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**DEVELOPING A DIGITAL STORYTELLING PROGRAM FOR
YOUNG LEARNERS TO IMPROVE THE LISTENING
PERFORMANCE**

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YOUNG LEARNERS TO IMPROVE THE LISTENING
PERFORMANCE

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Bu çalışma, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

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To my beloved family <3

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ÖZET

Çocukların İngilizce Dinleme Becerisini Geliştirmek İçin Dijital Hikaye Anlatıcılığı Programı Geliştirme

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Dinleme becerilerini öğretmek ve test etmek, Yabancı dil olarak İngilizce (YDİ) sınıflarında yıllardır popüler araştırma konuları olmuştur. Teknolojinin İngilizce öğretimine entegre edilmesi de yaygınlaşmıştır ve bu amaçla mevcut çalışmada dijital hikaye anlatma programı uygulanmıştır. Bu çalışmanın amacı, dijital öykü anlatımı programının, 11-12 yaş grubu öğrencilerin dinleme-anlama becerilerinin Flyers sınavı aracılığıyla gelişimi üzerindeki etkilerini araştırmaktır. Araştırmanın katılımcıları bir devlet okulunda 15'i deney grubunda ve 16'sı kontrol grubunda olmak üzere 31 yedinci sınıf öğrencisidir.

Araştırma deneysel bir çalışma olarak; deney ve kontrol grubu olarak tasarlanmıştır. Nitel verilerin farklı açılardan analiz edilerek geçerliliğin belirlenmesi önemli olduğundan katılımcılardan veri toplamak için nicel araçlar kullanılmıştır. Nicel veri olarak, katılımcıların ön ve son test puanları analiz edilmiştir. Bu test Cambridge YLE sınavlarından birisidir; İngilizce öğrenenlerin yeterliliğini değerlendirmek için tasarlanmış İngilizce beceri testidir. Bu sınavın dinleme kısmı her iki gruba da uygulanmış ve puanları belirlenmiştir. Ön testin ardından deney grubuna, İngilizce öğrenen gençlerin Flyers testinde dijital öykü anlatımı programının dinleme-anlama becerileri ve başarısı üzerindeki etkisini görmek için sekiz hafta boyunca bir dijital öykü anlatımı programı uygulanmıştır.

Çalışmanın sonuçları, dijital öykü anlatımı programı ile Cambridge YLE Flyers sınavında öğrencilerin dinleme becerilerinin yeterince geliştirilmesi arasında net bir ilişki

kurmaktadır. Katılımcıların dinlediğini anlama becerileri gelişmiştir. Ayrıca katılımcılar, bu dijital öykü anlatımı programının İngilizce anlayışlarını geliştirdiğini belirtmişlerdir. Öğrenciler programdan keyif aldıkları için, motivasyonlarını ve dinleme konusundaki güvenlerini artırmaya yardımcı olmuştur. Ön test / son test puanlarından elde edilen betimsel bulgular karşılaştırıldığında, deney grubu ön test puan ortalamaları (M = 45.07) ve son test ortalamaları (M = 57.06) ve t test sonucu ($p < .05$) olarak anlamlı bir fark bulunmuştur. İngilizceyi anlama becerilerinin arttığını ve dijital hikaye anlatma programının faydalarını doğrulamıştır. Sonuç olarak, bulgular, dijital hikaye anlatıcılığı programının, dinlediğini anlama becerilerini geliştirmek açısından genç İngilizce öğrenenler için iyi bir seçim olduğunu doğrulamıştır.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce, Dinlediğini Anlama Becerisi, Cambridge Flyers Testi, Dijital Hikaye Anlatıcılığı

ABSTRACT

Developing a Digital Storytelling Program for Young Learners to Improve the Listening Performance

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Teaching and assessing listening skills have been popular research topics in EFL classrooms for decades. It is also common to integrate technology into English language teaching and for this purpose digital storytelling program DigiFlyers was applied to present study. The aim of the current study was to investigate the influences of digital storytelling program on improvement of young learners' listening comprehension skills. The participants of the study were 31 seventh grade students at a public school, 15 of whom are in the experimental group and 16 of whom are in the control group.

A quasi-experimental design was utilized in the study, both qualitative data and quantitative data were gathered from the participants since it was significant to establish validity by analyzing the data from different perspectives. As a quantitative data, participants' pre and post test scores were analyzed. This test was one of the Cambridges YLE (Young Learners English) exams; Flyers test which was designed to assess English language learners' proficiency. The listening part of this exam was applied to both groups to mark their scores. After pre-test, DigiFlyers was taught to the experimental group for eight weeks to see the effects of DigiFlyers on listening comprehension skills of young learners of English.

The result of the study reveals that listening comprehension skills of the participants in the experimental group improved. Participants' listening comprehension skills improved. In addition, these participants mentioned that this digital storytelling program enhanced their understanding of English. It helped to increase their motivation and confidence in listening since students enjoyed the program. When the descriptive findings from the pre/posttest scores compared, the mean scores of the pre-test for the experimental group ($M=45.07$) and the mean of post-tests ($M=57.06$) and t test significance ($p<.05$) showed that their ability to comprehend English increased statistically and confirmed the benefits of digital storytelling program. As a conclusion, the results confirmed that the digital storytelling program DigiFlyers is a good choice for young learners of English in terms of improving the listening comprehension skills.

Key Words: English as a Foreign Language, Listening Comprehension Skill, Cambridge Flyers Test, Digital Storytelling

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LIST OF ABBREVIATIONS

CEFR	The Common European Framework of Reference for Languages: Learning, Teaching, Assessment
DigiFlyers	Digital Storytelling Program for Flyers
DST	Digital Storytelling
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FCE	First Certificate English
IELTS	International English Language Testing System
L2	Second Language
MoNE	Ministry of National Education
OPT	Oxford Placement Test
RQ1	Research Question 1
RQ2	Research Question 2
SLA	Second Language Acquisition
TOEFL	Test of English as a Foreign Language
TOEFL Junior	Test of English as a Foreign Language Junior
TL	Target Language
YLE	Young Learners English

CHAPTER I: INTRODUCTION

This chapter highlights the importance of the topic regarding the introduction to this study. It discusses the background to the study by stating the problem, the purpose, research questions, significance as well as the limitations of the study.

1.1. Background to the Study

Listening is one of the most essential skills for language learning and the significance of listening comprehension skills in English language learning and teaching process has been emphasized by many scholars in English as a foreign language context (Anderson & Wall, 1993; Cheung, 2010; Solak & Altay, 2014; Ulum, 2015). The main goal of acquiring a new language of a learner is to use the language to understand what other speakers talk; thus as the Natural Approach, which was suggested by Krashen and Terrell, proposed that language acquisition occurs if only language learners understand the messages in the target language (Krashen & Terrell, 1982). While learning English therefore, listening skill is a fundamental one (Gowhary, Pourhalashi, Jamalinesari, & Azizifar, 2015). To improve English proficiency, learners should improve their listening skills first to internalize the foreign language since the listening process provides comprehensible input for the learners of English as a foreign language. This emphasizes the importance of listening because, without comprehension of input, it is really difficult to start the learning process (Krashen, 1994).

It is of great value to understand that the listening skill is one of the most important skills, it is noteworthy how individuals comprehend their native language in a natural way. Listening skills should be enhanced more to have better communication skills in English (Gilakjan & Sabouri, 2016). It was suggested that second language learning would be similar to mother tongue under some important circumstances; to illustrate, when language learners' quality and quantity of second language experience increase, their second language learning will be alike mother tongue (Krashen, 1985). Since childhood, people listen to and hear the stories in their mother tongue and most of us find them joyful and interesting as well as perfect input. Therefore, stories have been used as one of the foreign language classroom materials (Biemiller, 2003; Sticht & James, 1984; Sticht 2003). Storytelling provides some opportunities for English language learners to develop language competencies, including expanding their vocabulary when they hear or read it in a context

of a story, facing different patterns of English and understanding cultural images, and different contexts in stories (Cameron, 2001; Isbell, Sobol, Lindauer & Lowrance, 2004).

It is difficult to ignore the role of technology in education lately. Language learning can occur with the help of online platforms, as well as traditional teaching (Yang & Wu, 2012). This change is obviously a wonderful movement for better and improvement of instruction, especially for the young learners of English as a second language (Lacina, 2004). Due to the advancements in technology, another means of storytelling, digital storytelling, has gained importance in teaching and learning. These digital stories become available on the Internet from different sources (e.g. Websites, YouTube, or blogs). One of the advantages of digital platforms is that everyone all over the world has open access to them. Some international websites such as BBC Learning English/kids and Storyline online provide lots of beneficial online digital stories to everyone especially appeal to young learners of English. These kinds of stories can be used both in the classroom and out of the classroom to improve their English, in particular their listening skills (Putri, et al., 2018). Learners can listen and watch the digital stories for educational purposes or for fun. For example, while a learner of English is getting back home from school, s/he can watch the digital story through the smartphone or tablet. The more they are exposed to the language input by listening, the more language skill developments will happen, and with the help of rich media and technological aids, stories are still told effectively but not traditional way (Mirrer, 2010). Thus, storytelling has converted into technology-based digital storytelling, which is a more innovative and easy-to-use resource to develop English for language learners (Kasper, 2000; Lankshear & Knobel, 2003).

In this experimental study, the main focus is developing listening skill of young learners of English in Turkish context by using a digital storytelling program. Teaching and researching listening have been of importance in the field of applied linguistics. In our case, listening is not paid attention as much as other skills in learning English as a second language (Vandergrift, 2007; Wilson, 2008). Students have difficulties in understanding spoken language and even some of them claim that they have not listened to anything in English even though in their course books there are several listening activities. Second, it is important to assess their listening performance in a standardized test to test their development in listening skills. As we know, Cambridge Flyers Tests are the one of the most applied tests in ELT context to assess learners' language performance in different skills including listening, speaking, reading, and writing. In this standardized test, Cambridge Flyers equals A2 level in terms of CEFR's language competencies. In this case, language learners have

A2 level of English proficiency; therefore, after consulting an expert, it was decided to apply Cambridge Flyers test to assess their listening competence, since it was the most suitable and open-access tool which can be easily retrieved from Cambridge official website.

1.2. Statement of the Problem

Comprehension is key to encode messages effectively in language learning; to achieve this main goal, listening skill has great importance in language learning and teaching (Tosuncuoğlu, 2018). As in the first language, without listening, any production cannot occur in the second language (Krashen, 1985). Since listening is one of the receptive skills which means receiving what the speaker says (Gilakjan & Sabouri, 2016). Without understanding what is said we cannot communicate truly in any language since listening is the first and main competence that we use while learning our mother tongue (Vale & Feunteun, 1995). That is why teaching listening is quite important in English classes, our aim is to help our students at first understand English. Previous studies have suggested that improving listening skills for young learners of English has a crucial role in this field (Wang, 2005). While improving it, many different up-to-date methods and techniques can be utilized such as digital storytelling. In this line, digital storytelling provides a meaningful input for the listening skills of the learners. It is necessary to find out if this way works in different EFL learners' populations and in different age groups. For this reason, this study was conducted with the young learners of English in Turkish EFL context.

1.3. Purpose of the Study

Listening skills, as in the first language, have a great role in acquiring the second language, and communicating with others in the second language, have. Unfortunately, in English courses when it is compared to other language skills which are reading, writing, and speaking, it can be said that listening skills are given less importance in the classroom application (Farrokhi & Modarres, 2012). Moreover, in Turkish EFL context listening skill is the most ignored skill in English classes that can be seen in the following sections from the results of interviews which were conducted to explore the EFL teachers' opinions of listening skills. In addition, in the classroom environment, there are some communication problems between the teacher and the students when the teacher speaks English in the lessons and generally, teachers have to speak in their mother tongues to teach various topics. Not only the teacher but also peer interactions in English need to be enhanced in EFL classes. Besides, to have more language exposure, the listening skills of learners should be improved

to assure that the medium of the class is English and thus, the usage of English will increase (Tuan & Doan, 2010, pp. 64-65). In addition, technology use is inevitable in language classes, to improve English teaching and learning several educational activities can be applied in the classes, thus, English language learners' practice and exposure to English can increase a lot (Donmus, 2010, p. 1498; Golonka, et al., 2014, p. 70). Teachers can bring many various educational tools into their lessons. Thus, a digital storytelling program can be effectively used in EFL classes. This is both an authentic and edutainment tool for language learners and teachers. The purpose of this study is to improve the listening performance of A2 level secondary school EFL learners through developing a digital storytelling program. When literature is examined, it was found that there are not any studies to improve the listening skills of young learners, and this study will bridge the gap between using a digital storytelling program to improve the listening skills of young learners.

1.4. Research Questions

Considering the related literature, the following research questions form the basis of the present study.

1. What are the opinions of 7th grade students about learning English through digital storytelling to improve their listening skill?
2. Does digital storytelling program (DigiFlyers) have an effect on the listening skills of 7th grade students?
 - 2.a. Does digital storytelling program (DigiFlyers) make any significant difference in the participants Cambridge Flyers test scores?
 - 2.b. Is there a significant difference between Cambridge Flyers test scores of the experimental and the control group?

1.5. Significance of the Study

Developing the listening skills of secondary school students in EFL context is significant to achieve comprehension in English. It can be said that in Turkish EFL context in English classes listening skills seem to be mostly ignored in the classroom or out of the classroom. Nowadays, it is becoming a more significant area in second language teaching and testing (Matthews & Cheng, 2015, p. 1). Henceforth, several policies are adopted to make the language learning process more communicative, those policies include more listening activities. English classes have certain objectives that aim to make the students, fluent speakers of the language but also to comprehend the language according to their level

(MoNE, 2018). To improve learners' listening comprehension, many activities can be done in the classroom including digital storytelling. A digital storytelling program DigiFlyers, the combination of digital stories and listening activities can be beneficial for both students and the teachers in the English language courses. Digital storytelling which can be defined as "the modern expression of the ancient arts of storytelling and digital stories derive their power through weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, and insights." (The Digital Storytelling Association, 2002; as cited in, Chung, 2006, p.35). Since young learners love colorful and interesting activities, digital storytelling provides a lovely classroom atmosphere in English classes. Pre, while and post-listening activities can be richer and more effective when it is embedded into digital storytelling (Ciğerci, 2017). There have been several studies related to digital storytelling in various EFL contexts. However, far too little attention has been paid to digital storytelling and teaching listening skills in Turkish EFL context (Yıldırım, 2013). Therefore, it was strongly believed that this study will be beneficial for primary and secondary school English teachers and learners while learning and teaching listening skills in EFL classes.

1.6. Limitations of the Study

The limitations of the study have been listed below:

- 1) This study has been conducted with the 7th grades of a public secondary school in the Central Anatolian region of Turkey in 2019-2020 academic year, therefore, the results of this study should not be generalized with different setting around the world.
- 2) The number of the participants in this study is 31, namely, in the control group, there are 16 participants and there are 15 participants in the experimental group.
- 3) The aim of this study is to investigate the development of students' listening skills. The other three skills speaking, reading, and writing have not specifically been evaluated before and after the program. That is why, we cannot conclude that if there are a significant difference or improvement in students' other three skills after the program or not.

1.7. Assumption

In this study, it is expected that digital storytelling program, DigiFlyers, will improve the listening skills of young learners of English, since it provides several listening activities to enhance the young learners' listening comprehension skills. In addition, another

assumption can be stated that DigiFlyers will be a beneficial tool to teach listening skills and it will provide an interesting classroom atmosphere.

CHAPTER II: REVIEW OF LITERATURE

This chapter highlights literature regarding the research topic of the present study based on several studies conducted previously. This literature review aims to provide insights on certain aspects related to teaching skills to young learners, digital storytelling, its use in the English language classes, and developing listening skills of EFL learners.

2.1. Teaching English to Young Learners

“Young learners” of English can be described as children start formal schooling aged from 3 to 12 and learn English from early ages (Cherniakova, 2002; Ellis & Brewster, 2002). Young learners are categorized in three groups: very young, young, and late young learners. Very young learners (VYL) are children between 3 and 6 (pre-school education). Young learners are children between the ages of 7 and 9 (1st- 3rd graders). The last group, late young learners, are children between the ages of 10 and 12 (4th- 6th graders) (Oktaviani & Fauzan, 2017). It has been assumed that young learners acquire a second language way better than adult learners of a second language with different hypotheses such as the “Critical Period Hypothesis” which claims that young learners learn a foreign language better before puberty since their brains perform perfectly and progress the new language like mother language, therefore, learning English from early ages gains importance. Young learners have different needs while learning English since they have different characteristics (Harmer, 2007, p. 82; Scott & Ytreberg, 1990, pp. 1-4; Shin, 2017, p. 14). Some of them can be listed as follows. First, young learners generally have a short attention span, they can easily get bored, and their interest can change in ten minutes. Thus, they would like to be involved in actively interesting activities in the class (Williams, 1998). The third thing about young learners is that they are concrete learners; they have difficulties in understanding abstract concepts (Cameron, 2001; Filatov, 1998). Additionally, they are curious about learning new things and love exploring things to do touch, smell, taste, and hear anything around them. Luckily, they can learn indirectly, through everything around them which is called “peripheral learning”, which supports learning from the environment that we present in (Larson-Hall, 2008). Classroom decorations and posters or any language-related items can be utilized to achieve it. Moreover, young learners are also eager to talk about everything, especially about themselves, and they talk about what they are doing and what happened (Roman, 1995). As a stunning characteristic, they enjoy dancing, singing, playing games,

drawing, or coloring pictures, and watching cartoons. They also learn through repetition and imitation of sounds (Setiaryni, 2011).

It is of paramount importance considering young learners' characteristics while teaching English skills (Harmer, 2007; Malkina, 2004). While teaching English to young learners, English teachers should consider some points. Different studies have done in this issue and helpful ideas have emerged. Shin (2006) suggested ten useful ideas to teach English effectively: the first one is related to capturing their attention and supplementing with bright, colorful toys or objects which help language input more comprehensible and can be useful for next activities. The second one involves students in making visuals and realia. Teachers can use visuals, pictures, and puppets to tell a story or role plays. The third idea is moving from activity to activity. As stated above, young learners have short concentration spans maximum 20 minutes and it is suggested to change activities quickly. The next one is teaching in themes. To have a meaningful context of language, thematic teaching can be utilized. Young learners can build connections and learn better. Using stories and contexts familiar to students also help teachers. Afterwards, establishing classroom routines in English will be useful. With those routines, young learners become more manageable and available to learn. Using mother tongue can be beneficial when necessary, or more efficient to save time. The next idea is bringing in helpers from the community. Parents, teachers, or elder learners can be helpful for some activities. For example, a storytelling event can be done, and it would be interesting and exciting for the young learners. Finally, communicating with other colleagues and professionals would be great. Following local or international professional organizations keep teachers up to date with new trends and ideas (Shin, 2006, pp.3-7). When teaching young learners of English, many different areas should be taken into consideration.

2.2. Teaching Listening to Young Learners

The term "listening" can be defined as the active involvement of a receiver while constructing meaning of messages from a sender (Tyagi, 2013). While hearing provides a basis for listening, it is only a base for it. Although the concepts of hearing and listening can be used interchangeably in our daily life, they differ. As Rost (2011) stated that not only hearing but also listening start with sound perception, but their degree of intention is quite different. Besides that, listening consists of recognizing words and their meanings, identifying expressions and important points of non-verbal or spoken messages (Bozorgian, 2012). In order to acquire knowledge, we either read or listen, especially for children, it is a

necessity to get the right information. Segalowitz (2005) stated that listening was the most vital skill for communication and nearly half of our everyday interactions happen through listening skill. Listening to people, songs, or any type of videos makes young learners get interested in what they can hear and through this process they acquire not only knowledge about a certain topic but also about the foreign language.

Foreign language skills can be categorized as receptive and productive skills. Receptive skills are reading and listening skills, whereas productive skills are writing and speaking. Language learners receive some information and therefore these skills are called as receptive skills (Golkova & Hubackova, 2014, pp. 477-478; Harmer, 2007, p. 265). Other than receiving messages, receptive skills are also useful for comprehending the information and the meaning of the context. Hence, Rost (2011) stated that listening is one of the main components in language learning and teaching because interaction occurs receiving and sending messages. Listening does not require the passive process of the listener or receiver, but quite active processes. English teachers of young learners should notice some principles while teaching listening. Brown and Lee (2015, pp. 330-333) suggested seven principles for teaching listening skills:

1. *Include a focus on listening in an integrated-skills course*
2. *Use techniques that are stimulating and motivating*
3. *Utilize authentic language and contexts*
4. *Include pre-, while-, and post-listening techniques*
5. *Carefully consider the form of listeners' responses*
6. *Encourage the development of listening strategies*
7. *Include both bottom-up and top-down listening techniques (Brown & Lee, 2015, pp. 330-333).*

Teaching listening is an important point while teaching foreign languages. Young learners listen to their teachers, their classmates, a song, story, or audio in the classes (Şevik, 2012). To comprehend the message fully, learners must pay attention, get ready to listen and teachers must do their best to improve the listening skills of the language learners.

