



Ufuk University
Graduate School of Social Sciences
Department of English Language Teaching

**THE EFFECTS OF THE USE OF VIDEO ON LANGUAGE SKILLS
IMPROVEMENT AND STUDENT MOTIVATION**

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Tez Danışmanı
Yrd. Doç. Dr. Gülşen Demir

Master's Thesis

Ankara, 2017

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KABUL VE ONAY

Selvin GÜRSOY tarafından hazırlanan "The Effects of the Use of Video on Language Skills Improvement and Student Motivation." başlıklı bu çalışma, 28/07/2017 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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Tezimi hayatımdaki en önemli varlığım olan kızım Mira'ya adıyorum.



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ÖZET

GÜRSOY, Selvin. The Effects of the Use of Video on Language Skills Improvement and Student Motivation, Yüksek Lisans Tezi, Ankara, 2017.

Bu tez çalışmasında, İngiliz Dili Öğretimi'nde video kullanımının öğrenci motivasyonu ve dil becerilerinin gelişimi üzerindeki etkisi araştırılmıştır. Araştırma kapsamında ayrıca İngilizce derslerinde video kullanımı üzerindeki tutumları ve video kullanımının dil becerilerinin gelişmesi üzerindeki etkilerine olan düşünceleri araştırılmıştır.

Araştırma için Ankara ilinde bulunan Atılım Üniversitesi Hazırlık Okulu'nda farklı seviyelerde öğrenim gören 300 öğrenci üzerinde 22 soruluk bir anket uygulanmıştır ve 50 öğrenciyle soru cevap şeklinde birebir görüşme yapılmıştır. Anket uygulanan öğrencilerin derslerinde ders kitaplarında ve müfredatta bulunan video dersleri dışında ek bir video materyal kullanılmıştır. Görüşme yapılan öğrencilerin sınıflarında ise görüşme öncesinde ek bir video materyal işlenmiştir.

Araştırmanın sonucunda İngilizce derslerinde video kullanımının son derece önemli olduğu ortaya çıkmıştır. Öğrenciler video materyallerin öğrenmeleri üzerinde olumlu etkileri olduğuna inanmaktadır. Derslerde video materyal kullanımının kelime bilgilerini geliştirdiğini ve anlamalarını arttırdığını söylemiştir. Öğrenciler ayrıca video materyallerin konuşma ve dinleme becerilerini geliştirdiğini ve dilin gerçek hayattaki kullanımını görmelerini sağladığı konusunda düşüncelerini aktarmıştır. Öğrencilerin mülakata verdikleri cevaplarda video kullanımının motivasyonları üzerindeki etkileri üzerinde durulmuştur. Sonuçlar açıkça göstermiştir ki öğrencilerin video derslerine olan ilgileri oldukça yüksektir. Araştırmada video materyallerin yazma becerisi üzerindeki olumlu etkisinin de önemi vurgulanmıştır.

Anahtar Kelimeler: yabancı dil öğretimi, İngiliz Dili Eğitimi'nde video kullanımı, video material kullanımı ve motivasyon ve dil becerilerinin gelişimi, video destekli öğretim, dil öğretimi

ABSTRACT

GÜRSOY, Selvin. The Effects of the Use of Video on Language Skills Improvement and Student Motivation, Master's Thesis, Ankara, 2017.

This study aimed to investigate the effects of the use of video in English Language Teaching on student motivation and language skills improvement. Within this research, the students' attitudes to the use of video in English lessons and their beliefs about the use of video on their skills improvement were also aimed to find out.

The study was carried out over 300 students studying in Atılım University Preparatory School in Ankara in different language levels. A questionnaire of 22 questions and a structured interview were conducted.

The results indicate that it is highly important to use videos during the lessons as the students believe that the videos have positive contributions to their learning. It is found that the use of video materials enhances the students' vocabulary and increases their comprehension. Students believe that the videos improve their speaking and listening skills and enable them to see the real use of the language. The motivational effects of the use of video are also emphasized in students' answers to the interview questions. The results clearly show that the student interest in the video lessons is significantly high. Although not highly recognized, the positive effects of the use of video materials on writing are also significant.

Keywords: video, the use of videos in ELT, the use of videos and motivation and language skills improvement

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SYMBOLS AND ABBREVIATIONS

ICT	: Information Communications Technology
CLT	: Communicative Language Teaching
ELT	: English Language Teaching
ESL	: English as a Second Language



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1. INTRODUCTION

1.1. Introduction

The aim of this chapter is to introduce background information for the study. Besides, it states the problem and purpose of the study. Moreover, it indicates why the study is important and what its research questions are. Finally, it defines the related terms and lists the abbreviations.

1.2. Background of the Study

Current technological developments have caused rapid advances in the application of instructional and educational technology. Educators are using various audio-visual aids to facilitate the teaching process with the development of technology. Along with textbooks, audio clips, videos, power point slides, which are all technological equipments, are also used. From the basic to the higher order critical skills, technology helps students develop all kinds of skills.

In today's world, to have a better career, learning a foreign language is a must and after 1950s the use of English language has increased rapidly. In educational institutions in Turkey, mostly English is taught as a foreign language. Students study English compulsorily until they graduate from high school. When they enroll to a university, they take a proficiency exam to prove that they have enough English knowledge to continue their study in their own departments. If they do not pass the exam, they study at a preparatory school for a year. As for the ones who enroll to a private university where all the subjects are taught in English, it is a bit more important to learn English in order to be successful in their lessons when they study in their departments. Instructors are trying to use audio-visual materials during lessons to make their language teaching more effective and more interesting. Electronic boards, multimedia projectors and computers are being used in almost every classroom.

The preparatory schools are mostly well-equipped with technology as “technology helps English language learners find a voice, easing the transition to a new language. To help students learn as much as possible and to demonstrate that knowledge, we need to fully and creatively use what advances in technology have to offer” (Brozek & Duckworth, 2011, p.15). According to Marshall and Wofford, et al., “educators use technological advances as powerful pedagogical tools not only to present a plethora of information on a specific topic, but also to incorporate material that is not available in print or that require synthesis from multiple resources” (as cited in Smyrni & Nikopoulos, 2010, p. 304). “If schools are to meet the challenges presented during this revolutionary postmodern era of communication, the entire educational establishment – school administrators, bureaucrats, teachers, and colleges of education- must be committed to responding in an anticipatory and creative manner. A commitment to aiding the development of a media-literate population must become a central priority.” (Martinson, 2004, p.158).

Nowadays, Communicative Language Teaching (CLT) is one of the most popular teaching approaches. By this approach, teaching the use of language in everyday communication and the use of authentic materials while teaching have been emphasized since 1980s. In a CLT classroom language teachers are encouraged to use authentic audio-visual aids. With unlimited opportunities via technology, different types of activities that are motivating and authentic can be created. Authentic material is defined by Gardner and Miller (1999, p.101) as “material intended for some other use besides language learning.” Authentic material can come in all forms of communication. A written text, audio recordings of real communications or video of conversations may be used as an authentic material. They are not intended to be used for foreign language instruction. Raley points out that (as cited in Reyes, 2005, p.1) “authenticity is variously defined, but a common theme in many definitions concerns textual materials which have not been prepared for language teaching.”

Videos are among the most popular authentic materials. They are a part of everyday life activities and they are used as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom. Videos bring real-life situations into classroom. Videos provide authentic and original input as they are

produced for native speakers. They are motivating, interesting and entertaining. According to Alogaili, the visual input of videos offers rich contextualization cues that assist language learner's overall comprehension (p.11).

The findings of Lialikhova's (2014) study suggests that "teaching with video can effectively promote CLT, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium" (p.4).

Moreover, many universities apply blended learning in their preparatory schools. Blended learning combines traditional classroom, where instruction is mostly done face to face, with Information Communications Technology (ICT). This helps students learn more efficiently. Authentic materials like video are one of the essentials of this type of learning. As with all educational materials, the value and the effectiveness of video materials depend on how they are implemented in the classroom.

1.3. Statement of the Problem

Traditional language classrooms cannot provide the students with authentic materials. When students see people talking and making gestures rather than just listening to them, the language becomes more meaningful and realistic. Since communicating in a foreign language is not only listening and learning the rules of the language, the use of video in the classroom is essential in language classes.

Video materials are integrated into course books as a separate enjoyable activity which does not take a long time. Watching videos are considered as an 'extra' in the classroom. Video materials are not used as a teaching tool but reserved for Friday afternoons or as a time filler and they are not included in the curriculum. So, language teachers cannot make use of them properly.

However, recently, attitudes about teaching with media have changed. According to a summary of current research and educator surveys, educational TV and video:

- ✓ Reinforces reading and lecture material
- ✓ Aids in the development of a common base of knowledge among students
- ✓ Enhances student comprehension and discussion
- ✓ Provides greater accommodation of diverse learning styles
- ✓ Increases student motivation and enthusiasm
- ✓ Promotes teacher effectiveness (Corporation for Public Broadcasting, 2004, p.2).

When videos are combined with other teaching materials, they can perform a vital role in teaching a foreign education.

1.4. Purpose of the Study

The aim of this study was to investigate the role of the use of video on students' motivation and their language skills. The students' attitudes on the use of video in language classes were also investigated. A questionnaire was addressed to students and interviews were made in order to find out the results.

