

**T.C.  
DOKUZ EYLÜL ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI  
İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI  
DOKTORA TEZİ**

**LEARNING GRAMMAR WITH EDUTAINMENT  
ACTIVITIES IN HIGH SCHOOLS**

**Hüsnü CEYLAN**

**İZMİR-2007**

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**Hüsnü CEYLAN**

**DANIŞMAN**

**Yrd. Doç. Dr. Ayfer ONAN**

**İZMİR-2007**

Doktora Tezi olarak sunduđum ‘Learning Grammar With Edutainment Activities In High Schools’ adlı alıřmamın, tarafımdan bilimsel ahlak ve geleneklere aykırı dıřecek bir yardıma bařvurulmaksızın yazıldıđını ve yararlandıđım eserlerin kaynakada gsterilenlerden oluřtuđunu, bunlara atıf yapılarak yararlanılmıř olduđunu belirtir ve bunu onurumla dođrularım.

24.08.2007

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## **ABSTRACT**

### **Learning Grammar with Edutainment Activities in High Schools**

This study consists of quantitative and qualitative parts. English Grammar lessons are found to be more monotonous and boring than the other skills such as reading, listening and speaking. The purpose of the study is to investigate the effects of extra-curricular Edutainment activities (activities which both entertain and educate) which are thought to do away the boredom and monotony of the Grammar lessons on the students' attitude towards English lessons.

The study was carried out in the Süper Lise part (Foreign Language centred High School) of Buca Lisesi (Buca High School) on the preparatory classes ( prep-A and prep-C) in the second term of the 2004–2005 academic year.

The quantitative parts of the study consist of the extra-curricular edutainment activities prepared by the researcher after determining the weak and strong points in the students' Multiple Intelligences and taking into consideration students' age and level of English, a Multiple Intelligences Inventory and an English attitude scale developed by Assistant Prof. Dr. Uğur ALTUNAY.

Two preparatory classes were randomly assigned as experimental and control groups; prep-C as the experimental and prep-A as the control groups. Prior to the initiation of the study the extra-curricular edutainment activities were prepared in line with the subjects of the course book units taken into consideration. After the results obtained from the Multiple Intelligences Inventory, edutainment activities such as songs and music, games, poetry and humour and jokes were chosen as the primary activities to be infused in the curriculum.

In both of the preparatory classes the lessons were delivered by the researcher, who followed lessons enriched with extra-curricular edutainment activities in the experimental group and lessons only following the course book in a traditional communicative methodology in the control group (New Bridge to Success 2).

Both the experimental and control group were given the English Attitude Scale as pre-test and post-test. In the qualitative part of the study after the treatment semi-structured interview questions were prepared to investigate the students' thoughts on the application of the edutainment activities in their Grammar lessons.

For the analysis of the data gathered from the English lesson attitude scale the SPSS computer program 11.0 was used. For the analysis of the M.I. Inventory the criteria provided by Özden (2003) was used. For the qualitative part a descriptive analysis was used to summarize and comment on the data.

The findings obtained from the pre-application and post-application English attitude scale indicate that the difference is insignificant ( $p < 0.05$ ). This is to say that the extra-curricular edutainment activities did not have a significant effect in changing the students' attitude towards the English lessons in a positive way.

Keywords: Pleasure Principle, Edutainment, Extra-curricular activities, Grammar, Attitude.



## ÖZET

### LİSELERDE HAZIRLIK SINIFLARINDA EĞLENCE VE EĞİTİME YÖNELİK ETKİNLİKLERLE İNGİLİZCE DİLBİLGİSİ

Bu araştırma, nicel ve nitel bölümlerden oluşmaktadır. Çalışmanın amacı müfredata-ek olarak verilen Eğitim–Eğlence aktivitelerinin (hem eğlendiren hem de eğiten aktiviteler) öğrencilerin İngilizce derslerine karşı olan tutumları üzerindeki etkisini araştırmaktır. Dilbilgisi dersleri diğer Okuma, Dinleme ve Konuşma becerileri derslerine göre daha tek düze ve sıkıcı bulunmaktadır ve bu aktivitelerin uygulanması için Dilbilgisi dersi seçilmiştir.

Bu Çalışma 2004–2005 öğretim yılı ikinci döneminde Buca Lisesinin Süper Lise Hazırlık sınıflarında yürütülmüştür. Çalışmanın nicel bölümü araştırmacının öğrencilere Çoklu Zekâ envanteri verip zekâlarındaki güçlü ve zayıf yönlerini tespit ettikten sonra öğrencilerin yaş ve İngilizce seviyelerini dikkate alarak hazırladığı müfredata-ek aktiviteler, Çoklu Zekâ Envanteri (Özden 2003), ve Yrd. Doç. Dr. Uğur ALTUNAY(2002) tarafından hazırlanmış İngilizce Tutum Ölçeği'nden oluşmaktadır. İki hazırlık sınıfı kontrol ve deney grubu olarak rasgele seçilmiştir; hazırlık-C Deney grubu hazırlık-A kontrol grubu.

Araştırmanın başlatılmasından önce müfredata–ek eğitim–eğlence aktiviteleri araştırmacı tarafından ders kitabındaki ünitelerdeki konulara paralel olarak hazırlanmıştır. Çoklu Zekâ envanterinden elde edilen bulgulardan sonra Şarkı–Müzik, Oyun, Şiir, Mizah–Espri aktiviteleri müfredata eklenecek başlıca eğitim–eğlence aktiviteleri olarak seçilmiştir. Her iki grupta da dersler; deney grubunda müfredata–ek eğitim–eğlence aktiviteleri ile zenginleştirilmiş ve kontrol grubunda geleneksel iletişime dayalı yöntemi takip eden ders kitabını kullanan araştırmacı tarafından yürütülmüştür.

Ön test ve Son test olarak deney grubu ve kontrol grubuna Yrd. Doç. Dr. Uğur ALTUNAY'ın (2002)İngilizce Tutum Ölçeği verilmiştir. Araştırmanın nitel bölümü için öğrencilere müfredat–ek eğitim–eğlence aktivitelerinin Dilbilgisi derslerinde kullanılması ile ilgili yarı-yapılandırılmış görüşme soruları verilmiştir. İngilizce Tutum Ölçeğinden elde edilen verilerin analizi için SPSS 11.0 Bilgisayar programı kullanılmıştır. Çoklu Zekâ Envanteri'nden elde edilen verilerin analizi için Özden (2003) tarafından Envanterle birlikte sunulan değerlendirme kriterleri kullanılmıştır. Nitel verilerin analizi için ise özetleme ve yorumda bulunmaya yönelik betimsel analiz yöntemi kullanılmıştır.

Uygulama öncesi ve uygulama sonrası verilen İngilizce Tutum ölçeğinden elde edilen verilerin karşılaştırılması sonucuna göre farkın anlamlı olmadığı görülmektedir. ( $p < 0.05$ ) Elde edilen sonuçlar müfredat–ek eğitim–eğlence aktivitelerinin öğrencilerin İngilizceye karşı tutumlarında anlamlı bir etki yapmadığını göstermektedir.

Anahtar Sözcükler: Haz İlkesi, Eğitim–Eğlence, Müfredat–ek aktiviteler,  
Dilbilgisi, Tutum.

## PREFACE

This study consists of quantitative and qualitative parts and investigates the effects of extra-curricular edutainment activities applied in Grammar lessons on learners' attitude towards the English lessons in a Foreign Language Centred High School (Süperlise) in İzmir-Türkiye.

The study consists of five chapters:

The first chapter which is the 'Introduction' is intended to give information about the background of the problem, the problem, the purpose of the study, importance of the study, expectations about the study, assumptions of the study and the limitations of the study.

In the second chapter (chapter I), the theoretical background of the study is represented and the rationale for using extra-curricular edutainment activities are given in detail.

In the third chapter (chapter II) similar studies conducted in Turkey about the edutainment activities are presented as literature review.

In the fourth chapter (Chapter III) the experimental procedure is described clearly. Information is provided about the main aim and objectives, the setting, subjects, research methods, the experimental procedure and the data analysis.

In the fifth chapter (Chapter IV) the results obtained from the pre-application and pos-application English Attitude Scale, the Multiple Intelligences Inventory and the interview are presented.

In the sixth chapter (Chapter V) the results gathered from the attitude scale, the Multiple Intelligences Inventory and the interview are discussed and conclusions are made. Some suggestions are presented for further studies.

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## INTRODUCTION

### **BACKGROUND OF THE PROBLEM:**

From past to present day the teaching and learning of foreign language has been an important fact for every society and nation. This will continue as long as societies and countries keep in touch and communicate with each other. This fact has become more and more important after the Independence war of our country as from then on our great leader Atatürk turned the direction of our country to the West or to wherever civilisation and science is. To be able to get the science and knowledge from the developed countries and to be able to apply these new things with ease in our country first of all we need to know the language / languages of the developed countries well.

At present it is evident that without knowing language or languages we will lack many important matters of our country. Although there have been changes with each government and each Minister of National Education in the foreign language policy in our country, the teaching of foreign languages at secondary school and university level has continued up to now.

The process of teaching foreign languages which has begun with the Grammar-Translation Method that emphasised teaching of rules and vocabulary presently continues with the acceptance and adaptation of the Communicative Approach which emphasises interaction. The changes have led to the start of teaching foreign languages as early as the primary school fourth grade. The importance attached to the teaching of foreign languages in our country is obvious from the fact that year by year our country opens and increases the number of Süperlise ( Foreign language centred High School ) and Anatolian High Schools where much importance is given to the teaching of foreign languages.

It goes without saying that these efforts are of great importance, but when looked from another point of view it is obvious that we have some problems regarding the quality and fruitfulness of the foreign language teaching process in our country. Despite the self-sacrificing efforts of our teachers and the facilitating contribution of technology in the field, it is clear that we still have problems in foreign language teaching.

After having 24-28 hours of English lessons per week at preparatory level and 4-8 hours at secondary schools our students pass the ÖSS (Student Selection Exam) and the YDS (Foreign Language Exam), and get the right to enrol at English Language Teaching Departments. At the English Departments where there is a preparatory class they are given a proficiency test and they have to pass this exam in order to skip the prep-class and to start from the first grade. Unfortunately, despite so many hours of foreign language lessons most of the students are not able to pass this exam and have to take another preparatory class at the university. This is obviously a waste of time, money and energy for both the students and our country. In an article Yavuz(2001) published in the periodical 'Ana Dili', Yavuz draws our attention to this problem. Yavuz who was the director of the Dokuz Eylül University Foreign Language School of Higher Education at the time he wrote this article knew the problems of our foreign language teaching in our schools well. In this article he maintains that of the 4763 students who entered the Proficiency and Placement tests only 2122 students (%45) could score over 70 points which is needed to skip the foreign language preparatory class. 2641 students (%55) could not get over 70 points from the tests and had to take the foreign language preparatory classes. This indicates that the majority of the students despite so many hours of foreign language at the primary-secondary-and Lycee period could not get over 70 points from the tests and have again to get one or two years of foreign language education before they can start their education at the university.

From observations, interviews with students and exchanges of ideas with colleagues in the field during a 4-5 year experience at National Education High Schools and Süperlise, and a 6-7 year experience at the university it was seen that students were especially much bored and lacked interest in lessons such as Grammar and Writing. As a consequence of the boredom and monotony in these lessons students' interest and dedication decreased. The decrease in interest and dedication in these lessons resulted in students' forgetting what they have learned soon after the exams.

In order to make learning long lasting and maintaining a high level of dedication and motivation to these lessons it is thought that individuals should get as much pleasure from what they learn as possible and this means to overcome the boredom and monotony in these lessons.

**Problem:** In the English lessons which are divided into sub-lessons or subjects like Reading, Writing, Listening, Speaking and Grammar it is thought that the students get more bored in the Grammar and Writing lessons and it is observed that these lessons are more boring and monotonous than Reading, Listening and Speaking. This affects the attitude of students towards the English lessons in a negative way. In this respect a hypothesis is developed that is thought to be effective in changing the situation in a positive way.

**Hypothesis 1:** Using Edutainment activities (songs, music, poetry, humour, jokes, games, role-play, etc.) as extra-curricular activities will change the students' attitude towards English lessons in a positive way.

**Hypothesis 2:** The inclusion of activities which both entertain and educate at the same time (edutainment activities) to the Grammar lessons will make the lessons more interesting.

#### **PURPOSE OF THE STUDY:**

For this reason the aim of the study is to enrich the Grammar lessons with Edutainment activities and make it more interesting and enjoyable and in this way to change the attitude of the students towards Grammar and help them to become more successful.

The study is an experimental study. Data will be gathered by means of observation, questionnaire, review and attainment test scores. Two high school prep-classes will be taken for the application; one as the experimental group and the other as the control group. In the experimental group Grammar lessons will include some Edutainment activities which are aimed at making the lessons more interesting and enjoyable for the students.

After the application of the various Edutainment activities such as grammar games, songs, poems, drama, role plays, cartoons, and every possible means to enhance pleasure in the lessons for one term the effects of the activities on the attitudes of the students toward grammar.

#### **IMPORTANCE OF THE STUDY:**

Many studies conducted about the effect of means of entertainment such as songs, music, poetry, games, drama, role-play, humour, jokes, riddles, puzzles, films and etc. on language learning can be found. These studies take only one means of entertainment and study its effect on language learning. This study in comparison to such studies takes as many and various entertainment activities as possible and includes them into the curriculum as extra-curricular activities. This study is also important in that it does not aim at changing the curriculum of the lesson but only adding these activities on the curriculum of the lesson in question.

#### **EXPECTATION ABOUT THE STUDY:**

It is expected that the attitudes towards the English lessons of the students in the experimental group who receive the extra-curricular edutainment activities in their Grammar lessons will increase in a positive way.

#### **ASSUMPTIONS OF THE STUDY:**

The study was conducted under the following assumptions:

1. The students who took part in the research answered the questions in the Multiple Intelligences Inventory, the questions in the English Attitude Scale and the Interview honestly and sincerely .
2. The research sample is chosen randomly and represents the whole group.
3. The research model chosen is suitable to the purpose and the subject matter of the study .
4. Throughout the study the lessons in both of the groups were delivered by the researcher to avoid differences of the teacher variable .
5. It is assumed that the levels of the students in the experimental group and the control group are the same.

#### **LIMITATIONS OF THE STUDY:**

As the aim of the study is to make Grammar lessons more interesting and enjoyable and as a result of this to make it more fruitful , focus of attention will be centred on Grammar and not on other skills which are also thought to be boring and monotonous. The study is limited with one High School and two classes chosen from this High School. Having in mind that boredom and monotony may also be caused by other factors such as the character and teaching methods of the teachers, main focus will be on making the Grammar lessons more interesting and enjoyable as possible disregarding other factors. In addition to this, the learning strategies of students will be taken into consideration and Edutainment activities will be prepared and applied according to the knowledge from the Multiple Intelligence Theory.

The theoretical part of the study will cover subjects such as the theory of Hedonism, the Humanistic Education Theory, the Multiple Intelligence Theory, the Experiential Learning Theory, the features of adult language learners and the Edutainment activities which all of whom are thought to support the study in question.

## **CHAPTER I:**

### **1.1 PLEASURE PRINCIPLE**

In the years of a new millennium every morning we wake up to hear something new invented. Every day a new invention is introduced which is meant to facilitate our lives. Science and Technology develop in such a rapid speed that sometimes we feel we are not able to follow these changes.

When asked, all of the inventors will claim that they have invented them for the benefit of all human beings but whether these inventions really bring health and happiness to the lives of people is a question.

In this modern age with its so many technological devices which are meant to make life easier there are still many people who are not happy enough. They can not get enough pleasure from life. The living and working conditions make people depressed, anxious, exhausted, and lonely and many other psychological problems arise. Some people try to find a way out of this by doing various activities such as going to theatre, cinema, concerts, football and other games, participating in some organisations, going to pubs, discos, parties, visits, holidays and etc. In short, people do really use every means and various activities to get rid of the heavy load which this modern age forces on them. Likewise in this age the students in our schools are under such a pressure that they sometimes consider themselves as racing horses. From primary school on, especially in our country, students are put into a race both by their parents and the educational system. They have always to prepare for another exam which they have to pass with very good results in order to achieve some goals. Due to such factors, school and education become some kind of a torture for the students. Like other people, students are also always under heavy stress which they have to cope with. To be able to struggle with these, students want as much pleasure from the educational activities as possible. No normal human being except for some people with some psychological problems like masochism would like to live in educational or living conditions in which there is much pain and suffering.

As Bryant (1996: 404) states it:

“... all living creatures from the moment of birth are well disposed to pleasure and opposed to pain, naturally and without the aid of reason. “



Human beings from past to present have always tried to get as much pleasure from life as possible. Though the ways of getting pleasure from life differed in style, people have always thought of this subject and have given their views how to attain it. In the past many philosophers have discussed this subject, especially the philosophers of ancient Greece like: Aristotle, Socrates, Plato, Aristippus and Epicurus have voiced their ideas about 'pleasure'.

### **1.1.1 PLEASURE PRINCIPLE IN PHILOSOPHY**

Although great philosophers like Plato, Socrates and Aristotle had stated their idea about 'pleasure' before Aristippus and Epicurus; Aristippus (435–366B.C) and Epicurus (342-270 B.C) are the two philosophers of ancient Greece who brought this idea into daily life. Both of them lived their lives according to their philosophies of pleasure, but their philosophies had great differences from each other. The first group under the leadership of Aristippus was called the Cyrenaics and this group believed that only the pleasures of the body were important for happiness. The second group was called the Epicureans, named after Epicurus. The Epicureans thought that the pleasures of the mind were ultimately more important than those of the body.

The philosophy of pleasure is also seen in many resources as 'hedonism' and the followers of this philosophy are called 'hedonists'. Aristippus and Epicurus are the philosophers who established the two schools of Hedonism. In this way Hedonism had two varieties. The Psychological Hedonism, which is the view that humans are psychologically constructed in such a way that we exclusively desire pleasure and Ethical Hedonism, the view that our fundamental moral obligation is to maximize pleasure or happiness.

Aristippus, the leader of the Cyrenaics believed that the past and the future were not entirely real, and that the only thing that is truly real is the present; he places greater importance on the value of short-term experiences than on long-term plans. He thinks that immediate pleasure is the highest good in life and ought to be pursued for the sake of happiness, while pain and suffering ought to be avoided at all costs. Aristippus and his followers lived their lives according to these criterion, they ate the best food, drank the best wines and had sexual relations. In short they followed their bodily pleasures

In this study the 'pleasure' philosophy of Aristippus is put aside and the Ethical Hedonism of Epicurus is taken as a starting point; for in an educational environment the philosophy of Aristippus is thought to be irrational.

Rist (1972:100) states that according to Epicurus pleasure is the end of life and that he is not talking about the pleasures of sensuality, but rather of freedom from bodily pain and mental affliction. For Epicurus it is not eating, drinking and sex, but sober reasoning which produces the happy life. Rist (1972:100-101) also writes that Epicurus' tenet is that the highest pleasure is to be identified with the absence of pain.

In our schools where students are information fed and have to take the role of racing horses in order to get on in their life of education, reducing pain and suffering seems of great importance.

Rist (1972:103-104) points out that according to Epicurus the striving for pleasure is our first natural impulse; an impulse which we share with the animals. It is not an impulse which arises from anything we have been taught; but it is part of our very nature as sentient living beings. What the new-born child wants is the quietness and untroubledness produced by food and clothing, basically that is what all men want throughout their lives.

No human being would like to feel continuous pain and suffering except for some people who have psychological problems like masochism. In the way that Epicurus had voiced it, every being strives for pleasure and abstains from pain and this is a natural impulse. Students in our schools feel too much pain and suffering. They are always under pressure; both by their parents and the educational system. They take part in the lessons because they have to and it is often seen that whenever a teacher does not come most of the students become happy. This makes one think that they do not get enough pleasure or no pleasure at all from the lessons. Otherwise, they would look forward to the lessons and be unhappy when the teacher has not come.

Gosling (1969:25-26) points out that pleasure is the goal of life, and to work out the best sort of life is to work out which is really pleasant. The life of virtue must at least be pleasant, or contain some pleasures. Gosling (1969:67) also states that a person who advocated doing things which are enjoyable or pleasant would be advocating doing those things that you do with a special kind of attention. This idea that Gosling had stated is of great importance. As he had indicated, when a person does things which are enjoyable or pleasant; the person does it with a special kind of attention.

In an educational setting this means that if students enjoy and get pleasure from the lessons they will be better motivated for the lessons and pay special kind of attention to the items taught in the classes.

Mill (1969:210-214) cited Summer (1996:84) gives his theory as to be pleasure and freedom from pain, are the only thing desirable as ends; and all desirable things are desirable either for the pleasure inherent in themselves, or as a means to the promotion of pleasure and the prevention of pain.'

Summer (1996:105) points out that by its very nature, suffering is an experience which we dislike or find disagreeable. Suffering seems just the sort of condition which, in itself and apart from any further accompaniment, makes our lives go worse. Summer (1996:106–108) also thinks that just as suffering seems the sort of thing which makes our lives go worse, enjoyment seems the sort of thing which makes them go better, just in itself and apart from any extrinsic connections.

Both Mill (1969) and Summer (1996) hold the view of Epicurus and think that pain and suffering make our lives go worse, whereas enjoyment and pleasure makes our lives go better. Summer (1996:141–145) goes on and says that intense chronic pain is absorbing, exhausting, debilitating, and depressing. It does not merely keep our lives from being happy, it makes them miserable.

When the philosophical theory of Epicurus is transferred into the educational environment, it means that we should make our lessons as pleasurable as possible and lessen pain and suffering as much as possible.

As Summer (1996:155–156) states; when you feel happy everything looks rosy, including your life as a whole; contrariwise, when you feel despondent or depressed then nothing seems to be going right.

The living conditions of our age make people depressed. Most students come to school with many problems in their mind. They have enough causes of depression outside the school environment. In this respect at least the educational environment where the students spend most of their 24 hours should be made a place where they feel comfortable and happy. The educational environment should be made a place of pleasure and a place which students look forward to going to. Just as teachers forget all their sorrow, problems and pains of exterior world when they enter the classroom, students also should feel the same and this is possible when they find pleasure during their lessons.

In 'Philosophy Made Simple' (1993:14–15) it is stated that the Ethical Philosophy of Epicurus consists mainly of advice for living moderately but pleasurably and that Epicurus considered pleasure to be the good. According to Epicurus every conscious action is in some way motivated by the search for pleasure. In order to realize his theory of hedonism Epicurus with the help of one of his close friends bought a modest garden property.

Bryant (1996:404) points out that this garden came to be popularly known as Epicurus' school and functioned both as an educational establishment and as a sub community of intimates sharing a way of life in accordance with the teachings of their revered leader. Bryant (1996:412–419) also says about the garden that it served as an enclosed paradise devoid of the outer world. In withdrawal the members of the Garden far from the problems of their time, spent their time together in friendship and lived a pleasurable life according to the philosophy of Epicurus. Bryant (1996:421–425) writes that Epicurus openly rejects the moral claims of the Polis and its corresponding citizenship ideal, offering in their stead the secluded Garden experience and the pleasures of friendship.