Teaching listening requires three main stages or activities, including pre-listening, while listening and post-listening (Underwood, 1989). The first stage, which is the pre-listening stage, allows us to activate the schemata of the students through this, an activation can be done by checking the vocabulary knowledge, finding out background knowledge to grasp the main idea. For instance, before listening, learners can read a short text on a similar topic or predict content from the title activity can be applied. The following stage is while-

listening. In this stage, listening tasks are carried out during it. It directly requires comprehension of the spoken language material. There are some recommendations for practice. Listen and do, listen and draw and listen and repeat activities are some of them. In this stage there are two terms we encounter “extensive listening and intensive listening”.

Table 2.1. *Extensive Listening and Intensive Listening Activities*

Extensive listening	Intensive listening
Get the gist	Get the details
Putting the pictures in order	Filling the gaps with missing words
Coloring the pictures	Recognizing what someone said
Completing a timetable	Listening and correcting
Completing a chart	Listening and retelling
True/false questions	Listening and answering wh- questions

Extensive listening practice is concerned to promote overall comprehension and encourages learners not to worry if they do not grasp every word (Field, 2008, p.54). Learners are not expected to fully comprehend everything but have a general understanding in doing such listening type. Some examples can be putting pictures in a correct sequence, color them, or completing a timetable or chart of information. When their language proficiency improves, tasks can differ, such as answering true/false, multiple-choice questions, or predicting what comes next (Schmidt, 2016). On the other hand, intensive listening can be defined as what language learners do in the classroom, focusing on some certain details while listening. For example, filling the gaps with missing words is the one of the most common intensive listening activities in language classes. Recognizing exactly what someone said in the text can also be utilized in the classes. The last stage of the listening is post-listening. This phase is a great opportunity for different kinds of follow-up activities. These activities can focus on different aspects of language. After listening, teachers can work on learners’ speaking skills, reading skills, or writing skills. Moreover, some thematic or lexical development can be focused. For example, learners can do role-play activities. They can study new grammatical structures; they can write a story on the same theme as these activities, therefore, listening skills become integrated with other language skills and aspects, which is significant (Asemota, 2015).

Another factor that changed or improved listening in education is the advancements in technological developments. As the environments of the current and previous generations of people are changing, the way they think and learn also changes (Castaneda, 2013). Therefore, it is important for the teachers to promote multi-modality and digital literacies. Besides traditional listening activities, new activities were added while making use of visual, audio, and gestural devices. Through the development of technology, the students are not limited to their teacher and the classroom environment; they can foster their education and language learning through several applications on their smartphones and computers. Creating digital storytelling through programs like PowerPoint, Voice Thread, or Story Bird can be beneficial for the teacher to awaken the interest of the students. They can remotely continue their learning wherever they like to; this flexibility can bring lots of advantages like being more creative since there is no pressure to finish the assignment in the classroom (Christiansen & Koelzer, 2016). Additionally, lots of listening activities can be found on platforms like YouTube, where organizations, journals, and publishers can upload activities for a lot of age groups ranging from very young learners to adult learners (Silviyanti, 2014).

2.3. Teaching English through Storytelling

People tell stories as a tradition throughout history in every culture. Storytelling has some definitions. It was defined by Hsu (2010) as “the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners.” Storytelling tradition is not unique to one nation but universal (Bruner, 2002). Storytelling was used for many different purposes such as the transition of values and education (Andrews et al. 2009, p. 6). It was claimed that it is the oldest version of teaching and all knowledge of what people hear and read comes in the form of stories (Green, 2004, p. 2). Therefore, storytelling is one of the commonly used methods by all teachers in particular language teachers.

Besides storytelling, foreign language teaching utilizes different teaching techniques, including games, songs, and role-play activities (Tsou, Wang, & Tzeng, 2006). Several scholars (Brewster et al., 2004; Brumfit, et al. 1991; Ellis & Brewster 1991; Nunan, 1988; Wood, 1998; Write, 2004) who work in language teaching, suggested that storytelling is an effective way to improve English language learners, especially young learners’ language skills and interest in English. Wright (2004) also suggested that storytelling bridges the gap between language taught in the classroom and language use outside of the classroom. Many books related to storytelling for teaching English (Ellis & Brewster 2002; Wright 2004) support that the idea of the use of authentic stories, improve the target language in a

meaningful context. Storytelling, therefore, technique is a useful way to teach different skills of English (Egan, 1989).

2.4. Digital Storytelling

Digital stories can be defined as telling the stories to inform in general by using computer-assisted tools such as videos, pictures, or music (Chung, 2007; Jakes & Brennan, 2005; Robin, 2006). Digital stories are kinds of upgrade versions of traditional stories as stated by Gregori- Signes (2008). Robin (2006) categorized the types of digital stories as personal narratives, stories that examine historical events, and stories that inform or instruct people. Personal narrative stories occur, as Robin (2006) emphasized, the importance of the desire to create a personal story as the reason for creating digital stories. It is the type of digital story that contains the memories, experiences, and experiences of the narrator. In this type of story, the content is about the events of one's life (Ciğerci, 2015, p.42). It is a digital story type obtained by writing the story of its content and converting it into digital form with some multimedia tools. The second type is stories that examine historical events. It is a type of digital story in which historical events are taken as the subject. The visuals and voiceovers used in the creation of this digital story should reflect that historical event (Normann, 2011). The impressive combination of the story part of the digital story and the digital elements makes the audience feel as if they are living a historical event and the time it happened. The last one is informative stories. It is a digital story that aims to teach a particular subject to the audience (Cary, 1998). The content to be taught is narrated and combined with appropriate images, sound, and music and presented to the target audience (Baki, 2015, p.31). In this digital story genre, the subject to be informed or taught becomes more concrete for the audience as it is enriched with visual and audio (Tsou, Wang & Tzeng, 2006).

2.4.1. Using digital storytelling in education

The field of English language teaching is likely to utilize technology. Stories evoke children's imaginary world and develop vocabulary, reading, speaking, listening, and writing skills in both mother tongue and foreign language education (Xu, Park & Baek, 2011). The important point is choosing the correct digital story for the teachers to be used in the classroom. Brewster and Ellis (1991) stated that the following points should be considered in the selection of the digital stories:

- *Stories must be original and interesting,*
- *Stories should bring the real world and real language usage in classroom,*

- *Stories should be encouraging for students,*
- *Stories should arouse curiosity of the learners,*
- *The subject of the story should not be complicated, should not make any political guidance,*
- *There should not be prejudices and discrimination in the stories,*
- *The length of the stories and the language use should be appropriate to the level of the student.*

The advantages of using digital storytelling in the classroom can be listed as following (Barzaq, 2009; Brewster & Ellis, 1991; Küçükturan, 2004). First of all, young learners love to listen to stories. Since children are prone to listening to stories, it ensures that language is taught in a specific context and language development in students. With digital storytelling, language learners can easily interact with language and the structure of language in the learning environment, and this interaction improves students' literacy and listening skills (Ciğerci, 2017). Moreover, since children love to listen to stories over and over again, thanks to the repeated digital stories, the language skills that students need to acquire in language teaching are easily given to students (Brand & Donato, 2001). With the retelling of the digital stories, the keywords and some grammar structures in the stories enable students to learn and remember these words and structures (Borneman & Gibson, 2011). New words to be learned in second language lessons can be given through digital stories, and students can learn new words in a story-based context. Digital storytelling is also one of the ways to develop creativity because this process is a journey of discovery (Gakhar & Thompson, 2007). Digital stories are a useful tool in connecting and combining children's imagination with their own world. In addition to being amusing, digital stories create a classroom environment where social experiences are shared. It helps children to be self-confident and contributes to social and emotional development (Han, 2007). Furthermore, teachers help students develop positive attitudes towards foreign language and foreign language learning through digital stories. The authentic stories to be used in the classroom bring the real world and real language to the classroom environment and digital stories allow going beyond traditional methods and monotonous classroom atmosphere in English lessons (Gakhar & Thompson, 2007; Lee, 2005; Shin & Park, 2008).

In education, teachers, and their students, from early age classrooms through graduate school, can use digital storytelling in many different areas and across a wide range

of grade levels. There are some other reasons stated by Miller (2010) to support using digital storytelling in the classroom:

1. *Digital storytelling engages and empowers students of all levels; students become more invested in their writing and give more effort.*
2. *Digital Storytelling projects build community in the classroom.*
3. *Strengthens the sense of audience.*
4. *Projects can be short but still effective.*
5. *Digital stories can be used across the curriculum.*
6. *Process is key. Projects teach writing and technology skills.*
7. *Prior knowledge can drive the story and moviemaking. (p.6-9)*

Some teachers claimed that exposing learners only to audio materials to teach and improve listening skills is less applicable these days since several advantages of technology have been embodied into our students' lives (Al-Johali, 2019). This line of thinking provides many researchers with the idea of using video-related materials such as digital stories. In the study conducted by Koç (2003), he applied methods to teach fifth- grade students at primary school listening skills. At the end of the experimental study, based on the success of the students, the experimental and control groups and the effectiveness of the applied methods were measured. It was found that the students in the experimental group in which the methods used to teach listening skills were applied were more successful than the students in the control group. Moreover, it was concluded that the dramatization method was more successful than other methods such as playing on cassette, drawing a picture of the text after listening, completing a story, showing, and playing from a CD.

2.5. Testing Young Learners

Young learners mostly do not choose to start to learn a foreign language; this decision is made for them through their parents and the school authorities (Chern, 2003, p.427). This leads to lack of intrinsic motivation (Paul, 2003; Pinter, 2006) ,therefore, the teacher needs to use other acts to motivate the students to participate and continue the learning process. This can be achieved through a variety of activities as songs, drawing, games, and drama (Cook, 2000; McKay, 2006). When it comes to assessing, it is necessary to protect the positive environment and attitude of the students. The needs and aims of the students need to be in line with the education, timing, and children's predisposition towards the activity to

assess the students carefully and effectively. All four skills; reading, speaking, listening, and writing should be assessed as far as the student is capable of doing these skills and the assessment process can be done in formative and summative assessment (Alderson & Banerjee, 2001; Gardner & Rea-Dickins, 2001; Rea-Dickins & Gardner, 2000). While formative assessment examples can be quizzed weekly taken in the classroom (Theal & Franklin, 2010, p. 151), summative assessments such as portfolio assessment, take-home assessment, and structured assessment activities can improve the way how the teacher assesses his/her students (Trumbull & Lash, 2013). As the students grow and understand the general meaning of a different language, it is possible and can be effective to make use of peer assessment (Ioannou-Georgiou & Pavlou, 2003).

However, regardless of the students' understanding of the language, most of the students need to be assessed, including young learners, in the traditional pen-and-paper format through cloze-tests, matching activities, or true-false activities (Hughes, 2003). Through the results of the students' tests, it is possible to compare students' performances from different schools. However, this advantage, to compare different students, cannot be achieved through alternative assessment. It is assumed that alternative assessment such as self-assessment and portfolio is more dynamic in comparison to the traditional pen-and-paper assessment, which seems to be more static (Shaaban, 2001).

2.6. Listening Comprehension Tests

Listening comprehension tests are the most commonly used tools in testing listening. They are designed to test learners' ability to listen for basic personal or instructional purposes (Cambell & Fiske, 1959). Several test types can be utilized in EFL listening comprehension tests including multiple-choice format, open-ended format, true/false format, and so on. Even though it has been criticized (Buck, 2001; Thompson, 1995; Weir, 2005) since it may not fit the nature of listening ability, the multiple-choice format is commonly used to assess listening comprehension. It is likely due to practical reasons to measure listening comprehension of many test-takers, besides multiple-choice format seems as reliable, objective, and rapid (Bailey, 1998; Brown & Hudson, 2002). Another widely used format is open-ended questions. In this type, test takers require writing words, phrases, or full sentences to answer the listening comprehension questions. An important advantage of this format is to reduce the rote learning or guessing from the options since test takers must comprehend then write it down with their own words (Wolf, 1993). A study was conducted to investigate the retention of knowledge by using both multiple-choice format and open-

ended format in listening comprehension tests (Herbert & Burt, 2002). The findings indicated that participants who had open-ended format had better retention five weeks later than multiple-choice format group. The reason behind it was explained by the participants that they required thinking about the material deeper to answer open-ended format and it helped them to organize the new information better in their schemata. On the other hand, there may be some doubts about the validity of those items and their effects on the test results (Sherman, 1997). Hence, standardized tests are prioritized while assessing EFL learners' proficiency levels since those are valid. With this listening comprehension test, teachers can predict how well the learners will comprehend and respond to the messages in real-life situations (Tsui, 2001). Besides, those tests are proven by the major language authorities, worldwide trusted and reliable.

2.7. Assessing Listening Skills in Standardized English Proficiency Tests

Listening skill assessment can be utilized teacher-based test or standardized test. When a teacher prepares a test to assess learners' listening skill, it is a teacher-based test whereas a standardized test is a test all test-takers all around the world answer the same questions which were prepared by test producers. It can be stated that these standardized tests seem more useful to assess all aspects of English, including listening skills. Some of the standardized tests to assess English language ability can be listed as Oxford Placement test, Oxford Placement test for young learners, Cambridge English exams: Young Learners English, TOEFL junior and IELTS, so on. The standardized tests have been calibrated with the CEFR for second language learners. These kinds of standardized tests were piloted on different groups of natives and it was claimed that these tests had higher reliability.

One of the studies examined two standardized tests: Oxford Placement test (OPT) and First Certificate English (FCE) to compare assessment of listening part (Zoghiami, 2014). OPT listening test addresses some subskills of listening including getting the gist, details opinions, and inferential meanings, whereas FCE listening test includes authentic tasks such as phone messages and real-life dialogues. It was also aimed at investigating if these listening tests can predict the listening ability in French EFL context. 110 French university students were the participants and OPT and FCE tests were administered and followed by other listening comprehension tests. The results were analyzed with SPSS and showed that students had more similar scores in OPT test because their distribution for the OPT listening test was normal. Brown (2005) stated that standardized tests which address global proficiency should be normally distributed. However, when the competency-based

model was considered, FCE listening test was more useful for assessing the listening skills of participants.

IELTS, which is also Cambridge-based International English Language Testing System, is one of the popular standardized tests among adults who would like to go abroad and study there. The validity of the test has been discussed in the literature currently and one of the validity types is the cognitive validity here. To explore cognitive validity of IELTS lecture-listening part, a study was conducted (Field, 2009). The participants of the study needed to take the exams with two different methods. The first one was that participants took the original test and provided a verbal report to explain their answers in the test. The second one was to take notes during the lecture and then reported them. The results indicated that the participants felt freer in the lecture condition, they also found lecture listening less challenging than directly taking the original exam.

In the following study, it was investigated if there was a difference between the native test-takers and Chinese learners of English in terms of listening strategy use in IELTS listening sub-test. The findings showed that there was no significant difference. In addition, it was concluded that IELTS listening tests assess real-life listening comprehension of test-takers accurately (Badger & Yan, 2009).

English-medium lectures and programs in universities for different departments were growing in Europe and it is a must to apply a predictive test for their failure or success in English listening skills, therefore, at the beginning of the term, the students who enrolled in bilingual programs took IELTS listening test. During the semester, their course grades and IELTS listening scores were compared, yet there was a small positive correlation was found, and they reported that they needed more language support in terms of comprehending English lectures (Breeze & Miller, 2011).

The next study was conducted that IELTS listening part section was investigated in terms of pragmatic knowledge as a component of communicative competence in standardized tests. The first section of the listening tests was analyzed from 1999 to 2009. It was found that the tests had a low degree of pragmatic knowledge to assess and the listening parts included mostly discourse markers and politeness functions and surprisingly cultural knowledge of the test-takers was not aimed to assess in the listening parts (Allami & Ahgajari, 2014).

In Turkish EFL context, as a master's thesis Ekiz (2019) conducted a study to examine the effects of a standardized test on English teaching and learning process via English teachers' perspectives. The participants were 24 in-service teachers working in

public and private middle schools. After analyzing semi-structured interviews, this standardized test had a strong impact on the teachers and their classroom application in both public and private schools. In addition, some competencies, such as listening skills were ignored to fulfill the demands of the standardized test curriculum.

2.8. Assessing Young Learners in Standardized English Language Tests: Historical Background of Young Learners English Tests

English proficiency exams for young learners of English can be listed as Oxford Placement Test for young learners, TOEFL junior, and Cambridge English Exams: Young Learners English.

Oxford Placement Test is one of the most common tests for young learners. The first test was developed by Dave Allan in 1985. It was pencil-paper test. In time, this pencil-paper method was changed with computer-adaptive test which was developed by Cambridge but distributed by Oxford. In 2007, computer-based became popular and since then, Oxford Placement tests are conducted in this way. The main purpose of Oxford Placement test is to evaluate the test takers' proficiency of second/foreign language knowledge and their ability to use this knowledge to communicate as well as the ability to understand the target language (Purpura, 2010). The test design consists of five main sources including a model of language knowledge by Purpura (2004), Oxford English courses curricula, SLA research, CEFR, and Oxford and themes and topics from other EFL/ESL textbooks. It has two sections; the first section aims to measure the grammatical competence of the test takers and the second section aims to assess the listening ability of test-takers. The interesting point about Oxford Placement Test is being a computer-adaptive test, which is adapting to the following questions related to previous answers of the test takers by determining their language level. If a test-taker gets the question wrong, the system selects an easier question to identify their level in CEFR. In listening part, it has three main tasks which are a short dialogue, a longer dialogue, and a monologue with multiple-choice questions.

The second one is TOEFL Junior tests. The test was launched in 2010 but it is stated in their official web sites, is backed over 50 years of experience. There are two types of the TOEFL Junior test. First, the standard test which can be taken paper-based or digitally, and the second is the digitally delivered TOEFL Junior Speaking test. TOEFL Junior Standard test measures three skills which are listening comprehension, language form and meaning and reading comprehension. All sections have 42 items and in total test takes 1 hour and 55 minutes. TOEFL Junior Speaking test is digitally administered and measures speaking skills in general. It has four items and takes 18 minutes.

2.8.1. Historical Background of Cambridge YLE Tests

Cambridge English exams, starting with Cambridge English: Proficiency (CPE) in 1913, followed by the LCE communication, presently referred to as Cambridge English: initial (FCE) in 1939, thus Cambridge English: Preliminary (PET) in 1980, were all designed to provide learners and lecturers useful information and examination levels. At intervals, the late eighties Cambridge Assessment English was one among several neutral organizations to provide funding and skillful support for redaction Threshold and Waystage (Van Ek & Trim 1998a, 1998b). These revised level descriptions underpinned take a glance at specifications for a revised Cambridge English: Preliminary within the center Eighties and a new Cambridge English: Key (KET) within the early nineteen nineties. In 1991, the new Cambridge English: Advanced (CAE) bridged the gap between Cambridge English: initial and Cambridge English: Proficiency. Therefore, varying Cambridge English exams was providing well-established and recognized enfranchisement ‘steppingstones’ on the pedagogy and learning pathway. The notion of a ‘framework’ of reference levels for English learning, teaching, and assessment was setting out to wrestle a great deal of concrete kinds, and additionally the scene was set for the Council of Europe’s Common European Framework Project. In the 1990s, there was growing demand from Cambridge English centers in the Far East, Latin America, and Europe for assessment designed specifically for younger learners. At the time, comparatively very little analysis had been applied to the assessment of second acquisition in kids.

Trial tests applied to the young learners, over 3,000 children in many parts of the world. The feedback was used to construct the first Young Learners English (YLE) tests, targeted at learners who are from 6 to 12, which was used in 1997. Following this, sample materials were developed. These materials covered all four skills namely, speaking, listening, reading, and writing, with a larger specialization in oral skills as a result of the stress on speech over written communication. Some tasks were designed to be temporary and ‘active’ or game-like, such as coloring activities, and aimed to check the use of language in relevant contexts in an exceedingly bid to close the gap between children's experiences of learning and testing. Twenty years from the initial development work, the tests are updated once more. From January 2014, the paper-based tests feature new graphics designed to encourage and interact with young learners. Additionally, computer-based tests are being launched on a country-by-country basis.

2.8.2. Cambridge English Young Learners Exams

It is clearly claimed by Cambridge Institution “*Each Cambridge English Qualification is clearly matched to level of the CEFR. It used worldwide to benchmark language ability and plays a central role in language education and policy.*” (Cambridge, 2012). The tests are produced around acquainted topics and specialize in the abilities required to speak effectively in English through listening, speaking, reading, and writing. Their topics are different; however, they all target four skills. Cambridge exams range from Pre-A1 level to C2 proficiency level. For young learners of English, there are 4 different versions of Cambridge YLE tests.

2.8.2.1. Cambridge YLE Starters

The first one is Starters. The tests are written around similar and familiar topics and focus on the skills needed to communicate in an effective way in English through listening, speaking, reading, and writing. In the Common European Framework of Reference for Languages (CEFR) pre-A1 level equals Cambridge English: Starters (YLE Starters). They have various objectives and their objectives based on the CEFR’s can-do statements for pre-A1. The test is a paper-based test; it takes about 45 minutes.

2.8.2.2. Cambridge YLE Movers

The second one for young learners is Movers. A1 Movers is the second of three Cambridge English Qualifications designed for young learners. These tests offer children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading, and writing. Cambridge Movers exam corresponds A1 level of the CEFR. It is a paper-based exam; it has 3 pages and the test length is about one hour.

