USING TOYS AS A LEARNING MATERIAL IN ORDER TO IMPROVE THE MOTIVATION OF YOUNG LEARNERS IN FOREIGN LANGUAGE CLASSES[1]

YABANCI DİL DERSLERİNDE GENÇ ÖĞRENELERİN MOTİVASYONUNU ARTTIRMAK İÇİN ÖĞRENME MATERYALİ OLARAK OYUNCAKLAR KULLANMA

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ABSTRACT

The aim of this particular case study is to find out whether using Automata (mechanical moving toys) improve the motivation of students and create an enjoyable atmosphere in English lessons. In the Curriculum of Ministry of Education in Turkey for fifth Graders, methods, techniques and functions are written. However, they are not witten in an explanatory way; moreover, they do not meet the needs and expectations of students and teachers properly. So teachers need to apply different kinds of activities in order to make lessons more alive and increase the students' motivation, interest and enthusiasm. This process-oriented case study was implemented to 12 fifth grade students during the second term at Yağızlı Secondary School in Ordu, Turkey. In the process of language learning and teaching, automata were used as a learning material in order to improve the motivation of students in English lessons. While studying the units and topics in the course book in accordance with the curriculum, firstly students created stories related to topics, secondly they dramatized them and thirdly they showed and illuminated one part of the dramas by making automata. The data was obtained from Intrinsic Motivation Inventory, Student Interviews, Classroom Observation and Student Diaries. The results have showed that automata as a learning material improved the motivation of fifth grade students in learning English.

Keywords: Automata, motivation, enjoyment, interest, learning by doing

ÖZ

Bu vaka çalışmasının amacı, Automata (mekanik oyuncaklar) kullanarak öğrencilerin İngilizce dersindeki motivasyonunun artıp artmadığını bulmak ve keyifli bir öğrenme atmosferi yaratmaktır. Beşinci sınıf öğrencileri için Milli Eğitim Bakanlığı Müfredatında yöntemler, teknikler ve kazanımlar yazılmıştır. Fakat bunlar açıklayıcı bir şekilde ifade edilmemiştir ve ayrıca öğrencilerin ve öğretmenlerin ihtiyaç ve beklentilerini tam olarak karşılamamaktadır. Bu nedenle öğretmenler dersleri daha canlı kılmak, öğrencilerin motivasyonunu, ilgisini ve heyecanını arttırmak için farklı türde etkinlikler uygulamaya ihtiyaç duymaktadır. Bu süreç odaklı vaka çalışması, eğitim öğretim yılının ikinci döneminde, Türkiye'de Ordu'da bulunan Yağızlı Ortaokulu'nda 12 beşinci sınıf öğrencisine uygulanmıştır. Dil öğrenimi ve öğretimi sürecinde, öğrencilerin İngilizce derslerindeki motivasyonunu arttırmak için öğrenme materyali olarak automata kullanılmıştır. Müfredata uygun olarak ders kitabındaki ünite ve konular işlenirken öğrenciler ilk olarak konularla ilgili hikayeler oluşturmuş, daha sonra bu hikayeleri dramayla anlatmış ve son olarak da dramanın bir bölümünü automatayla göstermiş ve örneklendirmiştir. Elde edilen veriler İçsel Motivasyon Envanteri, Öğrenci Mülakatları, Sınıf Gözlem Listesi ve Öğrenci Günlükleri yöntemleriyle elde edilmiştir. Yapılan tüm araştırmalar ve edinilen bilgiler öğrenme materyali olarak automatanın İngilizce öğreniminde beşinci sınıf öğrencilerinin motivasyonunu arttırdığını ortaya koymuştur.

Anahtar Sözcükler: Automata, motivasyon, keyif alma, ilgi, yaparak yaşayarak öğrenme

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[1] It was created by master thesis / Bu makale yüksek lisans tezinden üretilmiştir