Like in the Garden of Epicurus in schools students should feel secure, comfortable and happy. Schools and lessons should be made something which students long for. In teaching Foreign Languages, especially when students are taught Grammar it is frequently seen that students get easily bored in the lessons and find these lessons boring and painful because they have to do too many grammar drills, exercises and write much and memorize the forms of too many words. Because of the boredom and the painful writing duty, the mechanical drills and tiring vocabulary memorisation students lose their motivation for the lesson.

In Grammar lessons the 'pleasure and freedom from pain' principle of Epicurus is not the case. Among the Listening–Speaking–Reading–Writing Skills of language teaching students find 'Writing' the most boring and among the language lessons students think that Grammar is the most boring and tiring one.

To overcome these problems the Ethical Hedonism theory of Epicurus where pleasure is the motive might be an answer. By infusing some activities which might give pleasure like; some games, songs, poems, role plays, humour and etc. the boredom in Grammar lessons might be exterminated and motivation increased.

In conclusion, Rist (1972:109–119) in his book ‘Epicurus’ writes that it is certain that for Epicurus the greatest pleasure is a complete absence of pain both from the body and from the mind. The existence of such a pleasure, if the Epicurean view is explained in terms of their atomic theory, means that the person enjoying it experiences no rough movement among the atoms composing his organs of sensation and mental perception. He will be like a calm sea with no disturbing breezes. Edutainment activities such as games, songs, poems, role plays and etc. are thought to serve to attain the state which Epicurus and pleasure seekers have emphasized.

### **1.1.2 PLEASURE IN PSYCHOLOGY**

In ‘The Psychology of Pleasure’, Lowen (1970:28) states that without the feeling of pleasure, happiness is only an illusion. True fun and real happiness derive their meaning from the pleasure one feels in the situation.

This is to say that the feeling of pleasure is a vital ingredient of happiness and in order to be a happy a person needs to experience pleasure of some kind. Do students in our schools really experience pleasure in the lessons? Do the things our students learn really serve as something which makes them happy in the end at least? To be able to answer such questions one has to examine and know what pleasure is and how to obtain it from the situations.

Lowen (1970:28) asserts that in order to understand the nature of pleasure we should contrast it with pain; and he thinks that both describe the quality of an individual’s response to situations. When this response is positive and feeling flows outward, he will speak of having pleasure. When the response is negative and there is no rhythmic flow of feeling he will describe the situation as unpleasant or painful.

To understand what pleasure is Lowen's suggestion is to compare it with pain. According to him (1970:31-32) the difference in our reactions to pain and pleasure can be explained in part at least, by the fact that pain is a danger signal. It denotes a threat to the integrity of the organism and calls forth a mobilization of conscious resources on an emergency basis. All the senses are alerted, and the musculature is tensed and ready for action. He thinks that when a person is feeling pleasure the will recedes and the ego surrenders its hegemony over the body. Like the listener at a concert who closes his eyes and let's himself be absorbed in the music, the person experiencing pleasure allows the sensation to dominate his being.

As Lowen states it when a person feels pain the person is affected negatively and when one feels pleasure it affects the person in a positive way. In education this is to say that when a student experiences pleasure in the lessons he/she will have low inhibition and when the student feels pain he/she will high level of inhibition. Researchers and authorities in the field of education believe that high levels of inhibition is a barrier to learning or acquisition and low levels of inhibition is necessary for successful acquisition or learning to take place.

Brown (1987:103) states that in adolescence, the physical, emotional and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organisation of values and beliefs on which appraisals of self-esteem have been founded.

Likewise, Krashen in his book 'The Input Hypothesis-Issues and Implications' (1985:3-4) claims that affective factors are important in language acquisition. He thinks that Comprehensible Input is necessary for acquisition, but it is not sufficient. The acquirer needs to be 'open' to the input. The 'affective filter'

(The Affective Filter Hypothesis) is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive. When the filter is up the acquirer may understand what he hears and reads, but the input will not reach the Language Acquisition Device. According to Krashen this occurs when the acquirer or learner is unmotivated, lacking in self-confidence, or anxious, when he is 'on the defensive.' Here with the phrase 'on the defensive', Krashen wants to express that the person has high level of inhibition and this may effect language acquisition or learning negatively. The feeling of pleasure in the lessons in this sense then is of vital importance because it will serve to lower the 'affective filter' which Krashen puts forward in his Input Hypothesis.

Lowen (1970:32) also mentions that whereas the response of pain involves a heightening of self-consciousness, the response of pleasure entails and demands a decrease of self-consciousness. A person who is inhibited cannot easily experience pleasure because unconscious restraints restrict the flow of feeling in his body and block his natural bodily motility.

It is clear that a person experiencing pleasure will have low anxiety, will naturally be motivated, and will have low inhibition level and high self-confidence and all of these positive affective factors will help the student during the acquisition-learning process. A person who is experiencing pleasure might be considered a happy person and that the person is in good psychological condition.

Wholey (1986) in his book 'Are You Happy' introduces the views of some educators on Happiness. In Wholey's book (1986:21) Marva Collins the founder and director of the Westside Preparatory School in Chicago, a school which has been studied by educators around the world thinks that happy people are active and involved. It is necessary to continually risk new activities, experiences, and people in order to be happy.



Likewise Buscaglia (in Wholey, 1986:21-23) most probably the best-known educator in America in the 1980s who has gained national recognition through his lectures on public television and his best-selling books thinks that happy people have a wider focus. They love children and family and trees and cooking and eating and celebrating. They love sunrises and sunsets and snow and spring and winter and fall. They love life. Most important of all he states that we are actually most productive in our moments of happiness when we are at peace with ourselves. To him the world is so beautiful and so full of exciting and wondrous things that we were meant to enjoy them.

James Coco (in Wholey, 1986:26-29) who received an Emmy Award for his performance in the T.V series 'St. Elsewhere' and an Academy Award nomination for 'Only When I Love' is in the opinion that some of us don't know to play. We take life and ourselves too seriously. Perhaps we grew-up in families in which there wasn't much fun and happiness. Perhaps we believe that being an adult is deadly serious business. Perhaps it is the work ethic and American cultural influence which suggests that once we reach adulthood, it's all work and no play. He thinks that happy people seem to enjoy all that life has to offer, and that includes the lighter side of life.

Another person to give her thoughts on happiness in Wholey's book (1986:29-30) is Eda LeShan. She has been an educator and family counsellor for more than twenty years. A member of the American Psychology Association, and the author of eighteen books. LeShan says that when people say they are not happy it's because they have lost the child and playfulness. The pushing of kids, the academic exploitation of children, is the way we lose it. We don't hold on to that inner child, the playfulness. Playfulness is really the basis of all discoveries, and discovery is the adventure of living. She also states that play is the basis for a lot of happiness. Every mammal in the world starts its life by playing. That's the way they learn about themselves and about life. She concludes that we stop this in children. We give them very long lists of words to memorize; we give them computers in classrooms. We treat them as if they are computers.

From the opinions stated in Wholey's book 'Are You Happy' some features of people who are experiencing pleasures and who are happy can be summarised as follows:

- happy people are active and involved
- happy people have a wider focus
- happy people have a positive attitude towards life
- happy people are the most productive
- happy people seem to enjoy all that life has to offer them
- happiness and playfulness are interrelated
- playfulness helps learning
- playfulness increases creativity
- childhood is universally regarded as the happiest time of one's life
- without the feeling of pleasure, happiness is only an illusion

From all the positive factors which the experiencing of pleasure and happiness bring into a person's life it can be concluded that we should maximize the amount of pleasure and happiness in our schools and lessons as much as possible. And it can be suggested that edutainment activities such as games, songs, poems, drama, role-play, humour, etc. can be the source of pleasure and happiness which our students lack.

## **1.2 HUMANISTIC EDUCATION**

### **1.2.1 Historical Background to Humanistic Education**

The nineteenth and twentieth centuries have witnessed many shifts in educational methodology. Teaching methods have come and gone one by one. At the beginning of the last century there was a search for a method that would successfully teach a foreign language. Due to this, methods were tried out and it was an age of 'Changing winds and shifting winds' as it is termed by Brown. (2001:16)

Language teaching experts of the 1950s and 1960s believed that the former methods had not been based on any learning theories. Taking its principles from experts and linguists like Bloomfield, Skinner, Pavlov, Thorndike, Watson, Palmer, Fries and etc. all of whom believed that language learning should be seen like any other kind of learning, as the formation of habits; the Audio Lingual Method had an underlying theory which was called 'Behaviourism'.

Mitchell and Myles (1998:23–25) state that starting in the 1950s and continuing in the 1960s there were major developments in Linguistics and Psychology and this affected the field of language teaching. In 1957 Skinner had published his book 'Verbal Behaviour' which later become the bible of the behaviourists and which outlined in detail Skinner's behaviouristic view of learning as applied to language. And as a reaction and fierce critique of Skinner's view Noam Chomsky published a book.

Chomsky as the initiator of the cognitivist view was one of the greatest opponents of behaviourism. He claimed that children have an innate faculty which guides them in their learning of language. Given a body of speech, children are programmed to discover its rules, and are guided in doing that by an innate knowledge of what the rules should look like. Chomsky insisted that the process of language learning could not be equalled with the very simple learning of stimulus–response-reinforcement chain of conditioning.

By the 1970s behaviouristic views left their place to cognitivistic views about language learning. And many methods were introduced to the field of language teaching. There was also another shift from behaviouristic views to the recognition of the affective domain.

This time the person to initiate this was Carl Rogers. Brown (1987:73) says that Rogers has devoted most of his professional life to clinical work in an attempt to be of therapeutic help to individuals. Though not traditionally thought of as a learning psychologist, he and his colleagues and followers have had a significant impact on our present understanding of learning. They emphasized the importance of affective factors in learning a language and they were called ‘humanists’.

### **1.2.2. HUMANISTIC PSYCHOLOGY AND EDUCATION**

The pioneer of the humanistic psychology can be said to be Carl Rogers. Mirhassani(2003:109) states that Rogers’ theory emphasizes the characteristics of the person more than the environment. Rogers believes firmly in the integrity and potential of the person.

Patterson(1987:8–10) wrote that humanistic education movement began about 20 years ago as a reaction to the exposure of the detrimental or unhealthy human environment in many America’s classrooms. Gross and Gross cited in Patterson(1969:13) wrote that there were many educationalists who say that schools were not fit places for human beings. They hold the view that schools damage, thwart, stifle children’s natural capacity to learn and grow healthily. In other criticisms of the education in America’s schools of that time in Silberman’s Report (1970:203) Patterson transmits that what is wrong with American education is its failure to develop sensitive, autonomous, thinking, human individuals. Our most pressing educational problem is how to create and maintain a humane society. Patterson wrote that these criticisms were followed by attempts to introduce changes into the educational system, resulting in the movement known as humanistic education during the 1970s. This movement brought the publication of many books on this issue. In 1969 Rogers published his book ‘Freedom to Learn’ and in 1973 Patterson published his book “Humanistic Education.”

Thereafter, followed many other books. Patterson considers his book as the only one which attempted to provide a theoretical and psychological foundation for the movement. He says that in his book the major aspects of humanistic education: a)the psychological conditions for effective learning and b)affective education were considered. The development of self-actualizing persons was stated as the goal of education.

Rogers' ideas had important implications for education. Brown (1987:71-72) summarizes them to be; the focus is away from 'teaching' and toward 'learning'. The goal of education is the facilitation of change and learning. Learning how to learn is more important than being taught. Brown (1987:72) also writes that Rogers' emphasis on student-centred teaching has contributed significantly in recent years to a redefinition of the educational process. He says that in adapting Rogers' ideas to language teaching and learning, we need to see it that learners understand themselves and communicate this self to others freely and non defensively. Teachers as facilitators must therefore provide the nurturing context for learning and not see their mission as one of rather programmatically feeding students' quantities of knowledge.

In addition, Mirhassani (2003:109-114) states that Rogers and Maslow both believe that the person himself must make his own decision and must make his own choices. He says that it would seem from the humanistic view that the person is free to do almost anything except refuse to choose. He must choose even if the choice involves choosing not to learn or choosing not to put himself in a position to grow.

Dune and Griggs (1988) cited in Mirhassani (2003:114) think that it is obvious to say that students learn from their poor choices as well as from their mistakes, however, it is more difficult for the teacher to know when the consequences of a bad choice will be irreversibly negative or devastating.

Rogers (1969:157–163) cited in Mirhassani (2003:111) sees the teacher as the facilitator of learning and gives a list of principles for facilitating learning.

1. human beings have a natural potential for learning
2. significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes
3. learning which involves a change in self organisation—in the perception of oneself is threatening and tends to be resisted
4. those learning which are threatening to the self are more easily perceived and assimilated when external threats are at minimum
5. when threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed
6. much significant learning is acquired through doing
7. learning is facilitated when students participate responsibly in the learning process
8. self-initiated learning which involves the whole person of the learner—feelings as well as intellect—is the most lasting and pervasive
9. independence, creativity, and self-reliance are facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance
10. the most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change

Cited in Mirhassani (2003:118) Rogers (1969:164-166) describes the guidelines for a facilitator that may serve as principles for a facilitator teacher in applying student-centred teaching.

1. the facilitator has much to do with setting the initial mood of the group or class experience
2. the facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group
3. he relies upon the desire of each student to implement those purposes

which have meaning for him, as the motivational force behind significant learning

4. he endeavours to organize and make easily available the widest possible range of resources for learning
5. he regards himself as flexible resource to be utilized by the group
6. in responding to expressions in the classroom group, he accepts both the intellectual content and emotionalize attitudes, endeavouring to give each aspect the approximate degree of emphasis which it has for the individual or the group
7. as the acceptant classroom climate becomes established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing his views as those of the individual only
8. he takes the initiative in sharing himself with the group, his feeling as well as his thoughts, in ways which do not demand nor impose but represent simply a personal sharing which students may take or leave
9. throughout the classroom experience, he remains alert to the expressions indicative of deep or strong feelings
10. in his functioning as a facilitator of learning, the leader endeavours to recognize and accept his own limitations.

Rogers (1994) cited in Harmer (2001:74) suggests that learners need to feel that what they are learning is personally relevant to them, that they have to experience learning rather than just being taught and that their self-image needs to be enhanced as part of the process. Education should speak to the 'whole person' in other words, not just to a small language learning facility. In a humanist classroom students are emotionally involved in the learning and they are encouraged reflect on how learning happens, and their creativity is fostered.

Richards and Rogers (2001:90-91) sum up their ideas as: humanistic techniques engage the whole person, including the emotions and feelings as well as linguistic knowledge and behavioural skills.

### **1.2.3. Community Language Learning**

The founder of Community Language Learning (C.L.L) was Charles Curran who was inspired by Rogers' view of education.

Brown (2001:25–26) asserts that in order for learning take place, group members first need to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning in a context of valuing each individual in the group. In such a surrounding, each person lowered the defences that prevent open interpersonal communication. The anxiety caused by the educational context is lessened by means of the supportive community. The teacher's presence is not perceived as a threat, nor is it the teacher's purpose to impose limits and boundaries, but rather, as a true counsellor, to centre his or her attention on the clients (students) and their needs.

It is evident from the ideas about Community Language Learning that this method was devised with the help of the principles of the Humanistic Psychology of Carl Rogers and Abraham Maslow.

As a conclusion it can be stated that affective side of students have to be taken into consideration in educational settings if we want to have 'self-actualizing' or 'fully-functioning' beings as Maslow and Rogers name them. In his conclusion to the subject of C.L.L Brown (2001:27) concludes that today, virtually no one uses the C.L.L exclusively in a curriculum. Like some other methods, it was far too restrictive or instructional language programs. However, the principles of discovery learning, student-centred participation, and development of student autonomy all remain viable in their applications to language classrooms.



### 1.3 EXPERIENTIAL LEARNING

Kraft & Sokoffs (1988:11) defined experiential learning to be the process of actively engaging students in an experience that will have real consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes and new theories or ways of thinking.

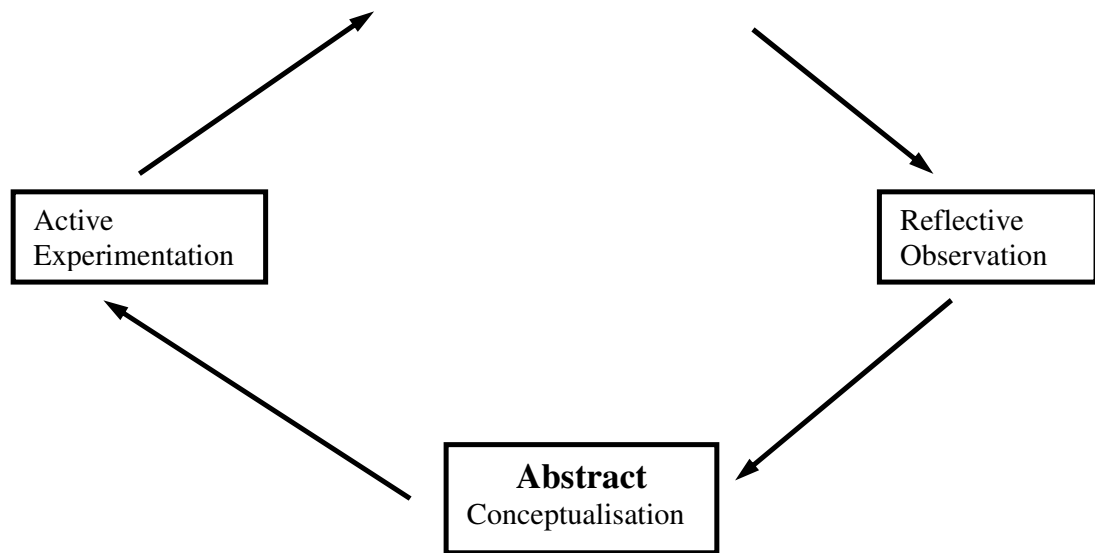
Dewey (1938) is seen as one of the early promoters of the idea of learning through direct experience, by action and reflection. The type of learning he proposed differed from traditional education. In traditional education students were exposed to abstract knowledge and the teachers hoped students will later find ways to apply this knowledge in action.

Kolb (1984:15-20) states that Dewey, Lewin and Piaget must stand as the foremost intellectual ancestors of experiential learning theory. As other contributors to this theory he gives Carl Jung, Erik Erikson, Carl Rogers, Fritz Perls and Abraham Maslow. Though all of the scientists and educators mentioned have had great contributions to the Experiential Learning Theory, Kolb is the one who has organized and formulated this theory. Kolb (1984:40-45) gives the formulae of the theory to be; and describes the process of Experiential Learning as a four-stage cycle involving four adaptive learning models.

- 1- Concrete Experience
- 2- Reflective Observation
- 3- Abstract Conceptualisation
- 4- Active Experimentation

**Figure: 1**  
**The Experiential Learning Cycle of Kolb**

**Concrete  
Experience**



The Characteristics of Experiential Learning according to Kolb (1984:25-30) are as follows:

- learning is best conceived as a process, not in terms of outcomes;
- learning is a continuous process grounded in experience;
- the process of learning requires the resolution of conflicts between dialectically opposed models of adaptation to the world;
- learning is a Holistic Process of adaptation to the world;
- learning involves transactions between the person and the environment;
- learning is the process of creating knowledge.

Kolb sums up all of these characteristics in one sentence and says that Learning is the process whereby knowledge is created through the transformation of experience.

Kolb (1984:20-23) gives as other models of Experiential Learning Process Lewin's, Dewey's and Piaget's models of learning.

- 1- The Lewinian Model of Action Research and Laboratory Training
- 2- Dewey's Model of Learning
- 3- Piaget's Model of Learning and Cognitive Development

All of the models have a common point in them and this is the importance they all put to the learning by experience. Certainly, Kolb was influenced by these theories but what makes him different from the others is that he was the one to improve this model and to organize it.

Kohonen, et al (2001:22-30) state that the basic tenet in Experiential Learning is that experience plays a significant role in learning and that the term Experiential Learning is used to refer to a wide range of educational approaches in which formal learning is integrated with practical work and informal learning in a number of settings. Kohonen further says that Experiential Learning techniques include various interactive practices where the participants have opportunities to learn from each others' experiences, being actively and personally engaged in the process. These interactive practices can be;

- Empathy-taking Activities, Story-telling, Sharing with others
- Models, Analogies and Theory Construction
- Personal Journals and Reflections
- Personal Stories and Case Studies
- Portfolios, thought Questions and Reflective Essays
- Role Plays, Drama Activities, Games and Simulations
- Visualisations and Imaginative Activities
- Discussion and Reflection in Cooperative Groups

Kohonen 2001:22-30) adds that all of these activities contain a common element of learning from immediate experience and engaging the learners in the process as whole persons, both intellectually and emotionally. According to Kohonen Experiential Learning involves both observing the phenomenon and doing something meaningful with it through an active participation. The learner is directly in touch with the phenomenon being studied, rather than just hearing, reading or thinking about it.

In our country a traditional way of teaching is still popular with the majority of the teachers. The classes are very crowded; teachers do not have the necessary equipment for language teaching activities. In most of the subjects mostly the teacher comes to the class feeds the students with some abstract knowledge and then leaves. The students have little or no opportunity to learn from immediate experience. They only observe the phenomenon and do not have much chance to do something meaningful with it through an active participation. In Foreign Language Teaching it is almost the same case. Teachers follow a course book they have chosen. They generally stick to the course book, are not willing to do any extra activities, are not much concerned about giving students the chance to learn from experience of themselves and the experiences from others.

In this respect, Edutainment activities such as games, role plays, drama, storytelling, songs, poetry and etc. will be a great opportunity for the students to learn in an experiential way. While doing these activities students will have the chance to use the foreign language they are learning and practise the patterns they have previously learned. With the use of such activities the experiential learning cycle which Kolb states will be complete, otherwise the concrete experience part of the cycle will be missing and learning will not be complete.

In our country where there is little chance for the students to practise or use the foreign language they are learning outside the classroom environment, the use of Edutainment activities that appeal both to the affective side and to the experience side of students will be of great importance in the formal school environment.

The theory of Experiential Learning is a great justification for the use of Edutainment activities in the Foreign Language Learning and Teaching environment. Having in mind Kolb's ideas about Experiential Learning it is necessary to apply the learning cycle which he proposes because the students in our country do not have enough medium and opportunities to use the foreign language they are learning.

#### **1.4 COLLABORATIVE AND COOPERATIVE LEARNING**

In the previous chapter Experiential Learning and its implication for the language learning environment have been mentioned. As Kohonen (2001:22-30) has explained it, experiential learning involves both observing the phenomenon and doing something meaningful with it through an active participation. The learner is directly in touch with the phenomenon being studied, rather than just hearing, reading or thinking about it. This can be realised through different activities in the classroom environment. Collaborative and cooperative learning seem to give students the chance to learn through active participation in a group or team work environment. The aim in this section is to give a brief explanation of what Collaborative and Cooperative learning are and then to show how it can be made use of in language learning environment.

