

INNOVATIVE  
APPROACHES IN  
EDUCATIONAL SCIENCES

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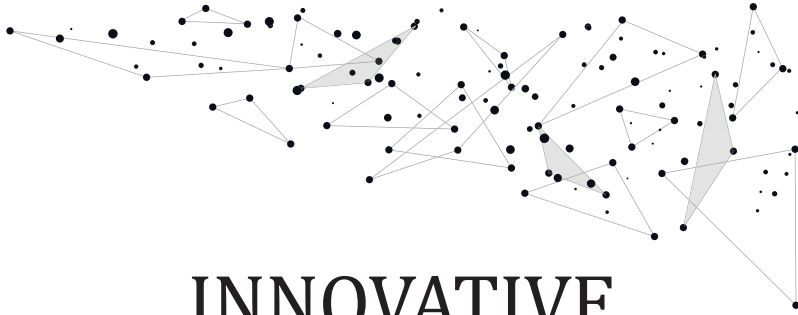
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# L'APPRENTISSAGE COOPÉRATIF : UN EXEMPLE D'EXPLOITATION POUR LA COMPRÉHENSION ÉCRITE EN FLE

Zühre YILMAZ GÜNGÖR

## 1. Introduction

L'Apprentissage coopératif est une stratégie d'enseignement qui vise à faire travailler des apprenants ensemble au sein de petits groupes (Abrami et al., 1996: 1). Les données recueillies dans de nombreuses recherches montrent que, par rapport aux structures concurrentielles et individualistes, la coopération a des effets positifs sur les résultats des apprenants (Johnson & Johnson, 1991; Slavin, 1995; Kagan, 1999, cité par Zang, 2010: 81). D'autres recherches aussi sur l'apprentissage coopératif montrent que la coopération a des effets positifs non seulement sur les rendements scolaires des apprenants mais aussi sur les relations entre les étudiants (les habiletés sociales), l'estime de soi, la rétention des connaissances à long terme ainsi que la compréhension du matériel.

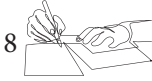
Dans un groupe coopératif les étudiants s'entraident pour atteindre un objectif commun. Ce qui est important c'est de créer une interdépendance positive entre les apprenants et la contribution de chaque apprenant aux tâches données (Abrami et al., 1996: 1).

« Les retombées positives de l'apprentissage coopératif sont telles que certains chercheurs décrivent cette approche pédagogique comme 'l'un des plus grands succès en éducation et en psychologie' » (Plante, 2012: 253). Donc, il est important de bien structurer la tâche à réaliser pour que la méthode fonctionne bien et assure la participation de tous les apprenants à la tâche (Mallard, 2003).

## 2. Les Fondements de l'Apprentissage Coopératif

La base de la méthode d'apprentissage coopératif, qui vise à permettre aux étudiants d'apprendre activement dans le cours, remonte à plusieurs années. Donc, « l'apprentissage en groupe n'est pas une idée nouvelle » (Abrami et al., 1996: 1).

« Le philosophe Romain Seneca préconise l'utilisation d'un apprentissage en coopération en utilisant souvent des expressions telles que 'Qui Docet Discet' (vous apprenez deux fois lorsque vous enseignez). Johann Amos Comenius (1592-1679) estime que les étudiants bénéficieront deux fois plus quand ils apprennent en enseignant aux autres et en apprenant des autres étudiants. À la fin des années 1700, Joseph Lancaster et Andrew Bell ont utilisé abondamment des groupes d'apprentissage coopératifs en Angleterre. L'idée a été introduite en Amérique lors de l'ouverture d'une école lancastrienne à New York en 1806 » (Johnson & Johnson, 1989).



Le succès de l'apprentissage coopératif reposait sur son pouvoir qui vise à créer une atmosphère de classe réellement coopérative et démocratique. « À la fin des années 1960, l'apprentissage individualiste a commencé à être largement utilisé. Donc, dans les années 1980, les écoles ont commencé à utiliser l'apprentissage coopératif » (Ibid., 1989).

L'Apprentissage coopératif étant le produit des recherches théoriques et empiriques est issu des domaines suivant tels que les relations sociales, la dynamique de groupe et l'enseignement-l'apprentissage (Hevedanlı& Oral& Akbayın, 2005: 234-246). Ainsi, « l'apprentissage coopératif s'inscrit principalement dans la théorie du socio-constructivisme. Cette méthode qui propose la réalisation d'un objectif commun dans un lieu d'échange et de confrontations des représentations des savoirs personnels est caractéristique de cette théorie » (Lottici, 2013: 14).

Slavin (1986) propose trois sources théoriques pour l'apprentissage coopératif : la première est fondée sur la motivation issue des théories de l'interdépendances sociales, la deuxième provient des théories béhavioristes et la dernière résulte de la théorie de développement cognitif (Gömleksiz, 1994: 44) :

**La théorie de l'interdépendance sociale** se base sur la dépendance entre les membres d'une équipe. Donc, l'interdépendance sociale exige une interdépendance positive entre les apprenants et celle-ci est un élément important pour la réussite d'un groupe (Soylu, 2008: 10). Selon Vygotsky, les apprenants doivent se trouver dans un milieu social afin qu'il y ait une interaction entre eux (Oortwijn& Boekaerts& Vedder, 2008: 252).

**Les théories béhavioristes** soulignent l'importance des récompenses et des renforcements dans l'apprentissage. Selon les chercheurs, les actions doivent être suivies par des récompenses extrinsèques répétées (Johnson& Johnson, 1994 : 40).

**La théorie de développement cognitif** insiste sur les interactions entre les apprenants. D'après cette théorie, pendant les travaux de groupe, les discussions et les coopérations peuvent améliorer l'apprentissage et favoriser la pensée critique des apprenants. Ainsi, les apprenants peuvent abandonner les idées fausses et essayer de trouver la meilleure solution dans ses tâches (Abrami et all., 1996: 42).

### **3. Les Composantes Essentielles de l'Apprentissage Coopératif**

L'apprentissage coopératif est de temps en temps confondu avec le travail de groupe. Nous ne pouvons pas considérer tous les travaux de groupe comme l'apprentissage coopératif. Placer les apprenants en groupe est loin de garantir que l'apprentissage coopératif aura lieu (Plante, 2012 : 255). Il faut se rappeler que nous parlons d'un vrai travail d'équipe fonctionnel lorsque (Pérez, ???: 1):

- chacun parle,
- chacun écoute,
- chacun essaie de comprendre les idées des autres,





- chacun participe au choix des meilleures idées,
- chacun participe à l'élaboration d'une solution.

Alors, pour qu'un groupe doit être un groupe coopératif il faut qu'il exige certaines composantes essentielles. Ce sont l'interdépendance positive, l'interactions en face-à-face, la responsabilité individuelle, les habileté sociales, l'évaluation et la récompense.

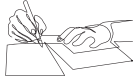
**L'interdépendance positive** est une composante importante de l'apprentissage coopératif. Les apprenants d'un groupe ont besoin les uns des autres pour réaliser la tâche envisagée, donc la nécessité d'une telle interdépendance provoque chez les apprenants le développement de leurs capacités à contribuer aux efforts des autres, à apprendre des autres (Clarke et al., 1992: 10). Alors, pour construire une interdépendance positive qui constitue l'essentiel de l'apprentissage coopératif, il faut structurer les activités pour que les apprenants travaillent ensemble. « L'interdépendance peut être créée par l'objectif, par la tâche, par la récompense, par les différents rôles donnés aux apprenants, ainsi que par le matériel utilisé » (Lopriore, 1999 : 137).

**L'interactions en face-à-face** « implique une communication interpersonnelle » (Oxford, 1997: 21). L'interaction est définie comme « action réciproque qu'exercent entre eux des êtres, des personnes et des groupes » ([www.cnrtl.fr](http://www.cnrtl.fr)). Dans les groupes coopératifs les apprenants accomplissent la tâche donnée et mettent en évidence un produit en s'entraïdant et en s'encourageant. Donc, ils partagent les sources, reçoivent une rétroaction sur leurs travaux et apprennent à coopérer (Gillies & Ashman, 2003: 1).

**La responsabilité Individuelle** est « un élément crucial de l'apprentissage coopératif que chacun doit développer face à lui-même et face à la situation d'apprentissage. Tous les apprenants sont responsables de leur performance devant eux-mêmes et devant le système scolaire (notes, enseignants et parents) » (Howden, ? : 2). C'est-à-dire, dans le cadre de l'apprentissage coopératif, chaque membre du groupe est responsable de son propre apprentissage et de l'apprentissage des autres (Lopriore, 1999: 134).

**Les Habiletés Sociales** représentent un autre élément de l'apprentissage coopératif. Dans cette méthode, il est important non seulement la matière enseignée mais aussi les habiletés sociales comme devenir leader, prendre une décision, décrire ses sentiments, partager l'espace et le matériel, exprimer poliment son désaccord et travailler ensemble (Onur, 2003; Abrami et al. 1996).

**L'évaluation** dans l'apprentissage coopératif désigne la compréhension de la matière et aussi les habiletés cognitives et sociales (Abrami et al., 1996: 109). Dans la classe coopérative nous pouvons évaluer les apprenants pour motiver, pour sélectionner, pour informer, ou pour orienter. « Le regard critique sur le travail de groupe est nécessaire pour repérer les forces et les faiblesses, et améliorer la situation pour la prochaine fois » (Gaudet et al., 1998: 166). La phase d'évaluation n'est pas limitée seulement par les idées de l'enseignant, nous pouvons faire participer les apprenants à la planification et au processus d'une évaluation.



**La récompense** aussi est considérée comme un élément importante de l'apprentissage coopératif. Pour augmenter le taux de réussite des apprenants dans un groupe coopératif il faut donner une récompense aux membres d'une équipe. Donc, « le fait de récompenser a un effet positif sur la motivation des apprenants, car la récompense dynamise le comportement face à l'apprentissage, aux relations individuelles et aux réussites des apprenants » (Bilgin & Geban, 2004: 1). Selon Murray (1998: 51), « les apprenants ne feront pas d'efforts pour réaliser une tâche qui ne leur rapportera rien ».

Il y a plus que ces six composantes de l'apprentissage coopératif. Dans cette méthode d'enseignement, l'enseignant peut organiser ses cours de façon à augmenter la motivation des apprenants et à leurs faire travailler en groupe.

Ce qui est primordial aussi dans l'apprentissage coopératif ce sont la formation et la taille des groupes coopératifs. Les groupes doivent assurer la possibilité de travailler ensemble. Dans cette méthode, nous préférons de former au départ des groupes hétérogènes avec les apprenants ayant des caractéristiques et des habiletés différentes, puis ces groupes se transforment en groupes homogènes.

Dans le cadre de l'apprentissage coopératif, il faut parler aussi du rôle de l'enseignant et de l'apprenant. Il n'y a aucun changement dans la responsabilité principale de l'enseignant. Il apporte de l'aide afin d'organiser efficacement les apprenants, le cours et la gestion de la classe. Donc, « l'enseignant assume un rôle d'agent facilitateur et tente d'établir l'équilibre entre les trois composantes du triangle pédagogique : l'apprenant, l'enseignant et l'objet à apprendre » (Tardif, 1992: 90). Quant à l'apprenant, « il n'est plus qu'un auditeur passif et compétiteur comme dans les classes traditionnelles, au contraire, il est responsable de son apprentissage et de l'apprentissage de ses coéquipiers » (Açıkgöz, 1992: 132).

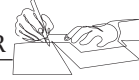
L'apprentissage coopératif a de nombreux effets positifs sur les apprenants et sur leurs apprentissages. Nous pouvons en citer quelque uns :

L'apprentissage coopératif (Jolliffe, 2007: 6):

- améliore l'apprentissage et la productivité des apprenants,
- développe des relations interpersonnelles et la maintenance des amitiés entre les pairs,
- augmente de la résistance au stress,
- améliore le transfert de l'apprentissage d'une situation à l'autre.

#### **4. Le Découpage-I et Le Découpage-II de L'Apprentissage Coopératif**

En tant qu'une méthode d'enseignement, l'apprentissage coopératif contient plusieurs techniques d'apprentissage. La méthode « Apprendre ensemble », la méthode des « Travaux d'équipe/ Examen individuel », la méthode des « Tournois en équipe », la méthode « STAD », la méthode « Recherche en groupe » sont les principales méthodes de l'apprentissage coopératif et ont été utilisées fréquemment dans les recherches réalisées auprès des élèves et des étudiants de tous les niveaux éducatifs.



Nous allons parler ci-dessous de la technique du Découpage-I et surtout du Découpage-II qui fait l'objet de ce travail.

#### 4.1. Le Découpage-I

Cette technique a été développée par Elliot Aronson et donne aux apprenants la possibilité d'apprendre un matériel pédagogique de ses pairs. Le matériel utilisé est divisé en sections distinctes, égales et complémentaires, et chaque apprenant est responsable de sa section. Les apprenants qui sont responsables de la même section se réunissent et forment un nouveau groupe dont l'objectif est de permettre aux étudiants de maîtriser la section de la matière et d'enseigner ultérieurement aux autres membres de leur groupe de départ (Tamah, ???: 5). Dans cette technique les apprenants travaillent au sein de deux groupes : le groupe de départ et le groupe d'exploration.

#### 4.2. Le Découpage-II

Le Découpage-II est une variante du « Découpage-I » et a été modifiée par Robert Slavin. Cette technique consiste à former des équipes de base hétérogènes composées de quatre à six membres. Comme dans le Découpage-I, dans cette technique aussi les apprenants travaillent au sein de deux groupes: le premier est « groupe de départ », le deuxième est « groupe d'exploration ».

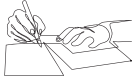
Ce qui est différent dans cette technique c'est qu'il n'y a pas d'activité visant à créer un esprit d'équipe, et pas de leader qui anime le groupe. Nous pouvons énumérer ces différences comme ci-dessous (Slavin, 1991: 55) :

- dans le Découpage, les apprenants sont responsables de lire individuellement des chapitres complètement différents de leurs partenaires.
- l'aspect le plus difficile du Découpage-I est que chaque section du matériel utilisé en classe doit être écrite de sorte qu'il soit compréhensible en soi.
- le Découpage-II donne l'avantage de lire ensemble le matériel pédagogique aux apprenants. Ainsi, ceux-ci peuvent observer facilement les indices du matériel qui seront utiles pour eux avant de se réunir avec les membres du groupe d'exploration.

Les étapes du Découpage-II ont été citées par Slavin (1994:122) sont les suivantes:

**a. Préparation du matériel:** L'enseignant(e) peut choisir un texte court pour faciliter la compréhension et la lecture en salle de classe. Mais, il/ elle peut aussi utiliser un texte long, si les apprenants doivent travailler à la maison. Les éléments essentiels (titres, dessins, photos, lieu de publication ou auteur du texte... etc) peuvent attirer l'attention des apprenants lors de la lecture et tous ces éléments doivent se trouver dans chaque partie du texte.

**b. Former les groupes de départ:** Dans cette étape, nous construisons des groupes de départ hétérogène de quatre ou cinq membres. Chaque membre des groupes assume un rôle et se réunissent pour obtenir le texte à étudier.



**c. Travail au sein du groupe d'exploration:** Les apprenants qui obtiennent la même partie du texte se réunissent pour travailler, discuter et faire les activités concernant le texte.

**d. Rapport des groupes de départ:** Les apprenants du groupe d'exploration retournent à leur groupe de départ afin d'enseigner leur partie à leurs coéquipiers. Ils doivent travailler ensemble pour comprendre le texte et réussir l'examen individuel à la fin du cours.

**e. Examen individuel:** Les apprenants subissent un examen individuel qui peut être un quiz composé des questions à choix multiple. La note établie comprend aussi des points d'amélioration. Les groupe qui obtiennent les meilleurs résultats sont récompensés.

## 5. Pourquoi Utiliser Le Découpage-II Dans Une Classe de Langue?

Nous proposons d'utiliser cette technique dans le cours de compréhension écrite avec les étudiants apprenant le français comme la langue étrangère. Nous pouvons utiliser le Découpage-II, parce que cette technique (Slavin, 1991: 22) :

- peut être utilisé pour les objectifs clairs et bien définis,
- donne une belle occasion de prendre la responsabilité pour enseigner à leurs coéquipiers,
- incite les apprenants à faire des exercices de lecture, d'enseignement, de discussion et d'écoute,
- possède des examens réalisés fréquemment qui donnent la rétroaction aux apprenants ainsi qu'aux enseignant(e)s.

Et aussi, dans cette technique (Abrami et al, 1996: 154) :

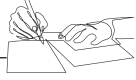
- le contenu à assimiler est très structuré,
- la matière est bien précise et toujours divisée en petites « portion » égales que les groupes peuvent maîtriser en peu de temps.

Le Découpage-II favorise à la fois l'enseignement par soi-même et par les pairs, ce qui oblige les apprenants à comprendre profondément le matériel, à la résolution de problème et à l'apprentissage (<https://itali.uq.edu.au/files/3077/Resources-teaching-methods-jigsawtechnique.pdf>)

## 6. Un Exemple d'Exploitation du Découpage-II Pour La Compréhension Écrite

### 6.1. Le Texte Choisi

Le texte que nous proposons (voir ANNEXE 1) est tiré du livre intitulé « Activités Pour Le Cadre Européen Commun de Référence » qui appartient au Collection Activités Pour Le Cadre Commun. Le niveau de langue du texte choisi est B1 (d'après du CECRL, niveau intermédiaire ou utilisateur indépendant du niveau seuil).



Parler d'une institution (c'est la Poste) très connue dans le monde entier et avoir un sujet attirant, ce sont des raisons de choisir ce texte. En plus, nous pouvons le diviser en quatre parties presque égales (Pour les groupes encombrants qui se compose de 5 ou 6 apprenants, nous pouvons choisir un texte un peu plus long). Le texte que nous avons choisi n'est pas très long et pourrait être travaillé en peu de temps par les apprenants. Nous avons gardé les éléments essentiels (titres, photos, nom de l'auteur, ...etc.) dans chaque partie découpée pour faciliter la compréhension par tous les apprenants.

## 6.2. Exemple des Feuilles de Travail Préparé Selon Le Découpage-II

Ces feuilles de travail ont été préparées pour un groupe de quatre apprenants. Donc, le texte choisi est divisé en quatre parties presque égales. Ce sont préparés pour faire travailler les apprenants au sein du groupe d'exploration et chaque feuille (A, B, C, D) appartient à quatre parties (A, B, C, D) du texte. Ils sont présentés dans les pages qui suivent :

### FEUILLE DE TRAVAIL - (A)

**COURS** : Compréhension Écrite

**SUJET** : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."

**NIVEAU** : B1

**DURÉE** : 35 minutes

**GROUPE** : Groupe d'exploration

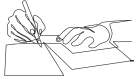
### Questions:

1. De quoi parle le texte?
2. Quelle contribution Louis XI a apporté à l'évolution de la poste?
3. Par quels moyens on portait des lettres jusqu'en 1793?
4. Qu'est-ce qui était nouveau en l'an 1760?

### Travail à faire:

Cherchez le sens des mots suivants dans un dictionnaire français/français, expliquez leurs sens à vos amis et utilisez-les dans des phrases. Trouvez le sens de "La crécelle" et donnez l'information à vos amis sur cet objet.

- |                |                   |
|----------------|-------------------|
| - la crécelle  | - se vanter       |
| - l'insolite   | - les messageries |
| - la prose     | - le pli          |
| - les montures | - faire foi       |



### FEUILLE DE TRAVAIL – (B)

- COURS** : Compréhension Écrite
- SUJET** : “Le Musée de la Poste: la lettre, à pied, à cheval, en voiture...”
- NIVEAU** : B1
- DURÉE** : 35 minutes
- GROUPE** : Groupe d’exploration

#### Questions:

1. De quoi s’agit-il dans le texte?
2. Quelle est la contribution des Frères Chappes à l’envoi de la poste?
3. Au XIX e siècle, qui est-ce qui rend plus moderne la transmission des courriers?
4. Avec l’invention du timbre, qu’est-ce qui a changé?

#### Travail à faire:

Cherchez le sens des mots suivants dans un dictionnaire français/français, expliquez leurs sens à vos amis et utilisez-les dans des phrases. Cherchez dans le dictionnaire “La Tour Chappes” et donnez l’information à vos amis sur La Tours Chappes.

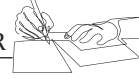
- |                  |                        |
|------------------|------------------------|
| - la lunette     | - la diligence         |
| - la malle-poste | - à l’initiative de... |
| - la priorité    | - la fiabilité         |
| - précaire       | - le savant            |

### FEUILLE DE TRAVAIL – (C)

- COURS** : Compréhension Écrite
- SUJET** : “Le Musée de la Poste: la lettre, à pied, à cheval, en voiture...”
- NIVEAU** : B1
- DURÉE** : 35 minutes
- GROUPE** : Groupe d’exploration

#### Questions:

1. De quoi parle le texte ?
2. Durant la guerre, comment on a envoyé le courrier?
3. D’après le texte, qu’est-ce que “le pneumatique” ?
4. À partir de 1984, pourquoi on n’a plus utilisé le pneumatique?

**Travail à faire:**

Cherchez le sens des mots suivants dans un dictionnaire français/français, expliquez leurs sens à vos amis et utilisez-les dans des phrases. Lisez le texte sur "La crécelle" et donnez l'information à vos amis sur cet objet.

- |                     |                  |
|---------------------|------------------|
| - le siège de Paris | - évidemment     |
| - parvenir          | - l'ambulant     |
| - livrer            | - la saga        |
| - évoquer           | - le pneumatique |

**FEUILLE DE TRAVAIL - (D)**

**COURS** : Compréhension Écrite

**SUJET** : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."

**NIVEAU** : B1

**DURÉE** : 35 minutes

**GROUPE** : Groupe d'exploration

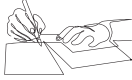
**Questions:**

1. De quoi s'agit-il dans le texte?
2. Quand on a commencé à utiliser l'aviation postale?
3. Qu'est-ce que la philatélie?
4. Qu'est-ce qu'on a utilisé pour envoyer le courrier plus vite?

**Travail à faire:**

Cherchez le sens des mots suivants dans un dictionnaire français/français, expliquez leurs sens à vos amis et utilisez-les dans des phrases. Trouvez des informations sur "La Philatélie" et "Le Musée de la Poste" et parlez-en à vos amis.

- |              |                   |
|--------------|-------------------|
| - acheminer  | - le paquebot     |
| - convoier   | - émouvant        |
| - ignorer    | - retracer        |
| - daté de... | - la scénographie |



### 6.3. Textes à Lire (Divisé en quatre)

#### FEUILLE DE TRAVAIL

(A)

**COURS** : Compréhension Écrite  
**DURÉE** : 35 minutes  
**TITRE** : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."  
**GROUPE** : Groupe d'exploration

7/5

#### Musée de La Poste

## La lettre, à pied, à cheval, en voiture...

La saga de l'aventure postale de l'Antiquité à nos jours.



Musée de La Poste

La malle-poste a été détrônée par le chemin de fer vers 1850.

vaux est la seule autorisée à lancer ses montures au galop et à voyager jour et nuit.

En 1760, Piarron de Chamousset a l'idée de faire porter les lettres par un facteur qui agite une crécelle, donne le pli et parfois attend la réponse.



Henri Israël

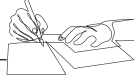
#### En savoir plus

Le Musée de La Poste est situé au 34 boulevard Vaugirard à Paris 15<sup>e</sup> dans un immeuble moderne. Il est gratuit pour les moins de 18 ans et les salariés de La Poste. L'entrée coûte 5 €. Pour les groupes, les classes, on peut bénéficier d'un tarif gratuit et d'une visite guidée. Tél: 01 42 79 24 24. Outre l'exposition permanente, cinq salles sont réservées pour des expositions temporaires. A venir, une sur « les explorateurs de Christophe Colomb à Paul-Emile Victor », une au printemps 2006 sur le peintre Gaston Chailssac et enfin une autre sur la correspondance privée et professionnelle de Françoise Dolto.

« La Poste doit aller toujours plus vite, plus loin. Le cheval précède le chemin de fer qui précède l'avion. » Pascal Roman, l'un des deux conservateurs du Musée de La Poste chargé des collections historiques, résume bien la volonté des pères fondateurs du lieu qui, en 1947, ont voulu raconter aux jeunes, et aux moins jeunes, l'histoire mal connue d'un geste aussi simple que de « mettre une lettre à la poste ».

**Inventions insolites.** Depuis que l'homme écrit, il a cherché à transmettre sa prose aux autres. Mais c'est en 1477 que Louis XI comprend l'intérêt politique de contrôler l'envoi et le contenu. C'est à cette date que La Poste devient une réelle institution. Dès 1632, une carte en fait foi, Louis XIII peut se vanter de couvrir l'essentiel du territoire par des messageries à cheval et des relais distant de sept lieues soit 28 km. La Poste aux che-





## FEUILLE DE TRAVAIL

(B)

COURS : Compréhension Écrite

DURÉE : 35 minutes

TITRE : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."

GROUPE : Groupe d'exploration

73

Musée de La Poste

# La lettre, à pied, à cheval, en voiture...

La saga de l'aventure postale de l'Antiquité à nos jours.



Musée de La Poste

La malle-poste a été détrônée par le chemin de fer vers 1850.

