds                      (...) used for utterance not states in the transcript

**R:** Researcher

**I:** Instructor

The aim of this interview is to analyze the attitudes of the teachers' towards the video recording in speaking portfolios. The main goal is to ask your opinion to collect data as you are one of the users of this program. Your answers will be used as data to examine the reflections about portfolio speaking tasks. During these studies, no privacy will be asked to share. The researcher will evaluate your responses and use it in academic publications.

**R:** In the previous terms, speaking portfolio tasks were being done in the classrooms but now they are video-based type in an online platform. How have you benefited from the video-recorded speaking tasks?

**I:** It is time saving because we had lots of things to do in the class. Thanks to our online learning management system, we don't need to waste our time in class. We have many materials that should be finished by the end of the week, so assessing our students online relaxes me most of the time. It is also beneficial for us to watch the videos in a peaceful and quite environment at home. It is much better to focus on the students' performance.

(...)

**R:** How is the assessment procedure? Is it easy? What kind of difficulties do you have while assessing your students' speaking portfolio tasks?

I: In the first term it was a little bit challenging. It was from 0 to 2. Now, for 1 we enter 50, for 2 we enter 75, for 3 we enter 100. Before that it was a bit confusing for us.

R: In this respect, how do you evaluate our learning management system 'itslearning'?

I: If the highest mark is 5, 4 out of 5 😊

(...)

R: Could you able to give enough feedback to your students?

I: Sometimes yes, sometimes no. we have a very busy schedule. For itslearning there must be special lesson for feedback.

R: Can your students do PST easily? What kinds of comments do you receive from students?

I: At first, they had negative feelings about the program but now they are used to it. Normally, they are good at technology but when it comes to OPS tasks, they had troubles in the earlier times. Now, maybe they couldn't save the video or they forget to submit. Actually they know everything by memory but when it comes to technology they lost their memory. They are too lazy to share their problems with online programs service. They don't come to see you and request help.

R: Is it better to watch videos or actually listen to the students in class to assess speaking?

I: Sometimes they cheat that's why watching them one by one is better. I can understand from the video that they write and read. They have so much time, 10 minutes is such a long time. They want longer time but they abuse it. They write on a paper and they stick in some part of the room. Maybe 6 min. is enough.

R: Do you prefer to have SPT online for the next terms? Do you like the system to continue as it is?

I: I would like it, yes.

R: What are your general comments about the program? Do you have some suggestions?

I: 10 min. is long. One task each week is a good idea so they used to it. Because when they go to their faculty they're going to use it. This is prep school; online system is not only for English but also for online programs in their departments.

## Appendix F: Quick Tips Form

### QUICK TIPS FOR ITSLEARNING

Course Dashboard
Course Status Followup
Participants and Groups
Course Content
Speaking Tasks
Assessing Tasks
Planner
Links



