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**USING DIGITAL LEARNING MATERIALS FOR
DEVELOPING SPEAKING SKILLS IN THE SIXTH FORM EFL
CLASSROOM**

MA Thesis

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ABSTRACT

The present thesis, titled “Using digital learning materials for developing speaking skills in the sixth form EFL classroom” aims to create extra materials for teaching speaking skills in form six EFL classroom using digital tools and popular culture. The author chose four topics, "Meeting People," "Jobs," "Healthy Food," and "Ordering Food," to complement the *Give Me Five! 4 Pupil's Book* and *Activity Book*.

The first part of the thesis overviews the literature and previous studies on teaching English in Estonian basic schools, speaking assignments, and using popular culture and digital tools in the EFL classroom. The second part focuses on the methodology of this study, explains the need for creating extra materials, describes the participants, and gives descriptions of the digital learning modules that were created. The students' feedback on the questionnaires after doing the modules is also discussed and analysed. The collection of digital materials has been included in the appendixes.

As a result of the study, the author of the thesis found that students on lower language levels gained confidence with using the online materials as they could practice individually with the help of the teacher, and the tasks before the speaking task helped prepare for the speaking. Some students on higher language levels felt that doing the tasks was fun and motivating, and they got to practice their spelling in some cases. Still, their overall language skills assessment was the same before and after doing the online tasks.

Keywords: English as a foreign language (EFL), popular culture, digital tools, everyday English, daily situations.

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INTRODUCTION

English is the most spoken language in the world (Ethnologue, 2022), and about 743 million people speak English as a second language worldwide (DVLG). Therefore, teaching English in schools all over the world has become common. The importance of teaching English as a foreign language in Estonian schools increased after becoming an independent country, and it affects Estonian progressively (Oder, 2018). Speaking English fluently allows the speaker to communicate with people worldwide, especially considering social media usage and the opportunity to access information from different countries in seconds. Keeping track of what is happening in the economy and business, medicine, science, and education around the world helps scientists, people in business, and educators here in Estonia to expand their knowledge and promote their abilities. The latter helps to keep Estonia visible to other countries, enabling us to evolve in specific fields and allowing Estonians to educate others about our country.

Harmer (1998) indicates that when learning a language, four aspects must be considered: learners need to be exposed to the language, understand its meaning and how it is constructed, and practice it. Four skills are traditionally taught while teaching a foreign or a second language – speaking, reading, listening, and writing. Brown and Yule (1983) highlight the difference between spoken and written language, as throughout history, written language has been mostly taught; teaching spoken language started impacting language teaching after the Second World War. Nunan (1995) suggests that speaking is the most difficult and important skill while learning a second or a foreign language. Speaking overlaps with other language areas and activities, such as grammar, culture, etc. (Hughes, 2002). To use spoken language, learners need a realistic model e.g., dialogues (Jones, 2019).

As language is connected to culture and teaching it without its cultural context can be inaccurate and incomplete, using culture to teach a language can facilitate learning it.

According to Kramersch (2006), everyday behaviour and people's way of life can be considered synonyms of culture after World War II. Popular culture is media content and cultural artefacts that follow ordinary people's tastes rather than an educated elite and are produced for mass audiences (Oxford Reference, 2023). The author of the thesis aims to use popular culture (movies, TV series, music) to teach everyday language, specifically speaking, through daily situations as the learner acquires patterns in their speech and behaviour they can use in different daily situations when learning a language through culture topics (Kramersch, 1996). Furthermore, taking into account the author's personal experience, using films, TV series, and songs might be interesting and fun for the students. According to Common European Framework of Reference for Languages (2020), everyday language, hereinafter everyday English, is the language we use daily in situations familiar to us and may often happen from now on daily situations.

Using films and videos as a medium for learning a language is not something new, but usually, in TEFL, certain genres of movies and TV series or scientific and otherwise educationally approved videos are used (Hofmann, 2018). As English as a foreign language surrounds us daily, students see and hear it unintentionally through music, social media, TV, and when communicating with peers. Spoken language and English as a language of communication when interacting with native and non-native speakers differ from the textbook English and should also be introduced to students at school. Popular culture as a medium, specifically TV series, movies, and songs, may help students learn the spoken language used among native speakers and non-native speakers of English.

Due to the COVID-19 pandemic, teaching and learning have changed tremendously, and teachers and learners have had to adapt quickly to cope with the changes. Using digital tools has become inevitable and crucial in today's schools. Implementing digital tools in the classroom and at home can improve learners' writing, reading, listening, and speaking skills,

and they get used to authentic materials (Mudra, 2020). Considerable influence on students' language development comes from online games, YouTube, Instagram, and other smartphone apps, which allow them to practice vocabulary and speak with foreigners (Dincer, 2020). Furthermore, using games engages the learners, which could motivate the students while studying if elements from games are properly utilised (Buckley and Doyle, 2016).

The *Give Me Five! 4* (Shaw and Ramsden, 2018) has been used in the EFL classroom by the researcher with form 6. Mentioned resources (pupil's book, activity book, teacher's resources) come with extra digital resources and an app for the students to practice independently, but it seems insufficient. Some of the tasks are too easy for most of the students, could be more engaging, and the task types differ considerably from the ones that are used in the national tests in English for form 7 at the start of the school year. It is crucial to mention that the level of the tasks is A and A+. Therefore, it seemed beneficial for the researcher to compile extra materials for Form 6 that can be used to bring diversity into lessons and prepare students for the tests and enhance their speaking skills.

It has come to the researcher's attention that although there are various speaking activities in the materials used with Form 6, there are not enough for the students to feel confident while speaking, and they lack the readiness to prepare for the national tests in English at the start of the 7th form. It can be suggested that the students' language level is uneven, their readiness to speak in the lessons differs, and the tasks provided in the materials are not enough to prepare the students for the tests nor develop their speaking skills so they would feel confident. Based on the previous findings, the author of the thesis wishes to develop students' speaking skills by teaching everyday English through daily situations using popular culture movies, TV series and songs, and digital tools. Everyday English, the language we use daily in familiar situations, may differ for different age groups. The author

of the thesis takes into account the vocabulary presented in the used course materials and uses it with the students. To add, the students' everyday language must be considered as well, the most used phrases and words, keeping in mind politeness. When choosing the vocabulary for the lessons, the students' daily activities must be reckoned with – therefore, the topics should be engaging and necessary.

The purpose of the thesis will be to create digital teaching materials that can be used in Form 6 EFL classrooms as extra resources to develop students' speaking skills so that they would be more prepared for the national tests conducted in Estonia for students in Form 7. As a result of this thesis, the author wishes to get to know the students' attitudes toward digital learning materials for developing speaking skills. **The research questions are as follows:**

- 1. What are students' attitudes toward the created digital learning materials?**
- 2. How do the students assess their speaking skills before and after using the materials?**

The thesis consists of two chapters. The first chapter includes information about teaching English in Estonian basic schools, discusses the importance of speaking assignments in language teaching, and gives a brief overview of using popular culture and digital tools in the EFL classes for developing speaking skills. In the second chapter, the author introduces the digital tools chosen for compiling the modules, gives an overview of the modules created, and submits the students' feedback on the materials.

1. CHAPTER 1: SPEAKING SKILLS AND DIGITAL TOOLS IN EFL CLASSROOM

This chapter aims to give an overview of teaching English in Estonia and previous studies on teaching speaking skills. The chapter also includes an overview of different speaking tasks for developing speaking skills. Furthermore, the connection between popular culture and speaking skills and using digital tools in the EFL classroom is introduced.

1.1 Teaching English in Estonian Basic Schools

According to the Estonian Ministry of Education (2022), English is the most popular foreign language to study in Estonia. During basic education, schools are obligated to teach English (or French, German, or Russian) as a foreign language as follows: 3 lessons per week in forms 1-3, 3 lessons per week in forms 4-6, and 3 lessons per week in forms 7-9, a total of 3 lessons per week from forms 3 to 9. Some schools choose to have more English lessons throughout basic and secondary education than the curriculum requires.

The curriculum does not determine which resources teachers should use to teach EFL. Instead, it gives a vast choice as there are different study courses published in Estonia, the I Love English series being the most known. The opportunity to choose resources from various publishers from the UK and the USA widens the selection even more. Therefore, it cannot be claimed that there are too few materials to choose from. On the contrary, it may be that the teachers lack the knowledge of how to choose an appropriate textbook, and in addition, there might not be enough funds for the resources. Taking this into account, more and more teachers have started creating study materials as extra materials to support the textbooks used or to exchange the textbooks with different kinds of study materials (e.g., authentic materials, resources from the Internet, etc.).

The National Curriculum for Basic Schools Appendix 8 (2023) states the knowledge, skills, and attitudes students should have by the end of the three school levels (see Table 1).

Table 1. The knowledge, skills, and attitudes required at the end of school levels.