1.5. Significance of the Study

Although there are lots of researches showing that video is an important way of acquiring English, we, as teachers and educators, see it as a waste of time and leave it to students to watch videos in the target language. Video materials can be used as an authentic material input to improve comprehension and skills and as a motivational tool. Students find video materials interesting, motivating and beneficial. By using video materials, a positive classroom environment can be created. My hypothesis is that there is a significant difference in the improvement of skills and the students are motivated more when the videos are used in the language classroom. I hope that videos will be integrated into curriculum and will be seen as an essential part of the lessons.

1.6. Research Questions

This study investigated the relationship between the use of video in English Language Teaching as an authentic material and the students' motivation. It also investigated their attitudes to the use of video and the use of videos' effects on improving skills and comprehension. To do so, following questions were designed:

1. What are the students' attitudes to the use of videos in ELT?
2. What are the effects of the use of video on student motivation?
3. What are the beliefs of students about the use of video on their skills improvement?

1.7. Definition of The terms and Abbreviations

ELT: English Language Teaching

ESL: English as a Second Language

CLT: Communicative Language Teaching

ICT: Information Communications Technology

Blended Learning: "It is also called hybrid learning where many modes of learning are combined, with the usual combination of web-based instruction with live instruction, resulting in a socially supported and constructive learning experience" (Oliver, 2005).

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter introduces the literature reviewed regarding the use of technology, the use of videos as an authentic material in ELT, the use of videos to improve language skills and to increase motivation.

2.2. The Use of Technology in ELT

Technology has played an increasingly important role in language learning since 1950's. "The last two decades have witnessed a revolution due to onset of technology and it has changed the dynamics of various industries, and also influenced the industries and the way people interact and work in the society. The rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result, technology plays a very important role in English teaching" (Shyamlee and Phil, 2012, p.150). According to Wang Li (2005), "technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach. Language is a living thing, so the best way to learn a language is in interactive, authentic environments" (p.40). TV, audiotapes, videotapes, overhead projectors, computers, smart boards have all been used in language learning. According to Wright, lots of media and lots of styles of visual presentation are useful to the language learner. That is to say, "all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place" (as cited in Çakır, 2006, p. 68).

2.3. The Use of Videos in ELT

Videos not only cover most of the students' leisure time, but also are one of the most efficiently used audio-visual materials in the classrooms. Video offers the educators a wide variety of resource material to be employed in English lessons. Using videos in

teaching is not new. Howatt stated that along with the increasing popularity of the communicative approach, videos began to be used in teaching a foreign language more often than previously. In fact, “the arrival of videos for educational purposes at the beginning of the 1980s caused the video-cassette revolution in language teaching” (Lilikhova, 2014, p.20). Thus, it is obvious that video has begun to be used as a method of instruction in the early 1980s.

Videos are generally defined as “texts combining different modalities, such as words, images, sounds and/or music” (Vrapi and Zekaj, 2015). According to Canning Wilson’s (2000) description, video is at the most basic level of instruction, “is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning.”

As Messi and Merino suggest “nobody would deny that we are bombarded by the media and visual images. By the mere click of a finger, we can get access to remote lands and far-away people on our TV set or computer screen. Giving visual messages a place in a foreign language curriculum is an interesting and entertaining way to enhance the learner’s command of the target language; and the messages available through video offer a refreshing change of routine in the classroom” (1996, p. 20).

Language teachers mostly like video since it increases the motivation of the learners, brings the real world into the classroom, contextualizes language naturally and enables them to experience real language in a controlled environment (Çakır, 2006, p.68). Video allows language learners to witness the dynamics of interaction since they see native speakers communicating in an authentic environment. This is very important as EFL students have nearly no chance to meet native speakers.

“Videos can be tailored to curriculum objectives or provide additional information” (Oddone, 2011, p.106). “The invention of Internet, for example, has provided numerous online video resources that could be exploited by ESL instructors. With the Internet becoming more significant and accessible in today’s generation, the number of Internet sites that offer online video sharing services is also increasing” (Morat & Abidin, 2011, p.98). A lot of video sharing websites is available online. There are many video lessons,

lots of documentaries and educational materials that might be used to facilitate meaningful learning.

2.3.1. The use of video as an authentic material

Authentic materials are defined by Martinez (as cited in Azri & Al-Rashdi, 2014, p.48) as “the materials which are prepared for native speakers and not designed to be used for teaching purposes.” It is stated by many researchers that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers (Azri & Al-Rashdi, 2014, p.48). Omid & Azam state that “the use of authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in real world events” (p.106) and “learners who work with authentic materials are more interested in language learning” (p.108).

An analysis of Akbari and Azam’s (2015) study’s results show that video “is the most common source for obtaining authentic materials as teacher’s views and internet is in second level, newspapers and magazines third level, and radio last one.” This finding is reliable with Miller’s (2003) study in the ESL Magazine.

In a foreign language education, the use of video ensures authentic language input to the learners by providing samples of real-life situations. Goli (2016) argue that “video materials provide students with the opportunity to experience the target language in a natural context” (p.39). “Videos such as movies, TV programs and news broadcasts, which generally demonstrate real language that isn’t simplified and is spoken at a normal pace with genuine accents, are some of the examples of authentic videos that offer the authenticity” (Burt, 1999). “Videos provide instances of authentic language and can be fully exploited with the teacher’s control. They have a compelling power in the language classroom especially when the classroom activities are concentrated on short sequences. Authentic material usually proves to be particularly motivating as people find it interesting to understand real things” (Oddone, 2011, p.105). According to Hussin, Maarof and D’Cruz, J (as cited in Morat & Abidin, 2011, p. 96), experiencing this real language is especially important to language learners who have

“minimal exposure to authentic English,” because they are not living among the native speakers. Moreover, “with the authentic content, language learners, especially EFL learners, could be introduced to the nature of language in a more realistic manner as presented by the characters in the videos.” In addition to that, “the use of authentic videos could offer ESL learners with richer understanding of the language because it is essential for them not to be competent in the target language only but also its background, history and culture.”

Williams and Lutes (2008: 1, 2) claim as follows:

“In foreign language education, video materials have proved especially useful for number of reasons. Primarily, these materials provide students with the opportunity to experience the target language in a more natural context. Language is presented in an apparently less structured way.”

2.3.2. The use of video to improve comprehension

Video helps to promote comprehension. Meaning is clearer when relationships are illustrated in a way that is not possible with words. Katchen argues that students often depend too much on linguistic input to decipher meaning, yet in life we take cues from the context (2002, p.257). According to Harmer (2001), “with video’s ability to feature moving visual element, along with sound, the combination of these elements would help to increase ESL learners’ comprehension because they don’t hear the language but also see it” (as cited in Morat & Abidin, 2011, p.96). “Authentic video material can create more realistic language learning environment and stimulate EFL learners’ interest in English learning and enhance their comprehensive linguistic competence” (Wang, 2015, p.24). Using authentic materials to focus on grammar is an important way to show students how various structures are used in real language. “Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words” (Çakır, 2006, p.68). Çakır also states that non-native speakers of language depend more heavily on visual clues to increase their comprehension and there’s no doubt that “video is an obvious medium for helping learners to interpret the visual cues effectively” (p.68).

Gezegin asserts that the use of video in foreign language classes, “especially where students have limited access to authentic materials, is believed to be efficient because it illustrates visual examples to help develop understanding. It is seen as filling the gap between real life and school life” (2014, p. 450). “If video materials are used as a part of an active learning strategy, they have a major impact by presenting the same target structure and vocabulary in a new medium that allows for more repetition of the target language before learner attention is diverted or lost” (Williams & Lutes, 2008, p.5).

Video permits “learners to produce mental images, among different facts that videos contain. With videos, learners can easily identify vocabulary and grammar structures with no troubles” (Potosi, Loaiza & Garcia, p.16). Wade (2010) claims that “video is a valid and effective teaching and learning tool” and goes on:

“Video is arguably the best medium for language learning and teaching. It combines a visual context with spoken language, and in many cases, written text in the form of subtitles. The visual element has numerous benefits. It brings the outside world into the classroom. It provides visual clues which work in their own right and support the spoken text. We can see people’s facial expressions, their body language, and the physical background. Visual images provide a greater stimulus than simple auditory input.”

Loneragan stated that printed materials have the great advantage of performance and learner can keep the text for prolonged study. The language content of the text can be subjected to detailed study; syntax and morphology can be studied at leisure time. But printed materials do not give students enough information about how the language is used and also contextual clues are limited. Some other benefits of using video in a language class are as follows: sometimes printed texts are too complex and didactic and do not offer the student the opportunity to comprehend the meaning of a text as a whole. Neither any source of extra or paralinguistic clues nor illustrations to interpret the meaning are provided to supplement the text. However, these visual clues are very important for the comprehension (1984, p. 41).