### En savoir plus

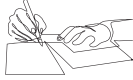
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[...]

La Poste vit avec son temps et profite de tous les progrès de la science. En 1793, les Frères Chappe montent un système complexe de lunette et de bras qui sera l'ancêtre du télégraphe. Dans tout le pays, sur les églises, les bâtiments publics, on monte des « tours Chappe » qui permettent de transmettre, par exemple, une information entre Paris et Lille en 22 minutes. Au XIX<sup>e</sup> siècle, pendant cinquante ans environ, la malle-poste modernise la transmission des courriers. Priorité aux lettres et s'il reste un peu de place, on prend des voyageurs. Le confort est précieux mais la malle-poste va plus vite que les diligences. En 1849, avec l'apparition du timbre, et à l'initiative d'Etienne Arago, le frère de François, le savant, ce n'est plus celui qui reçoit le courrier qui paie mais celui qui l'envoie. « Sans doute un signe de fiabilité et de confiance puisque l'on paie pour un service avant que celui-ci ne soit rendu », fait remarquer Pascal Roman.

[...]

Henri Israël



## FEUILLE DE TRAVAIL

(C)

**COURS** : Compréhension Écrite  
**DURÉE** : 35 minutes  
**TITRE** : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."  
**GROUPE** : Groupe d'exploration

## Musée de La Poste

# La lettre, à pied, à cheval, en voiture...

La saga de l'aventure postale de l'Antiquité à nos jours.



La malle-poste a été détrônée par le chemin de fer vers 1850.

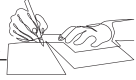
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Pendant le siège de Paris en 1870, le courrier est envoyé par ballon ou grâce au service des 600 pigeons voyageurs qui parviennent tout de même à livrer plus de 3 millions de messages.

Une salle du musée évoque évidemment le chemin de fer et les premiers wagons de « l'administration des postes » qui date des années 1847-1849 avec les premiers ambulants qui déjà effectuaient le tri à bord. Un peu plus tard, vers 1866, apparaît le pneumatique. Ce système a fonctionné jusqu'en 1984. « C'est le fax qui l'a tué », précise Pascal Roman.

Henri Israël



## FEUILLE DE TRAVAIL

(D)

COURS : Compréhension Écrite

DURÉE : 35 minutes

TITRE : "Le Musée de la Poste: la lettre, à pied, à cheval, en voiture..."

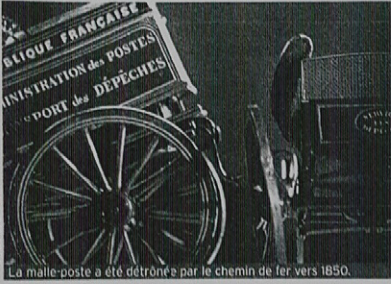
GROUPE : Groupe d'exploration

7.5

## Musée de La Poste

# La lettre, à pied, à cheval, en voiture...

La saga de l'aventure postale de l'Antiquité à nos jours.



Musée de La Poste

La maille-poste a été détrônée par le chemin de fer vers 1850.

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☞

A toute vapeur. Pour acheminer le courrier, on fait de plus en plus loin et vite. Le bateau poste n'est pas ignoré. Le paquet-boat convoyait les lettres à l'autre bout du monde et donnera son nom par déformation au paquebot. Puis, au début du XX<sup>e</sup> siècle commencent les temps héroïques de l'aviation postale, des Mermoz, Saint-Ex et Guillaumet... Une salle du musée leur rend un hommage émouvant avec les objets des uns et des autres.

Enfin, la visite s'achève par une salle qui fera frémir d'envie les philatélistes et passionnera les historiens. Tous les timbres français depuis 1849 sont exposés par période et par thème. Environ 3500 timbres qui retracent l'histoire de France, de Louis Napoléon à nos jours en passant par Vichy et la France libre, les artistes, les sportifs ou les écrivains d'hier et d'aujourd'hui.

Un musée vivant doté d'une scénographie dynamique, au cœur de Montparnasse, à Paris. Une belle idée de visite pour tous.

Henri Israël

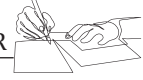
## 7. Conclusion

Grâce à l'apprentissage coopératif et à ses techniques les apprenants s'habituent à un travail autonome et l'enseignant joue un rôle facilitateur plutôt que de transmetteur des connaissances.

En somme, l'Apprentissage coopératif est une méthode d'enseignement centrée sur les apprenants et les rend plus actifs dans les cours. Cette méthode augmente non seulement les acquisitions académiques des apprenants mais aussi le désir d'apprendre, l'habitude de lecture, le respect de soi, le partage ainsi que la coopération. Il y a donc plusieurs raisons d'utiliser l'apprentissage coopératif. Elle peut être utilisée à chaque niveau scolaire et dans n'importe quel cours comme grammaire, expression et compréhension orale, compréhension et expression écrite.

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## ANNEXE 1

- Le texte utilisé dans le cours de Compréhension Écrite et préparé selon la technique de Découpage-II.

# Musée de La Poste

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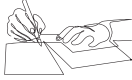
SEPTEMBRE-OCTOBRE 2005 - CFDI Magazine - N°316

## CHILDREN AND TEACHERS' PREFERENCES REGARDING PHYSICAL EQUIPMENT IN PRESCHOOL CLASSROOMS

Şakire OCAK

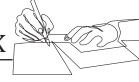
### Introduction

The skills gathered during early childhood period develop gradually and form a pattern, turning into new skills. Both parents and qualified educators need to provide all kinds of support that possess educational functions in accordance with children's needs and developmental levels in order to activate this developmental cycle. In fact, children need environments that will enable them to improve their abilities and to explore the world effectively (Çelik and Kök, 2007; Hohmann and Weikart, 2000, p. 111; Li, 2016). In this context, especially in early childhood, it is of critical importance that the physical equipment of the preschool classrooms is designed in a supportive and instructive manner in order to minimize or eliminate deficiencies arising from the lack of educational stimuli within home environment (Jackman, 2009, p. 41; Güven and Azkeskin, 2018, p. 13). It has been explained that in preschool institutions, arrangement of learning centers in an appealing manner that will respond to children's willingness to learn creates a significant change in children's development (Brown, 2001, p. 98; Hohmann and Weikart, 2000, p. 119). When educations are carried out in functional environments, which are designed according to development levels of children, where different interesting options and qualified activities are planned, scientific and technological developments are provided (Çelik and Kök, 2007; Güleş, 2013; Jackman, 2009, p. 65; Dodge, Colker and Heroman, 2008, p. 393; Hohmann and Weikart, 2000, p. 29), children's interests are activated, effective learning is ensured, problem solving and emotional coping skills are supported and behavioral problems are prevented or reduced (Bullard, 2013, Çelik and Kök, 2007; MEB, 2013). Also; a safe, attractive and comfortable environment promote the achievement of educational objectives for children and contributes to the establishment of positive interactions within the classroom (Maysesky, 2002, p. 102; Çelik and Kök, 2007; Dodge, Colker and Heroman, 2008, p. 385). According to researchers, in order to perform their functions, learning centers should attract all children, enable them to experience active learning, and toys/materials within these centers should be renewed, qualified and sufficient (Alat, 2017, p. 18; Arnas, 2008, p. 89; Çelik and Kök, 2007, Gestwicki, 2007, p. 176; MEB, 2013; Maysesky, 2002; p. 102; Özyürek and Aydoğan, 2011; Jackman, 2009, p. 58). It is necessary to pay attention to some elements in the structuring of the centers. Since the purpose of each center is different from each other, it is necessary to pay attention to some elements and to act consciously in structuring, equipping and positioning the centers (Dodge, Colker and Heroman, 2008). When the approaches which are effective in structuring preschool classrooms



in terms of physical environment and educational material are examined, it is seen that different and genuine criteria exist. When one of the most common approaches, Montessori classes are examined, it is observed that plainness, comfort, warmth and harmony are among the primary criteria. Attention is given to the arrangement of classroom with attractive and vivid colors in accordance with aesthetic understanding and to reflecting the natural world to the classroom by including animals, flowers and so on. Children are encouraged to understand the beauty, order and harmony of nature (Jackman, 2009, p. 39; Torrence and Chatten-McNichols, 2000). In Waldorf Approach, an environment is created in which plain and soft colors are preferred for the walls and materials in the classroom, and natural and solid furniture with rich stimuli are selected (see Kurtulmuş, 2012, p. 91). On the other hand, within Reggio Emilia Approach, an aesthetic and artistic structuring stands out and the classroom environment is designed in a relaxing, bright and inspiring manner (Mages, 2016; Gestwicki, 2007, p. 176). Yet, in Bank Street Approach, classes are very colorful and privileged attention is given to both structured and unstructured materials with rich stimuli (Gestwicki, 2007, p. 176; Akt, Bayhan and Bencik, 2008). Finally, when the basis of Head Start Program is examined, it is noteworthy that children are expected to feel at home in the classroom environment and that all the details of the classroom are structured through children's eyes (see Yılmaz, 2012, p. 314). As it can be seen, regarding the physical equipment of the class, each approach emphasizes different qualities according to its theoretical infrastructure and reasons for occurrence (Şahin, 2010, p. 94). Within approaches widely used in pre-school education, in class structuring, a child-oriented perspective is being adopted and it is aimed to maximize the potential of children (Hohmann and Weikart, 2000, p. 15; Şahin, 2010, p. 94). In these structurings, some criteria such as the reasons why children prefer learning centers (colorful, plain, natural etc.), the suitability of centers for individual or active group activities and their richness in terms of play materials gain importance. As a matter of fact, Arnas emphasizes the importance of the fact that how teachers organize learning centers affects children's attitudes towards centers and their choice of activities (2008, p. 89). In this context, it is thought that some basic elements that teachers should take into consideration in organizing the physical arrangements necessary for the classroom and in equipping the classroom with various materials are of critical importance (Hohmann and Weikart, 2000, p. 112). In structuring of physical classroom environment and learning centers within preschool institutions, it is observed that main elements such as structured-unstructured, natural-artificial, few-more material and colorful-plain are ignored from time to time, actions are taken according to existing conditions, opinions of teachers and interests of children are not taken into consideration as much as desired and educational materials are mostly determined by school administration (Özyürek and Kılınç, 2015; Özyürek and Aydoğan, 2011). It is seen that studies on the structuring of classroom environments are quite limited in literature (Özyürek and Kılınç, 2015). Concerning some basic criteria for physical equipment, evaluating whether children's preferences and teachers' professional approaches overlap or not will contribute to the research in the field. In this study, opinions of teachers and children on four basic dimensions related to physical equipment of the class will be revealed.





Considering preferences and needs of children in the arrangement of centers will allow for the increase of these centers' functionality and make children feel comfortable. Thus, findings about the characteristics which will enable children and teachers to feel that they belong to the classroom environment could be obtained. Feedbacks from both children and teachers can give a new perspective on the rearrangement of classroom settings. In this study, it is aimed to determine the preferences of children and teachers regarding the physical equipment of general classroom environments and learning centers based on four basic criteria (structured-unstructured, natural-artificial, few-more material and colorful-plain). For this purpose, the main problem of the research is determined as "What are the preferences of children and teachers regarding the four basic criteria related to the physical equipment of general classroom environments and learning centers?"

## **Method**

### ***Design of Research***

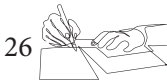
In this study, the opinions of both children and pre-school teachers about pre-school classrooms and centers within the scope of main elements were examined. In this context, the preferences of the children and teachers regarding the general classroom environment and five learning centers (Science Center, Art Center, Dramatic Play Center, Book Center, Music Center) within four criteria were assessed via descriptive survey model.

### ***Study Group***

In this study that is based on willingness and volunteerism, maximum diversity sampling which is one of the purposive sampling techniques is used. The study group consisted of 9 independent kindergartens at different socioeconomic levels (low-medium-high) in different districts of Izmir (Bornova, Bayraklı, Karşıyaka, Konak and Narlıdere). A total of 412 children with no developmental delay and consented by their families and 41 teachers from 5-6 year-old-children's classes participated in this study. Moreover, children's voluntary participation was paid attention. Six children who did not want to conduct the interview voluntarily or who had problems in maintaining the interview were excluded from the study.

### ***Data Collection Tools***

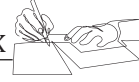
The aim of this study is to evaluate the preferences of children and teachers regarding the classroom environments through *Children and Teachers' Perspectives on Physical Equipment of Classroom Evaluation Form*, which is a data collection tool. This interview form created by the researchers consists of two parts. In the first part, there are visual pairs covering four dimensions that include general classroom environments, while in the second part visual pairs that separately represent four criteria regarding each learning center are included. In this form, face validity was confirmed by feedbacks from experts. Firstly, the related literature was examined for photo pairs in the form and for questions related to them, and 112 photo pairs covering four different dimensions for



each center along with draft questions were prepared. Within the scope of the research, photo pairs with visuals for general classroom environment and learning centers were determined to cover four dimensions. The draft form and photo pairs were presented to the opinion of two experts working in the pre-school department, one with a doctoral degree in the field of developmental psychology and the other in clinical psychology, and also to the opinion of another domain expert in the field of preschool education. The experts were asked to select two pairs of images (representing two opposite dimensions as little/much) that they thought they would best represent each criterion, on computer screen from among sixteen pairs of images, and to mark the images they have chosen one by one in the coding charts previously prepared and presented to experts. Most frequently marked photo pairs according to the specified criteria were determined from the pairs of photographs prepared on the basis of feedback received from experts, necessary changes have been made and pre-application form composed of 56 photographs (covering four different dimensions for each center) has been prepared. Within the study, based on the opinions of experts, most preferred visual pairs in the evaluation form were finalized for pilot studies as main and additional items. During assessment, when child and teacher could not give an answer concerning the purpose of the picture or when a different dimension that attracted their interest in that picture was mentioned, additional images were called on. In addition, open-ended questions were applied after the selection of images during evaluation. The purpose of asking these probing questions was to ensure that the image is selected with a preference for that criterion. In the contrary case, the additional visual pair was activated and the child or teacher was asked to make a choice between them. Afterwards, in order to measure the functionality of the form, 10 pilot schemes were conducted to children and to teachers working in the field, it was observed that photographs were found to be comprehensible and there was no problem in the interviews, thus, the draft form was tested and prepared for use in the research.

In this study, the literature related the subject has been considered as a basic resource to ensure that findings are correct. In order for the study to reach correct findings in accordance with its purpose, starting from the planning stage of the research, expert opinion was consulted. In particular, it was ensured that the form reached a reliable structure that could serve the purpose of the study through three expert opinions that were taken during the preparation of the interview form which was used as data collection tool. During implementation, functionality of the form was tested with the help of open-ended questions, and when necessary, photos in the additional form were put into practice. Thus, one more measure was taken to increase the reliability of the study.

A total of 56 photos have been shown in the testing phase to get children's and teachers' ideas about four dimensions. During interview, after each visual pair presented to them, they were asked to select one of the pairs and prepared instruction and probing questions were repeated during the test period until children and teachers understood the test. After the instruction was understood by interviewers, the test process was completed with short probes. In the first part of the form, general classroom environments were shown to children and an



instruction like “There are two classes here. I want you to examine these pictures carefully and tell me what you have seen.” is given to children. “Now I want you to show me the picture of the class that you would most love to be in.” question was asked and after child selects the image another question like “Now would you explain to me why you prefer to choose the picture of this class?” was addressed. In the second part, visual pairs that would separately address the four criteria regarding each learning center are presented to the children and with a question like “There are two different science/art/music... centers here. Now I want you to briefly tell me what you see at these centers. What would you think of doing in these centers?” the child was encouraged to examine images. With a probing question like “If you were to choose one of these centers, which one would you prefer to play? Would you explain to me why you like this picture most and prefer it?”, it was evaluated whether the child made a choice that is aimed at the function of the test. When necessary, additional visual pair is applied. The same photo pairs were used for teachers as well, only question patterns were changed. After the teachers were asked an interview question like “There are two classes here. I’d like you to examine these pictures carefully and show me the picture in which you will love to teach most”, a probing question like “Would you explain to me why you prefer to choose the class in this picture?” was asked. The aim of these probes is to get a confirmation that interviewers have made a choice related to the criteria in question, and to decide whether or not a second photo pair is necessary, and thus to increase the reliability of the study.

#### *Basic Criteria Regarding the Four Dimensions in the Selection of Photos*

When selecting the photographs in the scale, for “**Structured – Unstructured**” dimension, whether or not there is a specific standard regulation in the arrangement of physical environment in the classroom and in the positioning, classification and organization of educational materials have been evaluated by considering the following basic criteria: Whether transparency and order are prioritized in the placement of educational materials and activity sheets, whether educational materials are labeled and orderly exhibited via classification, whether educational materials selected according to the characteristics of the centers are located in the centers where they belong. In addition, whether there is any perception of standard order in the positioning of visual materials such as bulletin boards, paintings, children’s works in the classroom was also one of the criteria.

In “**Natural – Artificial**” dimension of the research, when visual photo pairs to be presented to children and teachers were constituted, two aspects were taken into consideration. One of the visual pairs represented the reflection of facilities and structures (stones, leaves, etc.) that exist in nature to the classroom, while the other visual pair represented a structured class with plastic, artificial materials. In this study, while “Natural-Artificial” criterion is evaluated by means of photos, it was noted whether there is a natural structure in the classroom, whether the class appears as an extension of nature (whether natural materials exist in the classroom, whether materials in nature are used as educational materials), whether the raw materials of equipments, furniture and toys used are made of wood. On the other hand, with the thought that eye-catching and appealing aspect of luxurious and artificial educational materials modern life offers will

be effective in children’s and teachers’ preferences, class environments equipped with plastic materials and that will represent these structures formed one of the other visual pair.

In the third, “**Few and More Materials**” dimension of the study, while the visual pairs to be presented to children and teachers, photos were selected regarding in two dimension (few materials and more materials) in terms of number and quantity. In this point of view, visual pairs of the classroom were formed by considering the equipage of furnitures, visual pictures, bulletin boards, educational play materials in terms of diversity, density and quantity.

In “**Colourful and plain environment**” dimension, while creating visual pairs to be presented to children and teachers, photos were selected by taking into consideration whether the furniture, floor covering, walls, curtains, cabinets, carpets, materials used for activities, educational materials and toys used in general classroom environment were generated from vivid, live and striking colors.

***Procedure***

The study was started after the necessary permits for 9 preschools planned to take part in the study were obtained. The principals and teachers were informed about the purpose of the study and parent consent form was sent to parents for interviews to be conducted with their children. During the study, the interviews of approximately 20-25 minutes were conducted with volunteer children and teachers individually in a quiet place in April and May of 2017-2018 academic year. During interviews, data were recorded by taking notes. In order to avoid ethical problems, children’s and teachers’ credentials were not taken, and each child and teacher was coded as K1, K2... Data were recorded without any guidance and interpretation by researchers during the interviews.

***Data Analysis***

Descriptive analysis was used to analyze the data obtained through the form. In this process, the stages of descriptive analysis which consisted of forming conceptual framework, processing data according to the framework formed, identifying and interpreting the findings were followed.

***Findings***

In this section, data obtained by using the form are presented by addressing percentage values of both teachers’ and children’s preferences regarding general classroom environment and centers (art center, music center, book center, science center, dramatic play center ve block center) in terms of four dimensions.

***Findings Related to General Classroom Environments***

**Table 1.** General Classroom Environment

	<b>Structured</b>	<b>Unstructured</b>	<b>Natural</b>	<b>Artificial</b>	<b>Few Materials</b>	<b>More Materials</b>	<b>Colourful</b>	<b>Plain</b>
Child	% 31	% 69	% 39	% 61	% 39	% 61	% 72	% 28
Teacher	% 96	% 4	% 75	% 25	% 65	% 35	% 11	% 89

When children's percentage values for four dimensions of general classroom environment are examined, it is seen that they opted for the unstructured environment by 69%, artificial environment by 61%, environment with more materials by 61% and colorful environment by 72%, thus they preferred these instead of general classroom environments that are plain, natural, structured and created with few materials.

When the findings regarding teachers' preferences were examined, teachers preferred structured classroom environment by 96%, natural classroom environment by 75%, class with few materials by 65% and plain classroom environment by 89% instead of unstructured, artificial, more materials, colourful classroom environments (see Table 1).

### ***Findings Related to the Learning Centers***

**Table 2.** Art Center

	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 74	26	% 76	% 24	% 55	45	% 61	%39
Teacher	% 80	20	% 93	% 7	% 38	% 62	% 34	% 66

When the findings of the study are evaluated in terms of art center, children prefer that materials in the art center are presented in a structured way (74%), to be natural (76%) and with few materials (55%) and colourful (61%). In the findings obtained from the preferences of teachers concerning the art center, it is seen that teachers opted for visual centers that are structured (80%), natural (93%), with more materials (62%) and plain (66%) (see Table 2).

**Table 3.** Music Center

	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 55	% 45	% 30	% 70	% 65	% 35	% 76	% 24
Teacher	% 73	% 27	% 70	% 30	% 16	% 84	% 6	% 94

When the findings of the research are evaluated in terms of music center, while it was observed that 55% and 70% of children, 73% and 74% of teachers agreed about the choice of materials to be structured and natural respectively, at music center children are observed to opt for few materials by 65%, but yet for colourful materials by 76%. In addition, in terms of music centers, while teachers choose the center with more materials by 84%, at the same time with regard to colourfulness they preferred plain music centers by 94% (see Table 3).

**Table 4.** Book Center

	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 55	% 45	% 35	% 65	% 29	% 71	% 77	% 23
Teacher	% 84	% 16	% 76	% 24	% 49	% 51	% 19	% 81

The structured classes and the classes with more materials in the book center were preferred by 55% and 71% of children and 76% and 51% of teachers respectively, instead of unstructured classes and classes with few materials. In

addition to these common preferences, 77% of children opted for colourful classes and 65% preferred book centers equipped with artificial materials. Teachers rather favoured natural class environments by 76% and book centers equipped with plain colors by 81%. This finding of the research suggested that teachers and children have different preferences in terms of these criteria (see Table 4).

**Table 5. Science Center**

	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 32	% 68	% 19	% 81	% 50	% 50	% 69	% 31
Teacher	% 86	% 14	% 86	% 14	% 36	% 64	% 19	% 81

When the findings of the research are evaluated in terms of science center, it is observed that children prefer in science center the materials to be unstructured (68%), composed of vivid colours (69%) and artificial materials (81%). Yet, when the findings are evaluated in terms of the amount and density of materials, preference frequencies of children are observed to be equal. With regard to science center preferences, teachers mark classroom images which are within a certain, structured order by 81% and they choose science centers that appear to have more materials by 61%. Also, 86% of the teachers preferred science centers with natural materials and 81% of them preferred science centers with plain and soft colours (see Table 5).

**Table 6. Dramatic Play Center**

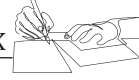
	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 48	% 52	% 26	% 74	% 35	% 65	% 62	% 38
Teacher	% 81	% 19	% 84	% 16	% 36	% 64	% 19	% 81

In this study, it is observed that 65% of children and 64% of teachers prefer dramatic play centers with lots of materials. In addition, it is found that 52% of children rather favour dramatic play centers which do not have a certain structured order, 74% of them favour artificial and 64% favour colorful dramatic play centers. When teachers' findings are examined, it is concluded that on the contrary they are in favour of structured dramatic play centers by 81%, natural dramatic play centers by 84% and dramatic play centers constituted with plain soft colors by 81% (see Table 6).

**Table 7. Block Center**

	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 40	% 60	% 22	% 78	% 22	% 78	% 41	% 59
Teacher	% 80	% 20	% 88	% 12	% 21	% 79	% 9	% 91

78% of children and 79% of teachers prefer block centers with more materials. Both children (59%) and teachers (91%) prefer the block center which is created with plain colors. However, in terms of other dimensions, while children are determined to fancy unstructured materials by 60% and artificial materials by 78%, on the contrary teachers are determined to opt for block centers constituted with structured materials by 80% and natural materials by 88% and thus have a different preference (see Table 7).



**Table 8.** Total Percentage Values of General Classroom Environment and Learning Centers

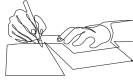
	Structured	Unstructured	Natural	Artificial	Few Materials	More Materials	Colourful	Plain
Child	% 48	% 52	% 35	% 65	% 42	% 58	% 65	% 35
Teacher	% 83	% 17	% 82	% 18	% 37	% 63	% 17	% 83

When the total percentage values of general classroom environment and centers are examined, it is observed that in terms of material density in classes children and teachers prefer classrooms environments with more materials. In the other three dimensions, it is found that they have different opinions. However, when all the findings of children are examined, it is concluded that except for the block center they prefer a colourful environment rather than a plain environment in all structures. In the same way, considering the percentage preference values, children are observed to choose artificial classroom environments rather than natural environments in all environments except for the art center. With regard to structured-unstructured criterion, it is observed that children's preferences change in respect to centers and general class environment. Besides, in the study, it is found that teachers prefer structured, natural classrooms with more materials and plain colors.

