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STRENGTHENING THE SPEAKING PERFORMANCE OF YOUNG LEARNERS BY QUESTIONING STRATEGIES AND ASSISTED WEB TOOLS DURING COVID 19 PANDEMIC¹

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Abstract

Young learners' proficiency, interaction, and learning outcomes have increasingly been related to speaking performance during the outbreak of the COVID-19 pandemic. Theories like the sociocultural theory and the interaction hypothesis have also emphasized the same concept of speaking capacity aligned with the significant role of participation and interaction to empower oral production. This study aimed to observe and investigate online classroom discourse to ensure the most significant role and impact of integrating web-assisted tools and questioning strategies to support the speaking proficiency and interaction of young learners. A case study in which two ten-year-old young learners were learning English in complete online sessions during the outbreak of the Covid19 pandemic enabled us to understand the practices that strengthen the speaking performance through the effective use of blogging, audio reading web tool, and questioning strategies and lead young learners to have better learning outcomes. Four 2-hour sessions were recorded and transcribed to understand the nature of interaction and classroom discourse in the online setting. To deepen the understanding related to the findings, Long and Sato taxonomy (1983) was employed to analyze the classroom discourse, and semi-structured interviews uncovered how these practices help young learners communicate and speak. The results indicated the impact of questioning strategies and the interaction's crucial role, which contributed to better learning outcomes in the virtual setting during the digital era.

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1. INTRODUCTION

The dramatic variables which are observed around the globe have left some critical challenges in the educational atmosphere to be in line with the current changes. In addition to the attempts to keep up with the ever-novelty practices which aim to have not only high performance in each teaching practice but also to ensure the learning outcomes which are of most importance during Covid 19 pandemic. In this regard, the switching into online classrooms of teaching and learning has left enormous impacts on learners and the delivering teaching content appropriately. In addition, the limitations of connecting the internet connection cause learning and communication problems between teachers and students (Dalimunthe, Sutisna, Zakiah, and Handayani, 2021, p.1). "This was followed by social issues, lecturer issues, academic issues and generic issues" (Aboagye, Yawson and Appiah, 2020, p.1). In this respect, other dilemmas have been documented in online learning, Muilenburg and Berg (2005) mentioned that "academic skills, technical skills and learner motivation were the salient ones in online classroom" (p.2). EFL classroom has been a scope for investigation of the lingual crisis communication which has emerged during the pandemic. Discourse, interaction and speaking performance have been considered the most affected practices in the online setting. Learners were not properly involved and engaged in classes. Much more specifically, the required interaction among teachers and children in online settings was a challenging issue. This is because of the fact that the unreliability and non-earnest beliefs towards the authenticity of learning outcomes were considered important factors to create a demotivating online setting towards the interaction in general and discourse classroom and speaking performance in specific. This can also be related with technical problems which some learners have faced during this period of online learning. In addition, the status quo towards digital learning in a synchronous model of teaching has clearly witnessed some weaknesses in the speaking performance of young learners. On the other hand, parents have stressed the concept of speaking in an online setting as it has been considered the most explicit practice to evaluate what is achieved and delivered in an EFL setting. Up to this point, online classrooms have shown a clear gap related to the oral performance of young learners in general context aligned with much more obstacles regarding speaking, interacting or even managing simple discourse. On the other side, a considerable number of mounting voices have been a crucial factor to sustain the role of sociocultural theory. This theory emphasizes the importance of participation in language acquisition (Pavlenko & Lantolf, 2000; Sfard, 1998; Wells, 1999). It has been also advanced as an alternative to the psycholinguistic perspective in classroom discourse studies (Platt & Brooks, 2002; Ohta, 2000) in the field of not only second language but also foreign language learning.