1.INTRODUCTION

Language is a very important means of communication in daily human life. According to Cook (1996, p. 1) "language is the centre of human life". People use language both in written and spoken forms to express their ideas. It is one of the most important ways of expressing ourselves, communicating with people, planning our lives, remembering the past, exchanging ideas and preferences. Foreign language learners vary in terms of many factors such as attitudes, motivation, ability, capacity, learning style, age, gender and like these. Wenden (2002, p. 32) points out the issue of learner-centred instruction in foreign and second languages grown out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning and their abilities. In language learning and teaching process individuals are important and this process may be arranged according to learners' characteristics. Teaching a foreign language to young leraners is completely different from teaching to adults. So different kinds of methods, techniques and activities may be used in accordance with the characteristics of young learners. Young learners' age groups are very suitable in the process learning and teaching English at schools. They are in critical period of language learning and in this period they can learn it easily when they are backed up by their teachers, parents and environment. This period supplies the students with English language competencies in their golden age in which children can also learn anything else easily. The two of those competencies are called linguistic competence and linguistic performance. It is in accordance with Chomsky in Clark and Clark (1977, p. 6) who states that linguistic competence is one's capacity to use a language, while linguistic performance is the actual application of this competence in speaking or listening.

In learning process working on topics can help the teachers. Because it gives chance to children to associate with words, functions, structures, and situations while learning a specific topic in process. Scott and Ytreberg (1993, p. 84) states that association helps memory, and learning language in context clearly helps both understanding and memory. Topic-based activities are usually called the topic approach (Hudelson, 1991, p. 258) or topic-based work (Krashen, 1983, p. 84). The topic-based activities begin with a subject matter that is suitable for the education levels, characteristics and interests of students. The topic should make the students involve in investigating and working on it and use the language as an integral and central part of it. According to Scott and Ytreberg (1993, p. 84) when you are concentrating on a particular topic, the content of the lessons automatically becomes more important than the language itself. This means that it is easier to relate the lessons to the experiences and interests of your students. Cameron (2001, p. 53) states that while dealing with topics children find familiar themselves with the topics such as family, friends and school life. Since they have a bright mental image of these objects or activities, it is easier for them to process the information in the foreign language. Young learners try to develop a clear mental image by using the native or foreign language they are involved in. One way of doing this is through their use of private speech. This occurs when children mutter to themselves when undertaking various activities (Wertsch cited in Cameron 2001, p. 5).

Cameron (2001, p. 9) suggests that children have a desire to communicate and learn. She adds that young learners can use this powerful desire to support learning if they are engaged in an interesting activity or feel happy. Also chosing useful materials in activities is very important. Dörnyei (2001) supposes that by presenting well-chosen authentic materials, students' motivation will be highly raised and well maintained, and thus language acquisition processing will be largely accelerated. Pintrich and Schunk (2002, p. 5) point out that motivation is "the process whereby goal-directed activity is instigated and sustained". Motivation is not static. Similarly Ellis (1998, p. 76) thinks that motivation is dynamic in nature; it is not something that a learner has or does not have. The importance of motivation in enhancing second/foreign language learning is undeniable. Lifrieri (2005, p. 4) suggests that "when asked about the factors which influence individual levels of success in any activity – such as language learning – most people would certainly mention motivation among them". Brown (2000, p. 160) points out that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". Moreover, Gardner (2006, p. 241) emphasizes that "students with higher levels of motivation will do better than students with lower levels". He also says that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc" (Gardner, 2006, p. 243). Dörnyei (2001a) explains that human behavior has two dimensions – direction and magnitude (intensity). Motivation is related to these concepts, and "it is responsible for the choice of a particular action and the effort expended on it and the persistence with it." (p.7) . He also states that "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (p.7). Considering all of these sayings by scholars, teachers may use different kinds of and convenient materials in order to improve the motivation of students in language learning and teaching process.

Littlejohn and Windeatt (1989) argues that materials have a hidden curriculum that includes attitudes toward knowledge, teaching and learning and attitudes toward the role and relationship of the teacher and student. Materials are bridges between teachers and students about applying the approaches, methods and even content. Materials can be informative, instructional, practical, experiental, encouraging, exploratory in order to help students understand better and enhance their knowledge. Bolick (2003) points out that a good relationship between effective teaching and the use of teaching materials is crucial by stating that teaching materials are integral components of the teaching-learning situations; it is not just to supplement learning but to complement its process (p.16). Using authentic materials in language teaching and learning process is very useful. Because they offer real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance and embedded in language learning, cultural insights, and practical application. Nunan (1999, p. 212) supports that the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful and easy for students. According to Spelleri (2002, p. 3) they can help learners "bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives". By exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language. Spelleri (2002) also emphasizes that the role of the teacher is crucial; it is the teacher's responsibility to filter materials through selection of the learning objectives. It is the teacher's responsibility to identify the items and their adaptability as well (p.17).