Oxford (1997:443 cited in Brown 2001:47) outlines the differences between cooperative and collaborative learning by saying that cooperative learning does not merely imply collaboration. In a cooperative classroom the students and teachers work together to pursue goals and objectives. Oxford thinks that cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups than collaborative learning. Oxford (1997:444 cited in Brown 2001:47) adds that in cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between learners. In collaborative learning, the learner engages 'with more capable others (teachers, advanced peers, etc.) who provide assistance and guidance.'

Davidson (1994:24 cited in Alderman 2000) from The University of Canberra has also pointed out the differences of Collaborative and Cooperative learning by saying that collaborative learning is characteristically a less structured approach than cooperative learning. It is slower paced, lacks direct teaching of social skills, and encourages students to organise themselves. Interdependence and individual accountability are present, but less emphasised than in other cooperative approaches.

Olsen and Kagan (1992:8 cited in Richards and Rodgers 2001:192) have also defined cooperative learning as follows:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learner in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”

Richards and Rodgers (2001:192) think that the roots of cooperative and collaborative learning dates back hundreds of years and longer and that it was John Dewey who promoted the idea of building cooperation in learning into regular classrooms on a regular and systematic basis. Richards and Rodgers state that educators in the USA thought that traditional models of classroom learning were teacher-centred, fostered competition, and favoured majority students. They believed that minority students might fall behind higher-achieving students in this kind of learning environment.

This is to say that teachers should be careful while applying cooperative and collaborative teaching principles in their teaching because higher-achieving students might control the other students and dominate the process.

In our country, though some new methodology is followed there are still many teachers who follow traditional models of classroom learning because they do not feel the need, they are not willing to give the control of the class, they are not open to new models, the classes are too crowded for group work, they do not want to spend extra time preparing for new models, they lack the knowledge and expertise and etc. The reasons for not trying new models and following the traditional models can be numerous. The policy of the ministry of education, however, is to establish an education system in which emphasis is put on student-centred learning and a system in which the teacher should act as a facilitator of learning.

In this respect Richards and Rogers (2001:192–93) think that cooperative learning can be helpful and do the following:

- raise the achievement of all students, including those who are gifted or academically handicapped
- help the teacher build positive relationships among students
- give students the experiences they need for healthy social, psychological, and cognitive development
- replace the competitive organizational structure of most classrooms and schools with team-based, high-performance organizational structure

Richards and Rogers (2001:193) say that in language learning cooperative language learning promotes communicative interaction in the classroom and it is viewed as a learner-centred approach to teaching held to offer advantages over teacher-fronted classroom methods.

For the language learning environment the goals of cooperative learning are stated by Richards and Rodgers as follows:

- to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group work activities

- to provide teachers with methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming)
- to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
- to provide opportunities for learners to develop successful learning and communication strategies
- to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate

The central premise of cooperative language learning is defined by Richards and Rogers as being that learners develop communicative competence in a language by conversing in a new language. Being able to apply the goal of cooperative language learning in our country seems of great importance because students do not have much opportunity to use the language they are learning outside the classroom environment much.

The activities that can be used for the goals of cooperative learning are abundant. In the book 'Teaching/Learning Strategies' prepared by Ontario Ministry of Education in March 2001 the activities which can be used to fulfil the requirements of the cooperative language learning are listed as follows:

### **Activities used for Cooperative and Collaborative learning**

**Brainstorming:** is a group process for generating questions, ideas, and examples and is used to illustrate, expand, or explore a central idea or topic. Brainstorming involves students sharing whatever material comes to mind and recording every idea, without making judgements about the material being generated. When introducing a topic, brainstorming can be used for assessing what students already know or wish to learn, and



for providing direction for learning and reflection. Brainstorming stimulates fluent and flexible thinking, and can also extend problem-solving and problem-finding skills.

**Buddy System:** involves linking students for peer/cross-support through a number of curriculum or co curriculum activities. It may be established for one student or an entire class/school of students. The buddy system provides opportunities for mentoring and provides student role models. The buddy system is used for specific purposes with specific activities linked to these purposes. It provides for authentic audiences for reading, writing, listening and speaking activities.

**Community involvement:** describes a wide variety of activities that involve members of community as part of the learning experiences in a school and involve students as learners in partnership with the community. It is used when resources and expertise in the community support learning thus providing benefits for both school and community. It can also include student volunteer activities in such places as senior citizen centre or day-care facilities. Community involvement may be initiated by school personnel or community individuals or groups and may involve long-term associations between a school and community. It requires knowledge of community organizations and clubs and their resources in order to develop mutually beneficial programs. Community involvement may also focus on project-based initiatives.

**Discussion:** is purposeful talk, through which students explore thinking, respond to ideas, process information and articulate their thoughts in verbal exchanges with peers and teachers. Discussion is used to promote and clarify understanding of concepts, ideas and information in all subject areas. It places the emphasis on students talking and listening to each other. Students use discussion to make connections between ideas and experience and to reflect on a variety of meanings and

interpretations of texts, experiences, and phenomena.

**Interview:** is a conversation or dialogue in which the interviewer seeks to gain information and insights from the person being interviewed. The interview is used to gain personal and practical information and explore ideas from an expert or a person in the role of an expert. Interviews help to focus on significant information or ideas or experiences that yield new learning. The interview can teach students how to probe and follow up questions for further understanding.

**Jigsaw:** is a co-operative learning strategy that provides opportunities for students to gain a variety of perspectives and insights by participating in a specialized group and then by sharing and integrating what they learned in their “home“ group. It is used to help students acquire an overview of a range of material or opinions. It enables expertise to be developed, recognized and shared within a group and encourages a high level of student participation. The strategy may provide a review of previously learned material or identify questions or problems within an issue or topic. The jigsaw supports risk-taking and the development of interpersonal skills and abilities.

**Numbered Heads:** is a structure whereby students number off (e.g , four in a group) and the teacher poses a problem and sets a time limit for each group to investigate the problem. The teacher calls a number and the student with that number in each group responds. This strategy has a simple structure with a short time frame and can be used at any point in a learning experience. All participants are involved in thinking and talking as they work collectively to respond to the question and ensure that each member of the group understands the answer. Numbered heads is used as an alternative to whole class question-and-answer

and as a way to support all class members simultaneously in review or consolidation of learning.

**Peer Practice:** students help each other to review, drill, and rehearse in pairs or small groups of three or four in order to consolidate their understandings or enhance skill development. Peer practice may be incorporated into direct whole class instruction periods or may be included on a regular basis in classroom learning experiences (e .g., before quizzes, every morning) It is used to reinforce step-by-step skills and to enhance accuracy and effectiveness of performance. It provides a structured process to rehearse or review knowledge within time limits. Students may initiate and establish peer practice themselves, as in study groups.

**Peer Teaching:** is a strategy whereby individuals or groups of students who are competent in a skill, or who are knowledgeable in a particular area, teach what they know to their peers. Peer teaching may be used to individualize a program so students can learn a skill or have information presented when it is required. Peer teaching also creates a community of learners where all strengths are valued. It can be used to reinforce a concept such as instructing 'home groups' in a jigsaw. Peer teaching requires students to explain and clarify thinking to communicate learning to other students thereby building confidence and self-esteem. This strategy releases the teacher from being sole expert, but does require that clear expectations be set.

**Round Robin:** is a strategy whereby students, in small groups, engage in structured discussion which encourages each student, in turn, to contribute ideas and information. Round robin is used to inform and reflect about books, stories, experiences, understandings and to share learning. It may be applied at the beginning of a project (e. g. , to explore how to build a pond); during a process (e .g. , to share responses to a class read story); or at the end of an activity (e.g., to state evaluation to group science activity). Round robin can be used to develop and suggest solutions to problems or challenges and to share interpretations or understandings of concepts and phenomena. Round robin requires students to prepare or rehearse a first contribution and to build on the preceding ideas or information in subsequent contributions, while maintaining a clear focus.

**Round Table:** is information sharing strategy that is used to generate multiple answers to questions posed by the teacher. Students respond in writing to a question that requires answers that are factual, not conceptual or controversial. In sequential Round table, one piece of paper circulates and students add information that answers the question as it comes to them. In a simultaneous Round table, each student responds on a separate piece of paper. At the end of both writing activities, the students present their answers to the class. This strategy encourages students to take turns, listen actively to peers, and add information to build on the ideas of others. The next step in the strategy can be to have students develop categories about the topic and organize their answers into the appropriate categories.

**Think/Pair/Share:** is a strategy whereby students think alone for a specified amount of time (wait time) in response to a question that the teacher

poses, form pairs to discuss their ideas, and then share responses with the class. Think/pair/share is used to help students check their understanding during a learning experience and provide opportunities for practice or rehearsal. It provides a simple structure within a short time frame for all students in the class to think and talk (e.g., to pose questions, to respond to an issue, to summarize or synthesize ideas).

(Teaching/Learning Strategies, 2001:31-45)

The advantages of using collaborative learning have been summarized by Alderman (2000). Alderman summarizes the ideas of Johnson and Johnson (1993) and Parsons and Drew (1996) as follows:

- collaborative learning promotes greater educational value than can be achieved by individuals working alone
- leads to understanding different perspectives, and gaining a broader and deeper understanding with resulting higher quality outputs
- promotes simultaneous learning of both academic and teamwork skills
- simultaneously affects outcomes such as individual achievement, and positive relationships among students
- builds a learning community
- assists in retaining students until graduation
- builds positive relationships among diverse students
- promotes psychological health
- allows students to construct and extend their understanding through group work and exposure to a rich learning environment
- offers individual feedback on developing skills and knowledge
- promotes individual accountability through group expectations, and
- promotes enhanced achievement through greater intrinsic motivation to learn, greater use of processes such as re-conceptualisation, higher-level reasoning, metacognition, cognitive elaboration, networking, and longer maintenance of skills learned.

McGroarty (1989 cited in Richards and Rodgers 2001:195) lists six advantages of using collaborative and cooperative learning from the perspective of second language teaching:

1. increased frequency and variety of second language practice through different types of interaction
2. possibility for development or use of language in ways that support cognitive development and increased language skills
3. opportunities to integrate language with content-based instruction
4. opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
5. freedom for teachers to master new professional skills, particularly those emphasizing communication
6. opportunities for students to act as resources for each other, thus assuming a more active role in their learning

As far as there are advantages of using collaborative and cooperative learning there might also appear many disadvantages or hardships during the implication process of the model. Some impediments about the implementation are given by Alderman (2000). Alderman states that these impediments have been gathered from an electronic discussion on collaborative learning in higher education by Panitz (1996). The views on impediments have been divided into two groups, those from the students' perspective and those from the educators'. Panitz (1996) states that students, according to the practitioners and educators, who have taken part in the discussions, objected to engaging in collaborative learning for such reasons as:

- preference for 'teacher expert' delivered content
- expectation that they would work alone
- objection to negotiating with others
- belief that collaborative work would not meet their individual standards
- previous 'bad experiences' with collaborative learning
- objection to 'freeloaders' believed to be inevitable in group learning, and

- objection to open-ended, conceptual learning without ‘right answers’.

Educators and practitioners of this model objected to engaging in collaborative learning because it:

- required more time to structure, monitor and evaluate than other methods
- required use of unfamiliar teaching and learning strategies
- differed from their view of teaching and learning
- produced negative student feedback, including instances of student ‘mutiny’
- and ‘petitions’ to cease collaborative learning strategies
- lacked a reward system for implementing a ‘new’ approach
- appeared to be a ‘soft option’ or ‘the blind leading the blind’, and
- failed to prepare students for the real world of competition by promoting cooperation.

Both experiential learning theory and collaborative learning have student-centred teaching as their basic characteristic and the teacher is seen as the facilitator of learning. As Kohonen (1992:36–37) points it out, in both of them the goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. Learning activities which implement the principles and strategies of experiential learning theory and collaborative/cooperative learning will be of great use in achieving the goals of a student-centred education. Edutainment activities such as games, drama, role plays, story telling and etc. in which experiential and collaborative learning principles can easily be applied can be of great importance in classroom environment because students do not have much opportunity to use the language they are learning outside the schools.

## 1.5. MULTIPLE INTELLIGENCES

Before 1983 most educators and scientists in the field of education believed that human intelligence could be measured by means of an intelligence test. They devised a test and called it the intelligence quotient test (I Q). But in 1983 Gardner published a book called *Frames of Mind*, in which he asserted that there exist at least seven intelligences. With the ideas in this book a new dimension was brought into the field of education and the validity of the scores obtained from the classical IQ tests were questioned because they seemingly measured only two of the intelligences that Gardner proposes in his book. It was realized that the standard IQ tests were no more an efficient way of measuring intelligence in an objective way.

Gardner's claim is that all human beings have Multiple Intelligences and these intelligences can be nurtured and strengthened, or ignored and weakened.

In another book published in 1993, *Multiple Intelligence—The Theory in Practice*, Gardner (1993:17-26) states the seven intelligences to be;

- 1- Verbal/Linguistic Intelligence
- 2- Musical/Rhythmic Intelligence
- 3- Logical–Mathematical Intelligence
- 4- Visual/Spatial Intelligence
- 5- Bodily–Kinaesthetic Intelligence
- 6- Interpersonal Intelligence
- 7- Intrapersonal Intelligence

### **1 - Verbal/Linguistic Intelligence:**

Gardner (1983:77) describes Linguistic Intelligence as an individual's mastery in using language competently as an instrument for communication and expression and this competence is best exemplified by poets and writers.



Armstrong (1994a:2 cited in Snider: 2001:3) gives a more comprehensive definition of Verbal/Linguistic Intelligence:

“ The capacity to use words effectively, whether orally ( e.g. as a storyteller, orator, or politician) or in writing ( e.g. as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric ( using the language to convince others to take specific course of action), mnemonics (using language to remember information)explanation using language to inform), and metalanguage (using language to talk about itself). “

Gardner (1983:77-78) states that in fact linguistic intelligence seems most widely and most democratically shared across human species. Gardner states for aspects of linguistic knowledge that are widely used by human beings: first, the rhetorical aspect of language to convince others; secondly, mnemonic use of language to maintain information; thirdly, the explanatory role for teaching and learning; and finally, the knowledge of language for metalinguistic analysis; especially valuable for clarifying meaning.

According to Lazear (1991a:14 cited in Snider:2001) Linguistic intelligence is answerable for the composition of language in all its elaborate possibilities in the forms of poetry, humour, syntax, various genres of literature, cerebral reasoning, symbolic analyzing, theoretical patterning and, of course, the written and spoken word.

About the development of this intelligence Armstrong (1994a:5 cited in Snider, 2001) states that linguistic intelligence does not peak early in life; it explodes in early childhood and remains robust until old age.

Another view about the development of this intelligence is that of Sylwester (1995:108 cited in Snider: 2001).

“Children tend to develop oral competence in language prior to written competence, and they master an average of about ten new words a day to reach the high school senior’s vocabulary of about 60.000 words .”

From the ideas mentioned by various linguists above it can be maintained that Verbal/Linguistic intelligence must be the most vital and most widely used one among the intelligences because most probably human beings would not be able to communicate with each other easily without it.

Campbell (1994:1-introduction) summarizes Linguistic intelligences and states that:

“Linguistic intelligence is the ability to think in words and use Language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words, and to apply metalinguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers.”

It is also clear that linguistic intelligence will have interactions with other intelligences as its medium is language whether written or spoken Gardner (1983:98) for example states the interaction of linguistic intelligence with musical intelligence and says that:

“Buried far back in evolution, music and language may have arisen from a common expressive medium. But whether that speculation has any merit, it seems clear that they have taken separate courses over many thousands of years and are now harnessed to different purposes “

## **2-Musical/Rhythmic Intelligence:**

Armstrong (1994a:3 cited in Snider, 2001:5) defines Musical/Rhythmic intelligence as:

“The capacity to perceive (e.g. as a music aficionado), discriminate (e.g. as a music critic), transform (e.g. as a composer) and express (as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone colour of a musical piece. “

Gaffney (1995:6 cited in Snider, 2001:5) also states that this intelligence involves the ability to understand the world and give information back to the world by using and understanding sound. As how the core operations of this intelligence operate Gardner (1983:104) states that Musical intelligence is not limited to those who can play, but also serves the millions of music lovers, collectors and others who work in the industry.

Yet, there is also a core set of abilities to all participation in the musical experience of a culture. These core abilities should be found in any normal individual brought into regular contact with any kind of music. Gardner also adds that the core abilities may be found in most people within the general population, but the high end –states that he mentions like Stravinsky are unique.

In addition Gardner (1983:112) claims that musical intelligence has also got to some degree a hereditary nature and says that if one member of a family has a penchant for music, then all seem to have some degree of musical intelligence, as in the case of the Rankin Family .

“If there is any area of human achievement in which it  
pays to have adequate or lavish background, music would  
be a formidable contender.”

About the interaction of musical intelligence with other intelligences Gardner (1983:106-123) states that the close ties of the musical competence to other intelligences, in addition to linguistic intelligence; most notably, the close tie to the bodily intelligence makes music best thought of as an extended gesture. He also says that music is closely aligned to feelings and emotions in the power of its expressive qualities-hence, its connection to the personal intelligences.

### **3- Logical/Mathematical Intelligence:**

Armstrong (1994a:2 cited in Snider, 2001:6) defines logical/mathematical intelligence as:

“The capacity to use numbers effectively (e.g., as a mathematician tax accountant, or statistician) and to reason well (e.g., as a scientist, a computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include: categorization, classification, inference, generalization, calculation, and hypothesis testing. “

For the developmental process of this intelligence Gardner (1983:129-131) states that this intelligence begins to surface in the nursery with the child's arrangement of objects; the logical-mathematical understanding 'derives in the first instance from one's actions upon the world' By the age of six or seven the child has reached the level of the young mathematician-to-be. Armstrong (1994a:7) in addition thinks that this intelligence peaks in adolescence and early childhood. As high end-states of this intelligence Gardner (1983:146) mentions Alfred Adler, Einstein, Francis Bacon, Galileo and Isaac Newton. According to Gardner modern science traces the progress of this intelligence from Francis Bacon and Galileo who championed the introduction of mathematics into scientific work and says that it was Isaac Newton who postulated an absolute framework of time and space, within which physical events unfold according to a set of immutable laws.

Gardner (1983:155) thinks that this intelligence is an autonomous intelligence and gives as evidence for this the idiots savants, individuals who with meagre or even impaired abilities in most areas, display from their early childhood years an ability to calculate very rapidly and very accurately. Gardner (1983:157) also thinks that mathematical intelligence has considerable interaction with the linguistic intelligence. He thinks that since mathematics deals with abstract, non-linguistic entities, in order for it to be synthesized in applications, a medium is required and linguistic intelligence serves as a link between the concept and the learner. According to Gardner there are also various links between logical-mathematical intelligence and other forms of intelligences other than the linguistic intelligence. There are also considerable interaction of logical–mathematical intelligence with musical–rhythmic intelligence and the visual-spatial intelligence.

Campbell (1994:3) summarizes the features of this intelligence to be: Logical – mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations. It enables us to perceive relationships and connections, to use abstract, symbolic thought, sequential reasoning skills, and inductive and deductive thinking processes. Logical intelligence is usually well-developed in mathematicians, scientists and detectives.

#### **4 –Visual/Spatial Intelligence:**

Visual–spatial intelligence is defined by Armstrong (1994a:2-6) as follows:

“The ability to perceive the visual–spatial world accurately (e.g, as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g.as an interior decorator, architect, artist, or inventor). The intelligence involves sensitivity to colour, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.“

Gardner (1991:72) thinks that the development of this intelligence begins early in childhood. The young child engages as well in symbolization in the realms of drawing, modelling with clay, building with blocks, gesturing, dancing, singing, pretending to fly or drive, trafficking with number, and a host of other symbol-studded domains. The core capacities of visual-spatial intelligence are summarized by Gardner (1983:173) as follows:

“Central to spatial intelligence are the capacities to perceive the visual world accurately, to perform transformations and modifications upon one’s initial perceptions, and to be able to re-create aspects of one’s visual experience, even in the absence of relevant physical stimuli. One can be asked to produce forms or simply to manipulate those that have been provided. These abilities are clearly not identical: an individual may be acute, say, in visual perception, while having little ability to draw, imagine, or transform an absent world. “

As mentioned in logical–mathematical intelligence part, visual–spatial intelligence has got strong relations with mathematical intelligence and linguistic intelligence and the interactions with the other intelligences should also be taken into consideration.

### **5- Bodily-Kinaesthetic Intelligence:**

Gaffney(1995:7 cited in Snider, 2001:7) states that bodily-kinaesthetic intelligence requires the adeptness to comprehend the world through body experiences, to express ideas and emotions, and communicate with others physically. This intelligence is strongly evidenced in ballet dancers, entertainers, sportsmen, sculptors, doctors, tradesmen, and craftspeople.

Armstrong (1994a:3 cited in Snider, 2001:7) describes bodily–kinaesthetic intelligence as having:

“Expertise in one’s whole body to express ideas and feelings ( e.g. as an actor a mime, an athlete, or a dancer) and facility in using one’s hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific physical skills as coordination, balance, dexterity, strength, flexibility and speed, as well as proprioceptive, tactile, and haptic capacities.”

Armstrong sums up the core capacities of this intelligence as a person's ability to control one's body movements and to handle objects skilfully. Gardner (1983:207) gives the Greeks' use of their body and mind combination as example for this intelligence.

“In speaking of masterful use of the body, it is natural to think of the Greeks, and there is a sense in which this form of intelligence reached its apogee in the West during the Classical Era. The Greeks revered the beauty of the human form and, by means of their artistic and athletic activities, sought to develop a body that was perfectly proportioned and graceful in movement, balance, and tone. More generally, they sought a harmony between mind and body, with the mind trained to use the body properly, and the body trained to respond to the expressive powers of the mind.”

Campbell (1994:4) sums up the features of this intelligence as:

“Bodily–kinaesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing, and the perfection of skills through mind–body union. Athletes, dancers, surgeons, and craftspeople exhibit highly developed kinaesthetic intelligence.”

From the definition provided by various linguists it can be said that this intelligence involves the use of the body in harmony with the mind. Though this intelligence can act by itself without the aid of other intelligences, it is also possible that it can act with them to like in the case of singers; they both use their linguistic intelligence and bodily–kinaesthetic intelligence in harmony.

## **THE PERSONAL INTELLIGENCES**

### **6–Interpersonal Intelligence:**

Gaffney (1995:8 cited in Snider, 2001:8) states that this intelligence includes the individual's capacity to understand, perceive and discriminate between people's moods, feelings, motives, and intentions.

A broader definition of this intelligence is provided by Armstrong (1994:7 cited in Snider, 2001:8):

“The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).”