## Discussion

Considering that there is a boundless flow from one environment to another in the learning process, it is necessary to provide the necessary equipment for children to gain experiences, which encourage the development of all their skills, in the most qualified way in all circles (Crowther and Wellhousen, 2004). In order for general classroom environments and learning centers to support the gains of daily education flow and to meet the functions such as promoting exploration, discovery, curiosity and imagination in children, making them gain problem solving skills, educational environments need to be arranged consciously in line with these objectives (Hohmann and Weikart, 2000, p. 112). In particular, pre-school teachers need to effectively use educational, creative materials, tools and equipment that will strengthen the contexts between interactions children formed in the physical environment and learning, that will meet children's personal needs and address various development areas. In accordance with the different activities prepared and the achievements to be gained within this context, the centers can be organized in various ways, additions and subtractions can be made in the centers. Furthermore, new centers can be added to the classroom environments according to children's needs and development (MEB, 2013).

At this point, it is critical to take into account the needs and preferences of children in the organization of learning centers. In this way, the functionality of the centers will be increased, the children will be able to feel comfortable, their developmental areas will be supported and their skills will be improved. As for the teachers who organize the classroom environment effectively, they will share the pleasure of teaching and learning by expanding the learning opportunities of children (Hohmann and Weikart, p. 36). It is important to determine children's and teachers' classroom environment preferences and to know what factors af-



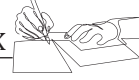
fect children's preferences.

Thus, in this study, it was aimed to reveal the opinions of teachers and children on four basic criteria which were determined with regard to what kind of a classroom environment and learning centers they would like to be in. As a result, when the findings are evaluated, differences are observed between teachers' and children's preferences.

Firstly, when the results for general classroom environments are evaluated in the research, children are thought to make preferences for classes that have similar conditions to both classroom environment and learning centers they exist in. As an effect of the modern world, it was seen that children preferred colourful, artificial, less structured but multi-material classes to very precisely structured basic classroom environments equipped with plain soft colors, natural and with few materials. In some approaches in literature, it is observed that class environments that support these preferences are being formed. One of the most important features of the Montessori approach is to present rich material options to the children in classroom environment (Torrence and Chattin-McNichols, 2000; Morrison, 2007; Gestwicki, 2007; p. 176). In addition, the inadequacy of classroom environments in terms of materials is considered as a factor that prevent creativity of children. Therefore, the fact that they prefer classes with more materials in general classroom environment visuals show that children tend to develop in the field of creativity. Indeed, this approach argues that children make the most of the attractive and stimulating environment designed considering children (Jackman, 2009). This situation is related to the arrangement and quantity of materials. In fact, in this study, children preferred to be in classes that were not very structured but having more materials, where they were able to act freely. However, there are different opinions on this subject in the literature. According to Gestwicki, children emphasize that when they enter the classroom, too much activity and so many choices should not overwhelm them, but yet they should be inviting. It is explained that the maintenance of a regular, predictable and stable environment has a supportive function in the process of children learning to control their own behaviors. However, what is expressed here is not the fact that classroom environment constantly remains stable. It is known that the need for new or improved centers increases as children's interests and play behaviors grow (2007, p. 176). At this point, it is explained that it is a general approach to start with less materials at the beginning of the year since the possibility that lots of new materials can put pressure on children should be taken into consideration (Dodge, Colker and Heroman, 2008, p. 65). Researchers suggest that each object within the classroom has a fixed location and that they are labeled with various visuals or that representative examples should be exhibited.

On the other hand, the fact that children are in a preference for artificially structured classes is considered to be a highly thought-provoking finding. At this point, it would be appropriate to consider the ideas of Mayesky (2002). The researcher focuses on the importance of teachers in projecting their curiosity, enthusiasm and interest onto children. Especially when they are outdoors, children have a chance to learn what they wonder about nature. Teachers can display





animal pictures that are very close to the reality and associated with nature, and they can also give responsibility to children to look after pets in the classroom.

As a matter of fact, both artificial and natural objects exist together and interact with each other in the environment in which children live (p. 327). The fact that most of the pre-school classes in Turkey have colorful classroom environments and are equipped with synthetic, artificial materials made from plastic gives the impression that it is effective in this choice of children. However, here, this finding reveals the importance of a systematic, conscious and attentive structuring.

In this study, when teachers' preferences were evaluated, it was observed that regarding the four criteria they made different selections from children. Teachers have rather opted for photo pairs that contained images which included a small, natural, plain and structured classroom environment with few materials. As a matter of fact, some approaches that attach importance to natural structure also draw attention in pre-school education. For example, while classroom environments of schools applying the Waldorf approach are constituted, creating a natural and quiet environment is the main target, as the walls are painted with bright colors, it was taken care that equipment used are educational, tools and materials used are real and natural, no synthetic and plastic material is included (Kurtuluş, 2012, p. 91). In this approach, it is significant to bring children together with the beauties and opportunities of nature also in the classrooms. Thus, it is stated that children perceive themselves as part of nature and notice the natural harmony around them (Kotaman, 2009). In this study, teachers expressed their preferences for natural class environment more frequently but it is also observed that teachers couldn't reflect these preferences to their own educational environments. Since children have little if any natural structuring or materials in their classroom environment, this fact may have increased children's preferences favouring the colorful and artificial.

As a result, there are significant differences between teachers' and children's preferences. Since teachers are experts in their field, when they try to use materials that will contribute to the development of children, they give priority to exhibiting these materials to children in easily accessible cabinets in the form of open shelf system and to composing a certain standard order. Indeed, also the High Scope approach emphasizes that in each activity center the materials should be organized in such a way that children can reach and leave them back easily (Jackman, 2009, p. 42). Additionally, it attaches importance to the constitution of plain or soft colors and density in the manner that they do not disturb the concentration, they are not eye-straining, and they do not obstruct creativity. When children's answers are examined, it is thought that they cannot go much beyond the ordinary, they do not feel comfortable and they cannot choose the environments that are not a part of their previous experiences and lives.

### ***Preferences Regarding Art Center***

The art center, which can be considered as an artist workshop, should be designed as a well-organized, planned, well-structured, orderly and confined place

with its easily accessible materials inside the classroom. It is deemed important that this workshop is quiet, planned and organized in order to give the impression of a place where creative works are generated (Fox and Schirrmacher, 2012). Children cannot know how to start activities unless a qualified planning is made regarding the exhibition of the materials. Too many objects and materials can overwhelm children. Therefore, materials should be grouped in low and open shelves and made available to children. In this study, it was revealed that order was in the forefront of both children's and teachers' choices regarding the art center. However, they have different preferences for material density in their material preferences. In the research findings, it was determined that children chose the environments with less materials, while teachers rather preferred environments with more materials. It is thought that children may prefer classes with less materials due to the fact that too much equipment is destructive to them. It is thought that teachers may think that more materials can improve children's creativity better, or since they come from deprived household environments, multi-material environments with abundant stimulant will close this gap of children; and this belief of the teachers may have increased their preference for environments with more materials.

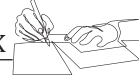
In conclusion, children and teachers preferred the art centers where naturalness and order were evident. While teachers prioritize plainness together with naturalness, they thought that a lot of materials would be useful and thus they made their selections accordingly. Despite children chose the natural, they also couldn't desist from the colourful environment and chose to be present in class environments with few materials.

### ***Preferences Regarding Music Center***

It is seen that children and teachers have both similar and different opinions regarding music centers. It was determined that children were less likely to prefer images that include unknown, original musical instruments and materials they had never experienced before. The children selected images that are more familiar, artificial, colorful, regular with less materials and related to their life experiences. According to Hohmann and Weikart (2000), the basic experiences children acquire explain how they perceive the environment and these experiences are critical in terms of their development. This situation is thought to be effective on children's and teachers' selection of musical instruments and environments that they are accustomed to and they experienced before. At this point, it is an expected result in the research that teachers' preferences (natural, plain and multi-material) are different from children's. It is seen as a pleasing finding that the teachers have given importance to children's getting acquainted with many different musical instruments and gaining the feeling of rhythm with natural materials. In addition to these findings, it has been observed that children and teachers have a common opinion in their preferences for neatly structured music centers.

### ***Preferences Regarding Book Center***

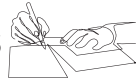
In the study, it was observed that children chose colorful and artificial book



centers where lots of books were found and materials were neatly presented. When their answers were examined, it was seen that children wanted a more comfortable, neat, artificial environment within book center and that the colourfulness of the environment attracted their attention more. Though teachers shared a common point of view with children in terms of order and intense material, they put plainness and naturalness in front of artificiality and colourfulness. According to teachers, places to read books should be structured within an environment composed of plain and light colours. Along with these; teachers are expected to be in favour of having content-rich and quality books due to their quite positive effects on children's language and communication skills. These results toward structured and multi-material environments suggest that children are much interested in books. The fact that teachers would rather more books in book centers indicates that they have a concern for the formation and enhancement of reading habits that will contribute to children's development in many ways. In addition, it is foreseen that a structured book center comprising common preferences of both teachers and children will make a great contribution to the formation of an environment where they feel more easy, comfortable, peaceful and more belongingness.

### ***Preferences Regarding Science and Maths Center***

As in other centers, it was observed that children and teachers made selections based on different opinions concerning their science center preferences. While it was determined that teachers prioritized naturalness together with plainness in the structuring of this center, their preference for multi-material science centers was evaluated as a desirable outcome. It is foreseen that, thus, they can encourage children to explore and think creatively. On the other hand, it was observed that children responded with the same frequency about the material density dimension (few or more materials) in the center. This result made us think that teachers should equip science centers more in their classrooms. Just as in the music center, the more qualified knowledge the children acquire and the more experience they gain about the science center, the more they will have a stronger understanding of the center. Children may not have made a choice because they cannot imagine what to do in centers equipped with different materials since they do not have enough opinion about the equipment of these centers. It is thought that if teachers work more devotedly to increase the scientific aspects of the centers, the perspective of children about the centers can be changed. In addition, it was determined that children prefer science centers that are colourful, artificial and not structured according to a certain order. If teachers teach in classroom environments with abundant material that reflect their viewpoints favouring naturalness and plainness, then a difference can be attained in children's interest towards this environment. As a matter of fact, various approaches support this view. For example; in the Waldorf approach, it is thought that the natural cycle affects the rhythm of the human who exists within this natural cycle. Based on all these reasons, the classroom environment is equipped with materials that are part of nature and reflect the nature to the classroom. Kindergarten classes can include a nature table. Thanks to this table set in the classroom, children are informed about the beauty, resources, spirit and rhythm of nature. By adding sea-



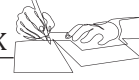
sonal objects to the nature table, children can be made aware of current season's characteristics and natural events. Children can live through various experiences by contributing to this table. It may be easy for them to sense the sensations of beauty related to their own backgrounds (Kotaman, 2009).

### ***Preferences Regarding Dramatic Play Center***

When the findings were evaluated in this study, both children and teachers preferred multi-material classes in the equipment of this center. In addition to this, as in science center, teachers have rather expressed a preference for plainness and order by prioritizing naturalness in the dramatic play center within their classrooms. When children's dramatic play center preferences were evaluated, it was found that they favoured the unstructured environments, which seemed to be played with, gave them a sense of life experience and did not have much order. The center which was equipped with abundant, colourful and artificial materials attracted their attention. When these results are evaluated, it is thought that children may have chosen a dramatic play center without a certain order and structuring since they are closer to an environment that reflects a part of life and gives them a sensation of life experience. Moreover, it is foreseen that due to the necessity of being children they have thought spending time in artificial and colourful centers is more entertaining and thus made their choices in this direction. Indeed, their presence in such environments in their lives suggests that they may not feel close to the other option.

### **Conclusion and Suggestions**

The importance of physical spaces in educational institutions has been discussed for a very long time, and the contributions of the studies for the development of educational environments to the field have been put forward by many studies today (Kildan, 2007). It is crucial that classroom settings and learning centers be well prepared, equipped and qualified in order to develop and support all developmental areas and creative thinking skills of pre-school children. In the preschool period, as well as the qualifications of the teachers, well-disposed classroom settings and learning centers is of great importance and cannot be neglected. In this study, children's and teachers' preferences and expectations about the classroom environments and learning centers were examined by considering these factors. It was seen that children's preferences were slanted towards unstructured, artificial and colourful general classroom environments with more materials. On the other hand, teachers thought that unstructured, natural and plain classroom environments with few materials would be more suitable and functional. In this study, firstly, children's and teachers' preferences concerning general classroom settings and learning centers, and the factors which are effective in these preferences were revealed. It is thought that these data will provide a guiding intellectual contribution to teachers in terms of classroom environment equipment. In addition, whether children's and teachers' preferences for general classroom settings and learning centers overlap with the equipment of their actual classroom environment can also be evaluated within the context of these findings. The findings related to the general classroom environment and centers can be compared with different studies, and a discussion can be created in the field by



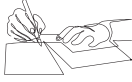
sharing with experts and educators on how to design a class in the future.

In this study, it was aimed to emphasize the importance of the order of the classroom environments, quality and quantity of the materials used in terms of children's needs and interests. For this reason, it is recommended that necessary arrangements be made by taking into consideration their opinions, wishes and expectations while organizing classroom settings and learning centers. It is among the recommendations that classes and learning centers should be designed in such a way that children can move freely, be independent, and that address all areas of children's development and support their creative thinking skills.

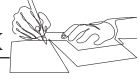
In this study, it is seen that teachers give importance to wood, natural materials and at the same time they find plain environments as more educative, that they express the necessity for lots of materials but arranged within a certain system and order; and these statements of teachers are compatible with the literature. These findings suggest that teachers have a conscious perspective on classroom equipment in pre-school education. However, it is quite noteworthy that children's preference of artificiality has been very frequent in all centers. Although teachers have a perspective to make their classrooms equipped in a high quality manner, the lack of adequate support within the facilities may prevent them from reflecting this in the classroom environment. When this finding is evaluated in terms of children, it can be stated that educational environments offered to children may have influenced their preferences too. There is a need in the field for devoted studies in order to provide teachers with adequate resources and support and to enrich the classes educationally. Choi (2013) states that if the physical environment and equipment are sufficient, it is possible for the educator to be efficient and the program expectations to be met. The authenticity of classroom environments can cause different reflections in the expectations and desires of children.

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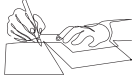


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**CHAPTER****3****AN EXPLORATION INTO NON-NATIVE  
ENGLISH-SPEAKING EFL TEACHERS'  
PERCEPTIONS REGARDING TEACHING  
ADULT EFL LEARNERS****Gülten KOŞAR<sup>1</sup>****1. Introduction**

Teacher performance, which could be defined as teacher practices with regard to planning and implementing lessons, is affected by a plethora of factors involving subject matter knowledge, expectations of students, school principals, and parents, course objectives, high-stakes testing, prior teaching and learning experiences, professional experience, graduate studies, and so on. Teacher perception, which unquestionably wields impact on teacher performance, is a concept that encompasses a teacher's thoughts, understanding of students, and anything pertinent to teaching. NNES teachers of English teaching adult learners are conjointly under the influence of these perceptions.

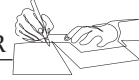
**1.1. Features of ALLs**

An adult has been defined by Brooks and Burton (2008) as "any person aged 16 years or older who has left the initial education and training system" (p. 5). Adult learners have been contemplated to be distinct from young learners in regard to the characteristics they embody. They are conceived to bring expectations to the language classroom (Sidwell, 1992) deriving from their own previous language learning experiences or hearsay about other people's experiences. Aside from the expectations they bring along themselves to the classroom environment, ALLs are noticeably different from young learners in a number of ways such as having certain motives in their minds to learn English. While some adults have the desire to join language classes merely because it is mandatory to take language courses for graduation, for another group of students the purpose for learning a language could be the desire to commence an academic career and for others learning a language might be associated with getting prepared for job-related occasions on which possessing a good command of language knowledge is a prerequisite. Unlike young learners, adult learners may look for opportunities for immediate application and seek for the relevance between course content and their lives to be ensured by the teacher (Donaldson, Flannery, and Ross-Gordon, 1993; Ross-Gordon and Brown-Haywood, 2000). As being compared to young learners, adult learners are perceived to be advantageous in language learning on the grounds that they have world knowledge, and the ability to use metalanguage, nonetheless, being more prone to be negatively affected by affective filter is exhibited as a disadvantage for adult learners.

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## 1.2. Adult Learning Theories

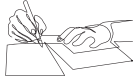
Adult learning theories need to be taken into account as expounding how adults learn. One of these theories is andragogy, which has been advanced into the literature by Knowles (1968, p. 351). Adult learning is viewed to be markedly different from child learning in andragogy that targets uncovering characteristic features of adult learners rather than aiming at explicating the learning process undergone by adult learners or how adults learn. Below are the adult learners' characteristics put forth by Knowles (1980, 1984).

- As a person matures, his or her self-concept moves from that of a dependent personality toward one of a self-directing human being.
- An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
- The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
- There is a change in time perspective as people mature –from future application of knowledge to immediacy of application. Thus, an adult is more problem-centred than subject-centred in learning. (Knowles, 1980, pp. 44–45).
- The most potent motivations are internal rather than external (Knowles, 1984, p. 12).
- Adults need to know why they need to learn something (Knowles, 1984, p. 12).

Similarly, self-directed adult language learning theory contradistinguishes adult learning from child learning and lays the emphasis on the significance of self-directedness in learning as the name of the theory indicates (Danis, 1992; Grow, 1991; Knowles, 1975; Spear & Mocker, 1984; Tough, 1971). Another theory developed in an effort to explicate adult learning is transformational learning theory which targets, contrary to andragogy, unearthing cognitive processes taking place as adults learn (Mezirow, 2000). Transformational learning theory also attaches importance to adults' life experiences for learning to happen (Merriam, 2011), in that it is the meaning making process of experiences leading to the realization of learning.

## 1.3. Adult Learners in Language Classes

Review of the related literature concerning the questions asked in the interview in this study reveal that much research is not available in the literature. The answer to the question of what perceptions teachers have regarding the use of students' L1 in adult classes is questioned in the research conducted by Ma (2009) which examined both the teacher's and adult learners' perceptions of using students' L1 in English lessons. The findings report that the teacher finds resorting to students' L1 useful as giving explanations despite the concerns she articulates as with the tendency that could emerge amongst students concerning over-reliance on the use of L1. A recent study is carried out by Şener & Korkut (2017) with an eye to exploring teacher trainees' perceptions of the use of students' L1 in the



classroom. The findings indicate that the participants do not support using students' L1 in lessons as they view it as a handicap in front of students to develop their speaking skills and communicative competence.

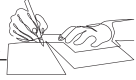
Chavez (2016) conducted research to demonstrate the differences in three teachers' use of L1 in foreign language instruction and the results show that the participants have concerns over reduced use of target language stemming from using students' L1. Similarly, in the study conducted by Cao (2018), teachers teaching a university EAP class evaluated students' use of mother tongue as wasting the time intended to be used on tasks. The findings of the study carried out by Macias & Kephart (2009) reveal the contradictory perceptions of instructors teaching adult learners as to the use of students' L1 in the classroom. The instructors against the use of students' L1 evaluated L1 use as detrimental to English language learning. The probable impact of the context was also highlighted in that study because classrooms were perceived to be one of the few settings where adult students did have the chance to communicate via English.

Related literature entails a number of studies investigating teachers' perceptions regarding having a native or native-like accent. The results obtained from the study done by Arboleda & Garces (2012) indicate that for the majority of the participating teachers, speaking with a foreign accent as a teacher was not a concern in that the primary purpose of language learning was being able to communicate rather than attaining a native accent. Wong (2018) undertook a study in order to explore the perceptions of non-native EFL teachers concerning the place of accent in teaching and learning English. The findings reveal that the participants view having British accent as a requirement to be a good model as teaching English. Imani & Farahian (2016) did a study to examine teachers' perceptions of the use of adult learners' L1 in reading comprehension. The findings report that teachers view the use of L1 as a facilitative tool in reading comprehension of tertiary level students. Lasagabaster (2013) carried out a study exploring the perceptions of CLIL teachers regarding the use of students' L1. The results indicate that the participants have positive views regarding the use of L1 in lessons as they believe that use of L1 in CLIL classes scaffolds both content and language learning.

Literature involves a paucity of research on investigating the problems experienced by adult language learners. In the research conducted by Wu, Wu & Le (2014), the participants put forth the incapability of attaining a native-like accent as a problem. In the report written by Hosoki (2011), it is underscored that students in Japan study English so as to pass entrance exams to study at prestigious universities, and therefore communicative English skills have been neglected. Apart from this, teacher-centred lessons in which lecture method dominates, adult learners' teacher dependency and inadequacy of English language teachers are exhibited as other problems in the report.

## **2. Method**

This study employing a qualitative research approach aims at unfolding NNES EFL teachers' perceptions about teaching English to adult learners.



## 2.1. Participants

A total of 20 teachers teaching at tertiary level in Turkey participated in this study. Participants' teaching experience ranged from 5 to 16 years. The mean age of the participants was 33.45. Five of the participants hold an MA degree and 2 participants have a PhD degree in English language teaching.

## 2.2. Data Collection Tool and Analysis

An in-depth interview consisting of five questions was carried out in order to explore the participating teachers' perceptions. The questions in the interview were generated by the researcher. The interviews were conducted face-to-face. An interview protocol (Creswell, 2003) was employed with a view to recording interviewees' responses. Content analysis was used to analyse the gathered data. Peer debriefing was employed in an effort to "enhance the accuracy" of the analysis (Creswell, 2003).

## 3. Findings

### 3.1. Findings as with whether adult learners can learn English better on the condition that the teacher uses students' L1 in the classroom environment

Of 20 participants, 13 stated that adult learners could learn English better provided that the teacher reverts to students' L1 in lessons at times. The participants were asked to share the reasons behind their beliefs. Table 1 below demonstrates the categories and the frequencies belonging to each category obtained from the content analysis of the responses of the participants believing that teachers' use of students' L1 facilitates language learning.

**Table 1.** Reasons for using adult learners' L1.

Category	N
More effective in grammar teaching	9
Motivating	5
Better for lower levels	4
Practical	3

As shown in Table 1, nine participants advocate the use of students' L1 as teaching grammar. The major claim as to addressing adult learners' L1 in grammar teaching is that using students' L1 in the classroom eases the process of learning grammar rules for adult learners.

**Extract 1:** *As a teacher who has been teaching adult learners for almost 15 years, I believe that adult learners' L1 needs to be used in lessons as they understand grammar better provided that you make explanations about rules in Turkish.*

Another reason stated by five of the participants is that using adult learners' L1 motivates them. In addition to the preceding category, another category emerged in the course of analysis is related to adult learners' proficiency levels.

Four of the participating teachers uttered that in low level adult learner classes students' L1 could be used. Three of 13 participants supporting the use of students' L1 articulated that they switch into Turkish for it is practical and saves time in comparison to clarifying any topic in English.

Table 2 below provides data about the reasons stated by the participants who do not favour using students' L1.

**Table 2.** Reasons for not using students' L1 in adult classes

Category	N
EFL setting	4
Tendency to continually use L1	4

As presented in Table 2, four of the participants who are against using adult learners' L1 stated that since students learn English in an EFL setting, classroom environments are the settings where they have the chance to be exposed to English and for this reason, there is no room for speaking Turkish in lessons. Another reason verbalized by four participants is that once the teacher speaks in students' L1, students will also revert to Turkish, and refrain from speaking in English.

### 3.2. Findings as with teachers' accent

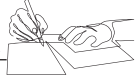
The second question in the interview was about whether teachers teaching adults need to have a native or native-like accent. Of 20 participants, 11 participants articulated that having a native or native-like is not mandatory in teaching English to adult learners. The remaining 9 participants stated that possessing a native or native-like accent is necessary. The common explanation provided by the participants who purported that they did not believe in the necessity of possessing a native or native-like accent is that intelligibility assumes a more pivotal role in teaching to adult learners rather speaking with a native or native-like accent. Extract 2 below is taken from one of the interview protocols.

**Extract 2.** *I have never given importance to speaking with a native accent because intelligibility of speech is more significant for me than sounding like a native speaker. As long as my students understand me while speaking in English and no communication breakdown occurs, I can conduct my lessons smoothly.*

Table 3 presents the findings obtained by the content analysis of the responses given by the participants underscoring the significance of having a native or near-native accent.

**Table 3.** Reasons for the necessity for having a native or native-like accent

Category	N
To be good models	9
Teaching intonation & stress	7
Motivating factor	3



As illustrated in Table 3, all of the participants advocating the idea that teachers teaching adult learners need to have native or near-native accent stated that teachers need to be good models for adult learners and thus, having a native or native-like accent is significant for teachers teaching adult learners. Extract 3 reveals the perception of one of the participants regarding the role of accent in teaching adult learners.

**Extract 3.** *Teachers of adult learners need to have a native-like accent because we should be good models for them. Students tend to pronounce words in the way they are pronounced by the teacher. Because of this, if the teacher pronounces words with Turkish-accented English most often, students will pronounce them in the same way. In other words, the teacher won't be a good model for students.*

The impact of teachers' possessing a native or native-like accent on teaching intonation and stress is articulated by seven participants as another reason to explain the cruciality of teacher's accent. According to these participants, teaching intonation and stress is underestimated in adult learner classes in Turkey specifically by teachers who do not have a native-like accent. The teachers having a native or native-like accent, nevertheless, attach more importance to teaching intonation and stress to adult learners. Three participants put forth the assumption that adult learners' motivation level increases in lessons taught by teachers with a native or native-like accent. Extract 4 involves the response of one of the teachers highlighting the positive influence of teachers with a native or native-like accent.