Teachers can adapt lessons through the use of different materials, activities even plays. Activities such as oral work, competitions, games, playing with toys or even making toys are very beneficial to motivate children in language learning and teaching process. Plays have a good effect on children and they not only increase students' self-awareness but also self-esteem and self-respect and so help to improve students' physical and mental health. Youell (2008, p. 122) defines play as not only the fun and enjoyment of activities, but also as the ability to think flexibly, take risks with ideas or interactions, and allow creative thoughts to flow. And furthermore play is a social construction, in which there is a developing relationship between the participants. According to Reiber, Luke and Smith (1988) toy is defined as an object or thing that can be used or manipulated to encourage playfulness and they emphasize one of the features of the toys in learning/teaching process by stating that toys make learning fun and more effective. The other feature of the toys is proposed by Abrams and Kaufmann (1990) that toys are intrinsically motivating. Besides Sarquis and Sarquis (2005) claim that toys are a very good teaching resource based on the suggestion that they are non-threatening to all children and that they present foreign language in a more friendly manner than the traditional teaching materials (p. 1450). As Singer & Singer (2005) states children are intrinsically motivated to play with toys and they can be used as one of the main means for teaching.

Children love to play. Who can deny it? Moreover they like playing with toys. So why don't we use this phenomenon to provide and promote English language learning as well? There are different kinds of toys. Some of them for example automata can be used as educational tools in foreign language learning and teaching process. Automata are beneficial and important toys which can be used as a supporting material in English lessons. Automata are mechanical moving toys and have got a mechanism as stated in official website (www.clohe-movingtoys.eu). They can be made from cartoon, wood or metal. They can help to discover the engineering, arts, sculpture, mechanics and science abilities of children and also improve them by combining play and technology. Automata can be used as a tool for learning/teaching another subject such as math, literature and foreign languages. Furthermore, automata offer education, ways to explore arts and game based activities around the construction and understanding of automata. According to Bourke (2006) "Playing games in the classroom raises students' interest and motivation to participate in class. It is important to remember that these games need to relate to the language being learned, and "act as a pivot point to more genuine communication" (p. 281). The toys as automata may motivate primary children to use multidimensional, cognitive resources to achieve learning outcomes. Mechanical moving toys use four types of different movements, these are called Rotary (going around in a circle, can be clockwise and anticlockwise), Linear (moving in a straight line then stopping), Reciprocating (moving backwards and forwards continuously in a straight line) and Oscillating (moving backwards and forwards in a curve). Automata are powered by mechanical energy, for example using rubber bands, springs, and flywheels. They can be made by using a box in which to put the mechanism (it should be made of wood, plastic, cardboard), wood long sticks coloured sheets rubber, cardboard, pieces of rubber mats, wooden sticks, straws, coloured ribbons, fabrics, crepe paper, coloured paper, newspapers, recycled or natural materials, hot glue, awls, scissors, pliers, knife and everything the teacher and children can imagine and find easily.

Making automata needs participating actively, learning by doing and working collaboratively. So automata can be used at school as a learning material in order to improve the motivation of young learners in English language learning.

2.THE STUDY

In language learning and teaching, it is very important for students to take part in the process actively. Moreover they can be encouraged by their teachers to learn by making students do different kinds of activties. It is not enough for teachers just to give an explanation to their students to teach English, but it is necessary for students to be involved in an experience in practicing the language with a good pronunciation in a real situation. "Teachers can become involved in far more than just materials (or article writing), however" (Harmer, 2007, p. 424). Therefore teachers need a way of teaching that is enjoyable and practical so that they can integrate it into English. Although language coursebooks offer a variety of language activities many of them do not appeal to the needs and interests of children properly. After a while lessons become monotonuous and the students begin to lose their interest and motivation in the subject. So teachers need any other different activities in order to keep the attention of students alive. They also need extra different materials in order to improve the motivation of students in English lessons.

In the Curriculum of Ministry of Education in Turkey for fifth Graders, methods, techniques, functions, units, topics, methods, materials are written (MEB, 2013). However, they are not witten in an explanatory way and they do not meet the needs and expectations of students properly. According to students, they don't include more different and enjoyable activities. This may cause low motivation to students. This situation can create a problem for teachers and students. So teachers need to apply different kinds of activities and use different materials besides the coursebook in order to make lessons more alive and increase the students' motivation, interest and enthusiasm.

