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The Views of Students and Teachers about using Fun-based Videos in English Language Teaching (ELT)

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This study aims to determine teachers' and students' views about using fun-based videos in ELT. The research used both qualitative and quantitative methods. The survey method was used as a quantitative method. A sample of 50 teachers – 27 female and 23 male – was selected from 73 teachers working at Foreign Language High Schools and a sample of 300 students –140 female and 160 male – was selected from 1,940 ninth and tenth grade students. The quantitative data was analyzed using the SPSS 15.0 Package Program. On the other hand, the study's qualitative method consisted of action research and the NVIVO-8 Program. It can be concluded from the research findings that fun-based videos are effective in increasing motivation and attention; facilitating recall of information; and creating a close interaction style which builds social support and makes for a more animate classroom environment. According to the results of the research, it can be suggested that, in their lessons, teachers should use fun-based videos more frequently and include them in the English language learning program.

Introduction

Funny materials are good sources of activities for foreign language instruction. They can be used with all kinds of students and for different instructional objectives or activities (Valdes, 1994). For many decades, they have been used, in the classroom, as pedagogical tools (González-Espada, 2003). Therefore, as Arkoudis (2003) pointed out, the use of fun in lessons is not a new method but an interesting method in teaching students at all levels of instruction (as cited in Askildson, 2005). It is a general idea that teachers of English play a crucial role in providing learners with the knowledge and skills they need (Uys et al., 2007). However, students learn better when they enjoy their work in the classroom and, consequently, become more successful (Berk, 2007). Hence, the important point is that, in order to maximize students' language learning and enable them to acquire native-like competence appropriate circumstances should be created (Nel & Müller, 2010) and teachers should combine fun with the content of the lesson (Nicholls, 2002). In this respect, videos including fun and laughter are useful and increase their understanding of the content area (Whisonant, 1998). It is recognized that the resulting laughter has many physiological effects such as reducing anxiety and stress; and increasing motivation which can help learning (Russell, 2007; Shmakov & Hannula, 2009; Deiter, 2000; Prensky, 2001; Smidl, 2006; Loomans & Kolberg, 2000). Consequently, if students feel relaxed, they are more likely to acquire items easily and, if they are motivated, they will learn diligently.

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There were many studies interested in thinking about how to redesign the present style of the learning environment; attract students, and make learning enjoyable for them (Chen et al., 2009). This is because language learners are in need of learning the target language with additional learning efforts and materials (Plessis & Louw, 2008). With this aim, nowadays, funny materials are used more widely as educational resources in the teaching and learning system (Tiemensma, 2009; Toh, 2009). It is noticed that, when the lesson's tasks prove to be enjoyable and challenging, students expend more effort and concentration (Chik, 2005; Colwell, 1981; Hutchinson, 1949; Scott & Ytreberg, 1990). Moreover, enjoyable classroom activities encourage the students to be critical and divergent in their thinking (Whisonant, 1998; Shmakov & Hannula, 2009; Loomans & Kolberg, 2000). In an attempt to make English language more appealing to students, funny videos introduce different kinds of activities that can be applied during the English language lessons and which mean that they are useful semiotic resources for developing instructional presentations (Herbst et al., 2010). On the one hand, there is a theoretical part in which students can watch real-life presentations (Thanajaro, 2000; Çakır, 2006); discuss issues; brainstorm a variety of ideas; and share different experiences. On the other hand, there is a practical part which requires students to work individually, in pairs or in groups (Decker, 2007), in order to solve puzzles and play educational and purposeful games. Mercer's (2000) claims that peer interactions improved problem-solving and enhanced individual progress (as cited in Cameron et al., 2008, p. 6) should be expressed exactly at this point. Therefore, funny videos, which present such activities to the English classes, have significant impact on students. Additionally, as Merilyn (1993) stated, materials including games, stories and plays are one of the best ways to improve students' creativity (as cited in Alaba, 2007, p. 916). With such materials in hand, both teachers and students can enjoy presenting and practising grammatical rules or any of the four well- known skills.