## Appendix G: Sample Mini-Lab Log

24, November, 2014			25, November, 2014			26, November, 2014			27, November 2014			28, November, 2014		
Name-Surname	Level	ID	Name-Surname	Level	ID	Name-Surname	Level	ID	Name-Surname	Level	ID	Name-Surname	Level	ID
Damla Narıcı	EB1-23	1406433	Onur Sevinç	A2-2	1407167	Merve Ukav	A1-EK2	1406995	Çetin Ertuş	A1-EK	1400941	Berkay Akdağ	B1-14	
Soykan Dalkıran	EB1-18	1403917	Gökçenur Göküloğ	A2-16		Özge Yıldırım	B1-25	1404568	Aytuğ Kaya	A1-EK4	1409218	Özde Yılmaz	B1-14	1404083
Remziye Rüstem	EB1-26	1403204	Gizem Tümerden	B1-8	1406879	Nezaket İribaş	B2-13	1317083	Esengül Kurtebe	A1-EK4	1400522	Cem Sezeroloğlu	B1-10	1408730
Emre Karaduman	EB1-13	1310354	Tamay Aydın	B1-8	1406655	Nur Gökçe Kabiloç	B2-13	1323300	Ender eyidoğan	A1-EK4	1409360	Mustafa Yücelen	B1-14	1400444
Tunahan İyianlar	EB1-13	1319049	Malek Aloharbajı	B1-6		İrem Yiğitbaşlar	A1R-4	1408169	Selinda Nur	A1-EK4	1400858	Begüm Akgün	B1-14	
Rojda İzol			Havvanur Uzun	A2-21	1400329	Celil Doğukan Çel	A1-EK5	1400871	Şeyma Koçer	A2-14	1407465	Didem İzer	A2-26	1408429
Ada Kalay			Merve Ukav	A1-EK2	1406995	Dalshad Kanjau	B1-6	1404404	Öznuur Çiloğlu	A2-14	1409290	Merve Genç	B1-6	1401552
Berk Yüksel			Damla Temimhan	B1-25		Abduldaem Alma	A2-26	1404947	Önder Gogok	A1-EK4	1404017	Eriç Keskinoloğlu	A2-18	1401544
Belma Türeli	A2-21	1400615	Tuğçe Ünsal	A2-22	1407969	Büşra Özkaya	A1-EK2	1407057	Remziye Rüstem	EB1-26	1403204	Muhammet Mert	A2-18	1400897
Dilara Kılıç	A2R-21	1406918	Özlem Fatma Doğ	A2-8		Mohamed Khalil	A2-25	1401579	Emre Topçu	EB1-12	1408890	Ali Hamidov	A2-18	1404862
Melike Hafsa Muc	EB1-22	1401312	Dilara Terzioğlu	A2-21		Hilal Özbek	B1-9	1408095	Arshia Manooche	EB1-7	1402827	Ahmet Furkan Kırk	A2-18	1406663
Hande Köse	A2R-26	1409155	Büşra Dönmez	A2-8		Ronda A. Elmbrou	A1-32	1400942	Algerim Dyikanba	EB1-1	1404234	Dilan Mordoğan	A2-4	
Anıl Leblebici	A2R-27	1407099	Betül Öner	A2-10	140446	Berk Nazarlı	A2-19	1409637	Dilara Türkmen	EB1-12	1409004	Zeynep Ünal	B1-12	1406575
Esen Meltem Kapı	A2R-26	1407497	Yiğit Alan	A1-EK3		Şerife Kuş	A2-18		Atayev Kamzan	A1-EK3	1406105	Abdalla Abdelghan	B1-12	1404485
Emre Topçu	B1-12	1408890	İsmet Haj Osman	A1R	1404703	Rabia Etzi Kurt	A2-18		Berk Yüksel	B1-14	1400889	Omar Sahlieh	B1-12	1404566
Kübra Erdem	B1-19		Övünçcan Yıldız	EB1-13	1407466	Berk Anca	B1-3		Hümeyra Demir	A2R-25	1406984	Abdul Samee	A2-26	1404504
İrem Cantürk	A2-13	1409668	Cenk Yıldız	B1-13		Can Sağlam	A2R-27	1400930	Batuhan Yolyoran	A2R-28	1406710	Berk Yüksel	B1-14	1400889
Anis Al-Rfooh	A2-17	1406709	Büşra Yelken	B1-13		Sinan Özer	A1-EK2	1407143	Şevket Samab	B1-24	1406978	Burak Önay Erdoğan	B1-5	1400959
Gökçenur Göküloğ	A2-16		Sude Yalılı	B1-13		Gökçenur Göküloğ	A2-16	1408552	Hacı İbrahim Geba	A1-3		Metin Faik Eröztek	A2R	1401069
			Yaren Ağaoğlu	B1-13		Muhib Al-deen	A1-EK2	1405266	Aykut Yıldırım	A2R-28	1406807	Doruk Yürügen	B1-14	1407411
			Einaz Puyani	A1R		Omar Sahlieh	B1	1404506	Meysa Eylül Uslu	A2-2		Esin Engin	A2-7	1409936
			Savah Bayan	B1-13	1405060	İrem Özkan	EB1-23	1409028	Tarek Shanab	A1		Gökhan Akkuş	A2-12	1400086
			Emre Toplu	B1-12		Özge Polatlı	EB1-23	1409165	Birce Gökkyoun	A2-7		Sinem Naz Telatar	B1-12	1407026
			Eser Canik	A1-EK3	1404181	Atakan Güler	EB1-13	1397609	Beril korkmaz	B1-22		Soykan Dalkıran	B1-18	1403917
			Mine Barutçu	A2-24		Gülsüm Hacıoğlu	A1-2	1408886	Arı Dikran Özder	B1-23	1409989	Oğuz Yılmaz	B1-26	
			Aykut Baş	A2-24		İlikay Haktanrılar	B1-6	1405282	İrem Topbağ	B1-25	1401173	Selin Morali	A1-EK5	1403644
			Kabra Erdem	B1-19		Bengisu Bozkurtç	B1-16	1409728	Yaşın Topal	A1-4	1350049	Lilit İnci Çakı	A1-EK5	
			Berk Yüksel	B1-14		Melisa Uyanıksoy	A2-27	1406467	Esra Sözen	A2-20		Dağhan Açıkkol	A2-12	1406975
			Arı Özder	B1-23		Atiye Kerem	A1-3	1400663	İlayda Suunguroğ	A2-20		Doğuzcan Günday	A2-16	1401513
			Ender Çamur	B1-17	1401370	Buse Barka	A1-EK3	1400846	Başak Lafçı	A2-4		Oğuzcan Gürsoy	A2-6	1408695
			Celil Doğukan Çel	A1-5	1400871	Ender Eyidoğan	A1-EK4	1409360	Gözde Yılmaz	B1-13	1406469	Baran Anagen	A2-12	
			Hacı İbrahim Geba	A1-3		Bilal Bilalov	A1-EK3		Kaan Akgün	B1-1		Einare Kara	A2-6	1408728
						Yiğit Alan	A1-EK3		Eda Eçlik	B1-6	1409510	İbrahim Algün	A2-11	1408317
						Püren Ateşoğlu	A2-12	1409922	İsmet Osman	A1R		Umut Acar	A2-11	1408618