The aim of our particular case study is to find out whether using Automata (mechanical moving toys) improve the motivation of students and create an enjoyable atmosphere in English lessons. We particularly selected the case study in order to understand and observe the process. As Stake (1995) points out that this design is presumed to find out complexity of a single case and "case study research ordinarily leaves the determination of meaning and worth to the audience who may construct their own naturalistic generalizations by drawing on the information in the case study" (p.85). Also case study makes "a connection between the instructions and application" by giving chance to students to express themselves, discriminating the positive and negative aspects of the issue in process (Barkley, Cross and Major, 2005, p.182). Carrying out the very nature of this research design in our particular case study, our main aim is to find answers to the following research questions:

1) How does automata as a learning material improve the fifth grade students' motivation to English lesson?

2) Do automata activities affect the attitudes of students towards learning English?

We also aimed to improve the motivation of students in learning English through using automata as a learning material, to develop positive attitude towards learning English, to improve the enthusiasm of students to English lesson, to increase students' enjoyment by using automata in English lesson.

This process-oriented case study was implemented to fifth grade students during the second term at Yağızlı Secondary School in Yağızlı Village (a rural area) in Ordu, Turkey. It is a small school and has one group for each grade. In that study there were 12 students (seven females and five males), their mean age was 11 and their mother tounge was Turkish. The researcher teacher was their own English teacher and had been teaching there for two years. In the process of language learning and teaching, automata were used as a learning material in order to improve the motivation of students in English lessons. While studying the units and topics in the course book in accordance with the curriculum, firstly students created stories related to topics, secondly they dramatized them and thirdly they showed and illuminated one part of the dramas by making automata. Thus, they created an enjoyable atmosphere, expressed themselves easily, learnt by doing, worked cooperatively and collaboratively.

We used triangulation method by doing applications and using collection of different sources in our qualitative study. As Cohen and Manion (2000) define triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (p. 254). According to O'Donoghue and Punch (2003), triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data" (p. 78).

Firstly, we particularly applied Intrinsic Motivation Inventory (IMI, see Appendix I) in accordance with our study's nature to assess the motivation of students in interest/enjoyment, perceived choice, value/usefulness and perceived competence subscales during the process. As a part of the Self Determination Theory this scale developed and improved by Deci and Ryan (1982) in order to explain the intrinsic and extrinsic motivation and give information about experiences and connections to the other studies. It assesses participants' interests, exertions, capabilities, relation, tension and choice. We applied IMI to students after each automata activity.

Secondly, we used Student Interviews. Interviews play an important role in a case study to get one of the richest sources of data, carry on deep information about the topic and provide the researcher with information from a variety of perspectives. According to Jensen and Jankowski (1991) " interviews are a useful tool which can lead to further research using other methodologies such as observation and experiments (p. 101). Yin (1994) states that interviews are an essential source of case study evidence because most case studies are about human affairs. These human affairs should be reported and interpreted through the eyes of specific interviewees, and well-informed respondents can provide important insights into a situation (p. 85). In our case study we particularly used the interviews to obtain information about students' thoughts during the process. Each week we chose one or two students randomly and interviewed for 15 minutes and also recorded them. Our interview questions are:

1)Do you think automata activities motivate you in learning English? If so, please explain.

2)Do you think automata activities make English lesson more enjoyable? If so, please explain.

Thirdly, we used Observation which plays an important role in teaching process. Observations are another important source of information in case studies. They help to understand the interaction between the individuals. Cohen and Cohen (1980) points out that "observation is always selective. It needs a chosen object, a definite task , an interest, a point of view, a problem...It presupposes interests, points of view and problems (p. 266). Bandura (1968) defines observational learning as one's ability to acquire new responses by observing the behaviour of a model. Observations help practitioners develop insights to make wise decisons. In our study, the observation took place during the automata activities process. Activities were conducted in class and the students' motivation, interest, enthusiasm, involvement and social interaction were observed. We utilised an observation checklist prepared by ourselves by identifiying and adapting from researchers such as Deci and Ryan (1985) and Dörnyei (2001b). We took notes on the observations to complete the overall picture obtained from the other data sources.