According to Armstrong very good examples for this intelligence are talk show hosts, teachers, sales people, politicians and preachers. It can be said that people with high interpersonal intelligence may be more successful in the professions mentioned by Armstrong. In this respect teachers are required to possess high interpersonal intelligence and this is important for the teacher in order to have good relations with the students.

Campbell ‘s definition of this intelligence (1994:4) strengthens this idea:

“Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and non-verbal communication, the ability to note distinctions among others, a sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence.“

### **7–Intra personal Intelligence:**

Gaffney (1995:8 cited in Snider, 2001:9) states that intrapersonal intelligence refers to the capacity to accurately know one’s self, have the ability to understand one’s internal makeup; and some words that reflect levels of the intrapersonal intelligence are: originality, discipline, imagination, self-respect, temperament, inspiration and motivation.



Armstrong (1994a:3 cited in Snider, 2001:10) makes a similar definition of this intelligence to that of Gaffney:

“Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.”

The core operations of this intelligence are summarized by Gardner as follows:

“The core capacity at work here is access to one’s own feeling life—one’s range of affects or emotions: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one’s behaviour. In its most primitive form, the intra personal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain and, on the basis of such discrimination, to become more involved in or to withdraw from a situation. At its most advanced level, intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feelings.” (Gardner, 1983:239)

Here comes to mind that students should be given enough opportunity to express themselves and to help them to know themselves in order to make them use their hidden internal powers. In most education systems one of the main objectives is to raise students with good personality for the society. To attain this, the personal intelligences have to be taken into consideration and an educational environment provided for them.

Whereas the seven intelligences above form the basis for Gardner’s theory, he does not limit the number of intelligences to seven. In 1996 Gardner adds the Naturalist Intelligence to the seven intelligences. And after the naturalist intelligence a ninth intelligence follows; the existentialist intelligence.

8- Naturalist Intelligence

9- Existential Intelligence

## **8- Naturalist Intelligence:**

Durie (1997:1 cited in Snider, 2001:12) gives Gardner's ideas about the naturalist intelligence taken from an interview with Gardner:

“The core of the naturalist intelligence is the human ability to recognize plants, animals, and other parts of the natural environment, like clouds or rocks. This capacity has been a key to the survival of mankind and to his climb up the evolutionary ladder. Although all of us have some of this intelligence, some children become experts on dinosaurs and some adults excel at their pursuits in hunting, botany, and anatomy. “

Campbell (1997:1) and Barkman (1997:2 cited in Snider, 2001:12) give as examples of high end-states of this intelligence George Washington Carver, Rachel Carson, Meriwether Lewis, Charles Darwin, Gregor Mendels, or a child who efficiently catalogues and categorizes insects, rocks, dinosaurs, or sea-shells. To sum up this intelligence is thought to involve the ability to recognize and classify plants, minerals, and animals, including rocks, grass, and all variety of flora and fauna. It also includes the ability to recognize cultural artefacts like cars, sneakers, etc. The intelligence can be seen in such people as farmers, hunters, zookeepers, gardeners, cooks, veterinarians, nature guide, and forest rangers.

9- **Existential Intelligence:** sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, “why do we die?” and how did we get here?”

Gardner believes that in the future further intelligences may be added to the list of intelligences. From sheer experience it is known that not all human beings have the same capacity of intelligence. When Multiple Intelligences are in question it can be said that not all human beings possess all of these intelligences to the same degree. One person may have very high Musical Intelligence whereas another person may have high Logical–Mathematical Intelligence. It may be the same for our students and when comparing their achievement it can not be said that student one is more intelligent than student two. According to Gardner the reality is that all human beings possess all of these intelligences but only their degree changes from person to person and they can be strengthened if they are weak. Here the teachers' responsibility is to activate the Multiple Intelligences.

Gardner (1993:27-33) states that all of the intelligences are part of human genetic heritage and all humans possess certain core abilities in each of the intelligences. All humans partake of each intelligence to some degree, certain individuals are said to be 'at promise'. They are highly endowed with core abilities and skills of that intelligence. Humans may possess different levels of the intelligences. Gardner labels them as individuals 'at promise' and individuals 'at risk'. According to him if the person is at risk in one of the intelligences and is not given special aid he/she is most likely to fail tasks involving that intelligence. People 'at promise' should also be treated differently from the others. Gardner (1993:47-48) thinks that given enough exposure to the materials of an intelligence, nearly anyone who is not brain damaged can achieve quite significant results in that intellectual realm. The surrounding culture plays a prepotent role in determining the extent to which an individual's potential is realized. Gardner (1993:68–80) also believes that the present education system has to be altered and that there must be a shift from 'uniform schooling' to individual-centred schooling. Thus his aim is to stress the importance of taking seriously each student's own proclivities, interests, and goals and helping them to realize those potentials.

### **Criticism directed towards the Multiple Intelligences Theory:**

Like any other theory introduced into a field of scientific research the Multiple Intelligence Theory has attracted both good and bad criticism from educators and scientists. Some of the many criticisms directed towards this theory centre around such questions as:

- Are the criteria Howard Gardner employs adequate?
- Does Howard Gardner's conceptualisation of intelligence hold together?
- Is there sufficient empirical evidence to support Gardner's conceptualisation?

And some statements of the critics about the theory are as follows:

- Multiple Intelligences theory is not new. Critics maintain that Gardner's work is not groundbreaking—that what he calls 'intelligences' are primary abilities that educators and cognitive psychologists have always acknowledged.
- It is not well defined. Some critics wonder if the number of "intelligences" will continue to increase. These opposing theorists believe that notions such as bodily-kinaesthetic or musical ability represent individual aptitude or talent rather than intelligence.
- It is culturally embedded. M.I. theory states that one's culture plays an important role in determining the strengths and weaknesses of one's intelligence. Critics counter that intelligence is revealed when an individual must confront an unfamiliar task in an unfamiliar environment.
- It defeats national standards. Widespread adoption of multiple intelligence pedagogy would make it difficult to compare and classify student's skills and abilities across classrooms.
- It is impractical. Educators faced with crowded classrooms and lack of resources see multiple intelligence theory as utopian.

(Adopted from [http://www.thirteen.org/edonline/concept2class/mi/index\\_sub5.html](http://www.thirteen.org/edonline/concept2class/mi/index_sub5.html))

Other individual criticism directed towards multiple intelligence theory are as follows: Ceci (1990) a developmental psychologist at Cornell, questions the validity of Gardner's theory and its lack of supporting scientific data and he points out that Gardner's approach of constructing criteria and then running candidate intelligences through them, while suggestive, provides no hard evidence—no test results, for example—that his colleagues could evaluate.

Sternberg (1988 cited in Eysenck 1994:193) also thinks that Gardner's criteria for defining intelligences are not satisfactory. He argues in favour of using the word 'talents' rather than the word 'intelligences'. He asks why Gardner includes some human abilities as intelligences and omits other human abilities. Sternberg (1988:42) calls the M.I.theory 'a theory of talents, not one of intelligences'.

White (1998:30–34) also questions Gardner's criteria for deciding on specific intelligences and he is sceptical of the similarities between Gardner's theory of multiple intelligences and Hirst's (1965) theory of knowledge, which divides the content of a liberal education into seven areas of understanding.

Levin (1994) criticizes Gardner for not offering a clear program for educators to use in implementing M.I. theory in everyday classroom conditions.

Hanafin (2000) states that many external factors such as lack of planning, time, dominance of traditional examinations, timetabling restrictions and lack of whole school support can have a negative impact on the introduction of M.I. into schools.

Sternberg (1991:257-269) writes that he hesitates endorsing the M.I. theory to assessment on the basis that we would simply be replacing one flawed system of measurement with an approach that is equally problematic.

Hirsh (1988) the author of 'Cultural Literacy: What Every American Needs To Know' and others have argued that multiple intelligence theory does not encourage educators to teach 'core knowledge'-a common collection of 'essential facts that every American needs to know'.

**Gardner's answers concerning some of the criticism directed towards his theory of multiple intelligences:**

Gardner (1995:200–208) defends the empiricism of the theory by referring to numerous laboratory and field data that contributed to its development and the ongoing re-conceptualisation of the theory based on new scientific data. Gardner states that his theory is most concerned with the interaction between genetics and the environment in understanding intelligence. He thinks that the narrow definition of intelligence as equal to scholastic performance is simply too restrictive.

Gardner (1999a:203) state that the study of intelligence has moved well beyond the realm of psychometrics. The theory of M.I. has helped break the psychometricians century long strangle hold on the subject of intelligence.

To Levin's criticism about not offering a clear program for educators to use in implementing M.I. theory in everyday classroom conditions, Gardner counter argues by stating that the practitioners of Piaget's and Dewey's theories had little guidance from their originators.

There is also answer from Armstrong (2000:40) to Levin's criticism, Armstrong states that the advocates of M.I. theory have proposed many approaches for introducing M.I. practice in school. He demonstrates how a M.I. approach can take place informally in a traditional style class, where the teacher lectures with rhythmic emphasis (musical), draws pictures on the board to illustrate points (spatial), makes dramatic gestures as she talks (bodily–kinaesthetic), pauses to give students to give time to reflect (intrapersonal), asks questions that invite spirited interaction (Interpersonal), and includes references to nature in her lectures (naturalist).

As the aim of this study is to make use of the multiple intelligence theory in teaching English Grammar through Edutainment activities the aim here is to know how this theory is used and may be used in education. Other criticism may follow concerning this theory, negative or positive but the positive ones are the ones which will be taken into consideration as this theory is thought to be helpful in education.

### **Educational Implications of the M.I. theory:**

Gardner's theory of M.I. has not been immediately accepted within academic psychology. However, it has met a strongly positive response from many educators. It has been embraced by a range of educational theorists and, significantly applied by teachers and policy makers to the problems of education.

Campbell & Campbell (1999:91) state that because M.I. is a construct about human intelligence, it does not mandate any prescriptive educational approach.

Lazear (1991) states that while there is no prescriptive approach to teaching and learning among M.I. practitioners, there is much agreement among them with regard to suitable strategies and techniques.

Lazear (1994: 201–202) introduces three lesson types in using the intelligence.

- 1- Teaching for M.I. where each of the intelligences can be taught as a subject in its own right: music skills, language, art as a formal discipline, mathematical calculation and reasoning, skilful body movement (P.E., Dance and Drama) and various social skills.
- 2- Teaching with M.I. where each intelligence can be used to gain knowledge in areas beyond itself, e.g. art (drawing, painting and sculpture) to bring to life different periods of history.

- 3- Teaching about M.I. which are lessons, that are concerned with teaching students about their own multiple intelligences and how to actively use them in learning and everyday life.

Some educators also think that M.I. practice draws on the techniques of Active Learning methodologies to engage students in their own learning. Bellanca (1997) for example considers active learning as very suited to the M.I. classroom.

“ active learning has a threefold meaning, firstly that the students engage in some form of physical activity in the class, secondly that students gain “hands-on“ experience and thirdly, at the highest level that active learning uses the active engagement of the students thinking process in learning and applying knowledge“. (Bellanca, 1997:xxiii)

The practitioners of the M.I. theory of Gardner like Armstrong, Dickinson, Lazear, Campbell & Campbell and Bellanca support instructional methods that appeal to all the intelligences, including cooperative learning, individual learning, reflective learning, visualisation, musical performance, story telling, and role playing.

Regarding the benefits of using M.I. related activities Wilson writes that through creating educational experiences based on natural talents and gifts, teachers are more likely to increase opportunities whereby students can become actively engaged in learning experiences that are pleasurable, heightened or magnified. Such experiences can be highly motivative. Many practicing teachers report that the flow phenomenon often occurs when students are participating in M.I related activities, and that these experiences are often self-motivating and very pleasurable for students.

Campbell (1994) in his work ‘The Multiple Intelligences Handbook ‘Lesson Plans and More.’ provides detailed information on how to implement and use the Multiple Intelligence theory in education.



Concerning the application of the theory into the field of education Campbell (1994:6–8) makes the following statement:

“ There are as many ways to set up M.I. classroom as there are teachers—each teacher must determine what is most appropriate for his/her teaching approach, grade, level, subject area, and students. To assist teachers in planning an M.I. classroom, several models of actual K–12 M.I. programs are listed below. Some models focus on learning centres, others use traditional, direct instruction approaches. Although many teachers assume that centres–based approach works best at the elementary level, a few secondary teachers are finding great success with this format as well. All the M.I. models can be used with single-subject, interdisciplinary, or thematic instruction. Teachers may want to read through the M.I. classroom models to identify ones that seem appropriate for their classrooms or to use them as a source of inspiration for creating additional M.I. approaches.”

The M.I. classroom models which Campbell gives are as follows:

1. Seven learning centres each day
2. Three to five learning centres each day
3. Learning centres once weekly
4. Whole class moves together to different classrooms
5. Whole–class instruction in multiple ways
6. One intelligence is emphasized
7. Self–directed learning–students’ choice based upon individual strengths
8. Apprenticeship programs

Campbell (1994: 11) also advises to name the seven centres based on the seven multiple intelligences of Gardner with a different and interest arousing name. He says that he also changes these names each year with other names. Some examples of the names for the centres he uses are:

William Shakespeare Centre.....Linguistic Intelligence  
 Albert Einstein Centre .....Logical–Mathematical Intelligence  
 Martha Graham Centre .....Kinaesthetic Intelligence  
 Pablo Picasso Centre .....Visual–spatial Intelligence  
 Ray Charles Centre .....Musical Intelligence  
 Mother Teresa Centre .....Interpersonal Intelligence  
 Emily Dickinson Centre .....Intrapersonal Intelligence

Campbell (1994:8-26) gives detailed information about the application of the M.I. models by giving daily format in one M.I. classroom using seven learning centres, by providing information on how to establish the centres, by giving information about grouping students for M.I. centres or cooperative learning, by providing resources for a M.I. learning environment and by providing sample assessment procedures for the M.I. classroom.

Whether seven, eight, nine or, it is evident that with the introduction of the M.I. theory of Howard Gardner there has been a change in the field of education and it is clear from research conducted on the topic that this theory will be of great use for educators as it brings variety into the classroom and it takes individual strengths and weaknesses into consideration. From Gardner's view about Multiple Intelligences it is clear that there can be individual differences among students regarding the intelligences and the education system has to take these into consideration.

This study based on bringing variety into the language teaching-learning environment by introducing various Edutainment activities which can be a good vehicle to achieve Gardner's aims about Multiple Intelligences.

By using a variety of activities which will make use of the seven intelligences students will have the opportunity to feed their intelligences. Here the teachers' duty is to know the students' learning strategies, learning styles and their weak and strong points concerning the intelligences.

Edutainment activities such as songs, poetry, plays, games, drama, short story, cartoons, humour, jokes and etc. will give the students the chance to feed their intelligences in multiple ways. It is thought that the edutainment activities to be used in this study will not only do away with the boredom and monotony but they will also give the students the chance to feed their intelligences as well.

## 1.6. Young, Teen and Adult Language Learners

From research done in the area it is known that given enough opportunity and exposure to language all healthy children are able to acquire their mother language with great success. When children start primary school they already have mastered a language system; they can speak it fluently, they can understand and respond to other speakers of that language and although they have not had any formal education they know the simple structure of the language. In a way they form sentences of their own and can use language creatively.

According to some scientists like Chomsky this is due to an innate ability called Language Acquisition Device (LAD) or Universal Grammar and according to other scientists like Skinner, Pavlov, Watson, Thorndike and etc. this is because of a habit formation process which involves the Stimulus–Response–Reinforcement chain and children learn the language by way of imitation, repetition and memorization.

Whatever explanation may be brought to this phenomenon children who have started primary school are able to comprehend and use language. Research on language acquisition is divided into two; first and second language learning. The literature on first language learning is most relevant to child development while second language learning is primarily focused on adult learning.

The students in primary education are obviously very different from the students in secondary education or higher education. In our country primary education starts at the age of 6 and continues till the age of 14. Then the students go to the secondary school which lasts from the age 12 till the ages 17-18. In this study the subjects are students who have started the Lycee preparatory classes and are at the ages of 12 or 13.

According to some scientists this age coincides with a period in language learning which they call 'Critical Period' In 1959 (1959:230–55) Penfield and Roberts suggested that there is a Critical Period that terminates around 9–to 12 years of age, or at puberty, after which complete or native like mastery of languages is difficult and unlikely to occur.

In another study Lenneberg (1967:175–82) developed this hypothesis further. In his study he put forward that the Critical period for language learning extends from 2 years of age until puberty. He claimed that the child is ready for language around two years of age and this feature declines at the early teen ages. He bases his ideas about the Critical period on the assumption that language learning was difficult after puberty because lateralization of language functions in the left hemisphere of the brain are thought to be completed by this age.

Lamendella (1977:155-96); and Seliger (1978:11-19) have similar ideas on this issue, but they slightly differ from Penfield, Roberts and Lenneberg. They think that neural plasticity on which the critical period is presumed to depend on changes progressively with age and in some cases may extend beyond puberty. They assert that certain language skills are acquired more easily at particular times in development than other times, and some language skills can be learned even after the Critical period, although less easily there after.

If the assertion of Lenneberg and Penfield–Roberts was taken to be completely true then learning or acquiring a language after puberty would be extremely difficult or even impossible and all the attempts at learning a language there after would be in vain. But experience in the field and studies conducted reveal that language learning even after that age is possible with some differences in the rate of acquisition.

As the subjects of this study are at the ages of 12-13 they are considered to be older learners and the learners under these ages are taken to be younger learners. Undoubtedly there will be differences between younger learners and older learners in the process of language learning.

In one of the studies regarding young versus adult learners Krashen, Scarcella, and Long (1982:161–72) put forward and categorized some hypotheses about language learning. They give their hypotheses under four headings:

- The ‘younger = better’ position
- The ‘older = better’ position
- The ‘younger = better at acquiring accent’ position
- The ‘younger = better in the long run’ position

Krashen, Scarcella and Long (1982:161–72) give a lot of evidence for all the four categories from many researches conducted in the field. According to them there is fair amount of evidence suggestive of a long–term advantage for learners whose experience of the target language begins in their childhood years. In short–term attainment, however, the balance of evidence indicates an advantage for older learners at least as far as grammatical development is concerned.

It is clear that older learners can not be treated in the same way as the younger ones. When older learners are in question teaching materials and means should be selected very carefully and presented in a way appropriate to the level of the older learners.

Edutainment activities which appeal to both the emotional and cognitive side of learners should be selected carefully. A game for example which is quite suitable with young learners might be thought to be inappropriate by the older learners and considered a waste of time. In this respect older learners show many differences compared to young learners.

Knowles (1984) one of the pioneers of adult learning, identified the characteristics of adult learners as follows:

- adults are autonomous and self–directed;
- adults have accumulated a foundation of life experience and knowledge;
- adults are goal oriented;
- adults are relevancy oriented;
- adults are practical;
- adults need to be shown respect;
- motivating adults is different;

- there are barriers in adult motivation;

All of the eight characteristics of adult learners stated above have to be taken into consideration when dealing with older learners. The teaching material and the teaching environment have to be made relevant to the expectations and needs of the older learners. Determining the appropriacy of the edutainment activities such as games, songs, jokes, humour, poems, plays, and etc. is of great importance, seeing that what might be considered appropriate to young learners might not be taken as relevant by the older learner due to the different characteristics of the older learners.

The following information from D.H. Brown (2001) will be a guide in determining the appropriacy of the Edutainment activities according to the needs and levels of the older learners in question. In his book (2001:86-93) Teaching by Principles, Brown gives the characteristics of young learners, older learners and adult learners under the headings such as Teaching Children, Teaching Teens and Teaching Adults.

### **1.6.1 Teaching Children (from age 4 till puberty)**

Brown states his ideas on teaching children under five categories:

- 1- Intellectual Development
- 2- Attention Span
- 3- Sensory Input
- 4- Affective Factors
- 5- Authentic, Meaningful Language

1-Intellectual Development: Brown (2001:87) thinks that children are centred on the here and now, on the functional purposes of language as they are still in an intellectual stage of what Piaget (1972) called 'concrete operations'.

For the classroom procedure regarding intellectual development he gives the following suggestions:

- Don't explain grammar using terms like 'present progressive' or 'Relative clause'
- Rules stated in abstract terms should be avoided
- Some grammatical concepts, especially at the upper levels of childhood, can be called to learner's attention with the help of, certain patterns and examples.
- Certain more difficult concepts or patterns require more repetition than adults need.

2-Attention Span: Brown (2001:88) says that children can not be said to have short attention span and that the attention span of children depends on the interest level of the children towards the material they are exposed to. He asserts that when the material presented to them is boring, useless, or too difficult children will have a short attention span and it is the teacher's responsibility to make the lessons more interesting, lively, and entertaining.

Brown (2001:88) suggests a few ways how to accomplish this:

- Because children focus on the immediate here and now, activities should be designed to capture their immediate interest.
- A lesson needs variety of activities to keep interest and attention alive.
- A teacher needs to be animated, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor; your energy will be infectious.
- A sense of humour will go a long way to keep children laughing and learning. Since children's humour is quite different from that of the adults', remember to put yourself in their shoes.
- Children have a lot of natural curiosity. Make sure you tap into that curiosity whenever possible, and you will thereby help to maintain attention and focus.

3–Sensory Input: Brown (2001:89) thinks that the language material presented to the learner should stimulate all of the five senses.

His suggestions for this are:

- Pepper your lessons with physical activity, such as having students act out things (role- play), play games, or do Total Physical Response activities.
- Projects and other hands– on activities go along way toward helping children to internalize language. Small–group science projects, for example, are excellent ways to get them to learn words and structures and to practise meaningful language.
- Sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the taste of foods, liberal doses of audiovisual aids like videos, pictures, tapes, music–all are important elements in children's language teaching.
- Remember that your own non verbal language is important because children will indeed attend very sensitively to your facial features, gestures and touching.

4- Affective Factors: Brown (2001:89-90) says that children are in many ways much more fragile than adults because their egos are still being shaped. He thinks that in regards to affective factors children have potential barriers to learning and suggests ways to overcome these barriers.

- Help your students to laugh with each other at various mistakes that they all make.
- Be patient and supportive to build self–esteem, yet at the same time be firm in your expectations of students.
- Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

5- Authentic, Meaningful Language: According to Brown (2001:90) children need to make immediate use of the language they learn; otherwise they are less willing to put up with language because it does not hold immediate rewards for them.

His suggestions on how to make language learning for children more authentic and meaningful are:

- Children are good at sensing language that is not authentic; therefore, 'canned' or stilted language will likely be rejected.
- Language needs to be firmly context embedded. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language—these will establish a context within which language can be received and sent and thereby improve attention and retention. Context—reduced language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's minds.
- A whole language approach is essential. If language is broken into too many bits and pieces, students won't see the relationship to the whole. And stress the interrelationships among the various skills (listening, speaking, reading, and writing), or they won't see important connections.