## Appendix H: OPSTs Results

MOD1											
A1 (CRITERIA-2)		A2(CRITERIA-2)		B1(CRITERIA-2)		EB1(CRITERIA-2)		EB2(CRITERIA-2)		A1-EXTRA (CRITERIA-2)	
A1-01	0,43	A2-01	0,65	B1-01	0,96	B1-12	0,70	B2-01	1,21	A1-EK-01	0,92
A1-02	0,21	A2-02	0,56	B1-02	1,31	B1-13	0,80	B2-02	1,24	A1-EK-02	0,77
A1-03	0,20	A2-03	0,49	B1-03	0,99	B1-14	0,60	B2-03	1,17	A1-EK-03	1,13
A1-04	0,51	A2-04	0,38	B1-04	0,53	B1-15	0,37			A1-EK-04	0,93
A1-05	0,25	A2-05	0,83	B1-05	0,81					A1-EK-05	1,26
A1-06	0,62	A2-06	0,37	B1-06	0,97		0,62		1,21		1,00
A1-08	0,10	A2-07	0,67	B1-07	0,97						
A1-10	0,30	A2-08	0,36	B1-08	0,25						
A1-11	0,18	A2-09	0,70	B1-09	1,09						
A1-12	0,17	A2-10	0,30	B1-10	0,51						
A1-13	0,19	A2-11	0,77	B1-11	0,79						
A1-14	0,53	A2-12	0,48		0,83						
A1-15	0,34	A2-13	0,63								
A1-16	0,10	A2-14	0,46								
A1-17	0,18	A2-15	0,39								
A1-18	0,07	A2-16	0,37								
A1-19	0,19	A2-17	0,49								
A1-20	0,24	A2-18	0,65								
A1-21	0,40	A2-19	0,99								
A1-22	0,45	A2-20	0,53								
A1-23	0,30	A2-21	0,35								
A1-24	0,25	A2-22	0,77								
A1-25	0,21	A2-23	0,46								
A1-26	0,23	A2-24	0,45								
A1-27	0,61	A2-25	0,51								
A1-28	0,36	A2-26	0,43								
A1-29	0,20	A2-27	0,35								
A1-30	0,49	A2-28	0,12								
A1-31	0,35	A2-29	0,56								
A1-32	0,23		0,52								
A1-33	0,10										
A1-34	0,06										
	0,28										

MOD-1 CRITERIA / 2	
A1 LEVEL	0,28
A2 LEVEL	0,52
B1 LEVEL	0,83
EB1 LEVEL	0,62
EB2 LEVEL	1,21
A1-EXTRA LEVEL	1,00
<b>Total</b>	<b>0,74</b>





## Appendix I: CURRICULUM VITA

### PERSONAL INFORMATION

Surname, Name: Temizel, Ayfer

Nationality: Turkish (T.C.)

Date and Place of Birth: 16 May 1987, İzmir

Marital Status: Single

Telephone: +90 536 411 35 40

email: ayfertemizel@hotmail.com

### EDUCATION

Degree	Institution	Year of Graduation
BS	Middle East Technical University	2011
High School	Kuşadası Derici Mustafa Gürbüz Anadolu Lisesi	2005

### WORK EXPERIENCE

Year	Place	Enrollment
2011 - 2012	Turkish-American Association , Ankara	English Teacher
2012 - 2013	School of Foreign Languages at Beykent University, Istanbul	English Instructor
2012 - 2013	Bahcesehir University, Distance Education Unit	Educational Technologist
2013 - 2015	Bahçeşehir University English Preparatory School	English Instructor
2015 - Present	Private ENKA Schools	English Teacher

## **FOREIGN LANGUAGE**

Advanced English

Beginner Spanish

## Appendix J: TURKISH SUMMARY

### İNGİLİZCE HAZIRLIK OKULUNDA ALTERNATİF BİR DEĞERLENDİRME YOLU OLARAK VİDEO KAYIT YÖNTEMİ İLE OLUŞTURULMUŞ PORTFOLYO KONUŞMA ÖDEVİ

Dil, kişilerin kendilerini ifade edebilmeleri için gereksinim duydukları en önemli araçlardan biridir. İnsanlar iletişim kurmak ve fikirlerini ifade etmek için dil öğrenseler de, ikinci bir dil öğrenmek, öğrenen açısından, her zaman bazı zorluklara sebep olmuştur (Banks, 2008). Bu yüzden, ikinci bir dil öğrenmek tüm yaş grupları için, sadece günlük hayat değil, akademik ortamlarda da, hedeflenen dilde kendini ifade edebilmek adına bir sorun haline gelmiştir. MacIntyre, Clement, Dömyei ve Noels'in (1998) ifade ettiği gibi, dil öğretmenin ve öğrenmenin en temel amacı dilin iletişim yönünü ön plana çıkarmaktır. Öğrencilere konuşma ile ilgili bir ödev verildiğinde, endişe ve güvensizlik nedeni başta olmak üzere, çoğu kendini ikinci dil kullanımında başarısız görür. Katchen'a (1989) göre bunun sebebi, endişelerinin dil bilgisindeki eksiklikleriyle birleşerek, kötü sonuçlar üretme ihtimallerinden korktuklarından kaynaklanmaktadır.

Hedeflenen dilde akıcı şekilde konuşmak öğrenenler için bu kadar zorlayıcıyken, öğrencilerin konuşma performanslarını değerlendirmek de, öğretmenler için bir o kadar zordur. Bu yüzden öğrencilerin becerilerinin pasif birikimlerini ortaya çıkaran standart değerlendirme dışında, alternatif değerlendirme tekniklerine ihtiyaç vardır (Hamayan, 1995). Öğrencilerin performanslarını sergilemelerinin yararları, alternatif değerlendirmenin temelini oluşturur (Chirimbu, 2013). Öğrencilerin performanslarını ortaya koyan bir değerlendirme aracı olarak da portfolyolar, yaygın ve etkili bir yöntemdir (Birgin, 2003).

Portfolyo, bir öğrencinin belli bir akademik süreç içinde tamamladığı tüm ödevler koleksiyonudur (Paulson, Paulson ve Meyer, 1991). Fakat teknolojinin ilerlemesi ile portfolyo türleri de değişti ve üniversiteler müfredatlarında ve değerlendirme yöntemlerinde internet tabanlı araçlar kullanmaya başladı.