First school level	Second school level	Third school level
<p>Third-grade graduate achieves language level A1, which means that he/she:</p> <ol style="list-style-type: none"> 1) understands short sentences and simple everyday phrases when listening; reacts adequately to simple questions and instructions; 2) uses learned sentences while speaking and forms simple sentences with learned words and phrases; 3) understands very simple texts phrase to phrase while reading with the help of finding the learned words and phrases; 4) writes learned words and sentences and fills in simple text with blanks using learned vocabulary; 5) uses primary language learning strategies (repeating, association); 6) knows the basic info and important dates of the countries of the language being studied; 7) knows and follows primary politeness rules and norms. 	<p>Sixth-grade graduate achieves language level A2, which means that he/she:</p> <ol style="list-style-type: none"> 1) understands sentences and frequently used phrases while listening and manages daily communication if the partner speaks slowly; 2) participates in oral communication on everyday topics and daily situations using mostly simple sentences; 3) understands the main idea and message of a short and simple text and the important information in it; 4) writes short and simple texts that mostly consist of simple sentences; 5) uses different language learning strategies and resources (dictionaries, the Internet) with the help of the teacher; 6) knows the main features of the countries of the language being studied; 7) acknowledges the similarities and differences between the communication practices of the country being studied and their own country and considers them when communicating. 	<p>Basic school graduate achieves language level B1, which means that he/she:</p> <ol style="list-style-type: none"> 1) understands the main idea of different authentic texts while listening and mostly manages in everyday communication; 2) takes part in oral communication on familiar topics without preparation; expresses thoughts fluently but generically; 3) understands reading texts about everyday life that are based on facts and also simple literary texts; 4) writes simple connected texts that include certain information, opinions, and feelings; 5) uses appropriate language learning strategies and resources (dictionaries, the Internet) for him/her; 6) uses the language being studied to consume culture (literature, music, film art) and find necessary information; 7) behaves appropriately, following the communication practices in a certain culture.

By the end of form 6, students should have reached the A2.2 language level in the foreign language they are learning in all four language skills – listening, reading, speaking, and writing. To follow whether the learners reach a certain language level, certain national tests are organized. In Estonia, in the last two years, there has been a National Level Test at the beginning of form 7 in the studied foreign language (in this case, English) to assess learning results in Estonian schools. There is a sample of schools and students that are required to participate; for others, it is voluntary. To get to know the language level of the students, the school in which the author of the thesis works has taken part in these tests.

Unfortunately, in 2022 no feedback for the overall results was given to schools. In 2021 however (HARNO), 1023 students took the test in Estonia, and 69% had reached the A2 language level; 70% of the students had reached level A2 in their speaking skill test.

Based on the researcher's experience, students are afraid to present their speaking skills in the classroom and even while online (e.g., audio tasks in the national test). Students may experience language-speaking anxiety for different reasons. One of the reasons may be that in some classes, not all students get a chance to speak during the lessons as there may be more active students (Mander, 2021). Tsiplakides and Keramida (2009) found the fear of negative evaluation from their peers and their perception of low ability in relation to their peers to be the main reasons for speaking anxiety in the EFL classroom. Anxiety about making mistakes in front of peers and the teacher and previous negative experiences may impede learners from speaking freely (Norouzian and Eslami, 2013). Howatt (2004) indicates that learning is intuitive and needs the proper conditions to flourish, which can be achieved by using Communicative Language Teaching (CLT).

Appendix 8 in the National Curriculum for Basic School (2023) emphasizes the communicative approach, and the focus is on the student's needs as a communicator. Therefore, student-centred methods and communicative approaches are supposed to be used in a foreign language classroom to create an environment suitable for studying. The target language must be mostly used in most of the activities. The aim is to use the language while going through different topics that are familiar to the student, to get and give information in situations that might occur daily (hereinafter *daily situations*, brought up in the National Curriculum of foreign languages). Taking into consideration the difference between formal and informal language and the necessary level to reach language learning in basic school, the term *everyday English* (The National Curriculum of Foreign Languages, 2011) will be used in this research to talk about informal language spoken by students in daily situations.

The topic of developing speaking skills has been researched from different angles in Estonia. In 2010 Ruutmets and Saluveer wrote about students' first encounter with English as a foreign language. They bring out that starting with developing listening and speaking is the right way to go so that the students do not develop a fear of speaking the language, as they are not familiar with and skilled in writing even in their mother language at that age. A study carried out by Sibul (2018) indicates that a significant amount of time is spent on teaching speaking skills at the second school level. She mentions the importance of developing oral skills in the first years of studying English as well. Valang (2022) points out that when the speaking activities are communicative and realistic, it can benefit the students with communication in daily situations. Some students claim that English used outside of school is more meaningful and more real than the English studied and used in school (Mugra, 2019); the previous study indicates that for the latter reason, students do not put as much effort into learning English in school. Students find learning English important but do not make an effort at school; they consider their knowledge to come from both school and outside of school.

1.2 Speaking Assignments

Teaching a language as a communication (communicative language teaching) rather than a grammatical system has become more common during the last fifty years (Burns, 2019). Communicative Language Teaching (CLT) requires interaction in learning situations, as communication is the way to learn the language and the main aim of learning the language. Speaking skill is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney, 1998). Cameron (2001) states that having a speaking skill is using English as a foreign language with people for realistic purposes. The speaking activities that support the development of speaking skills should be

communicative and realistic (Harmer 2015; Yen et al 2015). These might include role play (students take on a certain role and communicate with partners), storytelling (students retell a story, joke or a riddle they have heard), interviews (students prepare the questions and interview whoever, afterwards they can present their findings), describing a picture (students can choose the picture or the teacher can, students can spot differences, etc.), brainstorming (students produce ideas in a limited time and after that group work or some other activity can be done with the ideas), discussion (can be done before or after talking, reading, hearing about any topic, students can freely express their opinion and share their thoughts) and others (Kayi, 2006). Nunan (1995), on the other hand, states that it is not so easy to say whether 'real-world' or 'pedagogic' tasks help the learner with their language use in real-life situations.

According to Harmer (2015), good speaking activities must be engaging and motivating – students need to be able to act out real situations, and they should use all the language they know, which gives the teacher a chance to give feedback and the students a chance to analyse themselves. A variety of engaging and motivating activities can be found on the Internet, which makes it easier for teachers to find ideas for speaking activities in the lessons. To bring out some – show and tell allows students to bring something of value to them into the classroom and talk about it; eye spy lets students tell what they can see, depending on the environment, can be easier and more difficult; I am going on a picnic and I am taking can be adapted with the vocabulary that is being studied and may turn out to be funny; alibi brings some excitement into the classroom as the students have to find a criminal among them (ESL Games, 2017). What makes the activities previously mentioned easy to use in the lessons is that most of them do not need much or any preparation time and can be used with different language levels. To add, some of the tasks are personal, and depending on the student, some learners like to talk about themselves, and it excites them. For those who do not wish to share personal information, the teacher may always give the option to

think information up. As linguists claim, speech is the primary form of language; therefore, writing depends on speech. Cook (2001), on the other hand, adds that spoken language should not be mistaken for being more important than writing and its aspects.

Brown and Yule (1983) suggest when choosing task types for the lesson, teachers should take into consideration the fact that tasks need to be ordered from easier to more complicated. For example, the first tasks should have short answers, and the more the student knows about the topic, the longer dialogues he/she can make. To add, teachers must keep in mind that students can only complete these kinds of tasks in a foreign language when they have acquired the skill in their mother tongue.

Speaking tasks in the national test

Speaking task types in the national test include the following: reading a text out loud; answering questions according to the text; answering questions; correcting sentences according to a picture; describing a picture; conducting a voice message according to the information given.

The skills that the national test aims to check are as follows: exchanging information about your interests and preferences as well as previously happened and future activities; describing people, places, activities, and things in simple sentences; pronunciation of frequently used words and phrases keeping in mind the stress, intonation, and rhythm.

The author of the thesis aims to compile similar tasks to promote students' speaking skills and help prepare the students for the speaking part of the national test at the beginning of Form 7.

1.3 Popular Culture in EFL Classes

Harmer (1998) discusses that the ability to conduct interesting classes is what makes a good teacher and amplifies that the character and personality of the teacher are important,

as well as the relationship between the teacher and the students. To gain students' attention and motivate them in the classroom, teachers are encouraged to bring the students' world into the classroom and one way of doing that is by implementing popular culture topics into lessons (Delevante, 2019, Rabbani, 2014). The Internet offers many ideas that have been gathered by teachers, creating memes, writing or telling endings to books or movies, writing comic strips and acting them out, listening to songs, filling in the blanks and singing, watching *YouTube* videos on different topics, just to name a few (Bridge Universe, 2021). Basic school students are expected to acknowledge the culture of the foreign language they are learning, compare it with their own culture, find similarities and differences, and value the speciality of different cultures and languages. Foregoing should help students sense their own culture and language and manage different everyday life situations (National Curriculum for Basic Schools Appendix 8, 2023).

As mentioned before, the aim of learning EFL in Estonian basic schools is to give the students the skills necessary to communicate in English. Kramsch (2013) suggests that this can be done by native or non-native teachers while using resources other than usual textbooks, authentic resources that contain cultural knowledge about the language they are learning. Popular culture products such as songs and music, film, and TV series may help the teacher to implement more authentic materials into the lessons than usual textbooks (Mishan, 2005). As popular culture surrounds students in their everyday life through digital media, it also helps them learn English. Thus, the students welcome different topics from popular culture in the lessons and seem to be inspired by them.

Music plays a great part in developing people's speaking skills (Mishan, 2001), from being a child and hearing songs sung by our mother to the point of growing up and hearing music all around us every day. Songs can represent the culture of a certain language and influence it. As music is widely accessible through the Internet, a certain pop song might be

known all over the world regardless of the country it was made in. Songs have been represented in the EFL classrooms and textbooks as it has proven to be productive in helping to learn a language. Rhythm, rhyme, and repetition, a combination of language and melody, make it easy for the learners to repeat, understand and use the language they have heard in a song (Mishan, 2005). Different task types can be used when implementing songs in the lessons, and the students' language level should be considered when choosing a task type – singing, filling in the vocabulary, putting the lines in the correct order, translating, talking about emotions and thoughts after listening, writing a poem/story after listening, recreating the lyrics, etc. All the written tasks can be presented orally.