The current study aims to diminish the influences of covid 19 pandemic. This is because of the fact that the sudden switching from the traditional model of teaching into online teaching has demonstrated huge obstacles. This is likely to be rooted in the changing of the teaching nature and context. These variations have affected to some extent the major language skills. Speaking skill and the ability to speak have been at the least degree of practice. As result, the oral discussion and interaction have undermined. In addition, being novice digital teachers in using technology to enhance their teaching practices, a teacher-centered class was the sole teaching to practice in order to cover the teaching material and achieve the objectives. In this context, the addressed practice has saliently contributed to the weakness in speaking performance and discussion. EFL setting, where English is only practiced in language classrooms, has been affected in the way of adopting online model of teaching. It has left a huge influence on EFL learners. Psychological factors related to the

levels of anxiety and the lackness of motivation have been the most prominent. These factors have contributed to less interaction and decreasing the chances of speaking in an online setting. To this point, it seems that there is an urgent need to address the problem related to the speaking, interaction and discourse in online language classes. Therefore, web 2.0 tools have been employed to increase the chances of speaking and discussion. An in-service teacher, who conducted this study, believed that enhancing learners with web-tools 2.0 and using in-class effective techniques are likely to empower and develop their practices. Therefore, class dojo, news in levels and voa learning English have been utilized as web tools to enhance learners' speaking proficiency. Other strategies have been employed to increase learners' fluency. In this respect, questioning strategies are utilized to decrease the chances of silent periods, and increase learner's interaction and classroom discourse.

2.0 LITERATURE REVIEW

In this part, this paper investigates the literature related to oral production and speaking performance. This is because of the fact that language which is taught in an EFL context is likely to be assessed basically from the capacity of communication and interaction appropriately. Burkart & Sheppard (2004) discussed that accomplishment in learning a language is estimated in regards to the capacity to do a discussion in the target language.

2.1. Sociocultural theory and social development theory

Sociocultural theory is concerned with practices that promote young learners' interaction to be involved in the process of learning. Sociocultural theory also necessitated the roles of participation in social interaction or social context. In this regard, learning language can be considered as a social procedure which is associated with interaction with others Vygotsky (1978). Savery, and Duffy (1995) mentioned that "constructing understanding through interaction with others in social environments can be applied" (p.31). Vygotsky (1934) gave much more significant attention to what the child can utilize for interactional purposes. In addition, young learners are likely to shape their speech and interact with others with the help of the environment. In a language teaching setting, teachers could underpin young learners to speak and shape discourse with the help of a zone of proximal development.

ZDP can also sustain what young learners can achieve in more dynamic procedures in which cognitive development can lead towards more productive interaction. According to Rogoff (1990) "Children's cognitive development is an apprenticeship" which takes place align with "guided participation in social activity with companions which support and stretch children's understanding of and skill in using the tool of the culture" (vii).

In the theory of social interactionism, Vygotsky (1978) stressed that through interaction with people learning can happen. This interaction is likely to be applicable through underlying components which are related to interactionism theory. Williams and Robert (1997) mentioned that social setting, intervention and zone of proximal development are the significant parts in that hypothesis. In the same context, Jarvis (2008) pointed out that "active instruction of understanding takes place during interaction with more knowledgeable or experienced tutors or learners" (p. 173). Promoting the quality of communication and increasing the chances of communication can ensure better speaking performance. Kumaravadivelu (2003) stressed the idea of employing different practices related to classroom discourse. One of the prominent features Kumaravadivelu (2003)

believes and it is likely to contribute to a better interaction is the use of questioning strategies.