Lasly, we used Student Diaries in order to verify and support our other sources of data. Diaries are very important in case study research. They are a form of empirical (data-based) research strengthened by introspection and analysis. Diary Studies is a longitudinal technique used primarily to capture data from participants as they live through certain experiences. Diary studies are often used in qualitative studies and can be analyzed by researchers. It is one of the popular research types in English teaching field. According to Bailey (1990), a diary study "is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (p. 215). In fact, diary studies have been an important introspective tool in language research because they can provide an emic perspective of learners' learning experiences and processes which may be "hidden" or "inaccessible" through observation from investigators (Bailey & Ochsner, 1983, p. 189). We expected from students to reflect their ideas, feelings, attitudes in their diaries about the role of making automata in English learning process. For this very reason, each student in our study was asked to keep a personal record as a reflection of classroom activities, applications, feelings, discussions, interactions and like these. The diaries gathered together at the end of the implementation period were subjected to content analysis to complement the overall data received.

During the second term, in the procedure the students studied five units in the course book in accordance with the curriculum. There were five units and so they did five different automata activities for each unit. After studying the topic in unit, students created a story related to it. They wrote the characters and cues of the story by using grammar and vocabulary of the unit which should be learnt. They added some new words and used some different grammatical phrases if necessary. Then they did a drama (for one example of the dramas see Appendix II) according to that story. They chose their rolesand while doing drama they added some sentences, vocabulary, cues, acts and mimics as in the nature of drama. In the end they made automata (see Appendix III) in order to show one part of the drama and illuminate the one part of the story. Thus, by doing like that they also proved their work with a toy. While making automata they used cardboard box, wheels, wooden sticks, drinking straws, plastic bottle tops, coloured sheets mats, coloured paper, hot glue, awls, scissors, pliers, knife

and like these. They drew, cut, painted, glued the puppets and made the mechanisms all together. In the end, they had five stories, five dramas and five automata. So they did different kinds of activities, took part in the activities actively, worked collaboratively, enjoyed, motivated themselves and understood d better and spoke English.

3. RESULTS AND DICCUSSION

3.1. The Analysis of IMI

IMI as we explained before is a multidimensional measurement assessing participants' subjective experience related to target activity. To evaluate the students' subjective experience about automata activities implemented in classroom, we administrated this inventory. We paid attention to four subscales of IMI and these are interest/enjoyment, value/usefulness, perceived choice and perceived competence. The interest/enjoyment subscale is considered the self-report measure of intrinsic motivation; the value/ usefulness subscale is used in internalization studies and the idea that people internalize and become self-regulating with respect to activities that they experience as useful or valuable for themselves; perceived choice and perceived competence are theorized to be positive predictors of both self-report and behavioral measures of intrinsic motivation. There are 13 items in the scale. The items from 1 to 7 are the statements of interest/enjoyment subscale; the 8th and 9th items are the statements of perceived choice subscale; the 10th and 11th items are the statement of value/usefulness subscale; 12th and 13th items are the statements of perceived competence subscale. We analyzed our IMI by paying attention to these subscales. Our study group was a small group and because of that we just counted the numbers of students in each subscale and in each activity according to the options "I agre'", "I partly agree", and "I don't agree". In order to calculate the numbers of students properly according to subscales of IMI, first the items which have got an (R) symbol were reversed. The numbers of the reversed items are 3, 4,8,13 (see Appendix I). When conducting this counting system, the numbers of choices to the reverse questions were changed from "I don't agree" to "I agree" and the choice of "I partly agree" remained unchanged. In the reversed statements, the respond "I don't agree" showed us that they agreed with the statement. The result became the new counting point of the reversed items. In the end we took the percentage of students and choices numbers. So we can say that as a result of this counting system, the higher the numbers of students is, the more they seem to have the intrinsic motivation.

