

## Opinions on the Use of Magic Card Tricks in Teaching English to Young Learners Çocuklara İngilizce Öğretiminde Kart Sihirbazlıklarının Kullanımı Üzerine Görüşler

Kürşat CESUR<sup>1</sup>

**Öz:** Sihir kullanımı, yalnızca eğitim alanında değil, diğer birçok alanda çalışan kişilerin artan ilgisini çekmektedir. Bu betimleyici çalışmada, İngilizce öğretmenleri ve öğretmen adaylarının İngilizce öğretiminde kart sihirbazlıkları kullanımına ilişkin görüşleri karma aşamalı açıklayıcı araştırma deseni kullanılarak sunulmuştur. Nicel veriler, Google Formlar aracılığıyla bir anket kullanılarak 190 öğretmen adayından ve 195 İngilizce öğretmeninden toplanmış ve SPSS sürüm 17 kullanılarak analiz edilmiştir. Nitel veriler, nicel verilerin sonucunu açıklamak için 95 İngilizce öğretmeni ile yapılan görüşmeler yoluyla toplanmıştır. Veriler içerik analizi ile incelenmiş ve araştırmacının yorumlarına dayanarak kodlar ve temalar oluşturulmuştur. Sonuçlar, bu kart sihirbazlıklarının, en iyi derslerin başında veya sonunda özellikle çocuklarla kullanılabileceğini göstermiştir. Katılımcılar Magician isimli kart sihirbazlığının en uygulanabilir olduğuna inansalar da, her bir kart sihirbazlığının ayrı özellikleri olduğunu vurgulamışlardır. Öğretmenler öğrencilerin dikkatlerini çekmek, motivasyonlarını arttırmak ve öğrenmelerini kolaylaştırmak ve geliştirmek için bu kart sihirbazlıklarından faydalanabilirler.

**Anahtar sözcükler:** Çocuklara İngilizce Öğretimi, İngilizce Öğretmenlerinin Görüşleri, Kart Sihirbazlıkları.

**Cite this article as:**

Cesur, K. (2020). Opinions on the use of magic card tricks in teaching english to young learners. *Trakya Eğitim Dergisi*, 10(1), 263-275.

### UZUN ÖZET

#### Giriş

Dil öğretiminde öğrencileri motive etmek oldukça zordur. Özellikle de çocuklara dil öğretirken çok az öğrenci sınıfa dil öğrenme amacı ile gelir. Çocuklara dil öğretiminde öncelikli amaç dil öğrenmeyi sevdirmek olmalıdır. Öğrencilere dil öğrenmeyi sevdirecek birçok etkinlik bulunmaktadır. Oyunlar, şarkılar, el-işi çalışmaları bunlardan sadece birkaçıdır. Sihir kullanımı, yalnızca eğitim alanında değil, diğer birçok alanda çalışan kişilerin de artan ilgisini çekmektedir. Sınıfınızda farklı etkinlikler yapmak ve öğrencilerinizin dikkatini çekerek onları öğrenmeye teşvik etmek isterseniz, kolay öğrenilen kart sihirbazlıkları sizin için güzel bir alternatif olabilir. Kart sihirbazlıkları yaygın olarak bilirse de, bu tarz etkinliklerin sınıf içi kullanımı oldukça azdır. Özellikle dil öğretiminde kullanımı oldukça sınırlıdır. Yapılan araştırmalar sihir kullanımının öğrencilerin öğrenmelerini kolaylaştırdığını göstermektedir. Bu çalışmada, araştırmacı kendi geliştirdiği 4 adet kart sihirbazlığının dil öğretiminde neden, ne zaman ve hangi yaş grubuyla kullanımın daha iyi olacağını İngilizce öğretmenlerinin görüşlerine başvurarak aşağıdaki araştırma soruları yardımı ile açıklamıştır.

<sup>1</sup> Dr. Öğr. Üyesi, Çanakkale Onsekiz Mart Üniversitesi, e-posta: kursatcesurcomu.edu.tr, ORCID: 0000-0001-5091-9793

1. İngilizce öğretmenlerinin sınıflarında kart sihirbazlıklarını kullanmaları hakkındaki görüşleri nelerdir?
2. İngilizce öğretmenlerinin favori kart sihirbazlığı hangisidir ve favori kart sihirbazlıklarını niçin en çok sevdikleri hakkındaki görüşleri nelerdir?
3. İngilizce öğretmen adayları ve öğretmenlerinin görüşleri arasında kart sihirbazlıklarını kullanıp kullanmamalarına, ne zaman, kimle ve kart sihirbazlıklarının hangisini kullanmalarına ilişkin anlamlı farklılıklar var mıdır?

Makalede bahsi geçen kart sihirbazlıkları her hangi bir kelimeyi öğretirken ya da tekrar ederken kullanılabilir. Standart kart destesi yerine, öğretmenler hazırlayacakları kartlarla istedikleri konuları istedikleri seviyede öğretebilirler. Makalede kart sihirbazlıklarının kısa açıklaması verilmiş, hem daha iyi anlaşılması, hem de verinin daha kolay toplanabilmesi için altyazılı bir şekilde videoları oluşturulmuştur (TenTen 4 Kids, 2018).

### Yöntem

Bu betimleyici çalışmada, İngilizce öğretmenleri ve öğretmen adaylarının İngilizce öğretiminde kart sihirbazlıkları kullanımına ilişkin görüşleri ‘karma aşamalı açıklayıcı araştırma deseni’ kullanılarak sunulmuştur. Nicel veriler, Google Formlar aracılığıyla bir anket kullanılarak toplanmış ve SPSS sürüm 17 kullanılarak analiz edilmiştir. Nitel veriler, nicel verilerin sonucunu açıklamak için görüşmeler yoluyla toplanmıştır. Veriler içerik analizi ile incelenmiş ve araştırmacının yorumlarına dayanarak kodlar ve temalar oluşturulmuştur.