2.2. Classroom discourse and questioning strategies

Classroom discourse is concerned with the ways to convey knowledge and clarify the exact meaning which teachers aim to attain as objectives in the educational setting. In this regard, discourse strategies that engage the learners and make them involved are highly significant. In doing so, students learn to ask each other clarifying questions as they interact around ideas. In addition, teachers can reformulate, negotiate, interpreting, explaining, scaffolding or even debating to enhance the teaching context that contributes to much more fruitful learning outcomes. Walsh (2011) differentiates this notion related to classroom discourse and its practices as "the ways in which teachers and learners jointly construct meanings through the talk that they produce". Alexander (2006) discussed the concept which is in line with discourse and talk. He stated that the quality of learning is relatively close to classroom discourse. Other linguistics research related to discourse highlights interactive practices related to the teacher's way of questioning. According to (Nystrand, Gamoran, Kachur and Prendergast, 1997) questioning answering strategy is correlated with educators controlling the discourse. In the same context, Lemke (1990) pointed out that the proper utilization of discourse guarantees the language instructor control for the subject of conversation. In addition, it affirms which student answers their inquiries and which answers are considered right. In the same vein, the language teachers can utilize questioning to check on learners' knowledge and promote their production. The addressed behavior of questioning follows what is constructed in I initiation, R response, and Evaluation. (Mehan, 1979 as cited in Jocuns, Shi, Zhang, Yin, Xiangyue, Huang, 2020, p. 9) explained that a well-organized talk happens "where the teacher asks questions (Initiation), listens to learners' responses and answers (Response) afterwards teacher can assess the correctness of these responses (Evaluation). On the other hand, the pattern of I-R-T that may authorize the language classroom. It decreases the chances of enhanced talk or conversation. Lemke (1990) indicated that the chance for language learners to talk through their thoughts is lost, and educators can't measure learners' understandings or mistaken assumptions since they can't hear how learners' talk about a point or topic. The role of questioning procedure and behavior have shown that referential question compared to display question could generate enough productive and interactive discourse according Behnam and Pouriran (2009). Another research investigated the talk of Chinese teachers unveiled that the priority of employing display questions over the referential questions. As result, this discouraged students from producing more complex and sophisticated responses according (Xin, Luzheng and Biru 2011). In the same respect, Faruji (2011) investigated different features of verbal interaction in teacher's talk and questions. This study categorized the questions in a well-structured taxonomy which covered questions considered to be factual, productive, evaluative and empirical. According to Derin, Purtri and Nursafira (2020), they found that secret dominance and desire to authorize the talk between language teacher and learners in conducting their identity. This can prove the perspective towards discourse analysis and its role to develop learners critical thinking practices and skills. The significant role of classroom discourse and its practices identified features of critical thinking which are potentially to be implemented in EFL context promote a very advanced and high level of thinking in language classes according to Hashemi and Ghanizadeh (2012).

2.3. The Significant Role of Online Learning and Web 2.00 Tools on Interaction.

Online learning has been considered as a process that adopts internet learning based on its essence. According to Riahi (2015) who defined that type of learning as an e-learning model where learners have the opportunity to learn anytime or anywhere over the internet. In this respect, it is noteworthy that online learning is gaining a high level of momentum during the lockdown because of Covid19. Basiliaia and Kvavadze (2020) declared that "the transition from traditional to remote learning during Covid 19 pandemic was successful, although to ensure the quality and effectiveness of learning" (p.2). Concerns related to the quality of education, language outcomes and language learner's content are still under the scope. This is because of the lack of social interaction in the education setting which may decrease the learning chances. According to Xu and Ebojoh (2007), the way of delivering lectures in an online model of teaching has contributed to making the learners frustrated and most probably uncomfortable. In the same vein, the surprising switching to the online model of education has come up with obstacles related to anxiety levels. As a result, it is enthusiastically prescribed to deal with the tension of learners in order to ensure the viability of web based learning (online learning). Subsequently, (Kreijns, Kirschner, & Jochems, 2002; Eom and Ashill, 2016; Baber, 2020) mentioned that communication and interaction among students and teachers found that students who were contented with expanded connection perceive preferable learning results over students who experienced less interaction and cooperation during the learning. Up to this point, web 2.0 tools can be employed to increase the interactivity of online language classes. (Ferdig, 2007, as cited in Usluel and Mazman, 2009, p. 819) mentioned that "Web 2.0 tools provide an interactive media which supports the pedagogical approaches". These tools are indicated in (Duant, 1999; Brady, 2004; Su, Bonk, Magjuka, Liu, & Lee, 2005) which revealed the necessity of different interactions, this interaction can be with the assistance of various technologies for the nature of learning, fulfillment of students, and viable learning results.

