3-E Enjoy English Effectively Method:

The Implementation of Active Learning and Computer Assisted Language Learning in a Secondary School as a New Blended Method

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Abstract

Attracting the attention of students in the 21st century is challenging as the students require to be more active in the learning process. For that reason, teachers should use more interesting methods and techniques to make the learning process more effective and enjoyable. With this aim, in this study, active learning and computer-assisted language learning in English language teaching lessons were used together to increase the academic success of students in English classes. The study lasted 8 months. The new method included 11 different activities. 60 4th and 5th-grade students participated in the study. They are willing and motivated to participate in the lesson. The research is mixed research which includes both qualitative and quantitative methods. While pre-speaking tests and post-speaking tests are quantitative methods, observation reports and satisfaction questionnaires were qualitative methods. Initially, the English level of the students was A1 and at the end of the study, their English levels increased to A2. The data were collected through pre-speaking tests; post-speaking tests; a satisfaction questionnaire for the students Moreover, the researchers used the observation method to take notes of the feelings and behaviors of the students. The researchers used a speaking rubric and observation report checklist to analyze the data. The results of the study showed that the method is effective for students in the learning process. It was observed that while learning English, the students were motivated and willing to learn as a result of the conducted activities. According to the results of the speaking exams, the students' scores increased from 35 to 85. Moreover, students stated that they learned better by web 2.0 tools while doing activities during the lesson.

Keywords: English language teaching, active learning, computer-assisted learning, computer-assisted language teaching

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INTRODUCTION

It has been an important issue to attract the attention of the students in terms of English classes. For this purpose, various new methods and techniques have been employed by teachers. However, it is clear that traditional methods have always been insufficient to attract the attention of the students and to be effective in the teaching and learning process of English. Especially, in the 21st century, this problem has become clearer since this century learning and teaching processes have changed a lot. As a result, technology and computer-based system have been used intensively in the learning process, which necessitates applying new techniques and activities.

Before the 20th century, it was impossible for a teacher to teach English via computers as computers had not come out yet. Until the 1990s, classrooms were designed traditionally with desks and boards. Students were passive and they are expected to obey the rules. With technological advances, the design of classrooms has changed. Teachers have started to use computers in the learning environment, especially in language teaching, which is a revolutionary development since, before computers, students were exposed to just teachers' pronunciation and speaking. However, with the advances in computer technology, students have been exposed to the real pronunciation and speaking of native speakers.

The world on the computer is different from the real world. Everything is more colorful and enjoyable than it is in the real life. Therefore, it is difficult for teachers to make students adapt to the lesson without applying different methods. Based on this information, in this study, the researchers employed active learning and computer-assisted language learning in English language teaching classrooms.

In today's world, we have a wide range of technological options. Day by day, both technology and learning FL are gaining importance and attention. In such a growing world with technology, education cannot be separated from technology (Çakır, 2006). Technology leads to change in every field but of all, the most important one is education. Students have always experienced learning FL with the course book so far and have practiced listening with cassettes. This technique is not enough, and it does not work to attract the attention of students anymore. Teachers need more attractive methods for example, authentic videos. The crucial point of this technique is to expose the target language. It is interesting to experience different kinds of materials. In a class, students need to hear the target language as much as possible from different resources. Language is changing day by day as it is a live communication tool, so it improves itself rapidly. To keep up with the pace of change, students should follow popular usage of language supplied by Computer Assisted Language Learning such as videos, and listening tracks taken from television and radio programs. For example, if a student watches a movie or a cartoon, he can witness the real lifestyle of English people. Computer Assisted Language Learning helps students observe cultural background as it reflects the real-life situation. In the modern world, traditional methods are not enough to attract today's students as they are used to technology and since they were born, they have had to face technology, after this process, it is almost impossible to teach them something via only traditional methods. Because of this reason, teachers have to create attractive and interesting methods rather than traditional methods.

Using different materials has great potential to improve teaching FL. Computer Assisted Language Learning plays a crucial role in education. Without Computer Assisted Language Learning methods, teaching a second language would become dull. To teach language and culture, popular culture is significant to attract attention and to lead students to a more accurate target as students can witness world conditions outside the classroom walls with the help of media.

The problem statement of the study is "Does the use of active learning and computer-assisted learning together in English classes increase the academic success of the students?" Based on this question, the following sub-problems were tried to be answered.

1. What are the pre-speaking activity scores of the students?

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2. What are the post-speaking scores of the students?