Using TV series, movies and cartoons, and other video material in lessons develops reading, writing, listening, and speaking skills (Mishan, 2005, Mekheimer 2011, Schmitt 2008). The teacher needs to find a way to use these means for planning and conducting a lesson in a way that is engaging for the learners and follows the learning outcomes set in the National Curriculum. Stempleski and Tomalin (2001) state that using films in the classroom as authentic tools to teach a language can be motivating and also bring the outside world inside the classroom.

Nowadays, films are more accessible than they were ten or more years ago, which makes using them in lessons easier for the teachers (Mishan, 2005). Choosing and conducting the tasks that would connect with the movies in a way it would benefit the learners depends on the age and language level of the learners. The main aim should be not to understand the whole dialogue and not to teach the language in the movie but to take in the language and create oral or written text based on it. Using videos and movies allows them to use not only spoken language but also body language and other visuals, which may give a lot of information, too. There are different ways of using videos and films in the lessons – acting out certain scenes to develop speaking skills, expressing thoughts and

emotions after watching, analysing characters or events, reviewing the film/video, introducing it to others, predicting what will happen, raising cultural awareness after watching, debating on different topics, comparing with a written text/book, etc.

Werner and Tegge (2021) suggest that popular culture has a significant social impact on learners, but using popular culture in lessons has not been researched enough. Kramsch & Thorne (2006) suggest that miscommunication between different cultures may cause negative experiences when integrating popular culture topics into lessons and remains to be studied more thoroughly. Teachers must carefully consider the topics they include in the lessons and take into account historical and present states, which might cause misunderstanding and problems in the classroom.

1.4 Using Digital Tools in the EFL Classroom

The pandemic in 2020 and 2021 forced teachers to use more and more ICT in their teaching, which has somewhat had an impact on contact learning as it brings change and variety into the classroom. Using ICT in language lessons allows the teacher to create materials for different language level students and use them repeatedly. Online materials created by the teacher can be changed easily according to the students' needs. This helps the teachers to manage their time better. Unfortunately, teachers sometimes lack effective training (Stanley, 2013).

Technology is being used in teaching, learning, and research and considering the school's possibilities can be used to better the quality of teaching and learning (Mucundanyi and Woodly, 2021). Using computers, tablets, software, applications, or other technology for learning has become obvious in schools daily. Digital tools, such as apps, software, different platforms, social media, online games, multimedia, and programs, help support communication, collaboration, and engagement. Integrating digital tools in the classroom

(whether it is an online classroom or not) requires certain skills both from the learners and the teacher; the Internet and ICT tools give an exceeding number of possibilities, but the users are expected to think critically, have technical knowledge, good organisational skills, etc. (Mishan, 2005). Stanley (2013) states that using technology in the classroom can inspire creativity and can be used for a multitude of activities – accessing information, exposure to the language being studied, creating texts, publishing one's work, communicating and entertainment, etc.

Younger learners (sometimes also referred to as digital natives) are more used to using technology as they grow up with it; therefore, using ICT in the classroom seems natural to them, and they expect it to be integrated into learning. Moreover, the Internet gives the teacher, and the learners access to ready-made ELT materials and authentic tasks. In addition, using digital tools offers the teacher new ways of assessing and can be used wherever (Dudeny and Hockly, 2007). Digital tools offer a variety of activities to be done in the EFL classroom. Dudeny (2007) introduces a great deal of these ranked by level or theme, but he emphasizes that online resources and learning platforms get improved daily, and there is something new to discover daily. To offer teachers and learners better alternatives, textbook authors have started creating interactive materials that can be combined with the resources.

Golysheva's research (2022) conducted among English teachers in Narva after the pandemic showed that teachers use different types of e-learning tools to help students develop their speaking skills while e-learning. The most popular site proved to be *YouTube*, and the most popular tasks are picture narration, picture description, and discussion. Lusti (2022) found that during distance learning, teachers used different techniques for developing students' speaking skills; these included video and audio recordings of dialogues, discussions of previously watched videos as well as presentations on certain topics. Mishan (2005)

claims that films can make learners passive as they require little involvement. He also points out several activities that can be done before, while, and after watching films but enhances the importance of taking into consideration the language level of the students, the length of the film, and the content. Even more importantly, he encourages teachers to involve students in different ways. Gamage (2019) states that using cartoons benefits low-proficiency learners and motivates students to actively take part in the discussions.

On the other hand, using digital tools in EFL classes may also have negative sides. Shyamlee & Phil (2012) say that using modern technology can cause cognition problems and evoke low speaking communication in the classroom. The authors suggest replacing text with images and sounds can decrease reading and writing competence. Therefore excessive use of modern technology in the classroom is not advised. Some students may have little or no experience in using digital tools which may demotivate the learners (Barr, Leakey & Ranchoux, 2005). The teachers must determine the students' skills in advance and take them into account while preparing for the lessons in which they use digital tools. Providing the students with the necessary equipment to use digital tools in the lessons or at home has to be considered beforehand (Harley, Henke, Lawrence, Miller, Perciali & Nasatir, 2006) and should not be the reason for not using digital tools.

2. CHAPTER 2: CONDUCTED LESSONS AND FEEDBACK

The second chapter of the thesis provides an overview of the research methods used. The first part describes the composed digital materials that were used in the lessons with form 6 students and tries to explain the need for the materials created. The second part focuses on the questionnaire conducted with the students and their feedback.

2.1 The aim of the created modules

As mentioned before, the author of the thesis finds the materials used with form 6 to be insufficient for developing students' speaking skills – they are too easy for most of the students, there are not enough tasks to practice speaking, and the task types are mostly the same throughout the textbook, which makes them unvaried for the students at times. The purpose was to create materials that would attract students' attention and bring variety into the lessons. Different digital learning materials were compiled to develop speaking skills through everyday English using vocabulary related to daily situations on popular culture topics in the English classroom for students aged 11 to 13. Materials composed were used in English lessons with form 6 (11 students) at the school where the author of the thesis works. Therefore, it was easier to access the students.

Composed materials can be used as additional materials while teaching different topics in the English lessons throughout the year to supplement the materials already used with the students. The aim is to make the lessons more engaging and develop the students' speaking skills at the same time. To add, the author felt the need to help prepare the students for the national test in Form 7 and to promote the students' knowledge of everyday English using digital tools and popular culture about daily situations that will likely occur in their everyday life. The textbook used with form 6, *Give Me Five! 4*, gives a brief overview of the topics chosen in this thesis. The author of the thesis feels that the materials lack the

needed dimension to give the students sufficient knowledge on the topics and fail to prepare them for the national test in Form 7. The previously mentioned test is the only national test in English in Estonian schools that students take in basic school besides the optional English exam at the end of form 9 and can give the teacher feedback on their teaching. The main aim of the thesis was to get to know the students' attitudes toward the created digital learning materials and their assessment of their speaking skills.

2.2 Digital tools and topics

Different websites were considered for the practical part of the thesis, but www.wizer.me was selected and used to compose the materials. The website allows using videos and pictures from the Internet and from the computer as well, which makes it easier for the compiler to use different resources. In addition, the website enables the use of different task types when compiling a module which makes the composed materials more engaging and visually attractive. The possible task types are open questions, where the student can also record their answer, multiple choice, filling in blanks, filling on an image, matching, inserting information in a table, sorting, drawing, and word search puzzle. To add, the website has the following features – insert an image, a video, or a link, reflect on the information given, and discuss a topic. It also allows to import materials from www.canva.com and to import worksheets from the computer. The website was chosen specifically for the feature that allows recording speaking – the compiler of the materials may enter the instructions orally as well so that the students could listen to them rather than only read. In addition, a lot of the websites used by the author of the thesis beforehand do not allow recording in different tasks but require sending the recordings individually. In addition to compiling the worksheets being easily manageable, the possibility to give

feedback to the students, both oral and written, makes the website suitable for use with Form 6.

The following topics were included in the materials: meeting people and introducing yourself, jobs, healthy food, and ordering food. The topics were chosen by the author due to personal experience as the materials used by the author in the EFL classroom, *Give Me Five! 4 Pupil's Book and Activity Book*, lack the mentioned topics but have been pointed out in the National Curriculum (2021). The compiled materials were presented through *Studium* and consisted of four 15-to-20-minute modules to be used as extra materials in form 6 English lessons. The materials were reviewed by two colleagues of the author of the thesis, that gave their feedback on each of the modules. The suggested corrections and additions were made before using the materials with Form 6 students.

2.3 Compiled digital materials

To implement the textbook used with Form 6, the author of the thesis decided to create digital teaching materials to develop students' speaking skills. The textbook, with its extras, included speaking tasks on the topics chosen for the compiled materials. The reason for creating the materials was the need to develop speaking skills that would help make the lessons more attractive, benefit the students in their interaction in English, and would help prepare the students for the national test in English in Form 7. The task types in the textbook and its extras are similar in different units and therefore lack the needed complexity and engagement for motivating the students to speak. The task types of the speaking part in the national test differ from those in the textbook and its extras. Therefore, the created materials would help prepare the students for the test as well. Following are the description of the speaking tasks in the textbook and workbook and the digital material modules created by the author of the thesis.

The topic “Meeting People” is briefly presented in Starter Unit in Form 6 Pupil’s Book. It includes a conversation between four people meeting for the first time (Pupil’s Book page 4). According to the instructions, students have to act it out, and the following task asks them to ask and answer questions with a partner about someone in their family but not talk about themselves. The tasks in the Activity Book (pages 2-3) ask the students to write about their friends or family member but not about themselves. These are the only tasks connected with the topic of meeting people and speaking. The national curriculum states that a Form 6 student should be able to describe him or herself in simple sentences. Therefore, the module “Meeting People” was created to enable the students to talk about themselves.