3. METHODOLOGY

3.1. Research Design

A case study investigated the impact of questioning strategies and web 2.0 tools in strengthening the speaking performance and discourse of young learners in online classrooms during the third climax of the widespread for covid19 pandemic. To assess the participant's progress through implication of these tactics effectively, the teacher employed a pretest and a posttest to assure the validity of learners' practices and improvements. In 2021 March, a language school was selected to conduct this current study in Florya Istanbul. This language school has been considered to be above average in terms of education quality and infrastructure as compared to other language schools. This language school is also well known for the intrinsic motivations of learners and their parents to strengthen the oral command of English and the sole utilization of target language in the educational setting. This is because of the primary conceptualization for parents who believe in "the more instructors and learners communicate in the target language" the more advances will be attained. Students usually receive two three hour sessions of English language at the weekends. These sessions are for teaching major skills and subskills in complete English language classes. During the pandemic, the students were sustained with all technological budgets and tools to pursue their online education. Despite the fact that they were familiar with the use of technology to play games and the like. They did not utilize such distinct features for learning purposes or even for entertaining learning. All of them had their own phones and computers. The point which facilitated the procedure for conducting this study. It has been a necessity to employ qualitative and quantitative

methods to collect and analyze the data in this study. The initial goal is to investigate and observe the nature of online questioning strategies based on Long and Sato's (1983) taxonomy align with the employment of News in levels, VOA learning English and Class dojo. The main focus of the study was to strengthen the speaking production and discourse of young learners by the addressed web tools and strategies.

3.2. Research Questions

In accordance with the goals of the current study, the following questions have been taken into account

1. Can the speaking ability be enhanced with the help of web tools -News in levels, VOA learning English and class dojo.?
2. To what extent can the speaking performance and interaction of young learners through questioning strategies and presenting skills be strengthened?

3.3. Participants

The data for this study are adopted from two EFL classes at a private language school in Istanbul. These classes were taught by an in-service teacher in Istanbul in March 2021 during Covid-19 pandemic. The Turkish learners and the ESL instructor were in Turkey and studied online. The initial findings indicated that the instructor was a nonnative speaker of English who has been teaching English for over ten years and all the student participants were ten years old and they studied English for over two academic years. This information reflects the typical situation of an English educational course in which English is considered the target language.

A total of 2 EFL learners were attending online classes. All of them were A2 learners of flyer and mover levels in English according to Cambridge assessment.

Table 1. *Participants' number*

Participants	Number	Mean
Male learner	1	33.33 %
Female learner	1	33.33 %
Instructor	1	33.33 %
Total	3	100 %

3.4. Data Collection Tools

This study has included data from students' English interaction and oral skills pretest and posttest, recording of two classes and semi structured interviews that ask learners to assess themselves before this study and once this study has been conducted.

The English speaking test has been designed to assess the participants at the beginning and at the end of this study. Each of which has the same testing format. However, it has different prompts. Each participant was given three minutes to read one passage from which they were responsible to present further specifics regarding the juveniles aligned with the setting and the characters. This passage must be chosen from news in levels and presented. Once the learners were accomplished, the instructor asked follow-up questions regarding the assigned passage. Speaking skills were evaluated taking into account the upcoming aspects: accuracy, pronunciation, use of words, fluency and grammar use. All

the learners' responses to the English speaking test have been recorded video-like and assessed immediately.

Table 2. *The assessed aspects of speaking performance for young learners*

Learner 1	Pretest	Post test
Accuracy		
Pronunciation		
Fluency		
Grammar use		
Learner 2		
Accuracy		
Pronunciation		
Fluency		
Grammar		

Each of the mentioned items sustained the exact process of evaluating these two learners. In this context, the teacher has identified each of the items that are employed to assess the learners. Accuracy referred to the correct utilization of the relevant lexis, expressions and collocations to explain the reading content. The teacher took advantage of the scale to assess the learner which was "1 very poor 2. Poor 3, fair 4, good 5. very good".

To assess the fluency of each learner, the number of sentences that have been spoken within a limited time were the resolute criterion. The scale to score the learners' fluent capacity was scaled from 0 to 3

0 nothing spoken 1 one spoken sentence 2 two spoken sentences 3 three spoken sentences.

Pronunciation is a significant element to assess EFL learners in Istanbul. It is considered one of the distinguishing aspects to more proficient learner and high quality content of practices. The teacher thus employed a scale that clarified how learners were at the pronunciation. The fundamental point to assess pronunciation was clearness and comprehensibility; the scale was ranged from 0 to 1 , with 0 referred to incomprehensibility, on the other hand, 1 referred comprehensible and clear pronunciation.

