CHAPTER SIX
FINDINGS AND DISCUSSION

6.0 INTRODUCTION

In this chapter the findings of the study will be discussed in detail and the research questions will be explained with reference to the findings. Figures will be provided in order to illustrate the findings.

6.1 FINDINGS OF THE MAIN STUDY

RQ 1: How often are students exposed to edutainment activities and various language teaching techniques in their English classes?

The table below presents the participants responses to the frequency of the activities.

Table 10: Teachers' responses to the frequency of edutainment activities

Options	Never		Rarely		Sometimes		Often		Always	
	Count	%	Count	%	Count	%	Count	%	Count	%
Playing Games	0	0	1	7.69	7	43.75	6	37.50	2	12.50
Watching Cartoons	6	37.50	4	25.00	6	37.50	0	0	0	0
Listening to Music	4	25.00	7	43.75	2	12.50	2	12.50	1	6.25
Singing Songs	3	18.75	5	31.25	1	6.25	5	31.25	2	12.50
Drawing Pictures	5	31.25	4	25.00	3	18.75	4	25.00	0	0
Doing Jigsaws	14	87.50	2	12.50	0	0	0	0	0	0
Reading Stories	4	25.00	8	50	4	25	0	0	0	0
Making Stories	6	37.50	6	37.50	2	12.50	2	12.50	0	0
Telling stories	3	18.75	8	50.00	4	25.00	1	6.25	0	0
Reading poems	13	81.25	0	0	2	12.50	1	6.25	0	0
Nursery rhymes	8	50.00	3	18.75	2	12.50	1	6.25	2	12.50
Arts and crafts	4	25.00	5	31.25	5	31.25	0	0	2	12.50
Role-playing	0	0	1	6.25	2	12.50	9	56.25	4	25.00
Competition	1	6.25	1	6.25	5	31.25	5	31.25	4	25.00
Doing projects	1	6.25	3	18.75	5	31.25	2	12.50	5	31.25
Puzzles	1	6.25	5	31.25	5	31.25	3	18.75	2	12.50
Cutting & painting	5	31.25	5	31.25	1	6.25	2	12.50	3	18.75

All the teachers who filled the questionnaire answered all the questions in the questionnaire. As understood from Table 10, there was no density in the option "always". In role playing, the most preferred option was 'often'. When the "sometimes" option was analyzed, an equal distribution was detected in playing games and watching cartoon activities when compared with other options.

An analysis of the rarely option revealed high frequency in listening to music, reading stories and telling stories. Finally, in the never option, high frequency is observed doing jigsaws and reading poems.

When the table is further analyzed, it is seen that the teacher participants do not use other activities so often as role playing. The following seven activities are not always used by the teachers: watching cartoons, drawing pictures, doing jigsaw, reading stories, making stories, telling stories and reading poems.

Furthermore, the activities of watching cartoons, doing jigsaws and reading stories are not often used and the activity of doing jigsaws is not even sometimes used by the teacher participants of this study. In fact, 87.5% of these teachers never use this activity in the classroom whereas only 12.5 % of them rarely use it. Similarly, 81.25% of the teachers never read poems in the English lessons while 12.5% of them rarely use this activity and only 6.25% (only one person) uses it sometimes.

The following table presents the results concerning the relationship between the frequency of the activities and the teachers' educational background, experience of teaching and gender.

Table 11: Chi-square Analyses of teachers' opinions on frequency of edutainment activities.

Activities	Educational background		Experience of teaching		Gender	
	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)
Playing Games	21.429	**p< 0.05**	11.429	p> 0.05	5.714	p> 0.05
Watching Cartoons	7.852	p> 0.05	10.222	p> 0.05	4.000	p> 0.05
Listening to Music	8.571	p> 0.05	12.333	p> 0.05	9.333	p> 0.05
Singing Songs	13.393	p> 0.05	19.467	p> 0.05	5.511	p> 0.05
Drawing Pictures	12.793	p> 0.05	11.378	p> 0.05	2.400	p> 0.05
Doing Jigsaw	1.016	p> 0.05	3.810	p> 0.05	0.762	p> 0.05
Reading Stories	7.222	p> 0.05	10.500	p> 0.05	2.000	p> 0.05
Making Stories	6.519	p> 0.05	12.000	p> 0.05	1.778	p> 0.05
Telling stories	10.759	p> 0.05	13.611	p> 0.05	4.444	p> 0.05
Reading poems	8.256	p> 0.05	5.744	p> 0.05	1.231	p> 0.05
Nursery rhymes	7.593	p> 0.05	15.389	p> 0.05	6.000	p> 0.05
Arts and crafts	9.667	p> 0.05	17.467	p> 0.05	2.133	p> 0.05
Role-playing	3.938	p> 0.05	7.259	p> 0.05	1.333	p> 0.05
Competition	22.667	**p< 0.05**	17.000	p> 0.05	7.733	p> 0.05
Doing projects	19.93	p> 0.05	14.578	p> 0.05	8.178	p> 0.05
Puzzles	11.956	p> 0.05	13.156	p> 0.05	5.333	p> 0.05
Cutting&painting	10.193	p> 0.05	12.800	p> 0.05	6.044	p> 0.05

P<0.05 statistically significant differences were found at 0.05 alpha level
P>0.05 statistically significant differences were not found at 0.05 alpha level

As table 10 shows, that there is a significant relationship between the educational background of the teachers and the frequency of use of edutainment activities such as playing games and doing competitions (p<0.05).

Apart from these two activities; that is, playing games and doing competitions; the frequency use of the other edutainment activities does not depend on the faculties attended by the teachers (p>0.05).

Another insignificant relationship is found out between the experience of teaching and the frequency use of the edutainment activities (p>0.05). The chi square analysis was also made to see whether there is a relation between the gender of the teachers and the frequency use of edutainment activities. The result was that; a significant relationship was not found (p>0.05).

The following table shows the students' responses for the frequency of the activities.

