Attitudes of the students studying at Kafkas university private primary EFL classroom towards storytelling and motivation

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Abstract

In order to determine their motivation for learning English as a foreign language; their preferred learning activities; and, in particular, their attitudes towards learning English through the medium of storytelling, a questionnaire was administered to 21 students from the 4th year of Kafkas University private primary school in Kars, Turkey. The results show that both storytelling and grammar were perceived as very enjoyable by a majority of the participants, 71.43% and 52.38% respectively. Audio and visual teaching aids and comprehension questions were found to make a substantial contribution towards facilitating understanding of the stories. The participants demonstrated various types of extrinsic and intrinsic motivation towards learning English, in particular the belief that English would be useful, in some unspecified way, in the future (52.38% of respondents). The most popular learning activities were found to be first language games, second acting out the stories, and third the stories themselves. The least popular learning activities were found to be tests and writing. However, 47.62% of participants specified that they did not dislike any of their learning activities. The pedagogical implications of the findings are discussed.

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% Dil ve Dillərimli Çalışmalı Dergisi Attitudes of the Students Studying at Kafkas University Private Primary EFL Classroom towards Storytelling and Motivation %A Gencer Elkılıç , Catherine Akça %T Attitudes of the Students Studying at Kafkas University Private Primary EFL Classroom towards Storytelling and Motivation %D 2008 %J Journal of Language and Linguistic Studies %P 1305-578X- %V 4 %N 1 %R %U
The study examines existing studies on how and why GeoGebra enhanced students' performance; understanding, analytical thinking, generalization, abstract thinking, representation, and logical thinking. By a deep exploration of the main construct of the study, we collected and analyzed 20 studies whose results reported that GeoGebra added values when applied in teaching and learning in different mathematical domains. The reviewed literature identified four domains in Mathematics: Geometry, Algebra, Calculus, and Trigonometry that was studied. At this age, students could lack of motivation for lots of reasons: parents push them to study, they are bored, the teacher is boring, they have problems out of the classroom and come to class in a bad mood, they are afraid, they have a lot of pressure etc. Our job, as good teachers, is to provide them with a good atmosphere and let them feel comfortable to learn in your class. If the class is big, they can make friends with the other kids and help each other to make the process much interesting. Also read: How an English Teacher Can Help Their Students Increase their Level of Motivation. Help motivation and motivating in the foreign language classroom. Dimitrios Thanasoulas. Introduction. The basis of the third type of power is motivation. In this case, individuals or institutions appeal to the commitment and interest of others. In view of this three-fold paradigm, it is of importance to concern ourselves with the fostering of learner motivation, as it is considered to be the most effective and proactive, so to speak, power relationship. Group processes and motivation. To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organise and manage the classroom as an effective learning environment.