For grammar, learners were assessed in terms of the systemically word order aligned with tense aspect and other inflections. The teachers employed a scale which ranged from 0 to 3.

0 refers to the sentences which were full of grammatical mistakes which were in relation with word order aligns with tense aspect and other inflections. 1 refers to sentences that were full of aspect tense and inflections. 2 refers to the sentences which were full of inflections and 3 refers to the sentences which were correct.

One more major objective for the study was to obtain further profound practical knowledge towards the nature of processes during discussions and identify, observe and investigate online classroom discourse to find out what the most prevalent interactional type of questions that contributes to sustain classroom discourse, learners' speaking ability and ensure learners' understanding to the procedures in a foreign language (TFL) classroom. Therefore, four 2h sessions were video-recorded, and the four 30 minute speaking parts of these sessions have been analyzed to understand the interactional procedures. The total

period which has been under the scope of observation to investigate the significant role of questioning strategy is 240 minutes. Long and Sato's taxonomy (1983). Video recordings enabled us to observe the accurate complication of dynamics that were adopted and utilized during interactive classroom discussion in a systematic, holistic, and thorough method. We also took field notes during our observations. Moreover, quantitative analysis of the findings was provided to "(a) make the findings more reader friendly, (b) explain why we have drawn particular inferences from the data (Mackey & Gass, 2005, p.323), and (c) help us identify the trends extracted from the data analysis".

The teacher employed another self-assessment rubric which is called willingness to communicate McCroskey (1992) that learners are to check their understanding after watching VOA learning videos. The purpose behind this procedure is to compare between the speaking outcomes of well-prepared practice for specific topics and the intended unprepared ones. The learners were expected to watch a video and answer various types of questions in accordance with trimmed recorded videos which were taken from the major video. The learners were to answer from four to six questions once they watched the video.

3.5. Data analysis

The recorded data from our four 2h sessions were a video-recorded, and the data were transcribed manually with the help of Zoom app, after that they have been checked one more time based on (Yuksel, D. 2008) key to reading the transcript. Regarding the taxonomy which has been adopted in this study, it is based on question categories by Long and Sato (1983). To ensure the reliability of the analyzed data, two coders have been selected to ensure the outcomes of the mentioned procedures. The pretest and posttest results have been considered a significant area to analyze the data. We also observed the results of video recordings and blog entries on ClassDojo to understand the impact of such practices on young learners learning during pandemic. One more follow-up tool was used self-assessment rubric (WTC) McCroskey (1992) which showed the learners' insights toward the comprehension material and their perspectives towards their progress in the speaking skill of the target language.

3.6. The process of study

To strengthen the speaking performance and develop the speaking ability, the instructor who has extensive teaching experience for over three years in online teaching has selected effective webtools that improve the target skill. Three websites were selected for this study. The websites were class dojo, news in levels and VOA learning English. Learners were asked to utilize class dojo (classdojo.com) which is an educational platform. It can be used by teachers, students and family by sharing what is being learned or done in the classroom, classroom home or online through photos, videos, blogs and messages. Class dojo can enhance the motivational process and positive feedback. They were also responsible for browsing news in levels website or mobile application (news in levels). This website or application aims to develop EFL learners through short news. The news has words which are often used in English. More interestingly, this website supports three levels for each article and each of which contains the most used or significant words in English. The third website which is considered one of the lovely ones to young learners was VOA (voanews.com). This website has gained its popularity around the globe because of the fact that it addresses more than one underlying lingual level of EFL learners. It enhances the beginner along with intermediate and advanced levels. More amazingly, it contains funny learning and teaching English videos that have been favored for young learners.

All target learning materials were audio reading passages from news in levels app. Each learner was responsible to read one passage each day. The teacher asked each learner to follow some tips to facilitate the process of leaning (e.g. Listen to the passage carefully, check the words you don't know via online Cambridge dictionary, write the new words in your notebook and read the text again and try to know what the main idea is in the text). Once each of them is done with his daily reading assignment, language learners are responsible for writing a blog regarding the text they have read each day.