### 1.6.2. Teaching Adults

Brown's ideas about adult learners are that they have superior cognitive abilities than children, their need for sensory input can rely a little more on their imagination (they can easily understand and deal with abstract knowledge), they have usually acquired self-confidence, they can at least occasionally deal with language that is not embedded in 'here and now' context.

The above features of adults can be interpreted as the advantages of adult learners compared to children. Brown suggests a few ways we should keep in mind when our learners are adults.

1. Adults are more able to handle abstract rules and concepts. But beware! As you know, too much abstract generalization about usage and not enough real life language use can be deadly for adults, too.
2. Adults have longer attention spans for material that may not be intrinsically interesting to them. But again, the rule of keeping your activities short and sweet applies also to adult-age teaching.
3. Sensory input need not always be quite as varied with adults, but one of the secrets of lively adult classes is their appeal to multiple senses.
4. Adults, with their more developed abstract thinking ability, are better able to understand a context-reduced segment of language. Authenticity and meaningfulness are of course still highly important, but in adult language

teaching, a teacher can take temporary digressions to dissect and examine isolated linguistic properties, as long as students are returned to the original context.

### 1.6.3 Teaching Teens

Brown (2001:91-92) states that a child at the ages of puberty should neither immediately be taken as an adult learner nor be treated as a child learner. Brown prefers to name the learners whose ages range between twelve and eighteen or so

‘young adults’ or ‘teens’ and he thinks that this is a period of transition, confusion, self consciousness growing and changing bodies and minds.

According to him these learners are in between childhood and adulthood and the teacher should be very attentive when such learners are in question.

Brown’s suggestions about teens are as follows:

1. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistic metalanguage can now, theoretically, have some impact. But the success of any intellectual endeavour will be a factor of the attention a learner places on the task; therefore, if a learner is attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task at hand may suffer.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager’s life, this potential attention spans can easily be shortened.
3. Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
4. Factors surrounding ego, self–image, and self–esteem are at their pinnacle. Teens are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self–esteem high by;
  - avoiding embarrassment of students at all costs,



- affirming each person's talents and strengths,
- allowing mistakes and other errors to be accepted,
- de-emphasizing competition between classmates, and
- encouraging small-group work where risks can be taken more easily by a teen.

5-Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the 'here and now' nature of immediate communicative contexts to dwell on grammar point or vocabulary item.

But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with overanalyses.

All the information cited from different linguists and psychologists like Penfield and Roberts, Lenneberg, Lamendella, Seliger, Krashen, Scarcella and Long, Knowles, Brown will provide a few guidelines in determining the age level and the appropriacy of the material to be presented to language learners. The subjects of this study can no more be considered to be children. They can also not be considered to be adults either, they are at the age of 12-13 and they can thus be called what Brown prefers to call them 'teens' or older learners. The term 'older learners' should not be confused with adult learners because they are at a period of transition and are not full adults, yet.

As cited from Brown the teaching of teens needs greater care and dedication than teaching children or adults because in the case of children and adults the characteristics of the learner in question are more definite. As a result of the many psychological and physical changes that the teens are undergoing they are very fragile and have to be treated with great care because they can easily be hurt.

## **1.7 EDUTAINMENT**

### **1.7.1 Songs and Music as Edutainment Activities**

Like all the spices we add to our food, music and songs bring taste and flavour to our lives. We listen to music for various reasons; sometimes it is just for enjoyment, sometimes it is to get rid of stress and depression, sometimes it is merely for relaxation, sometimes to express our feelings, sometimes to unite people, sometimes to cheer up people, sometimes to dance, sometimes for educational purposes and etc. Whatever the aim is, music is in every phase of our lives. Nowadays it is commonly known that music helps plants grow, serves as a treatment procedure for some illnesses, lulls children to sleep, marches men to war, makes people buy more, helps to increase production of milk and eggs of animals, and etc. It can be said that it is a kind of magical medium which is used for various purposes to make our lives better. Here the question is; being such a valuable medium, is music also useful in educational settings as well? Do music and songs have a positive effect on learning which can be utilised by educators and learners?

#### **1.7.1.1 Theoretical support for the use of Music and Songs in the language classrooms**

Medina (2002) states that music is frequently used by teachers to help second language learners acquire a second language. She cites (Jalongo and Bromley, 1984; McCarthy, 1985; Martin, 1983; Mitchell, 1983; Jolly, 1975) all whom think that music helps second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening.

It is widely known that for all people singing songs and listening to music are enjoyable experiences; and by engaging in a pleasurable experience, learners relax and their inhibitions about acquiring a second language are lowered. While they are relaxed, they are also more attentive than usual, and therefore, more receptive to learning.

From Krashen's Input Hypothesis (1985) we know that for the input to reach the language acquisition device and become acquired competence it has to pass the 'Affective filter' which can act as a barrier and prevent acquisition when it is high due to some affective variables. Inhibitions in this respect have to be lowered for successful language acquisition to take place. Music and songs which are believed to lower inhibitions in a learning-acquisition environment can act as very useful tools.

Medina (2002) thinks that negative emotions, functioning much like a filter, can prevent the learner from making total use of the linguistic input from his/her environment. Therefore, if the learner is anxious, unmotivated, or simply lacks confidence, language acquisition will be limited.

It is therefore, in the interest of the second language teacher to provide an environment which evokes positive emotions. Music does precisely that. Whether learners simply listen to instrumental music, vocals in the target language, or sing in unison, it is a pleasurable experience. She also adds that singing songs in unison produces a sense of community and increases student confidence in the second language. Thus music is thought by her to evoke positive emotions which can lower the 'affective filter' and bring about language acquisition.

Another theorist who supports the use of music and songs in language learning environment is Gardner (1993). In his theory of multiple intelligences Gardner lists seven intelligences (eight and ninth follow) one of which is the musical, rhythmic intelligence. Using music as a vehicle for second language learning is consistent with Gardner's theory of multiple intelligences. Gardner thinks that it is the responsibility of educators and educational institutions to cultivate these intelligences. Using music and songs in the language classes will fulfil at least to cultivate musical-rhythmic intelligence. The use of music in the second language classroom is also supported by research conducted in the field of psychology.

Medina (2002) cites (Deutsch, 1972; Palermo, 1978; Serafine, Crowder, Repp, 1984; Borchgrevink, 1982) and says that the studies of these researchers point to the bond which exists between music and verbal learning.

In an article Sariçoban and Metin (2000) from the Hacettepe and Çankaya Universities cite Lo and Fai Li (1998:8). Lo and Fai Li's ideas about using songs are as follows:

“ Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm adjectives and adverbs. Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.“

Lo and Fai Li (1998:8)

As a consequence Sariçoban and Metin (2000) state that the use of songs in classroom provides many advantages. They think that if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of grammar lessons. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. They advise to take into consideration the students age and interests while selecting a song.

Sariçoban and Metin's ideas (2000) are important for this study because in this study the aim is to make grammar lessons more interesting through the use of edutainment activities; and using music and songs is one of the activities to fulfil this requirement.

### **1.7.1.2 Song and Music activities that can be used in language classes**

Activities to teach language skills through the use of songs and music are numerous. Klauer (1998) suggests some of the many activities. They are as follows:

- Actions
- Drawing
- Blanks
- Multiple Choice
- Spot the difference
- Strips of paper
- Paragraph re-arranging
- Sentence halves
- How many times
- Speculation
- Reading
- Background Music
- Music Exercises

Another rich resource for educators who want to implement song and music activities to the language learning skills is the book 'Songs in Action' by Griffiee (1992) from the Seigakin University, Japan. This book provides many activities for each language skill.

Griffiee (1992) thinks that songs and music can be used to relax students and provide an enjoyable classroom atmosphere. Griffiee also states that the natural language of songs, as opposed to the artificial language in many textbooks; is one way to incorporate modern, living language into the classroom.

Griffie lists the song and music activities under five headings as follows:

1. Vocabulary Extension
2. Listening Development
3. Singing Development
4. Writing Development
5. Discussion

1- Vocabulary Extension:

- |                           |                            |
|---------------------------|----------------------------|
| a) Vocabulary Prediction  | h) Alphabetical Vocabulary |
| b) Drawing the Song       | i) Vocabulary Association  |
| c) Pictures               | j) Take it or Leave it     |
| d) Rods to tell the Story | k) Song Word Puzzles       |
| e) Rhyme after Rhyme      | l) Mistakes                |
| f) Scrambled Words        | m) Vocabulary Competition  |
| g) Vocabulary Songs       | n) Definitions             |
|                           | o) Song Poetry             |

2- Listening Development:

- |                               |                       |
|-------------------------------|-----------------------|
| a) Strip Song                 | l) Title matching     |
| b) Tell them a Story          | m) Review – Quiz      |
| c) Words Swatter              | n) Making Connections |
| d) Headlines                  | o) Did you hear it    |
| e) Song Cards                 | p) Titles             |
| f) Structure review           | q) Pop Songs          |
| g) Jumbled Words              | r) Rhythm and Stress  |
| h) The Cloze Passage          | s) Two Versions       |
| i) All Purpose Question       | t) Lists              |
| j) BGM - ( background music ) | u) Breathing Easy     |
| k) The Top Twenty             | v) Scrambled Lyrics   |
|                               | w) Song Corner        |

### 3– Singing Development:

- a) Strike up the band
- b) Mini musicals
- c) Singing with a little help from my friend
- d) Human tape recorder

### 4- Writing Development:

- a) Paraphrasing
- b) Dictation
- c) More Dictation
- d) Guided Story writing
- e) Dialogue Drama
- f ) Song Posters
- g ) Punctuation
- h ) Movies in your mind
- i ) Grammar Letter
- j ) Theme music

### 5- Discussion:

- a) Visualisation
- b) Song Strings
- c) Picture Selection
- d) Split Songs
- e) Discussion Questions
- f) Feelings
- g) Point of View
- h) Multiple Choice
- i) Where is the Music
- j) Musical Memories
- k) Clichés, proverbs and sayings
- l) Music survey
- m) Values
- n) Theme Words
- o) Tell me a song about
- p) Song Competition
- q) Abstract Words
- r) Jacket Covers
- s) Trivia
- t) Sounds Nice
- u) Songs that say a lot
- v) Sound Quiz
- w) Cultural Stereotypes
- x) Video Warm–up

Griffiee (1992) provides detailed information of how all the activities above are prepared and applied in the language classes and gives information about which language level they can be applied. He also gives information on how the songs for the activities should be chosen and where to find the lyrics of songs for classroom usage.

Linguistic and Psychological theories support the use of songs and music. It is advisable to make use of them as much as possible because they make learning a more enjoyable process in a formal classroom environment.

In this study songs and music are chosen as one of the Edutainment activities which can do away the boredom of the grammar lessons and make it more interesting and enjoyable for both learners and teachers.

Mora (2000:152) cited in Weatherford (2005) states that music and language should be used in tandem in the EFL classroom. She asserts that verbal practice associated to musical information seems to be more memorable, that using melody with new phrases lowers student's anxiety, and that foreign sounds paired with music are stored in long-term musical memory and is accessible for sub vocal rehearsal.

Weatherford (1990:13) states a good case for the active use of music in language classes. Weatherford cites Guglielmino's claim that music with lyrics aids language acquisition.

“The drill and repetition of language learning can be boring, tiring and even anxiety producing. Songs and music provide an excellent vehicle for reviving and re-involving the bored, anxious, or fatigued student. Adults sing at religious services, at parties, in bars, and as they listen to car radios. Why not in class? “



### 1.7.2 Games as Edutainment Activities

When we recall memories of our childhood years, may be the instances in which we had been most happy were the moments in which we played games with our friends, parents, school friends, teachers, brothers, sisters, relatives, neighbours, etc. Most surprising, we can easily retrieve the games and the principles, language and procedures of the games of our childhood and it is very easy for us to play those games again and again.

Here comes to mind that we unconsciously have acquired knowledge which has a long-lasting feature. In education, where the aim is to provide students with lasting knowledge which they can make use throughout their lives, this seems a great implication. Moreover, we can still recall the same language we had used in the childhood games easily. This is another implication for the successful language learning environment. Thus, making use of Games, especially language games can be said to have a possible positive effect for language learning.

Klauer (1998) summarizes the characteristics of games as follows:

- A game is governed by rules. Playing just to pass time will not have the same effect. To make a simple activity into a game just give a couple of rules and that is all.
- A game has objectives. One of the rules, and probably the main one, is the achievement of an objective. This objective can be something like making points for correctness or finishing an activity first.
- A game is a closed activity. Games must have a beginning and an end. It must be easy for the players, or the teacher, to know who is about to reach the aim.
- A game needs less supervision from the teacher. This must be understood as linguistic supervision. Sometimes the game is conducted by the teacher who acts as judge, scorer and/or referee.
- It is easier for students to keep going. Compared with pair or group work, a game has a lucid element that other interaction patterns do not have. This makes the activity more attractive.

As to the types of games Klauer (1998) gives the following types of games:

- **Cooperative Games:** In this type of game, the main action is centred in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair.
- **Competitive Games:** As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class. The object of this type of game is finishing or reaching the end before the other competitors, making more points, surviving elimination, or avoiding penalties.
- **Communication Games:** The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually practical, like following instructions, drawing, persuading other players, etc.
- **Code-control Games:** This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

Recently, in our country the concern of language teachers is to make the students use the target language communicatively. Thus, the realizations of communicative competence, activities or techniques which are task-oriented and lead students to use the target language creatively have gained importance.

Game activities are an important part and invaluable feature of today's communicative modern language classrooms. Games can help to arouse interest and motivate students while providing them with enjoyable opportunities for communicating in meaningful settings. By means of games students can practice and revise vocabulary and structures, both new and old in a non-tedious and fun manner.

### 1.7.2.1 Rationale for using Games as Edutainment activities

In 'Games for Language Learning' Wright, Betteridge and Buckby (1984:1–3) state that Games help and encourage many learners to sustain their interest and work.

“Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.”

Wright, et al.(1984:1)

Wright, et al (1984:1) think that if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are then not for use solely on wet days and at the end of terms.

A similar point of view about games is shared by Sugar (1998), in his book 'Games that Teach: Experiential Activities for Reinforcing Learning'. Sugar maintains that the focus on organizational learning emphasizes the importance of interactive training. The accent on teams demands techniques for collaborative learning. Field studies on accelerative learning and laboratory research on cognitive sciences have established the importance of different components of training games: active participation, diverse inputs, continuous interaction, rapid reinforcement, integrative review, and immediate application.

As the main aim for the game activities presented in his book Sugar (1998) gives 'to reinforce topic material from lecture or readings'. Another reason he mentions is that today's learners demand more than the old lecture-and learn formula. They want to interact and to become more personally involved with the lesson material. They want this involvement not in trivial or artificial ways, but in thoughtful exercises that evoke meaningful dialogue.

Macedonia (2005) states that nowadays she knows that, to be effective, language games are not to be employed in teaching as play in conventional sense, to provide entertainment: they are employed in a targeted way in order to proceduralise foreign language. Macedonia (2005) believes that language games serve the function of redundant oral repetition of grammar structures (morphological, syntactic) and vocabulary in a playful way. Students are not always aware that they are practising grammar. The ubiquitous play instinct redesigns the interaction with the foreign language: practice powers fun, repetition is not boring, and declarative knowledge is converted into procedural knowledge, that, is into spoken language, and stored in procedural memory.

According to Macedonia (2005) playful handling of grammar is more entertaining than written exercises. If learners play during the instruction, have fun at competition and success,-and yet experience neither negative evaluation nor frustration due to their errors, then there seems to be no argument against the use of games.

Le Doux (1998:54) cited in Macedonia (2005) one of the most recognised researchers in the field of emotion and cognition states that the emotions play an important role in learning. He puts it as follows:

“Thus we also assess any learning experience emotionally. At Various times we might experience learning a foreign language as positive, or as troublesome, unpleasant, etc. Of interest to educators is that each emotional assessment triggers biochemical processes in our brains. Positive emotions stimulate, for example, the dopamine system, which controls motivation and rewards effects. Dopamine is a messenger substance that plays an important role in learning. Thus positive emotions promote learning not only in our perception but also from a neurological perspective“.

Macedonia (2005) concludes that language games serve as an important instrument for attaining proceduralisation of morphological and syntactical structures in a foreign language. Language games require players, and a minimum of monitoring and control on the part of the instructor; thus the classroom provides an ideal environment for language games.

Sugar (1998:7–20) provides a detailed section in his book on how to implement games into language classes. He suggests a seven–step game implementation Model.

Step 1: Game selection

Step 2: Game content: Research and Development

Step 3: Game Accessories

Step 4: Pre–game Set up: The Golden Time

Step 5: game Preliminaries

Step 6: Game lay

Step 7: Closure/Debriefing

Wright, et al (1984: 6–7) also provide five practical points in choosing and implementing games into the language classes:

1. If the teacher is unfamiliar with the use of language–teaching games then it is advisable to introduce them slowly as supplementary activities to whatever course book is used.
2. Once the teacher is familiar with a variety of games, they can be used as a substitute for parts of the course which the teacher judges to be unsuitable.
3. It is essential to choose games which are appropriate to the class in terms of language and the type of participation.
4. Having chosen a game, its character and the aims and rules must be made clear to the learners.
5. Many teachers believe that competition should be avoided.

### 1.7.2.2 Game Activities

Nearly all games can be used as language learning activities in language classes. Here the important thing is to choose games which are relevant to the language and knowledge level of the students and students' interest can also be taken into consideration when choosing games. Games which can be used as language learning activities are numerous and therefore will not be included to this study. Steve Sugar (1998) for example, provides 26 frame games in his book and Wright, et al provide 101 game activities in their book.

Teachers who want to apply games can make use of these books and other numerous resources available. Once decided upon, teachers will not have any difficulty in finding appropriate game activities to be used in their language classes.

### 1.7.3 Humour and Jokes as Edutainment Activities

What is humour? Some definitions found in various dictionaries about the word "humour" are as follows:

1- humour (AMUSEMENT) UK , US humor

-the ability to be amused by things, the way in which people see that some things are amusing or the quality of being amusing .

(Cambridge Dictionary)

<http://dictionary.cambridge.org/define.asp?key=38443&dict=CALD>

2- is a form of entertainment and a form of human communication, intended to make people laugh and feel happy.

(Wikipedia.Internet Dictionary)

(<http://en.wikipedia.org/wiki/Humor> )

3- the quality of being amusing or comic.

- a state of mind.

(Askoxford Internet Dictionary)

([http://www.askoxford.com/concise\\_oed\\_old/humour?view=uk](http://www.askoxford.com/concise_oed_old/humour?view=uk) )

4- funny quality: the quality or content of something, for example, a story, performance, or joke, that elicits amusement and laughter.

- ability to see something as funny: the ability to see that something is funny, or the enjoyment of things that are funny.
- funny things as a genre: writings and other material created to make people laugh
- somebody's usual temperament: somebody's character or usual attitude
- a writer of melancholy humour
- mood: a temporary mood or state of mind
- history: body fluid: according to medieval science and medicine, any of the four main fluids of the human body, blood, yellow bile, black bile, or lymph, that determined a person's mood and temperament (archaic)

(Encarta Internet Dictionary)

(<http://Encarta.msn.com/dictionary/humour.html>)

5- something that is for is designed to be comical or amusing.

- that quality which appeals to sense of the ludicrous or absurdly incongruous.

(Merriam Webster's Collegiate Dictionary, 2003:564)

In all the definitions of 'humour' there are some common elements like funniness, laughing, a state of mind, amusing, mood and comical. These words show that humour has got something to do with a person's state of mind or psychology. Humour in this sense can be seen as a vehicle that makes people happy and amused.

Humour like salt and all the spices we put into our dishes adds flavour to our life. Whenever we are in a gloomy mood, feel depressed, sad or want to be happy or laugh we look for humour. To overcome the monotony and boredom which strictly controlled and formal life conditions impose on us we need something. To lift up our and other people's mood humour becomes this aid. We tell jokes, watch comedies, tease others, do funny things, etc. All people, whether young or adult, educated or uneducated know that the use of some humour adds happiness to our lives and is in some way beneficial to our body and soul and their well-being.

Research conducted in various fields reveals that the use of humour has numerous benefits for human beings and that it is an inborn capacity like language.

### **1.7.3.1 General benefits of Humour and Jokes**

The benefits of humour on Health: Some of the benefits that the use of humour has on our health are as follows.

- it reduces stress
- lowers blood pressure
- elevates mood
- boosts the immune system
- improves brain functioning
- connects you to others
- fosters instant relaxation

In Medicine, humour was used and is still used in healing both physical and psychological problems in general. Nowadays a therapy is used in Hospitals which makes use of humour as a complementary tool and is called 'Humour Therapy'.

It is the use of humour for the relief of physical and emotional difficulties. It is used as a complementary tool to promote health, enhance the immune system performance and cope with illness.

In articles on Humour Therapy (Laughter Therapy) on the internet the physical and psychological effect of the use of humour on the body and psyche are given to be:

- increases breathing
- increases oxygen use and heart rate which stimulate the circulating system



- regular use lowers blood pressure (first it increases then decreases to levels below normal level)
- protects heart
- it can be a great workout for the diaphragm, abdominal, respiratory, facial, leg and back muscles.
- it can benefit digestion and absorption functioning
- it can burn calories equivalent to several minutes on the rowing machine
- or the exercise bike
- stimulates both sides of the brain to enhance learning
- it eases muscle tension and physical stress
- elevates mood
- helps patients open up and interact with the therapist
- reduces pain (release of endorphins-natural painkiller of the body-while laughing)
- encourages communication
- helps the body produce new immune cells faster–this can help to fight off illnesses in a shorter period than usual.

### **1.7.3.2 Social benefits of humour and Jokes**

When we laugh, we temporarily suspend problems, worries or bad feelings we have. When we make others laugh we help them to feel good about themselves. A person with a good sense of humour is always welcomed by others and a person with a negative attitude to life is not liked at all. A person possessing a good sense of humour makes life for himself/herself and others more enjoyable.

Some social benefits of using humour:

- enables you to feel confident, self-assured and relaxed
- relieves tension in social situations
- helps you to be more likable, interesting and fun to be with
- helps you connect with your emotions

- you feel good physically and mentally
- it helps you to break down barriers, lowers your inhibitions
- you maintain a healthy level of self-esteem
- you become a better listener
- it can bring people together

### **1.7.3.3 Benefits of Humour and Jokes in education**

In his book 'Laughing Matters' Medgyes (2002) points out that humour is of vital importance for human beings to survive and that it is an inborn capacity, like the ability to walk and talk. In this study so far the benefits of humour in Medicine and Social life have been pointed out, but humour has benefits for every aspect of life. One of the most important benefits for us educators is its benefits in education. Most teachers follow a strict route in teaching because of the need to stick to the curriculum, or the need of realizing the subjects on the curriculum. Like robots they enter the class, give their lesson and leave and make learning and teaching monotonous and boring.