3. What are the students' opinions on the implementation?

4. Is the new method more enjoyable than the traditional one?

LITERATURE REVIEW

Gündüz (2005) mentioned that the role of computers in language teaching has changed significantly in the last three decades. Previously, computers used in language teaching were limited to text. Moreover, technological, and pedagogical developments have allowed teachers to integrate computer technology into the language learning process. With the developments in the 21st century, the profiles of students have changed. Students have been transformed from passive to active roles in the class.

The past few decades have seen a dramatic rise in the number of teachers using computers and the Internet in their classrooms. (Rahnavard &Heidar 2019) (CALL) is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element.

Since the first-day technological devices were invented, technology has gone on developing. Day by day, we are witnessing classrooms equipped with more developed technological devices. Technology will never replace teachers, but a teacher who cannot teach with technology will be replaced by another one who can." – Zuzana Molčanová. The teachers need to catch up with the developing technology. It is impossible for a teacher who is behind in the technological age to be useful to their students. Teachers are always models for students, so teachers need to learn how to use technology usefully for their lessons. Technology plays a great role in the education world, especially in language learning. There are several technological devices and technological techniques. For example, there are several technological devices in the classrooms. They are projectors, computers, and smart boards. Most of the teachers have smartphones, scanners, printers, and tablets. Most students have smartphones, tablets, and computers so it is impossible to think of an education world without technology. Also, there are a lot of educational applications such as Duolingo, Voscreen, or Eba (a educational online system monitored by the Turkish National Education Ministry). Especially, in language teaching, students have a lot of chances to be exposed to foreign languages supplied by native speakers. For example, you can talk to a native speaker from USA lively thanks to an application called Cambly. There are a lot of online dictionaries and there are a lot of online English language teaching materials.

Gündüz (2005) insisted that there has been a boom of interest in using computers for foreign language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists in western countries. Nevertheless, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. In the 21st century, it is very easy for a student to learn a foreign language thanks to these changes.

Students welcome Computer Assisted Language Learning materials with joy while learning English. According to Thuraira, Mandom & Marimthu (2002), to further encourage arising joy in the lesson, Computer Assisted Language Learning can be preferred. Forster (2006) points out that the traditional method is not preferred by students as they are not interesting anymore as PowerPoint and other Computer Assisted Language Learning materials activate students' critical thinking and make lessons more enjoyable and attractive. Du (2011) supports Forster emphasizing that to teach something to students, interest can be seen as the best teacher. Interest and curiosity can be created easily by Computer Assisted Language Learning materials. If the students watch the video recorded by a native speaker carefully, they will experience similar speaking to real life. Especially in speaking, teachers need the help of Computer Assisted Language Learning. Although it needs to be a target, it takes place

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at the end of the lesson as a final exercise. Du (2011) agrees that using Computer Assisted Language Learning applications leads students to international communication. To communicate, integrated skills, especially speaking, are very important. 9 Liuzhi (2002) emphasizes that Computer Assisted Language Learning materials combine pictures, sounds, and teaching materials to make the learning process vivid. Moreover, Computer Assisted Language Learning can be used as a warm-up activity, game, and exercise, moreover, it can also supply more examples and models for students. Forster (2006) confirms that technology makes lessons more colorful and teachers need to keep pace with technology to understand the positive role of technology.

Gündüz (2005) told about the pros and cons of CALL. One of the advantages of CALL will provide the learner with some sort of computer literacy, which is becoming essential in our modern society, and which could be of great help in future training and career prospects one of the disadvantages of CALL, Working with computers normally means that the learners work in isolation. This obviously does not help in developing normal communication between the learners, which is a crucial aim in any language lesson.

According to a study carried out by Rahnavard & Heidar (2019) that using websites as a tool was effective in fostering the experimental group students' pronunciation.

The successful implementation of new technologies requires considerable effort, especially by the administrative people involved. (Timuçin,2016)

Han & Rensburg (2014) Contrary to the current teaching method with the textbook used in the control group, the teaching method and input designed in the CALL approach used in the treatment group brings it more effectiveness. dents learning with CALL have chances to expose themselves to interactive activities in class via the web, games, puzzles, and PowerPoint. Therefore, their involvement, interest as well as motivation are enhanced gradually. In addition to their feeling of interest in the course, one of the vital factors for success, their scores in the post-test are also better. In short, the CALL approach can be both challenging and demanding for the teacher and students, however, it is very stimulating and rewarding.