Çalışmanın ilk aşaması kartopu örnekleme tekniği yardımıyla 190 öğretmen adayı ve 195 İngilizce öğretmenine ulaşılarak tamamlanmıştır. Toplanan nicel veriler ışığında, ikinci aşamada 95 İngilizce öğretmenine açık uçlu sorular sorulmuştur. İlk başlarda öğretmen ve öğretmen adayları için tamamen yeni olan kart sihirbazlıklarının öğretimi zor olduğundan araştırmacı kart sihirbazlıklarının videolarını çekerek veri toplama işlemini kolaylaştırmayı amaçlamıştır.

### Bulgular ve Tartışma/Sonuç

Nicel veri sonuçları katılımcıların büyük çoğunluğunun kart sihirbazlıklarını kullanmayı tercih edeceğini göstermektedir. Ayrıca öğretmen adayları öğretmenlere göre kart sihirbazlıkları kullanımını daha çok tercih etmektedir. Nitel veri sonuçları ise kart sihirbazlıklarının eğlenceli, ilgi çekici, faydalı, güdüleyici, eğitsel ve bazılarının kullanımının kolay bazılarının ise çalışma gerektirdiği ve hata yapma riski olduğu gerekçeleri ile zor olduğunu ortaya koymuştur. Bu bulgular Ogren’in (2014) çalışması ile paralellik göstermektedir. Benzer bir şekilde, Arbain ve Nur (2017) ve Schatz (2006) da sihirin öğrencilerin dikkatlerini çektiğini, öğretmenlerin sihir yardımıyla öğrencilerin katılımlarını arttırdıklarını, ve öğrencilerin motivasyonlarının sihir kullanımı aracılığı ile arttığını ifade etmişlerdir. Bulgular kart sihirbazlıklarının, en iyi derslerin başında veya sonunda özellikle çocuklarla kullanılabileceğini göstermektedir. Aynı şekilde Ikhsanudin (2019) de sihirin ders başı etkinliği olarak kullanılabileceğini belirtmiştir. Adipramono ve Nindhita (2016) ise sihir aracılığı ile çocukların kelime hazinelerini geliştirebileceklerini vurgulamışlardır. Katılımcılar ‘Magician’ isimli kart sihirbazlığının en uygulanabilir olduğuna inansalar da, her bir kart sihirbazlığının ayrı özellikleri olduğunu vurgulamaktadırlar. “Magician” numarasının kalabalık sınıflarla, sınıf önünde kullanılabileceği düşünülürken, “11th Card Trick” isimli numaranın bireysel ya da küçük gruplarda daha etkili olduğu düşünülmüştür. “Guessing the Fourth Card” ve “Cut the Cards” numaralarının da pratik ve ustalık gerektirdiğini eğer kartlar yanlış karıştırılırsa sihirbazlıkta sorun çıkabileceği katılımcılarca belirtilmiştir. “Cut the cards” numarasında diğerlerine ek olarak şans faktörünün de etkili olduğu vurgulanmıştır.

“Başarılı bir öğrenmenin en büyük düşmanlarından biri öğrencilerin sıkılmasıdır” (Harmer, 2000: 5). Bu yüzden İngilizce öğretmenleri öğrencilerin dikkatini çekmek, motivasyonlarını artırmak ve öğrenmelerini kolaylaştırmak ve geliştirmek için çeşitli yollar bulmalıdır. Harmer (2000: 98) “dinlemenin dinleyicinin katılımını gerektirdiğini” iddia eder. Bu nedenle, sihir kullanımı, öğrencilerimizin derse katılımını arttırmak için iyi bir yol olabilir. Sihir ders programına entegre etmek zor olabilir, ancak imkansız değildir. Sihir numaralarının özellikleri İngilizce derslerinde kullanılan oyunlarla benzerlik göstermektedir. Katılımcıların görüşlerine göre bu sihirbazlıklar da oyunlar gibi eğlenceli, motive edici, kuralları olan ve çocukların analitik düşünmelerine katkı sağlar niteliktedir (Lewis & Bedson, 2004). Tıpkı oyunlar gibi, bu kart sihirbazlıkları “yeni materyalleri tanıtmak, yeni öğrenilen konuları pratik etmek, belirli temaları tanıtmak veya bir sınıfa enerji vermek” için kullanılabilir (Lewis & Bedson, 2004: 6).

Her ne kadar çoğunlukla genç öğrenciler için uygun olsalar da, İngilizce öğretmenleri herhangi bir yaş grubuyla derslerinin herhangi bir aşamasında kendi kart sihirbazlıklarını uyarlamının ve uygulamanın yollarını bulabilirler. Öğretmenler genellikle “programın etkinliğini artırmak için kendi özel öğrencileri için kullanılan materyalleri adapte etmek” zorunda kalırlar (Yangın-Ekşi, 2012: 36). Dikkatli bir planlama ile öğretmenler bu tür etkinlikleri derslerinde etkili bir şekilde kullanabilirler. Öğretmenler öğrencilerinin ilgi, istek ve ihtiyaçlarını dikkate alıp benzer birçok videoyu uyarlayarak yeni kart sihirbazlıkları da geliştirebilirler.

Çalışmada veri toplama aracı anket ve görüşme ile sınırlıdır. Çalışma aynı zamanda katılımcıların fikirleriyle de sınırlıdır. Araştırmacılar, gelecekteki araştırmalarında bu kart sihirbazlıklarını kullanan öğretmenleri gözlemleyebilirler. Ayrıca, bu sihirbazlıkları İngilizce derslerinde kullanmanın etkisini görmek için kendi deneysel araştırmalarını yapabilirler.

## 1. INTRODUCTION

Teachers frequently have difficulties in finding ways to make their lessons more fun and more engaging for their students. Motivating the students can sometimes be mission impossible. If teachers want to do something different in their classrooms, performing magic card tricks, especially the ones that are easy but still cool, may be just the appropriate means. For beginner teachers, magic tricks have to be easy to understand, learn, and perform. There are some card tricks that fit this description perfectly. In this study, four magic card tricks were adapted for English language teachers; and when, with whom and why teachers of English prefer to use these card tricks were investigated.