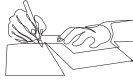
**Extract 4:** *Adult learners are more motivated when they see teachers with a native-like accent in classes. The reality in Turkey is that teachers do not care about the accent with which they speak, what is more, they do not pay attention to their pronunciation, and as a result, students are demotivated as to developing their pronunciation skills.*

### 3.3. Findings regarding teachers' perceptions of allowing adults learners to use their L1 in lessons

One of the questions included in the interview aimed at exploring teachers' perceptions of allowing adult learners to use their L1 in lessons. The results gathered by the content analysis of the responses indicate that five participants are against allowing students speak in their L1 while the remaining 15 participants stated that adult learners could speak in their mother tongue. Table 4 below shows the results attained from the content analysis of the responses given by the participants advocating the idea that adult learners can resort to their L1 in lessons.

Table 4. Reasons for allowing adult learners to speak in L1 in lessons

Category	N
Saves time	11
Empowers students	10
Works against affective filter	7
Complies with the purpose of course	4



As illustrated in Table 4, 11 participants articulated that adult learners could switch into their mother tongue as it saves time and forcing adult learners to express their ideas or pose questions in English, contrarily, results in wasting already limited class time. Extract 5 is taken from one of the eleven participants' interview protocol.

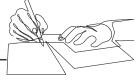
**Extract 5:** *I allow my adult students to speak in Turkish when they want to ask a question because it takes a lot of time for especially lower level students to ask an understandable question. I have 50 minutes to achieve the purpose of the lesson but sometimes it takes 2-3 minutes for a student to ask his or her question.*

Ten participants stated that allowing adult learners to speak in their L1 empowers them. The explanations provided by these participants to better explicate their viewpoints entail the claims that adult learners may be easily demotivated when they cannot convey their intended messages. However, offering the opportunity to utter their thoughts, feelings and emotions in their L1 boosts students' motivations. Extract 6 is given below in order to exemplify the assertion of the participants presenting the reason of empowering power of letting adult learners talk in their L1.

**Extract 6:** *The adult learners I have taught so far feel more motivated if I let them communicate in Turkish. On the other hand, if I insist on making them keep talking in English, generally, they stop speaking. They also feel powerful when allowed to speak Turkish if they have to.*

Seven of the participating teachers stated that speaking in the mother tongue helps students not to be the victims of high levels of affective filter. The explanations provided by these teachers encompass the assumption that adult learners may not be able to deal with anxiety on the condition that they are compelled to continue speaking English and they, consequently, avoid speaking English. Additionally, they purport that since adult learners are more inclined to be negatively influenced by affective filter in comparison to young learners, no rationale exists behind such a demand as English-only-policy in adult learner classes. In addition to these reasons, four participants articulated the assertion that so long as speaking in L1 was in congruence with the purpose of the lesson, to illustrate, academic reading lessons, adult learners could be set free to switch into their mother if need be on the part of them.

Five of the participants set forth the idea that English-only-policy is to be obeyed and herewith adult learners need not be allowed to switch into their mother tongue in lessons. According to these participants, if you let students speak in their L1 once, they may depict a tendency to continue speaking in their L1. Aside from this, it was emphasized by three of the participants that since adult learners in Turkey learn English in an EFL setting, classrooms are the environments where students have the opportunity to practice speaking English, and teachers, hence, are to get their students to speak English in lessons. As well as these reasons, five participants claimed that giving permission to students as for using their L1 in lessons makes language learning process harder for them rather than easing it.



### 3.4. Findings regarding the problems with teaching English to young learners

In the interview the participants were asked to share their ideas as to the problems with teaching English to adult learners in Turkey. Table 5 below demonstrates the results concerning this question.

**Table 5.** Problems with teaching English to adult learners in Turkey

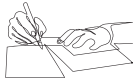
Category	N
Teaching materials	8
Inadequate in-service teacher education	6
Inadequate pre-service teacher education	5
Limited exposure to English	4
Testing-based teaching	4
Grammar-based teaching	3
Memorization	3
Less focus on speaking	2
No focus on English for specific purposes	2

As shown in Table 5, the most frequently stated problem in teaching English to adult learners in Turkey is the materials used in teaching English. The participants articulating this problem set forth that teachers use merely one coursebook and the workbook of the chosen coursebook, which they found insufficient for effective teaching and student learning to take place. According to these participants, the diversity of the utilized sources ought to be enabled. Six of the participants stated that the way English is taught to young learners is different from the one pursued in teaching adult learners. For this reason, these participants articulated that in-service teacher trainings in teaching adult learners need to be provided for practitioners. Extract 7 is taken from the interview protocol of one of the six teachers.

**Extract 7:** *Teaching adult learners requires understanding the characteristics of adult learners and using activities and techniques that are different from the ones we use in young learner classes. I believe that in Turkey teachers of adult learners are not provided enough training in how to conduct English lessons in adult learner classes.*

Apart from the participants highlighting the insufficiency of in-service teacher trainings in teaching English to adult learners, five participants stated that pre-service teacher education programs are inadequate in terms of educating prospective English language teachers to teach English to adult learners. Extract 8 is provided below in an attempt to share one of the five teachers questioning the adequacy of pre-service teacher education programs in regards to equipping teacher candidates to teach English to adult learners.

**Extract 7:** *When I was at university, there was an elective course on teaching English to adult learners and as far as I can remember, none of us had selected that elective course or there was no instructor teaching that course, it was just a course on paper. But I can say that it must be a mandatory course because in the first years*



*I started to teach adult learners, I faced lots of problems from motivating them to preparing engaging activities. Therefore, I believe pre-service teacher education programs should offer a compulsory course whose main purpose is teaching how to teach English to adult learners.*

The content analysis of the interview reveals that another problem concerning teaching English to adult learners in Turkey is limited exposure to English. Four participants putting forth this problem laid emphasis on the fact that students learn English in an EFL setting and scarce number of opportunities to be exposed to English for adult learners brings about falling behind the adult learners learning English in an ESL setting. Another problem mentioned by four of the participants is related to the place held by testing-based teaching English in Turkey. The common point made by the participants was about the huge importance attached to exams, which are most often comprised of multiple choice questions. According to these participants learning English means to get high scores from exams for Turkish adult learners in place of using English as a means of communication.

Three participants set forth that grammar-based teaching still prevails in teaching English to adult learners, which, in turn, paves the way for learning grammar rules yet not being able to produce utterances or make sentences by using them. Three participants stated that adult learners are inclined just to memorize what is presented in lessons, and for this reason, they are not adept at extending what is memorized to new situations in which they are supposed to use them. Two participants uttered that Turkish adult learners of English is not good at speaking English in that speaking skill is ignored in contrast to other skills. The last category derived out of content analysis is the absence of focus on English for specific purposes as stated by two participants. The participants articulated that adult learners have specific purposes to learn English, and lessons had to be designed accordingly. Courses developed by ruling out adult learners' purposes are doomed to go badly, and besides, no language gains could be obtained among adult learners taking such courses.

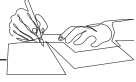
### **3.5. Findings regarding the positive points in teaching English to adult learners**

In addition to asking participants to state their thoughts about the problems in teaching English to adult learners, they were asked to share their thoughts about the points they believe to be positive in teaching English to adults in Turkey. Table 6 displays the results of the content analysis of the responses given to this question.

**Table 6.** Positive points in teaching English to adult learners in Turkey

Category	N
Open to innovations	7
Good rapport between teachers and students	5
Technology-enhanced teaching	5
Grammar teaching	5
Qualified teachers	2





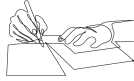
As seen in Table 6, seven participants stated that the field of teaching English to adult learners in Turkey is open to innovations. The participants articulated teachers were open to orchestrate their teaching in accord with the innovations in the field. Five participants emphasized the existence of good rapport between teachers and adult learners. Extract 8 given below belongs to one of the participants stating this point as positive in teaching English to adult learners.

**Extract 8:** *In Turkey what we do successfully about teaching English to adult learners is the harmonious relationship we have with our students. We try to be understanding towards our students and know that because they are adult learners, they have expectations of the lessons we teach and some biases about learning English.*

Five participants uttered that technology has been integrated into teaching English to adult learners. They emphasized that interactive boards, computers, projectors and tablet PCs have been used to facilitate and maximize student learning. Another point in which teachers of adult learners have been found to be successful is grammar-teaching. Five of the participants articulated that Turkish teachers of English are adept at teaching grammar to adult learners. Two participants stated that the point to be considered as another successful one in teaching English to adult learners in Turkey is the quality of teachers. They underscored that qualified teachers play a significant role in the language gains obtained by Turkish adult learners of English.

## Discussion and Conclusion

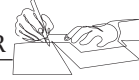
The first question in the interview was posed in order to learn about the participants' thoughts with respect to using students' L1 in classes to foster student learning. An overwhelming number of the participants supported the use of students' L1 in the classroom due to such reasons as being practical, being more efficient in grammar teaching and with low-level students. The findings could be conceived to be in line with the study carried out by Ma (2009) as reverting to students' L1 was perceived to be acceptable when giving explanations in that study too. Seven participants in this study, in contrast to other 13 participants, stated their disapproval concerning using students' L1 in lessons basing their assertions on the problems like a permanent tendency among adult learners to use L1 likely to arise as a consequence of switching into students' L1. Likewise, the study done by Ma (2009) reports the same concern as to the use of students' L1. Another reason articulated by the participants against teachers' use of students' L1 is the EFL setting in which students learn English. By the same token, the research conducted by Şener & Korkut (2017), Chavez (2016), Cao (2018), and Macias & Kephart (2009) show that the context where English language learning takes place is the parameter to be taken into account in using students' L1 in classroom environment as it is almost the sole place where students are exposed to English. The concerns stated not only by the participants of this study but also in the other mentioned studies appear to be substantially understandable, because in EFL learning limited class time needs to be dedicated to improving adult learners' communication abilities, which might be enabled by the teacher speaking in English and encouraging her students to do the same.



The question of whether or not teachers need to have a native or native-like accent was answered by eleven participants by underlining the significance of intelligibility rather than having a native accent. In parallel with the findings attained from these participants, the teachers participating in the study carried out by Arboleda & Garces (2012) also underscored the importance of being able to communicate as an outcome of language learning not attaining a native accent. The remaining participants in this study stated that teachers need to possess a native or native-like accent because according to them, teachers with a native or native-like accent could be a good model for their students, motivate their students by their accent, and teach intonation and stress better. The research undertaken by Wong (2018) presents similar results in that the teachers taking part in that study noted that teachers had to have British accent to function as a good model for their students. Nonetheless, teachers teaching adult learners need to have qualities other than speaking with a native or native-like accent such as being skilled in building a good rapport with students, having a good command of subject matter knowledge, reaching all students in the classroom so on so forth, which are more significant than having a native and native like accent. Additionally, being intelligible is what matters in today's world where English language is no longer a property of America or Great Britain.

The findings belonging to the question of if or not adult learners could be allowed to switch into their L1 in lessons show that most of the participants were in favour of letting adult learners speak in their L1 by virtue of saving time, empowering students, fighting against high levels of affective filter. The findings of the studies carried out by Imani & Farahian (2016) and Lasagabaster (2013) are in line with the ones in this study obtained from 15 of the participants because the participating teachers in those studies stated the facilitative impact of students' use of their L1. Five participants in this study contradicted with the viewpoint that adult learners could be allowed to switch into their L1 in lessons via highlighting the problems that may arise with letting students speak in Turkish and emphasizing the fact adult learners learn English in an EFL setting in Turkey. Following English-only policy, and in turn, banning the use of students' L1 in lessons does not sound unreasonable now that classroom environments are virtually only settings to practise English. In addition, teachers may find other means so as to overcome the obstacles resulting from high levels of affective filter or to optimise student learning via tailoring teaching practices.

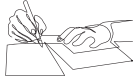
The participants were asked to state their ideas about the problems regarding teaching English to adult learners in Turkey. The categories that emerged in due course of content analysis include the materials used in teaching, insufficiency of in-service and pre-service teacher education on teaching English to adult learners, scarce opportunities for adult learners to be subjected to English language, grammar and testing-based teaching, memorization, neglecting speaking skill and English for specific purposes. The problems verbalized by the participants could be overcome by redesigning the content of English language teaching programmes at universities in as much as providing pre-service English language teachers are equipped well enough to tackle any problems which might come up as they commence to teach English in the field, the number of problems



with teaching English to adult learners can be minimized. In order to accomplish this objective, the previous step to be completed is establishing a connection between the lecturers teaching at departments of English language teaching and the teachers and instructors teaching adult learners to ascertain that the lecturers at departments are knowledgeable about the problems in terms of teaching English to adult learners because pre-service teacher education forms the basis for educating prospective practitioners in regards to dealing with the problems they are likely to face whilst teaching adults in the field. Aside from concentrating on pre-service teacher education, in-service teacher trainings need to be dwelt upon with an eye to supporting practitioners in their endeavours to better meet the expectations of adult learners, which seems to be feasible considering teachers' being open to innovations.

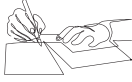
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## DEVELOPMENT OF A VISUAL MATHEMATICS LITERACY SCALE AND INVESTIGATION OF VISUAL MATHEMATICS LITERACY PERCEPTION ACCORDING TO VARIOUS VARIABLES

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### Introduction

Mathematics can be seen as the language that defines patterns - patterns that are invented both in nature and in the human mind. These models can be either real or imagined, visual or mental, static or dynamic, qualitative or quantitative, completely utilitarian or recreational. They can emerge from the world around us, from the depth of space and time, or from the inner workings of the human mind. (De Lange, 2006).

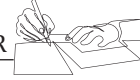
Literacy is the ability to serve printed and written information to function in society, to reach one's goals, and to develop one's knowledge and potential (National Adult Literacy Survey, [NALS]. 2003). Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas (Ontario Ministry of Education, 2006). Literacy in mathematics is the functionality of mathematics that you learn in school. This functionality is important for students to successfully survive in the existing knowledge and information society. (De Lange, 2006).

Mathematical literacy has happened a quite common term through the impact of the Organisation for Economic Co-operation and Development (OECD) and the Programme for International Student Assessment (PISA). Mathematical literacy is an individual's capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena (OECD, 2010). Ojose, (2011) described mathematics literacy is the knowledge to know and apply basic mathematics in our everyday living. Mathematics Literacy assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged and reflective citizens (OECD, 2010). The OECD/PISA mathematical literacy domain is concerned with the capacities of students to analyse, reason, and communicate ideas effectively as they pose, formulate, solve and interpret mathematics in a variety of situations (De Lange, 2006). The evaluation focuses on real-world problems, moving beyond the sort of situations and problems typically

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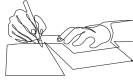
encountered in school classrooms. In real-world settings, citizens regularly face situations when shopping, travelling, cooking, dealing with personal finances, et cetera, in which mathematical competencies would be of some help in explaining or solving a problem (De Lange, 2006).

Using mathematical knowledge correctly in everyday life, having an idea about the historical development of mathematics, using the language of mathematics to communicate, recognizing the mathematical relations around it and problem solving skills are all called mathematical literacy together (Yenilmez & Ata, 2013). Mathematics literacy is about real problems. This means that these problems are not only mathematical, but are placed in a type of situation. In short, students must solve a real-world problem that needs to use their skills and abilities through schooling and life experiences. (De Lange, 2006).

Mathematical literacy gives the ability to use mathematical language to translate an expression into mathematical expression, to use mathematical language, to use mathematical language, to see and use mathematical relations for the individual (Tekin & Tekin, 2004). Math education requires multiple modes of display. Mathematical ideas can be communicated through oral and written words, physical and physical experiences, visual images, both pictorial and schematic, as well as symbolic representations. (Kundema, 2016). In schools, the ability to read and interpret visual images and representations has become a critical learning skill because they help students understand and synthesize new information when words and visual elements are closely linked. Children are natural visual learners. Once they are born, they find meaning in the visual images surrounding them. Evaluate and develop decisions about dimensions and recognize shapes in early childhood. When they come to school age, many children can comprehend abstract concepts such as identifying simple patterns and interpreting quantitative data represented in bar graphs. Long before the children can read, they can easily absorb visual information. (Murphy, 2009).

Visual literacy is the ability to read and interpret visual images, and only language and mathematics literacy is considered to be a critical part of students' competence. (Vasquez, Comer & Troutman, 2010). It is a must for 21st century students. It is a group of competences where an individual can develop by seeing other sensory experiences and at the same time integrating and seeing them at the same time (Bleed, 2005). Visual literacy is the ability to find meaning in the image. It includes a range of skills, from simple interpretation of contextual, metaphorical and philosophical levels to complex interpretation of the noun. (Yenawine, 1997). Visual literacy is a group, a set or a set of competences that enable individuals to understand, interpret, use, evaluate and evaluate visual images or messages. (Hattwig et al. 2012; Association of College and Research Libraries [ACRL], 2011). It presents educators a chance to connect with learners and improve the quality of their learning (Bleed, 2005).

The nature of mathematics makes it an ideal subject. (Kundema, 2016). Mathematics has an important role in the real lives of people. On the one hand, research has consistently stated that mathematical concepts are very abstract and complex for students, making it difficult for teachers to teach these concepts effectively. On the other hand, the literature suggests that mathematics teach-



ing for visual literacy can support students in understanding the mathematical concepts easily and developing their skills in visual literacy (Kundema, 2016). Visual literacy generally begins to develop when a viewer finds his or her own kinship understanding of what he or she often faces on concrete and conditional evidence. In the end, it takes the knowledge of the constructor to take into account, to think about ideas, to implement systems to rethink and to support the conclusions and judgments. The expert will express these insights in a special vocabulary. (Yenawine, 1997). Visual literacy skills equip a student to understand and analyze contextual, cultural, ethical, aesthetic, intellectual and technical components related to the production and use of visual materials. A visually literate person makes a profound contribution to both a critical consumer of visual media and a shared knowledge and culture organization. (ACRL, 2011).

### **Visual Mathematics Literacy**

All kinds of visualization belong as well to the literacy aspect of mathematics and constitute an absolutely essential component for literacy (De Lange, 2006). In this context, visual mathematical literacy can be considered as an essential element for mathematics literacy.

In the literature, the visual mathematics literacy is defined as visualization of daily problems in contrast of evaluation of spatial knowledge as mathematical form (Bekdemir & Duran, 2012). Visual mathematical literacy which is indispensable in daily life and mathematics education makes mathematical relations between visual objects easier to understand (Tutkun, Erdoğan, & Öztürk, 2014). Visual literacy and mathematics literacy play an important role in the mathematical teaching process. Visual mathematics literacy, which is thought to be related to mathematics literacy in the curricula of our country, is one of the basic skills aimed at gaining in mathematics curriculum. (MEB, 2017). A necessity of keeping up with the age and being lifelong learners is also possible with the individuals being literate in the visual field. (Çimen & Aygüner, 2018). According to Tekin and Tekin (2004), individuals with visual mathematics literate; using the senses, space, time and movement-related experiences and the ability to recognize and analyze the representatives of these concepts. Visual mathematics literacy, visual literacy and mathematics literacy is a concept that combines the concept of both literacy and can be considered as the intersection of the cluster (Çimen & Aygüner, 2018). Visual mathematics literacy, in other words, the use of mental activities in the creation of images, the help of paper-pen or technology, and the process of using these images for mathematical discovery or understanding. (Altınar & Artut, 2017). Duran and Bekdemir (2013) stated that students' perceptions of visual mathematics literacy affect their visual mathematics achievement.

The spread of visuals has intensified educators to study visual literacy. The visual materials (photos, animations, graphics, etc.) used in educational materials on scientific and social subjects are important for the correct reading and interpretation of the education by the educator and the student (Yıldız, 2012). In this respect, it can be important to improve the visual achievement of the students by giving more visuals to the teaching activities in schools and to enable them to become visual mathematics literate.



It has been determined that there are very few studies in the field of visual mathematics literacy developed in the national field (Bekdemir & Duran, 2012; İlhan & Çelik, 2016) but there is no study conducted under the name of visual mathematics literacy in international studies. Bekdemir and Duran (2012) developed the Visual Mathematics Literacy Self-Efficacy Scale consisting of 38 items with a reliability coefficient of .94, consisting of 3 factors in the form of field content, process and situations that determine the visual mathematics literacy self-efficacy perceptions of elementary school students. İlhan and Çelik (2016) developed a scale with five factors (visual perception, geometric space, spatial intelligence, methodology and pattern) with 37 items whose reliability coefficient was .90 to determine the level of visual mathematics literacy. In addition, there are also studies investigating the relationship between visual mathematics literacy perception and students' mathematics achievement (Tutkun, Erdoğan & Öztürk, 2014), geometry achievement (İlhan, 2015) and problem solving skills (Özdemir, Duran & Kaplan, 2016).

As a result of the literature review, it was determined that no scale was developed in the field of visual mathematics literacy perception for secondary school students in our country. Therefore, it is not yet examined which variables can be associated with this type of literacy at secondary level. It is considered that adding mathematical literacy perception and related concepts to the field of mathematics education at secondary school level and adding variables that significantly predict the related literacy will add value to the literature. In this context, the main aim of the study is to develop the Visual Mathematics Literacy Perception Scale to determine the visual mathematics literacy perceptions of secondary school students. In addition, it was tried to determine whether the students' visual mathematics literacy perceptions differed in terms of gender and end-of-period mathematics variables.

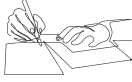
## **Method**

### **Research Model**

The research was designed in the screening model of quantitative research methods. Screening models are used to determine the specific characteristics of a group (Büyüköztürk et al., 2016). Therefore, it was found appropriate to use this model to determine the visual mathematics literacy perceptions of secondary school students and to examine the variables of mathematics achievement level in the previous semester. For this reason, this study is designed in the relational screening model. Relational screening models are research models that aim to determine the presence and degree of change between two or more variables (Karasar, 2008).

### **Research group**

The study group consisted of 256 (144 female, 112 male) students who were educated in the eighth grade of three secondary schools selected by simple random sampling among the secondary schools in Southeastern Anatolia Region in 2017-2018 academic year spring semester. In scale development studies, if the number of items of the scale is more than 30, the sample size may be 2 or 3 times



the number of items (Seçer, 2015). The number of participants in the present study shows that the sample size is sufficient in order to develop the scale.

### Data collection tools

Two data collection tools developed by the researcher were used. Information about measurement tools is given below.

*Geometry Achievement Test (GAT)*. This test was developed to determine the geometry achievements of secondary school students. The test is a four-choice multiple-choice test consisting of 25 questions within the framework of the 10-point acquisition of the subject of geometric shapes and objects by using the mathematics teaching program and teaching book published by the Board of Education of the Ministry of Education in 2017. Two faculty and 2 classroom teachers who are experts in the field of mathematics education and geometry were consulted for the suitability of the questions for the purpose of the test. In line with the feedback from the experts, five questions were excluded from the test and a final test of 20 questions was created. The highest score for the test is 20 and the lowest score is 1. The reliability of the test was investigated by using the KR-20 reliability coefficient and two half-test reliability. As a result of the analysis, the KR-20 reliability coefficient was .81, and the two half-test reliability was .73. In addition, item difficulty and distinctiveness indices were calculated for each question item. As a result of the findings, item difficulty index was 0.47 and item discrimination index was 0.57.

*Visual Mathematics Literacy Perception Scale (VMLPS)*. During the development process of the scale; creating the pool of material, ensuring the validity of the scope and appearance, performing the pilot application, ensuring the structure validity, calculating the reliability and establishing the final scale (Balci, 2013; Küçük, Yılmaz, Baydaş & Göktaş, 2014). In order to create the pool of the scale, interviews with the 41 students of the eighth grade of a different secondary school were included in the questionnaire including the feelings and thoughts about reading, writing and using the images in mathematics. In addition, interviews were made with three classroom teachers in the related schools and opinions about the perception of visual mathematics literacy were taken. The expressions that can be included in the scale were determined from the opinions of the students and teachers about the subject. In addition, visual mathematics literacy scale (İlhan & Çelik, 2016) and other scale studies in the literature were used. Item pool (54 items) was examined by four field experts in terms of scope validity, two measurement and evaluation experts for appearance validity, two Turkish language experts for simplicity and spelling rules of the language used. As a result of the feedbacks, some items were revised and 10 items were removed. Item options were formed in 3-point Likert type (Agree, Undecided, Disagree) considering age group of the participant group. The draft scale was applied to 256 students of three secondary schools in the spring semester of 2017-2018 academic year. The responses of the students to the items were scored with a high score (3-2-1) indicating the high visual mathematics literacy perception. Accordingly, the lowest score to be obtained from the scale was 44 and the highest score was 132.

## Data Analysis

In order to determine the internal consistency of the scale items with the scale, item analysis was performed. The factor structure of the scale was analyzed by Exploratory Factor Analysis (EFA). The reliability of the scale and its sub-dimensions were determined by the Cronbach Alpha reliability coefficient. In order to determine the stability of the scale against time, 32 students from the same group were tested in two weeks, and the test-retest reliability was measured. With the help of the final scale created, students' perceptions of literacy, gender, geometry achievement and mathematics achievement level of the previous period were compared. In addition, the students' visual mathematics literacy, gender, geometry achievement and predicted by the previous period mathematics achievement has been examined. In the analyzes, t-test, correlation and multiple linear regression techniques were applied. The calculations were made by SPSS 21.0 package program.