Table 1. Percentage of Students' Choices for all Automata activities

<p align="center">1.Smurfs Automata</p>

SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 7	% 93
perceived choice	% 0	% 8	% 92
value/usefulness	% 0	% 8	% 92
perceived competence	% 0	% 12	% 88

<p align="center">2.Birthday Cake Automata</p>

SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 7	% 93
perceived choice	% 0	% 8	% 92
value/usefulness	% 0	% 0	% 100
perceived competence	% 0	% 12	% 88

<p align="center">3.Riding a Horse Automata</p>

SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 12	% 88
perceived choice	% 0	% 4	% 96
value/usefulness	% 0	% 0	% 100
perceived competence	% 0	% 4	% 96

<p align="center">4. Dolphin Automata</p>

SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 2	% 98
perceived choice	% 0	% 4	% 96
value/usefulness	% 0	% 0	% 100
perceived competence	% 0	% 4	% 96

5. Children's Day Automata

SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 0	% 100
perceived choice	% 0	% 0	% 100
value/usefulness	% 0	% 0	% 100
perceived competence	% 0	% 0	% 100

According to IMI results we can say that students found automata activities enjoyable, interesting, valuable and useful. From the beginning they did not look at the activities negatively and they had a positive attitude. After each activitiy, they increased their interest and value. They made automata willingly and participated the activities actively. They believed themselves about being good at the activities. In the end the results increased to 100 %. They got used to making automata and even develop it. So we can say that they were motivated intrinsically.

3.2. The Analysis of Students' Interviews

In the interviews we havd two questions searching the students' ideas and feelings about participating the automata activities and students' motivation, interest, enthusiasm and attitudes to them. The answers were subjected to content analysis. Our first interview question was *whether the students think automata activities motivate them to learn English.* When we looked at content of the answers of students we saw that they were motivated to English lesson. 10 of the 12 participants expressed clearly their motivation to English lesson while doing automata activities. The other two participants expressed their feelings by telling their enthusiasm, interest and aspiration to the activities and learning English. In their own words students expressed their ideas as follows (translated by the research teacher):

- ✓ *The activities are very interesting and motivating. I'm looking forward to attending to the new automata activity after finishing one. I don't want to miss any English lesson.*
- ✓ *I am very motivated to English lesson.*
- ✓ *Automata activities make me motivate to English lesson. I love automata activities. My enthusiasm is getting higher and higher in each activity.*
- ✓ *I feel happy while making automata. I wish we made automata in all lessons.*
- ✓ *Because of doing automata activity all together, I feel happy and I always want to do it.*

Our second interview question was *whether automata activities make English more enjoyable.* When we looked at the content of the answers of students we saw that all of them expressed their feelings especially using the words such as enjoy, enjoyment and enjoyable. The answers for this question can be summarized as follows:

- ✓ they enjoyed in automata activities very much
- ✓ they found English lesson enjoyable
- ✓ they had a good time
- ✓ they had fun

In their words students said the sentences below (translated by the researcher):

- ✓ *We have lots of fun during the automata activity. I like it.*
- ✓ *I like group working. We do everything together. We enjoy so much.*
- ✓ *Automata activities make English lesson more enjoyable. I like drawing and painting. We draw pictures and paint them for automata puppets. I feel happy.*
- ✓ *We have fun and enjoyment in English lesson. Because we make mechanical moving toys and play with them. Oh yes, that is great.*

Considering the overall responses to the interview questions, we can claim that the implementation of automata activities in the classroom motivated the students to English lesson. They found automata activities enjoyable and had fun in English lesson.

3.3. The Analysis of Classroom Observation

Under the guide of our research questions, in order to get a complete picture of the participants' motivation and attitudes to English lesson, we made classroom observations using a checklist. The checklist items are related with motivation, as identified by the researchers Deci and Ryan (1985); Dörnyei (2001b) and adapted from them.

The classroom observation checklist we utilized included five criteria and these were motivation: students' condition of being motivated; interest: students' concern of the activities; enthusiasm: students' excitement in the activities; involvement: students' participating in the activities of a group; social interaction: students' mutual or correlative action. We had two categories for observation according to criteria. If the students' conditions were low according to criteria in the checklist while doing automata activities we chose "weak" on the other hand if their conditions were high we chose "rich" categories. We can understand this better when we consider the observation check list displaying the results of the weeks 1-12 during the second term in Table 2.