There are a host of good reasons for using a fun-based video in the classroom. To begin with Zettersten's (1986) expression using fun videos shows 'real' language in 'real' situations (Zettersten, 1986; as cited in Köksal, 2004, p. 62); it increases students' confidence (Csabay, 2006) due to the fact they can work at their own pace and it gives them a feeling of being aware of their environment. This gives them, also, the feeling of being able to control the learning process. Klasky (1979) claimed that motivation was always a challenge and educators tried numerous materials to meet this challenge. Alternatively, fun videos, because of comic and interesting content, are one of the most effective materials which make students concentrate on what is being taught. Doff (1988) said that such interesting and charming subjects could catch the students' attention easily. With regards to this expression, Cleese said, "He who laughs most, learns best." (Grove, 2008). All of these ideas show that fun tools make learning in the classroom more interesting (Tatalovic, 2009; Schmidt, 1994). Also, with the use of fun as a tool in teaching English, the students do not realize that they are learning English which Larsen-Freeman (1986) called 'Peripheral Learning'. This kind of learning works better since students are unaware of their learning and they think they have only to enjoy and laugh. Besides, in the lesson, videos, including fun, evoke students to respond enthusiastically (Brown, 2009). Also, it encourages active student involvement in the learning process in three important ways: firstly, by eliciting oral responses; secondly, by stimulating active listening; and, thirdly, by eliminating student passivity. Hutchinson (1949), Weitkamp and Burnet (2007, as cited in Tatalovic, 2009, p. 8) recommended that the English language classroom would become more interactive hopefully as students came to be more active and productive by means of an enjoyable learning atmosphere. In addition, Lovorn (2008) underlined the importance of fun as one of the benefits of transforming classrooms into warm and inviting learning environments. Moreover, if, genuinely, students enjoy their lessons,

teachers will see more proficient (Broner & Tarone, 2001) and skilful students with better attendance and enthusiasm in continuing to study English (Brown, 1994). Alongside these benefits, funny videos include, also, series of actions like a film which, especially for two reasons, result in high achievement. Firstly, as MacGregor (2007) stated, they increase the students' curiosity because of the included interesting events and, secondly, they make students watch and follow the video carefully to grasp the clues which will help to complete the activities. In short, with this kind of education tool, students engage in the class and acquire the content unconsciously without paying very careful attention which is, also, a motivating factor for them.

A learning environment, which is full of joy, is an alternative way to creating easily friendly and non-threatening conditions (Çelik, 2004). In such a warm atmosphere, students seem more comfortable and interact actively (Shatz & LoSchiavo, 2005). In this relaxed state of consciousness, the brain resembles a sponge which is able to absorb every kind of information (Selman, 2004) and, as a result, learning is facilitated in the comfortable and relaxed environment (Larsen-Freeman, 2000; Burden, 2000). Furthermore, Berk (2000) and Tamblyn (2003) asserted that fun was effective fruitfully in releasing anxiety, stress and tension. Berwald (1992) supported this idea and added that a funny atmosphere could animate not only the classroom environment but, also, could increase motivation toward learning and enhance acquisition (as cited in Punyanunt, 1997). This shows the impact of fun in overcoming the negative effects of factors which affect the learning of a second language. Here, we should recount Oxford's (1990) expression that when students were encouraged to use effective strategies like lowering anxiety memory strategies would become more effective (as cited in Köksal, 2004, p. 64). That is to say, when students overcome their anxiety with the help of fun videos, they can recall the information easily.

Freshman et al. (2002) stated that students, who were exposed to a fun-based videos lesson, adapted more easily to the process than students who were not exposed to such humorous content in their studies (as cited in Meers, 2009, p. 662). This is because fun-based learning aims to achieve high quality education (Greishaber, 2008). Comic tools can be successful in combining cognitive skills with the psychomotor domain because of the integration of auditory, kinaesthetic (Wright & Sherman, 1999; as cited in González-Espada, 2003, p. 60) and visual learning varieties (Khoii & Forouzesh, 2010). Sroufe and Wunsch (1972) supported this idea by adding that laughter was a significant link in a person's cognitive and emotional growth (as cited in Smidl, 2006, p. 46). The result is that comic videos, which make students laugh, address both students' audiovisual and kinaesthetic intelligence.

In a language class, fun-based videos are not only for fun and laughter. There are methodological reasons for teachers to use them. With such materials added to the learning process, it is easier to remember and recall the content. Csabay claimed that comic tools helped students to acquire vocabulary, grammatical and communicative competence and stimulated them (2006) to be more highly motivated which was an important factor in learning (Yule, 1996). That is to say, as Davis (1997) stated, it is the teacher's job to get students to laugh. Because, when their mouths are open, it is not difficult to give them something to eat (acquire knowledge) (as cited in Carter, 2005, p. 14). These all necessitate teachers to use, in their classrooms, fun-based videos as basic educational-instructional resources. In short, fun-based videos can be modified to suit various classroom contexts and student levels and as teaching and learning devices, they are worthy of attention. That's why it is aimed to review all useful aspects of fun-based videos in the learning environment according to the views of teachers and students in this study. At this point it is planned to commentate the views considering gender, teaching experience and school type.