The created module consists of three tasks. The first task is watching a short clip about meeting someone. The students are given paragraphs that can be heard from the clip and are asked to put them in the correct order according to the video. This allows the students to tune in on the topic and get acquainted with some of the vocabulary. Next, they have to watch another video about introducing a person and fill in the blanks in a conversation. The possible entries have been given to make the task easier for students on the lower language level. The third task tells the students to write a short text introducing themselves to a new classmate and then record their speaking. The possibility of writing their thoughts down was given to take into account the students on the lower language level. The students have time to practice speaking out loud before recording.

The topic “Jobs” is presented in Unit 8 in Form 6 textbooks. It includes speaking tasks where students need to give information about a job, and others have to guess the job, students have to ask questions about a certain job, and others have to answer them (Pupil's Book pages 82-83, 86-87, 89). The students are also asked to write about a job and play a guessing game with a partner (Activity Book, p 81). The last task is a little more demanding and gives the students a chance for free speech. The national curriculum states that the topic

should be included in foreign language lessons, and the school's syllabus states (Keeni Põhikooli õppekava lisa) that it should be focused on in Form 6.

The compiled module is made up of four tasks. In the first task, the students have to listen to a song and write all the jobs they can hear. This allows them to get acquainted with familiar vocabulary and maybe also learn some new words. The second task focuses on writing jobs under the pictures the jobs have been given. This task allows the students with lower language skills to get to know the vocabulary. Task three asks the students to choose three jobs from the previous task and write a short description of the jobs – where do these people work, what do they do, and what equipment do they need. There is an example that includes more complex sentences so that the students on higher language levels can present their skills. The last task of the module requires the students to think about their dream job or any job focusing on the same things as in the previous task, write their answer, and record it. Students with lower language skills were able to use the written text from task three.

The topic “Healthy Food” was chosen because although there is a food-related topic in the materials (Unit 1 “Let’s eat”), it lacks information on healthy eating. Some healthy foods are mentioned in one lesson (Pupil's Book page 17) when talking about different foods. As the materials introduce different foods, and many of these are unhealthy, it seemed crucial to include the topic of healthy foods in the lessons as well. As the national curriculum states healthy lifestyle is one of the recurring themes in basic school, and eating habits are a big part of this the topic was chosen to be a part of the modules compiled for the materials.

The created module consists of four tasks. To start with, the students have to watch a clip from a cartoon about eating vegetables to introduce the topic. In the first task, the students are asked to match different foods with their explanations in English. This type of task is a new one for Form 6 students; they usually translate words from English to Estonian or vice versa. The next task includes a text about healthy habits, which the students must

read several times on their own to practice and then record their reading. This type of task has been included in the last two national tests as well. In the third task, the students need to group foods as healthy foods or junk foods by dragging them into the correct column. This task gives the students a chance to think of different foods and gain knowledge of the vocabulary. In the last task of the module, the students are asked to write two to five sentences expressing their opinion on why having a balanced diet and eating healthy is important. The students are also asked to record their answers.

The topic “Ordering Food” is connected with the previous topic but has not been mentioned in the materials used with the students in Form 6. It has come to the author’s attention that when students travel with their families, they often need to use English while eating out. As eating out and ordering food may be an everyday activity for some students, the topic was included in the compiled materials as well. To add, the national curriculum stresses the importance of getting to know the cultures of other countries, and the mentioned topic prepares the students for that learning outcome.

The module includes three tasks. In the first task, the students watch a short clip about people ordering food on a train, and their task is to put the sentences from the conversation in the correct order. The conversation includes expressions of politeness and, at the same time, everyday English and spoken language. Next, the students read a short comic about ordering food in a restaurant and are asked to fill in text boxes in a comic themselves, where two people order food. In the last task, the students need to write a short dialogue ordering food and a drink in a restaurant and record themselves reading it. The students on the lower language level can read out loud the comic they wrote in the second task.

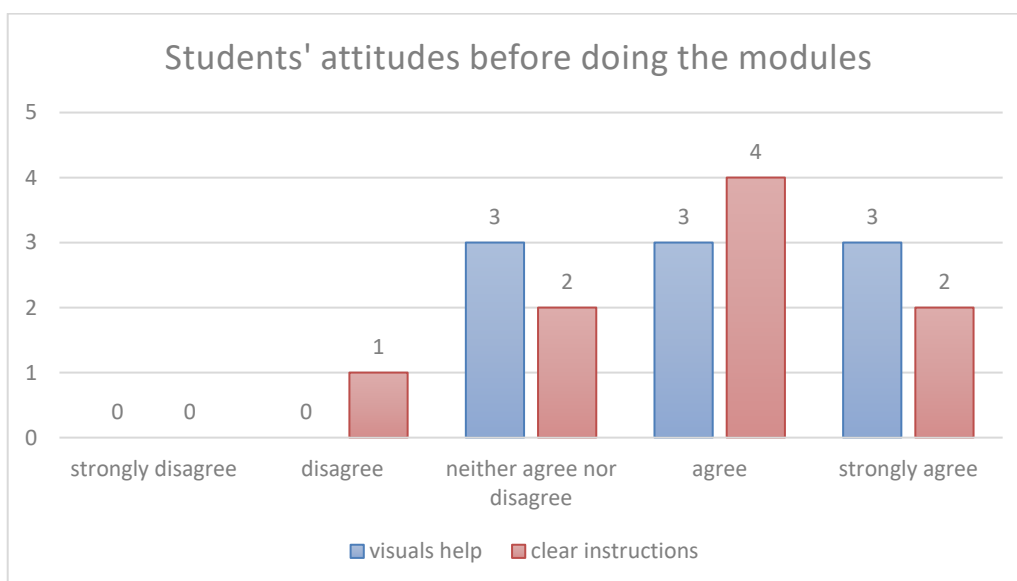
2.4 Students’ Feedback Through Questionnaires

Students’ feedback before doing the modules

Feedback was gathered with online questionnaires to get everyone's opinions and make the gathering of the feedback quicker. Google Forms was used to create the questionnaires, and the links were presented in Stuudium. There were five questionnaires altogether. Some of the questions in the questionnaires wanted the students to rate the statements on a Likert scale from 1 to 5, one being "I strongly disagree" and 5 being "I strongly agree".

The first questionnaire was done in the English lesson before doing the study modules and gathered information about students' overall attitude toward their speaking skills and how the visual side of the module and the instructions affect the outcome. Nine students out of 11 answered the first questionnaire. The results of the questionnaire can be seen in Figure 1.

Figure 1. Students' attitudes before doing the modules.

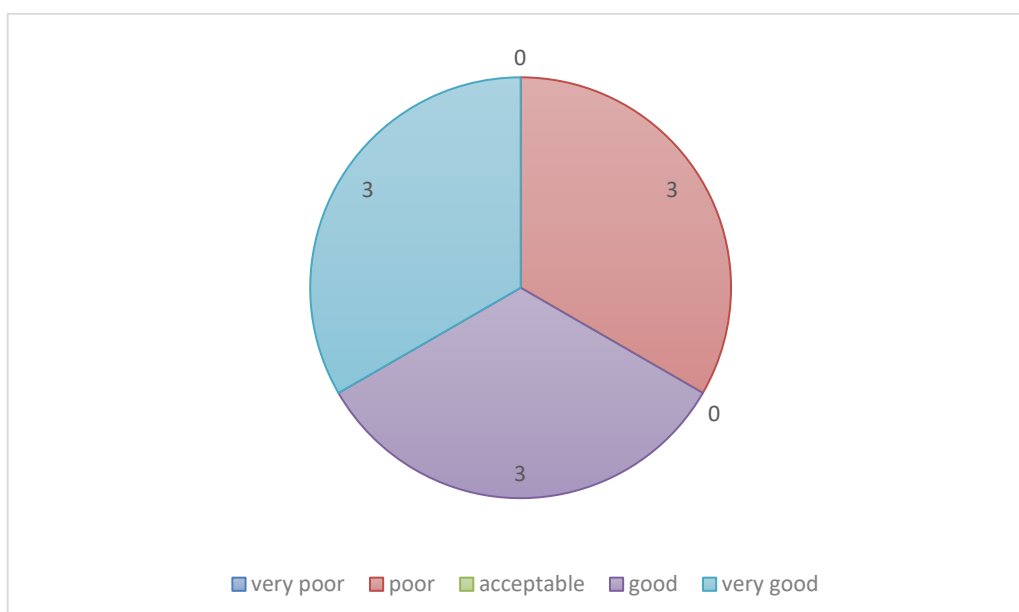


Most of the students claimed that different visuals help them better understand a task. They added that the visuals must be understandable, and sometimes they give you hints on how to do the task. The question about the clarity of the instructions had mixed answers as one of the students claimed that clear instructions are not important, and six students said that clear instructions are important. Some of the students pointed out that when the tasks

are being done in the classroom rather than at home, they can ask the teacher for an explanation. Two of the students also said that usually instructions in different subjects are difficult to understand, and teachers should pay more attention to making the instructions clearer.

Before doing the four speaking modules, the students rated their speaking skills, as shown in Figure 2. Six of the students felt that their speaking skills are good or very good. They explained that they have been speaking English for many years and first started speaking when they watched cartoons at the age of two or three, adding that speaking in English comes easily to them. One student pointed out that he would like to learn more by doing more complex tasks, as the tasks in the study materials are usually too easy for him. Three of the students said that their speaking skills in English are poor and explained that learning English and speaking in English is very difficult for them because they do not watch videos in English, listen mostly to Estonian music, and speak to their friends in Estonian as well. One of the students added that she would like to know how to speak English more to understand her classmates better, as most of them speak in English throughout the school day.