2.8.2.3. Cambridge YLE Flyers

Cambridge English: Flyers (YLE Flyers) is the third exam designed for young learners. These tests introduce children to every day written and spoken English and are an excellent way for them to gain confidence and improve their English. Similarly, this exam has also four- skill-based design. The topics and objectives of the Flyers exam are amount to CEFR’s A2 level achievements and qualifications. It is a paper-based exam, it has 3 pages and the test length is about one hour and 15 minutes. In the listening section, which takes

about 25 minutes, there are five parts and 25 questions. Questions differ; multiple choice, fill in the blanks, matching and color/write. In reading and writing section there are seven main parts and 44 questions, they have 40 minutes to answer the questions. Speaking has four parts and takes seven to nine minutes. There is no fail or pass which means every child gets a Cambridge English certificate which celebrates their achievements for Starters, Movers and Flyers exams.

2.8.2.4. Cambridge YLE Key for Schools

The last exam for young learners is Cambridge English: Key for Schools (KET for Schools). It is an exam for school-age learners which will help prepare them for higher-level English language qualifications. The exam gives students the confidence to go on to study for higher-level English exams, such as B1 Preliminary for Schools. Students can see that they can use English to communicate with other effectively. A2 Key for Schools is targeted at the same CEFR level as A2 Key, but with content aimed at school-age learners rather than adults. This exam has a scale score it should be between 120 and 139. The test format of the exam changes here because pupil can take the exam via computer or paper-based. It has 3 pages and the exam length is about two hours. It is noteworthy that these tests are child-friendly, which include colorful and enjoyable tasks.

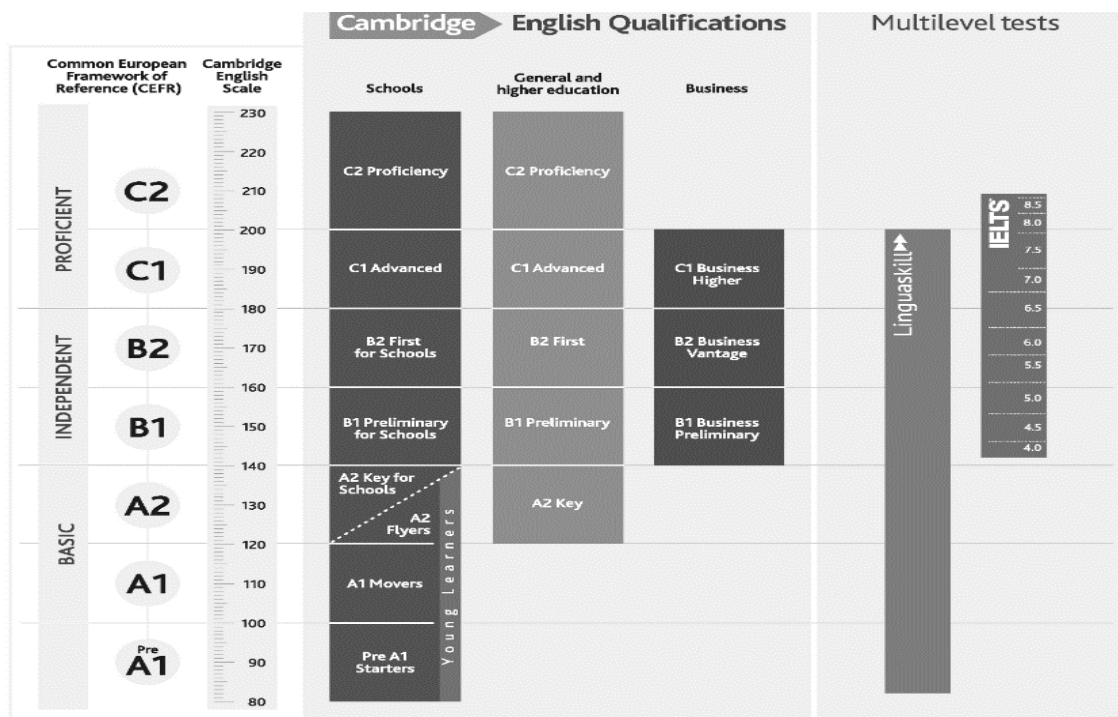


Figure 2.8.4.2.1. Cambridge English qualifications

However, in 2017, Cambridge Assessment English started to change the names of their tests. They announced Cambridge English Qualifications as the new way to label their detailed exams. To make advancement from one examination to another easier to grasp, they need to add the CEFR level to every exam's name. Here are the new names of young learners' exams; Pre-A1 Starters, A1 Movers, A2 Flyers and A2 Key for Schools.

2.9. Related Studies

2.9.1. Related Studies on Listening Skills

Day by day for both global and local context, listening and listening comprehension have significance on English Language Teaching and there is some research related to them growingly. In Turkey, Yıldırım (2007) conducted a study to see the impacts of the different kinds of listening methods and techniques on third graders' listening skills. It was a pre-test post-test based on an experimental study and it took 10 weeks. In this process different methods and techniques were used to improve learners' listening skills. There was a significant difference between the pre and posttest results of the listening skills assessment scale and students who were in the experimental group were more successful than the control group.

One of the studies was conducted to see the effect of visual usage in listening comprehension (Suvorov, 2011). In this study, 34 non-native learners of English had a computer-based listening test designed by the researcher, which was consisted of six listening passages with 30 multiple-choice questions. The types of visual input were audio-only, photograph and video. The mean scores of the audio-only and photographs were not significantly different. However, there were significant differences between the means for audio-only and video-mediated parts. It can be said that video-mediated parts prove more comprehensible input in listening. A similar study in this perspective was a comparison of students' performances using audio-only and video media methods (Sulaiman et. al., 2017). In this study, data were collected via the pre-test post-test method. The findings of the study indicated that using video media method helped learners to perform better in listening because of authenticity, the meaningfulness of the material in language teaching, and testing it.

In Turkish EFL context, a similar study was done to examine the impacts of the different presentation modes on listening comprehension at the university level (İnceçay, 2012), the participants of the study were 10 university prep class students and they listen and

or watch a lecture. After completing the comprehension test, some participated think-aloud protocols to express themselves what they were thinking while listening. Afterwards, semi-structured interviews were done to see their attitude about different content delivery modes. The results indicated that the lowest scores were in audio-video with subtitles modes, but they got the highest scores in the audio-with PowerPoint presentation mode. Learners found these modes confusing, and they felt more anxious. On the other hand, due to participants' previous experiences, they felt most relaxed in the audio-only mode.

Another listening research into fostering and assessing critical listening skills was done by Ferrari-Bridgers et al. (2015) the main goal of this study was to display the results of two listening assessments during two semesters with 370 participants. The researchers developed a program to foster and measure critical listening skills. At the end of two quasi-experimental studies, results showed that the importance of validity of the listening tool and great significance of the practice of listening skills and should be integrated into the current curriculum.

In another study, the effect of cooperative learning method on the improvement of listening comprehension and listening skills was investigated. 75 eight grade students were the participants of the study and experimental and control group were taken the listening comprehension achievement test to be measured the listening skills of them. The experimental group was exposed to the learning together technique of cooperative language learning method for seven weeks, while the control group was taught in the traditional way. The findings of the experimental study indicated that the students in the experimental group had better scores in the post achievement test than the control group and cooperative learning improved eight-grade Turkish learners' listening comprehension and listening skills (Kırbaş, 2017).

The use of edutainment tools to develop Iraqi EFL students in listening comprehension was one of the current studies (Mohammed et al., 2020). The experimental group consisting of 31 students was applied an edutainment strategy to develop their performance in listening comprehension whereas the control group 30 students were taught listening comprehension by means of the prescribed techniques in the textbook. Edutainment tools had a positive impact on the students' performance in listening comprehension according to the findings.

In order to enhance EFL learners' listening comprehension, various methods and techniques were applied, especially technology-based, up-to-date ones. It is clearly seen that majority of teachers use videos at some point during their teaching. Thanks to videos,

teachers can integrate the outside world into English classes. In this point, digital stories can serve as authentic real world and up-to-date educational content (Nodira, et al., 2020).

2.9.2. Studies on Storytelling

Many studies conducted to explore the effectiveness of storytelling in language classes. The direction of investigating storytelling varied in some ways since some of the studies worked on the integration of language skills. On the other hand, some researchers worked on the impact of storytelling on separated skills.

A wide range of vocabulary learning is also possible from storytelling (Elley, 1989). A study to determine if storytelling had an impact on vocabulary learning and effectiveness of it in Japanese EFL context was conducted with 60 participants (Mason, 2005). A list of vocabulary was given to the participants in the test of pre, post, and follow-up posttest. After storytelling treatment, participants' pre, post and follow-up posttest scores were analyzed, and it was found that storytelling is an effective and encouraging way of teaching vocabulary.

To investigate the effectiveness of storytelling on reading skills, a study was conducted (Black, 2008). In this study, students were required to read five or more different stories and choose to tell one of them. After reading the stories, they paired and told the stories of their partners. Their partners gave feedback to the storyteller and made one suggestion to make the story better. After pair sharing, storytellers told the stories to the classroom. The findings of the study suggested that students develop reading comprehension skills as well as using their voice and body language appropriately.

Storytelling can be an appropriate tool for teaching writing as well. Ballast, Stephens, and Radcliffe (2008) conducted a study to investigate the use of storytelling in improving writing skills. Sixth-grade students were divided into experimental and control groups, the experimental group wrote a story with photos and the control group converted a story into word document to publish in class journal. Interviews were done and the results of the study stated that learners in the experimental group were more engaged in the storytelling process and gave attention to re-writing of their stories when compared to the control group. It can be concluded that storytelling can be useful for improving writing skills.

Regarding oral proficiency enhancement, some studies were carried out, one of them was a qualitative study to explore the role of storytelling in the oral skills of young learners in the Indonesian EFL context (Afrilyasanti & Basthomi, 2011). This study focused on oral skills and storytelling production. After lessons, with the help of telling their stories, retelling

their stories, and several practices, the participants had a chance to improve their pronunciation and fluency skills. In addition, they were more motivated, and it was observed that they were willing to ask and answer questions and actively participated in oral discussions in the classes.

Atta-Alla (2012) used a variety of communicative activities during storytelling to improve language skills such as oral activities, reading, and writing activities. Forty male and female adult language learners were the participants in this study. Pre- posttest method was used as a data collection tool. The results showed that the language level of the participants improved, and the participants were satisfied and eager to learn English. They enjoyed telling stories and listening to stories.

Finally, the effect of storytelling on listening skills was investigated in EFL context. In Nigerian EFL context, with young learners of English, a quasi-experimental pre-posttest design study was done (Oduolowu & Oluwakemi, 2014). It investigated the effect of storytelling on young learners. The experimental group listened to stories with illustrations while the control group listened without illustrations for eight weeks. The comparisons of the pre-posttests results showed that using visuals and illustrations during the storytelling technique had a positive impact on learners' listening skills.

2.9.3. Studies on Digital Storytelling

In 2007, Collen conducted a study to investigate the effects of digital stories on listening comprehension in kindergarten. One of the classes was determined as an experimental group and the other was the control group. In the experimental group, students listened to the digital versions of the two stories selected in the two-hour story lesson. The printed versions of the stories were read by the researcher to the control group students, and both groups were videotaped during the storytelling lessons. After the activities were completed, the students were asked about the points they could not understand. In addition to this, some questions were asked to the students about the stories to measure how well the students could understand the stories listened to. The results indicated that students who listened to digital stories concentrated more on the story and moved less during the listening process, while the students who listen to the stories from the researcher were quite active during listening and sometimes disconnected from the story. Moreover, students in the experimental group could answer more questions related to the stories correctly than the control group.

Verdugo and Belmonte (2007) investigated the effect of digital stories on the listening comprehension skills of 6-year-old students in six state schools in Madrid in English as a foreign language. In a quasi-experimental study based on the pre-test-post-test control group design, it was observed that the students in the experimental group achieved much higher success than the students in the control group. Based on this finding, it was concluded that the use of Information and Communication Technologies in English language classes increases the rate of English language learning success and achievements. It can be stated that digital stories, a way of expressing stories by using technology, are effective tools for developing students' listening skills.

Moreover, digital storytelling seems like a motivational way to teach language. Robin (2008) states that "motivation is a critical ingredient for learning, and research studies that demonstrate increases in motivation by students that participate in digital storytelling and similar technologies should be designed and conducted" (p. 227). Learners engage the language with the various classroom activities, and they continue learning English learner-centered tasks by using digital storytelling. Not only their English but also learners' academic achievement and critical thinking skills have been positively affected by digital stories. Furthermore, the use of a digital storytelling workshop was conducted at Houston University for in-service teachers who work at different class levels. In this study, it was investigated that the use of digital storytelling in their classrooms, impacts on their learners and any problems aroused that blocked to implement digital storytelling in their classroom. The finding indicated that although all the teachers had positive attitudes towards using of digital storytelling during the workshop and after the workshop, almost none of them continue to implement digital storytelling in their classes. On the other hand, all the teachers, who implemented digital storytelling after the workshop, stated great impacts on students' performances in some skills including 21st century skills, motivation, and writing skills.

Arıkan, et al. (2010) conducted an experimental study to examine the effectiveness of authentic animated cartoons in teaching English to young learners in Turkish EFL context. A pre and post achievement test was prepared to see if there was a difference between traditional grammar and vocabulary teaching and one that made use of authentic animated cartoons. The participants were fourth grade private school pupils. The control group of 15 followed a traditional grammar-based syllabus for four weeks while the experimental group of 15 students watched *The Simpsons* as classroom material. It was indicated that the experimental group outperformed the control group in learning target grammar points and vocabulary items.

Abidin, et al. (2011) investigated the impacts of digital stories on listening skills in Malesia EFL context. The participants were 50 preschool kids and the study design was quasi-experimental pre-test post-test design. The program lasted six weeks in 30-minute classes with four sessions. While the stories were told to the students in the control group by their teacher, the students in the experimental group listened to the stories told by the teacher in the first two sessions, as was done with the students in the control group, and did the activities in the workbooks. In the next two sessions, the students in the experimental group watched and listened to digital stories. In the study, it was concluded that the listening comprehension skills of the students in the experimental group improved, and the digital stories attracted the attention of the students, therefore, their motivation increased in English classes.

Yang and Wu (2012) conducted quasi-experimental research involving 110 high school learners to investigate the effect of digital storytelling on academic achievement and critical thinking skills. The results of the study indicated that the digital storytelling activities improve learners' ability to take control of their own learning, critical thinking, and technological literacy skills as well.

Another study related to writing skills was conducted to investigate the effect of digital storytelling on writing skills (Abdollahpour & Asaszadeh, 2012). In Iranian EFL context, 48 young learners between the ages of 10-13 participated in the study. While the students in the experimental group were asked to read, listen, and watch digital stories, the students in the control group were only asked to read the written versions of the same stories. In the following step, the students in both groups were asked to rewrite the stories. The stories that the students wrote again were evaluated in terms of average sentence length. As a result of the study, it was observed that while the students in the experimental group were able to write the stories they listened to and watched again in their own sentences, longer and meaningfully than the students in the control group. At the same time, the motivation of students in the experimental group went up.

In Canada, in a junior elementary school where participants' ages were 10-12, an action research was done to investigate how digital storytelling enhanced engagement in writing, higher quality in writing and motivation (Campbell, 2012). The main problem was the low performance in writing both in standardized and school-based assessments. With 24 5th and 6th grade students, this action research was done, and it lasted for two years. Their progress was measured with the help of the writer self-perception scale, time spent on task, and task completion. Data collection was done through observation, interviews, print, and

digital writing samples. and writing evaluations. The result of the study indicated that preparing of digital storytelling has a positive effect on young writers' writing engagement. In addition, the writer self-perception scale indicated some improvements in self-confidence and voluntarily spending time to write as well as organization skills in writing digital stories. In the second year, their digital storytelling writing quality improved dramatically.

Sandaran, et al. (2013) carried out a study and reported the findings based on observations and comprehension exercises of the study on the use of digital stories for listening comprehension among young learners in a Chinese medium school. The participants were 30 students aged nine who were involved in the listening/viewing of eight animations of fairy tales over a period of eight weeks. The findings proved the usefulness of digital stories for listening comprehension through the scores of the comprehension exercises and the students displayed high levels of attention, interest, and motivation. What stated that in the study is pre-teaching vocabulary has importance on understanding digital stories for improving students' listening comprehension. Significantly, digital stories increase the level of motivation, interest, and attention in EFL context.

Yoon (2013) aimed to investigate the influences of using digital storytelling in after school English classes on Korean English language learners' attitudes and perception toward learning in English. In South Korea, 32 fifth graders attended the study for 12- week digital storytelling program. This program was introduced, developed, and designed by the researcher. Data were collected through learners' self- evaluation reports, lecture review reports and pre-/post-survey on the change of students' learning attitude and reading comprehension. The findings indicated that digital storytelling program brought positive changes on young learners' attitudes in learning English. It was clearly observed that they had an in-depth understanding of the lessons and effective participation in the classroom. Finally, digital storytelling enabled young learners to engage with the target language by increasing motivation and interest, and also providing confidence in English learning process.

Syafrizal, Chaer and Evenddy (2015) pointed out that digital storytelling is one of the important aids for the e-learning portal in both English and Indonesian. They created digital stories to enhance learners' listening skills and the results of the study revealed that these digital stories enhanced learners' listening skills; top-down and bottom-up. It also proved that digital stories are an interesting material for teaching English, yet they needed some adjustments.

In Turkish EFL context, a study was conducted by Sarica and Usluel (2016) to investigate the effect of digital storytelling on visual memory and writing skills. The participants were 59 young learners, and this study employed pre-test/post-test control group design. The experimental group completed a 13-week digital storytelling program and from the results, it was seen that digital storytelling created a positive impact on the visual memory capacity and writing skills of young learners.

Ciğerci and Gültekin (2017) aimed to investigate the effects of digital storytelling on improving listening skills of young learners in Turkish classes. Experimental and control group were determined, and an eight-week program of digital storytelling was applied in the classes of the experimental group. Instruments to collect data were a listening comprehension test, listening attitude scale, observations, and teacher and students' interviews. As a result, there was a very significant difference between the post-test scores of both groups' listening comprehension test. Using digital stories in Turkish classes improved young learners' listening skills and more positive attitudes towards listening.

Juvrianto, Atmowardoyo, and Weda (2018) conducted a study which focuses on finding out whether the use of Digital Storytelling develops the students' listening comprehension and to find out the students' learning interest towards the use of DST. The data were gathered from listening comprehension tests and open-ended questions. The finding of the study showed that the students' result of post-test in the experimental group was higher than the students' result of post-test in the control group. Furthermore, the open-ended question results showed that digital storytelling used for about four weeks is a beneficial way to learn English. If it lasted more weeks, it could be much better effective for the learners of English.

As a thesis, Aytar (2019) conducted this research to probe learners' attitudes towards the use of videos on the development of listening skills. The participants were 185 private university students with B2 level English proficiency. The students were asked to fill a questionnaire to get their opinions about the authentic videos, subtitle choice and their interests. Mostly, learners were exposed to videos there to five times a week, they prefer subtitles English or Turkish does not matter and they claimed that authentic videos improved their listening comprehension and communication skills.

Aydın and Ciğerci (2020) investigated the impacts of digital storytelling on the writing anxiety of learners of Turkish as a foreign language. The participants were B1 level Turkish learners and experimental and control groups were assigned, in the experimental group, there were 21 students and 19 in the control group. The digital storytelling process

applied for ten weeks and the findings of the study showed that the digital storytelling process eased the learners' writing anxiety.

One of the latest studies was conducted to explore the effect of using YouTube videos as listening aid to improve Taiwanese EFL learners' listening comprehension (Chien et al., 2020). The participants were 18-20 aged college students with intermediate level of English. The participants were exposed to five-week treatments and pre-test post-test design was applied and the findings revealed that with the help of YouTube videos as listening materials, computer-assisted learning had a significantly positive impact on students' listening comprehension.

The other recent study was done to examine the impacts of digital storytelling as a communicative language teaching activity in EFL classes and assess the benefits on communicative competencies of the learners. With five digital stories, the researcher conducted a 12-week digital storytelling program with 32 10th graders. The results indicated that students had a positive attitude on the digital storytelling program, and it helps learners to improve some aspects of English such as phonology, grammar, and lexicon (Al-Amri, 2020).

The studies in the literature support the idea that digital storytelling can be integrated into language classes not as an alternative way to enhance listening comprehension but as an additional way to contribute positively to the atmosphere of class and motivation, interests of the language learners.

2.9.4. Studies on Testing Young Learners

In recent years, there has been a growing interest in researching on testing young learners. A study on self-assessment was conducted with 254 6th grades young learners of English in South Korea were examined. During one semester, the students were asked to self-assess themselves regularly in their English class. The results indicate positive effects on their self-assessment as well as their confidence in English language. Depending on the context of the class teachers and students are aware of self-assessment differently, some individual teachers also implement self-assessment in their classes after seeing the positive effect of it (Butler & Lee, 2010).