Student's blog on class dojo that shew his written titles as daily based blog

Learners were responsible to present their reading content during regular sessions at the weekend. In the same regard, the teacher employed the questioning strategy to ensure their understanding and comprehension of the reading passages. Moreover, the teacher believed that the strategy of questioning will increase their interaction in the online classroom and develop their speaking performance and ability.

4. FINDINGS

Table 3. *The results of pretest and posttests*

Learner 1	Pretest	Post test
Accuracy	2/5	4/5
Pronunciation	0/1	1/1
Fluency	1/3	2/3
Grammar use	1/3	3/3
Learner 2		
Accuracy	1/5	3/5
Pronunciation	0/1	0/1
Fluency	1/3	2/3
Grammar use	1/3	2/3

The above table has shown significant advances and improvements in some aspects of speaking, accuracy of the first young learner has been 4/5. This point indicated that the learner has improved his accuracy. While the second learner has shown fair improvement related to accuracy. The pronunciation aspect has been comprehensible and featured with clear talk in young learner 1 utterances while the second young learner hasn't shown any authentic improvement related to pronunciation. Both of whom have increased the pace of their talk and fluency which can ensure better speaking production. They were able to say simple sentences at least. The first young learner has been able to overcome grammar while the second young learner has met some problems related to the structure of English sentences.

Table 4. *Teacher questions related to the Taxonomy of Long and Sato (1983)*

Type of question	N	%	L1	L2
1.Echoic	3	0.83	1	2
2.Epistemic				
a.Referential Questions	31	8.6	26	5
b.Evaluative	190	52.77	100	90
3.Expressive				
4.Social control	3	0.83	2	1
a. Attentional				
b. Verbosity				
5.Display questions	115	31.94	40	75
Total	360	100	177	173

Results of employing Long and Sato's taxonomy have uncovered a high number of "epistemic questions {Referential questions; 31/8.6 and Evaluative questions; 190/52.77}." Of 360 questions, the teachers utilized 115/31.94 as display questions in addition to 3 Echoic and 3 social control questions.

Observing their behavior during the sessions

The observation of online sessions has shown the active role of young learners on deciding the topic and reading passages to be read. Young learners have read more than 40 passages with the help of news in levels.com. In addition, the teacher aimed to adopt the learner centered approach in the online setting which has ensured more practices and language interaction in which young learners can keep their cognitive skill and their critical thinking at best. Young learners' attitudes towards online language classes have shown more satisfaction. This is because of their increased language active role in addition to being involved in more challenging tasks. These tasks contributed to reformulate the insights towards the reliability and authenticity of online language context. Being asked to read in a well-organized and structured program, young learners have increased and foster a sense of autonomy much more. Behaviors and reflections during speaking sessions have shown increased interactional communication, this can be rooted at the technique of orchestrating teacher talk and modification the high level of questions to increase the verbal and oral production. Intrinsic motivation has been shown clearly through more generated communicative interaction, this is because the fact that young learners have decided the catchy reading topics and areas of knowledge which they want to unveil much more facts about. The level of anxiety has been at its least degree. This is because of the simplification related to the teacher talk, the linguistics level of questioning and functioning grammatical aspects which have been discussed in their general English classes. The utilization of referential questions has underpinned the increase of generated classroom discourse and sustains the chances to speak much more. Other techniques have contributed to enhance the stream of discourse whenever young learners have met any obstacles. Cameras have helped young learners to grasp some ambiguous lexis which are not commonly utilized during the interaction and talk between learners and the teacher. Thanks to Camera and body language which have sustained the learners to grasp some complex and uncommon words. Chat box was another tool helped whenever young learners met any difficulties in expressing themselves or clarifying their ideas.