In his article 'Laugh and Learn' Tosta (2001:26) states that when we laugh we learn better and that the use of humour makes the class atmosphere more pleasant, increases interaction among teacher and students, makes learning more meaningful and enjoyable, is a useful tool to get students' attention, motivates learners and most of the time, pleases students. He adds that it lowers what Krashen calls the Affective Filter in his Input Hypothesis. The importance of motivating learners and lowering their anxiety is vital in education and this is known by all teachers.

According to Krashen (1982:30-34) for a successful acquisition to take place Comprehensible Input is very important and that only its existence is not enough. As another influential factor he gives the affective factors. He thinks that the affective filter acts as kind of barrier to acquisition; if the filter is 'down' the input reaches what he calls the Language Acquisition Device and becomes acquired competence; but if the filter is 'up' the input is blocked and does not reach the Language Acquisition Device and does not become acquired competence.

Humour in this respect is seen as a tool which can lower the affective filter-is very useful for the acquisition-learning process in education and should be used in appropriate doses.

In an article called 'Using Humour in Second Language Classroom' Chiasson (2002) cites Kristmanson (2000:1-5) about the language learning environment.

“In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you are saying is worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety levels are key to this topic of affect in the second language classroom “.

(Kristmanson,2000:1)

Concerning the requirements Kristmanson (2000) states for the language learning environment, it is clear that the use of humour can be a great help to education.

Medgyes (2002) asserts that most humorous stuff is deeply embedded in language and that we can use language to make humour accessible for students and conversely, use humour to make the language accessible. He also thinks that humour is one of the best vehicles for language teaching and its motivational value cannot be ruled out.

As the main justifications for using humour in language teaching he gives the following reasons.

- is a good vehicle for providing authentic cultural information
- builds bridges between cultures
- practices language items in genuine contexts
- brings students closer together
- releases tension
- develops creative thinking
- provides memorable chunks of language
- reinforces previously learned items
- generates a happy classroom
- enhances motivation
- enriches text-book based courses
- introduces a refreshing change from routine language-learning procedures

Presently, where the focus in teaching is towards a learner-centred classroom with its emphasis that the learning should be centred on the learners' needs, wants and initiatives, the use of humour which provides many benefits to the learner should seriously be taken into consideration.

Other theories which can be a justification for the use of humour in education are the Multiple Intelligences Theory of Howard Gardner and the Humanistic Theory which emphasises the affective side of learners.

In his book about Multiple Intelligences Theory, Gardner (1993) focuses on seven intelligences and two of them, the intrapersonal and the interpersonal intelligences, that have something to do with the affective side of the person are at the foreground when humour is in question. The use of humour can strengthen these two intelligences by giving students the opportunity to use them. The use of humour can also have contribution to other intelligences as well.

Rogers' Humanistic Psychology Theory about teaching that emphasises a learner-centred teaching and has more of an affective focus is another justification for the use of humour in education. Rogers (1969:157-163 in Mirhassani 2003:111) sees the teacher as a facilitator of learning and the teacher is not a strict one and he/she puts emphasis on the affective side of students taking into consideration the learners feelings.

Research conducted on the use of humour reveals many justifications for the use of humour in education. From everyday experiences it is known that humour can contribute a great deal to our lives making it more enjoyable. Most important of all, for us the educators, it enables us to create an affective or positive environment for both the teacher and the students. In the classes where humour is used language can be seen in authentic and real life situations. Moreover, it is good for both the students' extrinsic and intrinsic motivation. Students are both motivated by the humour they themselves use and the humour their teacher uses.

This study focuses on raising awareness to the use of humour in education and tried to highlight some benefits of it. It is the teachers' duty to make use of humour as much as possible in his/her teaching and planning how to make use of it in a beneficial way.

### 1.7.4 POETRY AS EDUTAINMENT ACTIVITIES

“Poem: a piece of writing in which the words are chosen for their sound and images they suggest, not just for their obvious meanings. The words are arranged in separate lines, usually with a rhythm, and sometimes the lines rhyme at the end.”

(Oxford Advanced Learners Dictionary,2004:972)

Obviously, poems are examples of language use in a special and unusual way. Poems are used for various reasons. The question is why do people feel the need to write or feel the need to read poems others have written? There may be numerous reasons for why people prefer to write poems rather than using other literary forms of expression. One of the reasons and may be the most widely accepted reason might be as Holten (1997) cited in Hess (2003) points it out that it is the only text written for the primary purpose of reading enjoyment.

And as for reading poems Kramsch (1993: cited in Hess 2003) states that when we read, understand, and interpret a poem we learn language through the expansion of our experience with a larger reality. Through a poem, we can grapple with the problems of a parallel life.

The use of poems makes it possible to say one thing and mean another or to say something in a few words instead of writing an essay on the same topic. Poems also contain rhythm and musicality which makes it possible to use them as the lyrics of songs. Rhythm and musicality also serve to easy memorization of poems. Poems are very good examples of the expression of feelings and a good way of communicating and sharing feelings with other people. Poems refer to the affective side of human beings and can be considered a highly humanistic literary form. For the general use of poetry reasons may be extended and can be numerous. For this study the basic premise is the use of poems—poetry in language teaching and especially its use in teaching/learning grammar.

#### **1.7.4.1 Rationale for using Poetry in the ESL/EFL classes:**

Kohonen (1999:279–294) points to the reasons why poems should be used in ESL/EFL classes and states that there is a shift in the current ESL/EFL theory from transactional uses of language towards interactional uses of language, from transmission of knowledge towards an experiential, learner-centred approach, from form-based learning to meaning-oriented acquisition, from artificial language activities towards actual, creative, subjective, and contextual speech acts, from extrinsic motivation towards intrinsic motivation, from product-oriented learning towards process-oriented learning, from objective functionalism towards discourse-oriented culture, from isolated learning towards collaborative learning, from achievement testing towards authentic assessment, from teacher-as-controller towards teacher-as-facilitator, from non-literary texts loaded with information or facts towards what Day calls ‘language learner’s literature’, and finally, from controlled teaching towards heuristic learning and acquisition. Teaching/learning English through poetry can be an excellent adds to this shift.

Hess (2003) states the use of poetry for language learning/teaching as follows:

“The entry into a poem, under the guidance of appropriate teaching, brings about the kind of participation that almost no other text can produce. When we read, understand, and interpret a poem we learn language through the expansion of our experience with a larger human reality. Reading poetry gives us a concentrated version of a parallel life. A poem can be used as a vehicle for thought, and as an instrument for shaping language.”

Hess (2003) also cites ESL practitioners from both philosophical and practical perspectives (Bakhtin, 1986; Carter and Long, 1990; Isenberg, 1990; Widdowson, 1975 and Kramsch, 1993) and says that these practitioners think that the teaching of language through the use of poetry has been seen as a road to meaning making.

In an article 'English language acquisition through English poetry in ESL/EFL' by Do-Seon Eur presented at Korea-Waseda University Graduate Seminar, Eur has classified the benefits of using English poetry in English language acquisition in terms of aesthetic, linguistic, pedagogical and heuristic advantages as follows

The themes English poetry deals with are related to common areas of all human experiences. Carefully-selected English poems offer various themes which are relevant to the interests and concerns of learners as they provide them with meaningful and memorable contexts for processing and interpreting new language. (Lazar,1993:17)

Subject: Most of the current English language teaching materials run the risk of trivializing content for the sake of highlighting the language. Because of subjects like rapes, abortion, drugs and bombs and etc. learners are likely to lose interest in the act of reading itself. (Maley & Duff, 1989:8)

3. English poems expose par excellence learners to 'fresh and unexpected' (hence, so-called 'poetic' or 'creative') uses of language in relation to vocabulary, syntax, semantics, morphology, structure, etc.(Lazar, 1993:15)

Making sophisticated language uses of English poetry the basis for generating group discussions and activities is one of the most important benefits of including English poetry in teaching English language.

5. Facilitating and maintaining a harmonic and safe classroom environment is another significant advantage that exploiting the creative uses of English language as encouraging group discussions can afford. Reducing anxiety, increasing motivation, facilitating the development of positive attitudes toward learning and language learning, promoting self-esteem, as well as supporting different learning styles, the English poetry classroom shares essential characteristics of cooperative, and humanistic learning.



6. As well known, few language materials can give a better sense of rhythms and melodies of language than poetry. While stylistic features of the poem attract readers' eyes, its sound appeals to their ears, and a marked rhyme or an emphatic rhythm tends to stick to their minds. (Maley & Duff, 1989:10–11) Exposing learners to the sound patterns of English poetry can be assigned to promote their unconscious acquisition of English by helping them to unconsciously absorb, memorize, retrieve language features (vocabularies, grammar, sentence patterns, expressions, etc.) they read in English poetry.

7. Learning to write English poetry can be also an effective vehicle for developing English literacy in various reasons. Finishing, revising, printing, publishing, reading aloud to their peers, learners become active users of English language rather than its passive consumer or imitator, expands their communicative experiences in the English language. Stimulating their creativity through English poetry workshop also fits for 'pursuing new life goals', not just for reaching certain 'language goals.' (Arnold & Brown, 1999:3)

8. Class activities such as pronunciation and listening exercises through poem songs are particularly useful in developing listening comprehension skills. Young and teenage students like to listen to pop songs and enjoy at their own pace and individually, repeating them until they learn them by heart. English poetry as an effective language material provides a way of integrating a humanistic approach into both language learning process and language classroom, the approach which is characterized by holistic, heuristic, cooperative and interactional activities in their relation to such factors as self-esteem, autonomy and motivation. (Maley & Duff, 1989:16)

#### 1.7.4.2 Some activities to implement Poetry in ESL/EFL:

1. **Paraphrasing:** When we read a poem, we bring personal associations to it, making our own interpretations on it. Doing a paraphrase of a poem will help us understand how different/similar we are in our perception of the meanings of the poem.
2. **Translation:** This exercise is concerned with the process of interlingual and intercultural transfer. Languages and cultures are different, and by accepting that idea of difference we can move creatively and subjectively between languages and cultures without trying to force one linguistic system into the strait-jacket of another.
3. **English Poetry Workshop Including Parodying:** Making a story line, providing words and sentences, creating images from their experiences, imaging the proper progress of ideas, learners use the created English poem as a medium through which they can express themselves subjectively, creatively, contextually, and collaboratively.
4. **Poetry Songs and Chanting:** Many familiar poems began life as songs. Shakespeare studded (decorated) his plays with songs, and many of his contemporaries wrote verse to fit existing tunes. Some poets composed both words and music. Some poets who were not composers printed their work in madrigal (a song for several singers, usually without musical instruments, popular in the 16<sup>th</sup> century) books for others to set to music.
5. **Contrasting:** This exercise is to help students think about the meaning of each word in the poem providing an opposite word.
6. **Making Meaning:** A Closing Game: This exercise aims to lead learners towards making use of certain contextual readings.
7. **Figurative Language:** Simile & Metaphor: Poetry provides the one permissible way of saying one thing and meaning another.

8. **Images:** According to Arnold (1999:260–264), images are “strongly connected to the emotional side of life, and thus can help to achieve learner engagement and greater assimilation of the language. Since English words we are learning are presented with many associations and images-visual, auditory, kinaesthetic, pleasant, unpleasant, when used properly in relation to meaning, images can have a positive effect on language acquisition.
9. **Composing Your Own Poem:** This can be done individually or group work.
10. **Split Poem Activity and jazz Chanting:** Split a poem into two parts, one with odd numbered lines and other with even numbered lines and jumble them into two columns. Then ask students to listen to the recorded poem twice and arrange the lines in correct order.
11. **Comprehension Check–Ups:** Read the poem answer the questions (individually or in groups) based on the poem and exchange yours with others and then discuss about the differences.

## CHAPTER II

### **LITERATURE REVIEW:**

In the field of language teaching much research has been conducted on the subjects of this study. When the elements of edutainment are taken one by one, much research can be found in the field of education, health, psychology and sociology. As the term edutainment covers a wide range of elements which both educate and entertain the person at the same time many elements can be counted as a means of it. In this study the means of entertainment like music, songs, games, poetry, drama, role-play, movies, jokes, humour, puzzles, and riddles are mentioned and music, songs, games, poetry, humour, and jokes are taken as the main areas of edutainment. Thus, research conducted on music, songs, games, humour, jokes, and poetry will be the primary focus of this part of the study.

Ataöver (2005) conducted a research on the use of games in teaching grammar. The main concern of her study was to find out the effect of playing grammar games on the students' level of learning when compared with traditional way of teaching language. The results of her study indicate that the students who were taught only with games did not gain higher scores in the tests when compared with the students who did not receive the treatment and followed traditional type of learning. Through reflection papers written by the experimental group students she concluded that the students had nice time and enjoyed the games they played in the grammar teaching lessons.

In a study called 'An Investigation into the effects of using games music and drama as edutainment activities on teaching vocabulary to young learners' İnan (2006) from Çanakkale Onsekiz Mart University investigated the effectiveness of games, music, and drama as edutainment activities in vocabulary teaching. This study revealed that the students in the experimental group who were exposed to new

words by means of musical activities, games, and drama activities got higher results than the ones in the control group who were introduced with the same words by means of classical activities. This showed that using musical activities, games and drama activities in teaching vocabulary to a group of young learners yields better results than using classical teaching techniques like repetition drills or giving the Turkish equivalents of target words. In this study, Inan also found out that most of the edutainment activities that were accepted as useful by the majority of the students and the teachers were not involved in the course books. Inan's study proves that the use of edutainment activities like games, music and drama are helpful in teaching vocabulary to young learners and she suggests that since most of the edutainment activities are found useful by young students; these activities should be integrated more into English lessons at primary schools.

In another study called, 'The effect of mathematics teaching that is supported with games on the students' success and the permanence of the knowledge learned.' Altunay (2004) from the Gazi University investigated the effect of mathematics teaching which is supported with games on the students' success in mathematics and the permanence of the knowledge learned. This study reveals that the teaching of mathematics, which was applied in the experimental group and was supported with games constitutes a meaningful difference in favour of experimental group about the success of students compared to traditional teaching applied in the control group. The teaching of mathematics that was applied in the experimental group and was supported with games also constitutes a meaningful difference in favour of the experimental group about the permanence of knowledge compared to traditional teaching applied in the control group.

In a study about poetry called 'Using poetry in EFL speaking classes-A Classroom-based study' Gültekin (2006) from the Anadolu University investigated the language production, interaction, and involvement of students while working on poem based tasks in a speaking course. This study demonstrates that students mostly used target language and that they interacted with each other to complete the tasks, that they mutually negotiated the meaning of their utterances, and talked about the form and function of the language represented in the poems. It was also found out that they engaged themselves cognitively as well as affectively in the poems and the tasks.

Özcan (2006) from the Ondokuz Mayıs University conducted a research at Bafra Kızılırmak High School called 'Using the role-play technique in teaching

English idioms to enhance communicative effectiveness of EFL learners.’ This study has been conducted in order to see the positive effects of using role-play technique in teaching English idioms. The results of the post-test shows that a significant difference between the experimental and control group. The experimental group has significantly outperformed the control group. Özcan maintains that when the scores of the two groups are taken into consideration role-play technique can be said to be an effective technique in teaching English idioms than traditional vocabulary teaching techniques at 9<sup>th</sup> graders of Bafra Kızılırmak High School.

Susüzer (2006) from Çukurova University conducted a research and investigated the effect of using games in the French lessons on the academic success of students. The results of her study show that the language teaching in which games are involved is more effective than the traditional language teaching.

Numerous other studies can be found about the use of edutainment activities on various subjects. These studies mostly take one edutainment activity and study its effect on the determined subject. Other studies conducted in our country about the use of edutainment activities are as follows:

-Teaching vocabulary to young learners through games / Çocuklara oyun yoluyla kelime öğretimi/. *KILINÇ, Ayşe Şule*. Yüksek Lisans. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitim Bölümü. 2005. 141 s.

Application of drama techniques (role play and games) in English-language teaching syllabus at pre-intermediate level /. *BERKTİN, Gaye*. Yüksek Lisans. Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü, 1992. 0166 s.

-Students and teachers perspectives on the use of drama technique in EFL classrooms / Yabancı dil öğretilen sınıflarda öğrenci ve öğretmenlerin drama tekniği kullanımına ilişkin görüşleri / . *OĞULMUŞ, Müzeyyen*. Yüksek Lisans. Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi ABD/İngiliz Dili Eğitimi Bilim Dalı. 2002. 100 s.

-Teaching English to young learners through storytelling / Çocuklara hikaye anlatımıyla İngilizce öğretimi / *DEWAN, Aylın Selin*. Yüksek Lisans. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Anabilim Dalı. 2005. 165 s.

-Dramatizasyon yönteminin yabancı dil öğretimi üzerindeki etkisi ve dramatizasyon yöntemi ile sıfatların öğretimi // The effect of the dramatization method on the teaching foreign language and teaching adjectives by the dramatization method. *UMUTLU, Ayşegül*. Yüksek Lisans. Atatürk Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı. 2004. 80 s.

-İngilizce öğrenen yetişkin öğrencilere oyunlarla kelime öğretimi/Teaching vocabulary to adult students of English through games. *FİGEN, Ceyda Gökalp*. Yüksek Lisans. Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Dil Öğretimi ABD. 2004. 148 s.

-Yabancı dilde sözcük öğretimine müzik kullanımının etkilerinin beyin temelli öğrenme kuramı ışığında araştırılması/Research on the effects of music on teaching vocabulary in EFL in relation to brain based learning. *CENGİZ, Yasemin*. Yüksek Lisans. Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Dil Öğretimi ABD. 2004. 222 s.

İlköğretimde İngilizce öğretiminde oyun tekniğinin erişime etkisi // Effects of game techniques on achievement in English teaching in primary school level. *TAŞLI, Feriha*. Yüksek Lisans. Niğde Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri ABD/Eğitim Programları ve Öğretim Bilim Dalı. 2003. 74 s.

-Teaching English grammar to young learners through drama / Çocuklara drama ile İngilizce gramer öğretimi / *ÇİTAK, Banu*. Yüksek Lisans. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, 2003. 108 s.

-Yabancı dil öğretiminde çizgi filimlerin kullanımı ile başarı artışının sağlanması / Increasing success in foreign language through the use of cartoons. *SOY, Necip*.

Yüksek Lisans. Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, 2001. 209 s.

-Teaching English idiomatic expressions through comic strips / *ARSLAN, Hakan*.

Yüksek Lisans. Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, 1989. 0113 s.

All of the studies stated about the edutainment activities show that only one or two edutainment activity has been taken and the effect of it/them investigated on a subject. This study however aims at involving as many edutainment activities as possible in teaching grammar in order to make the grammar lessons more interesting and enjoyable for the students. In this respect, this study seems unique. The studies stated above also show that in most of those studies, the subjects are young learners and only few of them are High School students. This study is also different from the studies conducted so far on the effect of edutainment activities.

Great majority of the studies conducted about the use of edutainment activities in teaching languages show that these activities have a positive effect upon the language learning and can be suggested to be integrated in the language teaching classes as well. Grammar, which is the most monotonous one of the language-teaching, subjects, should make use of these activities as much as possible in order to make it more interesting and enjoyable.



## **CHAPTER III**

### **METHODOLOGY:**

#### **3.1 MAIN AIM AND OBJECTIVES**

From views of various educators in the field, from views of learners of English and from experience of over 20 years as a learner and teacher of English the researcher concluded that the Grammar and Writing parts of the English lessons are more structural, monotonous and boring ones. In this respect the aim of this study is to overcome the monotony and boredom of the Grammar lessons and in this way to increase student attitude towards the English lessons; especially the Grammar teaching and learning part.

In order to reach this goal various activities such as songs, games, poems, humour, jokes, riddles, fun, drama, role-plays and etc. which are called edutainment activities by the researcher, are supposed to be useful and used as extra-curricular activities to supplement the Grammar lessons. The edutainment activities are also believed to be useful in increasing student involvement in the lessons and in this way to increase student achievement. As devices such as T.V, VCD, Overhead Projector (OHP), MP3 Player and Cassette Player are to be used excessively throughout the experimental procedure in the experimental group, the classes were checked for these devices before the initiation of the experiment. It was seen that these devices were available for the use throughout the experiment.

#### **3.2 SETTING**

The universe of the study consists of the preparatory classes of Super High Schools (Süper Lise) in Turkey. After negotiations with some schools and local bureau of National Education Administration, Buca Lisesi was chosen as the setting. With the permission obtained from the local bureau of National Education Administration, the study was conducted in Buca Süper Lisesi Preparatory Classes during the second term of 2004–2005 Education Term. The courses lasted from February till June for about four months.

The students took 24 hours of English lessons per week; and the lessons were divided into subjects such as Dinleme–anlama (Listening Comprehension), Okuma (Reading), Konuşma (Speaking), and Yazma (Writing). The distribution of the 24 hours to the skills was as follows:

Listening: 10 hours Per week (Grammar)  
Reading: 4 hours Per week  
Speaking: 4 hours Per week  
Writing: 2 hours Per week

This distribution of the 24 hours to the skills was the decision of the Ministry of Education for the second term of 2004–2005 Education Term. In the second term “New Bridge To Success 2 Students Book and Workbook“, which is prepared and published by the Ministry of Education, was used as the course book in the English lessons.

### **3.3 SUBJECTS–SAMPLE**

The sampling of the study consisted of students chosen from Buca Süper Lisesi Preparatory Classes. There were three prep-classes and two of the prep-classes were randomly appointed as experimental (Prep–C) and Control (Prep–A) groups. The characteristics of the subjects in the experimental and control groups who took part in the quantitative and qualitative study were as follows:

**Table:1****The Distribution of the Experimental and Control Groups**

<b>SEX</b>	<b>CONTROL GROUP PREP-A</b>	<b>EXPERIMENTAL GROUP PREP-C</b>
<b>FEMALE</b>	<b>20</b>	<b>19</b>
<b>MALE</b>	<b>11</b>	<b>11</b>
<b>TOTAL</b>	<b>31</b>	<b>30</b>

The third preparatory class; prep-B was attended by another English teacher and was not taken into consideration because of the teacher variable. The regular achievement exams the students had to take during the semester, however, were prepared collaboratively with the other English teachers and all the students in the three preparatory classes had to take three shared exams throughout the second term.

**3.4 Research Methods**

Nunan (1992:2-3) mentions some key terms which he has gathered by means of asking his students what research was. He lists these terms as inquiry, knowledge, hypothesis, information, classification, analysis, interpretation, structured, investigation, understanding, problem, prove, theory, evaluation, asking questions, analysing data, scientific method, insight, prove/disprove, characterise phenomena, demystify, uncover, satisfy inquiry and solution. And after giving these terms he says that:

“The terms, taken together, suggest that research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to these/questions/problems/hypothesis; and analysing or interpreting these data.” Nunan (1992:3)

He further minimizes his definition and says that:

“.. research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis,(2) data, (3) analysis and interpretation of data.“ Nunan (1992:3)

The methods used in conducting research are various. Some scholars divide research into two groups such as Qualitative research and Quantitative research.