Table 2. Observation Check List

		Motivation	**Interest**	**Enthusiasm**	**Involvement**	**Social interaction**
Week 1	Weak	✓	✓	✓	✓	✓
	Rich					
Week 2	Weak	✓	✓	✓	✓	✓
	Rich					
Week 3	Weak			✓		✓
	Rich	✓	✓		✓	
Week 4	Weak			✓		
	Rich	✓	✓		✓	✓
Week 5	Weak					
	Rich	✓	✓	✓	✓	✓
Week 6	Weak					
	Rich	✓	✓	✓	✓	✓
Week 7	Weak					
	Rich	✓	✓	✓	✓	✓
Week 8	Weak					
	Rich	✓	✓	✓	✓	✓
Week 9	Weak					
	Rich	✓	✓	✓	✓	✓
Week 10	Weak					
	Rich	✓	✓	✓	✓	✓
Week 11	Weak					
	Rich	✓	✓	✓	✓	✓
Week 12	Weak					
	Rich	✓	✓	✓	✓	✓

As can be inferred from the table, in the first two weeks of the implementation period, we observed that students were rather weak in motivation, interest, enthusiasm, involvement and social interaction. At the beginning, students were hesitant to join the tasks or to cooperate with their friends. However, from the third week they gradually adapted themselves to this new way of learning and also with the help and guide of their teacher as it should be in automata activities they started to be accustomed to doing activities. They improved positive attitudes and also showed their willingness to join the activities within four weeks. After four weeks, they all displayed succesful adaptation to automata activities in learning English process. From the fifth week on, we did not observed any problem about the students' adaptation to the automata activities. They developed enthusiasm and eagerness in joining the classroom activities. Making different automata and creating new things in each automata activity livened up English lesson. They were motivated to English lesson by participating the activities. In accordance with the IMI results, the observations displayed that besides having great fun, more enjoyment the students gained various capabilities by implementing the choiceful tasks they fulfilled. So, we can say that the classroom observations confirm the improvement of students motivation.

3.4. The Analysis of Student Diaries

Diaries are useful for both foreign language teachers and students. Using diaries was a promising benefit for us because of helping us clarify the students' feelings and attitudes toward various aspects of automata activities, they were reflective. Students behaved sincerely when keeping diaries that helped us to learn the possibility of hidden attitudes and thoughts of students. The students wrote diary entries for each automata activity. They submitted them after finishing all of the activities. While reading the diaries which were written by the students from the first week to the end we found that almost all the students mentioned their desire and

motivation to English lesson. We conducted content analysis and discovered some notions which were often repeated by students. These notions were motivation, enjoyment, fun, interest and enthusiasm. Students almost in each diary stated that they enjoyed, had fun in the activities. They also emphasized that they were motivated to English lessson and their interest and enthusiasm were getting higher and higher in each automata activity because of making new and different automata in each activity. We saw the students reflective and self-exploratory situation in their diaries and in order to confirm these judgements, we would like give some examples from student diaries below (translated by the researcher):

- ✓ *I am motivated to learn English. I love English.*

- ✓ *I am motivated to English lesson because of making automata collaboratively.*

- ✓ *We enjoy so much while doing activities. We don't understand how the lesson pass over. I wish, we made automata in all lessons.*

- ✓ *I am not afraid of English and I enjoy so much. Activities are very interesting.*

- ✓ *These activities make our English class more enjoyable.*

- ✓ *My enthusiasm is getting higher and higher in each activity. I want to make automata again and again.*

- ✓ *I am very enthusiastic in each activity because of making new and different automata.*

- ✓ *I have great fun. Thanks to these activities, I come to English lessons happily.*

When we looked at the feedback obtained from the diaries we saw that students told their thoughts and feelings clearly about motivation, enjoyment, fun, interest and enthusiasm. As seen diaries confirmed the other sources of data. Consequently, the data obtained from IMI, Student Interviews, Classroom Observations and Student Diaries proved and confirmed that automata as a learning material improved the motivation of fifth grade students in the process of learning English.

4. CONCLUSION

Motivation plays a significant role in the process of learning a language. According to Gardner and Lambert (1972), there is a close relationship between language learning and motivation. When the convenient atmosphereis created, motivation of students can be improved in learning process. According to Dörnyei (2005), motivation is effort, desire and attitude toward learning and teaching. Motivating our students to learn the language should be priority (Csizer & Dornyei, 2005a,b; Dornyei, 1990, 1994, 2001a, b, 2006; Dornyei & Skehan, 2003). Kolb (1984) emphasizes how experiences, environmental factors and emotions influence the learning process. In learning process, not only the intellectual but also the emotional needs of the students should be satisfied. For this reason, students' motivation, interest, enjoyment, and social interaction should be improved.