The results of self-assessment and semi structured interview

The scale of willingness to communicate McCroskey (1992) has been the sole tool to deepen the understanding of young learners' capacity to oral production. In this regard, some points have been adopted from the scale of willingness to communicate which is likely to help the language teacher to design follow up class materials, speaking tasks, and teaching practices. Based on WTC, learners were asked to what extent they can communicate in the following situation

Table 5. *The results of self-assessment and semi structured interview*

Direction	Learner 1	Learner 2
"Talk with an acquittance"	90	80
"Talk in a small group of strangers "	95	82
"Talk with girl/boyfriend "	100	90
"Talk in a small group of friends "	75	70
"Talk with a salesperson in a store "	80	70
"Talk with waiter in restaurant"	95	85

DISCUSSION

The findings of data analysis have ensured that both young learners have developed their speaking and discourse skills in the following dimensions -accuracy, fluency, grammar use, and pronunciation over a limited period of time. That is to say, young learner 1 has shown her capacity in discourse management with the help of questioning answering technique. In addition to significant progress in using the target language without any further switching code that may affect the stream of discourse or the fluency. By employing various networking sites to improve their speaking skills, learners have shown their adaptation to use them and interact with to increase their speaking production. In the same context, self-reported data related to other research and studies have asserted that e.g. Sun and Yang (2015); Lin, War Schauer, and Blake, (2016). The advanced points in this study transpired special affordance of employing social networking site class dojo, web 2.0 tools like VOA learning and news in levels aligned with functioning the taxonomy of questioning strategy. These affordances are related to creating a much more motivating online language setting, reducing the negative effects of switching to online education, the facilitating role of web 2.0 tools, situated learning and more productive discourse related to more interactional communication.

News in levels and class dojo have created much more opportunities to encourage young learners to use English, increase the chances of their practices outside the class and improve their speaking skills as well. The limited period of time in which learners have been trained, they have posted 40 posters related to the passages that have been read as assignments. This has provided them with more opportunities to raise their awareness towards the seriousness of online setting practices in addition to the practices outside class. With the help of technological devices used by young learners to accomplish the task, they have been motivated and enthusiastic. Kukulska-Hulme and Viberg (2018) pointed out "the use of mobile devices like smartphones and iPad in language classrooms produce positive effects in terms of learner attitudes, enthusiasm, engagement and mutual encouragement" (p.214). Thanks to the addressed web 2.0 tools and technological tools not only has speaking skill been promoted and enhanced but also the motivation to learn L2 has increased and sustained the sense of autonomy. Ilic (2015) shows "how using mobile

phones can increase L2 motivation and provide more opportunities for oral communication practice" (pp.17-18). The sense of autonomy and motivation can contribute to high levels of self-regulation towards learning language. This has been identified by Lai and Gu (2011) who stated that "learners with high levels of self-regulation in language learning can use more technology outside class as they have a high level of self-efficacy for technology use" (p.317).

The utilization of web 2.0 tools have effectively reduced the negative effects of online education. Young learners have shown the least level of anxiety owing to the fact that language teacher's focus was on communication, interaction, and more discourse practices. This can contradict Liu and Jackson's study (2008) who mentioned that language learners are likely to experience shyness or even fear in connection with communicating in English when it is taught in EFL context. In this respect, it is worth mentioning that the employment of web 2.0 tools e.g. News in levels and VOA learning English have had a huge impact on decreasing shyness and anxiety. In addition to that, young learners are given the chance to have prior practice. This prior practice has been through a well-structured and regulated procedure 1. Choose a passage from news in levels 2. Read and analyze 3. Post the title of the passage on ClassDojo. In this regard, this practice also decreased the feeling related to anxiety, shyness, embarrassment and their fear of discussing, speaking or interacting with their language teachers or in public. According to Azarfam and Baki (2012) who highlighted that "language anxiety could affect the speaking skills by lowering the quality of oral performance as anxiety increased" (p.153). Subsequently, it is noteworthy that development of young learners' proficiency in speaking skill and discourse can present that the level of anxiety and other negative effects have lessened to the lowest bottom in this study.