Figure 2. Students' ratings on their speaking skills before doing the modules.



The first questionnaire included two questions about the likes and dislikes of speaking in English. As English is one of the most used languages in the world, most of the students pointed out that they face it daily while listening to music and watching TV or spending time on social media. They said that they like being able to communicate with people all over the world when playing online games and getting to know what happens in other countries through TikTok. Two of the students said that they do not like speaking English because they feel uncomfortable and do not like when others point out the mistakes they make. One student said that he would like to be better at spelling but is happy that he can speak fluently. Four of the students said that there is nothing they dislike about speaking English.

Students' feedback on the study modules

After using each digital material in four English lessons, the students gave answers to a feedback questionnaire about their opinion on the material they used and their attitude towards their speaking skills after doing the tasks in the modules. The feedback questionnaires included the following sections:

- The visual and instructional part of the online module;
- the complexity of the tasks with explanations;
- the benefit of the digital material with explanations;
- students' attitudes towards their speaking skills after doing each online module.

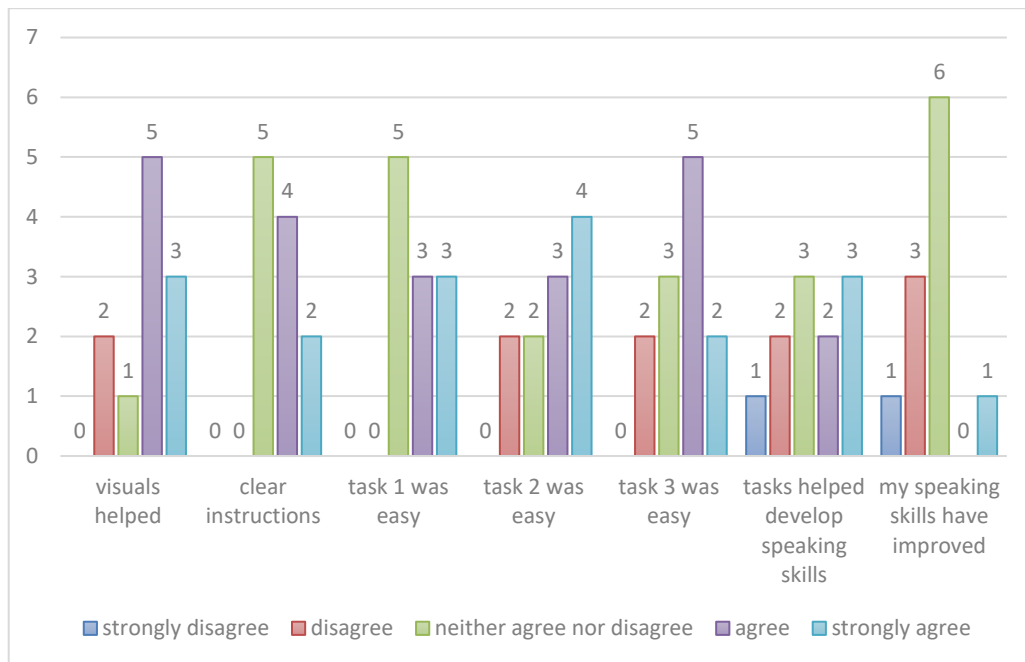
The first module on the topic "Meeting People" consisted of three tasks. The whole class (11 students) did the tasks and answered the feedback questionnaire. The questionnaire consisted of the following statements, which required answers using the Likert scale, further questions, and requests to specify their answer:

- The visuals of the tasks helped me better understand the task. Explain.
- The instructions were clear. Explain.
- Putting the paragraphs in the correct order in task 1 was easy. Explain.

- Reading the conversation and filling in the blanks in task 2 was easy. Explain.
- Writing a short text to introduce myself and speaking in task 3 was easy. Explain.
- These tasks helped me develop my speaking skills. Explain.
- What did you like about this specific module?
- What did you not like about this specific module?
- My speaking skills have improved after doing these tasks. Explain.

The results can be seen in Figure 3.

Figure 3. Students' feedback after doing the first module, "Meeting People".



Most of the students agreed that the visuals helped them better understand the tasks and added that the videos helped to understand what the text was about; one student said that they understood the tasks and did not feel the need for the videos. Having clear instructions was important for six students. Two of the students pointed out that they needed the teacher's oral explanations, therefore it was important for them that the tasks were done in school.

The module consisted of three tasks, and the students' feedback was as follows. The first task was easy for six students, while almost half of the students said they neither agreed nor disagreed with the statement of the task being easy. One of the students pointed out that the task was too easy and that tasks should be more difficult for him to learn something new. Two of the students stated that it was difficult for them to understand and they needed extra

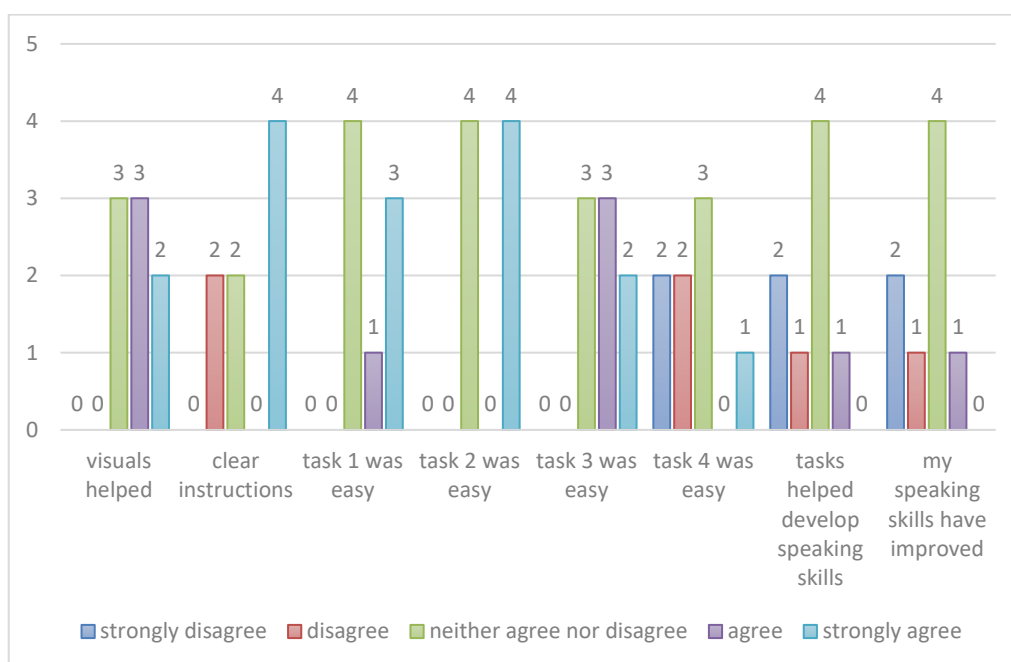
explanations from the teacher. Task two was not easy for two students; they said that they needed to stop the recording several times to get the correct answers. Seven of the students said the task was easy for them, and one of the students supplemented that they had seen the show several times and knew the conversation by heart. The speaking part of the module, where students had to write a text to introduce themselves and record it, seemed to be easy for at least half of the students. One student pointed out that he did not like the task, two said that they felt insecure when pronouncing, and one student added that the class could have been quieter while doing the task. One student said that he did not like the headphones and the microphone, and the quality was bad, in his opinion. It can be suggested that while doing the first task, there were physical distractions in the classroom that did not let the students focus, as well as fear of failing which caused difficulties doing the tasks and resulted in students needing extra explanations and support.

When rating the development of their speaking skills, the students' answers differed greatly. Almost half of the students said that the module helped develop their speaking skills. They explained that the tasks helped them with the pronunciation of some words, and they also got new knowledge of the spelling of some words. Three students stated that the module did not help develop their speaking skills. They added that they knew everything before and they are very good speakers right now. The students pointed out that they got to know new words, two students claimed to have better knowledge of how to introduce themselves to other people, and one said that they feel more confident when speaking to strangers after doing the tasks. One of the students stated that she did not like the module because she did not like recording herself. Taking into account the students' age, it can be suggested that their answers are straightforward and they do not over-analyse, therefore the direct answer is, "I do not like the module because I do not like recording myself".

The second module was titled “Jobs” and consisted of four tasks. The results can be seen in Figure 4. Eight students out of 11 did the tasks in the module and answered the feedback questionnaire, which consisted of the following statements, questions, and requests to specify their answers:

- The visuals of the tasks helped better understand the task. Explain.
- The instructions were clear. Explain.
- Listening and writing the jobs in task 1 was easy. Explain.
- Looking at the pictures and writing the jobs in task 2 was easy. Explain.
- Choosing the jobs and describing them in task 3 was easy. Explain.
- These tasks helped me develop my speaking skills. Explain.
- Speaking about one job for 1 to 2 minutes in task 4 was easy. Explain.
- What did you like about this specific module?
- What did you not like about this specific module?
- My speaking skills have improved after doing these tasks. Explain.

Figure 4. Students’ feedback after doing the second module, "Jobs".



The students' opinions about the visuals being helpful were similar, as five said that they were, and three neither agreed nor disagreed. Five students explained that they loved the visuals, and they helped them a lot. The instructions were not clear according to two students, and one student said he did not need instructions as examples were enough for him.

Four students claimed that the instructions were clear and added that the tasks were fun and the teacher explained when needed, which helped them a lot.