2.3.3. The use of video to improve skills

By using authentic video materials students learn how to use language in real world and improve their proficiency level in four skills of language learning. “Videos can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing” (Katchen, 2002, p.256). “By using authentic video in lessons, the teacher can enhance students’ perceptive as well as productive skills” (Leah, 2012, p.100). Tuzi & Mori’s study found out that “video enhances ESL learners’ various language skills such as listening, speaking, writing, reading and grammar. Teachers can focus on grammar and vocabulary by introducing new words and grammatical components in addition to other production activities” (2011). Activities like group presentations, debate, discussion,, role-play, dialogue and might help enhance the students’ speaking and writing skills.

“The integration of videos as a teaching tool, especially in a language learning classroom, could prove to be a multi-faceted option for teachers who wish to boost the students’ level of interest as well as their productivity” (Wong, Noronha & Chaplin, p.73). Every language classroom is to be a part of an integrated, coherent, interdisciplinary program in which students speak, hear, listen, write and read. Video is one of the most valuable aids in this whole learning process.

Kale (2010) asserts that authentic videos also let teachers exploit them to improve any of the four skills, for listening, speaking, writing and reading; and since the study of these skills is supported by visual or contextual clues which the films offer, they result in more successful learning (p.29).

2.3.3.1 The use of video to improve listening skills

“It is important for ESL programs to prepare students for successful listening in academic lectures by implementing authentic listening materials in the ESL classes.” (Thanajaro, 2000, p.1). The use of authentic materials in the classrooms helps lower students’ affective filters and increase their self-confidence to listen to the target language. When students are practicing their listening skills, students often have

difficulty in holding their attention long enough when the teachers use long conversations or texts without any visual aids. Authentic materials are often delivered via technologies like video and they are not specially prepared for language learners. Video materials motivate students because they experience real feelings. As well as listening to the text, students can also see what is happening. Non-verbal behavior helps students develop their listening skills in a richer language context. Therefore, videos are powerful tools in helping students improve their listening skills. They provide real life language, context for students to understand what they have listened to in a meaningful way and fun while learning (Martinez, 2010, p.39). “They can be used as an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation” (Woottipong, 2014, p.201). “Listening to different varieties of accents help students strengthen the students’ listening skills and improve their pronunciation and intonation effectively” (Wang, 2015, p.25) since video combines visual and auditory support, and it’s more interesting for students because they can see and listen to the language patterns with people interacting in different situations (Galaviz & Vairo, 2008, p.157). McKinnon claims that it is much more meaningful to students to have a new dimension in the listening practice, by adding the audiovisual characteristic with the use of video (2011).

When a video is used as a mode of presentation, listening comprehension is better seen from the point of view of Rubin who defines the skill as “an active process in which listeners select and interpret information which comes from auditory and visual cues in order to define what’s going on and what the speakers are trying to express” (1995, p.7). Implementing authentic speech in classroom listening allows students to have immediate and direct contact with input data which reflect genuine communication in the target language (Breen, 1985, p. 63).

“Using television or videos in the classroom allows the learners access to more information when listening. That is, the learners can now see what is happening as well as listen to the text. Nonverbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio, that is), so learners can develop their listening skills in a richer language context.” (Peacock, 1997, p.3).

2.3.3.2 The use of video to improve speaking skills

The use of video is a way of helping the students to improve their speaking ability because it can improve their vocabulary acquisition, comprehension and grammar. Authentic materials help students acquire an effective communicative competence in the target language.

“The setting, action, emotions, gestures etc. that our students can observe in a video clip, provide an important visual stimulus for language production and practice” (Wade, 2010). Videos help the students generate ideas for discussion. Also, they have an idea of stress and rhythm pattern of the target language. They can help promote group discussions and activities. Mc Nulty & Lazarevic suggest that “video materials can be used for listening to the foreign language content to elicit discussions or communication in the classroom. Listening and watching videos provide an opportunity for students to hear accurate pronunciation of words and sentences as they are spoken by the native English speakers” (p.58). According to Rogers and Medley (1998), “if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. Also, learners need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom” (p.469).

As the students feel a sense of ‘being there’, videos can also help to promote reflection about personal values, or personal connections to the topic under consideration. They can meet a person at a café, have a job interview, do shopping, and attend a lecture without even leaving the classroom. A student who sees and hears at the same time will likely be more eager to speak than the one who reads a simple text. Thus, students should be given the materials which reflect the authentic purposes for which people read. It might help them realize that the reading involves getting meaning out of a text for some purpose.

What is very important to be competent in a foreign language is observing how a language is used in an authentic environment. This provides students with correct use and meaning.

2.3.3.3 The use of video to improve reading skills

Reading is about comprehension. It is simply comprehending the written language. Visual aids can be used in teaching reading for a better comprehension. The use of videos in language classes as pre-reading or post reading activities is undoubtedly improves the reading skills of the students. Especially when the subtitles are used during watching the video, the students have a lot more chance to improve their reading, learn vocabulary and comprehend what they watch. If the written text is not related to the students' background knowledge, they might need some extra information, which the use of videos can supply. The use of video also provides contextual clues of the text for effective comprehension where they are very limited.

2.3.3.4 The use of video to improve writing skills

There are some researches done on how the use of videos affects the improvement of writing skills. According to a research done by Bachtiar (2013), video technique improves students' writing of procedural text. It was shown by the progress of students' score from experimental group. The score of experimental group significantly improved than the control group. It was because the experimental group received treatment by using video technique.

Based on the results of the research done by Rachmah (2011), the use of video clips as media improves students' writing skills of narrative texts.

Similarly, research results conducted by Nuryani (2011) showed that video can improve students' writing skill of narrative text. The students generate their ideas more easily, they have richer vocabulary and they can organize their story well when the video is used as an authentic material.

Another research done by Pratiwi (2011) revealed that "videos can improve students' writing skill and students' attitudes towards writing in teaching and learning process. They allow students to get easier in generating and organizing their ideas when they

write. Also, students were more active and innovative joining the lessons when the videos are used.”

2.3.4. The use of video to improve vocabulary

To acquire a communicative competence, students should be exposed to authentic English language. It is a way of bringing them into the real world of the target language.

Not much study is done about the use of videos to improve vocabulary. Johari (2008) claims that viewing videos can be useful for introducing and practicing a wide range of vocabulary and expressions and he adds that watching videos increases students’ exposure to vocabulary in different contexts (p.39).

By using authentic video in lessons, the teacher can enhance students’ perceptive as well as productive skills, i.e. learners may not only understand authentic English but also utilize it in real communication. “Real English vocabulary involves single words and multi-word items which are currently employed in conversational English by native speakers of the language. This language is widely colloquial and it is in accordance with the native-like fluency and word usage. Thus, it incorporates a huge amount of spontaneous spoken and written language” (Leath, p.100). The students also focus on the pronunciation of the words while watching the videos.

Canning-Wilson claims that “images contextualized in video or on its own can help to reinforce the language, provided the learner can see immediate meaning in terms of vocabulary recognition in the first language” (p.2). Thus, videos should be recognized as good sources of vocabulary teaching. Sherman (2003) claims that authentic videos have a great potential for vocabulary extension because the language is interpreted in full visual context.

Doğan (2009) states that “video can help enhance clarity and give meaning to an auditory text by creating a solid link between” (p. 33) and he lists the basic techniques for using video in teaching vocabulary as silent viewing, pause/freeze frame, sound

only, split viewing and normal viewing (p.38). He also asserts that “students from all levels can benefit from the use of video as there are always easier video sequences, spoken at a slower rate that can match lower level students’ needs” (p.43). It can be concluded from his study that the potential advantages of using videos in vocabulary learning cannot be negated.

2.3.5. The use of video to increase motivation

Motivation is an essential part of learning process. A student’s success is mostly determined by motivation. It is an evident fact that students who are more motivated can achieve their goals more easily than the other students who are less motivated. Ushioda relates motivation with good language learners and defines it as a significant factor which has a great influence on success in second or foreign language learning (2008, p.19).

There is also a link between motivation and learning outcomes. The use of authentic materials in ESL classrooms has a positive effect on students’ motivation to learn the language. Dafe and Blessing’s (2014) study found that “the students in technology environments experienced positive effects on achievements in all major subject areas.” Technology is changing education, and nowhere is this impact more strongly felt than in the general domain of motivation (Barron, Hogarty, Kromrey & Lenkisy, 1999, p.98). Used properly, technology can be a tool for increasing learner motivation (Eggen & Kauchak, 2001, p.450). According to McGill (as cited in Morat & Abidin, 2011) “videos which describe interesting, authentic situation in which relevant English is utilized can attract ESL learner’s attention and interest. Hence, they would possibly be more motivated to learn English, which they may have found difficult, through the exciting way” (p.97). “Video when used appropriately can be a powerful teaching medium to grab students’ attention and can also be a strong motivator for learning” (Whatley & Ahmad, 2007).

Video materials enrich classroom activities, motivate students’ to learn English and help to hold their attention during the lessons as “they provide a break from the usual textbook-based activities” (Katchen, 2002, p.257). Wang claimed that “teaching

English with video materials have advantage over other teaching materials since they have sound effects, vivid scenes and dialogues between characters backed up by visual aids. They can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching” (2015, p.25).

Video materials are interesting, challenging and stimulating to watch, so the students like them. William & Lutes’ study (2008) found out that “students were more motivated to study in classes where video was used and not only did students enjoy themselves, but they also learned more through video. Their study showed that video has a significant and positive impact on student motivation and interest” (p.12). “Videos containing multimedia elements are able to hold the attention of current learners who are impatient and have short attention span” (Prensky, 2001).