Table 12: Students' responses to frequency of activities

Options	Never		Rarely		Sometimes		Often		Always	
	Count	%	Count	%	Count	%	Count	%	Count	%
Playing Games	192	25.70	164	21.95	287	38.42	81	10.84	23	3.08
Watching Cartoons	464	62.03	117	15.64	122	16.31	30	4.01	14	1.87
Listening to Music	309	41.37	140	18.74	158	21.15	85	11.38	54	7.23
Singing Songs	306	40.96	152	20.35	191	25.57	65	8.70	33	4.42
Drawing Pictures	391	52.27	141	18.85	134	17.91	58	7.75	24	3.21
Doing Jigsaw	563	75.37	76	10.17	64	8.57	28	3.75	16	2.14
Reading Stories	411	55.17	100	13.42	107	14.36	76	10.20	51	6.85
Making Stories	468	62.73	102	13.67	104	13.94	53	7.10	19	2.55
Telling stories	471	63.14	109	14.61	103	13.81	38	5.09	25	3.35
Reading poems	471	63.05	124	16.60	111	14.86	30	4.02	11	1.47
Nursery rhymes	437	58.66	126	16.91	117	15.70	36	4.83	29	3.89
Arts and crafts	407	54.48	103	13.79	118	15.80	78	10.44	41	5.49
Role-playing	269	36.01	152	20.35	160	21.42	103	13.79	62	8.30
Competition	208	27.73	187	24.93	196	26.13	96	12.80	63	8.40
Doing projects	298	39.84	161	21.52	139	18.58	95	12.70	55	7.35
Puzzles	299	39.92	156	20.83	149	19.86	97	12.95	48	6.41
Cutting& painting	474	63.28	92	12.28	105	14.02	48	6.41	30	4.01

Some of the students did not answer all the questions in the questionnaire. Some of the activities mentioned in the questionnaire are either never used or very rarely used in their classrooms.

A great number of the students who participated in the questionnaire reported that activities such as watching cartoons, listening to music, singing songs, drawing pictures, doing jigsaws, reading stories, making stories, telling stories, reading poems, nursery rhymes, arts and crafts, role-playing, competition, doing projects, puzzles and cutting & painting are never used in the classroom, while they reported that playing games is sometimes used. See Table 12.

The following table presents the results concerning the relationship between the frequency of the activities and the schools they are attending and gender.

Table 13: Chi-square Analyses of students' opinions about frequency of edutainment activities.

Activities	Students' schools		Gender	
	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)
Playing Games	485.14	**P<0.05**	13.07	**p<0.05**
Watching Cartoons	268.33	**P<0.05**	11.34	**p<0.05**
Listening to Music	431.18	**P<0.05**	5.05	p>0.05
Singing Songs	329.10	**P<0.05**	10.35	**p<0.05**
Drawing Pictures	415.99	**P<0.05**	1.32	p>0.05
Doing Jigsaw	178.82	**P<0.05**	2.72	p>0.05
Reading Stories	244.70	**P<0.05**	4.94	p>0.05
Making Stories	131.74	**P<0.05**	9.00	p>0.05
Telling stories	246.22	**P<0.05**	10.24	**p<0.05**
Reading poems	234.63	**P<0.05**	9.81	**p<0.05**
Nursery rhymes	170.22	**P<0.05**	7.26	p>0.05
Arts and crafts	364.67	**P<0.05**	0.46	p>0.05
Role-playing	280.20	**P<0.05**	7.94	p>0.05
Competition	340.74	**P<0.05**	1.95	p>0.05
Doing projects	361.44	**P<0.05**	5.68	p>0.05
Puzzles	244.97	**P<0.05**	5.61	p>0.05
Cutting&painting	316.95	**P<0.05**	5.21	p>0.05

Table 13 shows the results of the chi-square analysis made to see whether there is a relation between the gender and school of the students and their answers about the frequency of the edutainment activities used in their English classes. As a result of the chi-square analysis, a significant relationship between the schools of the children and the answers to the questions related with the frequency of edutainment activities used in the English classes was found (**p<0.05**).

In other words; it can be said that students' answers on the questionnaire about the frequency of the edutainment activities used in their English classes differ from school to school.

As could be seen in Table 13 a significant relationship among the playing games, watching cartoons, singing songs, telling stories, reading poems and the gender of the students was determined (**p<0.05**).

The findings indicate that except for the questions concerning the frequency use of edutainment activities such as playing games, watching cartoons, singing song, telling stories and reading poems, do not change in terms of gender of the students (p>0.05).

The following table shows the results of the Z-proportion test concerning the frequency of the activities.

Table 14: Results of the Z-proportion test.

Options	Never	Rarely	Sometimes	Often	Always
	P-value	P-value	P-value	P-value	P-value
Playing Games	0.00	0.00	0.67	0.28	0.25
Watching Cartoons	0.04	0.39	0.08	0.00	0.00
Listening to Music	0.14	0.05	0.30	0.89	0.87
Singing Songs	0.03	0.35	0.00	0.05	0.33
Drawing Pictures	0.37	0.57	0.93	0.11	0.00
Doing Jigsaw	0.15	0.78	0.00	0.00	0.00
Reading Stories	0.00	0.00	0.32	0.00	0.00
Making Stories	0.04	0.05	0.86	0.51	0.00
Telling stories	0.00	0.00	0.30	0.84	0.00
Reading poems	0.07	0.00	0.77	0.71	0.00
Nursery rhymes	0.50	0.85	0.70	0.81	0.29
Arts and crafts	0.00	0.14	0.18	0.00	0.39
Role-playing	0.00	0.00	0.29	0.00	0.12
Competition	0.00	0.00	0.66	0.11	0.12
Doing projects	0.00	0.78	0.27	0.98	0.04
Puzzles	0.00	0.37	0.33	0.55	0.46
Cutting & painting	0.00	0.10	0.20	0.46	0.13

Table 14 shows the results of a Z-proportion test made to compare the answers of the teachers and the students to the some questions in the questionnaire related with the frequency of use of the edutainment activities in the English classes.

According to the results, it can be seen that there are inconsistencies between the teachers' and students' responses to the same questions. Students were asked to answer 17 questions about how often edutainment activities are used in the classroom by their teachers. The same questions were asked to the teachers to get data about how often they use these activities in their English classes.

When the ''never'' option is analysed, there appears an inconsistency in the items playing games, watching cartoons, singing songs, reading stories, telling stories, making stories, arts and crafts, role playing, competition, doing projects, puzzles and cutting & painting (p<0.05). Therefore, it can be claimed that the answers from the teacher participants and student participants do not overlap.

The same inconsistency appears when the 'rarely' option of the questionnaire is analyzed. The answers given especially to the items playing games, listening to music, reading stories, making stories, telling stories, reading poems, role playing and competitions are different in the teacher answers from the student ones (p<0.05).

As for the analysis of the 'sometimes' option there appears an inconsistency in the items singing songs and doing jigsaws (p<0.05), and for the 'often' option, this inconsistency between student answers and teacher answers is still significant in the items watching cartoons, singing songs, reading stories, doing jigsaws, role playing, and arts & crafts (p<0.05).

Finally, when the option 'always' is analyzed, the inconsistent items are watching cartoons, drawing pictures, doing jigsaws, making stories, reading stories, telling stories, reading poems and doing projects (p<0.05). As for the other items in the questionnaire, the consistency between the student answers and teacher answers is statistically insignificant (p>0.05).

The following table presents the frequency use of the techniques used in teaching English to young learners.