In the first task of the module, half of the students said that they neither agreed nor disagreed with the statement that the task was easy. One of the students added that he did not like the song, one said that the lady was a slow singer, and one said that they did not know how to write the words correctly. The second task was easy for some students, fun for a few, and four of the students could not make up their minds. The third task proved to be easy for three of the students and difficult for two. One student said that they did not know how to write some words, two said it was a little difficult for them, and four labelled the task being easy and fun. The last task of the module was difficult for two of the students as they did not understand what they had to do. One of the students pointed out that they talked fast and could not talk for one to two minutes, another said that they decided to talk slowly so that the recording would be longer. One of the students added that they do not like recording their voice, the same as in the first module.

The students expressed their attitude towards the module helping them develop their speaking skills, and four of them stated that they did not agree or disagree that the tasks were helpful. One student said that the task was helpful. The students pointed out that the topic is known to them, and they have gained the knowledge at an early age. One of the students said that her language level is low, and she feels the tasks helped her. The feedback on the development of the students' speaking skills after doing this module resembles the answers to the last question. Two of the students stated that they feel the tasks have helped and they have gained new knowledge. The students brought out different aspects of the module that they liked, which included writing the names of the jobs as it was easy, and everything was understandable. Two of the students claimed the song to be annoying as they did not like the

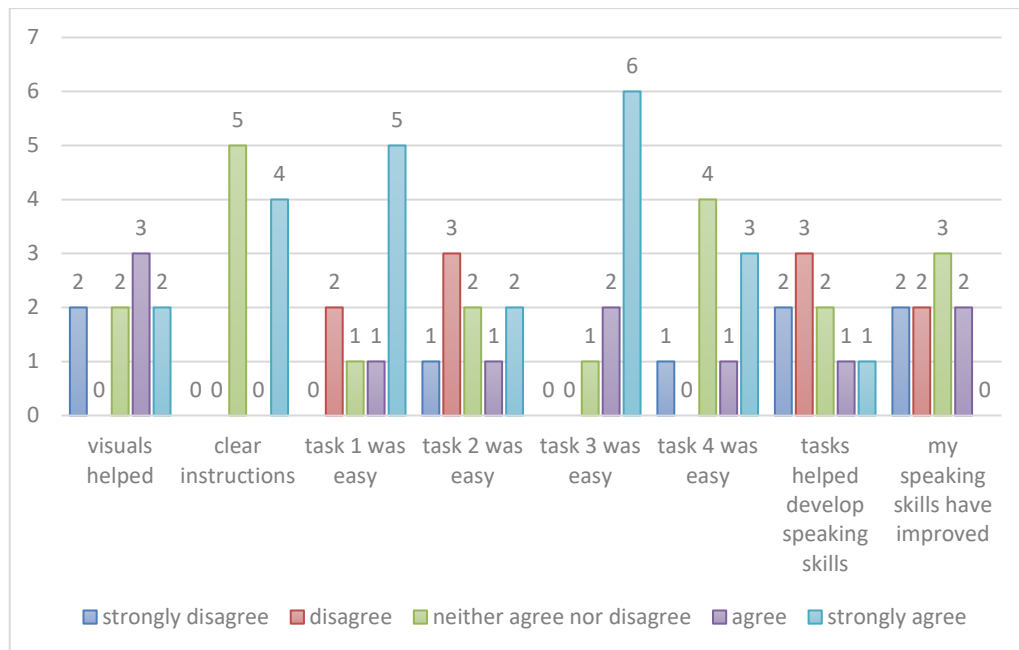
genre, and one of the students expressed their resentment of filling in questionnaires and claimed it to be boring.

The third module, "Healthy Food," consisted of four tasks. Nine students out of 11 did the tasks and answered the questionnaires, which consisted of the following statements, questions, and requests to specify their answer:

- The visuals of the tasks helped better understand the task. Explain.
- The instructions were clear. Explain.
- Matching the words and explanations in task 1 was easy. Explain.
- Recording my reading in task 2 was easy. Explain.
- Dragging the foods under the correct heading in task 3 was easy. Explain.
- Speaking about why people should have a healthy diet in task 4 was easy. Explain.
- These tasks helped me develop my speaking skills. Explain.
- What did you like about this specific module?
- What did you not like about this specific module?
- My speaking skills have improved after doing these tasks. Explain.

The students claimed the visuals to be somewhat helpful and explained that they liked the Peppa Pig video and that the whole module was engaging and fun. 4 students strongly agreed with the statement of the module being easy, stating that they were easy. The students' feedback can be seen in Figure 5.

Figure 5. Students' feedback after doing the third module, "Healthy Food".



The first task proved to be easy for six students; most of them said that they loved it and did not have to think hard while doing the task; two of the students stated that the task was difficult for them. Three of the students did not think that recording their reading was easy, while three of the students agreed with the statement. Half of the students stated that they dislike recording themselves or listening to their voices to check whether the recording has succeeded. The third task was easy for eight students. One of the students said that it took him less than a minute, two stated that they just had to move the mouse and the words were familiar, and one said that the task was boring. The feedback to the fourth task with the explanations suggests that the students do not like recording their voice and only do it out of necessity. They add that thinking of the text is not the difficult part, but some of the students prefer speaking with their friends rather than in the classroom or recording themselves.

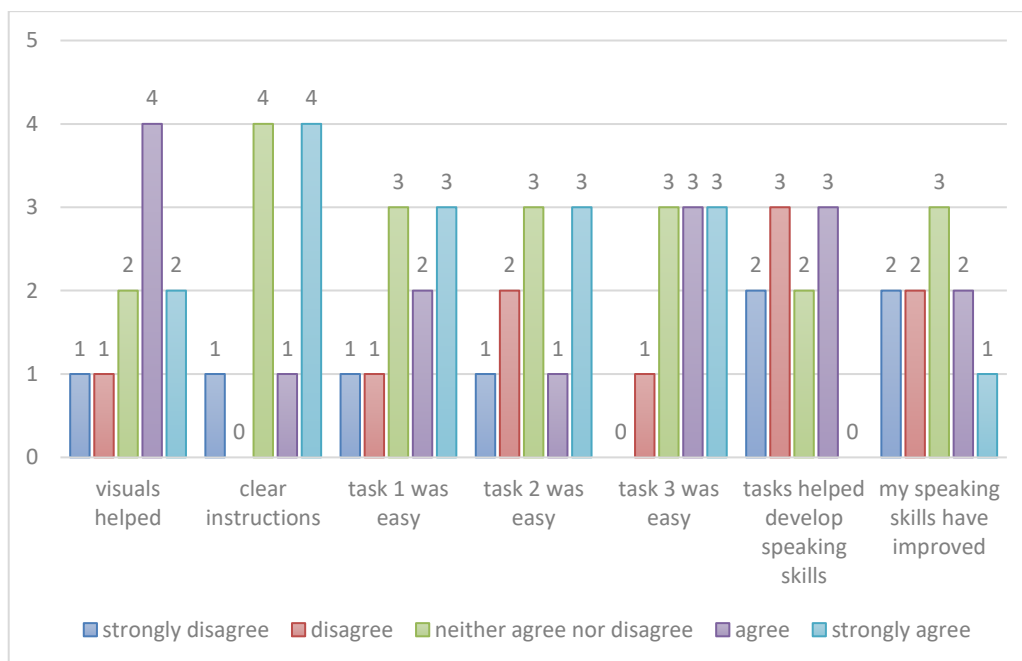
Compared with the last two tasks and the feedback, more of the students are beginning to feel that the tasks help develop their speaking skills. The students explain that they feel the tasks help them, and they have become braver when speaking in English. At the same time, some students feel the tasks are unhelpful in helping improve their skills. They state that they are skilled speakers and do not need to practice. One of the students

pointed out that they do not like the fact they have to speak at all in English; one of the students said it was their favourite module so far.

The last module was titled “Ordering Food” and was made up of three tasks. Ten students out of 11 practised their speaking skills and gave their feedback (seen in Figure 6). The questionnaire consisted of the following statements, questions, and requests to specify their answer:

- The visuals of the tasks helped better understand the task. Explain.
- The instructions were clear. Explain.
- Putting the dialogue in the correct order in task 1 was easy. Explain.
- Writing the text in the comic in task 2 was easy. Explain.
- Writing a dialogue and speaking in task 3 was easy. Explain.
- These tasks helped me develop my speaking skills. Explain.
- What did you like about this specific module?
- What did you not like about this specific module?
- My speaking skills have improved after doing these tasks. Explain.

Figure 6. Students’ feedback after doing the fourth module, "Ordering Food".



Six students claimed that the visuals helped them understand the tasks, two did not know, and two disagreed. One student liked the Harry Potter video, and one said the module was fun. Five students stated that the instructions were clear.