The use of magic tricks in language teaching can be considerably useful as the art of magic has the amusement that is able to attract people’s attention and to hold it (Spencer, 2012). Additionally, Ogren (2014) believes that magic is an effective strategy to motivate and inspire students to read, build confidence, and think creatively. He adds that students can enjoy learning when teachers make use of magic. Magic not only improves children’s “psychomotor functioning” (Frith & Walker, 1983, p. 108), but also promotes “self-esteem and self-confidence” and tends to “get attention of children quickly” (Levin, 2006, p.16). Moreover, the need to associate the students’ imagination to the lesson is the key to all learning (Egan, 2005). As it fosters students’ imagination, magic can be useful in language teaching as well. Furthermore, Moss, Irons and Boland (2016) procured that students learn well through the use of magic, and the use of magic tricks has no negative impact on students’ comprehension. As the use of magic in teaching has these advantages, it has gained attention in many fields such as science, cognitive neuroscience, biology, cognitive psychology, mathematics, elementary algebra, and statistics to explain some concepts in these fields (Lesser & Glickman, 2009). For example, Spencer (2012) provided profound implications for the education of students with special needs and those involved in their education. From science to special education, teachers started to utilize magic in their classrooms. The use of magic is viewed ‘as a universal language’ and it ‘offers a creative tool for teaching’ (Frith & Walker, 1983, p. 109). However, there are few sources presenting the use of magic when teaching English such as a few videos (e.g. Bujtas, 2011) showing some tricks to be employed in EFL classes, five articles discussing the distinct uses of magic, and two online courses (e.g. TEFLMagic) teaching how to use magic tricks in ELF classes.

In their studies, Schatz (2006) and In (2009) provided some magic tricks to be used to teach English. However, Adipramono and Nindhita (2016), and Arbain and Nur (2017) carried out research to find out whether the use of magic can foster students’ learning. In Adipramono and Nindhita’s (2016) study, all the students were interested in the use of magic tricks. The use of magic increased the number of vocabulary items they learned. Also, all the students participating in that study believed that they learned how to be good public speakers. Adipramono and Nindhita (2016, p. 87) concluded that “teaching English using magic tricks collaboratively was effective”. Arbain and Nur (2017, p. 93) reported that “the use of magic and fairy tale dice was said to be successful in improving students’ ability in writing narrative texts”. Furthermore, they emphasized that magic and fairy tale dice boosted students’ imagination and motivation in creating narrative text. While Adipramono and Nindhita (2016) wielded qualitative methods in their study, Arbain and Nur (2017) employed quantitative ones. None researched the EFL teachers’ opinions on the use of card tricks in their classrooms. This mixed method research study aims to contribute to filling this gap in research by explaining when, with whom and why EFL teachers wish to use ‘four magic card tricks’ adapted to ELT.

The following research questions are addressed in the study:

- 1 What are the EFL teachers' opinions on the use of magic card tricks in their classes?
- 2 What is the EFL teachers' favorite card trick and why is it their favorite?
- 3 Is there a significant difference in the preferences of in-service and pre-service teachers in terms of whether, when, with whom and which card trick they prefer to use?

The card tricks listed in this article are assumed to be played to teach, revise or practise any vocabulary items related to any topic. They require no set up, no props or gimmicks while performing them. Different from the magic card tricks that make use of a standard deck of cards, these card tricks are performed using the ones generated by the teachers themselves. After generating the cards, the teachers may save and laminate the cards if possible for future use. Rather than focusing on detailed descriptions of these tricks, very short descriptions of these tricks were provided in the following and tutorials with subtitles in English were videotaped. To better understand and see the detailed descriptions of the games, readers should watch the videos (TenTen 4 Kids, 2018).

### **1.1. Magician**

After watching the video (SankeyMagic, 2017) of a card trick on the net, the researcher decided to adapt it to be used in EFL classes. In this card trick, the teacher tells the class that he/she will memorize all the cards in the pile in 60 seconds. Thereafter, he/she pretends to memorize the cards one by one while placing each on the table. In fact, he/she does not memorize all of the cards, but remembers the first card. Later, he/she collects the pile of cards and starts his magic show. Students watch their teacher who appears to have memorized all the cards in a deck and learn new vocabulary items while the teacher repeats them one by one. Similar to other games used for teaching English, this trick could be beneficial as it provides "repeated use of language items" (Wright, Betteridge, & Buckby, 2006, p. 2).

### **1.2. Guessing the Fourth Card**

Mismag822 – The Card Trick Teacher (2014) named this trick "power of four". He lets a guest shuffle the deck and split it in half. By looking at the fourth card down in one half of the deck, he knows the exact fourth card in the other half of the deck too. After adapting this trick to be used in EFL classes and making his magic cards, the researcher used the trick with his private students and experienced that students paid great attention while their teacher was performing the trick. Students really wondered how this was possible. Teachers can make use of this sense of wonder which is one of the cognitive tools so as to get the attention and promote the imagination of the students (Egan, 2005).

### **1.3. 11th Card Trick**

11th card trick, also known as the 21 Trick or three column trick, is a card trick that employs basic mathematics to trace the participant's selected card. Graham (2011) clearly explains the trick using a standard deck of playing cards. In the adapted version of the trick, the teacher begins by handing the students 21 vocabulary cards and requiring them to look through it and select any one card to remember. The teacher subsequently deals out the cards face up in three columns of seven cards each. The students point to the column which includes their card. The cards are picked up and this process is repeated three times. Finally, the selection will be the 11th card in the 21 card pile. As the teacher repeats the vocabulary items three times and the students follow their teachers attentively and with great wonder, students' behavioral, emotional, and cognitive engagement which is more than the students' involvement or participation might be possible (Trowler, 2010).

### **1.4. Cut the Cards**

Patton (2011) provides a great explanation of this trick. In the classroom, a student picks a card from the deck of vocabulary cards, memorizes it and then puts it back into the deck. Then the teacher finds their card. The students become curious about how the teacher will detect their cards. This card trick may generate some kind of curiosity among the students, which "derives the impulse to learn" (Hopkins, & Craig, 2015, p.1).