The Purpose of the Research

The purpose of this research was to determine teachers' and students' views with regard to using fun-based videos in ELT. With this aim, the following questions were sought to be answered:

- In terms of gender and school type, is there a significant difference statistically between the views of ninth and tenth grade students studying at Foreign Language High Schools, with regard to using fun-based videos in ELT?
- In terms of gender and teaching experience, is there a significant difference statistically between the views of English teachers with regard to using fun-based videos in ELT?
- In terms of qualitative data for the research, what are the views of teachers and students with regard to the effect of fun-based videos on the students' academic achievement; affective domain; social development; psychological aspect and learning environment?

Method

Research Population and Sampling

The research population consisted of 1,940 ninth and tenth grade students studying at Foreign Language High Schools entitled Science, Anatolian, Anatolian Teacher Training and Anatolian Technical and Vocational High Schools. These are public high schools in Elazığ-Turkey in which students have the right to study following success in the Ministry of Education exam. From the 73 English teachers working at these schools, the research sample included 50 teachers, 27 of whom were female and 23 male; also, it consisted of 300 students who agreed to answer the questions contained in the data collection tool in the four different types of schools mentioned above. 160 of these students were male and 140 female, chosen using a random sampling method. As it was thought that ninth and tenth grade students were likely to be more interested in, and desirous of learning foreign languages, the research was applied to this age group. Moreover, since in these schools there were more English lessons provided, a variety of activities were necessary in order to stop lessons becoming boring. On the other hand, eleventh and twelfth grade students were not motivated enough by Turkey's university entrance examinations that decide which department they will attend after the examination as there are not any questions related to English. Therefore, they are not very interested in foreign languages. With regard to this situation, using fun-based videos in English lessons can be effective on students' motivation levels in language learning.

As far as sampling was concerned, *maximum variation sampling* which aims to create a relatively small sample and to reflect the diversity of individuals who are part to the problems studied in this research was made use of. Patton (1987) emphasized the two important advantages of this kind of sampling. One of them is that every situation related to the sampling can be defined specifically. The other is that it can be used to find out whether or not there is a common aspect among the different situations, and to clarify the significance of this situation (as cited in Yıldırım & Şimşek, 2008, p. 109). Based on the maximum variation sampling approach, 18 students of three different levels – six good, six moderate and six lower – from three different types of school were selected randomly in terms of their academic success. Moreover, for the purpose of collecting the qualitative data, 10 teachers

from the 50 teacher-sample were selected randomly.

In terms of the questions in the questionnaire, the aim was to examine the use of fun-based videos in ELT within the frame of sub-problems such as motivation, retention, communication and student psychology. The research was limited to ninth and tenth grade students studying at Foreign Language High Schools and to English teachers working during the 2012-2013 academic year at such schools in Elazığ-Turkey.

Research Method and Design

This research used a mixed method involving both qualitative and quantitative methods (Johnson & Onwuegbuzie, 2004). In other words, *triangulation* was used. This means the combination of qualitative and quantitative approaches in the same study (Denzin, 2010). This approach was applied to the research in order to enhance confidence in the ensuing findings (Byrman, n.d.). Simultaneously, while a survey method was used for the quantitative aspect of the research, an action research method was used for the qualitative approach. In this regard, Yıldırım and Şimşek (2008) stated that there was flexibility in the action research method which allows researchers to study by themselves or with others in order to understand and solve the problems faced during the research process. In this context, the researcher being an English teacher, proved convenient for the data collection process.

Simultaneously, within the quantitative dimension of the research, the Content Validity Index (CVI) - defined as the value which is significant at the level of $\alpha = 0.05$ and is obtained from the sum of Content Validity Ratio (CVR) average of the items to be taken to the final form - was determined, with a view to providing evidence of the validity of the questionnaire. That's why the technique developed by Lawshe (1975) was used in determining the Content Validity Ratios. First, the outline of the questionnaire form was presented to 14 experts who were deemed good in their field (from the Education Sciences Department: two associate professors, three assistant professors; English Language Teaching Department: an assistant professor; three Turkish teachers and five English teachers). Later on, as Yurdugül and Aşkar (2008) stated, each item was rated as "required", "useful, but insufficient" and "unnecessary" by the experts. In the light of their opinions, items were combined in a form and the CVR and the CVI were calculated for each item. The CVI values related to the sub-problems of Motivation; Retention; Psychological Effect and Communication were 0.93, 0.972, 0.944 and 0.938 respectively. The CVI items were seen to be higher than 0.51. Hence, it can be said that the items were statistically meaningful. Moreover, the questionnaire's general CVI value was seen to be higher than the CVC (Content Validity Criterion) value [CVI > CVC (0.92>0.51)]. The CVI value was obtained in terms of the items showing a 0.05 significance level, and in terms of the total CVC means of the items (Yurdugül, 2005). As the CVI value (0.92) of items was higher than the CVC value (0.51) [(0.92>0.51) (CVI>CVC)], it can be stated that the content validity of the items in the questionnaire were statistically meaningful.