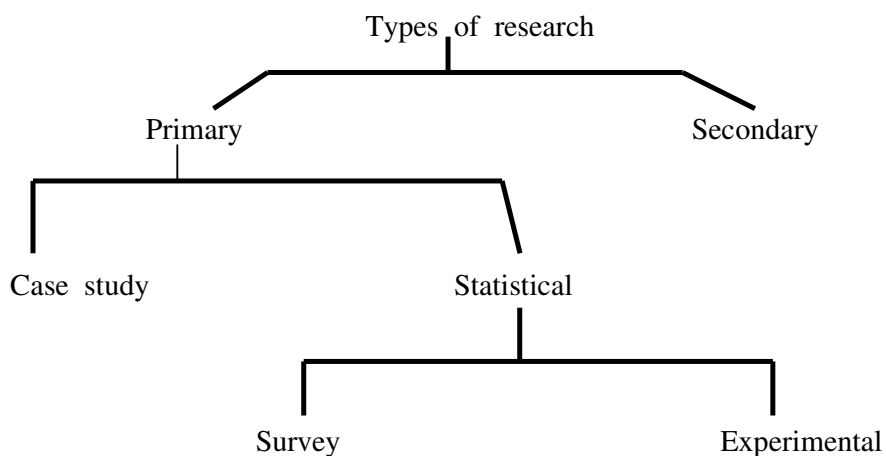
Nunan (1992:3) states that those who draw a distinction suggest that quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented, and assumes the existence of ‘facts‘ which are somehow external to and independent of the observer or researcher.

Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic ungeneralizable studies are justifiable. In metaphorical terms, quantitative research is ‘hard‘ while qualitative research is ‘soft‘.

Brown (1988–cited in Nunan, 1992:8) is principally concerned with quantitative research. He draws a distinction between primary and secondary research. According to him secondary research consists of reviewing the literature in a given area and synthesising the research carried out by others. He subdivides primary research into case studies and statistical studies. Statistical studies are further subdivided by Brown into survey studies and experimental studies. Survey studies investigate a group’s attitude, opinions, or characteristics, often through some form of questionnaire. Experimental studies, on the other hand, control the conditions under which the behaviour under investigation is observed.

Nunan (1992:8–9) gives a figure about the types of research which he has adapted from Brown (1988).

**Figure: 2**  
**Types of Research**



Brown (1988–cited in Nunan, 1992:9) thinks that experimental research should exhibit several key characteristics. It should be logical, tangible, replicable, and reductive, and one should be cautious of any study not exhibiting these characteristics. According to him a study is systematic if it follows clear procedural rules for the design of the study, for guarding against various threats to the internal and external validity of the study, and for the selection and application of statistical procedures. He thinks that a study should also exhibit logic in the step-by-step progression of the study.

### **3.4.1 Research Methods: Experimental Research**

In this study the experimental research model is used. Borg and Gall (1989:639–737) divide experimental designs into two groups:

1. Experimental Designs
2. Quasi-experimental Designs

Borg and Gall (1989:639) think that the experiment is a powerful research method. Unlike the correlational and causal-comparative methods, it can be used to establish cause-and-effect relationships between two or more variables. They say that the experiment provides the most rigorous test of causal hypotheses available to the researcher. Although correlational and causal-comparative research design can suggest causal relationships between variables, experimentation is needed to determine whether the relationship is one of cause and effect.

Borg and Gall (1989:688) state that quasi-experimental designs are used when random assignment of subjects to experimental group and control groups is not possible. Unlike Borg and Gall, Freeman and Long (1996:19-21) divide experimental designs used in the second language acquisition process into three groups.

1. Pre-experimental Design
2. Quasi-experimental Design
3. Experimental Design

According to Freeman and Long (1996:19-21) the pre-experimental design is called the one-group pre-test-post-test design. In this type of design one group is taken and administered a test prior to and after the treatment of program or method and changes in students; attitude, motivation or achievement are observed. They think that quasi-experimental designs do not require random assignment of subjects to groups but do include one or more control groups. In this type of design the subjects in one group serve both as a control group and as an experimental group. In true-experimental designs on the other hand they state that there are at least two criteria to be fulfilled.

1. There are at least two groups included in the study, a control group and an experimental group
2. The subjects are randomly assigned to one of those groups

For them, the purpose of having the two groups in the study is that if one group is treated in one manner, and another in a different manner and their post-treatment behaviour differs, we can conclude that the behaviour differs as a consequence of their different treatments. And this can only be concluded when the second criterion; the random assignment of the subjects have been done at the outset of the experiment.

Ekmekçi (1999:1) points out that researchers follow similar research steps in conducting their research. These are given under the following headings:

- Focusing on a problem
- Formulating a purpose statement or research question
- Giving the background and rationale of the research
- Formulating a hypothesis
- Reviewing the literature
- Choosing the research design
- Making a detailed plan of the study
- Collecting data
- Analyzing the data
- Generating conclusions
- Organizing the collected data
- Writing a thesis, a dissertation, or research article

Borg and Gall (1989:639–645) state that many experiments carried out by educational researchers are concerned with testing the effect of new educational materials and practices on students' learning. The result of educational experiments may have a direct impact on the adoption of new curriculum materials and teaching methods in the schools. They think that most experiments in education employ some form of the classic single-variable design. Single-variable experiments involve the manipulation of a single treatment variable by observing the effects of this manipulation on one or more dependent variables.

Borg and Gall (1989:662–663) classify Experimental designs (true-experimental designs) on a table which they have adapted from tables 1, 2, and 3 in Donald T. Campbell and Julian C. Stanley, “Experimental and Quasi-experimental Designs for Research on Teaching,” in Handbook of Research on Teaching; ed. N. L. Gage (Chicago: Rand McNally, 1963:171–246)

### **3.5 The Experiment**

In the quantitative study a true-experimental design with a pre-test-post-test control-group design is used. The subjects are randomly appointed as experimental group and control group. There has been no change in the number of subjects throughout the treatment. There is no extraneous variable change which might affect the internal validity of the treatment.

#### **3.5.1 Pre-Application Attitude Scale: Pre-test**

As the aim of the study is to overcome the monotony and boredom of the grammar lessons and in this way to increase students’ attitude towards English lessons; especially the Grammar part, an attitude scale has to be used as pre-test and post-test. Prior to the treatment the subjects in both groups are given the English Attitude Scale developed by Assistant Professor Uğur Altunay (2002)

##### **3.5.1.1 The Attitude Scale**

The attitude scale was prepared by Assistant Prof. Dr. Uğur ALTUNAY. The English Attitude Scale used in this study is a part of his scale ‘Attitude Scale towards English, towards Exams, Lesson Programme and Physical Conditions’, the pilot study for reliability of which was conducted with 120 students in the preparatory classes of İzmir Teknoloji Enstitüsü (Izmir Institute of Technology) in December 2002. The findings of this administration revealed that the correlations of Alpha Reliability coefficients were as follows:



- Attitude Towards English: 0.96
- Lesson Programme : 0.82
- Examinations : 0.83
- Physical Conditions : 0.62

As seen above the ‘attitude towards English’ part has the highest Alpha Reliability Coefficient and means that the scale is highly reliable. The attitude towards English part of the scale consists of seventeen statements which attempt to determine the attitudes of the students towards English lessons.

A five-point Likert–Type Scale was used to determine the level of the students’ agreement or disagreement on the items. There are both affirmative and negative forms and they are presented in the scale randomly in order to enable the students to answer honestly.

The sentences were graded as follows:

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

The Attitude Towards English attitude scale can be referred to in the appendix part of the study.

### **3.5.2 Application of the Theory**

The theory is applied under the following procedural steps of experimental studies.

### **3.5.2.1 The Procedure**

The procedural steps of the study are presented under the subheadings such as:

- Activities of Preparation
- Activities of Introduction
- Pre-test
- Multiple Intelligences Questionnaire
- Treatment
- Post-test
- Interview
- Data Analysis Techniques

### **3.5.2.2 Activities of Preparation**

In this part of the study the setting and population of the study are determined. First of all, necessary negotiations are made with the school administrations and teachers of English about the study and subjects. The next step is to get permission from the local bureau of the National Ministry of Education for the study.

After getting the permission from Izmir local bureau of the National Ministry of Education, the researcher informed the teachers of English about the study and assigning the subjects. In this way Buca Süper Lisesi Preparatory Classes are chosen as the setting of the study. The subjects of the study are appointed randomly as the experimental (Prep-C) and control group (Prep-A). After the selection of the experimental and control groups, the subjects are given the English Attitude Questionnaire developed by Assistant Professor Uğur Altunay.

### 3.5.2.3 Activities of Introduction

The classes are checked for devices such as T.V, VCD, MP3 Player, Overhead Projector and Cassette Player. The Listening Comprehension skill (Grammar) of the experimental and control group is to be given by the researcher. As the previous Listening–Comprehension skill teacher was pregnant and could not attend classes any more another teacher had to give these lessons. At this point the researcher introduced himself as the new Listening Comprehension Skills teacher to both of the groups for the second term of the school year. The subjects knew the researcher as their teacher for the second term in place of their previous teacher.

The researcher collaborated with the other English teachers and told them that the study does not change the content of the curriculum in any way and that the activities the researcher will apply are extra–curricular activities which are to be implemented into the curriculum and course book units in the lessons. Prior the treatment period, the students have been instructed with the methods of the treatment in order to acquaint them with the application of the edutainment activities. The Units 18–19–20 of New Bridge to Success II were chosen for the piloting study.

During this period students were also given a Multiple Intelligences Inventory developed by Özden (2003:128) in order to have information about the weak and strong points in the intelligences of the subjects.

The results from the MI inventory were helpful in deciding which activities the researcher should favour the most in choosing and applying the Edutainment activities.

The distribution of the 10 hours Listening Comprehension (Grammar) lesson of the experimental group (Prep-C) for each week was as follows:

Monday : 3 hours

Wednesday: 2 hours

Thursday : 2 hours

Friday : 3 hours

The distribution of the 10 hours Listening Comprehension (Grammar) lesson of the control group (Prep-A) for each week was as follows:

Monday : 4 hours

Wednesday: 3 hours

Thursday : 3 hours

#### **3.5.2.4. The Pre-application Attitude Scale**

The English Attitude scale which is taken as the pre-test is administered to both the experimental and the control group simultaneously prior to the treatment.

#### **3.5.2.5 The Multiple Intelligences Inventory**

Prior to the treatment students in both groups were given the MI Inventory of Özden (2003:128). The answers to the inventory were immediately evaluated and the edutainment activities were chosen according to the weak and strong points in their intelligences.

**Table: 2**  
**Results of the Multiple Intelligences Inventory**

	Verbal – Linguistic	Logical – Mathematical	Visual – Spatial	Musical – Rhythmical	Bodily – Kinesthetic	Inter – Personal	Intra – Personal	Naturalist
1	34	40	38	32	34	29	34	41
2	31	43	34	32	44	34	36	28
3	24	27	36	21	34	31	26	26
4	41	46	39	38	41	36	42	40
5	38	49	40	42	48	49	45	42
6	40	36	43	43	41	43	47	30
7	33	34	34	33	35	29	33	39
8	30	33	39	34	35	36	30	34
9	39	41	30	41	38	43	36	41
10	30	29	26	26	33	35	29	34
11	37	40	40	43	43	35	36	48
12	30	30	32	41	44	42	28	35
13	39	46	35	42	44	44	40	45
14	29	35	45	21	30	35	35	43
15	37	39	35	25	41	39	39	47
16	39	48	43	37	39	40	37	43
17	37	36	35	38	41	36	31	43
18	35	39	34	22	35	39	38	44
19	33	39	40	33	28	35	39	34
20	45	30	36	48	41	48	34	37
21	35	26	34	25	34	39	29	41
22	36	45	32	16	42	37	46	37
23	40	37	41	38	41	27	34	45
24	26	24	19	17	22	25	35	32
25	27	40	38	34	41	44	34	42
26	28	36	38	40	42	35	34	41
27	29	37	36	30	30	35	40	34
28	38	33	28	33	30	38	26	21
29	31	46	36	25	40	41	36	44
30	35	40	32	39	33	38	34	40

Key to the Table:

0–10 = underdeveloped

11–20 = very little developed

21–30 = medium developed

31–40 = developed

41–50 = highly developed

### Results of the Multiple Intelligences Inventory:

Verbal–Linguistic Intelligence: Underdeveloped = .....

Very little developed = .....

Medium developed = 9 ( % 30 )

Developed = **19 ( % 63.3 )**

Highly Developed = 2 ( % 6.7 )

Logical–Mathematical Intelligence: Underdeveloped = .....

Very little developed = .....

Medium developed = 6 ( % 20 )

Developed = **16 ( % 53 )**

Highly Developed = 8 ( % 27 )

Visual–Spatial Intelligence : Underdeveloped = .....

Very little developed = 1 ( % 3.33 )

Medium developed = 3 ( % 10 )

Developed = **22 ( % 73.2 )**

Highly Developed = 4 ( % 13.3 )

Musical–Rhythmical Intelligence: Underdeveloped = .....

Very little developed = 2 ( % 6.7 )

Medium developed = 8 ( % 27 )

Developed = **13 ( % 43 )**

Highly Developed = 7 ( % 23.3 )

Bodily–Kinaesthetic Intelligence: Underdeveloped = .....

Very little developed = .....

Medium developed = 5 ( % 16.6 )

Developed = **11 ( % 36.6 )**

Highly Developed = **14 ( % 46.6 )**

Interpersonal Intelligence:	Underdeveloped	= .....
	Very little developed	= .....
	Medium developed	= 4 ( % 13.3 )
	Developed	= <b>18 ( % 60 )</b>
	Highly Developed	= 8 ( % 27 )
Intrapersonal Intelligence:	Underdeveloped	= .....
	Very little developed	= .....
	Medium developed	= 6 ( % 20 )
	Developed	= <b>20 ( % 66.6 )</b>
	Highly Developed	= 4 ( % 13.3 )
Naturalist Intelligence:	Underdeveloped	= .....
	Very little developed	= .....
	Medium developed	= 4 ( % 13.3 )
	Developed	= 11 ( % 36.6 )
	Highly Developed	= <b>15 ( % 50 )</b>

The results obtained from the Multiple Intelligences Inventory indicate that the subjects (experimental group n= 30) have developed verbal-linguistic, musical-rhythmical, visual-spatial, interpersonal and intrapersonal intelligences. They also possess highly developed Bodily–Kinaesthetic and Naturalist Intelligences.

In designing the edutainment activities, this means that the subjects in question can easily adopt themselves to the activities such as songs and music, games, poetry, humour and jokes, drama, role-play, cartoons and movies or films. It is thought that; with their developed linguistic intelligences they can easily utilize the poetry used as edutainment activities in the grammar lessons.

This is summarized in Lazear's words as follows:

“Linguistic intelligence is answerable for the composition of language in all its elaborate possibilities in the forms of poetry, humour, reading, syntax, various genres of literature, cerebral reasoning, symbolic analyzing, theoretical patterning and of course, the written and spoken word“.

(Lazear, 1991:14)

With their developed musical–rhythmical intelligences they can easily adopt themselves to the songs and music as edutainment activities and may utilize the activities in a more effective way. This may also mean that they can also get more pleasure from the activities because songs and music are themselves sources of getting pleasure and relaxation. In this way the boredom of the grammar lessons might be reduced as well.

“ Clearly, musically intelligent people are sensitive to rhythm, melody, and pitch as exemplified by singers, musicians, and composers“.

(Armstrong, 1994a:3)

Lazear (1991) states that:

“Musical–Rhythmic Intelligence includes such capacities as the recognition and use of rhythmic and tonal patterns, and sensitivity to sounds from the environment, the human voice, and musical instruments. Many of us learned the alphabet through this intelligence and the ‘A-B-C song .’ Of all forms of intelligence, the ‘consciousness altering’ effect of the music and rhythm on the brain is the greatest “. (Lazear, 1991:15)

In learning a foreign language it is clear that while memorizing the words and structures of a language musical–rhythmic intelligence can be utilized to a great extent through music and songs. The developed visual–spatial intelligence may be facilitative during all the edutainment activities; especially during the activities in which visual aids are made use of, such as drama, role-play, movies and films, authentic materials and cartoons as edutainment activities. Gaffney describes people who have high visual–spatial intelligence as:

“Often referred to as visual- spatial this intelligence involves the ability to understand, perceive, internalize and/or transform space. People who have this intelligence often enjoy chess, like many colours, do jigsaw puzzles and can imagine the world from a bird’s eye view“. (Gaffney, 1995:8)



All edutainment activities can be designed so that they possess some visual-spatial feature and in this way the developed visual-spatial intelligence may be utilized more. While using games, role-play and drama as edutainment activities their highly developed bodily-kinaesthetic and their developed interpersonal and intrapersonal intelligences may assist the learning process.

Thus it is clear that the knowledge of multiple intelligences of Gardner and the multiple intelligences inventory helps us in knowing the strong and weak points about their intelligences and making use of their intelligences during the learning-teaching process. Having this in mind greater emphasis was laid on edutainment activities such as songs and music, poetry, games, humour and jokes in the grammar lessons.

#### **3.5.2.6 The Treatment**

The treatment lasted from March 14<sup>th</sup>, 2005 till the end of the term at the first week of June, 2005 for about 12 weeks. Both the experimental and the control group received 10 hours of English Listening Comprehension (Grammar lesson) per week taught by the researcher. The experimental group received lessons enriched with extra-curricular edutainment activities, whereas the control group was taught in a traditional manner, which the writers of the course book claim to be communicative and functional.

The Experimental Group:

- 1- The experimental group received the teaching procedure with the enriched extra-curricular edutainment activities.
2. The activities were not chosen for and applied on specific dates, but instead were prepared for each Unit of the course book regarding the structures to be taught in each unit.
3. Activities were applied for each unit during the instruction of the units.

4. Due to restricted time, activities were limited with song, game, poetry, riddle, humour, fun, jokes and role–plays.
5. Because telling jokes and asking riddles did not take much time they were included in each unit of the course book and students were told a joke each day and asked a riddle each day.

### **A Sample Unit with Extra–Curricular Edutainment Activities**

## **Riddles as Extra-Curricular Activity New Bridge To Success II**

### **Unit 21 FASHION**

**(Monday)**

#### **5- Filling the Room**

**Question:**

An old man wanted to leave all of his money to one of his three sons, but he didn't know which one he should give it to. He gave each of them a few coins and told them to buy something that would be able to fill their living room. The first man bought straw, but there was not enough to fill the room. The second bought some sticks, but they still did not fill the room. The third man bought two things that filled the room, so he obtained his father's fortune.

What were the two things that the man bought?

**Answer:**

The wise son bought a candle and a box of matches. After lighting the candle, the light filled the room.

**(Wednesday)**

#### **6- Sinking Ship**

**Question:**

On a fine sunny day a ship was in the harbour. All of a sudden the ship began to sink. There was no storm and nothing wrong with the ship yet it sank right in front of the spectators eyes.

What caused the ship to sink?

**Answer:**

The "Submarine" Captain ordered the crew to dive.

(Thursday)

**7- How Can This Be****Question:**

A woman shoots her husband. Then she holds him under water for over 5 minutes. Finally, she hangs him. But 5 minutes later they both go out together and enjoy a wonderful dinner together.

How can this be?

**Answer:** The woman was a photographer. She shot a picture of her husband, developed it, and hung it up to dry.

( Friday )

**8- Fishing Rod****Question:**

James ordered a fishing rod, priced at \$3.56. Unfortunately, James is an Eskimo who lives in a very remote part of Greenland and the import rules there forbid any package longer than 4 feet to be imported. The fishing rod was 4 feet and 1 inch, just a little too long, so how can the fishing rod be mailed to James without breaking the rules? Ideally James would like the fishing rod to arrive in one piece!

**Answer:** Insert the fishing rod into a box which measures 4ft. on all sides.

Jokes as Extra-Curricular Activity New Bridge to Success II

**Unit 21 FASHION**

**(Monday)**

4- **Cat and the liver:** After the Hodja got a liver recipe from his friend, he bought some liver. Nasreddin loved liver and he wanted to eat it very often. But every time he brought livers, he couldn't eat it because his wife said that the cat took the liver and fled away. One day the Hodja became very angry and said: "Woman, I brought liver! Where is it? "

"Oh", said his wife, "The cat took it and fled away." At this same time the cat was in the room. The Hodja caught it, brought a steelyard and weighted the cat. Then he said: "It is exactly two kilos. And the liver which I brought was also two kilos. Now tell me if that is the liver where is my cat, if that is the cat, then I want my liver."

**(Wednesday)**

**6- An easy Birth Method:**

A woman was giving a difficult birth to a child in a village. As her relatives were waiting for many hours, they decided to call Nasreddin Hodja. He came, listened to their story and went away .He returned in a few moments with a toy that made a squeaking sound.

They asked him why and he said: "Because the child will hear the "voice" of the toy and will very quickly come out to play."

**(Thursday)**

7- **Darkness:** One day the Hodja lost his ring. He searched and searched, but couldn't find it. Then he got out of the house and began to search the ring on the road. People passing by asked him: "Hodja, What are you doing? "

"I have lost my ring at home, and now I'm searching it."

"Why don't you search it inside? They asked.

"The house is too dark. I can't see anything, so I'm searching my ring outside."

**(Friday)**

8- **Credit:** A man wanted money from the Hodja on credit, but the Hodja said: "I have no money, but I can give you credit. How much do you want?"

## Songs as Extra-Curricular Activity New Bridge to Success II Unit 21 FASHION

### LESSON PLAN

**Lesson Plan Title:** Using Songs to teach Grammar

**Level** : Pre–intermediate

**Duration** : 20–25 Minutes

**Primary Subject:** Will–Future and Going to Future

**Objectives** : Students will:

- 1- be able to identify will–future and going-to-future in the lyrics of the song.
- 2-be able to see the difference of using will or going-to–future
- 3-be able to use will–future and going–to–future

**Required Materials:** The lyrics of the song “Crying in the rain “ by Everly Brothers, the cassette or CD of the song, cassette player or CD player, an OHP and hand–outs of the lyrics

**Instruction Methods and Techniques:** Pre–listening, while listening, post Listening, Communicative Language Teaching, Task Based

#### Procedures:

**1-Warm–up:** The teacher writes the name of the song on the board and asks questions about it.

- Have you ever walked in the rain?
- Is it normal to walk in the rain?
- Have you ever cried in the rain?
- What does crying in the rain suggest you of?
- Imagine that you are walking in the rain and at the same time that you are crying. Would it be possible for someone to tell that you are crying?

#### 2-Step–by–Step Procedure:

- The teacher hands out the lyrics of the song with blanks in it.**
- The teacher plays the song and the students just listen.
- The teacher plays the song for the second time and tells students to fill in the missing parts of the lyrics.
- The teacher tells the students to look closely at the parts which they have

completed in the text.

-The teacher asks one of the students to come to the board and dictates one sentence from the song that has will–future in it and then another sentence which has going–to–future in it.

-The teacher briefly explains the difference of using will–future and going–to–future.