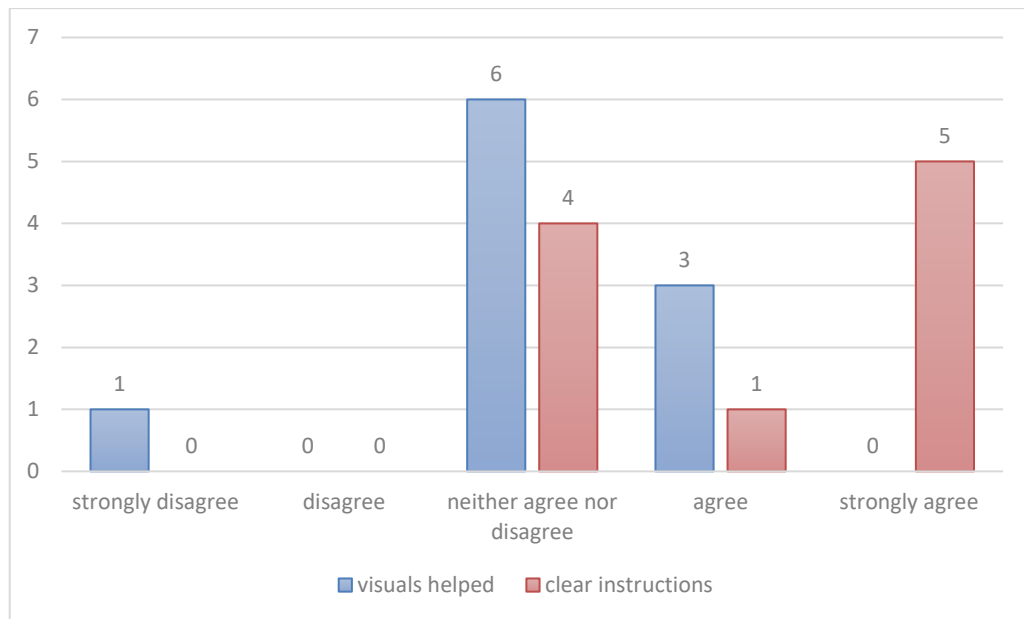
Two of the students did not think the first task was easy; some added that they could pause the video, which helped. One student claimed that the second task was “really difficult”; one said they did not like it, but three of the students said they liked the task as it allowed them to write freely and use everyday language. Most of the students thought the third task of the fourth module was easy as they knew the vocabulary, and the previous tasks helped prepare them for the last task. One student repeated that they do not like to record their speaking; at the same time, three students claimed that they have gotten used to recording their speaking and feel less anxious. Half of the students felt that the tasks did not help them improve their speaking skills, but three agreed that the tasks were helpful. Two of the student repeated that their speaking skill is already good and does not need improving; two of the students claimed they feel confident now while talking inside the classroom.

Students felt their speaking skills had improved; also, some felt that they had not gained anything from the tasks. Some students claimed that they do not know how to assess their development but feel they have become more confident. Two students said that they had not gained any new knowledge. Half of the students said that the Harry Potter video was the most fun out of all the videos and helped them. One of the students claims that she liked these tasks as they differ from the usual textbook-workbook tasks. One of the students said that he likes working on the computer, therefore he likes the modules. One student repeats that he does not like recording his voice and feels the modules have not added to his speaking skills as he was skilled before.

Students’ feedback after doing the modules

The last questionnaire focused on students’ overall feedback on the module being helpful and whether their speaking skills have improved in their opinion (Figure 7). Ten students out of 11 answered the questions.

Figure 7. Students’ attitudes after doing the modules

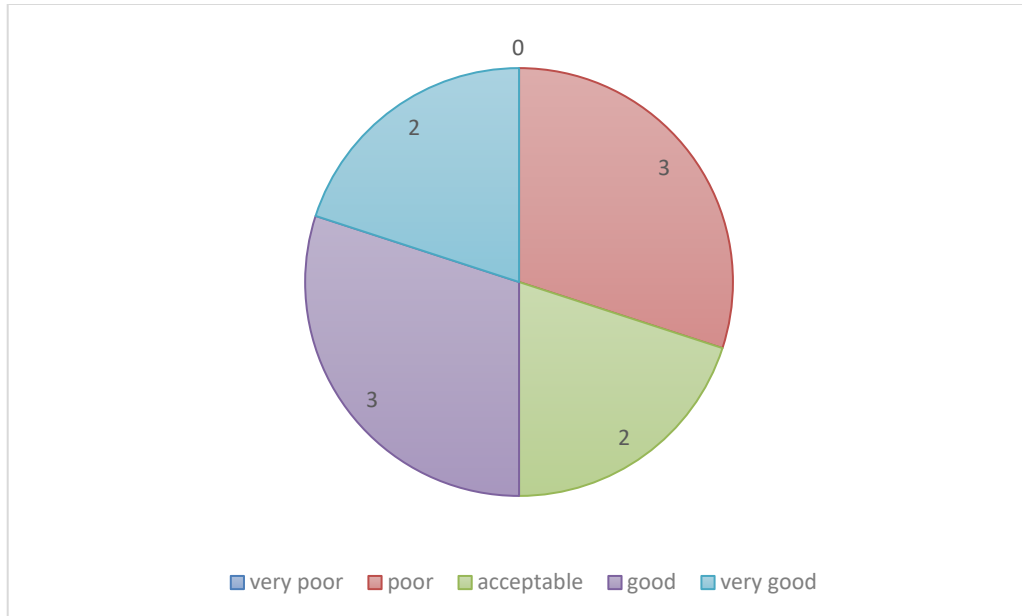


One of the students strongly disagreed with the statement of visuals being helpful while doing the tasks. While in the first questionnaire, six students found the visuals important, then after doing the modules, only three agreed with the statement. It can be argued that this might be because the tasks were similar in structure, and therefore the students did not have the knowledge or the will to analyse the important parts related to the compilation of the modules. It can also be argued whether the answer neither agree nor disagree was chosen by ten students in the final questionnaire might be because they did not want to answer similar questions anymore, as some of the students claimed at the end of the last questionnaire that they are all the same and they do not bother answering.

When rating their speaking skills (Figure 8), students seemed to analyse more, as two of the students claimed to have very good speaking skills compared to the three before doing the modules. Some students claimed their skills to be acceptable; this answer was not chosen when doing the first questionnaire. The three students who claimed they had poor speaking skills before doing the modules and after doing the modules as well but added that they found the tasks helpful, they feel more confident now and hope they will become better speakers

in the future with the help of such tasks. Two students said that they would like to do these kinds of tasks at home as well as they would feel more relaxed when talking.

Figure 8. Students' ratings of their speaking skills after doing the modules.



CONCLUSION

This thesis aimed to create extra materials for teaching speaking skills in form six EFL classroom using digital tools and popular culture, more specifically, movies, TV series, and songs. Furthermore, the author wished to develop students' speaking skills and readiness to speak in daily situations using everyday language and to prepare students for the speaking part in the national test in Form 7. As the students do not get to practice English daily among peers, it seemed crucial to focus on creating materials for developing speaking skills. The created online modules complement the *Give Me Five! 4 Pupil's Book* and *Activity Book* (Shaw & Ramsden, 2018) that are used with form 6 in the school the author of the thesis works. Four topics ("Meeting People", "Jobs", "Healthy Food", and "Ordering Food") were chosen by the author due to the lack of appropriate speaking tasks in the materials used to advance the students' speaking skills.

The literature review gave a brief overview of English as a foreign language in Estonia and introduced different speaking assignments. Using popular culture and digital tools in EFL classes was discussed in the literature review as well. Taking into consideration students' feedback from the questionnaires, it can be said that when the tasks are interesting to the students, they are more motivated to learn and do the tasks more willingly, which is what Harmer (2015) suggested. Assignments with familiar topics and content were more popular among the students and got better feedback both for entertainment purposes and learning new material as well.

Choosing the topics for the lessons is a difficult task as teachers need to keep in mind the curriculum, consider the age of the students and reckon the possibilities they have for planning and conducting lessons. Delevante (2019) and Rabbani (2014) suggest that using popular culture topics in lessons can be motivating as the students feel their interests are being taken into account. This encourages the students to work in the lessons as the topics

are interesting and familiar to them. Popular culture surrounds the students daily everywhere they are, and using it in the classroom impacts the students as well (Werner & Tegge, 2021).

In addition to choosing the topics, the means of teaching can motivate or demotivate the students as well. Integrating ICT into lessons is not new in schools, but as it is widely used by younger generations, the problem of students being more skilled than teachers may arise. Digital tools, when used wisely, may simplify teachers' work and, at the same time, make the students feel motivated as their interests are included in the lessons. The students participating in the present study claimed that using ICT in every English lesson benefits them greatly, and it also saves them time as they type faster than they write and can access materials quicker than from books. The author of the thesis wishes to emphasize the importance of using textbooks and workbooks in schools but, at the same time, hopes that teacher training prepares teachers to use ICT and digital tools in schools in a way that would benefit the students and teachers the most.

One factor when compiling the modules for the materials that was taken into account was the complexity of the tasks. When choosing tasks for compiling the modules, the author of the thesis considered the order of the assignments – from easier to more difficult (Brown & Yule, 1983). The students with lower language levels said that it was helpful as they got to know the vocabulary beforehand, and it helped them with speaking. The students with speaking anxiety and the fear of negative evaluation did not assess their speaking skills any differently but claimed them to be poor and added that they had found confidence from doing the tasks. Getting an evaluation of their speaking from the teacher was more constructive, and they did not fear the negativity from their peers on higher language levels. Fear of negative evaluation might keep the students from talking, and therefore their skills cannot improve (Tsiplaidis & Keramida, 2009). The students with the fear of speaking in front of

their peers claimed that doing these kinds of assignments will help them to become more confident and better at speaking in English.

As the students are on very different language levels, some of them might feel that the assignments are too easy and are not motivated to do them. Students with no speaking anxiety and good language skills speak frequently in the classroom (Mander, 2021) and might not feel the need to do extra tasks to practise speaking. Therefore, when planning a lesson, the teacher must consider assignments on different levels so that each student's abilities could be developed. The author of the thesis will take this into account when planning further activities with the students in the future. Students who use English daily find the textbook tasks childish and would like to do more oral work in the lessons. Communicative language teaching suggests that the students communicate in the lessons, learn from each other and affect each other's skills. For the latter to be possible, lessons need to be well planned and students' abilities taken into account, keeping in mind that no one feels left out and feels like they can express themselves without the fear of failing.