Beside the quantitative data of the research, teachers and students were asked about the effect of fun-based videos related to the students' academic achievement, affective domain, social development, psychological aspect and learning environment. The qualitative data was collected through interviews with both student and teachers, and were encoded by two encoders and the adjustment values (Cohen Kappa) were calculated. Dawson-Saunders and Trapp Robert (1994) pointed out that the Kappa value is used to test the agreement between two encoders rating the same object. The Kappa coefficient takes values in the range 0 to 1 and, accordingly, outcomes can be defined as follows: from 0.93 to 1: excellent, 0.81 to 0.92: very good, 0.61 to 0.80: Good, 0.41 to 0.60: moderate level, 0.21 to 0.40: below the medium

and 0.01 to 0.20: poor adjustment (as cited Boyacıoğlu & Güneri, 2006, p. 81). Within the present study, Kappa values in terms of the teachers' views related to the effect of fun-based videos on students' academic achievement, affective domain, social development, psychological aspect and learning environment are respectively identified as follows: 0.63, 0.70, 0.75, 0.61 and 0.77. On the other hand, Kappa values in terms of the students' views related to the same sub-themes are respectively determined as follows: 0.76, 0.60, 0.64, 0.77 and 0.67. These values show that a good level of adjustment values concerning the themes was obtained.

Collecting and Analyzing the Data

A NVIVO-8 program was used to model the qualitative data. In analyzing the data, the views of both researchers were taken into consideration. The participants were coded as P4-M_T or P8-M_S including "Participator and Number- Gender $_{Teacher/Student}$" information. Moreover the model used T $_{(Teacher)}$ and S $_{(Student)}$ codes to indicate the participation frequency of teachers and students.

Throughout the research, teachers and students were asked for their views with regard to using fun-based videos in ELT. A questionnaire which the researcher developed after a review of the literature with the help of Education Science experts' views was used for collecting the data. There were 30 items in the questionnaire, 21 of which were Likert type, five open-ended and four related to the teachers' and students' personal information. An SPSS 15.0 Package program was used to analyze the collected data. The research used, in particular, frequency (f), percentage (%) and chi square (x2) values. The collected data was evaluated in terms of gender, school type and teaching experience.

Findings

Findings related to the Quantitative Aspect of the Research

The study's findings relate to the examination of using fun-based videos in ELT within the frame of sub-problems such as motivation; retention; communication and student psychology concerning teachers' and students' views in terms of gender; type of school; and teaching experience.

Table 1. Distribution of the items about "motivation" in terms of students' gender and school type and teachers' gender and teaching experience.

Variables	STUDENTS				TEACHERS			
Motivation	Gender variable		School types		Gender variable		Teaching Experience	
The lesson with fun-based videos;	X^2	P	X^2	P	X^2	P	X^2	P
1.focuses students' concentration and encourages learning	1.23	.54	34.65*	.00	1.18	.67	.40	.53
2. promotes deeper learning	4.64	.10	18.47	.05	.68	.41	1.05	.30
3. generates students' interest in class	2.01	.37	16.42	.08	.71	.40	4.13*	.04
4. increases awareness of other cultures by teaching appropriateness and suitability	2.17	.34	29.35*	.00	2.01	.16	6.35*	.01
*p<0,05	df:2				df:1			

In Table 1, students' views are examined in relation to the first item questioning fun-based videos' effect on students learning concentration and courage and the fourth item including its

effects on the awareness of other cultures. Consequently, it was found that there was a significant difference, in those items, in terms of the school type variable (first item: x^2 = 34.65; fourth item: x^2 = 29.35, df = 2, p<0.05) related to motivation. Moreover, the difference was seen to be in favour of Anatolian High Schools (Sequentially: 87.3%, 61.8%). These results showed that Anatolian High School students agreed with the relevant item more than the others. On the other hand, when teachers' views related to the items "The lesson with fun-based videos generates students' interest in class" and "it increases awareness of other cultures by teaching appropriateness and suitability" were examined in the table, it was seen that there was a significant difference in favour of teachers having 1-5 years of service (x^2 = 4.13, x^2 = 6.35, df = 1, p<0,05). This means that the relevant items were adopted more by the teachers with 1-5 years of service than by the others.