Computer Assisted Language Learning (CALL) is one of the methods and techniques that can help improve students' language competencies. This new technology in language education has expanded learner autonomy, creativity, productivity, and teamwork (Eslit, 2017). Computer-Assisted Language Learning (CALL) has begun a revolution in the domain of language pedagogy. Before technology entered our lives, learning a language with the old methods could not meet the learners' needs and what they expected from language for effective communication. In addition, thanks to language programs, learners could enhance their language abilities quickly (Derakhshan, Salehi, Rahimzadeh, 2015).

CALL is the acronym for Computer-Assisted Language Learning. This refers to an English Language teaching system supported by a computer or materials which are produced with the help of the computer. Hubbard (2019) defines CALL; as any effort including the computers and related technologies of all types—computers, desktops, laptops, tablets, smartphones, mp3 players, interactive whiteboards, smart boards, etc.--in some significant ways in language teaching and learning.

Warschauer (1996) defines Computer Assisted Language Learning in three phases. These phases are:

- The Behavioristic CALL
- The Communicative CALL
- The Integrative CALL: Multimedia

He explained the Behavioristic CALL as a model of a computer as a tutor. The computer is a vehicle that delivers instructional materials to the student. He refers to communicative CALL as an encouraging method that allows students to generate original utterances rather than just manipulate

prefabricated language. He mentioned the integrative CALL as a multimedia source. With the development of computers and the internet. CALL can produce different kinds of materials such as text, graphics, sound, animation, movies, and video.

This study blended CALL and Active learning. Active learning is a method that encourages students to be included in their learning environment and includes a lot of activities during the lesson. Active learning means engaging students in an activity or task that will make the learner think (Attaran, Gholami & Moghadda, 2014). It is based on student-centered learning (Alves, 2015). These methods help a student learn better and enjoy the lesson. Active learning is a useful method and effective of learning (Gholami, Attaran, Moghadda, 2014). Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and Eison, 1991). Active learning is a process whereby students are actively engaged in developing an understanding of facts, ideas, and skills through the completion of instructor-directed tasks and activities (Zewdu, 2017).

Active learning refers to a teaching and learning approach in which students do more than simply listen to a lecture. Students are actively participating in the lesson - they are doing things like discovering, processing, and applying information. Active learning "derives from two basic assumptions: that learning is by nature an active endeavor and that different people learn in different ways" (Mynard and Sorflaten, 2003).

Traditional lessons which have been the form of learning and teaching for decades turned out to be insufficient in providing learning opportunities to the students and teachers (Er, Altunay, Yurdabakan, 2012). For that reason, teachers need new effective methods. Alves (2015) insisted that the right techniques deepened students' learning, so teachers need to try different methods to attract the attention of all students as their interest areas are different from each other. Students learn better in an active learning environment than in a passive learning environment. Using active learning in English lessons makes the learning environment enjoyable for students. Students become more willing to participate in the lesson (Gholami, Attaran, Moghadda, 2014). Therefore, it can be said that active learning fulfills the needs of the new generation of learners (Er, Altunay, Yurdabakan, 2012).

Alves (2015) suggested some active learning methods and they were productive for students, and it was worth trying them. Compared to traditional methods, students enjoyed more (Gholami, Attaran, Moghadda, 2014).

The study of ER, Altunay, and Yurdabakan (2012); showed that the active learning approach resulted in more success in Reading Comprehension achievement than the traditional lecture teaching approach.

Simpson (2015) suggested that activities are used not only for just fun but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.'

Zewdu (2017) suggests that students need to be more actively involved in the lesson and they need to engage in higher thinking styles such as analysis, synthesis, and evaluation. Thanks to Active Learning, students promote their learning.

Based on the information in the literature, this study it is aimed to use active learning and computer-assisted learning in the classroom environment while teaching English. Therefore, it is expected to attract the attention of the students, to make the English classes more meaningful for the students, to provide a supportive learning environment, and therefore to increase the success of the students.

METHODS

The study was mixed research that included both qualitative and quantitative methods. Yin

(2003) states that qualitative research explains, explores, or describes a case, phenomenon, or event in-depth. In this research study, active learning and computer-assisted language learning in English language teaching lessons were explored via pre-speaking and post-speaking tests, student satisfaction questionnaires, and observation notes. Speaking tests were quantitative methods and questionnaires and observation reports were qualitative methods.

Participants

Participants of the study consisted of 60 fourth and fifth grade selected through the convenience sampling method. The study was carried out in three schools from two different countries, Turkey, and Romania. The participants were A1-level students. The demographic information of the students is given in Table 1.