## Findings

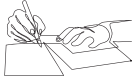
Study findings were collected in two parts. In the first part, findings related to the development of VMLPS and in the second part, the findings of the students' gender, geometry achievement and the relationship between the previous levels of mathematics achievement levels and their visual mathematics literacy perception.

### Findings related to development of VMLPS

As a result of the EFA to determine the factor structure of the scale,  $KMO=.86$  was calculated as Bartlett's sphericity test=3311.748 ( $p<.001$ ). Since KMO value is between .80 and .89, "very good" is acceptable for sample adequacy criterion (Akgül, 2003). Bartlett test showed that the data had a multivariate normal distribution (Büyüköztürk, 2016). According to these findings, in the analyzes made for 44 items, it has been observed that the scale has gathered under 13 factors with an eigenvalue greater than 1 and 59.37% of the variance related to the scale. When the scree-plot graph which gives information about the number of important factors is examined, it is seen that the rapid decreases with high acceleration are after the fourth factor and it is evaluated that the number of important factor of the scale can be four. At this stage, the factor loadings should be at least .45; One factor was taken to reduce the item by taking into account the high load value and the load value of the items on the factor and the load values in other factors (Tabachnick & Fidell 1989). In this context, varimax vertical rotation was performed and factor analysis was applied again by subtracting 30 items from the scale. Factor structure and loads are given in Table 1.

**Table 1.** Factor structure of visual mathematics literacy scale

Maddeler	F1	F2	F3	F4	ITC
Q11. I can express which geometric shape a tree stump looks like.	.74				.43
Q22. I can say the geometric shapes of traffic signs.	.72				.39
Q39. I can tell the geometric shape of a building.	.65				.49



Q4. I can show the equal edges of the rectangle.	.63			.44
Q19. I can find my direction with the pole star	.84			.43
Q18. I can find my direction by looking at the ant nests.	.76			.47
Q17. I can find my direction by looking at the moss-holding surfaces of the stones.	.63			.38
Q33. I can measure a length using a one-meter rope.		.70		.39
Q32. I can draw the open state of a sugar package.		.64		.46
Q37. I can give examples to the point around me.		.64		.46
Q29. I can give examples to the beam around me.		.57		.39
Q13. I can create two symmetrical pieces using a leaf.			.76	.32
Q1. I can express the cake divided into equal parts as fractions			.67	.28
Q10. I can show geometric shapes in a historical work.			.57	.44
Cronbach Alpha values	.70	.69	.63	.51
Variance rates of factors %	15.6	13.9	13.8	11.1
Total explained variance rate			%54.37	

*Note.* ITC: Item-Total Correlations

The four-factor and factor loadings of the 14-item scale from Table 1 were between .57 and .84, and item-scale correlations ranged from .28 to .49. There are no negative substances in the scale. There are 4 items in the first sub-factor, 3 items in the second, 4 items in the third and 3 items in the fourth. The variance rates provided by each sub-factor were 15.6%, 13.9%, 13.8% and 11.1%, respectively. Cronbach's alpha internal consistency coefficients for the sub-factors were respectively; It was calculated as .70, .69, .63 and .51. The sub-factors are named taking into consideration the themes they are related to. Materials in the first factor "Geometry in everyday life [GEL]", the second factor is called "Geometry in Nature [GN]", the third factor is called "Geometric concepts self-efficacy perception [GCSP]" and the fourth factor is named as "Induction and Geometry [IG]".

### **Findings of the relationship between visual mathematics literacy perceptions of students in terms of various variables**

In the study, it was examined whether there was a significant difference between the students' perceptions of gender and mathematical achievement of the previous semester. The scale developed for this purpose was applied to 104 students randomly selected from a different secondary school. It was observed that the normal distribution, the homogeneity of the variances and the independence of the observations were ensured before the analysis.

The independent sample t-test was used to determine whether or not the students' perceptions of visual mathematics literacy differed significantly in terms of gender and level of mathematics achievement in the previous semester. The results are shown in Table 2.

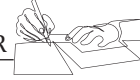


Table 2. Results of t-test of literacy perceptions by gender

Variable	Category	N	$\bar{X}$	Sd	df	t
Gender	Female	51	2.51	.36	102	2.51*
	Male	53	2.32	.43		
Mathcs Achievement Level	Medium (Should be developed)	52	2.16	.37	102	7.76**
	Good or very good	52	2.66	.27		

When Table 2 is examined, the mean score of girls' visual mathematics literacy (2.51) was higher than the mean score of men (2.32). This difference was statistically significant [ $t_{102}=2.51$ ;  $p<.05$ ]. On the other hand, visual mathematics literacy perception scores of the students with good and high level (2.66) were higher than the students with intermediate level (2.16) and this difference was statistically significant [ $t_{102}=7.76$ ;  $p<.05$ ].

The relations between the visual mathematics literacy and the sub-dimensions of the secondary school students and the geometry achievement grades are presented in Table 3.

Table 3. Correlations between the students' visual mathematics literacy and sub-dimensions and geometry achievement grades

	GEL	GN	GCSP	IG	Geometry Achievement	VML
GEL	1	.530**	.526**	.346**	.395**	.758**
GN		1	.504**	.335**	.310**	.801**
GCSP			1	.397**	.357**	.805**
IG				1	.343**	.664**
Geometry Achievement					1	.454**
VML						1

Note. \*\* $p<.01$ ; VML: Visual mathematics literacy

The data in Table 3 show that there is a moderately positive positive correlation between the geometric achievement of secondary school students' GEL, GN, GCSP and IG subscales ( $r=.175$ ,  $p<.01$ ). While there was a high positive correlation between the GEL, GN and GCSP subscales of the scale and students' perceptions of visual mathematics literacy, there was a moderate positive correlation between IG and geometry achievement and students' perceptions of visual mathematics literacy.

### The power of geometry achievement to predict visual mathematics literacy perception

In the study, multiple linear regression analysis was performed based on independent variables related to dependent variable (visual mathematics literacy perception) based on independent variables (gender, end-of-period mathematics grades and geometry achievement scores). Since the variables of gender and pre-

vious levels of mathematics achievement are categorical, they are coded as dummy variables and reference categories are created as follows. Gender (Female=1, Male=0), mathematics achievement score at the end of the semester (Good or Very Good=1; Developed=0). Scattering graphs, Mahalanobis distances, DW statistic, Tolerance and VIF values were checked for the regression assumptions. Multiple linear regression results for predicting visual mathematics literacy are given in Table 4. ANOVA-F statistics ( $F=22.01$ ;  $sd_1=5$ ;  $sd_2=117$ ;  $p<.01$ ) which test the significance of the model were found statistically significant. The coefficient of determination for the model was  $R^2=.40$ . This shows that approximately 40% of the perception of visual mathematics literacy, which is the dependent variable, can be explained by independent variables in the model.

Table 4. Regression analysis of predicting visual mathematics literacy

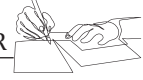
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(intercept)	1.988	.087		22.850	.000
End of Semester Mathematics Achievement	.415	.072	.513	5.758	.000
Gender (1=female)	-.024	.072	-.030	-.336	.738
Geometry Achievement	.020	.009	.218	2.281	.025

a. Dependent variable:  $vml\_mean$   $F(3,100)=22.63$   $p<.001$   $R^2=.40$

When Table 4 is examined, it is understood that the variables of mathematics achievement and geometry achievement are significant predictors of visual mathematics literacy perception. In addition, gender is not a significant predictor. End of semester mathematics achievement and geometry achievement variables predict visual mathematics literacy positively. It is expected that any student with a. Any student with a good or very good level of mathematics at the end of the semester is expected to have a higher score of .415 points than the student whose literacy perception score is a reference category ( $B=.415$ ;  $p<.01$ ). In addition, the geometry achievement is 1 point higher than the literacy perception score is higher than .020 points ( $B=.020$ ;  $p<.05$ ).

### Conclusion, Discussion and Suggestions

In the research, a scale which can be used to determine the visual mathematics literacy perceptions of secondary school students was developed. The evidence obtained showed that the scale was reliable and valid. The developed visual mathematics literacy perception scale consists of 14 items in 3-point Likert type. Four factors (Geometric Figure, Geometry in Daily Life, Nature and Geometry, Inductive and Geometry) explain 54.37% of total variance and Cronbach alpha internal consistency reliability coefficient is .88. Similar results were obtained in scale development studies in the literature (Bekdemir & Duran, 2012; İlhan & Çelik, 2016). Geometric Shapes are used because of the first factor expressions



have geometric shapes. Because it contains examples for geometry from our lives second factor named Geometri in Daily Life. Due to examples of geometry from nature third factor's name is Geometry in Daily Life. Because of the inclusion of inductive expressions, the last factor is named as induction and geometry.

In this study, it was concluded that visual mathematics literacy perceptions differed significantly according to the gender of secondary school students and that female students' visual mathematics literacy perceptions were higher than boys. This result shows that the perception of visual mathematics literacy in the literature is significantly different in favor of female students (Deveci, 2017; Özdemir et al., 2016; Tanoğlu, Taşkesen, Bakırhan & Taşkesen, 2017; Tutkun et al., 2014). On the other hand, although the concept of visual literacy and mathematics literacy (Çimen & Aygüner, 2018) did not exceed the concept of visual mathematics literacy, the perception of mathematics literacy in favor of male students (Özgen & Bindak, 2011; Taşkın & Tuğrul, 2014; Uzun, Yanık & Sezen, 2012) showed significant differences in studies.

In the study, it was found that the visual mathematics literacy perceptions of the secondary school students showed significant differences in terms of the level of mathematics achievement at the end of the semester and that the level of mathematics achievement was higher in those who had good and very good level of mathematics. Hence, the positive relationship between visual mathematics literacy perception and mathematics achievement level shows that visual mathematics literacy is an important factor on mathematics achievement. In this context, it can be thought that examining the perceptions of visual mathematics literacy in the development of mathematics achievement of secondary school students can make a significant contribution. This finding supports the results of the study in the literature. In Deveci (2017) study, it was determined that the visual mathematics literacy self-efficacy perception levels of the secondary school students differed significantly in favor of the students who had high grade scores according to the latest mathematics lesson grade report. Özdemir et al. (2016) reported that there was a positive low level positive relationship between visual mathematics literacy self-efficacy perceptions of secondary school students and perceptions of problem solving skills. In another study, it was determined that visual mathematics literacy self-efficacy perception was a significant predictor of visual mathematics achievement (Tanoğlu et al., 2017). Koğ and Başer (2012) concluded that the visualization approach in their study positively improved the mathematical attitudes and achievements of the 8th grade students. In contrast to these studies, there are studies showing that there is no significant relationship between visual mathematics literacy perceptions and real performance of visual mathematics literacy among secondary school students (Aygüner, 2016; Çimen & Aygüner, 2018).

However, in the multiple linear regression analysis, it was found that the achievement level and geometry achievement of the previous semester was a significant predictor of visual geometry literacy perception. This result is in line with the finding that Headley (2016) is associated with the end-of-year mathematics achievement of symbolic mathematics language literacy skills. In the literature, it

was stated that there was a highly positive relationship between mathematics literacy and year-end mathematics achievement, and mathematics literacy (Kukey, 2013) and mathematics self-efficacy perception (Öztürk & Şahin, 2015) were significant predictors of mathematics achievement. Similarly, it is noteworthy that visual mathematics literacy self-efficacy perception is a significant predictor of visual mathematics achievement (Duran & Bekdemir, 2013). In addition, it has been explained that visual mathematics literacy self-efficacy perceptions make a great contribution to increase mathematics achievement (Bekdemir & Duran, 2012). In addition, Uysal and Yenilmez (2011) found that eighth grade students had low mathematics literacy perceptions and Kukey (2013) had moderate level. In this context, the determination of students' perceptions of symbolic mathematics language literacy can be considered as an important variable contributing to the increase of mathematics achievement.

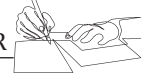
In line with the results of the research, the following suggestions were made in order to determine the visual mathematics literacy perceptions of secondary school students and to be useful in the development of these perceptions. The validity and reliability studies of the visual mathematics literacy scale can be repeated for larger and different participants. On the other hand, apart from the mathematics achievement level of the perception of visual mathematics literacy, it is examined on different mathematics subjects in which material and visuals are widely used, and it can be examined on which subject related literacy perception contributes more to student achievement. Thus, students' mathematics achievement levels can be increased. In addition, mixed research can be carried out in which qualitative and quantitative studies are carried out on what factors affect secondary school students' perception of literacy.

This study is limited to the development of the visual mathematics literacy perception scale developed to determine the visual mathematics literacy perceptions of the 8th grade students in the secondary school. In addition, students' gender and mathematical achievement levels in terms of previous levels of mathematics literacy perceptions are among the other limitations of the study. In order to contribute to the field of mathematics education, there is a need to conduct studies on larger and different student groups in order to examine the perception of visual mathematics literacy with different variables and to generalize the results.

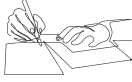
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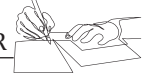




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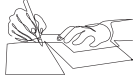


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**CHAPTER**
**5**

## THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH WITHIN TURKISH EFL CONTEXT: A THEORETICAL FRAMEWORK<sup>1</sup>

Cevdet YILMAZ<sup>2</sup>

### 1. Introduction

Since the mid-seventies, there has been a growing interest in communicative language teaching both in second and foreign contexts. This new trend in the language teaching world was a result of the common dissatisfaction with such traditional language teaching methods as the Audio-lingual, Direct and Grammar-Translation Methods. When looking at the learning hypotheses underlying these traditional methods, we find that they focused merely on the mastery of structures rather than on communicative proficiency. With regard to the main goals of these methods, the structural aspects of the target language posed the greatest problem to the learner. Therefore, fundamental changes were needed in order to cope with this problem.

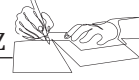
In the first place, numerous applied linguists who had been dissatisfied with such methods used in foreign language instruction set out to question the theoretical assumptions on the basis of traditional approaches to language teaching. They engaged in new teaching theories emphasizing particularly the functional and communicative potential of language. Also, the findings from sociolinguistic and psycholinguistic research enabled them to search for the communicative nature of second language learning process. Thus, learner centeredness, human relations, interaction between students and teachers and the role of the affective climate in the classroom became the center of attention.

These developments gave rise to the emergence of such key concepts as “communication” and “communicative competence”. They soon gained an increasing acceptance all over the world and brought about various fundamental aspects of communicative language teaching in the language teaching world.

Subsequently, different versions of communicative language teaching were developed. In essence, all of them derived from a theory of language and from the notion of communicative competence. These new approaches to language teaching commonly aimed to cater for the needs of the learner by taking into account the learner’s personality and expectations. The influence of communicative language teaching on almost all such recent approaches as the Suggestopedia, Silent Way or Community Language Learning can be easily observed. To put it in a straightforward way, almost all the recent approaches to language teaching are, in a sense, the extension of the theories underlying communicative language teaching.

1 The study was composed of the sections of the doctoral thesis.

2 Çanakkale Onsekiz Mart University



While communication, on the one hand, emerges as a defining tenet of communicative language teaching, the return to the communicative approach, on the other hand, has come about as a result of the awareness of how complex communication really is. Research carried out by Johnson and Morrow (1981: 1) suggests that the large number of students in traditional grammar-based courses are “structurally competent but communicatively incompetent”. Taylor (1983: 72) also argues that although some students can transfer intellectual understanding of structure into real communicative situations, most cannot do so.

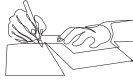
This is also true of the majority of the Turkish EFL students who ostensibly have difficulty in using language for practical purposes when they have a message to get across. The very assumption made with reference to this case of Turkish learners of English stresses the importance of the issues involved in the application of communicative language teaching. In parallel to this discussion, a common awareness that Turkish learners of English can know the grammar and yet be unable to activate that knowledge to communicate efficiently leads us to consider the underlying factors in connection with the development of communicative language teaching.

As a matter of fact, the problem posed by the complex nature of communication and the factors embedded in the individual characteristics of Turkish learners of English does not indicate the scant attention devoted to English instruction in Turkey. On the contrary, for the past several decades, Teaching English as a Foreign Language (TEFL) has been one of the most important goals of national education in Turkey. English has been a required course from elementary school through the first year in high school. Before entering universities, students usually have to study English for at least six years. Therefore, effective English teaching and learning have been a major concern among students at all levels of education in Turkey.

Although the aforementioned needs are so pressing and English is considered so important a subject in language education of Turkey, traditional EFL teaching methods and curriculum designers have been seriously disconnected from the rapid development of ideas underlying communicative language teaching.

Consequently, students’ needs for more pragmatic and effective communicative language skills and factual knowledge written in English have become increasingly insatiable. There still exists a large gap between theory and practice in Turkey’s English instruction and thus, a high level of English proficiency today remains a great barrier to elementary, high school and even to university EFL teaching and learning.

In order to illustrate this assumption held, Turkish students, for example, are found unable to use grammatical knowledge properly in spontaneous conversation. Research suggests that Turkish learners of English including the majority of teacher trainees in the English Departments of Turkish universities have been criticized for being able to demonstrate grammatical knowledge on a grammar examination very well, but most of them lack the ability to speak and understand language accurately and fluently. Since most Turkish students’ oral performance



after six years of studying English is unsatisfactory, the effectiveness of their learning to speak English by memorizing grammatical rules is seriously in doubt.

On the other hand, English instruction operating at almost all levels of proficiency in Turkey generally still follows the Traditional Grammar Translation Method, which mainly focuses on students' reading skill development while their listening and speaking skills are nearly unstressed.

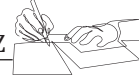
In reference to a survey, worthy of attention for our purposes, conducted by Songün (1993), almost 90% of English teachers working in the elementary and high schools in İzmir, one of the largest cities in Turkey, agreed that they mostly adopted the Grammar Translation Method as a means of teaching English.

It appears that the various shortcomings in English instruction in Turkey do not match the very implementation of the fundamental innovations derived from communicative language teaching. Based on a communicative view of language, it is imperative that further reasons for these defects be fully investigated in search for an appropriate syllabus design corresponding to learners' communicative needs.

In an effort to search for the accompanying components of communicative language teaching, in this respect, such concepts as 'learner centeredness' and 'needs analysis' should be given due attention. Both concepts serve as a conceptual framework for a better syllabus design which is likely to offer a new approach to catering for learners' communicative needs and expectations. They are in essence synonymous with each other in many respects though they are taken as having distinct characteristics in some cases. After all, their concern as a point of departure is with learners and with the identification of their individual language needs.

Learner centered education is defined by Mc Combs and Whisler (1989: 9) as "the perspective that couples a focus on individual learners (their experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning". This dual focus, then, promotes educational decision-making. As such, coupled with a focus on learner, one might find an increased interest in the analysis of learner needs at the heart of current learner centered approaches. It follows that in order to be capable of identifying the communicative needs of EFL students in a wider sense, we also need to place greater emphasis on the learner needs.

For effective language teaching and learning, a scrupulous analysis of learner needs is of great value, for it forms the indispensable part of the ongoing teaching process. Why are learners deemed so important in this process? The answer does lie in their potential assessment of the learning and teaching process, which in turn attributes to a detailed investigation of learner needs. Learners have distinctive perspectives based on their history, the environment, their interest and goals, their beliefs, their ways of thinking and the like. These must be considered and respected if learners are to become more actively involved in the learning process and ultimately to become independent users of language. Assessment of learner needs from the learner's perspective is a vital part of an instructional lan-



guage program. This relates, by definition, to 'needs analysis' as a cover term. The overall aim of needs analysis, as Gillet (1973) points out, is basically the identification of elements, which will lend themselves to training.

Moreover, a needs assessment used with learners of English is a tool that examines, from the perspective of the learner, what kinds of English, and language skills the learner already believes he or she has; the contexts in which the learner works; what the learner wants and needs to know to function in these contexts; and what the learner expects to gain from the instructional program. The needs assessment focuses on learners' accomplishments and abilities rather than on deficits, allowing learners to articulate and display what they already know and can do (Auerbach, 1994).

Thus, needs assessment turns out to be a continual process and takes place throughout the instructional program, influencing material selection, curriculum design, and teaching approaches. As Burnaby (1989: 20) concluded, "the curriculum content and learning experiences to take place in class should be negotiated between learners, teacher, and coordinator at the beginning of the project and renegotiated during the project".

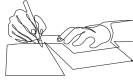
In accordance with this view of needs assessment, at the beginning of the program, needs assessment might be used to determine appropriate program types and course content; during the program it ensures that learner and program goals are being met and allows for necessary program changes; at the end of the program it can be used for assessing progress and planning future directions for the learners and the program.

It is recognized that the learner occupies the Central position in identifying the communicative needs of EFL students by integrating potential insights into further examination of these needs. For instance, in this context, depending on students' resources such as time and personality, their leaning objectives can subsequently be defined as the frames of reference. Such data elicited from the students' own resources is, for the most part, reliable because students themselves experience the teaching process and are typically supposed to be coming to terms with the communicative needs of their own.

At this point, the need to seek a balanced relationship between the resources, objectives and curriculum is emphasized throughout this process. In promoting this idea, the identification of learners' communicative needs has a considerable effect on supplying links between learner and teaching establishments. For this reason, it is rightly regarded as the most favorable means of accomplishing such ends.

To assess learner's communicative language needs in practical terms, classroom research provides us with a realistic setting which is bound to attribute to our understanding of classroom language learning and teaching. With a well-established setting used as a means of collecting data, a conceptual framework can be drawn, at the same time allowing us to investigate what actually happens inside the classroom.

Classroom research by definition is not taken only within the confines of



classroom. Rather, as Allwright and Bailey (1991: 2) pointed out, it covers a whole range of research studies on classroom language learning and teaching. They maintained that it can “include how teachers respond to learners’ errors, how interaction occurs in classroom, the type of linguistic input provided in classroom settings, the feelings of teachers and learners at various points during or after lessons, and so on”.

Our original motivation in carrying out such an investigation derives from the lack of empirical research basing the various aspects of communicative language teaching on the particular demands of learners and on the conditions of the Turkish educational system.

However, it should be pointed out that despite this lack of evidence, there are still a number of schools and universities which have been offering English language courses. It appears that they all explicitly ignore the fact that communicative approach to language teaching proves efficient insofar as learners’ particular needs and expectations are properly taken into account.

For years and years, foreign language has been intensively taught in Turkey both as a second language and as a medium of instruction. Nevertheless, teachers throughout the country have been complaining about their students’ lack of communicative skills in English and their unwillingness to participate in any sort of discussion in the class. Why, then, one might ask, cannot the particular demands of learners of English still be satisfied whereas they are actively involved in language learning at almost all levels of their training? Is needs analysis really the best way to go about particular shortcomings of following communicative approaches to language teaching and learning? Does it really work in practice?

## **2. Communicative Language Teaching**

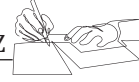
The review of the structural, situational and notional approaches to language teaching and learning in the preceding chapter demonstrates that none of these approaches corresponds to students’ actual needs in EFL teaching. It would appear that the communicative approach best responds to the language requirements of EFL students since it enables them to use English in real life situations.

### **2.1 Review of communicative approaches to language teaching**

Prior to further considerations of communicative language teaching, mention should also be made of the development of several methods in line with communicative language teaching. These methods are Community Language Learning (CLL), Suggestopedia, the Silent Way, Total Physical Response (TPR) and the Natural Approach. Looking back at these methods, we can applaud them for their innovative nature, and for their stimulation of more research in the language teaching and learning.

A common characteristic underlying most of these approaches is that their prevailing ideas were derived from psychology. Therefore, these approaches are also known as humanistic approaches to language teaching. Today, the theories of learning behind these methods have paved the way for the current communi-





cative approaches to language teaching. On the basis of these approaches lies the fundamental aspect of communicative language teaching which both recognizes students as Creative participants in the learning process and points to the influence of the affective factors on the success of this process.

The first is Community Language Learning, pioneered in the United States by Charles A. Curran. In Community Language Learning or Counselling Learning, as it is sometimes called, the primacy of learner factors and interpersonal nature of language learning is strongly emphasized. Of course, there are advantages and disadvantages to Community Language Learning. Its affective advantages become clear in its attempt to overcome some of the threatening affective factors in second language learning. Thus, the student-centered nature of this method is intended to provide a good deal of motivation and a feeling of trust between students and teachers by creating a warm and supportive classroom environment. “

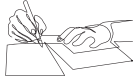
Nunan (1991: 236) exemplifies how this method works as follows:

“The learners are first seated in a closed circle with the teacher on the outside. When learners want to say something, they call the teacher across and whisper whatever it is they want to communicate to the teacher in the L1. The teacher whispers back on L2 translation, and the learner then repeats this to the group. The process continues for some time, the learners’ utterances being recorded on tape. At the end of session, the group generally has a lengthy taped interaction, all in the target. This is subsequently replayed, analyzed and used as the basis of more formal language work.”

Clearly, Community Language Learning has a number of practical and theoretical shortcomings. For instance, in acting as the counselor, teacher is more likely to become too nondirective. The student often needs direction, especially in the first stage, in which there is such seemingly continuous struggle within the foreign language teaching. Another problem with Community Language Learning is its heavy reliance upon fluency through parrot-like techniques. Despite its weaknesses Community Language Learning has a potentially useful method for the foreign language classroom as long as teachers are willing to adapt it to their own curricular constraints.