Table 2. Distribution of the items about "retention" in terms of students' gender and school type and teachers' gender and teaching experience.

Variables	STUDENTS				TEACHERS			
Retention	Gender variable		School types		Gender variable		Teaching Experience	
The lesson with fun-based videos;	X^2	P	X^2	P	X^2	P	X^2	P
1. improves information recall	2.26	.32	14.35	.15	.24	.62	7.95*	.00
2. creates memorable visual images	2.47	.29	8.82	.55	.44	.51	.18	.67
3. strengthens audiovisual stimuli by activating students' background information	.49	.78	26.34*	.00	3.18	.07	5.94*	.01
4. provides audiovisual perceptions and generates prediction	4.05	.13	27.54*	.00	5.26*	.02	.65	.42
5. establishes auditory, visual and mental links that helps improve students' longterm memory.	1.95	.37	31.23*	.00	2.85	.09	2.22	.14
*p<0,05	df:2				df:1			

In Table 2, there seems to be significant difference statistically in terms of school type variable in the above mentioned third item (x^2 = 26.34, sd = 2, p<0,05). It is understood that this significant difference was in favour of Anatolian High School (%72.5). In other words, it can be said that, more than the other school types, the Anatolian High School students agreed with the relevant item. Moreover, in the table, it is seen that there are, also, significant differences in the fourth and fifth items questioning the audiovisual fun-based aspect of the lesson with and its helping students to improve long-term memory and, again, in terms of school type (x^2 = 27.54, x^2 = 31.23, sd = 2, p<0.05). These results show that students, in Anatolian High Schools, adopted those items more than the other students (%73.5, %88.2). On the other hand, according to the teachers' views, it is stated clearly that there was a significant difference statistically in favour of female teachers (69.6%) in the item "it provides audiovisual perceptions and generates prediction" (x^2 = 5.26, sd = 1, p<0.05). This means that many more female teachers than male ones thought the lesson including fun-based videos with presenting audiovisual support was effective on students' prediction and perceptions. Also, it is seen easily that there was significant difference in favour of the length of service variable with 77.8% and 66.7% respectively in relation to the items "it improves information recall." and "it strengthens audiovisual stimuli by activating students' background information" (x^2 = 7.95, x^2 = 5.94, df = 1, p<0,05). This result means that, more than the experienced groups, teachers with 6-10 years of service, agreed with the idea that, the lesson including fun-based videos improved information recall and strengthened audiovisual stimuli.

Table 3. Distribution of the items about "communication" in terms of students' gender and school type and teachers' gender and teaching experience

Variables *Communication*	STUDENTS				TEACHERS			
	Gender variable		School types		Gender variable		Teaching Experience	
The lesson with fun-based videos;	X^2	P	X^2	P	X^2	P	X^2	P
1. diminishes rivalries and creates group cohesion.	6.11	.05	33.45*	.00	2.47	.29	2.05	.36
2. has effect on shy students' interaction with others.	3.14	.22	40.32*	.00	1.11	.57	.51	.78
3. builds a connection with students and teacher	2.44	.30	32.33*	.00	1.78	.41	.70	.70
4. stimulate the flow of ideas	.22	.90	15.41	2.12	7.59*	.02	.07	.96
5. help utilize the latest technology to facilitate language learning	3.11	.21	21.15	2.02	5.16	.08	.81	.67
6. increases oral comprehension and stimulate student interaction and communication with other classmates.	1.92	.38	31.25	2.00	3.61	.16	.81	.67
7. promotes cross-cultural awareness	.64	.72	47.29	2.00	2.34	.13	1.83	.18
*p<0,05	df:2				df:2			

When Table 3 is examined, it is understood that, in relation to communication in the first item ($x^2 = 6.11$, $p<0,05$, $df = 2$), there was a significant difference in favor of male students (55%). This result shows that many more male students agreed with the idea that the lesson with fun-based videos diminished rivalries and created group cohesion. In addition, the most striking point is that there was, also, a significant difference statistically, in terms of school type in the second and third items, in favor of Anatolian High Schools. The percentages of these items were respectively as follows: 85.7% and %57.1%. Those percentages revealed that the related items were adopted more by Anatolian High School students. On the other hand, in the Table 6, according to the views of teachers, it is seen clearly that there was no significant difference in terms of gender or the length of service variable in any item.