According to the results of Chan Yuen’s study, “students believe that videos help them with their learning and are able to hold their attention” (2010, p.1317).

3. METHODOLOGY

3.1. Introduction

This chapter includes the methodological process of the study, the research design, the participants of the study and some information about data collecting instruments, collection procedure and analysis of the data.

3.2. Context of the Study

People remember 10% of they read, 20% of they hear, %30 of they see, 50% of they both see and hear, %70 of they speak, 90% of they do and speak. According to these percentages the more active sense organs involve in learning, the more permanent it is. When the video is used, as sound and images are combined, two sensory organs are activated and students learn better (Arslan & Adem, 2010, p.65-67).

This study is conducted to investigate the effects of the use of video in English Language Teaching on the students' learning skills. The rapid development of technology has provided students with the ease of access to different sources to learn a foreign language. Determining how the video materials that are used at schools motivate the students and in what ways they contribute to their learning is very significant in improving the efficiency of the lessons. This study is important in a way that it shows the effects of the use of videos in teaching English.

When the literature is reviewed, it is seen that there is not much research about the use of videos in ELT in Turkey, which increases the significance of the study.

3.3. Scope and Limitations of the Study

The study involves Preparatory School students as it is about the use of video materials in English lessons. The study is limited to the students studying English in the Atılım University Preparatory School.

The questionnaires and the interviews were made in Turkish, which helped the students talk more. However, answering in Turkish made it difficult for the students to use expected keywords related to the research questions.

In addition, it would be better if there were enough time to let the students watch more videos. The time was too limited as the curriculum of the school was loaded.

3.4. Assumptions

1. It is assumed that the students read the items in the questionnaire carefully.
2. It is assumed that the items in the questionnaire are appropriate with the expected results of the study.

3.5. The Method of the Study

3.5.1. Research Design

In this research, mixed methods of data collection were used: qualitative, in the form of interviews with the students, and quantitative, in the form of a student questionnaire.

A questionnaire is used to measure the effects of the use of video materials on “Authenticity”, “Listening”, “Vocabulary”, “Comprehension”, “Subtitles”, “Motivation”, and “Writing” in English Language Teaching. The survey questionnaire consisted of 22 questions. Students were asked to mark one answer according to their opinions. All participants completed the questionnaire within 20-25 minutes. All items were answered on a four point Likert-scale. Then the data was analyzed by using SPSS statistics package program.

Also, to support and strengthen the findings of the study, a structured interview was made to investigate the opinions of students about the use of video in English lessons. A researcher asked all of the interviewees the same questions while using structured interview method. Answers of the interviewees were closed-ended.

Before the interview, the students watched a video which the teacher thought it would be useful to learn how to use “Unreal Present/Past – If Conditionals” rule. The video was “Tick Tock”, an inspiring short film by Ien Chi and the theme of life which can be reached online. The film made them think about their regrets (unreal past) and what they would do if they had five minutes to live (unreal present). The students see some sample sentences and situations about the use of the grammar rule.

3.5.2. Population and Sampling

Population/ Research Population: It refers to the group of objects, subjects or members which conform a set of specifications. It can be defined as the group which the results of the study will be valid after the data collected is analyzed (Büyüköztürk et.al. 2015, p.80).

Sample: A limited portion of the population that is chosen to collect information about it. Sampling: It refers to all the processes while selecting the appropriate samples which will represent the entire population (Büyüköztürk et.al. 2015, p.81).

The population of the research consists of the students studying in the English Preparatory Schools of some universities in Turkey.

300 students who were studying at Atılım University Preparatory School in Ankara were randomly selected to answer the survey questionnaire. As it is assumed that the students who are studying at the elementary level won't have enough knowledge about the subject, 61 questionnaires are not analyzed in addition to the 7 questionnaires which are not analyzed because of their inconsistency. So, the sample of this study was 232 students. For the structured interview, 50 students who were studying at the Atılım University Preparatory School in different levels/courses were chosen by simple random sampling.

3.5.3. Data Collection Instruments

The questionnaire of 17 items to study students' attitudes towards the use of video in English lessons which was conducted by Woottipong (2014) in the "Effect of Using Video Materials in the Teaching of Listening Skills for University Students" was used. 5 new items were added to the questionnaire and in total students answered 22 questions. The new questions were added to determine the effects of the use of video materials in ELT on writing skills. The questionnaire included statements concerning the students' attitudes to the lessons with videos, as well as the effect of videos on the development of four skills: listening, speaking, reading and writing. Moreover, the statements concerning the effects of video on vocabulary growth and the use of subtitles were also included. The questionnaire as a method of data collection was chosen because of the following advantages: time and effort. First, it took the students only about 15-20 minutes to answer the questionnaire, which is advantageous when collecting information from teenagers who might find the research procedure too long, boring, or unnecessary to spend much time on it. However, there is a disadvantage of questionnaires. They give general data without extensive information on the personal feelings and opinions of the participants. That's why the researcher included an interview to find out whether the students had positive or negative attitudes and beliefs on lessons with the use of video. In order to keep the received data confidential, the questionnaires were not asked to write their names if they do not want to.

A 4 point Likert-scale was used in the questionnaire. The students were asked to answer the questionnaire, ticking off 22 statements on a scale of "1-Disagree", "2-Somewhat Disagree", "3-Somewhat Agree", "4-Agree". After the questionnaires are analyzed, the lowest value obtained is 22 and the highest value is 88 according to the results. The low values show that the students do not agree with the statements while the high values show that they agree. The value of mean scores for opinion level was interpreted according to the following criteria:

- Value of means score $< 1,50$ means “Strongly Disagree”,
- $1,50 \leq$ Value of means score $< 2,50$ means “Disagree”,
- $2,50 \leq$ Value of means score $< 3,50$ means “Agree”,
- $3,50 \leq$ Value of means score means “Strongly Agree”,

For the structured interview, 10 items were determined and 50 students were interviewed about their opinions about the use of video in English lessons. Interviews were conducted individually and face to face. Thus, misunderstandings were avoided.

3.6. Hata! Yer işareti tanımlanmamış.

The responses of the questionnaires and interviews were analyzed separately. At the end of this chapter the findings of both are evaluated.

3.6.1. Analysis of the Questionnaire and the Findings

Cronbach’s Alpha reliability analysis was used to assess the internal consistency of the questionnaire. The Cronbach’s Alpha value (α) of this questionnaire was 0.897. This value shows that the data was highly consistent.

Mean scores, and standard deviations of the scales of all variables were computed. The descriptive statistics helped checking the item quality. The statistics results are summarized in Table 3.1.

Table 3.1. Variable Analysis

Items	Subject	Mean	Std. Deviation	Result
I prefer to use English video materials rather than use those materials provided in the textbook.	Authenticity	2,81	0,99	Agree
Video materials motivate me to do more listening outside the classroom.	Listening	2,66	1,07	Agree
I prefer not to use simplified listening materials provided in the textbook.	Listening	2,60	1,06	Agree
Keywords I have learned prior to watching videos motivated me to learn English.	Vocabulary	3,34	0,85	Agree
Video materials helped me to improve my language proficiency.	Comprehension	3,30	0,84	Agree
English subtitles in the video materials are helpful to learn English.	Subtitles	3,50	0,80	Strongly Agree
The video materials I listened to in the classroom are more interesting than non-authentic materials or simplified listening materials.	Motivation	3,09	0,92	Agree
Video materials help me to understand other listening materials outside the class.	Listening	3,02	0,91	Agree
Video materials in the listening course motivate me to listen to other materials outside the class.	Motivation	2,78	1,00	Agree
Video materials introduce me how language is used in the real world.	Authenticity	3,39	0,83	Agree
I think my video preferences will affect my learning.	Comprehension	3,27	0,77	Agree
Video materials improve my language proficiency more than modified or non-authentic materials.	Comprehension	3,12	0,78	Agree
Video materials improve my listening comprehension ability more than modified or non-authentic materials.	Listening	3,13	0,80	Agree
Video materials help develop my speaking ability more than modified or non-authentic materials.	Speaking	3,10	0,82	Agree
Video materials increase my familiarity with the use of grammar rules in their original context.	Comprehension	3,13	0,83	Agree
Video materials increase my knowledge of vocabulary which I need in real life situations.	Vocabulary	3,15	0,80	Agree
I am interested in learning English if the teacher uses video in English as teaching materials.	Motivation	3,01	0,88	Agree

Table 3.1 (Cont.) Variable Analysis

Items	Subject	Mean	Std. Deviation	Result
Video materials helped me better understand the topics being discussed in class.	Comprehension	2,89	0,90	Agree
Video materials generated interest in the topics being discussed in class.	Motivation	2,87	0,88	Agree
I am able to understand the content of the video materials without the use of subtitles.	Subtitles	2,80	0,93	Agree
Video materials enriched my vocabulary.	Vocabulary	3,20	0,84	Agree
Video materials and activities were useful in helping me with my writing tasks.	Writing	2,53	0,98	Agree

According to the variable analysis the students agree with all the statements and strongly agree with one statement. According to the results “English subtitles in the video materials are helpful to learn English” statement has the highest value with 3,50 mean. The result of this variable is “Strongly Agree”. In other words, most of the students think that the use of subtitles in the video materials helps them to learn English. The lowest mean score is “Video materials and activities were useful in helping me with my writing tasks” statement with 2,53 mean score. According to this, the use of video materials affects the improvement of writing skills less than other skills.