Table 15: Frequency use of techniques used in teaching English to young learners

Language area and skills	Techniques	Never		Rarely		Sometimes		Often		Always	
		Count	(%)	Count	(%)	Count	(%)	Count	(%)	Count	(%)
Listening/ Pronunciation	Listen and repeat	0	0	0	0	0	0	6	37.50	10	62.50
	Listen and do	1	6.25	0	0	2	12.50	5	31.25	8	50
	Listening to stories and acting out	2	12.50	3	18.75	5	31.25	4	25	2	12.50
	Recognise and discriminate the sounds	2	12.50	6	37.50	2	12.50	3	18.75	3	18.75
	Listen and draw	2	12.50	4	25	6	37.50	2	12.50	2	12.50
	Listen and have information	1	6.25	3	18.75	5	31.25	4	25	3	18.75
	Listen and recognise	1	6.25	4	25	5	31.25	2	12.50	4	25
	Listen and find the mistake	2	12.50	1	6.25	9	56.25	1	6.25	3	18.25
	Listen to the story and put the pictures in order	2	12.50	1	6.25	4	25	6	37.50	3	18.75
	Listen and colour	3	18.75	4	25	6	37.50	2	12.50	1	6.25
	Listen and complete the missing information	2	12.50	4	25	2	12.50	5	31.25	3	18.75
	Listen to the song and repeat	3	18.75	2	12.50	4	25	3	18.75	4	25
Speaking	Use the students in the classrooms when presenting the new language items	0	0	0	0	0	0	8	50	8	50
	Use the correct sentences appropriate to students' characteristics and present them through action and sound	0	0	0	0	1	6.25	7	43.75	8	50
	Use Mascot	5	31.25	4	25	3	18.75	4	25	0	0
	Use puppets	7	43.75	3	18.75	3	18.75	2	12.50	1	6.25
	Use objects	0	0	0	0	3	18.75	6	37.50	7	43.75
	Role-play and dialogue	1	6.25	0	0	1	6.25	9	56.25	5	31.25
Reading	Reading the alphabet and the sounds	2	12.50	2	12.50	4	25	3	18.75	5	31.25
	Read the whole sentence	0	0	1	6.25	1	6.25	4	25	10	62.50
	Look and say	2	12.50	0	0	2	12.50	6	37.50	6	37.50
	Use sentence/vocabulary flashcards	3	18.75	3	18.75	3	18.75	6	37.50	1	6.25
	Read story from the book	2	12.50	3	18.75	2	12.50	3	18.75	6	37.50
	Read class story	5	31.25	4	25	3	18.75	3	18.75	1	6.25
	Read texts in child language	5	31.25	3	18.75	5	31.25	2	12.50	1	6.25
	Reading songs and nursery rhymes that children are familiar with	4	25	3	18.75	7	43.75	0	0	2	12.501
Writing	Copy directly	2	12.50	4	25	2	12.50	1	6.25	7	43.75
	Match the pictures and the texts	2	12.50	0	0	2	12.50	5	31.25	7	43.75
	Arrange and copy	5	31.25	1	6.25	1	6.25	4	25	5	31.25
	Copy from the book	5	31.25	4	25	3	18.75	2	12.50	2	12.50
	Dictate	3	18.75	2	12.50	5	31.25	5	31.25	1	6.25
	Fill in the blanks	0	0	0	0	1	6.25	4	25	11	68.75
	Letters//postcards/invitations	1	6.25	2	12.50	4	25	3	18.75	6	37.50

All the teachers involved in the study answered all the questions concerning the frequency of the techniques used in teaching the four communicative language skills to young learners.

A general look at the results showed that the teachers mostly used the mentioned edutainment techniques at the frequency levels 'sometimes', 'often' and 'always'. The teachers reported that when teaching listening and pronunciation, speaking, reading and writing they used the following techniques.

Listening / Pronunciation

a) Listen and repeat
b) Listen and do
c) Listen to the story and put the pictures in order
d) Listen and complete the missing information

Speaking

a) Use the students in the classrooms when presenting the new language items
b) Use the correct sentences appropriate to students' characteristics and present them through action and sound
c) Use objects
d) Role-play and dialogue

Reading
a) Reading the alphabet and the sounds
b) Read the whole sentence
c) Look and say
d) Read story from book

Writing

a) Copy directly
b) Match the pictures and the texts
c) Arrange and copy
d) Fill in the blanks
e) Letters//postcards/invitations

The techniques above are used at the frequency levels 'sometimes', 'often' and 'always' (see Table 15 for the counts).

Listening / Pronunciation

a) Recognise and discriminate the sounds

Speaking

a) Use Mascots
b) Use puppets

Reading

a) Read class story
b) Read texts in child language

Writing

a) Copy from the book

The techniques given above are either never used or rarely used by the teachers who participated in the study (see Table 15 for the counts).

Listening / sPronunciation:

 a) Listen and find the mistake

The technique of 'listen and find the mistake' differs from others because nine teachers reported that they sometimes used this technique in their lessons.

The following table presents relationship between frequency use of techniques and teachers' educational background.

Table 16: Chi-square Analyses of the relationship between the frequency use of techniques and the teachers' educational background

	Techniques	Faculty	
		X^2	Sig. (P-Value)
Listening/Pronunciation	Listen and repeat	6.163	p> 0.05
	Listen and do	13.600	p> 0.05
	Listening to the stories and acting out	10.904	p> 0.05
	Recognise and discriminate the sounds	12.593	p> 0.05
	Listen and draw	12.333	p> 0.05
	Listen and have information	8.219	p> 0.05
	Listen and recognise	11.511	p> 0.05
	Listen and find the mistake	5.309	p> 0.05
	Listen to the story and put the pictures in order	5.309	p> 0.05
	Listen and colour	8.481	p> 0.05
	Listen and complete the missing information	19.481	p> 0.05
	Listen to the song and repeat	10.185	p> 0.05
Speaking	Use the students in the classrooms when presenting the new language items	6.000	p> 0.05
	Use the correct sentences appropriate to students' characteristics and present them through action and sound	11.619	p> 0.05
	Use Mascots	6.415	p> 0.05
	Use puppets	11.005	p> 0.05
	Use objects	6.400	p> 0.05
	Role-play and dialogue	9.859	p> 0.05
Reading	Reading the alphabet and the sounds	8.600	p> 0.05
	Read the whole sentence	7.852	p> 0.05
	Look and say	6.074	p> 0.05
	Use sentence/vocabulary flashcards	17.556	p> 0.05
	Read story from the book	13.719	p> 0.05
	Read class story	16.504	p> 0.05
	Read texts in child language	9.164	p> 0.05
	Reading songs and nursery rhymes that children are familiar with	10.759	p> 0.05
Writing	Copy directly	10.730	p> 0.05
	Match the pictures and the texts	9.987	p> 0.05
	Arrange and copy	12.556	p> 0.05
	Copy from the book	19.659	p> 0.05
	Dictate	7.881	p> 0.05
	Fill in the blanks	6.424	p> 0.05
	Letters//postcards/invitations	20.185	p> 0.05

In the Chi-Square analysis made for the relationship between the gender of the teachers and the techniques that they use while teaching English to young learners no significant relationship is determined (p>0.05).