Table 4. Distribution of the items about "psychological effect" in terms of students' gender and school type and teachers' gender and teaching experience

Variables *Psychological Effect*	STUDENTS				TEACHERS			
	Gender variable		School types		Gender variable		Teaching Experience	
The lesson with fun-based videos;	X^2	P	X^2	P	X^2	P	X^2	P
1. increases student active participation.	1.86	.40	47.22*	.00	1.78	.41	1.70	.43
2. boosts students' self-confidence	3.77	.15	46.31*	.00	5.38	.07	.09	.96
3. establishes a friendly atmosphere in class	.01	.10	25.63*	.00	6.01	.05	.50	.78
4. hinders negative classroom atmosphere	3.52	.17	50.60*	.00	9.06*	.01	.65	.72
5. lowers anxiety and tension	1.59	.45	30.40*	.00	.94	.62	2.65	.27
*p<0,05	df:2				df:2			

In Table 4, the most striking point is that there was a significant difference in school types. In all items, this significant difference was seen in favor of Anatolian High Schools. The percentages of the items were respectively as follows: 80.4%, 65.7%, 74.5%, 70.5%, and 70.6%. These statistical results mean that the items were adopted more by Anatolian High School students. Moreover, in the fourth item questioning the reduction of a negative classroom atmosphere, there was a significant difference statistically in favor of female teachers (73.9%). This means that many more female than male teachers agreed with the idea that the lesson with fun-based videos hinders a negative classroom atmosphere.

Findings related to the qualitative aspect of the research

This section presents the findings related to the views of teachers and students about the effect of fun-based videos on academic achievement, affective domain, social development, psychological aspect and learning environment.

In Figure 1, it is seen that fun-based videos were very effective on students' *academic* achievement. Views towards this sub-problem were as follows: the lesson with fun-based videos develops vocabulary span and critical thinking; improves grammatical structures; promotes latent learning; and increases motivation. While, in the research, the participant $7M_T$ stated that "fun-based videos promoted critical thinking and provide long-term learning" and participant $5M_T$ emphasized that "with audiovisual elements, information recall is easier". Related to the same sub-problem, participant $9F_S$ stated that "such applications facilitate transforming knowledge into practice", $10M_S$ said that "speaking skills are developed especially with oral fluency" and, finally, $17M_S$ stated that "As fun-based videos include visuality, they promote long-term learning". Moreover, the participants' ideas related to the effect of fun-based videos on *affective* domain comprised that these videos improved positive attitudes toward learning; encouraged students to speak English; stopped lessons being boring and made learning enjoyable. One of those ideas was proposed by $7M_T$ when he said that "positive attitudes toward learning are improved" while $3M_T$ said "those videos increase students' learning needs". Finally, $6M_S$ added "fun-based videos are like positive reinforcement".

When examining the *social* sub-problem of the qualitative aspect of the research, it is seen that the participants' ideas included helping shy students participate actively in the class; making students both laugh and learn; increasing student-teacher rapport; and promoting individual and group working. On this point, $4F_S$ said that "shy students participate more actively in the class"; $2M_S$ suggested that "Learning can be more effective as students both laugh and learn with such materials"; and, lastly, $1F_T$ stated that "Such videos incorporating visual quality develop imagination, facilitate information recall, focus students' concentration and make them active in the class". On the sub-problem of *Psychological* aspect, ideas proposed were such as: "fun-based videos create a friendly and enjoyable learning environment; lower anxiety and stress; hinder learning phobia; and decrease formality between student and teacher". Participants' ideas, related to the same sub-problem, are illustrated in Figure 1. On this sub-problem, $5F_S$ emphasized that "I think comfortable and enjoyable atmosphere is created"; $2M_T$ said that "Funny videos lower anxiety and stress" and $8F_T$ added that "I see fun-based ideas as positive reinforcement and I believe that, if one enjoys, he/she can comprehend faster."