Öğrencilerin sözlü olmayan davranışlarını da kapsayan video kayıt yöntemi, iletişim kabiliyetini ortaya çıkarma bakımından, konuşma becerilerini ölçen araçlardan biridir (Lavotte, 2013). Bu çalışma, video kayıt yöntemi ile oluşturulmuş portfolyo konuşma ödevlerinin, öğrencilerin konuşma becerilerinin gelişip gelişmediğini araştırırken, öğrenci ve okutmanların bu değerlendirme tekniği konusundaki algılarını ortaya çıkarmayı hedeflemektedir. Araştırma temel olarak 2 soruya yanıt aramaktadır: (1) Öğrencilerin video kayıt yöntemi ile oluşturulmuş çevrimiçi portfolyo konuşma ödevlerine yönelik tutumları nelerdir? (2) Okutmanlar çevrimiçi portfolyo konuşma ödevlerini, alternatif bir değerlendirme yöntemi olarak nasıl algılamaktadır?

Eğitiminde iletişim becerileri geliştirme, akademik ve profesyonel başarıyla direkt bağlantılı olduğundan, eğitimler sınıf içinde konuşma çalışmalarına çok önem vermektedir (Rubin ve Morreale, 1996). Bu konuşma performanslarının değerlendirilmesi de, değerlendirme kriterleri ile ilişkilidir (Mead ve Rubin, 1985). Bu kriterleri daha net ön plana çıkarmak için ve aynı zamanda öğrencilerin ilgi ve motivasyonlarını artırmak için teknolojik araç gereçler kullanılmaya başlanmıştır (Carbone, 2011). Özellikle konuşma alanında teknoloji destekli birçok çalışma, öğrencilerin var olan yetilerini ortaya çıkarmakta çok etkili olmuştur. Video kayıt yöntemi ile oluşturulmuş değerlendirme tekniklerinde birçok araştırmacı, isteklendirme, kişisel gelişim, kolaylık ve ilerleme takibi konusunda olumlu geri bildirimler vermiştir (Derry, Baron, Engle, Erickson ve Goldman, 2010). Bu yüzden bu çalışma, video kayıt yöntemi ile oluşturulmuş değerlendirme şekline yönelik, öğrencilerin ve öğretmenlerin algılarını ölçmeyi hedeflemektedir.

Çalışma özel bir üniversitenin İngilizce Hazırlık Okulunda geçmektedir. Okul yönetiminin kararı doğrultusunda konuşma becerilerinin değerlendirmesi için, video kayıt ile oluşturulmuş portfolyo konuşma ödevleri uygulanmıştır. Öğrenciler, kendilerini çevrimiçi bir öğrenme platformunda kaydetme yoluyla, sorulan sorulara yanıt vermişlerdir. Video kaydı kullanılmasındaki amaç, okutmanların öğrencilerin yüzlerini görerek, gerçekte performans sergileyen kişinin kim olduğundan emin olmak istemeleridir. Bu çalışmada ise uygulanan yöntemin kullanıcılar üzerinde bıraktığı etkiler ve onların algıları araştırılmıştır. Uygulanan video kayıt ödevleri tüm okul öğrencilerini kapsarken, 65 okutman bu konuda geri bildirim vermiştir. Ayrıca 20 öğrenci ve 3 okutman ile görüşme yapılmıştır. 1783 öğrencinin konuşma ödevi



sonuçları değerlendirme için kaydedilmiştir. Konu ile ilgili üniversitenin Uzaktan Eğitim Birimi ile ortak bir çalışma yapılmış ve destek alınmıştır.

Değişik İngilizce dil seviyelerinde bulunan öğrenciler haftada bir kez, haftalık ders müfredatına uygun hazırlanan sorulara bilgisayar karşısında kendilerini görüntülü şekilde kaydetme yoluyla cevap vermişlerdir. Haftalık kaydedilen bu videolar, öğrencilerin kendi dersine giren okutmanlar tarafından değerlendirilmiştir. Uygulamaya göre, öğrenciler üniversite bünyesinde kullanılan dijital öğrenme platformu yardımıyla ödevlerini teslim etmişlerdir. Hazırlık okulunda modüler sistem uygulandığı için, her 8 haftada bir öğrencilerin seviyeleri değişmektedir. Modül sonu sınavlarına göre, öğrencilerin bir üst seviyeye çıkma ya da aynı kurda devam etme olasılıkları bulunmaktadır. Bu çalışmada kullanılan ödev sayı ve zamanı 3 modül ile sınırlıdır; bir başka deyişle çalışma 6 ay sürmüştür. Öğrencilerin ve okutmanların uygulanan bu yeni sisteme karşı algıları ve fikirleri bu çalışmanın amacını oluşturmaktadır.

Araştırmacı, aynı zamanda Hazırlık okulunda okutman olduğu ve çevrimiçi öğrenme platformunun işleminde, teknoloji entegrasyonu öğrenci destek birimde çalıştığı için, bu araştırma ciddi önem arz etmektedir. Alınan raporlar sistemin daha etkili ve yararlı şekilde devam etmesi için büyük veri sunacaktır.

Veri toplamada 4 farklı araçtan yararlanılmıştır. Bunlarda ilki öğrencilere uygulanan konuşma ödevlerinin değerlendirilmesi için seviye koordinatörleri tarafından hazırlanan kriterdir. Buna göre, öğrenciler performansları sonucu, 3 puan üzerinden değerlendirilecektir. Konu, akıcılık, dil bilgisi ve ifade başarısı kriterlerine göre değerlendirilen öğrencilerin, konuşma ödevlerinden kazandıkları puanlar toplam puanlarının %10 'unu oluşturacaktır. Örneğin, haftalık plana göre "Movies" (Filmler) konusu sınıfta tartışılırken, seviye koordinatörleri konuşma ödevleri için şu tür sorular hazırlamıştır:

1. Genellikle evde mi yoksa sinemada mı film izlersiniz?
2. Bugüne kadar izlediğiniz en iyi film neydi? Kimler rol alıyordu? Konusu neydi?
3. Hangisini daha çok seversiniz: aksiyon filmlerimi yoksa komedi filmlerimi?
4. Sizce bir aktör veya aktrist olmak zor mudur? Neden?