The following table presents the relationship between the frequency use of techniques and the teachers' experience of teaching and gender

Table 17: Chi-square Analyses of relationship between frequency use of techniques and teachers' experience of teaching and gender

	Techniques	Experience of teaching		Gender	
		X^2	Sig. (P-Value)	X^2	Sig. (P-Value)
Listening/Pronunciation	Listen and repeat	4.267	P>0.05	0.356	P>0.05
	Listen and do	13.333	P>0.05	3.733	P>0.05
	Listening to the stories and acting out	27.444	**P<0.5**	2.400	P>0.05
	Recognise and discriminate the sounds	13.778	P>0.05	2.667	P>0.05
	Listen and draw	22.778	P>0.05	8.889	P>0.05
	Listen and have information	13.933	P>0.05	4.178	P>0.05
	Listen and recognise	16.333	P>0.05	6.667	P>0.05
	Listen and find the mistake	16.593	P>0.05	1.481	P>0.05
	Listen to the story and the pictures in order	18.444	P>0.05	1.333	P>0.05
	Listen and colour	15.544	P>0.05	5.778	P>0.05
	Listen and complete the missing information	24.556	P>0.05	1.333	**P<0.5**
	Listen to the song and repeat	24.111	p> 0.05	**12.000**	P>0.05
Speaking	Use the students in the classrooms when presenting the new language items	3.000	P>0.05	1.333	P>0.05
	Use the correct sentences appropriate to students' characteristics and present them through action and sound	4.857	P>0.05	1.429	P>0.05
	Use Mascots	18.133	P>0.05	4.267	P>0.05
	Use puppets	24.698	P>0.05	4.190	P>0.05
	Use objects	9.333	P>0.05	0.381	P>0.05
	Role-play and dialogue	15.822	P>0.05	4.859	P>0.05
Reading	Reading the alphabet and the sounds	34.667	**P<0.05**	**3.111**	P>0.05
	Read the whole sentence	9.067	P>0.05	3.200	P>0.05
	Look and say	13.778	P>0.05	1.778	P>0.05
	Use sentence/vocabulary flashcards	23.111	P>0.05	1.778	P>0.05
	Read story from the book	16.000	P>0.05	1.778	P>0.05
	Read class story	14.511	P>0.05	6.044	P>0.05
	Read texts in child language	19.822	P>0.05	6.933	P>0.05
	Reading songs and nursery rhymes that children are familiar with	14.365	P>0.05	8.444	P>0.05
Writing	Copy directly	19.952	P>0.05	6.857	P>0.05
	Match the pictures and the texts	25.905	**P<0.05**	**3.048**	P>0.05
	Arrange and copy	23.933	P>0.05	4.267	P>0.05
	Copy from the book	16.556	P>0.05	2.844	P>0.05
	Dictate	18.400	P>0.05	3.911	P>0.05
	Fill in the blanks	7.000	P>0.05	0.364	P>0.05
	Letters//postcards/invitations	20.111	P>0.05	11.556	P>0.05

Table 17 shows the results of the Chi-Square analysis made to see whether there is a relation between the educational backgrounds of the teachers and the techniques they use while teaching English to young learners. According to the results it can be said that there is a significant relationship between the teachers' teaching experience and the answers they gave to the items such as 'listening to the stories and acting out', 'reading the alphabet and sounds' and 'match the pictures and the texts'.

As for the relationship between the gender of the teachers and the techniques while they are teaching English, there is a significant relationship in only one item and that is 'listen and complete the missing information'.

RQ 2: What do students and teachers think about the effectiveness of using edutainment activities in particular during English lessons?

The following table presents the teachers' responses regarding their opinions about the usefulness of the activities:

Table 18: Usefulness of the activities reported by teachers

Activities	Useful		Not very useful		Not useful	
	Count	%	Count	%	Count	%
Playing Games	15	93.75	1	6.25	0	0
Watching Cartoons	11	68.75	5	31.25	0	0
Listening to Music	13	81.25	3	18.75	0	0
Singing Songs	14	87.50	2	12.50	0	0
Drawing Pictures	8	50.00	7	43.75	1	6.25
Doing Jigsaws	7	43.75	5	31.25	4	25.00
Reading Stories	14	87.50	2	12.50	0	0
Making Stories	14	87.50	2	12.50	0	0
Telling stories	14	87.50	2	12.50	0	0
Reading poems	6	37.50	9	56.25	1	6.25
Nursery rhymes	9	56.25	6	37.50	1	6.25
Arts and crafts	11	68.75	3	18.75	2	12.50
Role-playing	16	100.00	0	0	0	0
Competition	15	93.75	1	6.25	0	0
Doing projects	16	100.00	0	0	0	0
Puzzles	9	56.25	7	43.75	0	0
Cutting &painting	9	56.25	7	43.75	0	0

For the figures of the data in this table, see Appendix 2.

All of the teacher participants of the study answered the questions in the questionnaire. In all of the activities in the questionnaire, the options 'useful' and 'not very useful' were checked the most.

The following activities are not considered unuseful by the teachers:

a) playing games
b) watching cartoons
c) listening to music
d) singing songs
e) reading stories
f) making stories
g) telling stories
h) role-playing
i) competition
j) doing projects
k) puzzles
l) cutting & painting

Role playing and doing projects were considered useful by all of the teachers who answered the questions of the questionnaire. However, it was also seen that they do not often use these activities while teaching English.

The following table shows the teachers' opinions about the usefulness of edutainment activities.

Table 19: Chi-Square Analyses of teachers' opinions about usefulness of edutainment activities.

Activities	Educational background		Experience of teaching		Gender	
	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)
Playing games	7.467	p> 0.05	1.778	p> 0.05	0.356	p> 0.05
Watching Cartoons	6.691	p> 0.05	6.303	p> 0.05	0.097	p> 0.05
Listening to Music	10.165	**p< 0.05**	2.325	p> 0.05	1.231	p> 0.05
Singing Songs	3.302	p> 0.05	1.524	p> 0.05	0.762	p> 0.05
Drawing Pictures	5.040	p> 0.05	10.500	p> 0.05	3.429	p> 0.05
Doing Jigsaw	2.600	p> 0.05	10.629	p> 0.05	0.114	p> 0.05
Reading Stories	1.016	p> 0.05	6.857	p> 0.05	0.762	p> 0.05
Making Stories	1.016	p> 0.05	6.857	p> 0.05	0.762	p> 0.05
Telling stories	1.016	p> 0.05	6.857	p> 0.05	0.762	p> 0.05
Reading poems	3.407	p> 0.05	22.370	**p< 0.05**	3.259	p> 0.05
Nursery rhymes	4.963	p> 0.05	20.519	p> 0.05	3.259	p> 0.05
Arts and crafts	4.663	p> 0.05	11.495	p> 0.05	7.273	p< 0.05
Role-playing	-----	-----	----	----	----	----
Competition	0.830	p> 0.05	3.200	p> 0.05	0.356	p> 0.05
Doing projects	-----	----	-----	---	---	----
Puzzles	1.891	p> 0.05	4.148	p> 0.05	0.085	p> 0.05
Cutting/painting/	5.874	p> 0.05	12.133	p> 0.05	6.400	p> 0.05

P<0.05 statistically significant differences were found at 0.05 alpha level
P>0.05 statistically significant differences were not found at 0.05 alpha level

The results of the Chi-Square analysis carried out in order to see the relationship between the teachers' educational backgrounds and their perception about the usefulness of the edutainment activities are as follows: a significant relationship is only found between educational background and listening to music (p< 0.05). In other words, whether the teachers use the listening to music activity in their classes changes in correlation with the schools/universities they graduated from.