-The students are told to form similar sentences using the clues below.

a) There are a lot of black clouds in the sky. (rain)

- (It is going to rain)

b) It is 8:30 Jack is leaving house. He has to be at work at 8:45, but the trip takes 30 minutes.(late)

- (He is going to be late for work)

c) There is a hole in the bottom of the boat. A lot of water is coming through the hole.(sink)

-(The boat is going to sink soon)

d) Erica is driving. There is little gas left in the tank. The nearest gas station is far away. (run out-she)

-(She is going to run out of gas)

a) I'm too tired to walk home. I think...I'll.. take a taxi .

b) It's a little cold in this room . You're right. ...I'll.. turn on the heat.

c) Thanks for lending me your camera. ...I'll...bring it back to you on Monday. OK?

d) "I don't know how to use this computer."

OK, ..I'll.show you.

**Extensions:** Ask students to form situations like the ones above as assignment.

**Possible connections to other subjects:** Ask the students to get information about will–future and going–to future from the teacher of the “Turkish” lesson.

- Is there such discrimination in Turkish too?

## Games as Extra-Curricular Activity New Bridge To Success II

### Unit 21 FASHION

#### LESSON PLAN

**Lesson Plan Title:** Using Games to teach Grammar

**Level** : Pre–intermediate, Intermediate

**Duration** : 15–20 Minutes

**Primary Subject** : Present Continuous

**Objectives** : students will:

- 1-be able to identify Present Continuous statements and wh–questions
- 2-be able to use Present Continuous statements and wh–questions

**Required Materials:** A white curtain, the game “Perhaps“ from the Book “Language Teaching Games and Contests“ Pages 29–30

**Instruction Methods and Techniques:** Pair work, group work, cooperative language learning, experiential language learning, Task based, Total Physical Response.

#### **Procedures:**

- The teacher asks two students to come to the board and to hold the curtain
- The teacher chooses another student to come to the board and gives an action to be performed.
- The class is divided into two groups.
- The student goes behind the curtain and performs his/her action.
- 10 students, 5 from each group perform an action.
- The group which has the most right guesses wins the game
- During the game the teacher asks questions using Present Continuous Tense

Actions to be performed:

Group 1:

- 1- Sweeping the floor
- 2- Washing the face
- 3- Counting money
- 4- Writing a letter
- 5- Making a telephone call

Group 2:

- 1-Cleaning the windows
- 2-Hanging up a picture
- 3-Peeling a Banana
- 4-Trying to unlock a door
- 5-Riding a horse

Poetry as Extra-Curricular Activity New Bridge To Success II

### Unit 21 FASHION

#### LESSON PLAN

**Lesson Plan Title:** Using Poems to teach Grammar

**Level** : Pre-intermediate, Intermediate

**Duration** : 20-25 Minutes

**Primary Subject:** Simple Past–Past Continuous–Simple Present

**Objectives** : students will:

- 1-be able to identify Simple Past, Past Continuous and Simple Present tenses in the poem.
- 2-be able to explain the difference of using Simple Past Past Continuous and Simple Present.
- 3-be able to use Simple Past–Past Continuous–Simple Present in a different context.

**Required Materials:** The poem “Autumn Melody“ of Ataol Behramoğlu,  
Cassette Player, Classical Music CD, OHP or hand-outs of the poem.

**Instruction Methods and Techniques:** Pair work, Communicative approach,  
Suggestopedia

#### Procedures:

- The teacher writes the title of the poem on the board and asks what it recalls on their mind.
- Then the teacher reads the poem accompanied by classical music.
- Students only listen



- Students are given a hand out of the poem with some blanks in it
- The teacher reads the poem once more and students fill in the missing parts of the poem.
- Students check their answers with those of their friends.
- The teacher asks the students to come to the board and write the lines which had missing parts on the board.
- The teacher then asks the students which tenses those lines are in.
- The teacher asks the students to change the tenses in the poem and read their poems aloud.
- Students discuss the difference with the original lines of the poem

**Extensions:-** students are told to find the Turkish original of the poem  
and to write what they feel when they read or hear the  
Turkish original poem.

**Possible connections to other Subjects:**

- ask the students to get information about Ataal Behramoglu from the  
“Turkish teacher”
- ask the Art teacher to let the students draw a picture on this poem.

### **3.5.2.7 Post-application Attitude Scale**

The same English Attitude Scale which was administered in the pre-test part of the experiment is administered at the end of the treatment once more to obtain differences the treatment may have on the experimental group.

### **3.5.2.8. Interview**

The experimental group students are given the interview about the treatment they received during the study, and have feedback about which edutainment activities they favour and would like to see included in their courses. The questions asked can be seen at the appendix of the study. The control group members were not given the interview as they did not receive the treatment procedure and followed their regular teaching. The interview was given just after the edutainment activities have been completed in order to have immediate feedback about the treatment.

### **The Validity and the Reliability of the Qualitative Study**

For the Validity of the qualitative study the following issues were considered:

1. The sampling, setting and the procedure of the study is described in detail to make the findings comparable with other studies.
2. The findings of the quantitative and the qualitative study form a meaningful unit.
3. To provide other researchers with the comparisons of this study with other studies in the field, explanations are made. Findings of the study can be tested in similar settings.

To increase the reliability of the qualitative study the following issues were considered:

1. The characteristics of the subjects were described in detail.
2. The setting of the study was described in detail.

3. Data collection and data analysis were described in detail.
4. The framework for the study was well described.
5. All the data from the study is kept by the researcher for other researchers.

### **3.5.2.9 Data Analysis**

The results of the pre-test and post-test were analyzed by using the statistical SPSS computer program. The quantitative data collected throughout the study were analyzed through the following techniques:

1-Standard deviation

2-Mean score

3-Analysis of Variance

4-t-test

For the analysis of the MI inventory the measurement criteria provided by Özden (2003:128) was used.

The qualitative analysis of the study was conducted by means of the analysis of the data obtained from the interviews with the subjects of the experimental group. After the treatment the students in the experimental group were asked open-ended questions about the treatment they received.

The reliability of the interview used in the qualitative part of the study was carried out using the following formula proposed by Miles & Huberman (1994:64).

$$\text{Reliability} = \frac{\text{Number of agreements}}{\text{Total number of agreements + disagreements}}$$

The total number of agreements obtained from the interview was 266. The total number of disagreement was 68. The total number of codes determined was 334. When these figures were operated in the formula given above, the result was 0.80. This result makes the interview a reliable study.

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

#### 4.1 The effects of Edutainment activities on the attitude of the subjects:

The results of the pre-application and post-application attitude scales were analysed by using the statistics program SPSS 11.0 and the results obtained from the questionnaires are as follows:

**Table 3: Mean, Standard Deviation, and t-test Results of the experimental and control groups in terms of pre-application attitude and post-application attitude scales.**

**Table 3.1: t-test group statistics**

GROUPS	N	M	Sd	t	Level of Significance
Pre-test E G	30	62.26	9.94	1.128	.264
C G	31	59.35	10.20		
Post-test E G	30	61.40	9.23	1.311	.195
C G	31	58.45	8.31		

N: Number of participant groups, M: Mean, Sd: Standard Deviation, t: t-test  $p < 0.05$

E G : Experimental Group    C G : Control Group

As can be seen in table 3-1, the results of the pre-test of both the experimental and the control group are given. The post-test results of the experimental and control group are also given. The t-test results of the pre-test and post-test show slight differences but the level of the significance is insignificant. This means that the edutainment activities applied in the grammar lessons did not cause a significant difference in the students' attitude towards the English lessons.

**Table 3.2 The t-test results of the experimental group**

GROUPS	N	M	Sd	t	Level of Significance
Pre-test E G	30	62.26	9.94	.373	.712
Post-test E G	30	61.40	9.23		

N: Number of participant groups, M: Mean, Sd: Standard Deviation, t: t-test  $p < 0.05$   
 E G : Experimental Group

As can be seen in table 3-2, the t-test results of the experimental group are given. When the results of the pre-test and the post-test of the experimental group are compared the level of significance was found out to be .712 which means that the level of significance is insignificant. ( $p < 0.05$ ) This means that the edutainment activities applied in the experimental group did not cause a significant difference on the attitude of the students.

**Table 3.3 The t-test results of the control group**

GROUPS	N	M	Sd	t	Level of Significance
Pre-test C G	31	59.35	10.20	1.687	.102
Post-test C G	31	58.45	8.31		

N: Number of participant groups, M: Mean, Sd: Standard Deviation, t: t-test  $p < 0.05$   
 C G : Control Group

As can be seen in the table 3-3 the results of the pre-test and post-test of the control group are given. When the results of the pre-test and post-test of the control group are compared it can be seen that the score of significance is .102. This means that there was not a significant difference. ( $p < 0.05$ ) For the control group it can be said that the change of the course teacher caused no significant difference on the attitudes of the control group students.

The results obtained from the analyses of the questionnaires in terms of 1-Standard deviation, 2-Mean score, 3-Analysis of Variance, 4-t-test by means of the SPSS computer program indicates that the application of the edutainment activities such as songs and music, poetry, games, humour and jokes in the grammar lessons has not a significant effect upon changing the subjects' attitude in a positive way.

#### **4.2. The effects of Edutainment activities on students' achievement:**

The subjects taught in the first term are much easier and simple than the subjects taught in the second term. Despite this reality there is an increase in the achievement of the students. As the purpose of this study was not to measure the changes which the extra-curricular edutainment activities might have caused, this increase can not be merely attributed to the impact of the edutainment activities. This increase might also have been due to change of the course teacher or due to the greater efforts of the students in the second term. Though the increase in the achievement scores of the students can not be merely attributed to the use of edutainment activities it can be the focus of another study. The achievement scores of the students can be referred to in the appendix part for a comparison.

#### **4.3. Students' thoughts on Edutainment activities from the interview:**

In the interview four questions with sub-choices were asked and the results are as follows: The questions were asked in Turkish to make sure that the students understand them correctly.

Question 1: In your English lessons which of the following extra-curricular edutainment activities would you like to be included. (İngilizce derslerinde aşağıda verilmiş olan ek aktivitelerden hangilerinin daha fazla kullanılmasını isterdiniz? istediğiniz kadar seçebilirsiniz)

*Table:4*

*Students' ideas about extra-curricular edutainment activities*

Learner thoughts	n	%
Songs and Music	11	36.6
Poetry	5	16.6
Humour and Jokes	18	60
Games	19	63.3
Riddles	7	23.3
Crossword Puzzles	6	20
Film activities	20	66
Drama and Role-play	10	33.3
<b>TOTAL</b>	<b>96</b>	<b>100</b>

Question 2: For your English (Grammar) lessons which of the above activities do you think is the most important and useful one? Why? Explain briefly. (Yukarıda verilen aktivitelerden sizce İngilizce (Dilbilgisi) dersiniz için en önemlisi ve yararlısı hangisi? Niçin? Kısaca açıklayınız.)

**Table: 5**

**Most important Edutainment activities according to students**

Learner Thoughts	n	%
Film activities	11	36.6
Songs and Music	5	16.6
Games	7	23.3
Humour and Jokes	7	23.3
<b>TOTAL</b>	<b>30</b>	<b>100</b>



Question 3: Are there any other extra-curricular activity you would suggest which would make your English (Grammar) lesson more enjoyable?  
(Yukarıdaki ek-aktiviteler haricinde İngilizce (Dilbilgisi) Dersinizin daha zevkli geçmesi için önerebileceğiniz başka aktivite var mı?)

*Table: 6*

**Suggestion of students about other edutainment activities**

Learner thoughts	n	%
Solving Tests	6	20
Bringing a native speaker to the lessons	4	13.3
Doing exercises on the internet	3	10
No other suggestion	17	56.6
<b>Total</b>	<b>30</b>	<b>100</b>

Question 4: When the English lesson is divided into skills (Reading, Writing, Listening, Speaking and Grammar) the learning of which skill do you find more boring? List them beginning from the most boring one.  
(1-2-3-4-5) (İngilizce derslerini becerilere ayırdığınızda hangi becerinin öğrenimi size daha sıkıcı gelmektedir? En sıkıcıdan başlayarak sıralayınız. (1-2-3-4-5) )

**Table: 7**

**Students' thoughts about the dullness of the Reading, Writing, Listening, Speaking and Grammar lessons**

**Table: 7.1 Reading:**

Learner thoughts	n	%
Reading at the first place	0	.....
Reading at the second place	3	10
Reading at the third place	11	36.6
Reading at the fourth place	8	26.6
Reading at the fifth place	8	26.6
<b>Total</b>	<b>30</b>	<b>100</b>

**Table: 7.2 Writing:**

Learner thoughts	n	%
Writing at the first place	6	20
Writing at the second place	10	33.3
Writing at the third place	6	20
Writing at the fourth place	6	20
Writing at the fifth place	2	6.6
<b>Total</b>	<b>30</b>	<b>100</b>

**Table: 7.3 Listening:**

Learner thoughts	n	%
Listening at the first place	4	13.3
Listening at the second place	8	26.6
Listening at the third place	6	20
Listening at the fourth place	6	20
Listening at the fifth place	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

**Table: 7.4 Speaking:**

Learner thoughts	n	%
Speaking at the first place	8	26.6
Speaking at the second place	5	16.6
Speaking at the third place	4	13.3
Speaking at the fourth place	7	23.3
Speaking at the fifth place	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

**Table: 7.5 Grammar:**

Learner thoughts	n	%
Grammar at the first place	11	36.6
Grammar at the second place	6	20
Grammar at the third place	3	10
Grammar at the fourth place	3	10
Grammar at the fifth place	7	23.3
<b>Total</b>	<b>30</b>	<b>100</b>

**RESULTS:**

Question 1: The students were asked which of the extra curricular activities they would like to be included in their English lessons and their answers are as follows:

**Table: 8****Students' ideas about extra-curricular edutainment activities**

Learner thoughts	n	%
Songs and Music	11	10.56
Poetry	5	4.8
Humour and Jokes	18	17.28
Games	19	18.24
Riddles	7	6.72
Crossword Puzzles	6	5.76
Film activities	20	19.2
Drama and Role-play	10	9.6
<b>TOTAL</b>	<b>96</b>	<b>100</b>

The answers obtained with this question indicate that the students favour film or movie activities, humour and joke activities and game activities the most among the extra-curricular edutainment activities they were exposed to.

Question 2: The students were asked which of the activities is seen as the most important one according to them and to state their reason for this briefly. Their answers are as follows:

**Film or Movie activities:**

11 students (% 36.6) chose film and movie activities as the most important of all the activities and some of the reason they stated are below:

“because daily English usage is understood better“

“we both learn and get amused“

“because our pronunciation develops“

“because there is more pronunciation and it develops us“

“because as we keep on watching films we acquire knowledge by listening“

### **Songs and Music activities:**

5 students (% 16.6) chose song and music activities as the most important of all the activities and some of the reasons they stated are below:

“because as we listen we acquire knowledge by listening“

“we both enjoy ourselves and learn at the same time“

“songs increase our interest“

“because we feel comfortable“

### **Game activities:**

7 students (% 23.3) chose game activities as the most important of all the activities and some of the reasons are below:

“because we learn as we play“

“games help us to work together“

“we can learn while playing the games“

“because playing games relaxes us“

“playing games makes us active“

“because it saves our lessons from being boring“

### **Humour and Joke activities:**

7 students (% 23.3) chose humour and joke activities as the most important of all the activities and some of the reasons are below:

“because it is amusing“

“when we are bored it helps us return to the lesson“

“it makes the lessons entertaining“

“we don’t get bored in the lessons“

“our interest to the lesson increases“

“we listen more carefully to understand the jokes“

Question 3: The students were asked whether there are any other extra-curricular activities they could suggest to be included in their lesson.

17-students (% 56.6) stated that they do not have any other suggestion.

6-students suggested including tests as extra-curricular activities.

4-students suggested bringing native speakers as an extra-curricular activity to the lessons .

3-students suggested doing English exercises on the internet as extra-curricular activities to the lesson.

Question 4: The students were asked to list the English language skills Reading-Writing-Listening-Speaking and Grammar by giving them numbers 1 to 5. 1= being the most boring to 5= the least boring.

**Table: 9**

**Answers to question 4 about reading**

**Reading:**

Learner thoughts	n	%
Reading at the first place	0	.....
Reading at the second place	3	10
Reading at the third place	11	36.6
Reading at the fourth place	8	26.6
Reading at the fifth place	8	26.6
Total	<b>30</b>	<b>100</b>

These indicate that according to the students reading is not a boring lesson.

**Table: 10**

### Answers to question 4 about writing

#### Writing:

Learner thoughts	n	%
Writing at the first place	6	20
Writing at the second place	10	33.3
Writing at the third place	6	20
Writing at the fourth place	6	20
Writing at the fifth place	2	6.6
Total	<b>30</b>	<b>100</b>

This indicates that the majority of the students (22 sts.) placed Writing in the 1-2-3rd places and think Writing is a boring lesson.

**Table: 11**

### Answers to question 4 about Listening:

Learner thoughts	n	%
Listening at the first place	4	13.3
Listening at the second place	8	26.6
Listening at the third place	6	20
Listening at the fourth place	6	20
Listening at the fifth place	6	20
Total	<b>30</b>	<b>100</b>

This indicates that 18 students placed Listening in the 1-2-3rd places and 18 students placed Listening in the 3-4-5th places. Half of them (% 50) find Listening boring and half of them (% 50) not boring.

**Table: 12**

### Answers to question 4 about Speaking:

#### Speaking:

Learner thoughts	n	%
Speaking at the first place	8	26.6
Speaking at the second place	5	16.6
Speaking at the third place	4	13.3
Speaking at the fourth place	7	23.3
Speaking at the fifth place	6	20
Total	<b>30</b>	<b>100</b>

This means that 17 students (% 50) think Speaking boring by placing it in the 1-2-3rd places and 17 students (% 50) find it is not boring by placing it in the 3-4-5th places.

**Table: 13**

**Answers to question 4 about Grammar:**

**Grammar:**

Learner thoughts	<b>n</b>	<b>%</b>
Grammar at the first place	11	36.6
Grammar at the second place	6	20
Grammar at the third place	3	10
Grammar at the fourth place	3	10
Grammar at the fifth place	7	23.3
<b>Total</b>	<b>30</b>	<b>100</b>

This indicates that the majority of the students (20 sts.) placed Grammar in the 1-2-3rd places of the list and thinks it boring.

The results gathered from the interview questions indicate that the students favour film activities, humour and joke activities, and game activities as extra-curricular edutainment activities the most. As the most important one of the activities they consider film activities because they think that it helps their pronunciation and they see language in real use.

Songs, games and humour activities are found to be important as well, because they both entertain and teach at the same time. Majority of the students (17: % 56.6) do not suggest any other activity to be included in their lessons. 6 students suggest including tests, 4 students suggest bringing a native speaker to the class and 3 students suggest doing English exercises on the internet as extra-curricular edutainment activities.

Among Reading–Writing–Listening–Speaking–and Grammar students chose Grammar and Writing to be the most boring by placing them in the first and second places on the list. 16 students placed Writing on the first and second place, 17 students placed Grammar on the first and second places. According to them, Reading is the least boring of the skills, then come Listening and Speaking.



## **CHAPTER V**

### **5.1 RESEARCH OUTCOMES:**

The primary purpose of this study is to overcome the boredom and monotony encountered in the Grammar lessons by means of applying some activities which both entertain and educate at the same time. These activities which are called edutainment activities and added to the curriculum of the lesson are thought to change the students' attitude towards the English lessons in a positive way. The results obtained from the pre-application attitude scale and the post-application attitude scale; however, show no significant change in the attitudes of the students towards the English lessons in favour of the research hypotheses.

### **5.2. COURSE AND TEACHING IMPLICATIONS**

As the results of the comparison of the pre and post-attitude scales indicate no significant change in the attitudes of the students course and teaching implications for an English Grammar lesson enriched with extra-curricular edutainment activities can not be made. The observations of the researcher throughout the application of the study are that these activities increased student involvement in the lessons in the experimental group compared to the control group. Students in the experimental group did the assignments with more enthusiasm than the students in the control group. They competed with each other to take turns in the lessons, they came prepared to the lessons, they all helped the teacher during the activities which needed student-teacher cooperation and most important of all they looked relaxed, happy and to have pleasure from what they are doing.

The positive aspects of the study observed by the researcher throughout the application of the edutainment activities need to be investigated to be of any value and can be the focus of other similar studies to this research.

### 5.3. CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

In this study the purpose was to cause a positive change in the students' attitude towards the English lessons by means of implementing extra-curricular edutainment activities into the Grammar lesson which is thought to be more monotonous and boring than the other English subjects or skills.

Cotterall (1995:195-205) states that attitudes to learning and the perceptions and beliefs which determine them have a profound influence on learning behaviour and on learning outcomes, since successful learners develop insightful beliefs about language learning processes, their own abilities and the use of effective learning strategies, which in total have a facilitative effect on learning.

In all the lessons a facilitative effect on learning would be a desired feature and whatever used to reach this goal would be welcome. The aim to increase students' attitude towards the English lessons in this sense seems of great importance.

Cook (1996: 1993) summarizes this in the following sentences:

“As the causal relationship between integrative motivation and classroom behaviour is unclear, encouraging positive classroom behaviours may be another option for teachers to enhance learners' positive attitudes which in turn raise motivation.”

The results of the study do not indicate a significant change in the students' attitude towards English lessons. Various factors might be the reason, but as one of the greatest factors must the nature of attitudes and their measurement be taken.

Keskin (2003:4) points out that attitude are not directly observable innate factors and they can only be deduced from the behaviours of the person and that the role which the attitudes take in the interaction with behaviour is difficult to understand. Keskin (2003) cites Tavşancıl (2002:81) and states Tavşancıl's ideas about attitudes.

From Tavşancıl's ideas about attitudes it is clear that a person may reject or be influenced by the persuasive interaction. In this study students might have rejected the change due to some factors such as anxiety about their achievement, anxiety about their learning, being not open to new learning environment, being accustomed to the traditional learning environment and etc.

According to Assistant Prof. Dr. Uğur ALTUNAY, the 'English Attitude Scale' used in this study is prepared by, attitudes have cognitive, innate and psychological aspects which are very difficult to be measured and that for the measurement in the attitudes of the students very long period of the application is needed. In this sense it can be said that the application period of the extra-curricular edutainment activities for about 4 months might not have been sufficient to change the students' attitude and with a longer application period better results might be obtained.

Thus for further research the suggestions might be to conduct a similar study with a much longer application time period and to conduct a study to which also measures student achievement as the student achievement in the second term (period of the application of edutainment activities) is much higher than that of the first term despite the highly complex and difficult subjects compared to the subjects of the first term.

#### **5.4. LIMITATIONS FOR THE STUDY**

This study was limited to only one school, namely the Süperlise part of the Buca Lisesi (Buca Highschool) İzmir-Turkey. The Süperlise preparatory classes prep-A (n=31) and prep-C (n=30) are the subjects. The data collection is limited to these prep-classes as the experimental and control groups for a comparison.

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