2 of the 22 statements are about “Authenticity”, 4 of them are about “Listening”, 3 of them are about “Vocabulary”, 5 are about “Comprehension”, 2 are about “Subtitles”, 4 are about “Motivation”, 1 is about “Speaking” and 1 is about “Writing”. Mean scores of these subjects are summarized in Table 3.2.

There were two statements in the original questionnaire which investigated the effects of subtitles on students’ learning. So, statements about subtitles were not removed from the questionnaire and were taken into consideration to see the effects of watching videos with subtitles on comprehension.

Table 3.2. Mean Scores and Standard Deviation Results According to the Subjects

Subject	Mean	Std. Deviation
Authenticity	3,10	0,69
Listening	2,85	0,62
Vocabulary	3,23	0,63
Comprehension	3,14	0,58
Subtitles	3,15	0,64
Motivation	2,94	0,69
Speaking	3,10	0,82
Writing	2,53	0,98

When the mean scores which are grouped according to their subjects are analyzed, scores are reliable with “Agree” results. In other words, all the participants generally agree with the statements. These results can also be seen in the mean scores of the groups.

When the mean scores are analyzed, the highest value is Vocabulary with 3,23 mean score, Subtitles follow it with 3,15 mean score and Comprehension comes next with 3,14 mean score. The last one is Writing with 2,53 mean score and Listening comes before it with 2,85 mean score, Motivation is before Listening with 2,94 mean score. The results show that the use of video materials in English lessons affects Vocabulary improvement more than the other skills and it affects writing skills improvement the least. The differences between mean scores according to the subjects can clearly be seen in Table 3.2.

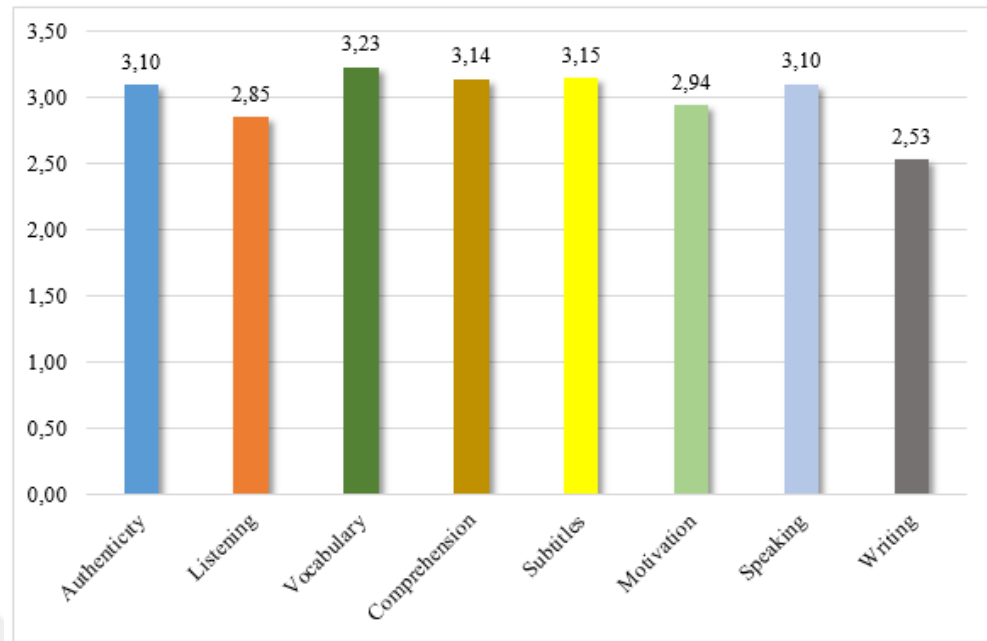


Figure 3.1. The results of Mean Scores and Standard Deviation Results According to the Subjects

Frequency analysis of the variables is important in seeing the students' opinions about the subjects according to their language level.

Frequency and percentage values are summarized in Table 3.3. for the statement "I prefer to use English video materials rather than use those materials provided in the textbook".

Table 3.3. Detailed Frequency and Percentage Values of the statement "I Prefer to Use English Video Materials Rather Than Use Those Materials Provided in the Textbook"

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	17	12,23%	23	16,55%	72	51,80%	27	19,42%	139
Upper Intermediate	9	20,00%	3	6,67%	18	40,00%	15	33,33%	45
Advanced	10	20,83%	5	10,42%	17	35,42%	16	33,33%	48
Total	36	15,52%	31	13,36%	107	46,12%	58	25,00%	232

The highest percentage of preferring English video materials rather than the materials provided in the textbook among the students is 46,12% in the “Somewhat Agree” answer and “Agree” answer follows it with 25,00%. In other words, video materials are preferred among the students with 71,12% in total.

When the language levels of the students are taken into consideration, “Somewhat Agree” answer has the highest percentage in all levels. Only in the Intermediate level the percentage of “Somewhat Disagree” is higher than the “Disagree”, in other levels “Disagree” answer is higher than “Somewhat Disagree” answer.

To conclude, almost three out of four students prefer using English video materials. Detailed percentages of the variables according to the levels are given in Figure 3.3.

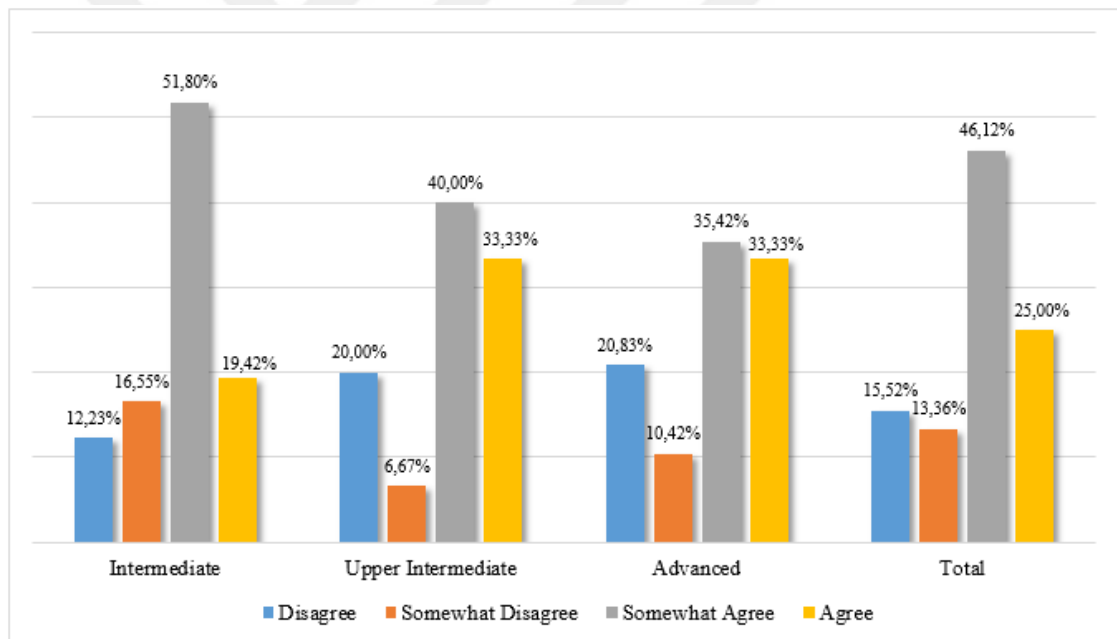


Figure 3.2. Detailed percentages of the responses for the statement “I Prefer to Use English Video Materials Rather Than Use Those Materials Provided in the Textbook”

The detailed frequency and percentage values of the responses for the statement “Video materials motivate me to do more listening outside the classroom” according to the language levels are given in Table 3.4.

Table 3.4. Detailed Frequency and Percentage Values of “Video Materials Motivate Me to do More Listening outside the Classroom” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	28	20,14%	31	22,30%	50	35,97%	30	21,58%	139
Upper Intermediate	4	8,89%	7	15,56%	17	37,78%	17	37,78%	45
Advanced	13	27,08%	11	22,92%	11	22,92%	13	27,08%	48
Total	45	19,40%	49	21,12%	78	33,62%	60	25,86%	232

The review of the question if video materials motivate the students by providing opportunity for more listening outside the classroom reveals that the option "Partially Agree" is in the first rank by 33,62% in total and "I Agree" comes in the second rank by 25,86%. Generally, more than half of the students find that the opportunity of listening video materials outside the classroom is motivating.

Also, the review of this question with respect to levels makes it clear that students in Advanced Level are divided into two groups about finding that the opportunity of listening video materials outside the classroom is motivating. Half of the students agree with this statement while the other half disagrees. This result is found significant since it suggests that students who have reached to a certain level of knowledge prefer different learning materials than using video materials because they think the video materials used in the classroom are boring. The students in Upper Intermediate Level stated that they agreed with this statement by 75,56% in total. Detailed agreement rates based on levels and in total are given in Figure 3.4.