An investigation of the relationship between the teachers' teaching experience and their perception about the usefulness of an edutainment activity reveals that there is not a significant relationship between these two variables except for one item: reading poems (p<0.05).

The chi square values of the activities doing projects and arts and craft could not be calculated since all of the teachers give the same answer to those questions in the questionnaire.

Additionally, teachers in different schools gave very similar answers to the questions, which reveals that the teachers' working atmosphere does not affect their answers in a significant way except from the activity of arts and crafts ($p<0.05$).

The following table shows the usefulness of the activities reported by the students.

Table 20: Usefulness of the activities reported by the students

Activities	Useful		Not very useful		Not useful	
	Count	%	Count	%	Count	%
Playing Games	356	47.47	266	35.47	128	17.07
Watching Cartoons	211	28.28	289	38.74	246	32.98
Listening to Music	380	50.73	243	32.44	126	16.82
Singing Songs	345	46.06	234	31.24	170	22.70
Drawing Pictures	295	39.39	230	30.71	224	29.21
Doing Jigsaw	259	34.81	192	25.81	293	39.38
Reading Stories	460	61.74	135	18.12	150	20.13
Making Stories	440	58.82	167	22.33	141	18.35
Telling stories	365	48.86	216	28.92	166	22.22
Reading poems	299	39.97	248	33.16	201	26.87
Nursery rhymes	243	32.53	254	34	250	33.47
Arts and crafts	317	42.49	210	28.15	219	29.36
Role-playing	410	54.81	205	27.41	133	17.78
Competition	504	67.29	153	20.43	92	12.28
Doing projects	442	58.93	169	22.53	139	18.53
Puzzles	421	56.13	191	25.47	138	18.40
Cutting &painting	155	20.67	243	32.40	352	46.93

Some of the students did not answer some of the questions.

The majority of the students who filled the questionnaire claimed that they found edutainment activities like competitions, reading stories, doing projects, making stories and puzzles useful whereas cutting; painting, doing jigsaws, nursery rhymes and watching cartoons were not found as useful as the other ones.

The following table shows Chi-square Analyses of the students' opinions about the usefulness of edutainment activities.

Table 21: Chi-square Analyses of students' opinions about usefulness of edutainment activities

Activities	School		Gender	
	X^2	Sig. (P-Value)	X^2	Sig. (P-Value)
Playing Games	145.960	**p<0.05**	2.000	p>0.05
Watching Cartoons	165.610	**p<0.05**	1.690	p>0.05
Listening to Music	91.670	**p<0.05**	21.980	**p<0.05**
Singing Songs	86.490	**p<0.05**	34.540	**p<0.05**
Drawing Pictures	92.610	**p<0.05**	4.020	p>0.05
Doing Jigsaw	74.420	**p<0.05**	4.760	p>0.05
Reading Stories	86.580	**p<0.05**	12.920	**p<0.05**
Making Stories	64.840	**p<0.05**	17.430	**p<0.05**
Telling stories	71.740	**p<0.05**	18.130	**p<0.05**
Reading poems	65.760	**p<0.05**	9.990	**p<0.05**
Nursery rhymes	44.850	**p<0.05**	7.320	**p<0.05**
Arts and crafts	117.440	p>0.05	13.700	**P<0.05**
Role-playing	36.980	**p<0.05**	9.790	**P<0.05**
Competition	52.980	**p<0.05**	10.520	**P<0.05**
Doing projects	86.400	**p<0.05**	12.780	**P<0.05**
Puzzles	74.190	**p<0.05**	14.640	**P<0.05**
Cutting & painting	96.270	**p<0.05**	0.057	p>0.05

As Table 21 reveals, there is a significant relationship between the students' answers to the questions concerning the effectiveness of the edutainment activities and their schools except for the item arts and crafts. The table shows that there is a significant relationship between the gender of the students and the answers of their questions related with the effectiveness of the edutainment activities except for the items playing games, watching cartoons, drawing pictures, watching cartoons and cutting & painting.

The following table shows the results of the Z-proportion test concerning the frequency of the activities.

Table 22: Results of the Z-proportion test.

Options	Useful	Not Useful	Useless
Playing Games	0.00	0.00	0.00
Watching Cartoons	0.00	0.52	0.00
Listening to Music	0.00	0.17	0.00
Singing Songs	0.00	0.03	0.00
Drawing Pictures	0.04	0.29	0.00
Doing Jigsaws	0.47	0.64	0.19
Reading Stories	0.00	0.50	0.00
Making Stories	0.00	0.24	0.00
Telling stories	0.00	0.05	0.00
Reading poems	0.84	0.06	0.00
Nursery rhymes	0.06	0.77	0.00
Arts and crafts	0.03	0.34	0.04
Role-playing	0.00	0.00	0.00
Competition	0.00	0.00	0.00
Doing projects	0.00	0.00	0.00
Puzzles	0.99	0.14	0.00
Cutting & painting	0.00	0.00	0.00

The Z-proportion test which was carried out to collect data about how useful the participants find edutainment activities revealed an inconsistency between student answers and teacher answers when the useful option is analysed in the items playing games, watching cartoons, listening to music, singing songs, drawing pictures, reading stories, making stories, role playing, telling stories, competition, doing projects, arts & crafts and cutting & painting.

On the other hand, when the 'not very useful' option is analyzed to draw a conclusion between student and teacher answers, it is observed that playing games, singing songs, telling stories, role playing, competitions, doing projects, and cutting & painting appear as the inconsistent items ($p < 0.05$). Finally, when the answers given to the 'useless' option are analyzed, there appears an inconsistency between the answers of the students and teachers in all of the items in the questionnaire except for doing jigsaws.

The following table shows Chi-square Analyses which shows the relationship among the teachers' opinions about the course books and their educational background, experience of teaching, and gender.

In order to get data about the course books which are used in the English courses, some questions were asked to the teachers and the following table shows the teachers opinions about the course books.