Verilen örneklerde, öğrencilerin ne tür sorulara yönelik video kaydı yaptıkları gösterilmiştir. Bu kayıtlar internet olan her ortamda yapılabildiği gibi, öğrenciler için okulda kurulan bilgisayar laboratuvarında, araştırmacı desteğiyle de kaydedilebilmektedir.

Bir başka veri toplama aracı ise okutmanlardan 1. Dönem sonunda alınan geri bildirim formlarıdır. Online programlar Koordinatörünün okutmanlar ile 1. Dönem sonunda yaptığı toplantıda, sistemi geliştirebilmek adına, bir geri bildirim formu sunulmuştur. Buna göre, kullanılan öğrenme platformunun düzeni ve işleyişi hakkında okutmanların görüşleri alınmıştır. Alınan sonuçlar konu bazında kategorize edilmiş ve çalışmanın tartışma bölümünde veri olarak kullanılmıştır.

Verilerin daha net sağlandığı en önemli araçlardan biri de hem okutmanlarla hem de öğrencilerle yapılan görüşmelerdir. İlk etap olarak 5 kişilik gruplar halinde 20 öğrenci ile görüşme yapılmıştır. Öğrencilere, video kayıt yöntemi hakkındaki algılarını ölçen sorular yöneltilmiştir. Daha sonra 3 okutman ile görüşme yapılmış, onlara da teknoloji entegrasyonu konusundaki ve bu yeni değerlendirme yöntemi hakkındaki fikirlerini anlamaya yönelik sorular sorulmuştur. Görüşmelerde, literatürde daha önce bu konuda ortaya çıkmış verilere göre, alanında uzman bir okutman ve çevrimiçi programlar koordinatörü ile katılımcılara sunulmak üzere sorular hazırlanmıştır. Tüm görüşmeler ses kayıt yöntemi ile kaydedilmiş, daha sonra yazıya dönüştürülmüştür. Ortaya çıkan veriler, tekrardan kendi içinde kategorilendirilerek, tema bazında sınıflandırılmıştır.

Bunların yanında, araştırmacı tarafında hazırlanan laboratuvar ziyaretçi listesi kayıtları da, veri inceleme konusunda faydalı olmuştur. Video kayıtları için bilgisayar laboratuvarına gelen öğrenciler isimlerini ve sınıflarını yazmışlardır. Buna göre öğrenci sayısı da, konuşma ödevlerine olan ilgiyi tartışma aşamasında veri sağlamıştır. Ayrıca, gene araştırmacı tarafından bilgisayar laboratuvarına koyulan yorum defterine, öğrenciler istekleri doğrultusunda, video kayıt yöntemine yönelik okulda uygulanan bu yeni sistem hakkındaki yorumlarını yazmışlardır. Bu da, öğrencilerin fikirlerini analiz etme bakımından faydalı olmuştur.

Araştırmada elde edilen verilere göre, hem nitel hem de nicel veri analizi yöntemi kullanılmıştır. Nitel veriler, yapılan öğrenci ve okutman görüşmelerinde ve okutman geri bildirim formlarından elde edilmiştir. Öğrencilerin portfolyo konuşma ödevlerinin sonucu elde edilen puanlar ise nicel veri analizinde yorum amaçlı kullanılmıştır.

Nitel veriler için kullanılan okutman geri bildirim formu sonuçlarına göre, 4 konuda yorumlanacak sonuç elde edilmiştir. En çok bahsedilen 1. konu sistem üzerinde karşılaşılan teknik problemler ve destek sağlanması yönünden gelmiştir. İnternet bağlantı hızı, bilgisayar kullanma becerileri ve yanlış uygulama sebeplerine dayanarak, kullanıcılar uygulama süresince bazı teknik zorluklar yaşamıştır. Bunu da teknik problemler adı altında sunmuşlardır. Birçok okutman, uygulama öncesinde kapsamlı bir eğitimin verilmesini ve sistemi kullanmak adına alıştırmaya yapılması gerektiğini belirtmiştir. Öğrenme panelinin kullanma ara yüzünü karmaşık bulan bazı okutmanlar, daha basit ve pratik bir ara yüzün işlerini kolaylaştıracağını söylemiştir. Diğer bir sonuç da, okutmanların portfolyo konuşma ödevlerini, öğrencilerin dil becerilerinin gelişmesi açısından yararlı bulduklarıdır. Hatta birçoğu ödev sayısının artırılmasından yanadır. Ayrıca konuşma ödevleri öğrencilerin konuşma sınavı stresini azalttığını ve dönem sonunda yapılan sınav için hazırlık niteliğinde olduğunu belirtmişlerdir. Geri bildirim formlarından alınan sonuçlarda en çok belirtilen 3. kısım ise, konuşma ödevlerinin hem öğrenciye hem de okutmana zaman kazandırdığı yönündedir. Öğrenciler istedikleri zaman ve istedikleri yerde haftalık ödevlerini kaydedebildikleri gibi, okutmanlar da istedikleri zaman öğrencilerini değerlendirebilmişlerdir. Bu konuda bir okutman geri bildirim formunda şu yorumu yazmıştır: *“Online konuşma ödevleri benim için değerlendirme açısından pratik bir uygulamadır. Sınıfta aynı anda birçok öğrenciyi dinleyerek not vermektense, istediğim zaman, daha rahat bir ortamda, konsantr olarak öğrencinin konuşmasını değerlendirmek benim için daha iyidir.”*

Son olarak, toplanan veriler göstermiştir ki, okutmanlar çevrimiçi konuşma ödevleri sayesinde öğrencilerin daha çok bireysel sorumluluklarını yerine getirdiklerini düşünmektedirler. Puan kaybetmemek adına haftalık ödevlerini sorulmadan yapan öğrenci sayılarının oldukça fazla olduğunu belirtmişlerdir.