In another study 72 primary school pupils participated, it can be observed that the use of songs, stories, and games had a positive impact on how the pupils learnt English vocabulary. The setting was in Taiwan, where research on young learners was new in comparison to other educational levels. Pupils who were taught vocabulary through games,

stories, and songs outperformed the pupils who were taught through other techniques (Chou, 2012).

A study on young Chinese learners of English investigated the relation of self-assessment of reading and writing and self-assessment objective tests for those skills. In total 106 Chinese, 12 to 14 ages; English learners were examined through a reading comprehension test, a writing task, and criterion-referenced self-assessment items. According to their findings, young learners seem to assess themselves in reading and writing accurately (Liu & Brantmeier, 2019).

Another comparative study tested young learners' working memory capacity. In total 94, 6th and 7th graders from Hungary, participated in this study by completing the TOEFL Junior Comprehensive's reading test and a working memory test battery. Participants with a higher working memory capacity had significantly higher comprehension accuracy. Additionally, seventh graders compared to 6th graders also showed higher comprehension accuracy (Brunfaut, Kormos, Michel, & Ratajczak, 2021).

2.9.5. Studies on Testing Listening Skills

Listening skill assessment is the other fundamental leg of teaching English process, although it is one of the least improved but the most significant skill of a language (Buck, 2001). Therefore, it is a need to assess listening skill as well as to teach it in our classes. To improve listening ability of the language learners, assessed communicative language activities should involve in language classes. It can be stated that testing encourages language learning, which creates positive washback effect (Paker, 2013). There have been several studies related to assessing listening skill when the literature is reviewed. Most of the studies indicated that assessing listening skill is significant in teaching and learning English.

At the very beginning of millennium, a study was conducted to investigate the approaches Spanish teachers used to teach and assess listening and if they use listening skill integrated way in their teaching (Bennett, 2000). The researcher developed a questionnaire for this study to get specific details and classroom applications about assessing listening and mailed it to 34 participants. Half of the questionnaires were returned and analyzed. The findings of the study offered that almost all the participants gave importance to assessing listening and used different materials including dictation, graded listening assessment and video; those had the highest rate on the table.

For academic purposes, assessing listening has been alive in the history and there are some developments in English language testing in terms of listening in academic context and listening assessment can be called good and qualitative one if it is valid, reliable and useful. To review the past and present approaches to evaluating listening for academic purposes, the researchers, Taylor & Geranpayeh (2011) conducted a study and discussed the theoretical and practical problems for test producers. It can be stated that modern technology can be taken into consideration while assessing academic listening and designing these tests.

While assessing listening, different skills and aspects of English can be integrated. One of them was regarding the depth and breadth of vocabulary knowledge of learners. A study was conducted to analyze the relationship between listening skill and vocabulary knowledge with 88 Chinese young learners of English. The analysis of comprehensive tests indicated that there was a higher interrelationship between the larger vocabulary knowledge size and listening comprehension (Teng, 2014).

Testing listening in second language has gained importance last two decades. A revision study showed that research on second language listening assessment had grown and thirteen research themes were found which were mostly related to validity of listening assessments and test-taker characteristics. It was suggested that there should be more effort in the area of testing listening, and different aspects of validity of the tests should be considered deeply (He & Jiang, 2020).

2.9.6. Related Studies on Standardized English Exams

When the literature is reviewed, there are a few studies conducted in foreign contexts about Cambridge English Exams. The first one is “Testing young learners with CYLE: The New Kids on the Block” by MacGregor (2001). This article gives some information about Cambridge YLE exams. It starts with test overview. In this part, the tests for young learners Starters, Movers and Flyers are stated and their features are noted. For example, age of learners who take these exams. However, the writer displays a reality related to age and language proficiency difference here, the exact age ranges of test takers in Japan at each level is much wider. For example, Starters exam is carried out more often to 13- and 14-year-olds than to 7-year-olds (originally). This article continues with sections of the tests which are listening, reading, writing and speaking parts. The writer concludes it with the discussion part by emphasizing some good points. The first one is related to age factor. Some of the tasks are less acceptable for elder test takers. For instance, speaking section of Flyers test contains the question "Who do you play with?" This question is just odd and immature

to be used in cases wherever Flyers test is run to 17-year-olds and ought to be modified. If several things are inappropriate for older examinees, then the materials ought to be regulated to be used to the ages that they were created. Clearer age-limits need to be applied. The second one is about familiarity with the procedure of the test. It is stated that Japanese examinees are not familiar with this procedure therefore they should be acknowledged before the exam, especially for the speaking section.

To see the local perspectives, a mini survey was conducted in Romania to see how Cambridge exams are viewed by potential test takers (Frențiu & Goșa, 2007). The participants were 42 graduating students have English majors in the university. The findings were: students were not all familiar with these Cambridge ESOL examinations. And only 10 participants had the English certificate issued by Cambridge ESOL. Furthermore, these certificate holders think that these examinations are useful and relevant because they cover all four language skills.

Another study was conducted by Barker and Shaw (2007), investigated linking language assessments for younger learners across language proficiency levels. This study investigates to crosswise associate the three levels of Cambridge YLE on a common scale by that providing understanding how test takers at one level perform on tasks novel to them. The participants were 53 starters, 75 movers and 34 flyers examinees. They took a set 33 common Movers test items as part of one of two hybrid tests. Test A consisted of starters + movers listening items and reading/writing items and test B combines movers + flyers listening, and reading/writing tasks. The findings indicated that there is no confirmation of unusual test takers' performance at any level in this case. All examinees performed well and did not show any bias in unexpected items. For example, Starters examinees were performing well on familiar Starters test items and not unusually, slightly underperforming on Movers items.

A preliminary study related to young learners' examinations of the CEFR by Papp and Salamoura (2009), the aim of this article was to report the tasks which the researchers of Cambridge ESOL conducted. The first task was to picture the component as defined in YLE test items; the second one was assessing sample spoken performances and sample tasks from Cambridge YLE tests using proper CEFR scales. And last but not least was identifying pertinent features of language usage and competence by Cambridge YLE candidates at all levels by comparing them. A workshop was organized and the aim of the workshop organized for was two-fold: number one is to familiarize the field specialist and the Cambridge YLE team with the CEFR descriptors, especially related descriptors for the YLE

tests, and to give a training them in assessing sample Council of Europe performances in CEFR levels, in particular those that are relevant for the Cambridge YLE tests. The results of the study showed that the average raw scores which put CEFR descriptors in the right CEFR level in the pre-workshop descriptors. Moreover, CEFR descriptors are not adjusted to mark tasks at word or even phrase level, something that is a feature of very low-level tests. As an example, it was obvious that some of Cambridge YLE tasks, in writing especially, but also to some extent speaking tasks, do not evoke sufficient productive language to be defined at CEFR levels.

One of the previous studies suggests that schools intended to offer Cambridge English to gain a positive image of current and prospective parents. The attitudes in the schools seem to vary, whereas some found it useful and attractive, others felt that they had to do extra-curricular English. In addition, expense for parents and lack of staff seem problematic as well (Breeze & Roothoof, 2014).

In Turkey, Öztürk and Çetin (2018) evaluated the lexical element of the Turkish Education Ministry's English language curriculum for elementary and secondary school pupils. Researchers worked on a vocabulary list out of the published English language syllabus and to check the validity of the list it was compared with other word lists. These lists were Cambridge Young Learners Exams: Starters, Movers, Flyers' suggested vocabulary lists. The Turkish syllabus-based list was at a comparable level with the Cambridge YLE lists with regarding to overall size, yet the context was included fewer items when it was compared.

The effect of the international language tests is crucial at some points such as motivation and recently a case study was done related to this point. Hassan and Khamis (2019) the case study investigated that whether Cambridge YLE tests may hurt learners' motivation and teaching process. The participants were fifth and sixth graders, they were 454 pupils. To collect data, a questionnaire was designed to reflect students' opinion about YLE, and English Teachers were interviewed. Learners took YLE exams and after 25 days they are applied the questionnaire. And then teachers had interviews. They were asked that what they focus on in their classes, how students' motivation was and how stressful they were. The findings displayed that learners' motivation was low at 6th Grade, whereas the motivation varied between low and good at 5th Grade. all English instructors googled to find something like a guide for YLE Tests. Their teaching methods varied between synthetic and holistic approaches. As a conclusion, learners have instrumental motivation rather than inner

motivation since they need to pass the test. Moreover, learners experienced test fear, which may demotivate them.

It can be seemed that Cambridge English Exams can be a nice blueprint while teaching and learning English in different aspects of English language. Apparently, they can be beneficial for four skills and linguistic competence as well.

CHAPTER III: METHODOLOGY

This chapter presents the research design, setting and participants of the study along with data collection instruments, data collection process, and data analysis.

3.1. Research Design

The present study adopted a quasi- experimental research design. In this research type, pre-test post-test design was used. In this design, as stated by Creswell (2002) there are control and experimental groups and the dependent variable is measured just before the treatment is implemented. In this study, the dependent variable is “young learners’ listening skills”. The treatment is the digital storytelling program which was applied to the experimental group for eight weeks.

Table 3.1. *Pre-test and Post-test Quasi Experimental Design*

Group	Pre-test	Treatment	Post-test
Experimental	*Cambridge Flyers exam: listening part	Eight-week DigiFlyers Program	*Cambridge Flyers exam: listening part
Control	*Cambridge Flyers exam: listening part	No treatment	*Cambridge Flyers exam: listening part

*Retrieved from <https://www.cambridgeenglish.org/exams-and-tests/flyers/preparation/>

Quasi-experimental study designs are generally used to see the effect of the difference or differences determined by the researcher on dependent variables (Creswell, 2002). Besides, it can be easily seen and tested if there is cause-and-effect relationship between the variables and difference in the pre/posttest scores.

To sum, the current study utilized various ways to analyze both numerical and textual data with the use of both quantitative and qualitative analysis methods since the mixed-method research design was adopted (Nunan & Bailey, 2009). Thus, triangulation which can be defined (Heale & Forbes, 2017) as using more tools to answer research questions with more confidential data for the findings of the experimental study was aimed to be realized. The summary of the research design is seen on Table 3.2.

Table 1.2. *Summary of the Research Design, Participants and Procedures*

Research Design	➤ Quasi- experimental design
Choosing sample	➤ Convenience Sampling
Participants	➤ 15 participants for the experimental group, ➤ 16 participants for the control group.
Data Collection Tools	➤ Cambridge Flyers Listening Section (Pre and Posttest) ➤ Face-to-face open-ended interviews (15 participants, after the treatment)
Data Analysis Tools	➤ SPSS22 for the analysis of Flyers achievement scores ➤ Content Analysis (for the interviews)
Treatment Practice	➤ DigiFlyers A Digital Storytelling Program developed
Time and Duration	➤ 8 weeks, every week, 3 class hours

3.2. Setting and Participants of the Study

The aim of this study was to develop a digital storytelling program to improve listening performance of A2 level secondary school EFL learners and improve their achievement in Cambridge Flyers test. This study adopted quasi-experimental research design involving an eight-week digital storytelling program, DigiFlyers and interviews with the participants in the experimental group. The participants of the study involved 31 students studying at a secondary school. There are 15 students in the experimental group and 16 students in the control group. The research lasted eight weeks, and it was conducted in a state school in Akşehir, Konya. While deciding control and experimental group, their listening test marks were reviewed, and it was seen that their exam results were similar.

Table 3.3 *Distribution of Participants Regarding Gender*

Group	Gender		Total	
	Female	Male		
Experimental	F	13	2	15
	%	86.6	13.4	100%
Control	F	7	9	16
	%	43.7	56.5	100%
Total	F	20	11	31
	%	64.5	35.5	100%

Table 3.3 shows the gender distribution of the participants. It can be seen that the number of girls (86.6%) in the experimental group outnumbers boys (13.4%) while their numbers are almost equal in the control group. It can be stated that the distribution of the gender apparently differs in the experimental group. Therefore, gender variable is not an important variable in the study.

3.3. Data Collection Instruments

This study made use of the listening part of A2 Flyers exam to gain background information regarding the participants' listening skills. In addition to this, eight-week of a digital storytelling program was used as a collection tool. Finally, semi-structured interviews were carried out at the end of the program to get the participating students' final reflections on digital storytelling program after the posttest.

3.3.1. A2 Flyers Exam

The current study made use of “the listening part of Cambridge Flyers exam” (See Appendix D) as a data collection instrument. Cambridge flyers exam is one of the Cambridge YLE exams which is applied for A2 level young learners of English as a second or foreign language. To choose the most appropriate test among all standardized tests discussed in the literature and the teacher or the researchers should select the best one according to their purpose (Bachmann, 2002 ; Brown, 2005; Buck, 2001). The exam was chosen by getting the experts' opinions, those experts were researcher's supervisor and an English teacher who was the previous teacher of the participants, and the level of the participants is considered.

In this case, their English levels are A1 and pre A2, if A1 Starters exam was chosen; it could be too easy to complete the listening part. According to CEFR, which stands for Common European Framework of Reference for Languages, our participants are A1-A2 level basic users of English (CEFR, 2011). A2 level listening descriptors are provided with the following figure.

A2	<p>Can ask for and provide personal information.</p> <p>Can catch the main point in short, clear, simple messages and announcement.</p> <p>Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p>
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Figure 3.3.1. CEFR a2 level listening comprehension

Therefore, regarding of the experts' opinion, the listening part of A2 Flyers exam was chosen as the instrument to for the study. The Cambridge exams are valid and reliable as well as international. Instead of creating a new achievement test in listening, more reliable and internationally valid test, Flyers exam is used for the pretest and posttest examination with both of the study groups.

In this exam, there are five different listening parts and each part has different test items; there are 25 items and if they answer every question correctly in each part, they get four points, so, in total they get 100 points. The first one, Flyers Part 1, is "*listen and draw lines.*" Learners should be able to understand the conversation which is describing people in the picture and draw lines with appropriate names. The objective is students will be able to

understand descriptions of people, objects and events in simple spoken language. There are five descriptions to match with the names. Sample task of Part 1 is provided.

Flyers Listening

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Sally Harry Jane

William David Sarah Richard

Figure 2.3.2. Cambridge Flyers listening part 1

In the second part, Flyers Part 2, there are five blanks, and the activity is “*listen and write*”. Test takers should be able to understand the dialogue and fill in the blanks with the correct words from the dialogue; students will be able to understand simple conversations on everyday topics. Figure 4 shows a sample task.

Part 2
– 5 questions –

Listen and write. There is one example.



The Space Club

Meetings at: 6.30 pm on Tuesdays

1 Children learn about: the

2 Sometimes they look at: the

3 Children should bring: a

4 If it's cloudy, children
 watch:

5 Person who sometimes
 talks to club: Mr

Figure 3.3.3. Cambridge Flyers listening part 2

For the Flyers Part 3, it has five questions with a matching and ordering activity. Learners will listen to the dialogue and match the pictures with the appropriate words. The objective is test takers will be able to follow and understand sequences of actions. Here is the sample task of Part 3.

Part 3
- 5 questions -

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.



Painting

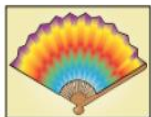
E



Drums



Swan



Fan



Chocolates



A



B



C



D



E



F



Figure 3.3.4. Cambridge Flyers listening part 3

Flyers Part 4 is about “listen and tick the correct picture/option.” There are five items, and each item includes a question related to listening text. Learners should listen and tick the correct answer for each question. Test takers will be able to recognize specific information in oral texts.

Part 4
- 5 questions -

Listen and tick (✓) the box. There is one example.

What was Grandma's favourite job?



A



B



C

1 Which museum is Jack's grandma going to work in?



A



B



C

2 What does Jack enjoy doing most in museums?



A



B



C

3 What is the most interesting thing in the museum?



A



B



C

4 What is Jack's grandma going to do in the museum?



A



B



C

5 How will Jack's grandma get to work?



A



B



C

Figure 3.3.5. Cambridge Flyers listening part 4

The final part, Flyers Part 5, is much more enjoyable for young learners because coloring is included. Learners listen to five commands and instructions in the dialogue. In this part, learners will be able to understand instructions given in more than one sentence. They are required to listen, color, and write what they hear in the dialogue.

Part 5
– 5 questions –

Listen and colour and write. There is one example.

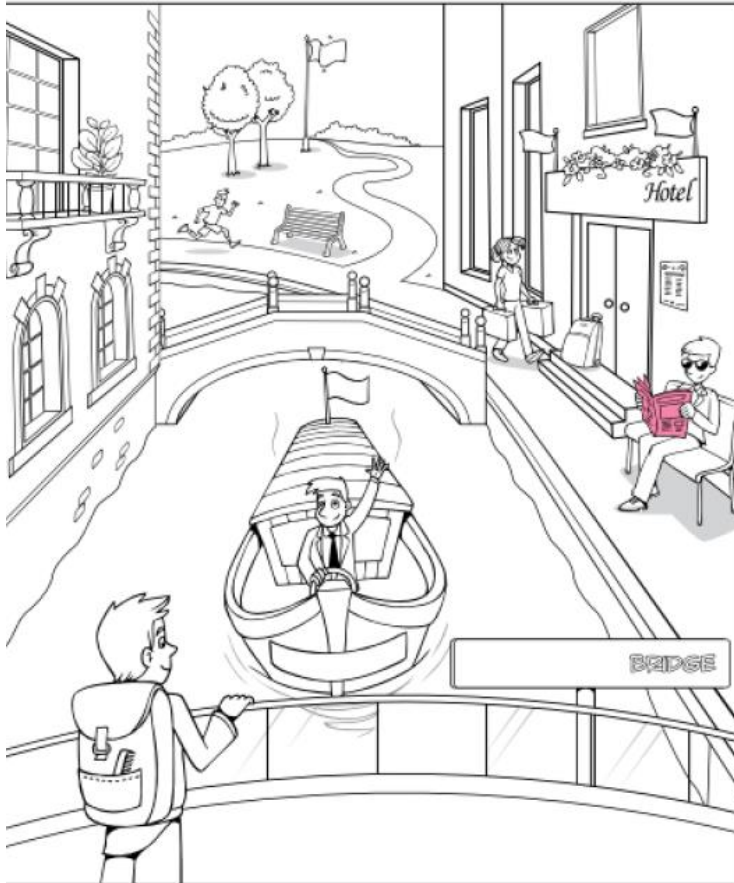


Figure 3.3.6. Cambridge Flyers listening part 5

Examinees listen to the conversations twice for each part. Flyers exam is provided in appendix part (See Appendix D). Cambridge Flyers exam has another advantage. It can be administered pencil-paper-based or digitally. The official website of Cambridge enables all people to see and apply for a sample test. Due to the fact that the participants lack computer or computer lab, pencil- paper test was administrated. The exam is available with all audios and extra activities for the learners and it has open access from all around the world. In this study, Flyers exam was administrated to the participants. The pre-and posttest scores of the participants were used to find out their achievement in listening skill.

3.3.2. Semi-structured interviews

Finally, semi-structured interviews were carried out at the end of the program to find out the participating students' final reflections on digital storytelling program. Semi-structured interviews can be described as another data collection instrument not too standardized as surveys but uses both close ended and open-ended questions with the help of why or how questions. While designing interview questions, feedback from experts were gathered. To determine the agreement level of experts to test interrater reliability, Cohen Kappa coefficient (0.74) was calculated. Semi-structured interview happens conversationally with one participant at a time. Klandermans and Staggenborg (2002) stated that semi-structured interviews have great opportunities to explore the participants' interpretation of experiences and thoughts in their own words. Thanks to this approach, the final opinions and reflections of the participants in the experimental group in the study were gathered. To get the views and perceptions of the participants deeply, 15 of the experimental group were interviewed after the digital storytelling program.

3.4. Data Collection Process

The researcher collected the data in the fall semester of 2019- 2020 academic year with seven grade young learners in a state school in Konya. At the beginning of the program, the school administrations, parents, and the learners were informed about the aim of the research. All of them voluntarily allowed to carry out the study with the learners. First of all, the piloting study for the DigiFlyers was applied the other class.

3.4.1. Treatment: Digital Storytelling Program – DigiFlyers

The main data collection tool was an eight-week digital storytelling program based on ready-digital stories and various activities. These activities were prepared and approved by the expert of the field in English Language Teaching. The activities were parallel with A2 level listening activities, since the main purpose of this program is to enhance learners' listening skills. In this program, there were eight different digital storytelling videos and every week three class hours, 24 hours in total. These digital stories were applied with diverse activities which aim to enhance the listening performance of young learners. Activities were designed as pre, while and post listening task. The eight-week of treatment design is based on previous studies in the literature. When literature is reviewed, it is suggested to design eight-week treatment to see clearer results of the training or treatment

provided by the researchers (Gribbons & Herman, 1996; Gopalan, Rosinger, & Ahn, 2020; Reichardt, 2009; White & Sabarwal, 2014).

All digital stories in DigiFlyers are properly selected according to the age, proficiency level and interest of the participants. The level of the stories was matched with A2 level and the activities were adopted and prepared to be parallel with their levels. This parallelization provides learners with a good opportunity of listening practice to improve their understanding in English and enhance their comprehension skills. Moreover, all digital stories used in DigiFlyers were shared with the participants, who asked insistently to learn the links, since they would like to watch them whenever they want after class.