Today, Community Language Learning is not used in the curriculum exclusively since it is far too restrictive for institutional language programs. However, some elements of Community Language Learning, where possible, can be incorporated into the development of students’ autonomy and student-centered participation provided that they are creatively adapted to the context where learning will take place.

Suggestopedia was a method that was derived from the unusual theories of Bulgarian psychologist Georgi Lozanov stating that “the human brain could process great quantities of material if given ‘the right conditions for learning, among which are a State of relaxation and giving over of control to the teacher” (Brown 2001: 27). According to Lozanov, people can learn more than they generally expect. Music was Central to his method for learning. In applications of Suggesto-



pedia to foreign language teaching, the primary difference related to the type of classroom activities carried out in soft, comfortable seats in relaxed States of consciousness.

Like the other innovative methods (Community Language Learning and the Silent Way) Suggestopedia came to be used as a business enterprise of its own in the advertising world. Although it was not supported by research, it provided valuable insights into the language and teaching profession. We come to terms with how beneficial deliberately induced States of relaxation may be in the classroom. Moreover, numerous teachers have come to recognize various forms of music as a way to get students to relax and thus to focus their attention on classroom activities for learning language.

Another innovative approach to language teaching is the Silent Way which has been developed in the United States by Caleb Cattegno. It is based on the premise that the teacher should provide only minimal input to the student, putting the burden on the students rather than the teacher for learning. As for the roles of teachers and learners in the learning process, teacher should remain as silent as possible in the classroom and the learner should be encouraged to produce as much language as possible using color charts and rods (Richards, 1984).

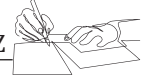
Richards (1986: 99) explains the learning hypothesis underlying the Silent Way in the following way:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

As the underlying principles of the Silent Way make it clear that teachers of English can benefit from providing students with less teacher talk than we usually do, allowing the students to work things out on their own.

The next innovative method is Total Physical Response (TPR) developed by James Asher (1977). The rationale of this approach comprises a combination of other theoretical insights. Asher (1977) was convinced that children, in learning their first language, do a lot of listening before speaking, and that their listening is accompanied by numerous physical responses. He also noted that language classes were often full of anxiety, so he wished to devise a method like TPR which was free of stress and anxiety. To remove such shortcomings in the classroom, the TPR classroom, then, did a great deal of listening and acting. Another tenet underlying this method was the use of commands by teachers to get students to move about.

Since the value of associating language being taught with physical activity have been recognized by language teachers over the years, Total Physical Response seems to be beneficial, particularly, to young learners who often enjoy learning language through entertainment. Therefore, TPR has its limitations



in this respect. It turns out to be effective in the beginning levels of language proficiency whereas its effectiveness gradually disappears as learners advance in their competence because of their increasing needs for spontaneity and unrehearsed language.

The third is the Natural Approach, developed by T. Terrell and S. Krashen. The main concern of this approach, as with almost all other communicative approaches, is with the communicative function of the language. Comprehensible and meaningful activities are given priority in contrast to the ability to produce grammatically correct utterances. The Natural Approach is mostly associated with Krashen's second language acquisition theory. According to this theory, in order to ensure successful second language acquisition, all the activities initiated in the classroom should attempt to supply comprehensible input, which would in turn foster learners' ability to produce more meaningful and correct language.

## 2.2 Communicative competence

Fundamentally, the methodology of communicative language teaching is an approach emphasizing that the goals of language learning are communicative competence. As one of the goals of communicative language teaching is that "language learning is learning to communicate", "communicative language teaching is regarded as an extension of communicative competence.

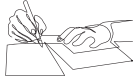
Meaning is related not only to the language system but also to the social context in which it works. As Gumperz (1970) explained, a speaker can be linguistically competent, producing the correct grammatical forms, while he is competent in a communicative sense only if he is able to fit the appropriate forms to specific situations.

Hymes was among the first to use the term communicative competence (Hymes 1972, 1979). For Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it. In Hymes's view "there are rules of use without which the rules of grammar would be useless" (Hymes, 1972: 45).

With reference to this definition of communicative competence, Hymes (1972) refers to the speaker's ability to participate in a society as a communicative member. His remarks further conclude that the study of a speaker's communicative competence involves both the description of the application of linguistic rules and an analysis of the social settings in which they are used. His elaboration of these ideas corresponds with Corder's (1975) view that the performance of the native speaker depends on the participant's role relationships, social functions, the mode and the topic of discourse.

According to Hymes, the ultimate purpose of language teaching was to develop communicative competence. In fact, he employed this term in order to contrast a communicative view of language and, in particular, Chomsky's theory of competence. Chomsky (1965: 3) stated:

"Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limita-



tion, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.”

For Chomsky, the focus of linguistic theory was on the abstract abilities speakers possess, which enable them to produce grammatically correct sentences in language. Chomsky’s approach to language acquisition suggests that a child is born with an instinctive ability to acquire the grammatical rules so that he can produce more structures and thus develop the ability to use the particular language he hears around him.

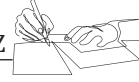
Henry Widdowson is another theorist whose view of communicative competence has been to a large extent reflected in, his book *Teaching Language as Communication* (1978). His book takes a view of the relationship between linguistic system and their communicative values in text and discourse. He elaborated the communicative acts on the basis of the ability to use language for different purposes. He has also attempted to investigate the nature of language courses where teachers found that the knowledge of the structures of language does not necessarily result in the ability to communicate.

A more recent analysis of communicative competence is found in Canale and Swain (1980: 89-112) in which four dimensions of communicative competence are identified:

1. grammatical competence: including “vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics”;
2. sociolinguistic competence: addressing “the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction”;
3. discourse competence: concerning “mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres”;
4. strategic competence: composed of “mastery of verbal and non-verbal communication strategies that may be called into action”.

In the light of all these theoretical bases held by many theorists Richards and Rodgers (1986: 71) concludes that communicative language teaching has a rich and eclectic nature. They present some of the underlying characteristics of this communicative view of language as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.



### 2.3 Features of communicative language teaching

Communicative language teaching, or the teaching of language for communication, has been the center of language teaching discussions for the last decade. Dozens of books, articles and conference papers, in addition to an array of teaching materials have been presented under the name of this trend. Communicative language teaching has arisen as a result of the realization that mastering grammatical forms and structures does not adequately prepare learners to use the language they are learning effectively and appropriately when communicating with others.

In practical terms communicative language teaching had a profound effect on classroom materials and practice. Unlike numerous writings on the theory behind it, a great emphasis is placed on:

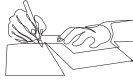
- 1- relating the language we teach to the way in which English is used (i.e. an emphasis on use rather than the form) (Widdowson 1975);
- 2- activities in which students have the chance to determine what they want to say independently of the teacher;
- 3- exposing students to examples of natural language.

Fluency is a central concept in communicative language teaching. It refers to natural language use. Fluency can be contrasted with accuracy which, as the name implies, is traditional concern with correctness and formal grammatical usage. Accuracy is also of importance to communicative language teaching, although the emphasis has been recently on use rather than form. The main arguments in favor of fluency activities are:

1. They provide opportunities for students to acquire or pick up language; (Brumfit 1984, Littlewood 1984)
2. They give students the type of practice they need to learn to communicate effectively outside the classroom context; (Brumfit 1984, Littlewood 1984)
3. There is a minimum of teacher intervention. Communicative language teaching is characterized by greater tolerance of error (Norrish 1983, Revell 1979).

In essence, communicative language teaching makes use of real-life situations that necessitate communication. A teacher who strongly adheres to the communicative views of language will possibly set up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition of drills, the communicative approach can leave the students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn mainly comes from their desire to communicate in meaningful ways about meaningful topics.

Johnson and Morrow (1981) define communicative language teaching as second-language teaching in which communicative competence is the aim of the course. In fact, communicative language teaching is to a large extent described



as an extension of communicative competence. In this respect, another tenet of communicative language teaching is that language learning is learning to communicate.

Nunan (1989) maintains that communicative language teaching emphasizes interaction in the target language, introduction of authentic texts, language learning process, personal experience, and language activities outside classroom. Being different from audio-lingual method, according to Finocchiaro and Brumfit (1983), communicative language teaching emphasizes meaning and the ability of communication.

Brown (1994) points out that it is clear that fluency and accuracy are important goals to pursue in communicative language teaching. Because accuracy is also an important element for successful communication in teaching grammar. Thus, Brown argues that grammar should be taught in communicative language teaching classroom.

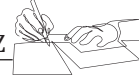
The fundamental trend toward communicative language teaching has come about as a result of the realization of how complex communication really is. Johnson and Morrow (1981: 1) indicate that the large numbers of students in traditional grammar-based courses are “structurally competent but communicatively incompetent”. Savignon (1983: 58) states that “it is difficult to focus on learned rules of grammar when one has a message to get across”. Taylor (1983: 72) advises that although some students can transfer “intellectual understanding of structure ... into real communicative situations, most cannot do so”. Savignon (1983: 8) describes communication as a “continuous process of expression, interpretation, and negotiation”.

An awareness that second-language students can acquire the grammar and yet unable to activate that knowledge to communicate has led theorists and teachers to consider what types of activities might enable students to develop communication skills.

Taylor (1983: 69-71) states:

“Current research in applied linguistics claims that most adult learners acquire a second language only to the extent that they are exposed to and actively involved in real meaningful communication in that language ... for most students language is best acquired when it is not studied in a direct or explicit way; it is acquired most effectively when it is used as a vehicle for doing something else—when learners are directly involved in accomplishing something via the language and therefore have a personal interest in the outcome of what they are using language to do.”

As well as focusing on the basic tenets of communicative language teaching, Taylor refers to a study by Warshowsky who found that grammatical structures appear to develop in the learner’s speech in respond to communicational need. Savignon (1983: 21) recommends that second language teachers “begin with meaning rather than structure and teach coping strategies to get the message across”.



With reference to the different aspects of communicative language teaching, Taylor (1983: 74) lists five characteristics:

1. Students should participate in extended discourse in a real context.
2. They should share information that the others do not know.
3. They should have choices about what they are going to say and how they are going to say it.
4. They should communicate with a definite purpose in mind.
5. They should talk about real topics in real situations.

Adding other basic tenets of communicative language teaching, Taylor (1983) concludes that students should create meaning with language and that they should practise with materials that relate to their needs and interests.

In his elaboration of communicative language teaching, Nunan (1989: 13) points out that the status of grammar along with communicative language teaching is uncertain. While some linguists maintain that it is not necessary to teach grammar, that the ability to use language will develop automatically if the learner is required to focus on meaning in the process of using the language to communicate. According to Nunan (1989: 13), this view has been challenged recently, and it is now widely accepted that “grammar is an essential resource in using language communicatively”.

This view is also discussed by Littlewood (1981: 6) who suggests, in his introduction to communicative language teaching, that the following skills need to be taken into consideration:

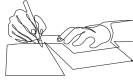
a. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skills in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

b. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.

c. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

d. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive areas.

Whatever the views proposed, there is no doubt that the development of communicative language teaching has had a profound effect on both methodology and syllabus design within the curriculum. Teachers and learners are supposed



to realise the varying roles they are encouraged to play in the process of implementing the principles of communicative language teaching.

## **2.4 Implications for authenticity in the communicative classroom**

There is a wide variety of language materials designed to direct and support communicative language teaching. The range of these materials influences the quality of classroom interaction and language use in the communicative classroom. A number of practitioners of communicative language teaching view materials as promoting communicative language use to the extent that they are accessible to an appropriate syllabus or program responsive to the learners' communicative needs

However, communicative language teaching depends mostly on authentic materials rather than on structurally organized texts. Authentic materials are described as, in other words, materials which have not been designed especially for language learners and which therefore do not have simplified language.

The argument is simply that if the goal of teaching is to equip students to deal with the authentic language of the real world, they should be given opportunities to accomplish it in the classroom. It has been frequently argued, for example, that simplified listening texts, in particular, do not approximate to real spoken language. The answer is simply that if students hear only unnatural language in the classroom, their first experience of hearing authentic language in the real world can be demoralizing. Hedge (2000: 67) convincingly argues that "the classroom can provide supported conditions of learning in which authentic texts can gradually be introduced and exploited in ways which build confidence".

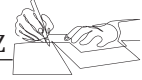
An appropriate choice of authentic materials has been a matter of concern with those who attempt to teach the listening, speaking, reading or even writing skills on this basis. In order for achieving these goals, such activities should reflect the real-world purposes and situations in which language is used.

The use of different types of authentic materials has led to controversy in some ways. On the one hand, many writers advocate the use of texts in which nothing has been changed. On the other, many teachers would argue that the needs of learners at lower levels of proficiency demand the use of "simulated-authentic" materials. In other words, the materials of this type are simplified in some ways to assist the learner.

It is a question of providing texts which are available to the needs of learners and thus enable them to interact with other speakers. Widdowson (1978), for instance, argues that the authenticity can only be achieved when the reader can interpret the intentions of the writer and respond appropriately to them. His argument involves a remarkable implication for the prior knowledge a learner will bring to reading and listening to it. Hedge (2000: 69) also supports this view by suggesting that difficult texts can be made accessible through simple but appropriate tasks.

Another important type of authenticity, perhaps the most important of all in relation to communicative needs of learners, is what might be called "learner





authenticity". The term is referred to as the realization and acceptance by the learner the authenticity of a given text or task. In order to make the texts authentic to learners, these need to fulfil two conditions; in the first place, they need to be recognized by learners as having a legitimate place in the language classroom, and secondly they must engage the intentions of the learner by relating to his interests, background knowledge, and experience.

All the views held on the abundant use of authentic materials are tantamount to saying that the keys to approaching a text successfully lie in the relevance of the text to the learners, its interests, the experience and the appropriateness of the task required. The range of such tasks equipping learners with meaningful and relevant materials will probably provide a strong basis for responding to the learners' communicative purposes.

## **2.5 The role of interaction in the communicative classroom**

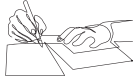
As people are becoming more aware of the importance of communication, there has been an increased interest in both communicative language teaching and its underlying reflections on second language teaching and learning. A basic tenet concerning the communicative potential of language is the interactive process used as part of any communicative activity in the classroom. An abundant use of communication has led to another parallel word "interaction" which can be defined as "mutual or reciprocal action or influence".

This mutual action refers to the availability of an interactive process taking place between the teacher and students as well as among the learners themselves. However, what is meant by interaction is by no means communication. Rather, it implies more than communication, in which the roles associated with the different participants in a setting are exposed to constant change. The addresser, for example, may immediately take the position of the addressee in an interactive process. Therefore, Malamah-Thomas (1987: 37) defines interaction as "a process of mutual accommodation with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, now turned addresser, upon the new addressee, which causes a reaction in the same way, and so on".

This enabling function of interaction thus promotes language instruction whereby students gain the opportunity to practice the language skills by acting as the active members of the society. Furthermore, there is no doubt that the range of such interactive procedures serves as preventing the learning process from becoming monotonous.

At this point, a matter of concern needs to be made in relation to the main purpose of classroom interaction: "its only purpose is to provide conditions for learning", in which both the teacher and the learners become active participants (Malamah-Thomas 1987: 11).

In the process of the classroom interaction, the teacher typically assumes a directive role, which mediates between teaching and learning. It is therefore of crucial importance that teachers should take the initiative in learning by con-



stantly monitoring and also giving responses to the students' reaction at every stage of the course. To this end, in language classes classroom language can become real interaction if an adequate condition for interaction between students and teacher is supplied.

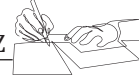
In theory, a great deal of work has been focused on the classification of the possible patterns of classroom interaction. The most common type of classroom interaction is known as *IRF- Initiation- Response- Feedback* whereas there are alternative patterns. In supplying a different set of the alternative patterns, Ur (1996: 228) classifies the classroom interaction as follows:

1. Group work: Students work in small groups on tasks that entail interaction;
2. Closed-ended teacher questioning: Students attempt to find the only right answer;
3. Individual work: Students work on a set of tasks, independent of the teacher's assistance. The teacher intervenes in student's work where necessary;
4. Collaboration: Students work together in order to complete a task;
5. Student initiates, teacher answers: For example, in a guessing game: the teacher serves as facilitating the flow of conversation. The students think of questions and the teacher responds; but the teacher decides who asks;
6. Full-class interaction: Students are engaged in a debate or a language task as a class;
7. Teacher talk: Although students take no initiative in this type of interaction patterns, this may involve some kind of silent response on the part of the student;
8. Self-access: Students work on their own to complete a task;
9. Open-ended teacher questioning: Students try to generate as many answers as possible.

On the basis of this classification, one might conclude that much of the interaction in the classroom is essentially either initiated by the teacher or occurs between students. The extent to which the interaction is initiated by students is mostly determined by the intervention of the teacher or his/her guidance.

At this point, the effective use of pair and group work in fostering classroom interaction requires further consideration. In pair work, the teacher divides the whole class into pairs. Every student works with his/her partner, and all the pairs work at the same time. On the other hand, in group work, the teacher divides the class into small groups to work together. As in pair work, all the groups work at the same time.

In group work, learners perform a task through small-group interaction. It is of great value, particularly, in the practice of oral fluency. Learners benefit from the whole-class activities in which they are actively to be involved. In relation to further advantages brought about by the effective use of pair and group work in-



teraction, Ur (1996: 232) maintains that "it fosters learner responsibility and independence, can improve motivation and contribute to a feeling of co-operation and warmth in class".

For group work to be successful depends on an effective and careful organization which will offer, to some extent, a social climate appropriate to the level of the class. It also, of course, depends on the selection of an interesting and stimulation task thereby involving learners in the classroom interaction. Ur (1996: 234) gives some guidelines organizing group work as follows:

1. **Presentation:** To give the instructions at the very beginning is crucial. Unless the students understand exactly what they have to do, there will be time-wasting, lack of effective practice, and loss of control.
2. **Process:** The contribution to the group work might take different forms; for example, providing general support or helping students who are having difficulty.
3. **Ending:** In principle, it is better to finish the activity while the students are still interested or only just beginning to lose their interest.
4. **Feedback:** A feedback session usually takes place in the context of class interaction at the end of the group work. Feedback on the task may take various forms: giving the right solution; listening to and evaluating suggestions; and so on. The main objective here is to express appreciation of the effort that has been made and its results.

Another matter of concern with the role of interaction in the classroom closely relates to the notion of input and output. Learners need practice in producing comprehensible output (Swain, 1985) using all the language resources they have acquired.

At the same time, getting feedback from the teacher and from other students in the class enables learners to test their developing knowledge. It is also claimed that interaction obliges learners to cope with their lack of language knowledge and, in turn, promotes more accurate and appropriate language. (Hedge 2000: 13) As a result, other students benefit from output.

Small-group interaction also provides a basis for language acquisition. It gives students practice in communicating and negotiating meanings, and, at the same time, allows them to establish how well they can understand and make themselves understood.

In lessons where reading and writing are the focus of communicative activity, work in small groups has considerable value. For example; if students collaborate while revising drafts of writing, they can identify errors and correct them and thus help each other gain insights into their individual work. Such a collaborative work can be associated with one of the aims of communicative language teaching in some way, which is to develop learners' ability to participate effectively in conversation.

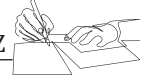
To conclude, in the process of implementing pair and group work in a communicative classroom the teacher assumes a wide range of roles beyond that

of providing and presenting new language. While monitoring group work, the teacher acts as a guide performing the task successfully, as a language source providing assistance where necessary; as a corrector of key errors as the students work together; and as a determiner of the further needs of students as well as of their strengths and weaknesses.

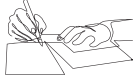
In addition, numerous strategies concerning the effective use of communication are available to the teacher. For teaching purposes, the teacher can employ them so as to increase and maintain the interaction in the communicative classroom. As soon as such an interactive process is properly made applicable to the contexts where students are willing to take part in classroom activities, their motivation to produce interaction will be equally enhanced.

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**CHAPTER  
6**

**AN EXPLORATORY CASE STUDY  
ON YOUNG ADULT EFL LEARNERS'  
VIEWS TOWARDS THE INTEGRATION  
OF SONG-BASED ACTIVITIES INTO  
LANGUAGE CLASSROOMS THROUGH  
TECHNOLOGY : A CRITICAL  
PEDAGOGICAL PERSPECTIVE IN THE  
TURKISH TERTIARY CONTEXT**

**Işıl Günseli KAÇAR<sup>1</sup>, Buğra ZENGİN<sup>2</sup>, Cihaner ARSLAN<sup>3</sup>**

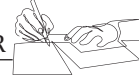
**Introduction**

It is acknowledged that songs have been regarded as an integral part of mainstream second/foreign language (L2/ FL) classrooms, particularly young learner classrooms (Davis, 2017). In general, a favourable stance towards the use of songs is adopted by language teachers (Tegge, 2018). Despite the language teachers' glowing recommendations accompanied by the anecdotal evidence, indicating how songs should be incorporated to enhance learner motivation and promote the development of various language skills such as vocabulary, grammar, listening and pronunciation (Davis, 2017; Tegge, 2018), there is a paucity of empirical studies investigating the L2/FL learners' perceptions regarding the use of songs in language classrooms (Tegge, 2018). Despite some research on teaching young learners English through songs (Davis 2017; Köksal, 2012; Kömür, Saraç and Şeker, 2005), research focusing on song use in real classroom settings from the adolescent or young adult learners' perspective is rather limited (Bjorklund, 2002; Edwards, 1997; Tegge, 2015, 2018 ). In general difficulties are reported in terms of incorporating music into instructional tasks due to the time-related concerns regarding song-based teaching material preparation as well as the lack of song- based teaching materials in EFL contexts (Ziegler, 2016). For adult learners, very few published song-based teaching materials are available on the market (Perez Aldeguer and Leganes Lavall, 2012). The pedagogical choices and reasoning as well as classroom practices concerning songs tend to vary among L2/FL instructors to a great extent (Tegge, 2018). In recent years there has been a growing interest in the the integration of music into language classes through technology (Borromeo Garcia, 2015; Ziegler, 2016). However, to date, the EFL learners' perspectives regarding such integration in the tertiary academic settings are not explored in detail in the Turkish tertiary academic settings. Hence, in response to this dearth of current literature on the Turkish young adult EFL learners' perspectives regarding the use of songs in language classrooms, the current exploratory case study investigated the views of young adult EFL learners studying at an urban Turkish state university on the integration of technology-enhanced song-based activities into the English classes via the use of Lyricstraining.com. Hence, the study addresses the following research question:

1 ODTÜ Yabancı Diller Eğitimi İngilizce Öğretmenliği Bölümü

2 Namık Kemal Üniversitesi

3 Doğu Üniversitesi



What are views of Turkish young adult EFL learners regarding the integration of song-based activities into language classes in the tertiary instructional settings via Lyricstraining.com ?

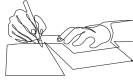
- a. *What are the views of Turkish EFL freshman learners concerning the integration of technology-enhanced song-based activities into language classes at an urban state university?*
- b. *What are the views of Turkish EFL preparatory school learners in the intensive English program concerning the integration of technology-enhanced song-based activities into language classes at an urban state university?*

### **Lyricstraining.com**

Lyricstraining.com is a free website that pairs music videos with their lyrics. It facilitates the use of music via technology (Ziegler, 2016). It engages students through the captioned music videos, fill in the blank, or multiple choice comprehension activities (especially good for non-phonetic languages with graphemes not corresponding phonemes) of varying difficulties. The learners' Lyricstraining accounts demonstrate their activities on the site. It was designed for educational and personal use. The gamified nature of the learning activities such as assigning points can lead to enhanced learner motivation and performance (Hwang and Wu, 2012). The music videos on the website are classified in different languages including Turkish into three levels of difficulty: easy, medium and hard. Songs could be searched by the title, author and language on the website. Users can interact with the videos in three ways: "karaoke mode, game mode and exercise mode" (Ziegler, 2016, p. 65)

In the karaoke mode the video is played and the lyrics are displayed on screen. The current and the following lines are displayed directly below the video. As the video moves forward, the lyrics move on the screen as well. Users can pause the video or replay a particular line of the lyrics by pressing the backspace button, which enables the user to control over the pace of the presentation.

The game mode is another feature that enhances interactivity of the user. The website blanks out the words randomly. Users are expected to fill in the blanks by providing short answers or by choosing the correct option from the list. If the user fails to fill in the blanks by the end of the line, the video automatically stops. Then the user has two options: pressing the backspace button to play the line of lyrics again or skipping the word by pressing the tab button. Learners are awarded for their speed and correct answers. There are four levels: beginner (with 10% of the words that are blanked), intermediate (25% of the words that are blanked) advanced (with 5% of the words that are blanked) and expert (100% of the words that are blanked). The total score for a song tends to rise as the level (the number of blanks) goes up. By creating an account on the website the users can follow their progress. The game mode enables personalization, which involves active participation as opposed to passive viewing), guided activities, which enhances interactivity, and feedback, which is based on user responses).