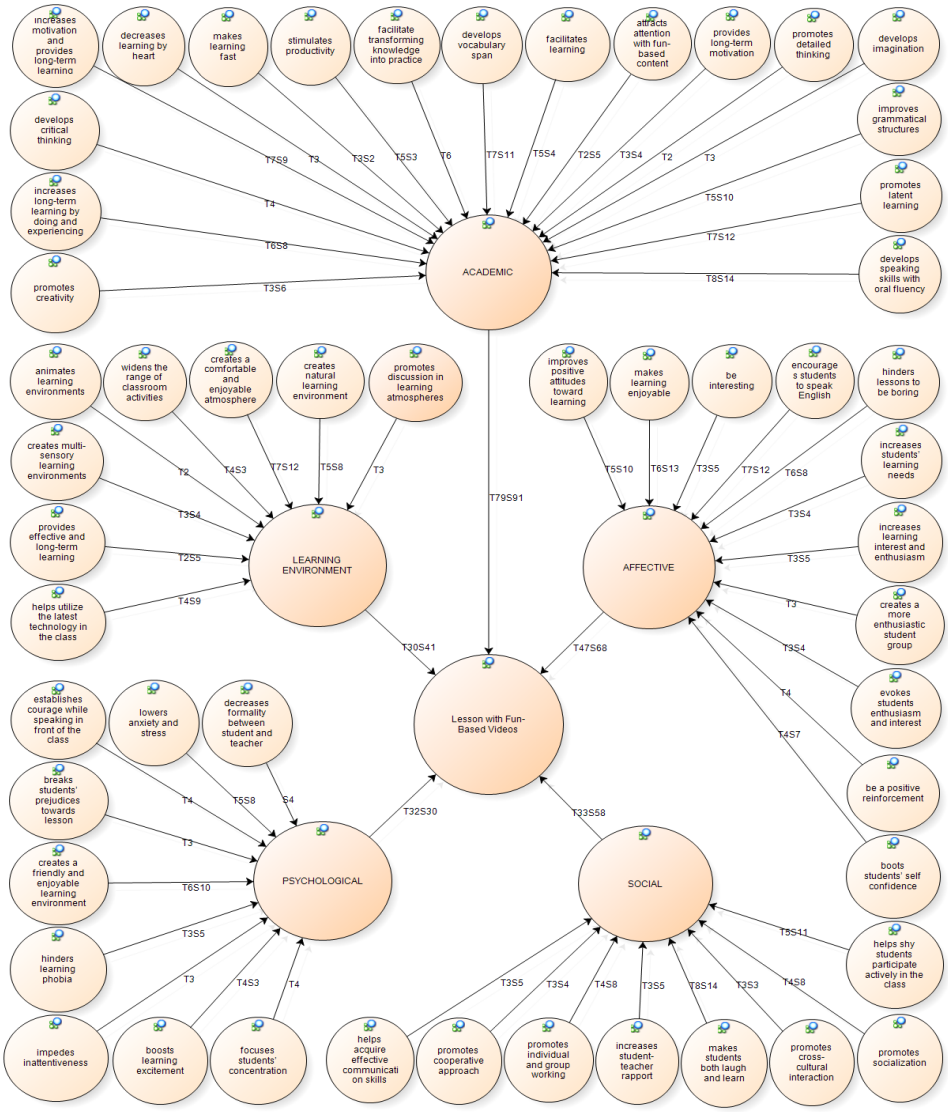


Figure 1. The effect of fun-based videos on students' achievement, affective domain, social development, psychological aspect and learning environment

The research's other sub-problem was learning environment. On this sub-problem, the participants proposed that fun-based videos' created comfortable, enjoyable, natural and multisensory learning environments and widened the range of classroom activities At this point, 4MT said that "As fun-based videos are enjoyable, they can evoke students' enthusiasm and interest and increase learning achievement" and 13FS stated that "the more senses are used in the learning environment, the more learning will become".

After the application of fun-based videos, codes related to negative aspects of fun-based videos in English language teaching were obtained by analyzing the qualitative data obtained from teachers and students. Thus, six sub-themes were respectively identified as follows: time consuming activities, noisy environments, lack of fun-based videos relevant to each aspect of English, lack of focus on the courses and insufficiency of course duration. Concerning the related items, $9M_S$ stated that some students ignored the lessons due to the noisy environment which resulted in a lack of motivation.

Discussion and Conclusion

The study tried to determine students' and teachers' views with regard to using fun-based videos in learning a foreign language. The study examined six sub-problems and the resultant data was analyzed both qualitatively and quantitatively.

The first problem was to determine the effect of fun-based videos on motivation. With regard to the students' and teachers' views, some of the ideas that emerged were that fun-based videos focused students' concentration and encouraged learning; increased desire to learn; increased the awareness of other cultures and other students' interests. Moreover it was concluded that in terms of school type variable, the Anatolian High School students agreed more with the effect of fun-based videos on concentration and awareness. On the other hand, as far as the teachers were concerned, it was inferred that teachers having 1-5 years of service adopted the idea of fun-based videos' increasing interest and awareness more than more experienced teachers. On this point, Parrott (1994) stated that, with fun learning, students were motivated better to learn. In fact, he emphasized fun-based videos' positive effect on motivation (as cited in Wyk, 2011, p. 117). In this respect, it can be said that there is a close relationship between motivation and fun-based videos.