## 2. METHOD

In order to seek answers to the research questions, ‘the mixed methods’ research was carried out in this study in which quantitative and qualitative research techniques, methods, and approaches are combined (Creswell, 2009). A questionnaire was utilized as the primary data collection tool. However, since the questionnaires are limited in the representation of the whole picture, the data collection process was supported with interviews. The study follows mixed methods sequential explanatory research design which consists of both quantitative and qualitative analysis of the data. Weight was given “to the quantitative data and the mixing of the initial quantitative results informs the secondary qualitative data collection” (Creswell, 2009, p. 211). As it can clearly be seen in the figure below, the study began with the collection and analysis of quantitative data. Then, the researcher planned the subsequent qualitative phase by developing the interview questions (See Appendix). The analysis of the qualitative findings was used to explain and interpret findings of the quantitative phase (Creswell, 2009). The quantitative and qualitative results were integrated in the conclusion.

**Figure 1.** Visual model for mixed methods sequential explanatory design procedures (adapted from Ivankova, Creswell & Stick 2006: 16)

Phase	Procedure	Product
QUANTITATIVE Data Collection	<ul style="list-style-type: none"> <li>• Questionnaire applied to 385 EFL teachers of English</li> </ul>	<ul style="list-style-type: none"> <li>• Numeric data</li> </ul>
↓		
QUANTITATIVE Data Analysis	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Inferential statistics (Pearson Chi-Square)</li> <li>• SPSS software</li> </ul>	<ul style="list-style-type: none"> <li>• Frequencies</li> <li>• Value of Chi-Square Test</li> </ul>
↓		
Connecting Quantitative and Qualitative Phases	<ul style="list-style-type: none"> <li>• Developing interview questions</li> </ul>	<ul style="list-style-type: none"> <li>• Participants (n=95)</li> <li>• Interview Questions</li> </ul>
↓		
Qualitative Data Collection	<ul style="list-style-type: none"> <li>• Interviews with 95 participants</li> </ul>	<ul style="list-style-type: none"> <li>• Text data (interview transcripts)</li> </ul>
↓		
Qualitative Data Analysis	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Coding and thematic analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Codes and themes</li> </ul>
↓		
Integration of the Quantitative and Qualitative Results	<ul style="list-style-type: none"> <li>• Interpretation and explanation of the quantitative and qualitative results</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion</li> <li>• Future research</li> </ul>

## 2.1. Setting and Participants

The participants of the first phase of the study were 190 pre-service and 195 in-service teachers of English from Turkey. The researcher tried to reach 384 participants because with the ‘confidence level’ of 95% and with the ‘confidence interval’ of 5%, 384 participants represent 1,000,000 people (Cohen, Manion & Morrison, 2007). Snowball sampling which “is useful for sampling a population where access is difficult” (Cohen et al. 2007, p. 116) was done and selected participants were asked to share the questionnaire with as many EFL teachers or teacher candidates as they can. For the second phase of the study, the researcher interviewed 95 teachers of English. They were asked to explain reasons why they chose to make use of a specific trick, at a specific stage of a lesson, with a specific group of students.

## 2.2. Data Collection and Analysis

The researcher tried to teach the tricks face-to-face first to the in-service teachers through seminars carried out in the state schools and to the prospective teachers of English in their Teaching English to Young Learners course. However, teaching the videos face-to-face and administering the questionnaire took nearly 10 months. The researcher could only collect data from 92 participants (38 pre-service, 54 in-service teachers) in this way. As it was time consuming to teach each participant the card tricks and then ask his or her opinion about them, and as the researcher wanted to get the opinions of more participants, the tricks were videotaped and the videos (TenTen 4 Kids, 2018) with their subtitles in English were uploaded to YouTube. The videos were then added to the questionnaire which was distributed online with Google Forms (See Appendix). In this way, more EFL teachers (152 pre-service, 141 in-service teachers) were able to participate in the study as they saw the tricks on Google Forms. After the questionnaire was administered to find out the EFL teachers’ opinions on the use of magic card tricks in their classes, the quantitative data obtained from the questionnaire were analyzed by means of descriptive and inferential statistics. Percentages, frequencies, and chi-square values were then produced using SPSS version 17. In order to explore the differences between the two independent participant groups (in-service and pre-service teachers), Pearson chi-square test was conducted.

The qualitative data attained from 95 teachers of English were content analyzed in order to explain the initial quantitative findings. Semi-structured interview questions were asked. Whether, when and with whom and why they want to use these card tricks were asked to the participants in the interviews. Subsequent to the close reading of each interview transcript, a Microsoft Excel worksheet was created and the answers were coded in large ‘chunks’ with each participant’s responses in one column and the researcher’s interpretations of them in the next column (Meyer & Avery, 2009).

## 3. RESULTS

### 3.1. EFL Teachers’ Opinions on the Use of Magic Card Tricks

Results regarding the EFL teachers’ opinions on whether, when, with whom to use these card tricks are presented in the following parts.

**3.1.1. Whether to use card tricks or not.** 63% ( $n=243$ ) of the participants envisioned that they will make use of the card tricks in their teaching context. 33% ( $n=128$ ) of them believed they are not sure about using them as they selected the ‘Maybe’ option. Only 4% ( $n=14$ ) of the participants pointed out that they will not use the tricks to teach English.

As for the results of the qualitative data, following table demonstrates the frequency distribution of the codes and themes that were generated as the result of the content analysis. 26 participants believed that the card tricks were fun. 25 of them emphasised that card tricks could get students’ attention. While 23 participants highlighted the educational value of the tricks, 14 of them considered them to be interesting and intriguing. 7 participants specified some specific characteristics attributed to different card tricks. None of the participants attributed negative characteristics of card tricks.

**Table 1.** Frequency distribution of codes and themes

Codes	Themes	<i>f</i>	%
Fun	Enjoyable	11	27.36
	Entertaining	9	
	Amusing	6	
Getting Students' Attention Educational Value	Attractive	25	26.32
	Useful/ Beneficial	8	
	Helpful	4	
	Educative	3	
	Motivating	2	
	Effective	2	
	Stimulating	2	
	Repetition	1	
	Active Participation	1	
	Arousing Curiosity	Interesting	12
Intriguing		2	
Others	Group work	1	7.37
	Pair work	1	
	Individual work	1	
	Easy	1	
	Difficult	1	
	Requires practice	1	
	Risk of making mistake	1	
Total		95	100

26 EFL teachers found the tricks amusing, entertaining and enjoyable. One of the participants stated, *"Of course I am going to use them because the tricks you taught are really funny for students. While using these games, I can make my lesson funnier"* (P22). Another participant agreed to make use of the tricks and said *"Yes, I will make use of the card tricks because it can be an entertaining way for teaching foreign language especially to kids"* (P90). P66 also wished to use the tricks in his/her classes as she expressed *"Of course, I will use the magic card tricks because lessons will be more enjoyable for kids with these cards"*.