DigiFlyers consists of eight digital stories selected by reviewing digital storytelling resources and related activities were adopted and prepared according to learners' level. After that learning materials were sent to field experts' opinions to consult and get confirmation. Furthermore, the activities aim to improve not only listening skills of the participants, but all skills integrated as in the curriculum of the Ministry of National Education English Curriculum (MoNE, 2018). Although this study aimed at improving students' listening skills, since the areas of learning to listen, speak, write, and read which make up the language as a whole, are not separated from each other, and the lesson plans and activities based on digital stories have been included all learning areas. During the implementation process, activities were created to ensure that participants show active attention and participation. Objectives of English curriculum is considered, which is utilized in schools accord with CEFR, since CEFR is the essential source to be taken into account while creating objectives and course outcomes.

The names of digital stories which were utilized in DigiFlyers are given here. The length of the digital stories changes from three to seven minutes. The first digital story was Isaac Newton. For instance, it was chosen especially for the third unit- biographies in the textbook. In addition, as a starter, a familiar topic is decided to be more suitable for the participants. The second week The Dirty Dog was watched, and follow-up activities were done in the classroom. Joe Goes Fishing was the story of the third week. The next week the digital story called Dinosaur Dig and its learning materials were applied. The Best Job in the World was the fifth digital story. When closing to the end of DigiFlyers, the length of digital stories was increased. In the sixth week one of the digital stories prepared by BBC Learning English was administrated in the DigiFlyers program, which was named The Perfect Thing, it was almost six minutes. The Planet Earth was the next DigiFlyers. It was directly matched to the unit 8 in the official 7th grade course book. The final one was Nell's Book, and it was

the longest of all DigiFlyers stories. As stated before, all digital stories used in DigiFlyers were readymade and classroom activities were either adopted or prepared regarding Flyers test; the retrieved links were provided in the appendix section.

3.4.2. Piloting

Table 3.4. *Content of DigiFlyers Piloting*

Week	Digital Stories of the Program	Aim	Duration
Week 1	Isaac Newton	Help them to practice Flyers Part 2 and Part 5	2 class hours
Week 2	The Dirty Dog	Part 1 and Part 5	2 class hours
Week 3	Joe Goes Fishing	Part 1 and Part 4	2 class hours
Week 4	Dinosaur Dig	Part 3 and Part 5	2 class hours
Week 5	The Best Job in the World	Part 1 and Part 3	2 class hours
Week 6	The Perfect Thing	Part 2 and Part 3	2 class hours
Week 7	Planet Earth	Part 2 and Part 4	2 class hours
Week 8	Nell's Book	Part 2, Part 3, Part 5	2 class hours

This piloting process had a great importance because it allowed us to see and adjust the suitability of the activities for the study. Only one activity was changed in Week 2, as a follow-up activity, learners need to prepare a story map, but they could not do it since they have not prepared any story map in Turkish class. It was changed with “summarize the story activity” for the main study. In the piloting process, each week two class hours were given for the program. Unfortunately, time management was failed since the students were slower than expected and they had difficulty in understanding the stories. Therefore, in the main study, class hours for DigiFlyers are increased. Once the piloting finished, students’ opinions were collected regarding to DigiFlyers to find out which part should be changed or what works or fails. Under the lights of those reflections, the adjustments were done with the help of the experts in the field and depending on the students’ comments.

3.4.3. Main Study

After implementing DigiFlyers Program Piloting, DigiFlyers was modified according to the feedbacks from the participants. Afterwards, it was decided to expand the time of the application, in the piloting study, it was two class hours for the DigiFlyers for each week, but it would be better with three class hours since there was no need for a rush in the classroom while doing the activities. For instance, some of the students wanted to listen to the story more than twice to complete the tasks, therefore, more time needed. Then, the final digital storytelling program DigiFlyers was ready for the main study.

Table 3.5. *DigiFlyers in the Main Study*

Week	Digital Stories of the Program	Tools	Duration
Week 1	Pre-Training Assessment	Flyers	2 class hours
	Isaac Newton	Flyers Part 2 and Part 5	3 class hours
Week 2	The Dirty Dog	Part 1 and Part 5	3 class hours
Week 3	Joe Goes Fishing	Part 1 and Part 4	3 class hours
Week 4	Dinosaur Dig	Part 3 and Part 5	3 class hours
Week 5	The Best Job in the World	Part 1 and Part 3	3 class hours
Week 6	The Perfect Thing	Part 2 and Part 3	3 class hours
Week 7	Planet Earth	Part 2 and Part 4	3 class hours
Week 8	Nell's Book	Part 2, Part 3, Part 5	3 class hours
	Post-Training Assessment	Flyers Interviews	2 class hours 1 class hour

Next, the researcher informed the participants about the exam and let them understand the research process, applied the pre- achievement test to both groups Cambridge A2 Flyers test listening part. The experimental process was carried out. At the beginning of the lesson, the task in the program was explained step by step. What the participants were supposed to do, and they performed the tasks. There were pre, while and post listening/watching tasks for each week. For all of them, the teacher gave instructions to the

learners. All eight weeks were completed in the same pattern as in the following tables and activities can be found in the appendix part (Appendix E).

Table 3.6. *Week 1 Classroom Setting*

Date	Process
Week 1	Isaac Newton
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions to students to as a pre-listening/watching activity. “Do you know Isaac Newton? Who is he? What does he do? Where is he from?” ➤ Students talk about what they know about him. ➤ Students are engaged with some related vocabulary with picture matching activity. Students check their answer and if there are unknown words, they are reminded since these words will be included in the story.
While-listening	<ul style="list-style-type: none"> ➤ Teacher informs students what they are going to listen, what it is about. In the first listening students just listen to the story without any interruptions. Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and fill in the blanks with missing words activity is designed (Flyers Part 2). Five words they need to hear and write while listening the story. They can watch it twice, and then check it.
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they understood. Students take some time and talk about it with their pairs, then share their opinions with the class. ➤ As a follow up activity, learners should listen to the text and draw or write according to the commands. (Flyers Part 5) ➤ After listening, students show their drawings and check if there is a missing or wrong point.

Table 3.7. *Week 2 Classroom Setting*

Date	Process
Week 2	The Dirty Dog
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions to students to as a pre-listening/watching activity. “Do you like animals? Have you got a pet? Have you got a dog? What is his/her name? Who takes care of your dog?” ➤ Students answer the questions. ➤ Teacher reads sentences to be matched with the pictures and the given names. In this activity, learners listen and draw lines (Flyers Part1). There are five sentences describing people or animals and five names given. Learners should listen carefully and draw lines with correct matching. They listen it twice and check their answers.
While-listening	<ul style="list-style-type: none"> ➤ Teacher tells students that they are going to listen to a story about a dog named Harry and he is not a clean dog and asks students to predict what might happen in the story. How do you think Harry will get dirty? ➤ Teacher plays the story and asks them to watch carefully at first. During watching, teacher stops the video and has students make predictions: “Why is Harry hiding the scrubbing brush? Do you think somebody will find Harry? Now that Harry’s all dirty, what do you think he will do? Will Harry’s family recognize him? Why is Harry digging so furiously in the yard?” ➤ Students answer the questions one by one. ➤ In the second time, as a while watching/listening activity, listen and match activity is designed. Five multiple choice questions with three options (Flyers Part4), they choose the correct option while listening the story. They can watch it twice, and then check it.
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they would do if they had a dog like Harry. ➤ As a follow up activity, teacher asks them to summarize the story with their own sentences. ➤ After that, they work in pairs and share their summaries.

Table 3.8. *Week 3 Classroom Setting*

Date	Process
Week 3	Joe Goes Fishing
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions to students to as a pre-listening/watching activity. “When is your birthday? What gift did you have for your birthday? Did you like and look after your presents?” ➤ Students talk about what they got, how they felt about their presents. ➤ Teacher shows the digital story and gives short information about it. Then asks “What do you think will happen to Joe’s presents? What do you think will happen in the story?” Teacher gives some time to think and answer them. ➤ Teacher reads sentences to be matched with the pictures and the given names. In this activity, learners listen and draw lines (Flyers Part1). There are five sentences describing people or animals and five names given. Learners should listen carefully and draw lines with correct matching. They listen it twice and check their answers.
While-listening	<ul style="list-style-type: none"> ➤ Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and choose activity is designed. Five multiple choice questions with three options (Flyers Part4), they choose the correct option while listening the story. They can watch it twice, and then check it.
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they would do if they were the main character. ➤ As a follow up activity, learners should find and circle the words in the puzzle then label the pictures. ➤ After that, they work in pairs and share their ideas about what they want for their next birthday and what can the best gift for their family members.

Table 3.9. *Week 4 Classroom Setting*

Date	Process
Week 4	Dinosaur Dig
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions to students to as a pre-listening/watching activity. “What do you do after school? Do you like playing games? who likes playing computer games?” ➤ Students talk and then children write about their favorite computer game and draw a picture and talk about it. ➤ Teacher tells that they are going to watch a story about Sonia and a computer game. Sonia gets a new computer game for her birthday. What will happen when she starts playing? Can you guess? Let’s watch and find out!
While-listening	<ul style="list-style-type: none"> ➤ Teacher informs students what they are going to listen, what it is about. In the first listening students just listen to the story without any interruptions. Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and put the sentences in order (Flyers Part 3). They can watch it twice or three times, and then check it.
Post-listening	<ul style="list-style-type: none"> ➤ As a follow up activity, learners should listen to the text and draw or write according to the commands. (Flyers Part 5) ➤ After final listening, students show their drawings and check if there is a missing or wrong point. ➤ Teacher asks some questions if they like the story, what they understood. Students take some time and talk about it with their pairs, then share their opinions with the class.

Table 3.10. *Week 5 Classroom Setting*

Date	Process
Week 5	Best Job in the World
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher shows a picture of “a headset” and asks if the students know it or not.

(see overleaf)

Table 3.10. (continued)	<ul style="list-style-type: none"> ➤ Teacher asks some questions. “Have you used a headset like this? Do want to try it? What do you think will happen in the story?” ➤ The title of the story is “best job in the world” what is your dream job? What is the best job in the world? ➤ Students think and talk about them.
While-listening	<ul style="list-style-type: none"> ➤ Teacher tells students that they are going to listen to a story about a girl who is using a headset. ➤ For the first time, they just watch it. In the second time, as a while watching/listening activity, listen and order activity is designed (Flyers Part 3), they put the sentences in correct order while watching the story. They can watch it twice or three times, and then check it. ➤ The next activity is matching the sentences with their halves, they listen, understand, and match the sentences. First, they check their answers with their peers and then with the teacher.
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if their ideas change about “the best job in the world” after watching the story. ➤ Teacher asks them to draw their dream job and talk about it, what and why do you want to be? ➤ After that, teacher reads sentences to be matched with the pictures and the given names. In this activity, learners listen and draw lines (Flyers Part1). There are five sentences describing people and five names given. Learners should listen carefully and draw lines with correct matching. They listen it twice and check their answers.

Table 3.11. *Week 6 Classroom Setting*

Date	Process
Week 6	The Perfect Thing
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher shows some pictures and asks them to guess what can happen in the story, what the story about. (see overleaf)

Table 3.11. (continued)	<ul style="list-style-type: none"> ➤ Teacher asks “do you get on well with your grandma? How often do you see her? Do you go shopping with her?”
While-listening	<ul style="list-style-type: none"> ➤ Teacher informs students what they are going to listen, what it is about. In the first listening students just listen to the story without any interruptions. Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and fill in the blanks with missing words activity is designed (Flyers Part 2). Five words they need to hear and write while listening the story. They can watch it twice, and then check it. ➤ The second activity is to listen and match (Flyers Part 3) the sentences with people. They need to find out who says what. Teacher gives the answers, students check and if they are wrong, they listen again and see their mistakes
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they understood. Students take some time and talk about it with their pairs, then share their opinions with the class. ➤ As a final activity, learners read the given sentences from the story and order the story. Then check their order while watching it again.

Table 3.12. *Week 7 Classroom Setting*

Date	Process
Week 7	Planet Earth
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher writes down planet earth to do brainstorming activity. Students share their ideas what comes their minds when they hear planet earth. ➤ As a starter, to refresh their vocabulary knowledge, a matching activity is applied. Students match the words with pictures.
While-listening	<ul style="list-style-type: none"> ➤ Teacher informs students they are going to listen to a story about planet earth. In the first listening students just listen to the story without any interruptions. Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and fill in the blanks with missing words activity is designed (see overleaf)

Table 3.12. (continued)

	<p>(Flyers Part 2). Five words they need to hear and write while listening the story. They can watch it twice, and then check it.</p> <p>The second activity is to listen and choose the correct options. There are five multiple choice questions with three options (Flyers Part4), they choose the correct option while listening the story. They can watch it twice, and then check it</p>
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they understood. Students take some time and talk about it with their pairs, then share their opinions with the class. ➤ As a final activity, learners will think some solutions how to save the planet earth, prevent air, water, and noise pollution. Since they already practice “we should... we should not...” they prepare a poster and share their posters in the classroom.

Table 3.13. *Week 8 Classroom Setting*

Date	Process
Week 8	Nell’s Book
Pre-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions to students to as a pre-listening/watching activity. “Do you like reading books? Do you like books or do you prefer to use phones or tablets? What are the advantages of the books and tablets/phones?” ➤ Students talk about it. ➤ Teacher tells that they are going to watch a story. In this story Nell and her friends are at the library and shows a clip from the story. What will happen in the story? Can you guess? Students answer. Let’s watch and find out!
While-listening	<ul style="list-style-type: none"> ➤ Teacher informs students what they are going to listen, what it is about. In the first listening students just listen to the story without any interruptions. Teacher plays the story and asks them to watch carefully at first. In the second time, as a while watching/listening activity, listen and match them with people (Flyers Part 3). They can watch it twice or three times, and then check it. (see overleaf)

Table 3.13. (continued)	<ul style="list-style-type: none"> ➤ Secondly, they listen and fill in the blanks with missing words activity. (Flyers Part 2). Five words they need to hear and write while listening the story. They can watch it twice, and then check it.
Post-listening	<ul style="list-style-type: none"> ➤ Teacher asks some questions if they like the story, what they understood. Students take some time and talk about it with their pairs, then share their opinions with the class. To check the comprehension, teacher asks some questions. ➤ As a follow up activity, learners should listen to the text and draw or write according to the commands. (Flyers Part 5) ➤ After final listening, students show their drawings and check if there is a missing or wrong point.

On the other hand, the control group did not have any treatment. However, they took the Cambridge Flyers test at the end of the process. Their pre- and posttest results were calculated with SPSS22 statistics program to be interpreted. To learn the participants' views and perceptions of the experimental group, semi-structured interviews were done at the end of the study. To sum up, the current study was completed in eight weeks, including pre-test, DigiFlyers trainings and post-tests and semi-structured interview with the participants were carried out by the researcher.

3.5. Data Analysis

Qualitative analysis. The qualitative data from the semi-structural interviews were analyzed with the help of qualitative data analysis procedures. To analyze them, content analysis was done. In this analysis the main aim is to have themes and to gather similar data under the certain concepts and themes (Yıldırım & Şimşek, 2013). The interviews were conducted in Turkish and they were translated into English. The researcher got an expert opinion from her advisor related to the English versions of the interviews. To determine the agreement level of experts to test interrater reliability, Cohen Kappa coefficient (0.74) was calculated. Transcripts of 15 experimental group participants were reviewed and analyzed deeply in the manual way. The key points that mentioned commonly or frequently were noted. The main themes were emerging from the data were coded and they were divided into categories. To have more reliable and valid data analysis, the analysis was sent to the supervisor to get expert opinion.

Quantitative analysis. To answer the third research question “Does DigiFlyers have an effect on students’ listening skill achievement in Cambridge Flyers test?” quantitative data analysis procedure was followed. The pre- and posttest achievement scores of the participants were used as the quantitative data. The collected data was analyzed with the help of a statistics program SPSS 22 version. In order to determine through which test type the data will be analyzed, first it was checked whether the data were normally distributed or not. Since the number of the participants in this study ($N=15$) is lower than 50, Shapiro-Wilk value is considered while interpreting the data (Shapiro & Wilk, 1965, p. 593).

Table 3.14. *Test of Normality*

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	,957	31	.242
Posttest	,946	31	.125

SPSS 22 version was used, after the normality test was run, it was seen that data were normally distributed ($p > .05$) and paired-samples t-test was applied to analyze if there was a difference between pre and posttest results of both groups. The hypotheses were generated and listed as below.

The hypotheses for the experiment group were:

H0: There is no statistically significant mean difference between the pre-test and post-test results of the experiment group.

H1: There is a statistically significant mean difference between the pre-test and post-test results of the experiment group.

The hypotheses for the control group were:

H0: There is no statistically significant mean difference between the pre-test and post-test results of the control group.

H1: There is a statistically significant mean difference between the pre-test and post-test results of the control group.

Results will be displayed in the following part.

Table 3.15. *Data Collection Instruments*

Research Questions	Data Collection Instrument
1. What are the opinions of seventh grade students about learning English through digital storytelling to improve their listening skill?	Semi-structured interview
2. Does digital storytelling program (DigiFlyers) have an effect on the listening skills of 7 th grade students?	Pre-test
2.a. Does digital storytelling program (DigiFlyers) make any significant difference in the participants Cambridge Flyers test scores?	Posttest
2.b. Is there a significant difference between Cambridge Flyers test scores of the experimental and the control group?	

CHAPTER IV: RESULTS

This chapter presents the findings of the study. Based on the research questions, the findings and the results were presented, and they were supported by tables and figures in order to provide a clearer understanding of the results. In this study, the goal was to investigate the effects of using a digital storytelling program- DigiFlyers to develop young learners' listening performance and improve their achievement in Cambridge Flyers test with the help of the following research questions:

1. What are the opinions of 7th grade students about learning English through digital storytelling to improve their listening skill?
2. Does digital storytelling program-DigiFlyers improve the listening performance of 7th grade students?
 - 2.a. Does digital storytelling program (DigiFlyers) make any significant difference in the participants Cambridge Flyers test scores?
 - 2.b. Is there a significant difference between Cambridge Flyers test scores of the experimental and the control group?

4.1. Results for perceptions of the learners in experimental group about DigiFlyers (Research Question 1: What are the opinions of 7th grade students about learning English through digital storytelling to improve their listening skill?)

In this study, one of the goals was to find out the perspectives of the participants about the digital storytelling program. To learn participants' opinions towards to the digital storytelling program, DigiFlyers, a semi-structured interview was conducted after the eight-week of training. To have more valid answers, interviews were held in Turkish and all of them were willing to be interviewed. These interviews and comments of the participants were used to collect qualitative data for the study. To analyze the interviews, a content analysis was used. Content analysis is one of the research methods which can be described as a technique that helps make inferences and identifying important points of the conversations to be analyzed (Holsti, 1968). All responses to the interview questions were noted and analyzed. All answers were counted manually to be interpreted. The interviews kept concise to be to the point. The first question was if the participants liked listening/watching the digital stories. 12 participants (P1, P2, P4, P5, P7, P8, P9, P11, P12, P13, P14, P15) (73.3%) said yes directly as a response and two of them (P3, P6) stated they

did not enjoy the stories and one of them said sometimes she got bored (P10). When it was asked why to these three participants (P3, P6, P10), they did not understand and so that they did not like the digital stories.

The second question in the interview was if they were got bored during digital storytelling program. Answers of the participants were mostly no ($N=13$), they stated that they did not get bored. However, two of the participants stated that they got bored because they could not comprehend the digital stories.

The next interview question was related to the opinions of the participants in terms of improvement of their listening comprehension in English. 10 out of 15 participants believed that their listening skills improved with the help of digital storytelling program. Their beliefs were approved by the posttest scores of the participants in achievement test, since there was a significant difference pre-and posttest score of the experimental group. Two of the participants (P11, P13) could not directly say yes or no, they expressed their opinion with ; “*I do not know*”, “ *I have no idea about my improvement.*”

Participant 15 stated: “*I am still not so good at English,*” and this participant had one of the lowest scores both pre- and posttest. This participant had an observable lack of interest in English classes; therefore, the answer was not a surprise. The rest of the participants stated positive opinions, yet they guessed they improved their listening and understanding English.

After that question, the researcher asked about whether digital stories and digital storytelling program and its activities affect the attitude towards English language positively or negatively. Table 4.1 showed their answers.

Table 4.1. *Attitudes of the Participants towards English After Digital Storytelling Program*

Question	Theme	Expressions from opinions	F	%
Do digital stories and digital storytelling program and its activities affect your attitude	Positive	Fun 1, 2, 3, 4,9,10,11,12,14,15	10	66.6
			4	26.6
	No changes	Same feelings 6,7,8,13		
				(see overleaf)

Table 4.1.				
(continued)	No idea	I don't know	5	1
towards				6.8
English?				

When the answers of respondents were analyzed, it can be stated that the numbers of the students who developed more positive attitudes towards English outnumbered than those had same feelings.

“They were like cartoons; I love cartoons and I liked DigiFlyers and I love English so much, our lessons are fun.” (P3)

“DigiFlyers was so fun, it was colorful, I like it.” (P9)

“I did some coloring activities at home as we did in DigiFlyers, I really enjoyed.” (P11)

“I love English and I liked DigiFlyers, I liked listening to digital stories.” (P11)

No changes category has also actually positive contain, since the participants stated that they have already loved English, therefore, their opinions did not change. The following sentence can be an example for this theme.