Motivating students to do the assignments may depend on the relationship between the teacher and the students (Harmer, 1998). The results of the thesis suggest that when students feel they can trust the teacher and ask for help without feeling ashamed they are more likely to have a positive experience in the lesson. Moreover, completing the assignments successfully creates the feeling that they have gained new knowledge, and they are more motivated to do similar tasks the next time. A trustworthy relationship between the teacher and the students creates a learning environment that promotes learning. The author of the thesis wishes to encourage students to trust each other as well so that the environment in and outside of the classroom would benefit every student.

The author of the thesis found the answers to the research questions. Students liked using the digital learning materials, and most of them expressed their content on using ICT

in the English classroom. Some of the students felt the assignments were easy, but after analysing their answers, the author of the thesis found that they had done some of the tasks superficially and needed to focus more. Students assessed their speaking skills before and after using the materials, and the results were as expected. Those students who felt confident about their skills before using the materials felt the same after. They added that they liked using the materials but did not feel they had gained much. The students who felt anxiety about speaking and did not like recording themselves claimed that they have become braver and that becoming better speakers needs more practice, but they feel confident that they can achieve it with the help of similar tasks where they can practice speaking by themselves.

The author of the thesis found that although creating materials is very time-consuming it is essential – teachers know their students the best and therefore know what kind of materials on which topics are necessary. In addition, the language levels differ significantly in every class, which results in some of the students needing easier or more difficult tasks. The results of this research cannot be generalized as there were too few participants, and the materials were created considering the same students, their language skills, and their needs. The author of the thesis has a better understanding of the language level of the students and their preferences for tasks that would be motivating and engaging for them.

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Appendix 1


Online Speaking Module – Meeting People

<https://app.wizer.me/learn/G87ZUS>

Meeting People

Topic - Meeting new people and introducing ourselves

Watch the video.



Task 1. Put the paragraphs in the correct order according to the video.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">1. ●</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">2. ●</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">3. ●</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">4. ●</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">5. ●</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">● That's Anger. He cares very deeply about things being fair.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">● "Hello, Riley!" "Oh! Look at you! Aren't you a little bundle of joy!"</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">● "I'm Sadness." "Oh, hello. I'm Joy!"</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">● That's Fear. He's really good at keeping Riley safe.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">● This is Disgust. She basically keeps Riley from being poisoned. Physically and socially.</div>
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Watch the video.



Task 2. Read the conversation and fill in the blanks. Watch the video again if necessary.

"Oh! I don't believe we've met. _____?"

"Eleven."

"Eleanor! She's my .. um.."

"_____!"

"Second cousin."

"She's here for Will's funeral."

"Oh, well. _____ to Hopkins Middle, Eleanor. I wish you were here in a better circumstances."

"_____!"

"Uh, _____ exactly?"

"Odd place."

"Sweden."

"I have a lot of Swedish family."

"She hates it there."

"Cold."

"Sub-zero."

"Shall we?"

"Yup."

Welcome Cousin Thank you What's your name where are you from

Task 3. Write a short text to introduce yourself to a new classmate. RECORD your answer.

(name, age, where you live, school)

B U T I - ● © 📷 🔗 ↻ 🔊 Ω x₂ x² ↺ ↻ 🖋

Write your answer...

Answer recorder (optional) - 🗣 Voice

Task 2. Look at the jobs. Write the names of the jobs.

Choose from here: dentist, fisherman, artist, farmer, astronaut, doctor, firefighter, bus driver, chef.

 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A
 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A
 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A	 ESLFlashcards.com Jobs - Set A

0 out of 9 completed.

Task 3. Choose 3 of the jobs from the pictures above and write a short description.

(where do they work, what do they do, what equipment do they need)




E.g. A teacher works in a school. Teachers teach students different things about life. Teachers may need a classroom but can teach everywhere. They sometimes need books and workbooks but can teach without them. The most important thing they need are students who want to study.

B U T I - • © 📄 🔍 ↺ ↻


Write your answer

Answer recorder (optional) -  Voice

Task 4. Talk about a job (your dream job or any job you choose). Mention the things described above. Take notes. You should speak about 1 to 2 minutes. Record your written answer.

B U T I • • ©   Ω x₂ x⁺ ○ C 

Write your answer...

Answer recorder (optional) -  Voice

Appendix 3


Online Speaking Module – Healthy Food

<https://app.wizer.me/learn/865ALV>

Healthy Food

Topic - Healthy food

Watch the video.



Peppa Pig - Lunch (full episode) Kopeer link

Full Episode

Task 1. Match the words with their explanations.

<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> vegetable ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> tomato ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> lettuce ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> cucumber ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> salad ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> chocolate cake ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> pizza ● </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> lovely ● </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a long, thin, pale green vegetable with dark green skin, usually eaten uncooked in salads </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a sweet food made with a mixture of flour, eggs, fat, sugar and chocolate </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a plant, root, seed, or pod that is used as food, especially in dishes that are not sweet: </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a mixture of uncooked vegetables </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● holding or containing as much as possible or a lot </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a plant with large, green leaves, eaten uncooked in salads </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● pleasant or enjoyable </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-between; align-items: center;"> ● a round, red fruit with a lot of seeds </div>
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full

appetite

the feeling that you want to eat food

a large circle of flat bread baked with cheese, tomatoes, and sometimes meat and vegetables spread on top

Read the text.

Healthy habits

- Drink low-fat milk and water instead of sugary drinks.
- Eat at least five servings a day of fruits and vegetables.
- Include meat, poultry, seafood, eggs, beans and nuts in your diet.
- Choose whole grains (like whole-wheat bread, brown rice, and oatmeal), which provide fiber to help you feel full.
- Don't skip meals, including breakfast.
- Pay attention to portion sizes.
- Be active every day. Walk to school, sign up for a fitness class, find a sport you like, or dance in your bedroom. It doesn't matter what you do – just move!

Task 2. Record your reading.

B U T I - 🔊 🗨️ 📄 🔄 🗑️ 🌐 x₂ x² ↺ ↻ ✎

Write your answer

Answer recorder (optional) - 🗣️ Voice

Task 3. Drag the foods under the correct heading (healthy or junk food).

brown rice	egg	fries	hot dog
broccoli	cookies	dark chocolate	orange
white bread	doughnuts	salmon	avocado
lettuce	chips	cheese	lamb
pizza	cereal	chicken nuggets	nuts
soft drinks	hamburger		

HEALTHY FOOD

JUNK FOOD

Task 4. Why should people eat healthy and have a balanced diet? Write 2-5 sentences.

Record your written answer.

B U T I - 🔊 🗨️ 📄 🔄 🗑️ 🌐 x₂ x² ↺ ↻ ✎

Write your answer

Answer recorder (optional) - 🗣️ Voice

Appendix 4

Online Speaking Module – Ordering Food


<https://app.wizer.me/learn/GI6WXZ>

Ordering Food

Topic - Ordering food

Watch the video.

Anything from the trolley?
Hiljem vaa... Jaga



Task 1. Put the dialogue in the correct order.

Ron: Just the drewballs. Ron: On second thought, just the drewballs. the lady: Anything sweet for you, dear? Cho: Two pumpkin pasties, please. Thank you!

Harry: It's all right, I'll get it. Ron: A packet of drewballs and a liquorice wand. Harry: Oh, no! I'm not hungry, thank you! the lady: Anything from the trolley?

the lady: Anything from the trolley?

Read the comic.



Task 2. Write a comic ordering food.



0 out of 10 completed.

Task 3. Imagine you want to order some food and something to drink from a restaurant. Write a short dialogue. Record your answer.

Rich text editor toolbar: B, U, T, I, Bold, Underline, Italic, Text color, Background color, Bulleted list, Numbered list, Link, Unlink, Undo, Redo, Clear, Eraser.

Write your answer

Answer recorder (optional) - Voice

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Maarja Kallis

Using Digital Learning Materials for Developing Speaking Skills in the Sixth Form EFL Classroom

6. klassi õpilaste rääkimisoskuste arendamiseks loodud digitaalsete õppematerjalide kasutamine inglise keele kui võõrkeele tunnis

Magistritöö

2023

Lehekülgede arv: 56

Käesoleva magistritöö “6. klassi õpilaste rääkimisoskuste arendamiseks loodud digitaalsete õppematerjalide kasutamine inglise keele kui võõrkeele tunnis” eesmärk on luua lisamaterjalid rääkimisoskuste õpetamiseks kuuenda klassi inglise keele kui võõrkeele tunnis kasutades digitaalseid vahendeid ja pop-kultuuri. Töö autor valis Give Me Five! 4 õpiku ja töövihiku täiendamiseks neli teemat: “Inimestega kohtumine”, “Töökohad”, “Tervislik toit” ja “Toidu tellimine”.

Magistritöö esimene osa annab ülevaate teemakohasest kirjandusest ja eelnevatest uurimustest teemadel inglise keele õpetamine Eesti põhikoolides, rääkimisharjutused ja pop-kultuur ning digitaalsete vahendite kasutamine inglise keele kui võõrkeele tunnis. Teine osa keskendub uurimuse metoodikale, põhjendab lisamaterjalide koostamise vajadust, annab ülevaate uurimuses osalejatest ning kirjeldab loodud õppemooduleid. Lisaks tutvustatakse ja analüüsitakse peale õppemoodulite läbimist õpilastelt küsimustike abil saadud tagasisidet. Loodud digitaalsed materjalid on saadaval lisades.

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Märksõnad: inglise keel kui võõrkeel, pop-kultuur, digitaalsed vahendid, igapäevane inglise keel, igapäevased olukorrad.

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