Considering the judgements above, in our particular case study we intended to improve the motivation of fifth grade students in learning English through using automata as a learning material. As Salema and Martins (1984, p.37) express, in order to take place in a successful learning process, the learner must be motivated. We also aimed to explore the contribution of automata activities to students' interest, enjoyment, having fun, enthusiasm, involvement and social interaction in English lesson. As Brewster & Fager state (2000) Intrinsic motivation is defined as the motivation to actively engage in learning activities out of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals. Intrinsic motivation is very significant for young foreign language learners in terms of stimulating interest in their present study and developing foreign language proficiency as well. They had more fun. Moreover they not only made automata but also played with them that motivated them to lesson much more. As Scott and Ytreberg (1993) express, young children love to play, and learn best when they are enjoying themselves. According to results we suggest that they got motivated to English lesson and learn English. As a result, our study proved that motivation of fifth grade students improvesd through using automata as a learning material in learning English.

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Appendix I Intrinsic Motivation Inventory (IMI)

	I don't agree	I partly agree	I agree
1) I enjoyed doing this activity very much			
2) This activity was fun to do			
3) I thought this was a boring activity (R)			
4) This activity did not hold my attention at all (R)			
5) I would describe this activity as very interesting			
6) I thought this activity was quite enjoyable			
7) While I was doing this activity, I was thinking about how I enjoyed it			
8) I did this activity because I had to (R)			
9) I did this activity because I wanted to			
10) I want to do this activity again			
11) This activity is useful			
12) I think I am pretty good at this activity			
13) This was an activity that I couldn't do very well (R)			

Appendix II Smurfs Drama (One Sample of Dramas)

Gargamel: I am Gargamel. I like chasing smurfs. I like horror films.

Azrael: I am Azrael. I like sleeping. I like cartoons.

Papa Smurf: I am Papa smurf. I like my smurfs. This is our movie.

Smurfitte: I am Smurfitte. I like flowers. I like romantic films.

Brainy Smurf: I am Brainy smurf. Papa smurf says that...

Grouchy Smurf: I am Grouchy smurf. I hate Gargamel. I hate Azrael.

Baker Smurf: I am Baker smurf. I like cooking. Cooking is enjoyable.

Vanity Smurf: I am Vanity smurf. I like looking at myself in the mirror. I like funny films.

Painter Smurf: I am Painter smurf. I like drawing pictures. Painting is enjoyable.

Jokey Smurf: I am Jokey smurf. I like making jokes. I like comedy films.

Handy Smurf: I am Handy smurf. I like mending. This is enjoyable.

Hefty Smurf: I am Hefty smurf. I like western films. I am strong.

Acting 1

Painter Smurf: I like drawing pictures. *(He draws comic and scary faces on the canvas.)*

Smurfitte: This is comic. Ohh, this is scary. *(She points out the pictures.)*

Grouchy Smurf: I hate Azrael. I hate Gargamel. *(He thinks Azrael and Gargamel at this moment.)*

Acting 2

Jokey Smurf: It is gift.*(He gives a gift in a big box to Vanity smurf.)*

Vanity Smurf: Thank you, I am happy. *(He takes the gift, open it but it explodes.)*

Jokey Smurf: Ha, ha, ha. This funny. *(He laughs.)*

Acting 3

Baker Smurf: I like cooking. Handy smurf make me a table, please! *(He has a small table, so he wants Handy smurf to make him a table for cooking.)*

Handy Smurf: OK. I like making table.

Hefty Smurf: These are for you. *(He brings some woods to Handy smurf for table.)* I am strong.

Handy Smurf: Thank you..*(He starts to make a table.)*

Acting 4

Papa Smurf: I like magic for my smurfs. *(He tries to make magic and there are tubes in his hands.)*

Brainy Smurf: Papa smurf, papa smurf... *(He runs forward to Papa smurf.)*

Acting 5

Gargamel: I smell smurfs, I smell smurfs. *(He walks into the forest and smurfs village.)*

Azrael: Yes smurfs, yes smurfs. *(It also smells and it is behind Gargamel.)*

Gargamel: I will catch you blue creatures.

(When smurfs do their daily works, suddenly Gargamel and Azrael come and start to chase smurfs.)

Smurfitte: Run my friends, run. Gargamel is coming. *(She shouts.)*

(All of them run and Gargamel and Azrael chase them, but unfortunately he catch them at last.)

Gargamel: I catch.

Appendix III Five Automata for all units