Table 1. Participants of the study

	GRADE 4	GRADE 5
Number	30	30
Age	10	11
Gender	16 Female, 14 Male	13 Females, 17 Males

Implementation

In the implementation process, firstly the researchers made brainstorming and prepared a timetable according to the current English curriculum implemented in primary and secondary state schools. The study lasted 8 months. Every month, an activity related to the theme of the month was conducted. These activities could be a software copy or a hardware copy. Software copy products were prepared using web 2.0 tools such as Canva, Postermywall, Monster Maker, Animoto, Wordwall, Wordart, Viva video, and My video. Hardware copy products were prepared using paper, crayons, and scissors. Software copies were shared on online platforms such as Twinpsace, Facebook, and Instagram. Hardware copy products were placed on bulletin boards.

Table 2: Timetable of the study

Months	Activities
Activities in October	Monsters (Monstermaker-Painting) Family Trees (Canva-Painting)
Activities in November	Action Verbs (Video Maker- Painting) Song (Video)
Activities in December	New Year Cards (Painting) Calender (Calender Maker)
Activities in January	Jobs (Wordart, Painting)
Activities in February	Extraordinary Houses With Painting
Activities in March	Daily Routines Activities With Poem (Video-Maker)
Activities in April	Should-Shouldn't (Presentation- Making Poster)
Activities in May	Final Work (A Theatre With Mixed Groups)

In October, the first theme was "Body Parts". The students created monsters with a web 2.0 tool called Monstermaker as a software product and they painted monsters as a hardware product. They enjoyed doing both activities. Monster maker application was new to them, and they learned how to use it. They created different monsters and presented them to the class using body parts vocabulary. The second theme was family members. The students made family trees by using Canva. Canva is an application used to create posters. Firstly, they learnt how to use Canva and they created their family trees. Some students used different web 2.0 tools. They shared their software copy family trees on twinspace. The researchers hung their hardcopy family trees posters on bulletin boards to exhibit for other students in the school. In November, the theme was "Action Verbs". Students

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prepared role plays in the school garden. For example, a student ran and the other student slept. The researchers recorded them using vivavideo. The teachers found a song called "Action Verbs" and students learnt it and they presented it on the stage while singing and dancing. Moreover, they played games related to action verbs. In December, the themes were "months and days". They wrote new year cards and sent them abroad such as to Romania or Bulgaria. They created calendars using a web 2.0 tool called calendar maker. They put their class photos on the calendar. In January, the theme was "jobs". Students used a web 2.0 tool called Wordart to create job papers. Every student wrote their dream job on the Wordart website, and this site produced their common product. Moreover, they painted their dream jobs. In February, the theme was "part of a house". The students drew and painted extraordinary houses as hardcopy products. The students' products were very creative. In March, the theme was "daily routines". Students wrote poems about their daily routines. They read them and recorded them. Researchers combined the videos using Animoto as a web 2.0 tool. In April, the theme was "should /shouldn't". Students made posters with their families. They prepared presentations using power points, Powtoons and Prezi. They uploaded videos on Youtube. They played games. In May, students wrote a drama script and played them on the stage.

Data Collection Tools

During the study, the data were collected through pre-speaking tests; post-speaking tests; a satisfaction questionnaire for the students. The researchers used pre-speaking and post-speaking tests to evaluate the English levels of the students by using the speaking rubric. The researchers carried out a questionnaire called the "Student Satisfaction Questionnaire". Besides, the researchers used an observation reports checklist to record the attitudes and feelings of the students towards the study. While pre-speaking tests and post-speaking tests are quantitative methods, observation reports and satisfaction questionnaires were qualitative methods.

Pre-Speaking Tests and Post-Speaking Tests

The researchers prepared 50 different speaking questions according to the current English lesson curriculum. They put them into ten colorful envelopes. The students chose one and answered the questions. A speaking rubric was used; answers were evaluated and points out of 100 were given.

The speaking rubric included 5 categories. These are accuracy in grammar, accuracy in vocabulary, fluency, appropriacy, and comprehensibility. Every student answered 5 different questions and two researchers evaluated them according to the speaking rubric. The average results of the students speaking test were calculated.

Student Satisfaction Questionnaire

There are 5 questions in the questionnaire. Five of them are multiple-choice questions. The questions are as follows:

Table 3. Student Satisfaction Questionnaire

Questions	Yes	No
1. Is the English lesson different from the English lesson in earlier years?		
2. Is the study useful?		
3. Are the activities useful?		
4. Is English Class enjoyable?		
5. Do you think that your level of English will improve during the year?		

These satisfaction questionnaires were carried out via online google forms. Every student answered these questions. The results were obtained from SPSS.