Nitel veri analizi için kullanılan bir diğer araç olan öğrenci görüşmelerin de ortaya çıkan sonuçlar da kategoriler halinde raporlanmıştır. Sorulan sorular, akademik ve teknik yönden veri toplamaya yönelik sorulardır. Buna göre, öğrenci görüşmelerinde 3 olumlu ve 3 olumsuz sonuç ortaya çıkmıştır. Öğrenciler, çevrimiçi konuşma ödevlerinin motivasyonu arttırdığını, kişisel gelişimi tetiklediğini ve puan kazanmak için kolay ve iyi bir yol olduğunu dile getirmişlerdir. Motivasyon konusunda, özellikle yüksek puan aldıklarında kendilerini güvenli hissettiklerini, çalışmalarını tekrar izlediklerinde de, bir sonraki ödevi yapmak için cesaret duyduklarını söylemişlerdir. Ayrıca öğrenciler, konuşma becerilerini sergileme konusunda bu ödevlerin yararlı olduğunu ve kendilerine olan güvenlerinin bu sayede arttığını belirtmişlerdir. Sınıf içinde performans gösteremeyen daha çekingen öğrenciler için konuşma ödevleri kendilerini ispat edebilecekleri bir platform sunmuştur. Konuyla ilgili bir öğrenci, görüşmelerde şunu dile getirmiştir:

*“Aslında ben konuşamıyorum, yani kendime güvenmiyorum. Ama bilgisayar karşısında konuşmam gerektiğini biliyorum, ekrandaki kalan süre bile beni bu işi yapmam konusunda motive ediyor. Aynı soru bana sınıf ortamında sorulsa belki cevap veremem, fakat video kaydı yaparken tek başımayım, bu da beni cesaretlendiriyor.”*

Son olarak, öğrenciler uygulanan bu yeni sistemin onlara kolay not kazandırdığını, kur atlama endişelerine olumlu katkı sağladığını vurgulamışlardır. Bu da, teknoloji entegrasyonun bu çalışma sonucunda ortaya çıkan yeni yorumlardan biridir.

Tüm bunların aksi olarak, uygulamaya yönelik bazı olumsuz sonuçlar not edilmiştir. Buna göre, video kaydı yaparken ortaya çıkan teknik sorunlar öğrenciler tarafından yapılan eleştirilerin başında gelmektedir. Bu teknik problemler, internet bağlantı hızından, öğrencilerin hatalı kullanımlarından ve sisteme yüklenen video sayısının verdiği yoğunluktan kaynaklanmaktadır. Bu konuda da sorulan “Kayıt yaparken ne tür sorunlarla karşılaşıyorsunuz?” sorusuna, bir öğrenci şu şekilde cevap vermiştir:

*“Kayıt yaptıktan sonra, bir hata var mı diye kontrol etmek için, her zaman kendimi izlerim. Bazen oynat tuşuna bastığımda sadece siyah bir*

*ekran görüyorum ve puan alamıyorum. Hâlbuki düzgün şekilde kayıt yaptığıma eminim çünkü başından beri kendi kayıtlarımı kendim yapıyorum ve sorun yaşamıyorum. Siyah ekran gördüğüm zaman hayal kırıklığına uğruyorum.”*

Olumsuz sonuçların 2. sırasında ise öğrencilerin yapılan video kayıtlarını gerçeği yansıtmayan konuşma performansları olarak gördüğü ortaya çıkmıştır. Bazı öğrencilere göre 2-3 dakikalık konuşma videoları ile değerlendirilme yapılmasının bir anlam ifade etmediği gözlenmiştir. Bunun en büyük sebeplerinden biri de, öğrencilerin sorulan soru karşısında 1-2 dakikalık araştırma yaparak, cevabı metinleştirip, video kaydı sırasında okumalarıdır. Bu konuda aşağıda bir öğrencinin yorumu bulunmaktadır.

*“Bu ödevler 2-3 dakikalık kayıtlardan oluşuyor ama ben öğretmenlerin bu kadar az zamanda konuşma seviyelerimizi anlayabileceklerini düşünmüyorum. Ayrıca toplamda kayıt için verilen 10 dakikanın bir bölümünü konu hakkında bilgi toplayıp bir yere yazarak geçiriyoruz. Daha sonra da bunları okuyoruz. Birçok arkadaşım böyle yapıyor. Bu yüzden bence bu kayıtlar gerçek konuşma performanslarımız değil.”*

Son olarak öğrenciler, video kayıtlarından yeteri kadar geri bildirim alamadıklarını çünkü bunun için ayrı bir ders saatlerinin bulunmadığını belirtmişlerdir. Bu yüzden aldıkları puanın değerlendirmesini birebir öğretmen ile yapmadıklarını söylemişlerdir. Diğer yandan, tüm öğrenciler geri bildirim almak istememektedirler çünkü birçoğu için ödevini tamamlamış olmak kaç puan aldığından daha önemlidir. Programın yoğunluğu bazı öğrenciler için bu gereksinimi ortadan kaldırmıştır.