25 of them believed that they could get students' attention easily using these card tricks. Another participant explained why he/she wanted to use the tricks as:

Yes, I will make use of them because they can draw attention, increase participation and make lessons more enjoyable. Students like different games and activities so I think these are beneficial for our classes. Only for fun, students can join classes although they do not know English or are not interested in it, but later fun brings learning (P40).

Though he/she was not sure about using the card tricks, P65 asserted *"Maybe, I will use only magician since it seems much more suitable to get the attention of all class"*. Moreover, P59 wanted to use the tricks as he/she believed *"... they are attractive. Students always love these kinds of games or activities"*.

23 of the teachers discussed the educational value of these tricks. They defined them as being beneficial, useful, helpful, educative, effective, stimulating, and motivating. One of them claimed *"Yes, I will use them in my classes because they are useful and helpful for both teaching and learning new words"* (P16). Furthermore, one of the participants to whom the researcher taught the use of magic card tricks told that *"I have already tried them and they are both useful and enjoyable. Also, they are easy to do"* (P47). Another participant claimed *"Use of magic card tricks will motivate my students and it will help them memorize vocabulary items fast"* (P24). In the opinion of a participant *"they are useful for vocabulary recycling"* (P48). Participants also considered that they were good ways of revising vocabulary. To illustrate, a teacher claimed *"these tricks could be very useful for low level students to revise vocabulary. I have always believed that teaching language through games and enjoyable activities is better than presenting it in a traditional way"* (P25).

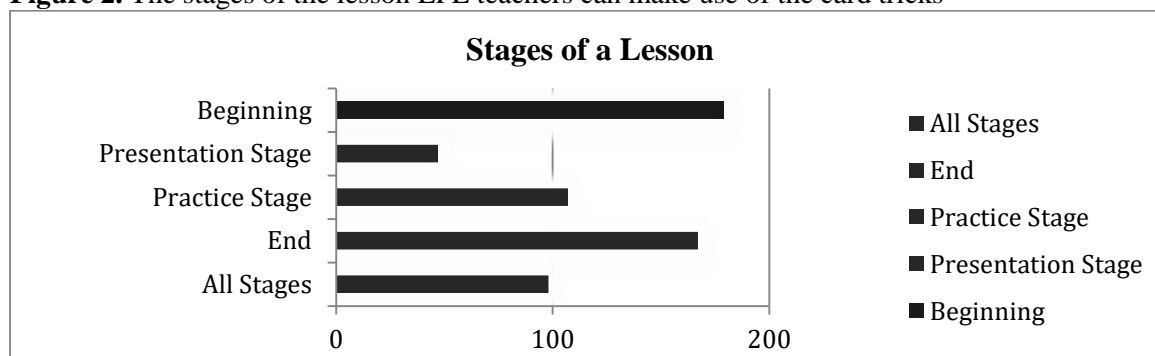
The tricks arouse curiosity, are interesting and intriguing with regard to the opinions of 14 participants. One of them said *"Maybe yes, I can use them in my fifth grade classes because they are very curious about these kinds of things"* (P18). Another participant specified that *"my students are really interested in these kinds of activities or games in our English classes. They also have the chance*

of using and producing the language” (P26). P57 also found the tricks interesting: “*I think it will be interesting for kids and any age of English learners.*”

Finally, participants attributed different characteristics to different card tricks. They were listed as ‘others’. While one of the participants (P84) preferred to use one specific card trick for group works, another participant (P73) considered they could be useful for individual or pair work. While participants perceived the tricks as different (P64) and easy (P53) to use in their class, a participant found the tricks difficult (P14) to be performed in his/her classes. P67 was not sure about using the tricks as it requires a lot of practice to learn and apply them in the classroom. P44 also emphasized that tricks have the risk of making mistakes if a teacher does not practice the tricks enough. All in all, asking the participants why they prefer to make use of the card tricks brought out the characteristics of these card tricks. The tricks might be enjoyable, attractive, educative, interesting, and different to use in the opinions of the participants.

**3.1.2. When to use card tricks.** These card tricks were originally intended to be adapted and used as warm-up or wrap-up activities. However, instead of simply calling them warm-up or wrap-up activities, the researcher wanted to explore the EFL teachers’ opinions about when to use these tricks in their lessons. Participants were required to select more than one option if they wished to. The figure below presents when these card tricks can best be used in the opinions of the participants.

**Figure 2.** The stages of the lesson EFL teachers can make use of the card tricks



In the quantitative phase of the study, most of the participants believed that these card tricks can best be used either at the beginning or at the end of a lesson. 179 (46.5%) of the participants prefer using these tricks at the beginning of a lesson as a warm-up activity or as a revision activity of the previous lessons. 167 (43.3%) of them argue that these tricks can be useful at the end of a lesson to wrap-up or to attract the attentions of the bored students.

The interview results were similar to the ones obtained from the questionnaire, 74% of the participants who were asked when to use these card tricks preferred using them either at the beginning ( $n=16$ ) or at the end ( $n=22$ ) of a lesson. However, most of them chose to use the tricks at both stages ( $n=32$ ). The rest ( $n=25$ ) believed that they could use these tricks at all stages of their lessons. While a participant suggested to use the tricks at the beginning of a lesson by admitting “*I can use them whenever I want to attract the students’ attention and make them energized in the beginning of the class because these tricks make them curious about whether the teacher can do the magic or not*” (P74), another participant recommends them to be performed at the end of a lesson: “*I think we can use these tricks after we teach vocabulary and these cards will help them remember the vocabulary items better. And they will not get bored because they will be active during the activity*” (P64). Moreover, one of the participants asserted that:

They are appropriate for all stages I think. We can use them at the beginning, to wake, warm or help students to remember vocabulary items; at the presentation stage, to practice maybe; at the end of a lesson, to sum up the learnt vocabulary (P6).