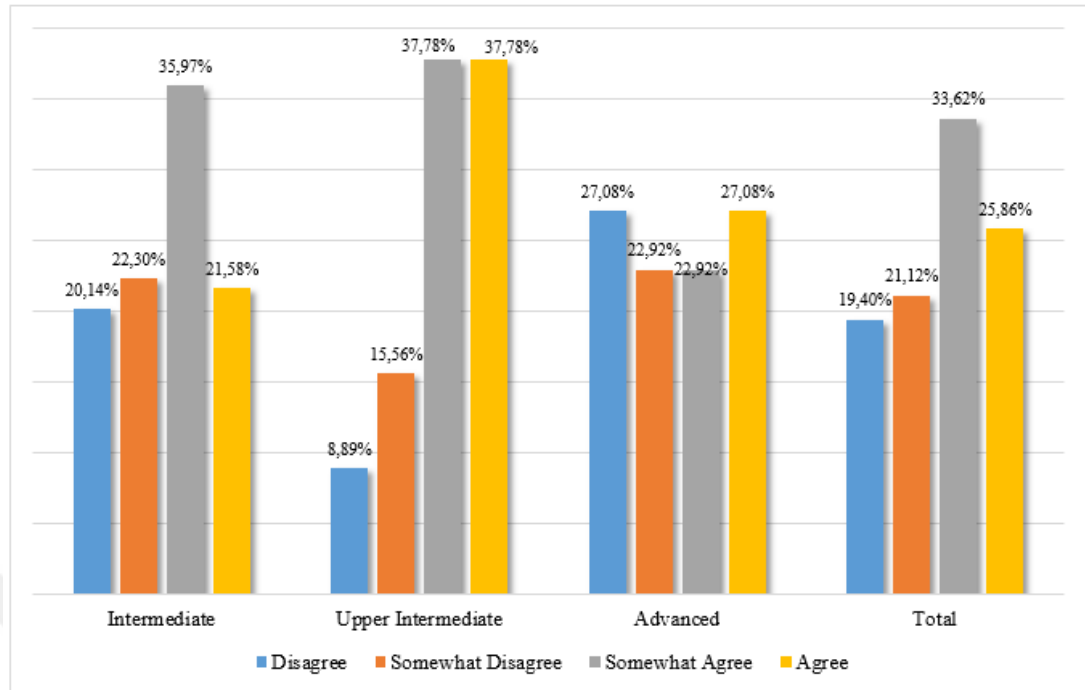


Figure 3.3. Detailed Agreement Rates of “Video Materials Motivate Me to do More Listening outside the Classroom” Statement

Frequency and percentage distributions of the responses to the statement “I prefer not to use simplified listening materials provided in the textbook” according to the levels are given in Table 3.5.

Table 3.5. Detailed Frequency and Percentage Values of “I Prefer Not to Use Simplified Listening Materials Provided in the Textbook” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	29	20,86%	41	29,50%	37	26,62%	32	23,02%	139
Upper Intermediate	8	17,78%	11	24,44%	13	28,89%	13	28,89%	45
Advanced	5	10,42%	17	35,42%	11	22,92%	15	31,25%	48
Total	42	18,10%	69	29,74%	61	26,29%	60	25,86%	232

When we reviewed the answers to the question about their preference to use the simplified listening activities provided in the textbook, it is seen that in all levels excluding Upper Intermediate Level “Partially Disagree” and most of the participants in Upper Intermediate Level partially or fully agree with this statement.

When we don't group the students according to their levels, it is seen that 29,74% of the students partially disagree with the statement and 26,74% of the students partially agree. These results indicate that students generally prefer to use simplified listening activities provided in the text book. Rational distribution according to the levels is given in Figure 3.5. in detail.

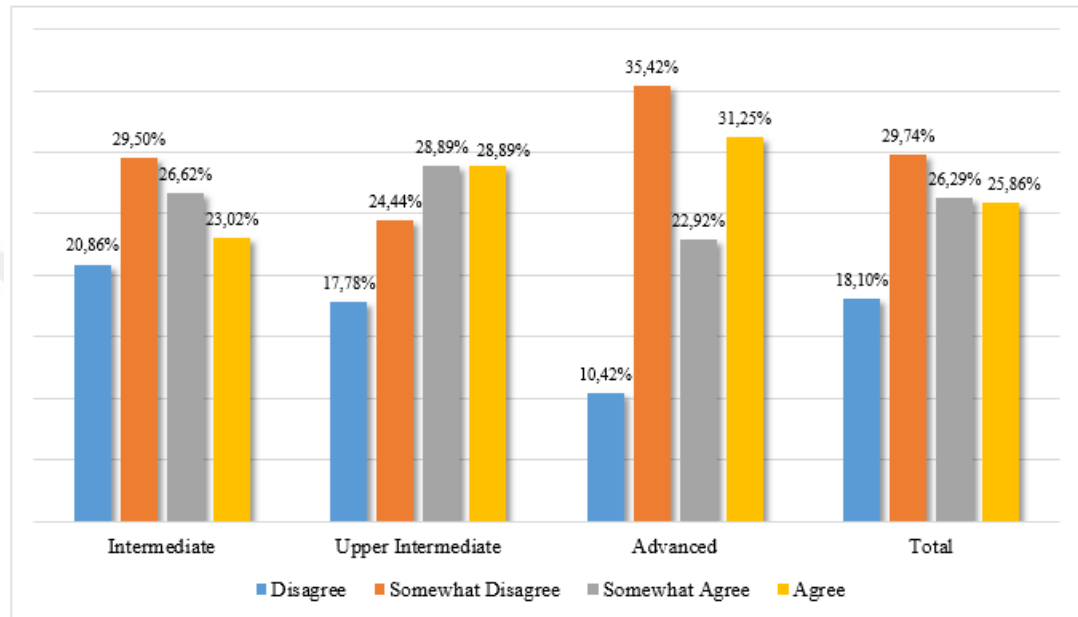


Figure 3.4. Detailed Agreement Rates of “I Prefer Not To Use Simplified Listening Materials Provided in the Textbook” Statement

Frequency and percentage distributions of the responses to the statement “Keywords I have learned prior to watching videos motivated me to learn English” according to the levels are given in Table 3.6.

Table 3.6. Detailed Frequency and Percentage Values of “Keywords I Have Learned Prior To Watching Videos Motivated Me to Learn English” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	7	5,04%	13	9,35%	47	33,81%	72	51,80%	139
Upper Intermediate	2	4,44%	2	4,44%	13	28,89%	28	62,22%	45
Advanced	4	8,33%	3	6,25%	18	37,50%	23	47,92%	48
Total	13	5,60%	18	7,76%	78	33,62%	123	53,02%	232

When we review the answers to the question whether keywords they have learned prior to watching videos motivated them to learn English, it is seen that in all levels agreement with this statement is in high level. In other words, motivation of the students to learn English arises when they watch a video comprising the key words they have learned.

When we review the results in total for having the keywords learned prior to watching a video increase the motivation of the students to learn English, it is seen that in majority students agree with this statement by 86,64%. Rational distribution of the answers according to the levels is given in Figure 3.6.

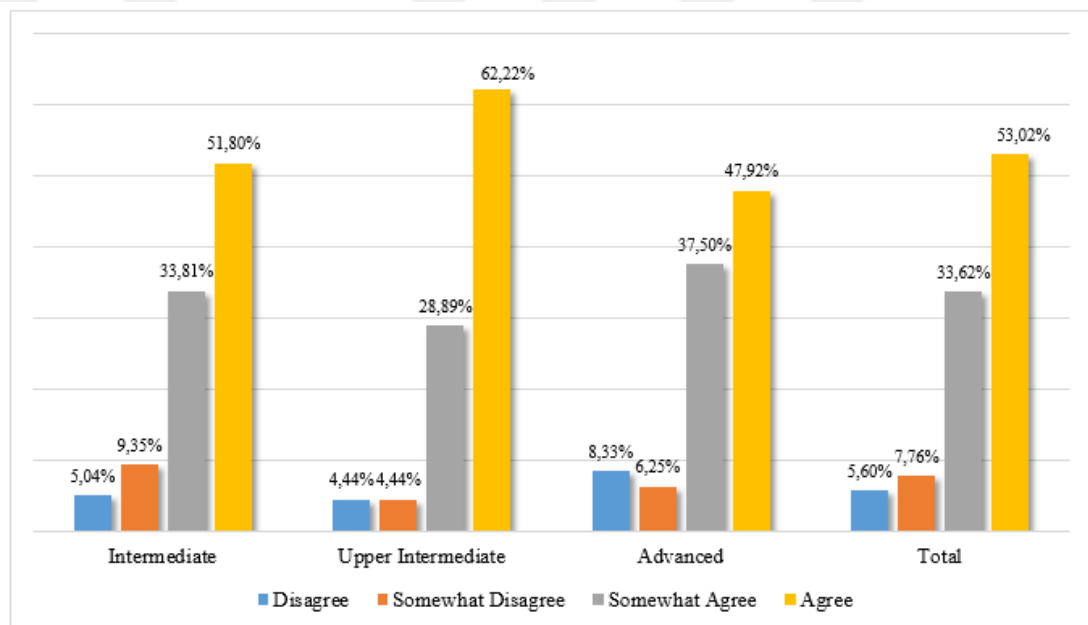


Figure 3.5. Detailed Agreement Rates of “Keywords I Have Learned Prior to Watching Videos Motivated Me to Learn English” Statement

Frequency and percentage distributions of the responses to the statement “Video materials help me to improve my language proficiency” according to the levels are given in Table 3.7

Table 3.7. Detailed Frequency and Percentage Values of “Video Materials Help Me to Improve My Language Proficiency” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	5	3,60%	15	10,79%	56	40,29%	63	45,32%	139
Upper Intermediate	1	2,22%	3	6,67%	11	24,44%	30	66,67%	45
Advanced	5	10,42%	6	12,50%	14	29,17%	23	47,92%	48
Total	11	4,74%	24	10,34%	81	34,91%	116	50,00%	232

The review of the answers to the question about the help of video materials in improving English proficiency shows that in all levels most of the students agree with the statement. The students in Upper Intermediate have the highest “agree” scores (66,67%). On the other hand, advanced level students agree with this statement by 47,92% and intermediate level students agree by 43,32%.