Table 23: Chi-square Analyses of the teachers' opinions about the course books

Options	Yes		No		partly	
	Count	%	count	%	count	%
The course books are written according to the development of the students	2	12.50	11	68.75	3	18.75
They involved the things that young learners do in real life	0	0	9	56.25	7	43.75
They involve appropriate activities related to the topics	2	12.50	6	37.50	8	50
Each activity clearly states the linguistics, cultural, cognitive, sensory-motor and psycho-motor targets	2	12.50	8	50	6	37.50
They have enough supplementary visual materials	3	18.75	9	56.25	4	25
They have enough supplementary audio materials	1	6.25	11	68.75	4	25

As detected in Table 23, 68.75% (11 out of 16) of the teachers reported that the course books were not written according to the developmental level of the children whereas 2 out of 16 teachers said yes to this question. On the other hand; 18.75% (3 out of 16) of the teachers found the course books partly appropriate. In the light of the findings; it can be claimed that most of the teachers did not think that the course books were sufficient in terms of young learners' developmental stage.

As can be seen, 9 out of 16 teachers said that the course books did not contain activities that the children do in the real life. However; 7 out of 16 teachers said that they involved the activities that the children do in real life not completely but partly. None of the teachers reported that the course books involve the activities that exist in the real life.

8 (50%) of teachers stated that the course books partly contain appropriate activities related to the topics whereas 6 out of 16 (37.50%) said no to this question. Furthermore, 2 out of 16 (12.50%) teachers stated that the activities in the course books were related with the topics in the course books. As the findings reveal; it could be said that course books do not contain enough activities related to the topics.

As the table shows, only 2 out of 16 (12.50%) teachers said that each activity in the course books clearly stated the linguistics, cultural, cognitive, sensory-motor and psycho-motor targets whereas half of the teachers said the opposite. 6 out of 16 (37.50%) teachers stated that the course books partly contain those targets.

18.75% of the teachers (3 out of 16) claimed that the course books contain enough visual materials whereas 9 out of 16 teachers (56.25%) say that the visual materials in English course books are not enough. Four of the teachers (25.00 %) stated that the course books partly contain these materials. Finally, 11 out of 16 (68.75%) of the teachers reported that the course books do not contain enough audio materials. On the other hand, 1 out of 16 teachers said the opposite. Only 4 out of 16 teachers said partly to this question. The results indicate that the course books do not contain enough visual and audio materials.

From the answers given to the last question of the questionnaire, it can be concluded that 68.75 % (11) of the teachers think that there are almost no edutainment activities in English course books; 4 of the teachers (25%) think that there are not any edutainment activities in course books; and finally 1 (6.25%) of them has the idea that English course books have enough edutainment activities.

Table 24: The approaches used by the teacher while teaching English to young learners

Options	Count	%
Topic Based	0	0.00
Task Based	1	6.25
Activity Based	3	18.75
Combination of Three	12	75.00

As the Table 24 reveals, 12 out of 16 teachers claimed that they used a combination of the three approaches while teaching English to young learners. Only 3 out of 16 teachers used the activity-based approach and only 1 teacher used the task based approach.

Table 25: Edutainment activities mentioned in the questionnaire and the course books

Options	Count	%
Yes, enough	1	6.25
Not enough	4	25.00
Almost no t	11	68.75

As Table 25 shows, 11 teachers reported that edutainment activities are almost not given in the course books while 4 out of 16 teachers said that there are not enough edutainment activities in the course books. Only 1 teacher said that edutainment activities are found sufficiently in the course books.

Table 26:Chi-square Analyses of the teachers' opinions about the course books

Options	Educational Background		Experience of Teaching		Gender	
	X^2	P-value	X^2	P-value	X^2	P-value
The course books are written according to the development of the students	9.623	P>0.05	6.222	P>0.05	8.080	P>0.05
They involved the things that young learners do in real life	1.891	P>0.05	6.519	P>0.05	0.085	P>0.05
They involve the appropriate activities related to the topics	6.630	P>0.05	8.333	P>0.05	3.333	P>0.05
Each activity clearly states the linguistics,cultural,cognitive,sensory-motor and psycho-motor targets	7.333	P>0.05	8.667	P>0.05	1.556	P>0.05
They have enough supplementary visual materials	11.235	P>0.05	5.519	P>0.05	1.333	P>0.05
They have enough supplementary audio materials	10.424	P>0.05	7.364	P>0.05	4.424	P>0.05
These activities involved in the course books	10.697	P>0.05	11.152	P>0.05	3.036	P>0.05

RQ 3: Which group of students will be more successful in learning the new vocabulary items presented to them: the ones who are exposed to edutainment activities to learn the new words; or the ones with whom the classical/traditional activities will be used?

RQ 4: Which activity group will prove to be better in terms of short-term and long-term retention of the new vocabulary items by producing more durable results in post and memory tests?

Table 27: Bonferonni tests for control and experimental groups by post and memory test (Game)

		$\overline{X} \pm S_{\overline{X}}$
Time	**Post**	**5.46±0.18 a**
	Memory	**5.24±0.20 b**
Groups	**Control**	**3.54±0.25 B**
	Experiment	**7.15±0.26A**

$\overline{X}$: Arithmetic mean, $S_{\overline{X}}$: Standard error of mean

1) In the same period (post and memory), the difference between the groups represented in different small letters in the table is significant.

2) In the same table, capital letters were used in order to show that there is a significant relationship between post and memory test results between the groups.

As a result of the Repeated Measurement Design Analysis done to see the differences between the mean of the post and memory tests given in both groups, it was determined that group time interaction effect was found statistically insignificant (p=0.142). On the other hand, it was seen that time (p=0.041) and group (p=0.00) effects were statistically significant. That is to say; there is a significant difference between the post and memory means of the control group and the experimental group. A reading of Table 27 reveals that the mean value of the post tests was (5.46) while the mean value of the memory tests was (5.24).

As the table shows, the mean value of the experimental group which was taught the new vocabulary items through games was 7.15 while that of the control group which was taught the new vocabulary items by means of traditional techniques was 3.54.

According to the results of table 27 it can be claimed that teaching new vocabulary items through games is an effective way of teaching vocabulary to young learners.

Table 28: Bonferonni tests for control and experimental groups by post and memory test (Drama)

Group	Post	Memory
	$\overline{X} \pm S_{\overline{X}}$	$\overline{X} \pm S_{\overline{X}}$
Control	**2.27±0.25 a B**	**2.02±0.26 a B**
Experimental	**6.94±0.26 a A**	**6.70±0.24 a A**

1) In the same table, capital letters were used in order to show that there is a significant relationship between post and memory test results between the groups.

2) In the same table, small letters (a,b) were used in order to show that there is not a significant relationship between post and memory test results within the same group.