“No, it did not change, I already love English.” (P6)

“I love English lessons, and still I love it.” (P8)

Participant 5 could not state any opinion; she just stated that she did not know, her answer was categorized under the theme of no idea.

The last question in the interview was related to participants' feelings while watching digital stories. None of the statements of participants indicated negative emotions about digital storytelling. In general, they claimed that they had fun and learned new vocabulary and structures, even though sometimes they got lost when they could not understand a word or something in the story. Two of them stated that they would like to be one of the characters in the stories and they loved them, they felt like as if they were in the digital story. It was also stated that digital storytelling program was interesting, and they have never done these activities and it was found different but useful.

4.2. Results for the effect of DigiFlyers on improvement of EFL learners' listening skills (Research Question 2: Does digital storytelling program (DigiFlyers) have an effect on the listening skills of 7th grade students?)

Students' Listening Performances

Table 4.2. *The Rate Percentage Score of Students' Pre-tests in Experimental and Control Group*

No	Category	Score	Experimental Group		Control Group	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	6.6	0	0
4	Fairly Good	66-75	1	6.6	0	0
5	Fair	56-65	2	13.3	0	0
6	Poor	36-55	8	53.3	12	75
7	Very Poor	0-35	3	20	4	25
	Total		15	100	16	100

To assess learners' listening skill comprehension, Cambridge Flyers listening part was used. Table 4.2 illustrated a high percentage score of students' pre-tests in the experimental than in the control group. The percentage of the experimental group, those who classified as good was 1 (6.6%) student, fairly good was 1 (6.6%) student, fair was 2 (13.3%) students, and poor was 8 (53.3%) students and there were 3 (20%) very poor students. In other hand, in the control group, those who were classified as poor was 12 (75%) students, and very poor was 4 (25%) students. It can be inferred that listening skill of both groups was so poor and needed to be improved. Developing listening skills of students has a great importance in this case, and immediately it was a must to take an action on it. As a result, a digital storytelling program, which is an up-to-date method of teaching English and a beneficial method to improve learners' English proficiency, in particular, listening. It was applied for eight weeks for the experimental group to see whether their listening skills are developed and any development in achievement of Cambridge Flyers. After the program, the posttest was taken by both groups. Posttest results of the experimental and control group can be seen in Table 4.3.

Table 4.3. *The Rate Percentage Score of Students' Post-tests in Experimental and Control Group*

No	Category	Score	Experimental Group		Control Group	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	1	6.6	0	0
3	Good	76-85	1	6.6	0	0
4	Fairly Good	66-75	1	6.6	0	0
5	Fair	56-65	6	40	1	6.25
6	Poor	36-55	4	26.6	12	75
7	Very Poor	0-35	2	13.3	3	18.75
	Total		15	100	16	100

As mentioned above, after the eight-week digital storytelling program treatment, the posttest was applied to both groups. As seen in the table 4.5, for the experimental group there was still no learners in excellent category, there was 1 (6.6%) participant very good, 1 (6.6%) was good, 1 (6.6%) was fairly good, the highest percentage was fair 6 (40%) participants and poor followed it 4 (26.6%) ,and 2 (13.3%) learners were very poor. In the control group, those who classified as fair was 1 (6.25%), poor was 12 (75%) and very poor was 3 (18.75%) learners.

2.a. Does digital storytelling program (DigiFlyers) make any significant difference in the participants Cambridge Flyers test scores?

In the experimental group, there were 15 pupils and only two of them were male. To have the privacy, participants were given codes in this case and will be mentioned with their code names such as participant 1 (P1). The highest pre and post-test scores belonged to a male-Participant 1, however, the other male in this group had the one of the lowest scores in experimental group, hence, while commenting gender factor would not be taken into account. Paired sample t test was run to see if there is a significant difference between pre and posttest result of the participants in the experimental group. The following table illustrated their results.

Table 4.4. *Paired Samples Test for the Experimental Group*

	Mean	Std. Deviation	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
Pair 1 Pre-Posttest	-12,66667	6,30948	-16,16074	-9,17259	-7,775	14	.000*

Table 4.5. *Pre and Posttest Results and Differences of the Experimental Group*

Student ID	Gender	Pretest score	Post test score	Difference
P1	Male	80	88	8
P2	Female	72	80	8
P3	Female	56	60	4
P4	Female	56	64	8
P5	Female	52	64	12
P6	Female	52	60	8
P7	Female	48	72	24
P8	Female	44	52	8
P9	Female	40	56	16
P10	Female	36	56	20
P11	Female	36	44	12
P12	Female	36	52	16
P13	Female	28	52	24
P14	Male	24	32	8
P15	Female	16	32	16

The average score of the experimental group of male students' pre-test score is 52 and their posttest score average is 60. On the other hand, girls had also increased their posttest scores. The average score of the females' pre-test score is 44 and the average of posttest score is 57.2. The number of boys and girls was not equal that is why it was not proper to say that the boys are better than girls in terms of listening performance in both pre-

test and posttest. All participants in this case had better scores on the posttest. The least rise was four points and the most rise was 24 points. Two girls increased their scores dramatically. In general, without gender distinction, all participants increase their post test scores in the range of 4-24. One participant had four points increase, six participants had eight points increase, two of them increased their scores 12 points, three participants had 16 points rise, only one of them had 20 points increase and two of those had the most increase score 24. With those results, there is a significant difference ($p < 0.05$) between pre-test and posttest of the experimental group. It can be stated that all participants were on the increase in terms of their listening performances. They improve their listening performance after DigiFlyers.

In this study, in the control group, there were 16 participants, eight males and eight females. Paired sample t test was run to see if there is a significant difference between pre and posttest result of the participants in the control group. Table 4.6 displayed the pre and posttest results and differences of the participants in the control group.

Table 4.6. *Pre and Posttest Results and Differences of the Control Group*

Student ID	Gender	Pretest score	Post test score	Difference
P16	Male	52	52	0
P17	Female	48	52	4
P18	Male	48	52	4
P19	Female	48	52	4
P20	Male	44	56	12
P21	Female	44	48	4
P22	Female	44	44	0
P23	Female	40	44	4
P24	Female	40	44	4
P25	Male	36	44	8
P26	Male	36	32	-4
P27	Female	36	40	4
P28	Female	28	36	8
P29	Male	28	36	8
P30	Male	12	32	20
P31	Male	12	32	20

Table 4.7. *Paired Samples Test for the Control Group*

	Mean	Std. Deviation	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
Pair 1 Pre -							
Posttest	-5,75000	6,36134	-9,13972	-2,36028	-3,616	15	.003

The highest pre-test score belonged to P16 and P20 the highest posttest score. The average score of the control group of male students' pre-test score is 33.5 and their posttest score average is 42. The average score of the females' pre-test score is 41 and the average of posttest score is 45. P16 and P22 did not increased their posttest scores. P26 decreased the posttest score. Two participants (P30, P31) had 20 points rise. Other participants increased their scores slightly. Seven of them had four points increase, three participants had eight points increase and one participant increased the score 12 points. It cannot be stated that all of them rose their scores since one participant in the control group had a decrease of four points.

2.b. Is there a significant difference between Cambridge Flyers test scores of the experimental and the control group?

Table 4.8. *Mean Score and Standard Deviation*

	Group	Mean	Standard deviation	Median	Minimum	Maximum
Pre-test	Experimental	45.07	17.20	44	16	80
	Control	37.25	12.09	40	12	52
Post-test	Experimental	57,60	15,40	56	32	88
	Control	43,25	8,16	44	32	56

With the help of SPSS program, paired sample t-test was run to see if there is a significance between pre-test and post-test of the participants. The pre-test and post-test

scores of the participant young learners were transformed into table 4.8 in order to show their average scores, standard deviations, median and minimum - maximum scores. The results show that there is a significant difference ($p < 0.05$). Table 4.8 showed that the mean score of the experimental group's pre-test scores was 45.07. Their average score of post-test scores was 57.60. It can be seen that the pre-test and post-test performances were highly on the increase. The minimum pre-test score in the experimental group was 16 and the maximum of pre-test score was 80. The control group's minimum pretest point was 12 and the maximum one was 52. The minimum post test scores of both groups were 32 and the maximum post test score for the experimental group was 88 and the control group's score was 56. It can be stated that the experimental group had slightly higher pretest score than the control group; both groups increased their post test scores yet the experimental group's post test scores had a radical increase when we had a look at their mean score.

Table 4.9. *Pre-posttest Paired Sample t test*

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-posttest	-9,09677	7,15241	1,28461	11,72030	-6,47325	7,081	30	.000*

The experimental and the control groups' posttest results were listed and compared with their pretest results to see if there was a significant difference in their listening performances. Table 4.9 showed the pre and posttest results and differences of the participants in the experimental group. The results show that there is a significant difference ($p < 0.05$). The experimental group increased their listening performance statistically after the treatment.

CHAPTER V: DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter begins with the results of the present study are discussed in the order of research questions by comparing the findings of previous studies that were described in the literature review section. a general overview of the study which gives information about the purpose and findings of the study, data collection tools, procedures, data analysis the setting, the perceptions, and attitudes of the participants.

5.1. Discussion

5.1.1. RQ1: What are the opinions of 7th grade students about learning English through digital storytelling to improve their listening skill?

A wide range of research all around the world in terms of digital storytelling has been conducted. Nevertheless, the scant number of studies focused on developing listening skills of young learners of English through a digital storytelling program. In Turkey, there have been some studies recently; some of them conducted on adult EFL learners, or different fields such as teaching Turkish. Therefore, it can be stated that the number of improving listening performance and achievement of young learners with the help of digital storytelling program studies is inadequate, especially in ELT field.

The qualitative data was analyzed with the help of content analysis and opinions from the experimental group were gathered related to DigiFlyers. The majority of the participants enjoyed the digital storytelling program, the reason behind that can be digital stories were interesting and charming for the participants as they stated and it was paramount of importance to get their attention while using digital stories and gratefully they enjoyed and also stories were selected suitable for their age. The second point was related to perspectives of participants' improvement of listening comprehension skills. They stated that their understanding of English improved thanks to the digital storytelling program and they can observe it. This result was also expected at the end of the digital storytelling program when the literature was reviewed similar results were observed in previous studies (Al-Amri, 2020; Koç, 2003; Miller, 2010). Moreover, most of the participants developed positive attitudes towards English with the use of digital stories. Some stated that their attitudes did not change because they already love English, which was great to hear that from the respondents. Furthermore, they noted that they learnt new words and structures from digital stories and activities. Delightfully, they stated their appreciation.

Sandaran, Chandran, and Lim study's (2013) identified similar results and emphasized the effectiveness of the digital storytelling for listening comprehension with the scores of the comprehension exercises. In addition, it was mentioned that the participants displayed high levels of interest, attention, and motivation. Thus, it can be clearly stated that digital storytelling is a motivational way of teaching English, the results of the semi-structured interviews collected for the current study, from these results it is clear that learners can learn English while having fun and without getting bored with the high level of morale. This is consistent with what has been found in a previous study by Robin (2008). Digital storytelling arouses curiosity of the learners as well as encouraging education tool for the learners. Together, the present findings confirm previous studies (Barzaq, 2009; Brewster & Ellis, 1991; Küçükturan, 2004).

In another study, Yoon (2013) aimed to examine the influences of using digital storytelling in English courses. The findings indicated that a digital storytelling program brought positive changes to young learners' attitudes in learning English. It was clearly observed that they had an in-depth understanding of the lessons and effective participation in the classroom. Overall, these findings are in accordance with findings of the present study's qualitative data gathered from the interviews. In this study, young learners also indicated positive attitudes towards digital storytelling and learning English. Moreover, in this study, the majority of the participants stated and indicated a higher level of motivation during the digital storytelling program and at the end of it.

Yang and Wu (2012) conducted a study to see the impacts of digital storytelling on academic achievement and critical thinking skills. The results indicated that digital storytelling activities improve learners' ability to take control of their own learning, critical thinking, and technological literacy skills as well. Unfortunately, the current study did not find out the same patterns, participants did not state any self-improvement in critical thinking or technological literacy skills.

The last but not least, the aim of the study was to investigate impact of digital storytelling program to improve students' listening performance. It was considered carefully young learners' characteristics while preparing the materials and activities in order to reach the aim of the researcher. Therefore, entertaining and useful digital stories were selected, and appropriate activities were prepared to be more educational and motivating for young learners. Throughout the study, the researcher kept a reflective teacher journal to note down the digital storytelling program, what happened, which activities worked, or which ones do

not, what failed. As the participants' English teacher, the researcher wrote the application processes. Thus, to see young learners' reflections and attentions became easier to observe.

Before applying the pre-test, there was no training provided for experimental and control group by the researcher. While taking the pre-test, the researcher gave one example for each part of Cambridge YLE exams: Flyers listening test. This exam already provides an example before starting the test. All instructions were explained twice and all of them were in Turkish to have a clearer understanding during pre-test and post-test process. The experimental and the control group took the pre-tests on the same day and it took approximately two class hours, 80 minutes. After the eight-week of digital storytelling program DigiFlyers, the researcher administered post-test to assess young learners' listening performance. Again, it took almost 60 minutes. and the researcher checked the answers and marked their overall scores.

In addition, the attitude of the teacher towards digital storytelling program and Cambridge YLE exam can be included here. With the help of teacher journal, the researcher kept writing the process of DigiFlyers, how it started, went on and ended. All details were noted, for example, anything happened unusual during the lessons or which activities worked better, thus the researcher was able to see participants' reflections and participation during the eight-week of progress. It must be touched that applying digital storytelling program was quite entertaining and educational. The promising results in terms of improving young learners' listening skills were expected by the researcher. Smeda, et al. (2014) investigated the effect of digital storytelling on learning English and the findings of the study confirm the findings of the current study in some ways. Digital storytelling fosters learners' listening skills as well as teachers' teaching techniques and positive attitudes toward digital storytelling. It was noted that the pre-test process was more exhausting than post-test since the young learners were panicked and excited about what they were going to do, even if it was explained twice or three times by the researcher. Post-test process was better than expected because participants had learnt what to do and they were not nervous as before and they were accustomed to all parts of Flyers listening test, therefore, the post-test administration took fewer minutes than the pre-test.

At the very beginning of the research, some of the participants in both experimental and control groups showed prejudiced and uninterested behaviors in English classes. They were not willing to participate in activities and were timid. It was kind of demotivating for the researcher. However, their attitudes changed during the digital storytelling program in eight weeks. For example, they became more active during digital storytelling activities and

more motivated in English lessons and more interested in language learning. Fortunately, classroom participants of the experimental group were observable and increased highly. Even the most nervous young learners were willing to participate in different activities during the digital storytelling program. To conclude, the researcher was content to achieve the goals at the end of the study.

5.1.2. RQ2: Does digital storytelling program (DigiFlyers) have an effect on the listening skills of 7th grade students?

In the current study, participants had low levels of listening comprehension pre-test scores at the beginning of the digital storytelling program. Participants' listening skills of both groups were so poor and needed to be improved. Digital storytelling program DigiFlyers, which was prepared by the researcher and approved by the supervisor of the researcher, was applied to the experimental group for eight weeks. Digital storytelling program had parallel activities with Flyers exam's listening part to provide learners comprehensible input and training to improve their listening skills and achievement in Cambridge Flyers exam. Each week, the experimental group was taught a digital story with various activities to enhance their listening comprehension skills. After eight weeks, posttest examination was taken by both groups and their pre- and posttest result were analyzed with SPSS program. There was a significant difference between the posttest achievement scores of both groups, namely, the experimental group increased their scores in listening parts of Cambridge Flyers test dramatically. In terms of gender role in their achievement in the listening part of Cambridge Flyers, it cannot be compared since in the experimental group there were only two boys and one of them had the highest pre- and posttest scores although the other boy had one of the lowest scores. Because of the lack of homogeneity in gender distribution in the experimental group, it was decided to not investigate it. Thus, gender variable was not taken into account in both groups. It is noteworthy that all participants in the experimental group performed quite better in the posttest.

Another previous study (Juvrianto, Atmowardoyo, & Weda, 2018) utilized a four-week digital storytelling program to find out if the use of Digital Storytelling develops the students' listening comprehension and to find out the students' learning interest towards the use of DST or not. The findings were parallel with the current one; in both studies the students' result of post-test in the experimental group was higher than the students' result of post-test in the control group and positive attitudes were mentioned by the participants. Moreover, it can be claimed that the current study have more concrete results in

improvement of the participants' listening skills since the training, digital storytelling program, took twice the previous study, the more input, the better result can gain. All in all, the previous study had similar and expected positive results with the previous research, even though it had a different setting and participants.

In the study of Suvorov (2011) the effect of visual use in listening comprehension was investigated. A computer-based listening test was designed which was consisted of six parts. Audio-only, photograph and video were the types of input in this study and the result indicated that video-mediated parts were more comprehensible than the other two types of input and according to pre-test post-test results, participants performed better in the video input because of the meaningfulness and authenticity of the materials. This study showed similar findings with the current study in which the experimental group, who experienced the digital storytelling program for eight weeks, provided authentic and meaningful input, performed better in the posttest than the control group.

In the present study, the experimental group had higher posttest scores than the control group in Flyers test, it can be stated that their listening comprehension was improved with the help of the digital storytelling program. This result ties well with previous studies wherein Collen (2007) examined the impacts of the digital stories on listening comprehension in kindergarten. Experimental and control group design was applied, and the experimental group watched and listened to the digital version of the selected stories and the control group listened to the same stories from the researcher. Their storytelling lessons were videotaped. When these lessons were analyzed, it was seen that the experimental group who experienced digital storytelling lessons was more focused on the stories and moved less during the lessons. To check their comprehension, some questions were asked to the participants and the experimental group could answer more correctly than the control group. Although the age of the participants was not similar, but they are young learners, and the digital storytelling program in both studies demonstrated similar results.

Ciğerci (2017) suggested that language learners can successfully interact with language with digital storytelling, and this interaction improves their listening skills. They can learn new words or structures in a contextualized way. In the current study, some of the participants in the experimental group stated similar opinions that they have learned new vocabulary from digital stories during the eight-week digital storytelling program. In one study, Abidin, et al. (2011) investigated the effects of digital stories on listening skills in Malesia EFL context with 50 very young learners, the research design was similar with the present study, however, their study took six weeks. The experimental group improved their

listening comprehension skills, and the findings demonstrated that their motivation increased in English classes, since digital storytelling attracted their attention more. The present study also found out those participants in the experimental group had an observable motivation and stated that they really liked digital storytelling.

5.2. Conclusion

The aim of the current study was to investigate the influences of a digital storytelling program on improvement of young learners' listening comprehension. The participants of the study were 31 seventh grade students at a public school, 15 of those in the experimental group and 16 of those in the control group. Improving the listening skills of Turkish EFL learners was considered important and a need under the lights of the data gathered from EFL teachers' perceptions towards teaching listening skills in EFL classrooms. Another important reason is as teaching and assessing listening skills have been a popular research topic in EFL classrooms for decades. It is vital to integrate technology into English language teaching and for this purpose, digital storytelling program was developed and applied to the present study. In this process, CEFR A2 level listening descriptors were considered and a standardized English proficiency test's listening part was used to adapt a more valid and reliable program.

A mixed study design was utilized in the study, with qualitative data and quantitative tools were used to gather data from the participants, since it was significant to establish validity by analyzing the data from different perspectives. As a quantitative data, participants' pre- and posttest scores of listening parts of Cambridge Flyers were analyzed. This test was one of the Cambridge YLE exams; Flyers test which was designed to assess English language learners' proficiency. The listening part of this exam was applied to both groups and marked their scores. After the pre-test, a digital storytelling program was taught to the experimental group for eight weeks to see the effects of the digital storytelling program on listening comprehension skills and achievement in Flyers test of young learners of English.

Digital stories were selected appropriately participants' proficiency level, age, interest and English curriculum administered by the Ministry of National Education. Activities designed for digital storytelling program were parallel to Flyers test listening parts, since the main goal was to develop listening skills of young learners and see the improvement in Flyers test. After DigiFlyers, posttest was administered to both groups. Their

pre- and posttest scores were analyzed through SPSS program to see if there was a significant difference between experimental and control groups' results and numerical descriptions were presented in the tables. On the other hand, students' opinions related to DigiFlyers were gathered from the semi-structured interviews and analyzed through content analysis method, and their verbal extracts were put into some categories and interpreted.

The results of the study establish a clear relation between DigiFlyers and the sufficient improvement of learners' listening skill in Cambridge YLE Flyers exam. Participants' listening comprehension skills improved. In addition, participants mentioned that DigiFlyers enhanced their understanding of English, and students enjoyed the program. The descriptive findings from the pre/posttest scores showed that their ability to comprehend English increased and confirmed the benefits of the digital storytelling program. As a conclusion, the results confirmed that the digital storytelling program DigiFlyers is a good choice for young learners of English in terms of improving the listening comprehension skills and achievement in listening parts of standardized test Flyers.

5.3. Implications

Assessment of listening skill is not an easy but significant aspect in teaching and learning English. To have better comprehension skills of young learners of English, many techniques can be applied in the classroom. One of them is digital storytelling which integrates technology and education in an entertaining way. Using digital storytelling program in English classes to improve young learners' listening skills in Turkish EFL context is important and needed for more research studies for a deeper understanding.