When results were examined over the total in general, it was realized that 50,00% of the students answered as "I Agree" and 34,91% answered as "Partially Agree" and so it was concluded that the students agreed with this statement by 84,91%. Rational distribution of the answers is given in Figure 3.7.

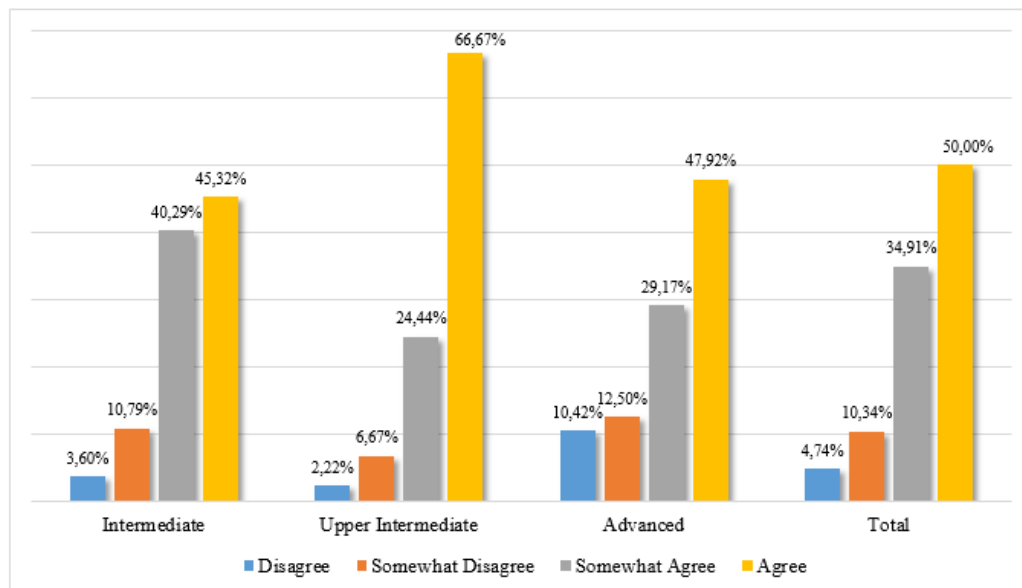


Figure 3.6. Detailed Agreement Rates of “Video Materials Help Me to Improve My Language Proficiency” Statement

Frequency and percentage distributions of the responses to the statement “English subtitles in the video materials are helpful in learning English” according to the levels are given in Table 3.8.

Table 3.8. Detailed Frequency and Percentage Values of “English Subtitles in the Video Materials Are Helpful in Learning English” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	4	2,88%	13	9,35%	37	26,62%	85	61,15%	139
Upper Intermediate	1	2,22%	3	6,67%	3	6,67%	38	84,44%	45
Advanced	4	8,33%	2	4,17%	13	27,08%	29	60,42%	48
Total	9	3,88%	18	7,76%	53	22,84%	152	65,52%	232

When we reviewed the answers to the question about the help of English Subtitles in video materials in Learning English, most of the students were seen to have agreed with this statement with great majority. Intermediate level student answered as "I Agree" by 61,15%, and this rate was 84,44% at Upper Intermediate level and 60,42% at Advanced level. When the answers as “Partially Agree” are added, it is seen that the participation rate reaches almost up to 90% at all levels.

When assessed according to the total of the answers it is seen that the participants checking "I Agree" is by 65,52%, and "Partially Agree" is by 22,84% and in total it is concluded that 88,37% of the students believe that English Subtitles are helpful in learning English. Rational distribution of the answers given for this statement is given in Figure 3.8.

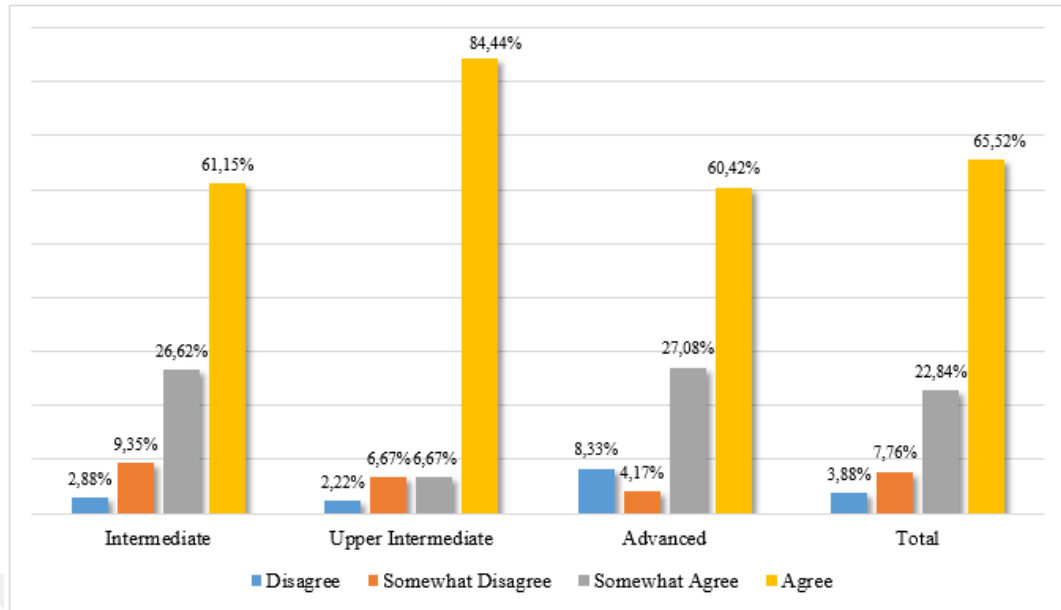


Figure 3.7. Detailed Agreement Rates of “English Subtitles in the Video Materials Are Helpful in Learning English” Statement

Frequency and percentage distributions of the responses to the statement “The video materials I listened to in class are more interesting than non-authentic materials or simplified listening materials” according to the levels are given in Table 3.9.

Table 3.9. Detailed Frequency and Percentage Values of “The Video Materials I Listened in Class Are More Interesting Than Non-Authentic Materials or Simplified Listening Materials” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	9	6,47%	23	16,55%	51	36,69%	56	40,29%	139
Upper Intermediate	4	8,89%	7	15,56%	19	42,22%	15	33,33%	45
Advanced	4	8,33%	7	14,58%	17	35,42%	20	41,67%	48
Total	17	7,33%	37	15,95%	87	37,50%	91	39,22%	232

When the answers given to the question “The video materials used in the class are more interesting than non-authentic materials or simplified listening materials” were reviewed, it was seen that at all levels total of “I Agree” and “Partially Agree” answers was by 70%. While the rate of “Partially Agree” answer at Upper Intermediate level

was by 42,22% which was higher than the rate of "I Agree" answer by 33,33%, at other levels the rate of "I Agree" answer was higher than "Partially Agree" answers.

When assessed according to the total of the answers, it is seen that the statements answered as "I Agree" is by 39,22%, and "Partially Agree" is by 37,50% and in total students agreed with this statement by 76,72%. This result reveals that three of every four students find the video materials used in the class more interesting than non-authentic or simplified listening activities. Rational distribution of the answers to this question is given according to the levels in Figure 3.9.