Nitel veri analizinin 3. kısmı olan okutman görüşmelerinden çıkan sonuçlarda temalar halinde sınıflandırılmış ve yorumlanmıştır. Okutman görüşmelerinde, akademik gelişim ve teknik bazlı soruların dışında değerlendirme yöntemi olarak video kaydına yönelik sorular da yöneltilmiştir. Buna göre 2 tane olumlu ve 2 tane olumsuz tema kaydedilmiştir. Çoğu okutman çevrimiçi konuşma ödevlerinin zaman kazandırma açısından yararlı olduğunu ve öğrencilere sorumluluk hissi

kazandırdığını vurgulamıştır. Buna bağlı olarak bazı okutmanların verdiği yanıtlar teknoloji kullanımının yararını şu şekilde ortaya koymaktadır:

*“Ben bu değerlendirme sisteminden faydalaniyorum çünkü öğretmenler için gayet zaman kazandırıcı bir yöntem. Ayrıca çevrimiçi platformdan öğrencilerime geri bildirim verebiliyorum. Okudukları sürece onlara sistem üzerinden mesaj gönderiyorum. Bana notlarıyla ilgili soru sormalarına gerek kalmıyor böylelikle.”*

*“Öğrenciler teknoloji konusunda oldukça iyiler. Bu yüzden, bir öğrenci olarak kendi sorumluluklarını aldıkları için online konuşma ödevlerini gayet başarılı bir uygulama olarak görüyorum. Eğer yapmazlarsa bu onların seçimidir, eğer yaparlarsa notlarını alırlar, üstelik gayet güzel not kazanabilecekleri bir fırsattır bu.”*

Okutman görüşmeleri sonucu kaydedilen olumsuz temalar ise, öğrencilerin sistem hakkındaki eleştirilerine maruz kalmaları ve konuşma ödevlerinin, başka bir yerden metin okunup yapılarak suiistimal edilmesidir. Bu konuda okutmanlara yöneltilen “Öğrencileriniz ödevlerini kolay yapıyorlar mı? Bu ödevleri hakkında nasıl yorumlar alıyorsunuz?” sorusuna şöyle cevaplar gelmiştir:

*“İlk başta program hakkında olumsuz düşünceleri vardı, şimdi alıştılar. Normalde teknoloji konusunda iyiler ama konu ödevlere gelince daha çok şikâyet ediyorlar. Her şeyi hatırlıyorlar fakat teknoloji ve ödev birleşiminde çoğu şeyi unutuyorlar. Ayrıca çevrimiçi programlar bölümü ile sorunlarını paylaşmada çok tembeller. Size gelip yardım istemiyorlar.”*

*“Bazen kopya çekiyorlar, onları izlerken anlayabiliyorum. Başka bir yerden okuyorlar. Bunun sebebi çok fazla sürelerinin olması. 10 dakika uzun bir süre, bunu kötüye kullanıyorlar. Eğer canlı bir kayıt olsa, bunu engellemek için onları uyarırdım.”*

Bulguların diğer kaynağı da bilgisayar laboratuvarına gelen öğrenci sayısı ile ilişkilidir. Buna göre bakıldığında, haftalık laboratuara kayıt yapmak için gelen

öğrenci sayısı ortalama 320 kişidir. Özellikle hafta sonuna doğru ödevini tamamlamak için gelen öğrenci sayısı artmaktadır çünkü haftalık ödevler Cuma akşamı son bulmaktadır. Günlük laboratuara gelen ortalama öğrenci sayısı 30 iken, bu rakam Cuma günleri 120 ye çıkmaktadır. Bu da gösteriyor ki, öğrenciler bu ödevlerin teslimi konusunda olumlu davranış geliştirmişlerdir.

Tüm bu veriler doğrultusunda, çalışmada ortaya çıkan bulgular genel olarak kullanıcıların çevrimiçi konuşma ödevleri hakkında olumlu görüşler barındırdığını göstermiştir. Birçok katılımcı video kayıtlarının konuşma becerilerini geliştirmesi açısından yararlı olduğunu söylemiştir. Reese ve Levy'nin (2009) ve Goldsmith'in (2007) çalışmalarının ortaya çıkardığı gibi, portfolyo ödevleri öğrencileri değerlendirmek ve öğrencilerin çalışmaların etkinliğini ölçmeleri için iyi bir yöntem olarak kabul edilmiştir. Aynı zamanda, sonuçlar çevrimiçi konuşma ödevlerinin eğitimciler, öğrencilerinin gelişimini takip edebilmeleri için yardımcı olduğunu belirtmiştir. Bu bulgu, Cole ve ark.(2000) ve Stefakanis'in (2002) vardığı, portfolyo konuşma ödevlerinin öğretmene, öğrencilerin gelişimini gözlem fırsatı verdiği sonucuyla paraleldir. Diğer yandan, bu çalışmada teknoloji entegrasyonu bazı öğrenciler için performans değerlendirme aşamasında gereksiz bir yöntem olarak not edilmiş ve öğrencilerin 2 dakikalık bir video kaydının gerçekçiliğine inanmadıkları ortaya çıkmıştır. Fakat Yamkate ve Intratat'a (2000) göre çevrimiçi portfolyo konuşma ödevleri sayesinde öğrencilerin sunum becerileri, hazırlanma ve pratik yapma arasındaki bağlantıyı keşfettikleri için, gelişmektedir. Mevcut çalışma ile Yamkate ve Intratat'ın (2000) araştırması arasındaki fark ise video kayıt süreleridir. Öğrencilerin kaydettiği 2-3 dakikalık videolar, onlara daha uzun sunumlar yapabilmek için alıştırmaya şansı tanımamaktadır.