Another participant who sensed that these tricks could be notably practical responded to the question of when to use the tricks as:

It depends. These card tricks can be used as a warm up activity if the students are familiar with the vocabulary items. If not, they can be used as a raising awareness



activity. It is not possible to present all the target vocabulary using these tricks as some of the lexis will not be covered. In addition, they can be used to activate students' schemata before a reading or listening activity (P25).

A similar response was provided by P77:

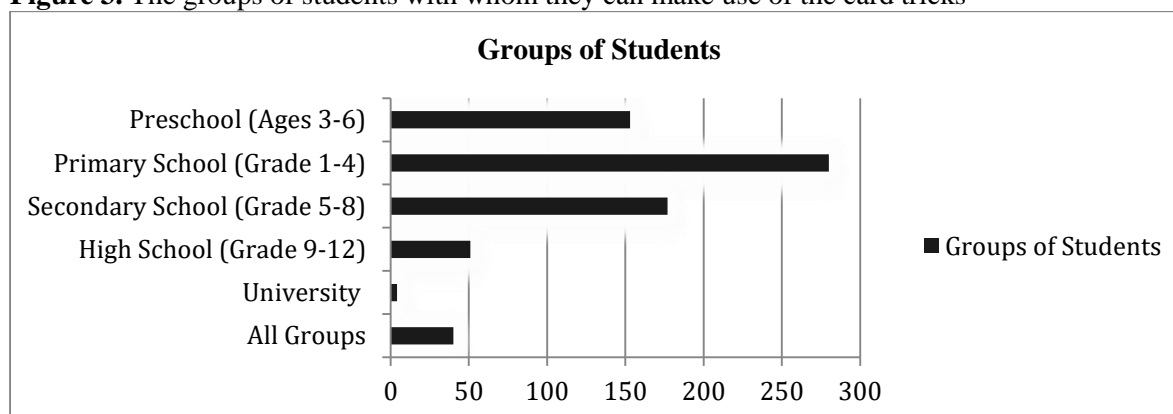
They can be utilized at all stages of a lesson yet I presume it could be better to use them at the ending stages or at the beginning stages of lessons. Students can either be made familiar with the new vocabulary that they will learn at the beginning or they can repeat the newly learned vocabulary at the end of the lesson.

Only one participant (P88) claimed that these tricks can merely be used at the presentation stage: *“In my opinion, at presentation stage, because it motivates students to stay focused for the rest of the lesson and also clear their minds when they get tired and bored”*.

Though some agree that they can be used at all stages, most of them justify that they are effective either at the beginning or at the end of a lesson.

**3.1.3. With whom to use card tricks.** The results of both quantitative and qualitative phases of the study reveal that these card tricks are for young learners. To Phillips (2003: 3), young learners are ‘children from the first year of formal schooling (five or six years old) to 11 or 12 years of age’. As it is indicated in Figure 3, the consensus has been that they can best be used for primary school students who are young learners according to Phillips’ definition.

**Figure 3.** The groups of students with whom they can make use of the card tricks



Again, the participants were required to choose more than one option if they preferred to. 280 (72.72%) of the participants felt that these card tricks are convenient for primary school students. While 177 (45.97%) of them asserted teachers could use them in the secondary school, 153 (39.74%) participants thought they could be used while teaching English at preschool level. Only 4 (1.03%) of the participants choose the university option. The figure reveals that magic card tricks can be best for students who are not more than at Grade 8 in the opinions of the participants.

As for the qualitative phase, the results are quite similar. Most of the participants think that they are suitable for either young learners ( $n=40$ ) or kindergarteners ( $n=3$ ) or both ( $n=26$ ). The number of EFL teachers believing that these card tricks are useful for kindergarteners only is low. Most of the participants believe that they can be complicated for kindergarteners and boring and ordinary for the adults. While solely one participant felt that they could be used with young adults, only one participant preferred to use them with adults.

A participant explained why these card tricks are for young learners as *“they [the students] will actually believe that we are magicians”* (P6). P33 pointed out that *“I believe we can use the tricks for all of them according to type of the tricks but young learners will enjoy the tricks most.”* Another participant also verified the quantitative results by claiming that *“these card tricks are enjoyable for young learners. They can be very complicated for kindergarteners. On the other hand, they can be very simple and ordinary for adults”* (P82). In accordance with this, one of the teachers also agreed this fact stating *“these tricks could be challenging for kindergarteners, but for the rest of them, they will be so much fun; especially when they are used for young learners”* (P15). Another one also agreed the point claiming that *“kindergarteners may be too young, and may not comprehend the real sense. Adults may feel uninterested. I think young learners are appropriate”* (P8). Only one participant believed that these

card tricks are for adults as he/she said “*I think they can be used together with adults because kindergarteners and young learners probably will not be able to follow rules, or they will not understand them*” (P67).

### 3.2. EFL Teachers’ Favorite Card Trick

47.27% of the participants preferred to use ‘Magician’ ( $n=182$ ) most. While 21.82% of them wanted to use ‘11th Card Trick’ ( $n=84$ ) most, 19.74% of them expressed ‘Guessing the Fourth Card’ ( $n=76$ ) as their favorite one. Though ‘Cut the Cards’ was the least preferred card trick, it was found to be the best one in the opinions of 11.17% of the participants ( $n=43$ ).

Responses to the first research question provided some general characteristics of these games; such as, being enjoyable, useful, attractive, interesting, educative, easy, motivating, etc. Responses to the interview questions also produced similar results. However, the following Table provides some specific characteristics and themes of these tricks proposed by the participants the number of which can be seen in Table 1 as well.

**Table 2.** Specific characteristics of card tricks

Magician	11th Card Trick	Guessing the Fourth Card	Cut the Cards
- Can be utilized in crowded classes - Presentable in front of the class - Students focus on it and actively participate - Arouses curiosity - No risk of making mistakes	- Appropriate for a single student or a small group - More engaging, students need to follow their card - Easy to apply, difficult to understand - More repetition of the target words (3 times) - No risk of making mistakes.	- Can be played in pairs (Students can do the trick to their friends after learning it) - Students focus on the cards - Hard for amateurs, needs some practice to perform - Chance to make mistakes if the cards are shuffled wrong	- Good for a single student or a small group - Different from others, it takes less time - Requires some practice and some luck - Chance to make mistakes if the cards are shuffled wrong

### 3.3. Significant Differences between In-service and Pre-service EFL Teachers’ Preferences

The last research question investigated the significant differences between in-service and pre-service EFL teachers in terms of whether, when, with whom and which card trick they prefer to use. Primarily, significant differences were found between the preferences of in-service and preservice teachers’ using these card tricks [ $X^2(2, n = 385) = 17.205, p <.05$ ].