The exercise mode enables a teacher or a student to choose the word(s) to be blanked out. This feature is similar to a cloze test. Users are in interaction with the exercises, a feature similar to the game mode, except for the choice of different levels, which is determined beforehand. Users also have the practice option at their disposal, which does not allow recording the scores. Teachers have a choice between asking students to fill in the missing words or allowing them to choose from multiple words or allowing the students to decide between the two options.

In Lyricstraining website, instructional tasks are provided for each of the three modes of communication: interpretive, presentational and interpersonal. (Ziegler, 2016). The interpretive mode is “unidirectional” (Ziegler, 2016, p. 68). The learner receives aural (via listening comprehension) or written (via reading comprehension) input. The music video promotes the quality of input via the provision of visual stimuli. During the input phase, the students are engaged in a form-focused exercise in a multiple choice format. At this stage the students have the opportunity to do some form-focused revision. Following the input phase, the students may be asked to individually complete the same exercise by filling in the blanks, which is called the guided practice phase. Later on, in the game mode (multiple choice), which is the extended practice, the students match the words they hear to the ones they read. To summarize, at the beginning of the lesson the aim is to draw students’ attention. The input phase aims to foster the focus on form. At the guided practice stage, learners with a grammar-based worksheet and in the extended practice learners are engaged in a game-based listening activity.

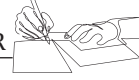
The presentational mode of communication is “unidirectional” (Ziegler, 2016, p.70). The learner acts as an oral or written input provider. At this stage, learners present information, concepts and ideas to perform a variety of linguistic functions such as informing, explaining, persuading and narrating on different topics via the use of appropriate media and in line with the needs of a variety of audiences (listeners, readers or viewers (Ziegler, 2016)). By means of music students initially learn new vocabulary and create a personalized presentation based on the lyrics. Students learn the vocabulary through the song by mimicking the correct pronunciation (Ziegler, 2016).

The interpersonal mode of communication is “bi-directional” (Ziegler, 2016, p.73). The learner is expected to send and receive input orally and in written form. The emphasis is placed on the effective negotiation of a “shared understanding in the target language” (Ziegler, 2018, p.73). Although this stage aims to promote interpersonal communication, it contains certain features of interpretive communication such as deducing the singers’ opinions and presentational communication such as a short essay. The presentational mode also involves establishing a “relationship between products (music) and different perspectives (beliefs and values) of the culture studied” (Ziegler, p. 74).

### **The use of songs in English Language Teaching**

Certain arguments have been proposed in relation to the incorporation of songs into language teaching from a variety of academic disciplines including sociology, cognitive psychology, language acquisition and pedagogy (Eng,

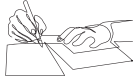




2013). From a sociological point of view, songs are considered an indispensable part of culture. Many civilizations have adopted an oral tradition as a means of conveying a large amount of cultural information across generations enriched by the features such as rhythm and sound, conducive to the memory enhancement (Engh, 2013). Authentic songs may provide accessibility to cultural norms and values and songs may act as a catalyzer in the establishment of a classroom culture (Engh, 2013). Songs present a kaleidoscope of culture. Language and music are embodied in songs and display a unique representation of cultural reality, as pointed out by Shen (2009). Particularly in in ESL settings, by means of allowing access to authentic music produced by diverse populations, songs provide learners with a channel for gaining insights into the target culture and other cultures, providing an opportunity to bring diversity into the classroom by shedding light into musical preferences of different cultural groups (Mobbs & Cuyul, 2018). As English as a Second Language (ESL) learners have relatively easy accessibility to authentic music by diverse communities, they can gain valuable insights into the cultures of these communities and the cultural identities of the community members (Mobbs & Cuyul, 2018). In EFL settings, music can be used to critically analyze and reflect on cultural stereotypes prevalent in society (Mobbs & Cuyul, 2018). When used to create a teaching context in language classes, songs can serve as a platform to highlight student reflections and comments on certain social, political and historical issues (Arleo, 2000). Instructors can use songs to enhance learners' cultural sensitivity (Simpson, 2015; Abbot, 2002), awareness towards diversity and different cultural norms in society and to establish a learning environment of acceptance, tolerance and respect via music where individual differences are honoured and individuals are accepted as whole persons with their own unique cultural backgrounds and experiences (Mobbs & Cuyul, 2018). Songs can be used as a vehicle for exposing learners to authentic language and culture since they offer " a great chance to be away from booking English (Tegge, 2018, p.280).

As regards second language acquisition, songs are, in general, indicated to enhance motivation, diminishing the affective barriers and anxiety, fostering effective L2 acquisition (Engh, 2013, Levitin, 2008), and "inducing the state of relaxed alertness considered optimal for second language acquisition" (Krashen, 1982, p. 145). Songs generally make a favourable impact on learner motivation (See Fisher, 2001; Gan & Chong, 1998). Students are reported to display a less inhibited attitude towards the use of English while singing and chatting and that some shy students are also observed to act more confidently while singing instead of speaking to their instructors (Gan & Chong, 1998). It is also reported that younger students (2nd or 3rd graders) prefer songs over stories slightly more than songs whereas the older students (4th and 5th graders) prefer vice versa (Chou, 2014). Music is also found to motivate adult learners and sustain their interest in language learning and prolong their commitment to learning English (Kao & Oxford, 2014).

Nonetheless, some students with a relatively low level of proficiency may have a hard time following the song, losing their motivation, and thereby not being able to appreciate the pedagogical value of the song (Davis, 2017). Also, find-

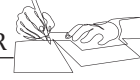


ings indicated that the students' enjoyment of songs may not account for the pedagogical value for language acquisition (Castro Huertas & Navarro Parra, 2014).

From a pedagogical viewpoint, there is a wide range of resources both online and in print indicating the effective ways of integrating songs into language teaching classrooms (Engh, 2013). Nevertheless, there is a relatively small number of controlled classroom experiments exploring the impact of songs on language learning. Furthermore, instructors' classroom implementation of songs tend to be more intuition-based, rather than research-based (Engh, 2013).

From the cognitive psychologists' perspective, native speakers demonstrated high rates of retention pertinent to songs as opposed to spoken texts (See Wallace, 1994). Songs are also reported to procure a mnemonic impact, resulting from the multimodality of stimuli (music, rhythm, linguistic sound patterns, mental imagery and kinaesthetic experience) (Engh, 2013). This may lead to a more sophisticated processing as well as the generation of different mental networks (Wallace, 1994; Levitin, 2007). Tegge (2018) confirmed that songs had a particular mnemonic effect. She pointed out that songs helped retention as they offer a combination of melody and rhythm, facilitating the availability of language structures whenever needed and raising awareness towards prosodic features of language such as poetic expressions. The mnemonic impact might be attributed to the emotions that songs can evoke and students tend to recall the things that create an emotional response in them (Tegge, 2018).

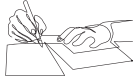
The integration of songs into language classes also provided benefits in terms of vocabulary learning, particularly for teaching multi-word units such as idioms and phrasal language (Tegge, 2018). Tegge (2018) indicated that songs fostered vocabulary learning due to the fun element they contained and that they permitted students "to stay focused for longer periods of time" (p.281) and to enjoy a flow experience in learning vocabulary: students did not "realize they (were) learning new words" (p. 281). The favourable impact of songs on vocabulary learning is also reported in Akbary, Shahriari and Fatemi (2018). In their corpus investigation of four music genres (pop, rock, hip-hop and metal), Akbary et al. (2018) revealed that song lyrics might be a useful tool to learn phrasal verbs. They concluded that each genre can be useful to students from different levels of proficiency to varying degrees. The vocabulary development was also reported as one of the benefits of songs for young learners (Chou, 2014; Coyle & Gomez Gracia 2014, Davis & Fan, 2016). All three studies revealed significant improvements in students' receptive vocabulary while only Chou (2014) reported improvements in productive vocabulary. It appeared that although songs can foster the acquisition of receptive and productive vocabulary in certain cases, texts presented as songs are not likely to result in more vocabulary acquisition than the same texts when presented as speech (Davis 2017). In an experimental study by Shakerian, Rezaei, Murnani, and Moeinmanesh (2016), investigating the role of pop songs on vocabulary recall, attitude and retention of advanced Iranian adult EFL learners, found that the participants in the experimental group obtained much higher scores on a vocabulary recall and retention test and that male learners outperformed the female ones.



In fact, as Mobbs and Cuyul (2018) also confirmed, music enables young L2 learners and adult L2 learners of all levels to reinforce the sense of rhythm in a language. On the other hand, certain studies such as Racette and Peretz (2007) revealed no benefits in terms of mnemonics, attributed to an extra burden the melody creates on the memory. The musical engagement in groups may provide an enhanced synchronized affective listening experience (Overy & Molnar-Szakacs, 2009). Besides, music can generate emotions and emotion-laden lyrics may affect memorization and recall (Eschrich, Münte & Altenmüller, 2008).

From a pedagogical perspective, the integration of songs into language classrooms facilitates listening comprehension, providing opportunities for improving pronunciation. Music also helps the acquisition of vocabulary and idiomatic expressions and enables learners to review and recycle the language points previously learnt in the lesson (Arleno, 2000). Songs may provide learners an opportunity to personalize and express themselves, enhancing “the ability of students to connect song lyrics to their lives” and promoting “interactive and reflective learning” (Verhamani & Keong, 2008, p. 105). Songs are also likely to promote interactive and reflective learning if the students connect song lyrics to their lives (Verhamani & Keong, 2008, p.105). As songs constitute authentic sources with varied speech patterns, they can be utilized to develop the global and selective listening skills (Mobbs & Cuyul, 2018). Global listening includes the presentation of new materials via authentic sources that contain natural speech patterns such as reduced forms, fast speech, hesitations and errors and different dialects (Peterson, 2001). Songs may also address the learners’ fluency concerns in listening as they involve a close examination of reduced speech forms as well as the accuracy concerns as they involve a focus on various grammatical features (Peterson, 2001). The integration of global listening skills into language classes through pre-, during- and post-listening activities may facilitate the students’ awareness towards the situated, context-bound nature of listening. On the other hand, the selective language strategies which focus on specific features of language such as unstressed endings, articles, and function words (prepositions or conjunctions etc) can be used to foster students’ language awareness. Through the integration of strategies such as prediction and background schema activation, students can be asked to identify different linguistic features in song lyrics (Mobbs & Cuyul, 2018). Hence, adopting a global and selective listening frame for songs may promote students’ deep engagement with the target language (Mobbs & Cuyul, 2018) and help language learners develop a holistic perspective towards language learning by enabling them to focus on meaning, content, context and form simultaneously. Although the evidence is scarce to date, the use of songs in the language classroom also indicated the development of communicative abilities and literacy (Tegge, 2018). As reported in Gan and Chong (1998), the students demonstrated improved listening skills in relation to understanding and remembering complex instructions.

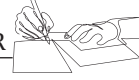
As compared to the literature into the use of songs or song-based activities with young learners in L2/ FL classrooms, there is a dearth of research regarding the use of such activities in the L2/FL (young) adult classrooms in the tertiary context, particularly the integration of technology-enhanced song-based activi-



ties. To illustrate, a recent action research study by Borrromeo Garcia (2015) investigated the beginner and intermediate level EFL majors' use of LyricsTraining website. The participants were asked to use the website and to provide feedback related to their learning experiences. They reported favourable views about their experience using the online tool. They indicated that the use of the tool enhanced their listening comprehension. They pointed out some improvement in terms of their pronunciation, speed of speech and accent, as well as the enhanced retention of words. The findings also stated the teachers' relatively low level of digital competence, problems with the internet access on the campus, and the relatively high cost of internet access might pose potential problems that may interfere with the effective use of the website. Likewise, Ziegler (2016), in a descriptive paper on how to enhance the use of music in language learning through technology, via the use of LyricsTraining website, demonstrated different song-based activities for the promotion of proficiency, addressing three different modes of communication: interpretive, presentational and interpersonal. However, there is a paucity of empirical studies related to the use of technology-enhanced song-based activities in the Turkish tertiary context.

Regarding the challenges arising from the song use for learners from the teachers' perspective, a commonly reported concern was the lack of appeal for learners, taste differences between the teacher and the students, the learners' failure to consider the song a proper learning material (Tegge, 2018). It is also reported that the negative connotation attributed to music in some societies or to songs in a foreign language for cultural and political reasons might be problematic (Tegge, 2018). The consideration of songs in a foreign language as a cultural or political threat or the consideration of music to be inappropriate in some societies might lead to negative reactions in learners (Tegge, 2018). The scarcity of instructional materials related to songs is observed to be an obstacle for the teachers' implementation of music in language classes. In addition, the lack of alignment between the songs and activities with the teaching goals, objectives and procedures are stated as an important concern in the language teaching contexts (Tegge, 2018). In fact, some teachers reported that the negative attitudes towards the use of songs for language learning are also reported as reasons for the teachers' reluctance to use songs in class (Tegge, 2018). Tegge (2018) indicated that some teachers regarded songs as inappropriate when teaching adults while some teachers indicated that "using songs means spending too much time on too little learning outcome" (p. 282).

Although the use of songs in language classrooms are viewed as effective means of improving certain features of young learners' L2, no statistically significant pedagogical advantages were found for songs, when they were compared with different ways of presenting the same text such as stories (Lesniewska & Pichette, 2016; Medina, 1990) or choral repetition (Davis & Fan, 2016). It can be said that despite their pedagogical value, songs may not be much more effective than other resources (Davis, 2017). Studies regarding the motivational impact of songs indicate that some language learners may fail to provide a positive response to songs (Castro Hertas & Navarro Parra 2014, Coyle & Gomez Garcia 2014). With a view to accommodating the individual differences, a combination of



instructional resources in various formats might be proposed (Davis, 2017). In line with Castro Huertas and Navarro Parra (2014), who underscored the use of visual and physical support to facilitate young learners' vocabulary development, it may be beneficial to incorporate some visual support while teaching songs to enhance learners' understanding of words in the song, particularly in the young learner classrooms (Davis, 2017).

In brief, the student engagement in song-based instructional tasks might have numerous benefits such as the acquisition of lexis and grammatical structure, enhanced listening comprehension, improvement of reading, writing, speaking listening skills, the promotion of cultural awareness and enhanced learner motivation for L2 (Brown, 2006; Lerner, 2001; Medina, 2002; Sağlam, 2010; Ward, 1991). Apart from these benefits, an extra benefit might be an increase in the retention of words due to the repetition aligned with the melody of the song (Mora, 2000).

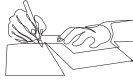
Even though songs are regarded as a common ingredient of language classrooms for many years, there is a dearth of research on the views of adult learners towards the song integration in the language classrooms, particularly in the tertiary EFL context. In fact, this study aimed to explore two groups of young adult EFL students' perceptions of the integration of technology-enhanced song-based activities into the academic learning environment at a state urban university in Turkey.

### **The Research Design**

A qualitative case study design is adopted in the research. Case studies involve an in-depth investigation of a particular phenomenon (Yin, 2009). As this study aims to explore the views of two groups of young adult EFL learners in an academic learning environment in the Turkish tertiary context concerning the song-based instructional activities, the case study design is chosen. The qualitative design was employed as the study aimed to obtain a thorough understanding of the young adult learners' perspectives into the use of song-based activities in language classrooms that involve thick description (Creswell, 2014). The study also adopted an insider's (emic) perspective of the phenomenon, the integration of song-based activities in the classroom (Allwright, Allwright, & Bailey, 1991).

### **Participants**

Participants are 48 freshmen (19 males and 29 females) enrolled in the undergraduate program in English Language and Literature department of an urban state university in Turkey and 42 students of the same department enrolled in the English language preparatory school of the same university (15 males and 27 females). Participants were selected through convenience sampling. The gender was not considered a variable in the study. Most of the study participants were exposed to limited English instruction prior to their tertiary education. Both groups have an intermediate level of proficiency in English. The age range of the participants varies between 17 and 19. Both the freshman and preparatory school participants have an intermediate level of proficiency in English. The

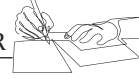


students in the preparatory school were exposed to 20 hours of intensive English instruction on a weekly basis during the study. The program at the preparatory school aims to develop the students' general language skills in the EFL context so that they can pursue their academic studies in English at the department. In addition to the emphasis on the language skills development, the intensive English program incorporated the analysis of literary texts such as short stories. On the other hand, freshman participants were taking literature and translation courses in addition to language skills courses, as part of their academic studies at the department.

### **The Study Context**

The study was conducted in the fall semester of the academic year 2016 and 2017 for four weeks. For the freshman participants, it was integrated into the *Advanced Language Skills course*, which lasted four hours a week. The course involved instruction on language and study skills and translation skills. Apart from the Lyricstraining.com activities, the freshman participants were also engaged in classroom activities involving the scripts of feature films and TV serials and instructional materials using original film scripts with subtitles and the translated versions obtained from [turkcealtyazi.org](http://turkcealtyazi.org), vocabulary activities using Google search techniques, Voscreen.com, and some mnemonic activities. They were also engaged in creative dialogue writing activities using film, movie and TV serial scripts. For the preparatory school students, however, the study was integrated into the regular intensive English instruction program for four hours a week, which was based on language skills improvement. The website *Lyricstraining.com* was integrated into both participants' academic studies within the framework of the study.

Prior to their involvement in the study, they took part in a 3-hour training session in class. During the training session, the participants were shown different features of the website, created an individual account on the site, and introduced to the three interactive modes of the website, the karaoke mode, game mode and exercise mode. They were also engaged in the hands-on practice activities on the site utilizing each mode under the supervision of under the supervision of the teacher, who is also the one of the researchers in the study. Following the training session, the students were engaged in the song-based activities in the website in class for two weeks, which totalled 8 hours of student work on the website. In the course of in-class implementation, most of the participants were engaged in the song-based activities in the exercise mode, which requires filling in the blanks of the song lyrics. There were some participants who were also engaged in the game mode as well. In this mode, points were awarded for the speed and accuracy with which the user fills in the blanks. There were four categories: "beginner (10% of the words are blanked), intermediate (25% of the words are blanked), advanced (50% of the words are blanked) and expert (100% of the words are blanked)" (Ziegler, 2016, p. 65-66). The participants' scores increased in line with the level (i.e., number of blanks). The in-class implementation in the present study did not include the karaoke mode. The participants were also asked to continue their engagement on the site outside class for two weeks of in-class implementation.



After the in-class implementation of the song-based activities on the site for two weeks, participants were asked to go on with their engagement in the activities on their own outside class. They were encouraged to actively practise using all three modes on the website as much as possible during the outside class phase.

### **The Data Collection Procedures**

The data in the study were collected via the reflective journals that the participants keep regarding their learning experiences through their engagement with song-based activities via Lyricstraining.com on a weekly basis as well as one open-ended question (*What do you think of the integration of the technology-enhanced song-based activities into EFL classes based on your experiences on Lyricstraining website?*) as the end-of-the-semester evaluation task, aiming to highlight the participants' views of the song-based activity integration into the EFL language classes. The participants were asked to write their thoughts and feelings they had while they were engaged in conducting the song-based activities on Lyricstraining website. They were also asked to provide the insights they gained into the integration of such technology-enhanced song-based activities into EFL classes as a result of their engagement on the website.

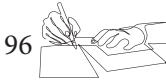
### **The Data Analysis**

The qualitative data obtained from the reflective journals and the end-of-the-semester survey were analyzed via the content analysis. Content analysis requires the systematic classification of codes and patterns in the text data to form themes and the interpretation of content in a subjective manner (Hsieh & Shanon, 2005). Another researcher, who is an academic staff member experienced in qualitative data analysis, at the Department of English Language Teaching at another university was involved in the coding process to ensure the inter-reliability. The data WERE ~~was~~ coded initially by both researchers and then the codes were checked for agreement. At this stage the interrater reliability was calculated to be 95%. After the initial coding phase, the researchers discussed the codes they failed to concur on, to eliminate the differences until they came to an agreement on them. In fact, they revised the main and sub-codes and decided to combine the similar codes to form new codes at this stage.

### **Results and Discussion**

The results indicated that there was mainly a favourable attitude towards the integration of song-based activities into EFL classes on the part of young adult EFL participants from the preparatory school and the English department. Table 1 in the Appendix indicates the descriptive statistics regarding both parties' views in relation to the themes and sub-themes that emerged in the study. Four main themes and nine sub-themes emerged as a result of the content analysis. The main themes are *motivation, the ease of learning, learning the target culture and the language skills improvement* while the sub-themes are *pronunciation, accent, writing, listening, reading, speaking, grammar, vocabulary, and translation*.

The results indicated that there are mostly similarities but also some differences between the freshman participants and the participants enrolled in the



preparatory program regarding their views of the integration of the technology-enhanced song-based activities via Lyricstraining.com in the EFL language classes. As shown in Table 1 in the Appendix, the freshman participants were found to focus on both the affective and cognitive dimension of the song-based activities while the participants in the preparatory school mainly tended to emphasize the cognitive dimension. The analysis is to be presented in accordance with the emergent themes and sub-themes.

In terms of similarities between the two groups, both groups were in agreement concerning the contribution of the technology-enhanced song-based activities on their *vocabulary development*, a sub-theme related to the main theme *language skills improvement*. The findings accord with Borromeo Garcia (2015), Chou (2014), Coyle and Garcia (2014), and Davis and Fan (2016), who revealed the benefits of song-based activities for learners in terms of enhanced lexical competence. The key words related to this sub-theme were *words*, *new words* and *lyrics*. Both the freshman participants and those from the preparatory school underscored the contribution of the songs to vocabulary development. As one participant from the preparatory school put it, “songs include mostly collocations, phrases as well as phrasal verbs, which are easy to memorize”. All the participants were of the opinion that songs play a very important role while learning English vocabulary. Some participants from the preparatory school even underlined the contribution the song-based activities make on the expansion of their lexical repertoire as “the most significant gain in the study”, which was also emphasized by Chou (2014) and Davis (2017) and Arleo (2000).

The *ease of learning* emerged as another main theme in the study. Regarding the contribution of the song-based activities to their vocabulary development, the freshman participants reported that the repetitive nature of songs also makes it easy to memorize lyrics, which makes it easy to learn new words. The freshman participants pointed out the benefits of the repetitive parts in the songs. They reported that these parts helped them retain the newly-learned vocabulary, facilitate automaticity, accurate and fast word recognition, which is in line with Wallace (1994) and Shakerian, Rezai, Murnani, and Moeinmanesh (2010). The freshman participants also underscored the significant role songs play in the retention and retrieval of the words that are previously learned, which echoes Borromeo Garcia (2015) and Wallace (1994). They reported that encountering the words they were already familiar in the songs many times enhances their chance of retention and retrieval of these words whenever needed. The following quote is revealing in this respect:

You keep singing some songs over and over again. By the time you memorize it, you start to understand the lyrics and you get curious about it. Eventually you automatically learn the lyrics. You put meaning into the words.

The participants emphasized that when they see the written form of new words or phrases in the song, they can easily remember them, They added that paying particular attention to (i.e., noticing) meaning (the meaning of the lyrics) and form (the grammatical structures in the song) simultaneously further rein-



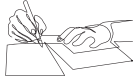
forced the retention of vocabulary. Participants also pointed out the contribution of the use of song-based activities to the improvement of their memory. They reported that listening to music also fosters noticing the pronunciation and spelling of words as well as the grammatical structures, which is indicated to enhance the acquisition of new vocabulary (Schmidt, 1990, 2000).

The participants from the preparatory school also emphasized that songs act as a mnemonic device for learning vocabulary, which is in line with..... In fact one participant stated that “learners benefit from the memorising technique to improve their vocabulary”, which highlighted the benefits of songs in terms of a mnemonic tool to form associations between various words or concepts. They regarded songs as an effective way of learning new phrases and words by heart. In fact, one freshman participant states that “if you like a song, you repeat it in your mind frequently. Therefore, it is a quite good way to memorize things, especially in terms of phrases”. While this finding is in accordance with Engh (2013), Tagge (2018) and Wallace (1994), it contradicts Racette and Peretz (2007) indicating no mnemonic benefit due the extra burden melody creates on memory.

Both the freshman and preparatory school participants pointed out the benefit of song-based activities in the identification of word boundaries, facilitating the comprehension of different people’s *accents*, which constitute another sub-theme in the study. This view is expressed concisely in the following quotation by a freshman participant: “When we listen to songs, we start to understand people’s speech well, easily ..... a lot of words ... lots of expressions.....useful and necessary. Songs help us make our pronunciation better”. The contribution of songs on the improvement of learner pronunciation is also underlined in Arleo (2000) and Peterson (2001), who indicated that songs are authentic sources with diverse speech patterns including features of different dialects.

Regarding the impact of song-based activities on their vocabulary development, some freshman students indicated that the song-based activities help them become familiar with the words that were popular in a particular period of time, which is illustrated in the following quote: “If we listen to music, which is in the 1970s and 1980s, we can learn old words in use”. This echoes Tegge (2018), who indicated the opportunity to teach learners authentic language and culture through songs and Peterson (2001), pointing out the situated context-bound nature of listening. The abovementioned comment also illustrate that song-based activities can also help raise the young adult EFL learners awareness towards the change in the language over time, which is likely to enhance their linguistic competence in the EFL context.