Bir diğer konuda, öğrencilerin konuşma ödevlerini tamamlamalarının, konuşmalarının içeriklerinden daha önemli olduğunu düşünmeleridir. Bu bulgu, Baki'nin (2007) çalışma sonucuyla örtüşmemektedir. Araştırmacı, öğrencilerin gelişim süreçlerinde elde edilen verinin toplanması, gözden geçirilmesi ve saklanması, takip ve değerlendirme açısından önemini vurgulamıştır. Öğrenci ve okutman görüşmelerinde beliren diğer bir nokta da, çevrimiçi konuşma ödevlerinin stresi azalttığı yönündedir. Video kayıtları özellikle çekingen öğrenciler için pratik yapma imkânı sunmaktadır. Bu bulgu, Wang ve Chang'in (2010) çalışma sonucu ile

paralellik göstermektedir. Kendi video kayıtlarını izlemelerinin, üniversite düzeyindeki öğrencilerin konuşma endişelerini azalttığı ortaya çıkmıştır.

Okutman görüşmelerinin sonucunda, video kayıt yöntemi ile öğrencileri değerlendirmenin zaman kazandırıcı ve pratik bir yöntem olduğu vurgulanmıştır. Derry, Baron, Engle, Erickson ve Goldman'da (2010) ayrıca, performans değerlendirmesi yaparken kolay ve rahat yöntemleri göz önünde bulundurulması gerektiğini belirtmişlerdir.

Tüm veri kaynaklarından elde edilen bulgularda en çok ortaya çıkan konu teknik zorluklar nedeniyle kullanıcılardan gelen şikâyetler olmuştur. Hem öğrenciler, hem okutmanlar kayıt ve değerlendirme sırasında karşılaştıkları zorlukları dile getirmiş, bunların kendilerini olumsuz etkilediğini söylemiştir. Bu sıkıntılar öğrencilerin İngilizce dil seviyelerinin düşük olmasıyla bağlantılı olabilir. Okutmanlar gerekli bilgileri sınıfta vermelerine rağmen, öğrenciler zaman zaman sorun yaşamaya devam etmiştir. Diğer bir sebep de, öğrencilerin bu yeni teknoloji kullanımına aşina olmamaları ve zamana ihtiyaç duymalarıdır. Fakat portfolyo konuşma ödevleri akademik yılın başında başladığı için, ilk etapta zorluk yaşamaları olası bir sonuçtur.

Bu çalışmada ortaya çıkan ve diğer çalışmalarda rastlanmayan bir sonuç ise öğrencilerin konuşma ödevlerini kolay not alabilecekleri bir yöntem olarak belirtmeleridir. Haftalık olarak verilen ve değerlendirme kriterleri belli olan bu ödevler çoğu öğrenci için tamamlandığında, seviye sonu sınavlarında etkili bir rol almaktadır. Bu yüzden, öğrenciler çevrimiçi ödevler hakkında olumlu düşüncelere sahip olduklarını belirtmişlerdir. Bu ayrıca bilgisayar laboratuvarına gelen öğrenci sayısı ile de kanıtlanmıştır. Öğrencilerin ödevlerini teslim edebileceği son gün Cuma olduğu için hafta sonuna yakın günlerde kayıt yapmak için bilgisayar laboratuvarına gelen öğrenci sayısı ciddi bir artış göstermektedir. Şunu belirtmek gerekir ki, çoğu problemin nedenleri başında öğrencilerin bu konuda gecikmeleri gelmektedir.

Özet olarak, çevrimiçi portfolyo konuşma ödevleri, okutmanların öğrencilerine sözlü iletişim becerilerini öğretmek ve bu becerileri değerlendirmek için yararlı araçlardır. İyi bir şekilde İngilizce konuşabilmek, akademik ve kişisel gelişimi etkilemektedir ve eğitimin iletişim yönü de bu gelişimlerle bağlantılıdır



(Rubin & Morreale, 1996). Bazı düzenlemeler ve geliřtirmelerle, çevrimiçi portfolyo konuřma ödevleri, bireysel deęerlendirme, bire bir geri bildirim ve motivasyonu arttırmada kullanılabilir.

Bu arařtırmadaki en büyük engel bir odak grubunun belirlenmemiř olmasıdır. Hazırlık okulundaki modüler sistem, belli seviyedeki aynı öęrencilerle çalıřmayı imkânsız kılmıřtır. Bu yüzden, uygulamanın bařından itibaren tüm öęrencilerin konuřma ödevlerinin puanları kaydedilmiřtir. Dięer bir kısıtlama da, ön ve son algı çalıřması yapılmamasıdır. Buna baęlı olarak algı deęiřimi konusu yorumlanamamıřtır. Son olarak, eęer dięer üniversitelerde uygulanan video kaydı ile oluřturulmuř portfolyo konuřma ödev verileri mevcut olsaydı, sonuçlar karřılařtırılıp baęlantı kurulabilirdi.

İleride yapılacak arařtırmalar için katılımcıların algılarındaki deęiřimleri takip etmek adına ön-test ve son-test yapılabilir, ortaya çıkan bulgularda deęiřim kolaylıkla yorumlanabilir. Ayrıca bir odak grubu seęilerek, öęrencilerin konuřma performanslarındaki bařarı deęiřimi gözlenebilir. Bu da çevrimiçi portfolyo konuřma ödevlerinin etkileri hakkında daha net bir bilgi sunabilir. Sonuç olarak, teknoloji destekli deęerlendirme yöntemlerinin performans becerilerini artırma konusunda da etkinlięi arařtırılıp, farklı tartıřma konuları ortaya çıkarılabilir.