Observation Reports

The researchers wrote observation reports in every lesson to take notes of the feelings and behaviors of the students. This observation Report Check List included the general attitudes of the students toward the lessons. General attitudes refer to the motivation, interest, and participation of the students. These data are very important for the research's objectives.

Data Analysis

While collecting data, the researcher used a checklist, speaking rubric, observation report checklist, pre-speaking test, and post-speaking-test data analysis tools. During the evaluation process, there were two kinds of data analyses in this study. These were qualitative and quantitative data analyses. Qualitative analyses included an observation report checklist, whereas, quantitative analysis include pre-test and post-test. As for pre-test and post-test conclusions, the research analyzed of test-score by calculating the average of the test score obtained by rubrics.

RESULTS & DISCUSSION

Results of Pre-Speaking Tests and Post-Speaking Tests

The average of the results of pre-speaking tests was found as 35 and the average of the results of post-speaking tests was found as 85. The difference between them was 50 points.

Student Satisfaction Questionnaires

There are five questions in the questionnaire. Five of them are multiple-choice questions.

Table 4: Results of Student Satisfaction Questionnaire Questions

Questions	Yes	No
1. Is the English lesson different from the English lesson in earlier years?	%86	%14
2. Is the study useful?	%92	%8
3. Are the activities useful?	%92	%8
4. Is English Class enjoyable?	%91	%9
5. Do you think that your level of English will improve during the year?	%93	%7

%86 of the students thought that the English lesson is different from the English lesson in an earlier year, and this showed that students felt the innovation in the new English Language teaching method.

%92 of the students felt that the study was useful, and this showed that the study was effective according to the idea o the students.

%92 of the students supported the activities as they thought that they are useful. This showed that activities were well planned by the researchers.

% 91 of the students found English class with new methods enjoyable.

%93 of the students thought that their level of English increased with these new methods which is parallel with the results of the post-test.

Observation Reports

The researchers wrote observation reports in each lesson to take notes of the feelings and behaviors of the students. The researchers took notes every lesson. The most important points were as follows:

• They wanted to play games again and again.

• They were happy when their products were hung on a bulletin board.

• They were happy when their products were exhibited in the school.

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- They were happy and willing to sing a song on the stage.

- They watched their videos happily.

- They joined the lesson willingly and happily.

CONCLUSION

According to pre-speaking tests and post-speaking tests, the English levels of the students increased from A1 to A2. The average for the first speaking test was 35 and the average for the second speaking test was 85. The difference between the two exams was 50 points. This was very high. Therefore, it can be said that the study was successful.

According to the results of the student satisfaction questionnaire, all students were happy with the study. They found it enjoyable and useful. % 97.8 of the students enjoyed the study. This showed the study reached the aim of teaching English in an enjoyable way. 95.7 of the students believed that 3-E helped them learn English. Therefore, the study was successful in increasing the English levels of the students. % 97. 8 of the students liked the study. Songs, games, and posters were good parts of the study according to the answers of the students. Students stated that they liked the activities. Students felt great and happy during the study, which showed that this study decreased anxiety of the students.

According to the observation reports, students were willing to join the lesson. Students were happy with the study.

In a conclusion, the students liked and enjoyed English lessons. Before the study, they had prejudices against English lessons in their minds. English lessons were boring and difficult for them, and they had to memorize a lot of vocabulary, which was hard and exhausting. The English lessons consisted of games, songs, activities, and web 2.0 tools. All of them were enjoyable. Moreover, they changed their feelings, too. Before the study, they hated English lessons, and they were afraid of English lessons. However, with the study, all students liked and enjoyed English lessons. The English levels of the students increased from A1 to A2. The important point was that students learned English with four skills which were speaking, writing, listening, and reading. This can be the success of the study as the study improved the speaking skills of the students because they were engaged in active learning and activities. They always presented their activities, posters, and products. In addition, at the end of the study, they performed a drama script that they wrote in English.

It can be said that with Enjoy English Effectively method, students can decrease their anxiety level and demolish their prejudices against English lessons, and they can increase their English levels and their willingness towards English lessons. Moreover, these activities can transform English lessons from boring lessons to enjoyable game sections. While playing games and creating online products, students practiced the English language as if it was a real-life experience. To teach a foreign language, students need to engage in that language, and they need to be exposed to that language.

As a suggestion; Comprehensive studies using this method can be done at other primary and secondary schools. This method can be used in other lessons like maths or science. An active learning study plan can be prepared for all English language learning levels. Web 2.0 tools can be suggested to all teachers. A yearly plan including web 2.0 tools can be prepared.

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