Young learners assured that using different web 2.0 tools in the process of learning English language was not only a great experience for them, but also they mentioned their increased familiarity with what they read, listen or even discuss. In addition, they expressed that such tools enabled them to practise English outside the online EFL setting in a genuine and touchy context related to the current situations and their daily life. In this regard, young learners are likely to grasp what they read in news in levels since it includes information related to the setting or ongoing events around them. This can reflect one of the significant features of employing these tools to increase the trustworthiness, reliability of online context and its practices. On the other hand, this can lessen the obstacles related to traditional foreign language learning. According to (Zhang & Zhang, 2015) who stated that the principal impediments of traditional model learning language included overloaded non-contextual and functional information, and abstract language knowledge aimed at learners stranded in the educational setting. On the other hand, situated learning or functional learning has provided much more chances to improve listening and speaking skills. By reviewing young learners' blogs on ClassDojo, they have shown that most of what has been selected to be read is rooted from the daily life and situated context. This finding is likely to go in line with Ogata, Hui, Yin, Ueda, Oishi, and Yano, (2008) who stressed "the recommendation on integrating the knowledge acquired in the classroom with students' real day to day needs" (p.271). In the same vein, Hwang and Chen (2013) mentioned that "Situated learning in daily life was beneficial for EFL elementary-school students, and also concluded that situated learning provided young learners with more opportunities to practice listening and speaking that wouldn't have been available to them" (p.101).

Long and Sato taxonomy has deepened the understanding towards which type of questions could increase the interaction and underpin classroom discourse. In this respect, this study showed that referential questions which are proven significantly longer responses. These

responses have been much more complex compared to displaying questions' responses. This study agrees with Blanchette (2007) who stated that both referential questions and display questions are asked by teachers but only display ones are employed by students in online model of communication.

Example 1.

T: What does would like mean? +when I say would like, do you know the meaning of would like?+ +

L1: No

T: Would like means, I want. For example; I want to be a doctor.

Example 2.

T: What happened in 2014? +

L1: In 2014, a similar incident happened when a tiger killed a person who worked at the park.

T: Good so, in brief, we are talking about a tiger who appeared suddenly when a woman got out of her car. But the woman ran away and she survived, right?

L1: yea

This study unambiguously finds out that employing referential questions have assured more authentic answers and greater creative answers in the online context. This finding can be proven by Bozorgian, Fallah and Sakineh (2017) who mentioned that "referential questions can be used to instigate genuine communication, thereby, facilitating less restricted discourse and promoting greater creativity in the classroom" (p.1). In online language classes, it has been proven the efficacy of wait time to have high level of quality or responses are correlated with referential questions. According to Biggs and Tang (2017) (as cited in Bozorgian; Fallah and Sakineh 2017) "longer wait-time between turns when referential questions are asked can play a crucial role for high-order responses" resulting from critical high thinking" (p.2).

Example 3.

T: I wonder if you can, let's say, explain what does vaccine passport mean? + + + +

L1: Passport is a document which makes it possible to travel abroad.

T: Ok, well. What is happening now in many countries? + +

L1: I don't understand.

T: What is happening now in many countries in the world? What do government + and health sectors do?

CONCLUSION AND SUGGESTIONS

The current study has been conducted to decrease the direct impacts of switching to online learning during this pandemic. In addition, it aimed to answer the questions related to the speaking ability if it is likely to be enhanced with the help of web 2.0 tools -News in levels, VOA learning English, class dojo. The results have shown the importance of the addressed web tool 2.0 to sustain the learner's independence and increase the sense of autonomy and provide the learners with much more chances to be active. Such tools can underpin the language teaching material providing that they are implemented with more promoting activities related to interaction according to Van den Branden (2006). It also lessens the negative impacts related to anxiety, shyness and the fear of speaking in public. The study also deepens the understanding towards the speaking performance and interaction of young learners through the employment questioning strategies. This point has uncovered that referential questions are the more productive and generated type of questions to elicit student's responses. Thanks to referential questions, language teachers are able to manage more natural discourse and generated productive interactional communication.

This study suggests investigating more aspects of discourse and strategies in larger classes to grasp the nature of teacher talk in variable settings where individual differences are likely to leave some impacts on ways of discourse and on students' responses. Integrating other skills to related speaking can sustain not only the oral performance of learners but also can develop other language skills. Conducting this study on different populations can increase the teacher's knowledge of how to talk, manage discourse, and strengthen the speaking skills of different levels. This study can be conducted with the help of different web 2.0 tools which can support online language learning.

Limitations of the Study

Some limitations should be taken into account for the upcoming studies. One of which is to investigate these practices in a larger community of young learners. Integrating skills related to speaking in more complex which may ensure a high quality of education. Investigating these practices through a short period of time was another limitation in this study.

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