**Table 3.** Significant difference in the preferences of EFL teachers and teacher candidates

Use it or Not?	Service Status				Total	X <sup>2</sup>	df	p
	In-service		Pre-service					
	f	%	f	%				
Yes	105	53.8	138	72.6	243	17.205	2	.000
Maybe	84	43.1	44	23.2	128			
No	6	3.1	8	4.2	14			
Total	195	100%	190	100%	385			

Pearson Chi-square results reveal that pre-service teachers of English prefer using card tricks more than the in-service teachers do. Still, more than half of the in-service teachers (54%) preferred using the tricks in their classes. Nearly the other half (43%) is not certain about using them. Only 3% of in-service teachers feel that they will not employ them in their classes.

There was a significant difference between the in-service and preservice teachers’ preferences of which card trick to use [ $X^2(3, n = 385) = 10.408, p <.05$ ]. While in-service teachers preferred using ‘Guessing the Fourth Card’ more, the pre-service teachers preferred ‘11th Card Trick’.

**Table 4.** Significant difference in which card trick EFL teachers and teacher candidates liked most

Card Tricks	Service Status		Total	X <sup>2</sup>	df	p
	In-service	Pre-service				

	<i>f</i>	%	<i>f</i>	%			
Magician	85	43.6	97	51.1	182		
Guessing the fourth card	51	26.2	25	13.2	76	10.408	3 .015
11th card trick	38	19.5	46	24.2	84		
Cut the cards	21	10.8	22	11.6	43		
Total	195	100	190	100	385		

With regard to when and with whom to use these card tricks, no significant difference was detected between the preferences of in-service and pre-service teachers.

#### 4. CONCLUSION, DISCUSSION and IMPLICATIONS

“One of the greatest enemies of successful learning is student boredom” (Harmer, 2000, p. 5). EFL teachers must explore ways to attract their students’ attention, increase their motivation, and facilitate and enhance their learning. With the aim of attracting students’ attention and keeping their motivation alive, EFL teachers apply different techniques and activities. The purpose of this study is to familiarize the EFL teachers and teacher candidates with a new teaching technique called “the use of magic card tricks in teaching English to young learners” and to investigate their opinions on when, with whom and why they can use them in their classes. Following a mixed methods sequential explanatory research design, the study incorporates both quantitative and qualitative data which were integrated to disclose EFL teachers’ opinions on the use of magic card tricks.

First, the results of the study demonstrate that most of the participants agree to use the tricks in their classes. Only 4% of the participants do not wish to use the tricks. The reason for this could be because few teachers tend not to use the techniques that they are not familiar with. The participants agreed that “magic is a potentially effective teaching strategy” just as Ogren (2014, p. 7) did. Ogren (2014) believes that magic can be an effective tool to teach as it addresses the students’ cognitive, affective and psychomotor domains. The participants are also of the opinion that the card tricks can be enjoyable, attractive, educative, interesting, and different to use. Similarly, In (2009) claimed the mysterious nature of magic tricks is appealing to learners who are motivated by curiosity. Any syllabus for children in primary schools will involve “topics... that are enjoyable ...” (Akcan, 2010, p. 78). Therefore, the teachers can make use of these tricks in their classes since participants feel that tricks are enjoyable and fun. Moreover, participants view that the tricks get students’ attention easily, are interesting, motivating and stimulating. In line with Arbain and Nur’s (2016), and Schatz’s (2006) study, magic can always catch and focus the observer’s attention, enabling the teacher to activate every student; and increase students’ motivation and interest.

Second, as the results suggest, a great number of the participants specify that these tricks can be used either at the beginning of a lesson to revise or at the end to wrap up the vocabulary items. Ikhsanudin (2019, p.14) also found that magic can be used as “warm-up interaction”. As for teaching and revising vocabulary items, Adipramono and Nindhita’s (2016, p.91) study generates similar results. In their study, they conclude that the use of magic tricks “can enrich the students’ vocabulary”. The characteristics of magic tricks suggested by the participants show similarity with those of games performed in EFL classes. Games are fun, motivating, healthy challenge to the child’s analytical thought and with visible set of rules (Lewis & Bedson, 2004). In a similar way like games, EFL teachers can use the magic card tricks “to introduce new material, to practice recently learnt language items, to introduce or practice certain themes, or to relax or energize a class” (Lewis & Bedson, 2004, p. 6).

Third, results also present that participants prefer to use the card tricks for young learners. Likewise, Çakır (2004, p. 106) asserts that “particularly, young learners would love to learn by means of activities ... which are quite stimulating, motivating and interesting”. Çakır (2004, p. 106) also asserts that “the use of various activities in the classroom to teach a foreign language has a great impact on learners”. Therefore, these card tricks may bring the variety needed in young learners’ classes.

The participants prefer to use the trick “Magician” most. Besides their general characteristics, specific characteristics of the card tricks are listed to help EFL teachers select their best card trick to teach English to their students considering their classroom atmosphere and conditions. Finally, the results indicate significant differences among in-service and pre-service teachers’ opinions on whether they want to use the tricks or not and which card trick they prefer most. Pre-service teachers of English prefer using card tricks more than the in-service teachers do. This could be because they are eager to

use new things in their classes in the future. Also, while the pre-service teachers preferred ‘11th Card Trick’, in-service teachers preferred using ‘Guessing the Fourth Card’ more. Identical to Genç’s (2016) study, the needs, challenges, and teaching strategies of pre-service and in-service teachers differ. Considering these differences, pre-service teachers’ willingness to generate new things and in-service teachers’ experience in real classroom setting should be both taken into consideration.