As a result of the Repeated Measures Design Analysis done to determine the differences between the mean of the post tests and memory tests of the control group where traditional techniques were used and the experimental group which was taught new vocabulary items through drama; it was seen that time * group interaction effect was statistically significant (p=0.042).

That is to say; the differences between the post tests mean values and that of memory test changed according to groups. Similarly the differences between the two groups changed in terms of post and memory tests.

As Table 28 indicates that it could be seen that there is no significant difference between the post and memory means of the control group (Post=2.27, Memory=2.02)

The same case is valid for the experimental group, that is, a significant difference could not be found between the post and memory means of the experimental group (Post= 6.94, Memory=6.70)

It can be claimed that there is similarity between the control group's post and memory means and those of experimental group.

However; a significant relationship was determined between the control group's post means and that of the experimental group. As the table shows the arithmatic mean of the post test of the control group is 2.27 while that of experimental group is 6.94.

When the memory means of both groups are compared with each other, the experimental group was seen to be better than the control group. The arithmetic mean of the experimental group was 6.94 whereas that of the control group was 6.70. In other words, introducing new vocabulary items by means of drama techniques proved to be more effective than introducing them using classical techniques like repetition drills and giving the Turkish equivalents of the words.

Table 29 shows the results of Musical activities Bonferonni tests for control and experimental groups by post and memory test

Table 29: Bonferonni tests for control and experimental groups by post and memory test
(Music)

Group	Post	Memory
	$\overline{X} \pm S_{\overline{X}}$	$\overline{X} \pm S_{\overline{X}}$
Control	**2.21±0.23 a B**	**1.55±0.21 b B**
Experimental	**6.41±0.24 a A**	**6.54±0.20 a A**

1) In the same period (post and memory), the difference between the groups represented in different capital letters in the table is significant.

2) In the same table, small letters were used in order to show that there is a significant relationship between post and memory test results within the same group.

As a result of the repeated measurement design analysis which was done to see the differences between post and memory test results of the control and experimental groups, the effect of time*group interaction was found statistically significant (p=0.01). That is to say, there are different means of the post and memory tests in the control group and the experimental group.

Similarly, the arithmetic means of the post and memory tests changes in accordance with the group factor. Therefore, a comparison of the means of the control and the experimental groups should be done separately for the post test and the memory test.

The table shows that the students in the control group achieved better post test results than memory test results. Post and memory test results of the students in the experimental group are very similar.

A comparison of post and memory test results of the experimental group and the control group reveals that the students in the experimental group who were exposed to new words by means of musical activities got higher test results than the ones in the control group who were introduced with the same words by means of classical activities. This shows that using musical activities in vocabulary teaching produces better results than using classical teaching techniques like repetition drills or giving the Turkish equivalents of the target words.

6.2 DISCUSSION OF THE FINDINGS

Discussion of Research Question 1:

The answers given to the questions in the questionnaire revealed that edutainment activities are not commonly used in language classrooms. In fact, most of the teachers who participated in the questionnaire have never used most of the edutainment activities mentioned in the questions; and they only occasionally use activities like playing games, singing songs, drawing pictures, role playing competition, doing projects and puzzles. The most commonly preferred edutainment activity seems to be role-playing. The results of the questionnaire show that 56.25 % of the teachers often use such activities in the classroom. After role playing activities comes playing games with a percentage of 43.75 %. In other words, 43.75 % teachers point out that they sometimes use this activity in their classrooms. Then, 31.25 % teachers often use singing songs, 31.25 teachers always do projects and again the same number of teachers, that is, 9 out of 16 teachers, sometimes use puzzles while teaching English to young learners in their primary school classrooms. As for the other activities asked for in the questionnaire, they are either never used or rarely used in the classroom.

The results of the Chi-square analysis carried out to see if there was a relationship between the educational background of the teachers and their responses about how often they use edutainment activities in their classrooms revealed that only competitions and playing games was found statistically significant ($p < 0.05$). To put it more clearly, there is only a relationship between the teachers' frequency of using the activities playing games and competitions and the faculties or schools they have graduated from.

When we investigate the relationship between the teachers' gender and how often they use edutainment activities in the classroom, there does not appear any significant relationship. Furthermore, an investigation of the relationship between these teachers' teaching experience and how frequently they use edutainment

activities yielded similar results. In other words, the relationship between these two variables was not statistically significant either.

The same questions were asked to the students in order to learn how often their teachers use edutainment activities in English lessons. It was found out that according to many students (the percent of the students who say these activities are never used is given in parentheses after each activity below) who answered the questionnaire questions, the following activities are never used in their classes: doing jigsaw (75.37%), cutting & painting (63.28%), telling stories (63.14%), reading poems (63.05%), making stories (62.73%), watching cartoons (62.03%), nursery rhymes (58.66%), reading stories (55.17%), arts and crafts (54.48%), drawing pictures (52.27%), listening to music (41.37%), singing songs (40.96%), puzzles (39.92%), doing projects (38.84%), role-playing (36.01%) and competition (27.73%). Moreover, they pointed out that their teachers sometimes play games with them in order to present and practice certain language structure (See Appendix 2 for a detailed presentation and visualization of the data given here).

An investigation of the relationship between the students' answers to the questions about the schools they attend revealed that students studying at different schools gave different answers in the questionnaire. As for the relationship between the students' gender and their answers, only playing games, watching cartoons, singing songs, telling stories and reading poems yielded statistically significant results. In other words, the answers they gave to these items changed in correlation with their gender, but the answers given to other questions did not change according to the gender of the student participants. According to the results of the questionnaire, it was found out that 16 out of 10 teachers (62.50%) always use the technique "listen and repeat" and 16 out of 6 teachers (37.50%) often use this technique. 16 out of 8 teachers (50%) reported that they always use listen and do technique and 6 (37.50%) teachers often use the technique "listen to the story and put the pictures in order" while teaching listening activities. Moreover, 5 out of 16 teachers often use "listen and complete the missing information". The results of the questionnaire revealed that teachers 16 out of 8 teachers use the technique "use the students in the classroom when presenting new language items" either always or

often. It can be claimed that half of teachers participated in the questionnaire prefer using this technique while improving listening skills of the students.

"Role playing and dialogue" technique is often used by 9 out of 16 teachers and the same technique is always used 5 out of 16 teachers. 8 out of 16 teachers always use "use the correct sentences appropriate to students' characteristics and present them through action and sound" and 43.75% (7 out of 16) reported that they often use the same technique while improving speaking skills of the students. In the light of the findings, it was found out that 7 out of 16 teachers (43.75) use always "the objects" and 50% (8 out of 16) teachers often use this technique. As for the techniques used while improving the reading skills of the students, it was detected that 10 out of 16 (62.50) teachers always use "read the whole sentence" whereas 4 out of 16 (25%) of the teachers often use this technique while improving reading skills of the young learners.