In relation to the contribution of song-based activities to the EFL learners’ vocabulary development, some freshman participants emphasized the role of song-based activities in facilitating the establishment of the form-meaning relationships, decoding words, and recognizing word and sentence boundaries. The participants from the preparatory school also emphasized that the systematic inclusion of song-based activities into the language classroom promotes automaticity, the ability to automatically process individual words, for relatively low proficiency learners, in the long run, as well as enhancing fluency. These findings



are consistent with Campfield and Murphy (2013), who suggested that the exposure to prosodically rich input such as songs might facilitate learners' ability to identify word boundaries in speech, enabling them to develop implicit knowledge of the L2.

While the majority of the freshman participants expressed their favourable views concerning the integration of song-based activities into their lessons, some indicated their reservations in this respect. Some participants think that the colloquial expressions and the reliance on phrasal verbs, the use of fragments in songs are likely to pose a lot of difficulties understanding the language (...). Some participants found it confusing to be exposed to a variety of accents as they are not familiar with different accents in their language learning process (...). They reported that they encountered some issues with intelligibility while they were listening to some singers. They stated some songs are really hard to understand when the singers had different accents. Some also reported having a certain difficulty comprehending singers with a strong native speaker accent. Some others also pointed out their reservations regarding the spoken discourse, informal use of language in the songs characterized by the colloquial expressions with some cultural connotations unfamiliar to the FL learners, incomplete sentences, lack of compliance with the grammar rules at times, the use of abbreviated forms and slang words. Therefore, some participants seem to have adopted a cautious approach towards the integration of song-based activities into language classrooms. The following quote is quite revealing in this respect: "Songs include a lot of abbreviations and singers use grammar badly, so you cannot understand the meaning of the song". The problems participants encountered in the study regarding the accents and unfamiliar words and expressions are in accordance with Borromeo Garcia (2015). This finding seems to suggest that teachers should provide systematic guidance and scaffolding for the EFL learners throughout their engagement in the technology-enhanced song-based activities whenever needed. Regarding in-class implementations, the teachers should monitor the students' engagement in the activities and assess the students' progress on the website and provide students with some guidance concerning the appropriate level of activity difficulty and the choice of modes appropriate for the learners' current level of proficiency. It is important that the teachers have attained a moderately high level of digital competence in order to be able to use the website effectively and be familiar with the different modes of communication the site offers. They need to provide ample hands-on practice opportunities for learners related to different modes of communication in class. Above all, before integrating the technology-enhanced song-based activities into EFL classes, the teachers might consider holding a training session so that learners should gain familiarity with all the modes and develop insights into the various opportunities the site has to offer them in terms of language skills improvement, enhanced cultural awareness and increased interest motivation to learn English. In relation to outside class implementations, learners might be asked to keep a journal to voice their challenges with their activity engagement as well as the feelings and ideas associated with their learning experiences on the site. The teachers might be informed of various aspects of the learners' experiences and take action regarding the challenges to ensure an enjoyable and useful online learning experience.

Similar to some freshman participants' cautious approach toward the inclusion of song-based activities, one participant from the preparatory school indicated that although songs/song-based activities constitute an indispensable tool for language learning, they should also be supported with the addition of other resources such as movie scripts to provide a rich learning environment.. He pointed out some potential challenges concerning the use of song-based activities in the language classroom such as the singers' unclear articulation. He also added that some popular songs may not have meaningful lyrics, which may reduce the beneficial impact on the learning process:

Songs are an undeniable part of my English language learning process. But not as much as the movie scripts because some parts can be swallowed by the singer and if you don't have the lyrics. It's not easy to understand what the singer said.

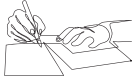
The aforementioned comments echo the previous field-related literature into teaching English via songs (Davis, 2017), which acts as a warning against relying on the songs as the "sole pedagogical resource" (p. 453). It might be suggested that it may be more beneficial to use multiple instructional sources including songs to establish an input-rich learning environment in the tertiary academic contexts, which is in line with Davis (2017).

In relation to the inclusion of song-based activities in the FL language classroom, one freshman participant maintained that "in order to effectively benefit from such activities, the listeners need to be at least the intermediate level", which reflects the student's relative lack of familiarity with the website. This contradicts with Ziegler (2016), indicating that Lyricstraining website offers activities with varying degrees of difficulty and in different modes of communication to cater for the learning needs of diverse learning profiles. The following quote by one freshman is very revealing in this respect:

Songs are useful and effective ONLY WHEN the listener already comprehended some vocabulary and grammar. Fast and loud, some songs are particularly hard to understand. The singers tend to swallow some words and you can only achieve a partial understanding of the song. To learn English from songs, the listener must be the intermediate level.

Considering the aforementioned comment, it might be suggested that the learners need to be provided with a comprehensive training program where they gain familiarity with the general features of the website and the different interactive modes and they are given hands-on practice opportunities with activities in each mode with varying degrees of difficulty before their engagement in the activities on the website. The teachers' ongoing support and scaffolding for the learners throughout their engagement in the technology-enhanced song-based activities is also crucial to increase the learners' academic gains and ensure a pleasant learning experience.

The freshman and preparatory school participants pointed out that choosing songs in accordance with the learners' level of proficiency is of great importance



to provide effective instruction and to enhance the pedagogical value of the song-based activity for the designated learner profile, which echoes Davis (2017). They recommended that slow music should be preferred for low proficiency learners such as beginners. The majority of the freshman participants were of the opinion that songs help develop speaking and listening skills. The following quote is an effective summary of these ideas:

I began learning English with listening to music. At the first time it was complex to understand what they say but as time went by, I got used to it. I don't listen to rap music. For the beginners, slow music is the best. It helps to develop listening and speaking. I cannot imagine learning a language without music. Everyone should do it.

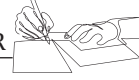
*Grammar* is another sub-theme that emerged in the data. Participants in both groups pointed out that their engagement with song-based activities enabled them to enhance their knowledge of language use. In fact, both groups indicated the inclusion of song-based activities acted as a consolidation of their grammatical knowledge. The beneficial impact of song-based activities on the participants' revision of grammar points in the study is consistent with Arleo (2000). Some participants from the preparatory school indicated that comprehending the meaning of song lyrics facilitated their understanding of the sentence structures in the song:

Songs are always enjoyable and helpful to improve language skills. When you listen to a song, you are fascinated and you wonder what it means. After you find the word's meaning, you easily understand the grammatical structure of the song's language. Learning with songs (Lyricstraining.com) is one of the best ways of learning a foreign language and lyrics.

*Motivation* is another main theme that emerged in the data. One-fifth of the participants in the study (20%) referred to it as an important motive behind their engagement with song-based activities. In fact, freshman students (17.77%) found the song-based activities much more motivating than those in the preparatory school (2.2%). The motivating impact of song-based activities for freshman participants is quite in line with the findings of some previous studies such as Fisher (2001), Gan and Chong (1998), Kao and Oxford (2014) and Vethamani and Keong (2008). Freshman participants underlined the motivating impact of song activities on EFL learners' learning process. The following quote is revealing in this respect:

I have learned most of my English knowledge from songs because in order to learn something you need to enjoy it and you need to be curious about it. The songs are exactly what I am talking about.

On the other hand, the low level of motivation among the majority of the preparatory school participants might be attributed to the pressure they feel arising from the proficiency-exam at the end of the semester. As they were heavily involved in doing language proficiency tests to pass the exam to start their academic studies at the department, they do not find the songs particularly relevant



for their exam preparation. They mostly focused on the language skills-related gains that they can obtain from the songs such as an improvement in their vocabulary or pronunciation. It may also be associated with the preparatory school participants' tendency to excessively focus on the activity engagement in the exercise mode not only in-class but also outside class. Some participants at the preparatory school who used the game mode reported focusing on raising their scores on the website, which was a source of anxiety for them in case of low scores, a finding contradictory with the link between the motivating impact of the gamified nature of the learning activities and an increase in learner motivation (Hwang & Wu, 2012),

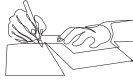
Regarding the main theme *motivation*, the freshman participants underlined that listening to English songs fuelled their interest in learning English, much more than reading the English books or doing traditional text-based listening comprehension activities. Most freshman participants pointed out that songs were an integral part of their personal English language learning process at the beginning of their foreign language learning journey when they were children. They added that they enjoyed learning English via song activities. They regarded songs as an effective and fun way of learning English.

With a view to motivation, some freshman participants highlighted the personalization aspect of the song activities, which is referred to as the interpretive mode of communication in Lyricstraining website ( Ziegler, 2016 ), which enhanced their interest in learning English. They indicated that relating the song to their own lives raised their motivation to learn English, which is effectively expressed in the following quote:

When I was 10, my first English song was "This is me" by Demi Lavato. I started to get interested in English with this song. I found myself in this song. Songs are really effective things to learn and develop English. You can learn a lot of words and keep them in your mind. I also found a part of me in the songs that I listened to on Lyricstraining website.

The participants reported that songs enabled them to establish a connection between the song lyrics and their experiences in their own lives, which is an opportunity for interactive and reflective learning, as pointed out by Vethamani and Keong (2014). They remarked that the songs encouraged them to reflect on their lives introspectively and retrospectively, coming to terms with their identities as young adults, their strengths and weaknesses, ups and downs, and motivating them to communicate these feelings with their classmates (Vethamani and Keong, 2014).

Both groups of participants also pointed out the emotional power of songs, which play a critical role in learning. They indicated the instrumental role of emotions in word memorization. In fact, learning is likely to be facilitated if the teacher provides anxiety-free learning environments so that learner associates the learning experience with positive emotions, as suggested by MacIntyre and Gregersen (,, The following quote illustrates this point clearly: "Songs, undeniable parts of our lives,... contain emotional power. Emotions have unique proper-



ties on education and memorization". In fact, emotions are particularly important for adult learners whose interest in language learning is likely to fluctuate very often. Song-based activities can help adult learners to sustain their motivation in their language learning process as well, which is in line with Kao and Oxford (2014). The teachers might be recommended to encourage learners to express their emotions by engaging in the personalization activities in the game mode in the interpretive mode of communication.

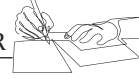
Closely related to the main theme *motivation*, *culture* emerged as another main theme in the study, which is also suggested in Engh (2013), Mobbs and Cuyul (2018), Shen (2015) and Tegge (2018). However, it was very interesting to note that only one freshman participant mentioned this theme in relation to her engagement in the song-based activities. He expressed his appreciation of the opportunity to gain familiarity with different cultures and life styles through his engagement in the activities on the website. This might be attributed to participants' excessive focus on the language skills development, their previous language learning background, which is mostly exam-oriented. Although Lyricstraining website provided some authentic input in the form of songs, which might facilitate their cultural awareness (Ziegler, 2016), as the participants mainly used the site to improve their language skills in the exercise mode, they did not seem to have noticed the cultural input. This finding implies that the teachers need to raise the EFL learners' awareness towards the cultural aspects of English by encouraging them to interact with the authentic input in the website in all three modes of communication and by raising their awareness towards getting engaged in practices on the Lyricstraining website that involve cultural conversations using authentic input.

Both groups of participants in the study indicated that their engagement with the song-based activities enabled them to develop a variety of language skills. Apart from vocabulary, the participants reported that songs may enhance *pronunciation* and *speaking skills* as well, which constitute other sub-themes under the theme *language skills improvement*, which is in line with Arleo (2000). The following quote illustrates it effectively:

When I am listening to music, I feel like I have to sing the song with the group so it leads me to check lyrics. After checking the lyrics I find out words that I don't know and it helps my vocabulary a lot.  
... Also, singing helps pronunciation and speaking better.

Both groups of participants indicated that their engagement with *translation* of the song lyrics from the target language (English) to the source language (Turkish), a further sub-theme in the study, contributed to the improvement of their reading skills, another sub-theme in the study. In fact, the improvement of reading skills through the song-based activities was not highlighted in the previous literature. The following quote by one preparatory school participant is a concise summary of his views on the contribution of the song-based activities to the improvement of reading skills:

... Because of the English songs, I have learned so many words. I read the English version of the song... I translate it to Turkish...



I read some Turkish songs and I translate them to English.... My reading is improving at the same time.

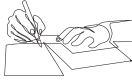
In general participants from both groups emphasized the multiple cognitive gains that the engagement with song-based activities may provide for them, particularly in terms of language skills improvement. They seemed to enjoy a variety of learning and practice opportunities the Lyricstraining website provides for them. The following quote is representative in this respect:

I learn English with songs so I think it's useful to improve English. When someone listens to a song, they can improve their pronunciation with singing. Also, lyrics are usually easy to understand so everyone can learn new words with songs. If someone doesn't know the meaning of the song they listen to, they can look for the translation of it on the internet and when they listen to the song after reading the translation of it, they can make a connection between them. Listening to and singing a song are both funny so everyone would like to learn English like that.

In brief, the findings revealed that the participants found the inclusion of technology-enhanced song-based activities in the EFL classes quite beneficial from the cognitive and affective perspective on the whole. However, they also expressed their reservations regarding the heavy reliance on the use of song-based activities as an exclusive pedagogical tool (Davis, 2017). They were of the opinion that song-based activities should be regarded as one beneficial source rather than the only source to provide an academic learning environment conducive to effective instruction in the tertiary EFL context, which echoes Davis (2017). Participants reported that their engagement in the technology-enhanced song-based activities contributed to their language skills improvement, but they gained almost no cultural insights through their engagement. Hence, it is suggested that the teachers' supervision is of great importance to maximize the learners' academic gains as well as cultural gains from their engagement in technology-enhanced song-based activities. Taking into consideration the potential learner challenges regarding the site use, it is essential to organize a website training program including a hands-on practice component for the learners.

## Conclusion

This case study investigated young adult EFL learners' perspectives regarding the integration of technology-enhanced song-based activities into EFL lessons in a Turkish tertiary context via Lyricstraining.com. The findings indicated that both groups of participants held mainly favourable views concerning the incorporation of song-based activities in their EFL learning process although they pointed out some challenges in this respect as well. The participants focused on four main themes and nine sub-themes in the data. The main themes that emerged in the analysis are *motivation*, *the ease of learning*, *learning the target culture*, and *language skills improvement*. The freshman participants at the department mainly focused on the cognitive and affective benefits of the song-based activities while the EFL learners in the preparatory school predominantly focused on

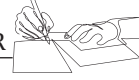


the cognitive benefits. The latter were mainly concerned with the contribution of the song-based activities on the development of their language skills as they needed to pass the English proficiency exam at the end of the semester. Hence, the participants, in general, did not tend to be interested in the cultural aspects of the language that the song-based activities involve.

The findings suggested that the teachers play an important role in the organization and implementation and monitoring of the song-based activities via [Lyricstraining.com](http://Lyricstraining.com). In order to enhance the effectiveness of such activities for the participants, the teacher should hold a training program prior to the students' engagement with the website as to the introduction of the main features of the site, different modes that they can use in the site (i.e., the interpretive, interpersonal and presentational mode). The training session related to the website is necessary to clear the misconceptions of the students related to the site use. The students should also be guided to implement the song-based activities in all three different levels to get the full benefit of the site. The findings indicated that students may not be able to take the full benefit of the site effectively unless they are provided with a proper orientation to the website. The teachers also need to closely monitor the students' work on the website and follow their progress. It might be advisable for the teachers to hold some brief formative feedback sessions with the students as a whole class or individually in order to address the challenges the students might be having with the effective website use to increase their academic gains out of this endeavour. The students might also be asked to keep individual reflection journals related to their learning experiences related to their song-based activity engagement. It is also important for the teacher to guide and monitor the level the students need to work on the platform. As the platform is designed for learners with three different levels of proficiency (beginner, intermediate and advanced), it is important for each learner to be placed at the right level so that they can receive the optimal benefit from their engagement in the song-based activities on the [Lyricstraining](http://Lyricstraining.com) website.

In general, it might be suggested for the EFL teachers to be critical about their song choice if they are to incorporate song-based activities into their lessons. It would be recommendable to opt for songs that are appropriate to the age, proficiency and interest level of the learners. The genre choice is also of some importance in terms of the song choice. To illustrate, in order to facilitate the EFL learners' L2 listening skills, particularly in relation to the rhythmic expressions, jazz chants (Graham, 1978). The songs should have meaningful lyrics, be understandable and be paced in line with the learners' level of proficiency. The cultural context of the song needs to be taken into consideration in the song choice for instructional purposes (Tegge, 2018). During the implementation of song-based activities, the content should be checked for its appropriacy to the cultural background of international, refugee and migrant students, as suggested in Tegge (2018). It is also advisable for teachers to raise the cultural awareness of learners by referring to the cultural elements in the songs along with the language awareness by referring to various linguistic features in the lyrics. Also, for pedagogical purposes, EFL teachers are recommended to check the alignment of the song with the course objectives (Tegge, 2018).





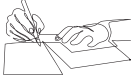
In addition to the aforementioned suggestions, the EFL teachers that aim to integrate songs into their classes might consider adopting a global and selective listening frames as suggested by Peterson (2001). The former refers to the use of songs as authentic sources with varied speech patterns such as reduced forms, fast speech and features of different dialects that can be supported by pre-, while and post listening activities to highlight the situated, context-dependent nature of listening activities (Mobbs & Cuyul, 2018, p. 25). On the other hand, selective listening focuses attention on specific features of the language such as “unstressed endings, articles, inflections and tones and function words such as prepositions and conjunctions” (Mobbs & Cuyul, 2018, p. 25). It aims to help students with the identification of the specific features in the lyrics. Teachers can utilize strategies such as prediction and background schema activation to facilitate learners’ language awareness

The findings might be considered to be a call for action on the part of EFL teachers in the tertiary settings to explore the uncharted territory of songs with a rich potential for teaching and learning academic English. Songs or song-based activities could be used as a channel to raise the young adult EFL learners’ intercultural awareness and develop their intercultural competence. To illustrate, they could be utilized as a starting point to raise some issues regarding cultural differences, stereotypes in an EFL speaking, listening or reading lesson as a lead-in activity. For example, The song *I’m an Englishman in New York* by Sting can be used to raise awareness towards the stereotypes of people from England and America. The song could also be used in a brainstorming activity to discuss the immigration issue and immigrants’ problems all over the world.

The Lyricstraining website integrated into the the EFL classes in a tertiary academic setting in this study may be regarded as a good example for using song-based activities in different layers, with different modes of communication (i.e., presentational, interpretive and interpersonal mode). It may be used for providing a learning and practice opportunity for EFL learners with different levels of proficiency to develop their language skills (mainly, listening, pronunciation and vocabulary) in an integrative manner. Hence it may be considered an online tool to cater for differentiated instruction.

The findings also suggest that overreliance on songs or song-based activities as the exclusive instructional source for young adult EFL learners in the tertiary academic contexts may not be plausible, which echoes Davis ( 2017 ) in the young learner context. Songs could be used in combination with other resources in different formats such as some form of visual information, images and illustrations to address individual differences (Castro Huertas & Navarro Parra, ; Coyle & Gomez Gracia, 2014).

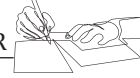
The findings reveal the importance of digital competence for in-service language teachers in order to effectively integrate the technology-enhanced classroom activities into EFL classes. It must be taken into consideration that in order to be able to provide the language learners with proper guidance regarding the use of websites or online tools related to language learning, the teachers also need to have attained a certain level of digital competence prior to their imple-



mentation of technology-enhanced song-based activities in language learning classrooms. Technology training seminars or workshop should be organized for the teachers so that they can enhance their digital skills and raise their level of digital literacy in order to effectively achieve the technology integration in their own classrooms. The training sessions should be carefully planned. It is advisable to classify the useful online tools and websites in line with language skills initially and to prepare descriptions of the online tools or websites related to each language skill, pinpointing benefits and the potential challenges for the learners and suggesting ways to handle them, followed by hands-on practice. The language teachers should be provided with technology training in the undergraduate programs. The pre-service teachers should take courses in Computer-assisted Language Learning or the use of audiovisual tools in ELT in the undergraduate level to raise their familiarity with various ways of effective integration of information technology into their language classes and to enhance their digital competence and their digital efficacy to be able to properly address the tech-savvy digital natives of the 21st century.

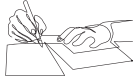
This study contributes to the field-related literature by providing insights into the perspectives of young adult EFL learners in the Turkish tertiary context regarding their views of the integration of song-based activities in the EFL classroom. However, limitations such as the relatively small size of participants and the relatively short duration of the study render it hard to generalize the findings. Hence, further extensive empirical research is needed on the use and usefulness of song-based activities in EFL teaching.

As a suggestions for further research, it may be recommendable to conduct longitudinal case studies comparing the impact on young adult EFL university students' language skills development of technologically-enhanced song-based activities and those that are not technology-enhanced. Future research may also shed light on issues such as the development of effective and engaging instructional materials or activities to be used with learner profiles with different age and proficiency groups during the implementation of song-based activities in the EFL classrooms, which might be a response to the call by Tegge (2018). Also, the comparative studies exploring the views of different learner groups towards the integration of song-based activities in and outside class might also be suggested as an addition to the field-related literature.



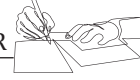
## Appendix: Themes and Sub-themes in The Study

Themes and Sub-themes	Total Responses N: 90	Total Percentages (Out of 100)	Preparatory School Partipants' Response N: 42 Male: 15 Female: 27	Preparatory School Participants' Percentages	Fresh- Man Partici- pants N:48 Male: 19 Female: 29	Freshman Participants' Percentages (Out of 100=
Main Theme 1 : Motivation	18 Male: 7 Female: 11	20 Male: 7.77 Female: 12.22	2 Male: 1 Female: 1	2.22 Male: 1.11 Female: 1.11	16 Male: 5 Female: 11	17.77 Male: 5.55 Female: 12.22
Main theme 2: Ease of learning	22 Male: 8 Female: 14	24.44 Male: 8.88 Female: 15.55	5 Male: 2 Female: 3	5.55 Male: 2.22 Female: 3.33	17 Male: 6 Female: 11	18.88 Male: 6.66 Female: 12.22
Main theme 3: Learning the target culture	1 Male: 0 Female: 1	1.11 Male: 0 Female: 1.11	0	0	1 Male:0 Female: 1)	1.11 Male: 0 Female: 1.11
Main theme 4: Language skills improvement)	32 Male: 11 Female: 21	35.55 Male: 12.22 Female: 23.33	9 Male: 2 Female: 7	10 Male: 2.22 Female: 7.77	23 Male: 9 Female: 14	25.55 Male: 10 Female: 15.55
Sub-theme 4. 1: Pronunciation	31 Male: 6 Female: 25	34.44 Male: 6.66 Female: 27.77	23 Male: 6 Female: 17	25.55 Male: 6.66 Female: 18.88	9 Male:0 Female: 9	10 Male: 0 Female: 10
Sub-theme 4.2: Accent	9 Male: 6 Female: 3	10 Male: 6.66 Female: 3.33	2 Male: 2 Female: 0	2.22 Male: 2.22 Female: 0	7 Male: 4 Female: 3	7.77 Male: 4.44 Female: 3.33
Sub-theme 4.3 Spelling	7 Male: 3 Female: 4	7.77 Male: 3.33 Female: 4.44	3 Male: 2 Female: 1	3.33 Male: 2.22 Female: 1.11	4 Male: 1 Female: 3	4.44 Male: 1.11 Female: 3.33
Sub-theme 4. 4: Vocabulary i) Word	46 Male: 14 Female: 32	51.11 Male: 15.55 Female: 35.55	22 Male: 8 Female: 14	24.44 Male: 8.88 Female: 15.55	24 Male: 6 Female: 18	26.66 Male: 6.66 Female: 29
ii) New Word	24 Male: 8 Female. 16	26.66 Male: 8.88 Female: 17.77	18 Male: 6 Female: 12	20 Male: 6.66 Female: 13.33%	6 Male: 2 Female: 4	6.66 Male: 2.22 Female: 4.44
iii) Lyrics	31 Male: 16 Female: 15	34.44 Male: 17.77 Female: 16.66	9 Male: 6 Female. 3	10 Male. 6.66 Female: 3.33	22 Male: 10 Female: 12	24.44 Male: 11.11 Female: 13.33
Sub-theme 4. 5: Listening	31 14 Male: 5 Female: 9	15.55 Male: 5.55 Female: 10	6 Male: 1 Femae: 5	6.66 Male:1.11 Female: 5.55	8 Male: 4 Female: 4	8.88 Male: 4.44 Female: 4.44
Sub-theme 4. 6: Reading (comprehension)	1 Male: 0 Female: 1	1.11 Male: - Female: 1.11	1 Male: 0 Female: 1	%1.11 Male: 0 Female:1.11	0	
Sub-theme: 4.7 Speaking	12 Male: 2 Female: 10	13.33 Male: 2.22 Female: 11.11	6 Male: 1 Female: 5	6.66 Male: 1.11 Female: 5.55	7 Male: 1 Femae:6	7.77 Male: 1.11 Female: 6.66
Sub-theme 4.8: Translation	8 Male: 4 Female:4	%8.88 Male: %4.44 Female: %4.44	2 Male: 1 Female: 1	%2.22 Male:%1.11 Male:%1.11	6 Male: 3 Female:3	6.66 Male: 3.33 Female:%3.33
Sub-theme 4.9: Grammar (Sentence Structure)	8 Male: 3 Female: 5	8.88 Male: 3.33 Female: 5.55	3 Male: 1 Female: 2	3.33 Male: 1.11 Female: 2.22	5 Male: 2 Female: 3	5.55 Male: 2.22 Female: 3.33



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