In the study, the other problem was to determine the contribution of fun-based videos to retention. On this point, both teachers and students stated that fun videos generated prediction and improved information recall. This meant that fun-based videos increased retention levels. However, when the school type variable was taken into consideration, it emerged that the Anatolian High School students agreed more with the view that there were audiovisual and long-term memorable aspects of fun-based videos. Additionally, many more female teachers than male ones were seen to adopt fun-based videos' effect on presenting audiovisual support. These results were supported by Musilova's (2010) statement that it was easy for students to remember something which was connected with pleasure or fun. Consequently, it is correct to say that there was a direct relationship between fun-based videos and retention.

Communication was another problem examined in the study. Students stated that fun-based videos diminished rivalries and created group cohesion. Thus, communication developed between students. On the other hand, teachers emphasized that fun-based videos promoted cross-cultural awareness, and built a connection between the students and the teacher. Ayan (2009) stated that, in the class, fun and cheerfulness could cultivate friendships, and could create a close interaction style which builds social support. Hence, it can be concluded that, through fun-based videos, communication improves.

The last problem addressed in the study was to see the effect of fun-based videos on students' psychology. When teachers' views were examined, female teachers in particular stated that in the lessons involving fun-based videos, students' self-confidence increased, negative classroom atmosphere disappeared, and a friendly atmosphere emerged. Furthermore, the psychological effect of fun-based videos attracted great interest on the part of Anatolian High School students. In this respect, Aboudan (2009) stated that, in learning a language, wish and desire was necessary and, in order to make students feel that they wanted to learn the foreign language, the lesson should include funny content. Among the students' ideas, the most striking point was that funny videos increased students' active participation. Consequently, it is understood that fun-based videos can have a positive effect on students' psychologies.

As far as the findings of the qualitative data are concerned, it can be concluded from the *academic* sub-problem of the research that, with fun-based videos, meaningful and long-term

learning could appear and information recall was facilitated. Consequently, students' cognitive development progressed through the use of such videos. On this subject, many studies supported this result of the research (Lesser & Pearl, 2008; Greishaber, 2008). In addition, with regard to the *affective* domain sub-problem, it is understood that, with such applications, students' interest and enthusiasm increased and, consequently, success was achieved more easily. Similar results were found in most of the studies on this topic (Berk, 2009; Ayan, 2009). From the participants' views on the social sub-problem which creates communicative atmosphere, it can be inferred that fun applications increase student-teacher rapport, promote socialization, and help all students to participate actively in the learning process.

Another sub-problem was the effect of fun-based videos on students' *psychology*. The findings of qualitative aspect of the research indicated that the existing application created a friendly and enjoyable learning environment, lowered anxiety and stress, and broke down students' prejudices towards a foreign language. In this context, it was found that the study results of Berk (2000) and Carter (2005) parallel this research. Moreover, the study examined the relationship between fun applications and the *learning environment*. The findings showed that natural, enjoyable and comfortable learning environments were created through such fun-based materials and, consequently, the learning atmosphere became more vivid, and classroom activities became more various. On this point, Askildson's (2005) study related to this subject matter supported this research's result.

Finally, some disadvantages of fun-based videos identified by the research findings could be expressed as time-consuming activities, noisy environment, lack of fun-based videos relevant to each aspect of English, lack of focus on the courses, and insufficiency of course duration.

From the above results some suggestions can be made. These are:

- Fun-based videos should be included in ELT instruction since they make students focus their attention quickly.
- Using fun-based videos should be increased in order to generate student interest and increase the level of motivation.
- Fun-based videos should be used systematically, with the aim of promoting effective learning, especially while learning difficult aspects of language.
- Teachers should benefit from fun-based videos since they stimulate students' imagination and creativity.
- Teachers should choose fun-based videos as language learning activities because they develop such communicative competencies as student-teacher rapport, peer interaction, and the exchange of views.
- Fun-based videos should be used more frequently in ELT classes because of their ability to increase students' self-confidence, encourage active participation and reduce negative atmosphere in the classroom.
- Anatolian High school students were recognized to be in favour of fun-based videos more than the other students as a result of research findings. The reason of this favour can be attributed to these students' being chosen for Anatolian High schools after high school entrance exam. In other words, is can be correct to say that their levels of awareness about English learning are higher. However, it can be recommended to

other researchers to seek for the question of why Anatolian High School students are in favour of fun-based videos more than the other students.

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