When the reading part of the technique "read the alphabet and the sounds" was analysed, it was seen that 5 out of 16 (31.25%) teachers always use it and 4 out of 16 (25%) teachers often use the same technique. While using the "look and say" technique the same frequency appeared in the options always and often among the teachers. The results revealed that 6 out of 16 (37.50%) teachers use this technique either often or always. Moreover "read story from the book" is always used by 6 out of 16 (37.50%) teachers and only 3 out of 16 (18.75%) reported that they often prefer this technique.

When the writing part of the techniques in the questionnaire was considered the same distribution appeared among the frequency use of the writing techniques. In other words, most of the teachers who filled the questionnaire reported that they use the following techniques either always or often. The techniques mentioned above are "match the pictures and the text" (31.25% of the teachers said often, 43.75% of them said always), "arrange and copy" (4 out of 16 (25%) of the teachers reported often, 5 out of 16 teachers (31.25%) reported always). It was a striking point that 11 out of 16 teachers (68.75%) reported using the technique "fill in the blanks" at the frequency level always whereas 4 out of 16 teachers (25%) reported using this one at the frequency level often. Letters postcards and invitations are always used by the 6 out

of 16 (37.50%) teachers and 3 out of 16 (18.75%) of them often use the same activity.

According to results of the questionnaire it could be detected that the following techniques are rarely or never used by the teachers.

1."Use mascots", "read class story", "copy from the book" (5 out of 16 teachers (31.25%) reported never, 4 out of 16 (25%) teachers reported rarely for all of the three techniques)

2. "Read texts in child language" (5 out of 16 teachers (31.25%) reported never and 3 out of 16 (18.75%) teachers said rarely)

3. Use puppets (7 out of 16 (43.75%) teachers reported never and 3 out of 16 (18.75%) teachers said rarely

4. Recognise and discriminate the sounds (6 out of 16 (37.50%) said rarely and 2 out of 16 teachers reported never.)

The most striking point in the techniques part of questionnaire is that 9 out of 16 teachers said that they sometimes use the "listen and find the mistake" technique.

The last part of the questionnaire which was about the course books revealed that most of the teachers did not find the course books sufficient and they stated that edutainment activities were not sufficiently involved in the course books. Finally it was found that most of the teachers preferred using combination of task based, content based and activity based approaches.

Discussion of Research Question 2:

This research question investigates the student and teacher opinions about how useful they find edutainment activities in English classes. To these ends, the data obtained from teacher and student questionnaires were analyzed by means of various computer programs. The type of analysis used was mainly chi-square whereas some other techniques such as in different programs were also used to get better results.

An analysis of teachers' responses indicates that a great majority of the teachers find all of the activities mentioned in the questionnaire useful for classroom

practice. However, they do not find the following activities as useful as the other ones: reading poems (56.25%), cutting and painting (56.25%), puzzles (43.75%), drawing pictures (43.75%), nursery rhymes (37.50%), and jigsaws (31.25%).

When the relationship between teachers' educational background and their opinion about the effectiveness of using edutainment activities in the classroom is investigated, it appears that only listening to music was found statistically significant as a useful edutainment activity ($p<0.05$). On the other hand, the chi-square analysis could not be computed because all the participants gave the same answer pointing out that role-playing and doing projects are useful edutainment activities in terms of language teaching to young learners of English.

An investigation of the relationship between the teachers' experience in teaching English and their opinions about the effectiveness of using edutainment activities in the language classroom revealed that only the activity of reading poems ($p<0.05$) was statistically significant. In other words, how useful the participant teachers found the edutainment activities in the language classrooms did not change in correlation with their teaching experience except for the item of reading poems as explained above. However, chi-square results could not be found in this analysis for doing projects and role-playing because all the teachers in the study gave the same answer, that they found these activities useful.

When the relationship between the teachers' gender and their answers about how useful they find the edutainment activities is analyzed, it is seen that the only relationship between these two variables appears in the item arts and crafts ($p<0.05$). However, chi-square analysis could not be carried out for the items role playing and doing projects because all the teachers gave the same answer, pointing out that they find these activities useful.

In short, the teachers' answers do not vary according to their educational background, experience of teaching and gender except for the following three items: listening to music, reading poems and arts and crafts.

When the students' answers were analyzed, it was seen that a majority of the students who filled the questionnaire claimed that they found edutainment activities

like competitons, reading stories, doing projects, making stories and puzzles useful whereas cutting painting, doing jigsaw, nursery rhymes and watching cartoon were not found as useful. A general analysis of the results of the student questionnaire revealed that a majority of the students found most of the edutainment activites asked in the questionnaire useful for language learning. In other words, they think that they can learn English better if such activities are used in the classroom.

Another important finding of the study was the fact that the answers the students gave in the questionnaire changed from school to school except for 'arts and crafts'. It was also found that the students' answers changed in relation with their gender except for the following 5 items: playing games, watching cartoons, drawing pictures, doing jigsaw and cutting and painting.

Discussion of Research Questions 3 and 4:

According to the results of the post and memory tests, it can be claimed that there is no interaction between the groups. Therefore, the factors of time and memory are related in the same category and the groups are related in a separate category, because the differences between the groups do not change in accordance with the post and memory test results.

The mean of the post test results is higher than the mean of the memory test results in both groups, which shows that after a certain time period, students forget the newly learned words no matter how they have been taught these words. To put it more clearly, whether they have learned new vocabulary items by means of classical activities or edutainment activities, they will still forget a certain number of them after some time.

The participants in the experimental group achieved better results than the students in the control group when the mean of the post and memory tests was calculated after presenting new words with games in the experimental group and with traditional activities in the control group. This indicates that teaching new words by means of games produced better results in total than teaching them with traditional repetition drills and giving the Turkish equivalent.

The results of the post and memory tests given after the drama activities in the experimental group and the traditional activities in the control group revealed that time*group interaction effect was statistically significant. Because this time*group interaction effect was statistically significant, the mean differences between the two groups were analyzed separately. There is not a significant difference between the post and memory tests of the control group. The same is valid for the test results of the experimental group. On the other hand, when the control group is compared with the experimental group, the students in the control group achieved better results than those in the control group proving that teaching new vocabulary items by means of drama activities is more effective than teaching them with traditional methods like repetiton or writing the direct Turkish equivalents on the board.

When the results from the post and memory tests of the experimental group were compared with the ones from the control group, it was seen that the students who were taught the new words by means of musical activities proved to be more successful than the ones who learned the same words with traditional activities both in post tests and memory tests. Whereas there is not a statistically significant difference between the post and memory tests of the experimental group, the students in the control group became more successful in the post test than the memory test. In short, it can be claimed that students learned new vocabulary items better when they were introduced by means of various musical activities both in the short term and the long term.

6.3 CHAPTER SUMMARY

This chapter presented the results of the questionnaires and the quasi-experimental part of the study in detail. Then in the light of the findings, research questions were discussed.