In the current study, one of the main problems of the young learners of English was lack of understanding of spoken input. In addition, they could not communicate in English since they cannot understand. To improve their comprehension, DigiFlyers was developed and applied. Hence, it is essential that all English teachers should provide a learning environment where young learners of English learn the foreign language enjoyable ways. Digital storytelling program can be used effectively in this line because it is interesting, motivating and appropriate for their ages. According to their phase and speed while doing the listening activities during DigiFlyers, the class hours can be adopted. If the students have slightly better comprehension skills, two times listening could be enough.

To assess listening comprehension skills of young learners, Flyers test was used which is one of the standardized tests and valid internationally prepared by Cambridge. With the help of the standardized tests, EFL teachers can see their students' progress in learning

English language not only one aspect but all aspects of English since these exams assess all skills and aspects of English. Moreover, these tests are linked to the young learners' and their colorful worlds. For instance, the listening parts of them include joyful activities to test the listening skill not in a nervous, but fun way. In teaching and testing process, they can be utilized to have a better picture of young learners' progress by positive backwash effect if it is tested what was taught in the classes.

As a final point, DigiFlyers can be applied in private schools since they are more interested in administrating Cambridge YLE exams and prepare their pupils for these tests effectively. Since the listening part is generally found more challenging than others, this program is appropriate and applicable for Flyers candidates to improve their achievement in the listening section.

5.4. Suggestions for Further Studies

As described on the previous pages, the goal of the current study was to investigate the influences of digital storytelling program- DigiFlyers on improvement of young learners' listening comprehension skills and achievement in Flyers exam. In future investigations, it might be possible to use a different digital storytelling program in which learners create their own digital stories by various Web 2.0 tools. As a 21st century skill, technology literacy gains importance in education and creating digital stories can improve their digital literacy skills as well as English language skills.

The present study was applied to 31 young learners from seventh grades. Other secondary school students can be the participants of similar studies. The number of the participants can be expanded in the future studies. It can be suggested that studies can be conducted to find out the effects of digital storytelling on listening skills of kindergarteners, high school kids and adult learners of English in Turkish EFL context. As pre- and posttest, different proficiency tests can be utilized.

In addition, it was not possible to investigate the significant relationships of gender and improvement of listening comprehension skills further because the sample size was too small and not heterogeneous, in the experimental group there were only two boys, thus gender factor was not taken into consideration. Further data collection can be required to determine exactly how gender affects this aspect.

As mentioned before, in this study the researcher was the teacher of the participants and the course marks also matter for the students, therefore, to get better marks for their school report, they may behave extra favorably in the classes and give positive answers in

the semi-structured interviews, not to get negative impacts. Thus, the researcher and the teacher should be different to see the participants' profound perspectives.

Finally, further investigation and experimentation in both state and private schools in different parts of Turkey and for a longer period such as a term are strongly recommended.

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https://en.wikipedia.org/wiki/Cambridge_English:_Young_Learners

<https://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/#historical-perspective>

<https://www.cambridgeenglish.org/exams-and-tests/starters/>

Digital Storytelling Links

Week 1. <https://learnenglishkids.britishcouncil.org/short-stories/isaac-newton>

Week 2. <https://www.storylineonline.net/books/harry-the-dirty-dog/>

Week 3. <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/joegoefishing>

Week 4. <https://learnenglishkids.britishcouncil.org/short-stories/dinosaur-dig>

Week 5. <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/bestjobintheworld>

Week 6. <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/theperfectthing>

Week 7. <https://learnenglishkids.britishcouncil.org/short-stories/planet-earth>

Week 8. <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/nellsbooks>

APPENDICES

APPENDIX A- OFFICIAL PERMISSION FROM THE MINISTRY OF NATIONAL EDUCATION



T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-83688308-605.99-18599549
Konu : Araştırma İzni (Ayşenur AVCI)

29.12.2020

AKŞEHİR İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı Genelgesi.
b) 04/12/2020 tarihli ve 80527578-903.99-E.17664632 sayılı yazınız.

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi ve İlçeniz Reis Şehit Mesut Şeker Ortaokulu Sözleşmeli İngilizce Öğretmeni Ayşenur AVCI'nın "Dijital Hikaye Anlatıcılığı Programının Genç Öğrenenlerin İngilizce Dinleme Becerisine Katkısı ve Cambridge FLYERS Sınavındaki Başarılarına Etkisi" konulu araştırmasını uygulama talebi incelenmiştir.

Araştırmanın; Akşehir Reis Şehit Mesut Şeker Ortaokulunda eğitim gören öğrencilere eğitim öğretimi aksatmamak ve ilgi (a) Genelgedebelirtilen açıklamalara uyulması kaydıyla uygulanmasında sakınca görülmemektedir. Müdürlüğümüze bağlı eğitim kurumlarındaki çalışmaların 2020-2021 eğitim öğretim yılı içerisinde tamamlanması zorunludur. Araştırma kapsamında yürütülecek çalışmaların 2020-2021 eğitim öğretim yılında tamamlanmaması durumunda Müdürlüğümüzden tekrar izin alınması gerekmektedir.

Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçlarının kullanılması, elde edilecek kişisel verilerin gizliliği hususuna dikkatedilmesi ve araştırma sonucunun çalışma bitiminden itibaren 30 gün içerisinde CD ortamında bir nüsha olarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinizi ve adı geçene tebliğini rica ederim.

Seyit Ali BÜYÜK
İl Millî Eğitim Müdürü

Ek:

Bu belge güvenli

Adres : Akçeşme Mahallesi Garaj Caddesi No:4 Karatay/Konya
elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr>
Bilgi için: Ali Naci IŞIK - 1210

Telefon No : 0 (332) 353 30 50

Unvan : Veri Hazırlama ve Kontrol İşletmeni

APPENDIX B- PARENT CONSENT FORM

Sayın Velimiz,

Yüksek lisans tezim kapsamında yapacak olduğum çalışmada öğrencinizin bulunduğu sınıfla çalışacağım. Bu form, araştırmanın amacını ve öğrencinizin bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır. Bu araştırma Akşehir İlçe Milli Eğitim Müdürlüğü'nden almış olduğum resmi izinle gerçekleştirilmektedir. Araştırma, İngilizce dersinde dinleme becerilerinin geliştirilmesinde dijital hikâyelerin kullanılmasını amaçlayan yüksek lisans tez çalışması için yapılmaktadır. Bu amaçla öğrencilerin görüşleri ve uygulanan dinleme becerisi testleri araştırmanın veri kaynakları olacaktır.

Velisi bulunduğunuz öğrencinin araştırmama gönüllü olarak katılımının ve dile getireceği görüşlerin, bu araştırmaya ışık tutacağına inanıyorum. İzniniz olmadığı takdirde, öğrencinizin ismi bu araştırmada kullanılmayacak, yerine takma bir isim kullanılacaktır. Öğrenci istediği zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilir.

Bu sözleşmeyi okuyup, bu araştırmaya velisi bulunduğunuz öğrencinin gönüllü olarak katıldığına ve araştırma kapsamında size verdiğim güvenceye ilişkin olarak bu formu imzalamanızı rica ediyorum. Bu sözleşmeyi okuyarak imzaladığınız için teşekkür ederim.

Öğrenci Velisi:

İmza:.....

Ayşenur AVCI

İngilizce Öğretmeni

APPENDIX C- A CONSENT FORM FOR THE PARTICIPANTS

Bu formun amacı katılmanız istenen çalışmayla ilgili size bilgilendirmek ve katılmanızla ilgili izin almaktır. Bu kapsamda “Developing a Digital Storytelling Program for Young Learners to Improve the Listening Performance and Achievement in Cambridge FLYERS Tests” başlıklı Yüksek Lisans tezi İngilizce Öğretmeni Ayşenur AVCI tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında elde edilen bilgiler gizli tutulacak ve sadece araştırma için kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşlerinizi araştırmacıya iletebilirsiniz. Bu araştırmaya katılmama ve araştırmadan çıkma hakkınız bulunmaktadır. Bu formu onaylamanız araştırmaya katılım için onay verdiğiniz anlamına gelmektedir. Çalışmaya katılım gönüllülük esastır.

Teşekkür ederim.

Ayşenur AVCI

İngilizce Öğretmeni

Katılımcının

Adı Soyadı:

Öğrenci numarası:

APPENDIX D - LISTENING PARTS OF FLYERS EXAM 2018

Flyers Listening

Part 1
- 5 questions -

Listen and draw lines. There is one example.

Sally Harry Jane

William David Sarah Richard

The illustration shows a park scene with several people engaged in different activities. At the top left, a woman in an orange shirt sits on the grass with a dog and a picnic basket. In the center, an elderly woman in a green top and pink skirt stands by a pond with a swan. To her right, a boy in a blue shirt stands by the pond holding a fishing rod. In the foreground, a man in a brown jacket sits on a green bench reading a newspaper. Two children, a girl in a red helmet and a boy in a blue helmet, are riding bicycles. Two boys are drinking juice, one in a green shirt and one in a striped shirt. A boy in a yellow shirt is holding a ball. A helicopter is flying in the sky. The names Sally, Harry, and Jane are written above the scene, and William, David, Sarah, and Richard are written below it.

Part 2

– 5 questions –

Listen and write. There is one example.



The Space Club

Meetings at: 6.30 pm on Tuesdays

1 Children learn about: the

2 Sometimes they look at: the

3 Children should bring: a

4 If it's cloudy, children
watch:

5 Person who sometimes
talks to club: Mr

Part 3

– 5 questions –

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.



Painting

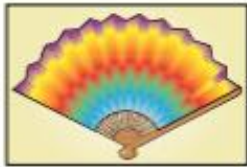
E



Drums



Swan



Fan



Chocolates



A



B



C



D



E



F



Part 4

– 5 questions –

Listen and tick (✓) the box. There is one example.

What was Grandma's favourite job?



A



B



C

1 Which museum is Jack's grandma going to work in?



A



B



C

2 What does Jack enjoy doing most in museums?



A



B



C

3 What is the most interesting thing in the museum?



A



B



C

4 What is Jack's grandma going to do in the museum?



A



B



C

5 How will Jack's grandma get to work?



A



B

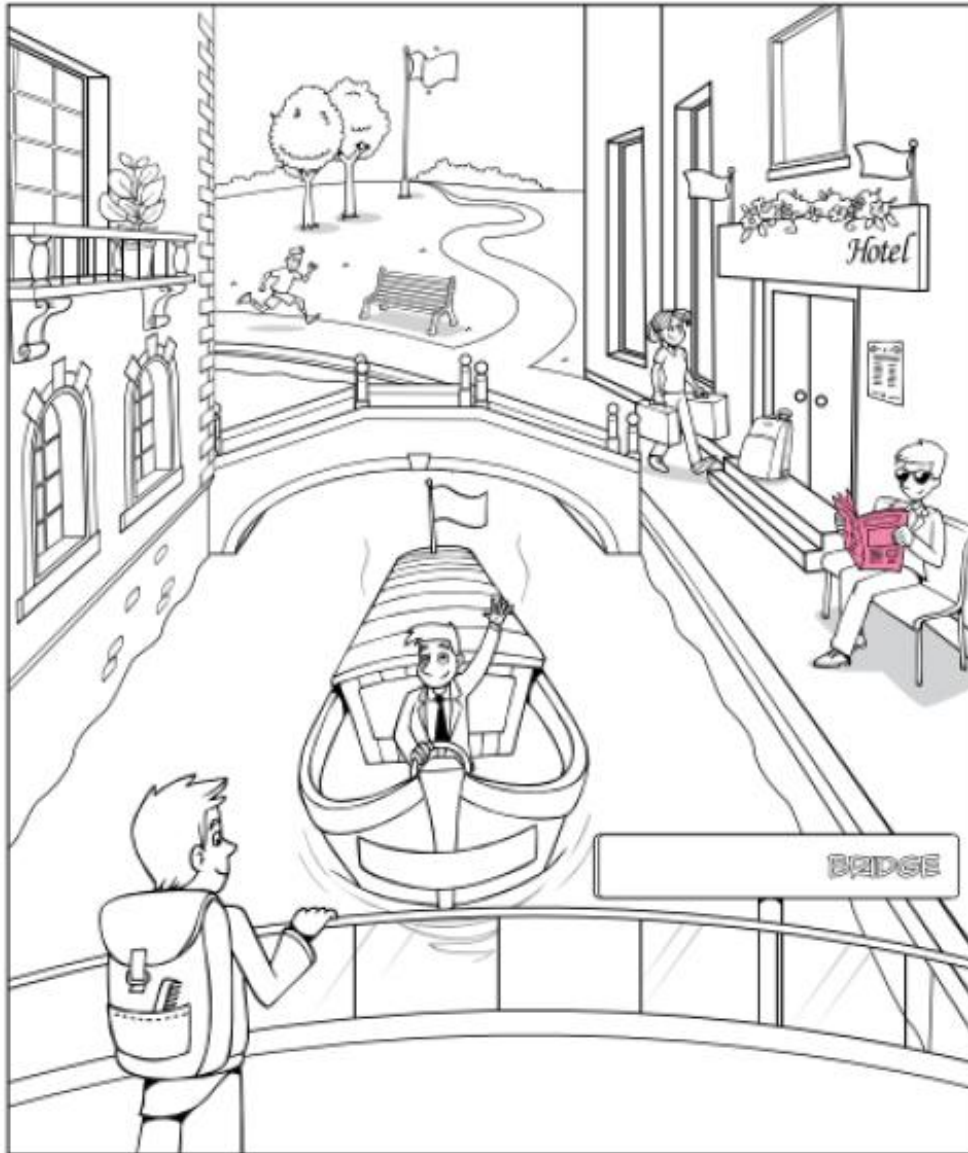


C

Part 5

- 5 questions -

Listen and colour and write. There is one example.



FLYERS CAN DO STATEMENTS

A2 Flyers		
<p>... ask someone how they are and what they like doing, and answer similar questions</p> <p>How are you? Fine, thank you</p>	<p>... understand instructions given in more than one sentence</p> <p>Could you say it again please?</p>	<p>... understand simple conversations on everyday topics</p> <p>The wheel on the bicycle is broken</p>
<p>... answer questions about school activities</p> <p>What is our homework today? To read a story</p>	<p>... ask basic questions about everyday topics</p> <p>Do you like pop music? Yes, I do</p>	<p>... talk briefly about things they have done</p> <p>I read a magazine yesterday</p>
<p>... write simple sentences giving personal details</p> <p>I live in a town</p>	<p>... understand short texts, even if they do not know every word</p>	<p>... understand simple written descriptions</p>
<p>... write short sentences about what they like or dislike</p> <p>I like going swimming</p>	<p>... write simple descriptions of objects and people</p> <p>sarah is eating a strawberry</p>	<p>... link sentences with connectors (and, because, then)</p> <p>I am sad because it is raining</p>
<p>... tell a very simple story with the help of pictures</p> <p>I went to the beach today</p>	<p>... write short simple stories using pictures</p>	<p>... tell a story using pictures or their own ideas</p>

TASK TYPES OF LISTENING SECTION

Listening

Skill focus	Question format	Response format	Computer skills
Listening for specific information of various kinds.	Students hear and read a question. Students listen to a dialogue which contains the answer.	3-option multiple-choice pictures. Students select the correct picture.	Use a mouse to move the on-screen cursor. Left click the mouse and select the chosen picture by clicking in the circle under the picture.
Listening for specific information (past tense).	Students listen to a dialogue in which a child tells an adult what s/he did during the past week.	Students decide which picture illustrates the dialogue and, from a pop-up menu, select the correct day.	Use a mouse to move the on-screen cursor. Left click the mouse to reveal the pop-up menu and left click again to select the correct day.
Listening for numbers and spelling.	Students see a context picture and listen to a dialogue between a child and an adult.	Students enter words or numbers in the correct spaces.	Use a mouse to move the on-screen cursor. Use the keyboard to type words and numbers.
Listening for names, spellings and other information.	Students see a context picture and listen to a dialogue between two speakers.	Students enter words in spaces next to written prompts.	Use a mouse to move the on-screen cursor. Use the keyboard to type words and numbers.

APPENDIX E- LESSON PLANS













WEEK 1- Isaac Newton

<https://learnenglishkids.britishcouncil.org/short-stories/isaac-newton>

Pre listening

Activating ss' schemata

1. T asks "do you know Isaac Newton? What does he do? Where is he from?"
2. Then some related vocabulary can be reminded with a matching activity.

physics	mathematics	astronomy	disease	gravity	Earth
sun	rainbow	telescope	mirror	rocket	scientist
					
	physics				
					

(theory of gravity, brilliant inventions, discover, discovery, do an experiment.)

While listening

3. T informs ss what they are going to listen, what it is about. In the first listening students just listen to the story without any interruptions.

Then t asks them to listen to it carefully. Ss listen to the story for the second time but this time they are going to fill in the blanks. (Flyers Part2)

1. Isaac Newton was born in in 1643.
2. When he was a boy, he made lots of..... inventions
3. He continued and experimenting at home.
4. He formed the
5. He died in.....

In the final listening, ss check their answers.

Post listening

4. T reads a text and ss draw or write according to the commands. (Flyers Part5)
 - a. Draw “ Isaac newton was lying under the apple tree.”
 - b. Draw an apple tree and
 - c. 5 apples on the tree.
 - d. Color two of them yellow and the others are red.
 - e. Draw a rainbow on the sky.

WEEK 2 – The Dirty Dog

<https://www.storylineonline.net/books/harry-the-dirty-dog/>

Pre listening

1. T asks “have you got a dog ? what’s her/his name?”
2. Listen and draw lines. (Cambridge part1)

“Harry is a white dog with black spots who loves everything, and he is sleeping now.”

Alex is wearing a blue jumper and he is shocked.

Marry and his son are walking with their dog his son is wearing a blue coat.

Jane, who has blonde hair and black eyes, has lunch in a café with her family.

Ann is so happy she can finally hug her dog.”

Harry



Alex



Marry



Jane

Ann

While listening

1. T tells students that they are going to listen to a story about a dog named Harry and Asks students to predict what might happen in the story. How do you think Harry will get dirty?
2. During the watching , t stops the video and has students make predictions:
 - Why is Harry hiding the scrubbing brush?
 - Do you think somebody will find Harry?
 - Now that Harry's all dirty, what do you think he will do?
 - Will Harry's family recognize him?
 - Why is Harry digging so furiously in the yard?

3. Watch / listen to the story and choose the correct one.(Flyers Part4)

1-What does Harry hear?

- a) the water running in the tub
- b) the boy running in the garden
- c) his friend running in the street

2- Where does he play first?

- a) Fixing street
- b) fixing school
- c) fixing garden

3- Which game do Harry and his friend play?

- a) hide and seek
- b) tag
- c) hopscotch


4-After getting dirty, what does he become?

- a) A little dog with black spots
- b) A white dog with black spots
- c) A black dog with white spots

Post listening

1. T asks them to prepare a story map and talk about it.

Name



Story Map

Setting	Characters	
Beginning	Middle	End

© 2016 byrd

2. Summarize the story with your own sentences, write it down and share with your friends.

**After piloting, instead of story map, we changed the activity with “summarize the story with your own sentences”. Students weren’t able to understand how to fill these charts because they haven’t done this kind of activity in their Turkish reading classes.

WEEK 3- Joe Goes Fishing

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/joegoefishing>

Pre listening

1. T asks some questions.

“what gifts did you have for your birthday? Did you look after your presents?

Ss talk about what they got as a last birthday gift, how they felt.

What do you think will happen to Joe’s presents?

What do you think will happen in the story?”

2. Listen and draw lines. (Flyers part1)

“joe is wearing an orange t-shirt with his new sneakers.

Joe’s grandpa whose name is Jack was so happy because it is his grandson’s birthday.

In the park, Joe saw an angry swan. He called it Milly.

In the kitchen Joe’s mum Meli was waiting for her son.

Jason was in a canoe and he was holding Joe’s fishing rod.

Joe



Jack



Meli



Milly

Jason

While listening

3. Watch the story and chose the correct one. (Flyers part 4)

- For Joe's birthday, what did his mum buy?



- What color was his watch?

a black leather strap and a silver face.

a brown leather strap and a silver face.

a blue leather strap and a blue face.

- How was the weather when Joe was fishing?



- Which present did he lose first?



- When did the man find Joe's fishing rod?

5 minutes ago

10 minutes ago

15 minutes ago

Post listening

4. Find and circle the words. Then label the pictures.
5. Talk about what you want for your next birthday gift and your family members.

c	r	i	v	e	r	p	y	n	g
m	a	i	r	j	e	x	s	c	s
p	u	a	v	n	a	r	q	p	n
e	g	d	w	e	e	c	v	i	l
v	o	r	d	n	r	v	k	k	t
z	k	o	i	m	h	b	h	e	m
q	r	a	v	c	w	d	a	w	t
n	r	y	t	y	o	k	e	n	j
t	d	a	y	v	m	u	r	q	k
v	w	l	c	a	n	o	e	y	v



trainers



WEEK 4- Dinosaur Dig

<https://learnenglishkids.britishcouncil.org/short-stories/dinosaur-dig>

Pre listening

1. T asks “What do you do after school? Do you like playing games? who likes playing computer games?” then, Children write about their favorite computer game and draw a picture and talk about it.
2. T tells that they are going to watch a story about Sonia and a computer game. Sonia gets a new computer game for her birthday. What will happen when she starts playing? Can you guess? Let’s watch and find out!