All in all, through careful planning, teachers can make use of these tricks efficiently in their lessons. Integrating magic into the syllabus can be difficult, but not impossible. It might be a good way to engage our learners. Though, the magic tricks can mostly be convenient for young learners, EFL teachers may explore ways to adapt and apply the tricks of their own at any stage of their lessons with any age groups. As Yangın-Ekşi (2012, p.36) highlights teachers should “adapt materials in order to increase the effectiveness of the programme and materials used for their particular learners”. As a final suggestion, if they watch similar videos online, EFL teachers of English can adapt and create new magic card tricks (e.g. Exit707, 2015) or alternative ways of using magic in their classes. Though the study has produced some valuable findings and implications for EFL teachers, it has some limitations. The data collection tool is limited to the questionnaire and interview. The study is additionally limited to the participants’ ideas. Researchers can observe the teachers who are using such magic tricks for further research studies. They can also conduct their own experimental research to distinguish the effect of using these tricks in the EFL classes.

## 5. REFERENCES

- Adipramono, R., & Nindhita, J. N. (2016). The implementation of magic tricks in collaborative English learning, in L. A. Wahid (Ed.) *Proceedings of the 3rd International Conference on Language, Innovation, Culture and Education*. 87-92. Retrieved from <https://icsai.org/procarch/3iclice/3iclice-42.html>.
- Akcan, S. (2010). Enriching second language instruction for young learners: Teaching practices for primary school children. In B. Haznedar & H. H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 67-87). Ankara: Anı Yayıncılık.
- Arbain, A., & Nur, D. R. (2017). The use of magic and fairy tale dice to improve students' ability in writing narrative text, in *Advances in Social Science, Education and Humanities Research (ASSEHR), 1st International Conference on Intellectuals' Global Responsibility (ICIGR)*. 125: 91-94.
- Bujtas, B. (2011, August 4). *Magic tricks with young learners*. [Video file]. Retrieved from <https://youtu.be/kt4ykocoH78>.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York, NY, US: Routledge/Taylor & Francis Group.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Çakır, İ. (2004). Designing activities for young learners in EFL classrooms. *Gazi Eğitim Fakültesi Dergisi*, 24(3), 101-112.
- Egan, K. (2005). *An imaginative approach to teaching*. San Francisco, CA: Jossey-Bass
- Exit707. (2015, November 24). *Perfect cut - Easy card trick for beginners tutorial*. [Video file]. Retrieved from [https://youtu.be/z\\_CLyGlrNdw](https://youtu.be/z_CLyGlrNdw).
- Frith, G. H. & Walker, J. C. (1983). Magic as motivation for handicapped students. *Teaching Exceptional Children*. 15(2). 108-110.
- Genç, Z. S. (2016). More practice for pre-service teachers and more theory for in-service teachers of English language. *Procedia - Social and Behavioral Sciences*, 232, 677–683.
- Graham, T. (2011, July 6). *The 21 card trick*. [Video File]. Retrieved from <https://youtu.be/1m6Z3sDjQXk>.
- Harmer, J. (2000). *How to teach English*. Beijing: Foreign Language Teaching and Research Press & Pearson Education Limited.
- Hopkins, D., & Craig, W. (2015). *Curiosity and powerful learning*. Melbourne: McREL International.
- Ikhsanudin, I. (2019). Using magic trick problem-based activities to engage FKIP UNTAN students: A classroom action research in listening for general communication class. *Journal of English Language Teaching Innovations and Materials*, 1(1). 7-15.
- In, V. (2009). Using origami and magic tricks to teach English. *The Internet TESL Journal*, 15(2). Retrieved from <http://iteslj.org/Techniques/In-Origami.html>

- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3-20.
- Lesser, L.M., & Glickman, M.E. (2009). Using magic in the teaching of probability and statistics, *Model Assisted Statistics and Applications*, 4(4), 265–274.
- Levin, D. M. (2006). Magic arts counseling: The tricks of illusion as intervention. *Georgia School Counselors Association Journal*, 13, 14-23.
- Lewis, G. & Bedson, G. (2004). *Games for children*. (Sixth edition). New York: Oxford University Press.
- Meyer, D. Z., & Avery, L. M. (2009). Excel as a qualitative data analysis tool. *Field Methods*, 21(1), 91–112.
- Mismag822 – The Card Trick Teacher (2014, April 10). *Easiest card trick ever*. [Video File]. Retrieved from <https://youtu.be/jzjhcfVvWRA>.
- Moss, S., A., Irons, M., & Boland, M. (2016). The magic of magic: The effect of magic tricks on subsequent engagement with lecture material. *British Journal of Educational Psychology*, 87(1), 32-42.
- Ogren, K. (2014). *Why magic is an effective teaching strategy?* A project submitted in partial fulfillment of the requirements for the degree of master of education, University of Victoria, Victoria, Canada. Retrieved from <https://dspace.library.uvic.ca>
- Patton, K. (2011, June 14). *Pick a card easy card trick: Magic tutorial how to explanation learn magic*. [Video File]. Retrieved from <https://youtu.be/kjnAxRvLcIE>.
- Phillips, S. (2003). *Young learners* (11th ed.). New York: Oxford University Press.
- SankeyMagic. (2017, April 13). *How to memorize a shuffled deck in 60 seconds!*. [Video File]. Retrieved from <https://youtu.be/EOR8EITmZ4g>.
- Schatz, A. (2006). Magic in the English classroom. *Humanising Language Teaching*, 8(6). Retrieved from <https://old.hltmag.co.uk/nov06/sart02.rtf>.
- Spencer, K. (2012). Hocus focus: Evaluating the academic and functional benefits of integrating magic tricks in the classroom. *The Journal of International Association of Special Education*, 12(1), 85-99.
- TenTen 4 Kids. (2018, December 13). *Four card tricks for teaching English*. [Video File]. Retrieved from <https://goo.gl/h5Ly5i>.
- Trowler, V. (2010). *Student engagement literature review*. Retrieved from <https://www.advance-he.ac.uk/knowledge-hub/student-engagement-literature-review>
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge: Cambridge University Press.
- Yangın- Ekşi, G. (2012). Materials. In A. Arıkan & E. Gürsoy (Eds.), *Teaching English to young learners: An activity-based guide for prospective teachers* (pp. 33-55). Ankara: Eğiten Kitap.