While listening

1. Watch the story and put the sentences in order. (Flyers Part3)

	She picked up a golden bone that was hidden under a bush.
	'What will happen if the dinosaur catches us?' 'Well, the game is over!'
1	It was Sonia's birthday. She had a new game.
	Sonia was at home, sitting at her computer. 'Hmmm. Maybe I'll play a different game.'
	'You're in Dinosaur Dig. We have to find old dinosaur bones.'
	They heard a dinosaur roar. Sonia and the boy hid behind a bush.
	She decided to try her new game. She clicked on the icon.
	There was the same icon that she saw on her computer. Sonia touched the icon.

Post listening

1. T reads a text and ss Listen to it and draw, color or write. (Flyers Part5)
1. draw a dinosaur. -big or small?
 2. Draw a small dinosaur and color it green. – can I make it dark green? +sure.
 3. Name it T-rex and write under your dinosaur. – can you spell it, please? + T-R-E-X
 4. Draw a girl who is playing a computer game. She has blue eyes and brown hair.
 5. Write this on the computer screen “game over”

Ss show their drawings.

WEEK 5- The Best Job in the World

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/bestjobintheworld>

Pre listening

1. T shows a picture of “a headset” and asks if the ss know it or not.
 - Have you used a headset like this?
 - Do want to try it?
 - What do you think will happen in the story?
 - the title of the story is “ best job in the world” what is your dream job ?
 - what is the best job in the world ?



While listening

1. T tells that they are going to watch a story about a girl who is using a headset. Watch and order the story. (Flyers Part3)



She put on the headset.



Elli began to feel sicker and sicker. She stopped the movie.



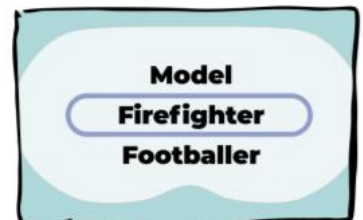
She chose trawler worker. The movie began.



But Elli was bored. 'Where is the fire?' she said.




The new movie began. Elli saw a room in a house.



She moved her eyes and chose firefighter.

2. Watch again and match the sentences.

- | | | | |
|---|---|----|---|
| 1 | <i>Elli's father worked for a big company and</i> | a) | but Elli saw a big garage with equipment. |
| 2 | The camera filmed everything they did | b) | <i>was always making new gadgets.</i> |
| 3 | Elli learned how | c) | job in the world. |
| 4 | It was quite dark, | d) | so you can see and hear it, too. |
| 5 | Elli began to feel | e) | to choose and change jobs. |
| 6 | This is the best | f) | sicker and sicker. |
- 

Post listening

1. T asks if their ideas change about “the best job in the world” after watching the story.
2. Draw your dream job and talk about it, what and why do you want to be?
3. T read the text and students match the names with pictures, draw lines. (Flyers Part 1)

“My mum, Halime, is a nurse. She works at a hospital.

Jane’s dream job is firefighter.

In the future, Ali will be an archeologist.

Elli wants to be a top model.

Cem loves animals and wants to be a vet to help all animals.

Halime



Jane

Ali



Elli

Cem

WEEK 6- The Perfect Thing

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/theperfectthing>

Pre listening

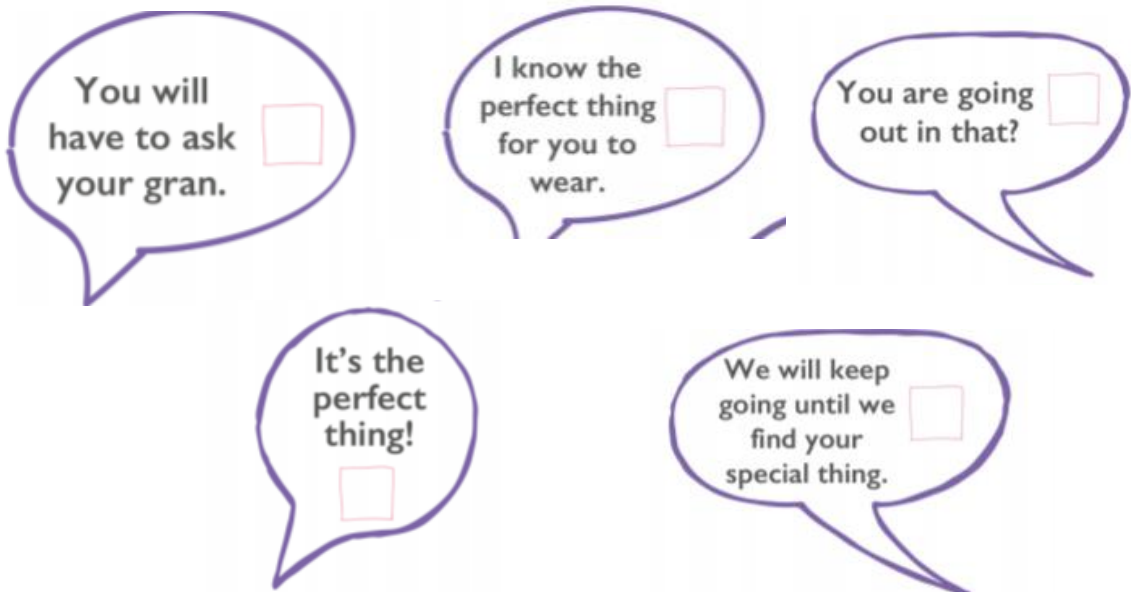
1. Look at the pictures. What do you think? Share with your partner. Then share it with the class.



- | | |
|--|--|
| A What do you think Amy wants? | E Do you think Amy will find what she wants? |
| B What do you think her mum is saying? | F Do you like shopping for clothes? |
| C Where do you think Gran is? | |
| D What do you think has happened? | |

While listening

2. Listen to the story and match them with people. Who says it? (Flyers Part3)
Write A for Amy, M for Mum and G for Gran.



3. Watch the story and fill in the blanks. (Flyers Part2)

- She was going to a big birthday party (1).....night.
- You have(2)..... of nice things.
- What color do you (3).....)Red? Yellow?
- The dress was quite nice, but it wasn't really(4)
- Don't(5) yourself. We have tried, haven't we?
- (6)..... is all you need.

Post listening

4. Read the sentences and order the story.








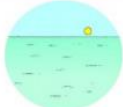




<input checked="" type="radio"/> 1 Amy wanted money to buy new clothes for a party.	<input type="radio"/> Amy tried on blue clothes on the first floor.	<input type="radio"/> Amy began to cry because she couldn't find anything special to wear.
<input type="radio"/> Amy's gran told Amy she already had something very special.	<input type="radio"/> Amy's mum said she didn't have money for Amy to buy new clothes.	<input type="radio"/> Amy's gran took her shopping.
<input type="radio"/> Amy's mum was surprised that Amy hadn't bought any new clothes.	<input type="radio"/> Amy told her mum that her smile was the perfect thing to have for the party.	<input type="radio"/> Amy tried on clothes on the other floors.

WEEK 7- Planet Earth

<https://learnenglishkids.britishcouncil.org/short-stories/planet-earth>

Pre listening

1. T writes down “planet earth” to do brainstorming activity. Ss share their ideas what comes their minds.
2. Match the words with pictures.

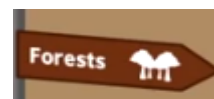
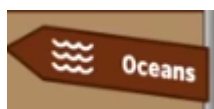
Earth	forest	animals	plants	tree	ocean
sun	paper	rubbish	the Arctic	farm	factory
					
	Earth				
					

While listening

1. T informs ss that they are going to watch a story about planet earth
2. Watch the story. Write the missing words in the sentences. (Flyers Part2)
 - a. Forests are home to over half of the world’s () and ()
 - b. () clean the air and produce oxygen for us to breathe.
 - c. The () are home to millions of marine animals.
 - d. At opposite ends of the world, the () and Antarctic are freezing cold lands.
 - e. It is so cold that the sea is () in ice.

3. Listen again and Tick the correct picture. (Flyers Part4)

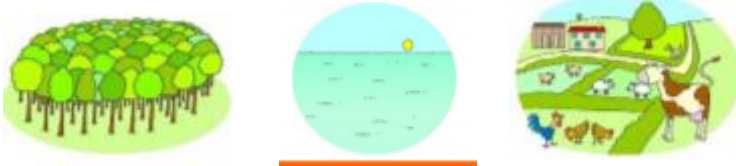
- In the museum, where do children go first?



- In the story, how many children are there ?



- Where is home over half of the world's animals and plants?



- What do rivers collect and carry it to the oceans?



- Who pollutes the rivers with pesticides and chemicals?



Post listening

1. Ss will think and share their ideas about how to save the planet Earth, prevent air pollution, water pollution and prepare a poster and present it.
 "We should....."
 "We shouldn't...."
2. Draw your dream planet.

WEEK 8- Nell's Book

<https://www.bbc.co.uk/learningenglish/english/features/childrens-stories/nellsbooks>

Pre listening

1. "Do you like reading books?
Do you like books or do you prefer to use phones or tablets?
What are the advantages of the books and tablets/phones?"



in this story, Nell and her friends are at the library. What do you think will happen in the story?

While listening

2. Watch/ Listen to the story and match them with people. Who says it? (Flyers Part3)
Write "N: Nell OR S: Saffron"

That's boring!
I like things to be different.

I was right.
Books are definitely better than gadgets.

This is unreal!

Look! You can buy them online.
They sing and dance, too.

And they are very pretty. But I still like my book more!

That book is just cats. Look, I can change this.

Back in the book! Quick!

3. Watch/ Listen to the story and fill in the blanks. (Flyers Part 2)

- She was always () She had found a book about cats and was happy.
- Her friends had () in their hands. Sunita had a phone; Saffron had a tablet.
- But they never (), said Saffron.
- She picked the cat up and () him close.
- She tapped the photo - and out they came! Soon they were () and on her bedroom floor.

4. Answer the questions. (Flyers Part4)

Is Nell a bookworm? **Yes she is.**

What does Nell love about books? **Everything about books**

When will Saffron buy a unicorn for Nell? **20th birthday**

What is the name of the smoky cat ? **Arabia the cat**

How many Dalmatian puppies in the Nell's book? **6**

Post listening

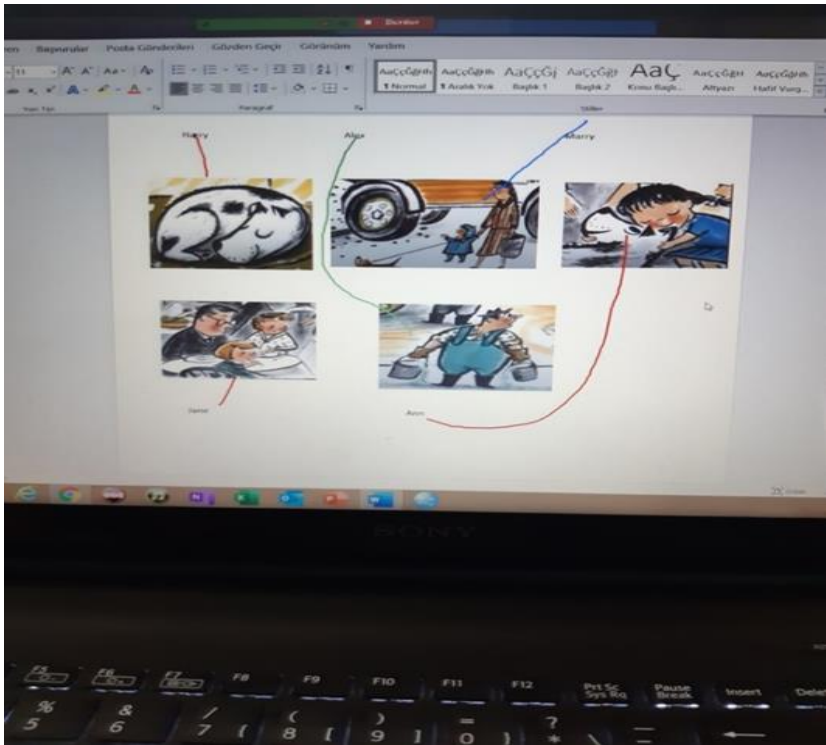
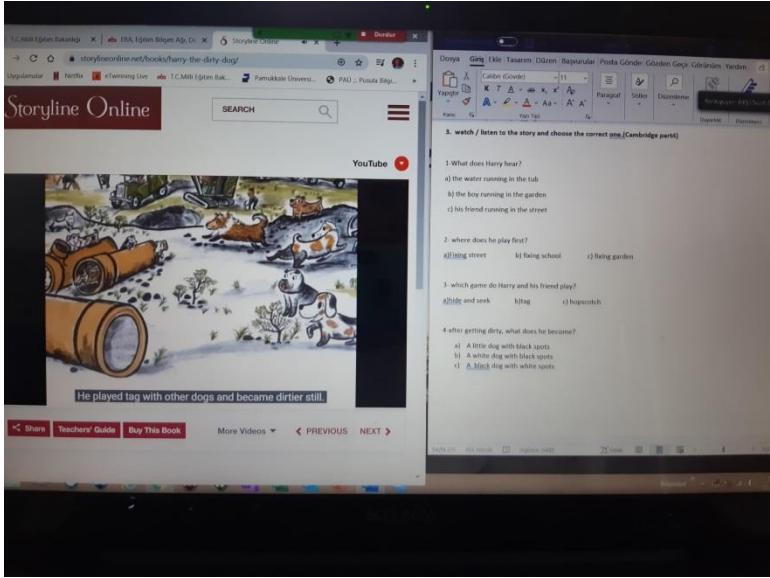
1. Listen and draw. (Flyers Part5) show your pictures

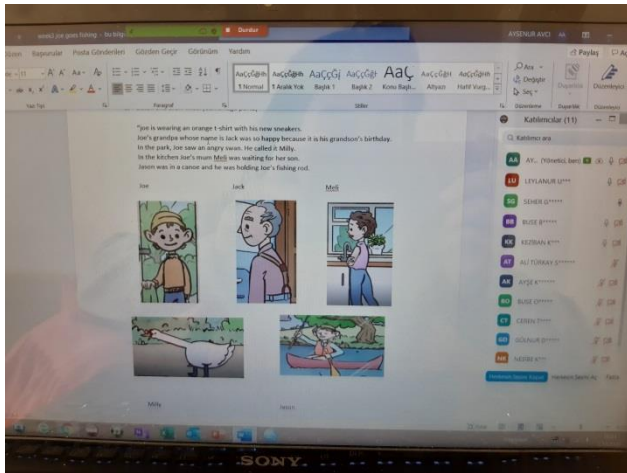
- Nell is reading a novel on the couch. The name of the novel is “Lovely Cat”.
Write it down on the book.
- Arabia the cat is playing with his ball.
- Saffron is wearing her sunglasses and ready to go out.
- Jane who is wearing a blue coat is standing in front of the bookstore.
- A dog is swimming in the lake.

APPENDIX F-SEMI-STRUCTURED INTERVIEW

1. Did you like the digital stories?
2. Did you get bored while listening to digital stories? If yes, why?
3. Does DigiFlyers improve your English in terms of listening?
4. Do digital stories and digital storytelling program and its activities affect your attitude towards English?
5. How did you feel while listening to digital stories?

SAMPLES FROM THE LESSONS





- For Joe's birthday, what did his mum buy ?



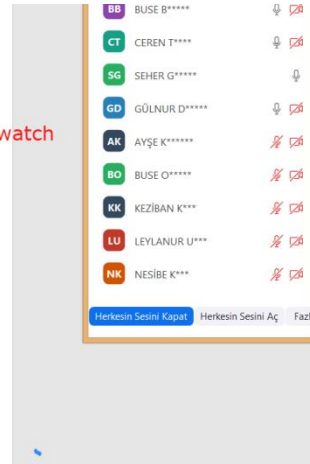
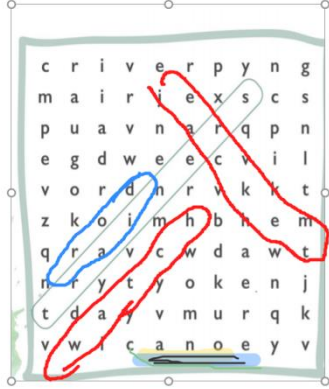
- What color was his watch?



- How was the weather when Joe was fishing?



4. Find and circle the words. Then label the pictures.



1
Amy wanted money to buy new clothes for a party.

2
Amy's gran told Amy she already had something very special.

3
Amy's mum was surprised that Amy hadn't bought any new clothes.

4
Amy tried on blue clothes on the first floor.

5
Amy told her mum that her smile was the perfect thing to have for the party.

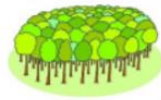
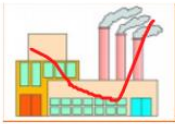
6
Amy began to cry because she couldn't find anything special to wear.

7
Amy's mum said she didn't have money for Amy to buy new clothes.

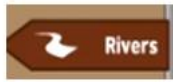
8
Amy's gran took her shopping.

9
Amy tried on clothes on the other floors.

- Who pollutes the rivers with pesticides and chemicals?



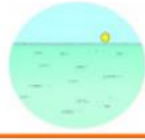
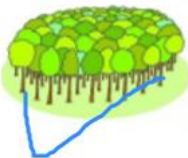
- In the museum, where do children go first?



- In the story, how many children are there?



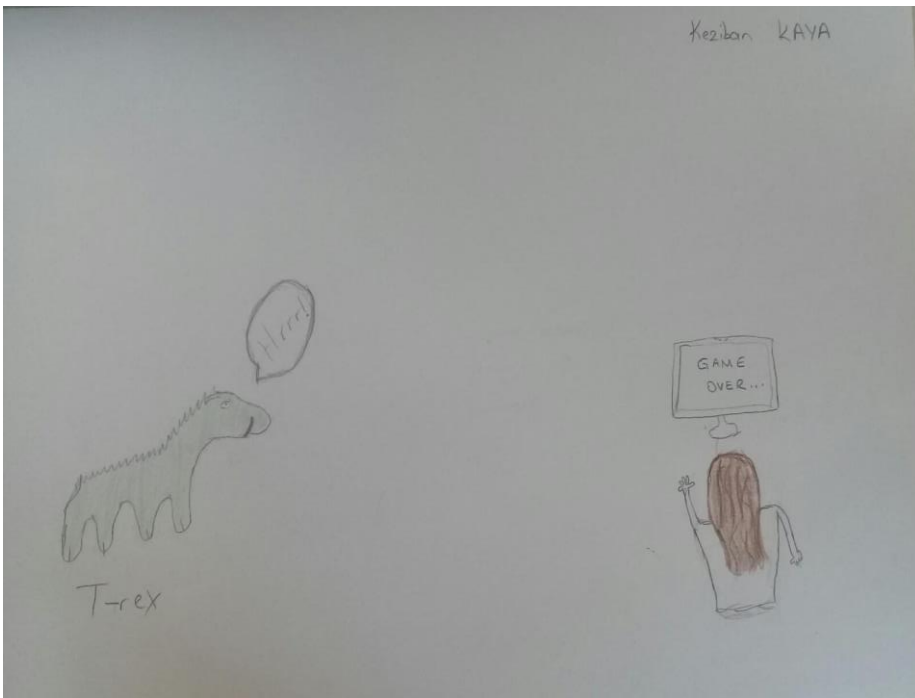
- Where is home over half of the world's animals and plants?



- What do rivers collect and carry it to the oceans?







Joe Goes Fishing (homework)

Joe sat on his bed and looked at his birthday presents. Smart new trainers from his mum. A fishing rod from his dad. And best of all, his grandpa had given him a watch. It was so beautiful. Now it was Sunday, and Joe was going fishing. He quickly pulled on his jacket and left the house. Soon he was there. The only thing there was a huge white swan. Joe began to fish. It landed in the water, in exactly the right place. Joe grinned. The clouds were thick and grey. Rain! It began to fall. It was hard and heavy. The rain didn't stop. The rod flew out of his hands and landed with a splash in the river. Joe ran forward. It was stuck in the mud behind him. Joe tried to turn around to pick it up but he lost his balance. He fell slap on his back in the mud - and his smart new watch flew off his wrist and landed in the river. The swan dipped its head under the water, grabbed the silver thing in its beak and brought it out of the water. And Joe saw his beautiful watch land safely on the riverbank. It was still working. On the river, there was a man in a canoe - and he was holding Joe's fishing rod!

Harry the Dirty Dog (Homework)

Harry was a white dog with black spots. He took the scrubbing brush. And buried it in the backyard. Then he ran away from home. Got very dirty. He played at the railroad and got even dirtier. Harry began to wonder if his family thought that he had really run away. He ran back home. But his parents didn't know him. He ran to a corner of the garden and started to dig furiously. He'd found the scrubbing brush. And carrying it in his mouth, he ran into the house. Harry's bath was the soapiest one he'd ever had. It worked like magic. Harry wagged his tail and was very, very happy.