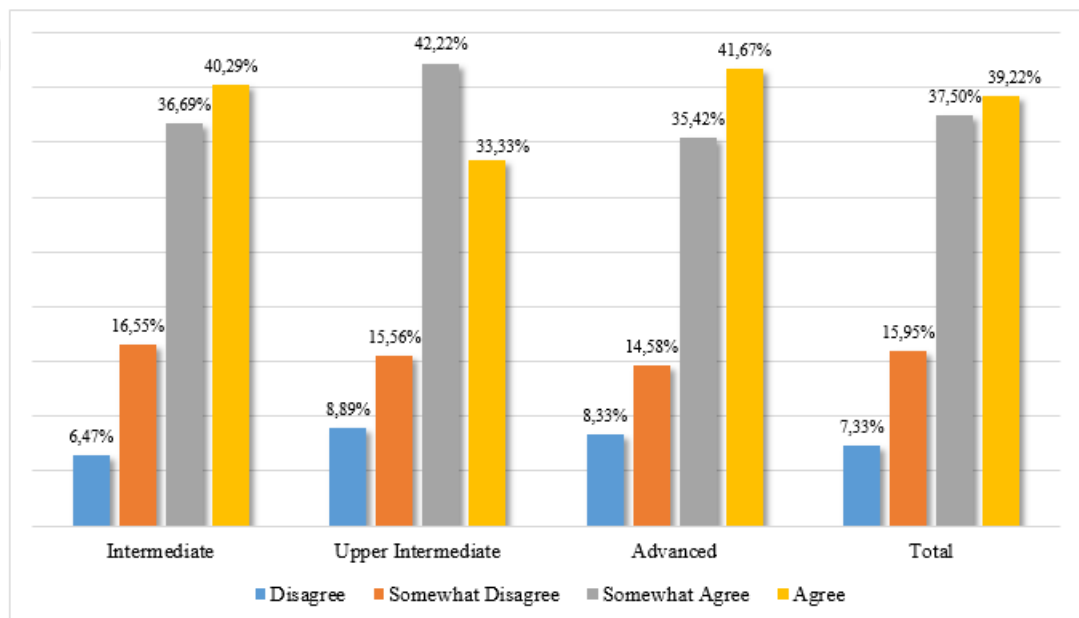


Figure 3.8. Detailed Agreement Rates of “The Video Materials I Listened in Class Are More Interesting Than Non-Authentic Materials or Simplified Listening Materials” Statement

Frequency and percentage distributions of the responses to the statement “Video materials help me to understand other listening materials outside the class” according to the levels are given in Table 3.10.

Table 3.10. Detailed Frequency and Percentage Values of “Video Materials Help Me to Understand Other Listening Materials outside the Class” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	9	6,47%	27	19,42%	55	39,57%	48	34,53%	139
Upper Intermediate	1	2,22%	7	15,56%	20	44,44%	17	37,78%	45
Advanced	7	14,58%	8	16,67%	17	35,42%	16	33,33%	48
Total	17	7,33%	42	18,10%	92	39,66%	81	34,91%	232

When the answers given to the question about the help of video materials for understanding other listening materials outside the class were reviewed it was seen that at higher levels the answer of "Partially Agree" has the highest rate and "I Agree" option comes in the second rank and their total rate is approximately around 70%. These results suggest that at all levels video materials are helpful for better understanding of other listening materials outside the class.

When general totals are scrutinized total of "Partially Agree" by 39,66% and "I Agree" by 34,91% makes 74,57%. This rate indicates that three of every four students believe that video materials help their understanding level of other listening activities outside the class. Rational distribution of the given answers according to the levels is given in Figure 3.10.

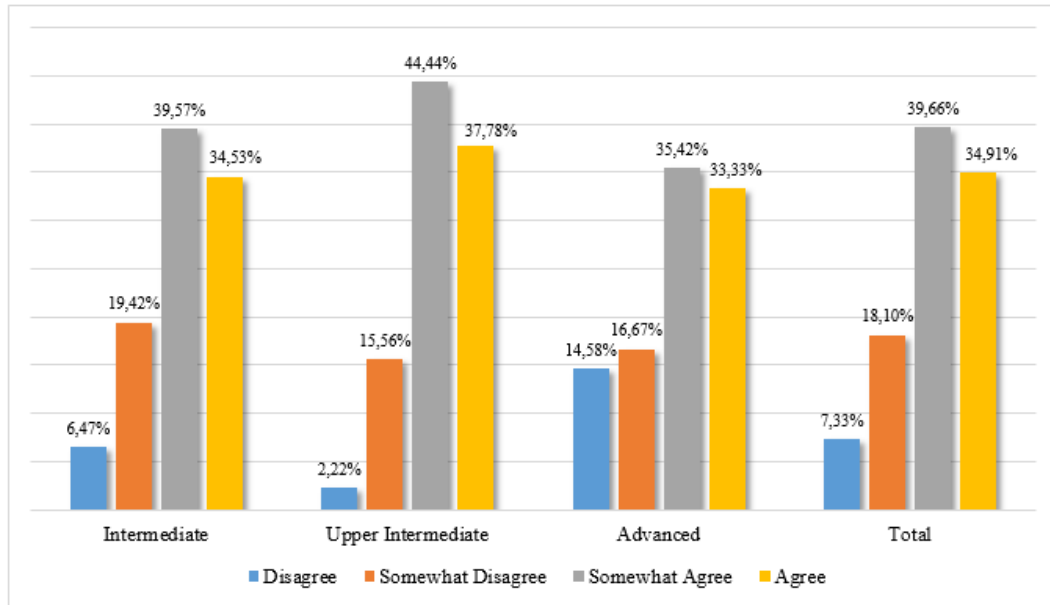


Figure 3.9. Detailed Agreement Rates of “Video Materials Help Me to Understand Other Listening Materials outside the Class” Statement

Frequency and percentage distributions of the answers to the statement “Video materials in the listening course motivate me to listen to other materials outside the class” item according to the levels are given in Table 3.11.

Table 3.11. Detailed Frequency and Percentage Values of “Video Materials in the Listening Course Motivate Me to Listen to Other Materials outside the Class” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	18	12,95%	33	23,74%	52	37,41%	36	25,90%	139
Upper Intermediate	5	11,11%	9	20,00%	15	33,33%	16	35,56%	45
Advanced	9	18,75%	9	18,75%	17	35,42%	13	27,08%	48
Total	32	13,79%	51	21,98%	84	36,21%	65	28,02%	232

When the answers to the question if video materials in the listening course motivate them to listen to other materials outside the class were reviewed, it was seen that at all levels generally students agree with this statement. Answers are given as "I Agree" by

35,56% and "Partially Agree" by 33,33%. At other levels the rate of "Partially Agree" answer is higher than the rate of "I Agree" answer.

When the answers are scrutinized in general total "Partially Agree" answer comes in the first rank by 36,21% and it is followed by "I Agree" answer in the second rank by 28,02%. While the rate of "Partially Agree" answers are by 21,98%, the rate of "I Agree" answer was by 13,79%. These results are construed as video materials in the listening course motivate the students to listen to other materials outside the class. Rational distribution of the answers according to the levels is given in Figure 3.11.

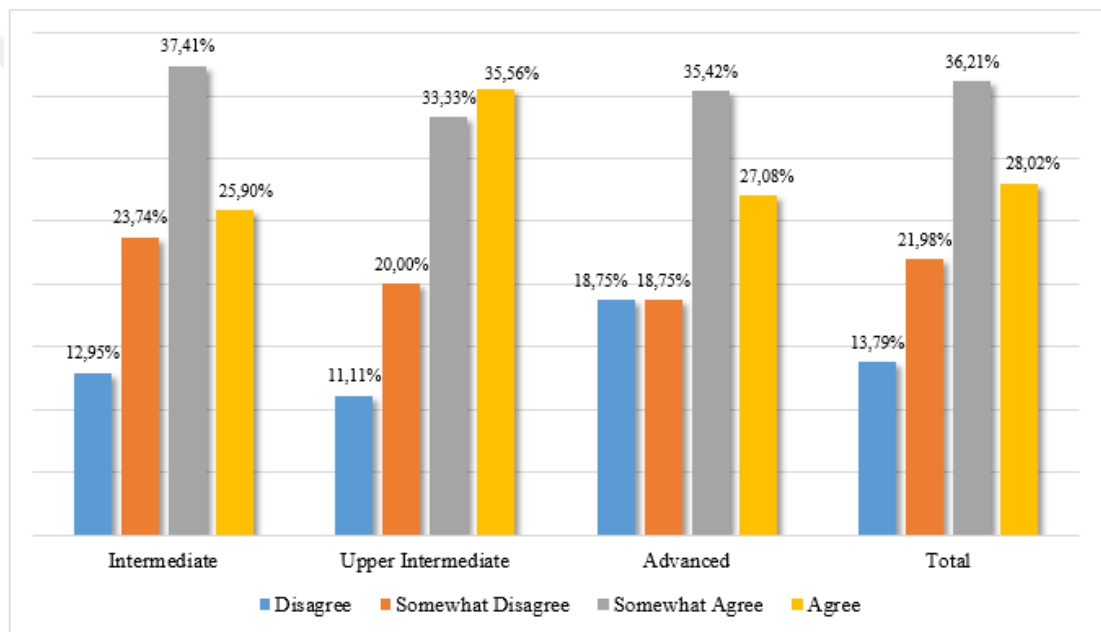


Figure 3.10. Detailed Agreement Rates of “Video Materials in the Listening Course Motivate Me to Listen to Other Materials outside the Class” Statement

Frequency and percentage distributions of the answers to the statement “Video materials introduce me to how language is used in the real world” according to the levels are given in Table 3.12.

Table 3.12. Detailed Frequency and Percentage Values of “Video Materials Introduce Me to How Language is used in the Real World” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	4	2,88%	9	6,47%	41	29,50%	85	61,15%	139
Upper Intermediate	1	2,22%	5	11,11%	12	26,67%	27	60,00%	45
Advanced	6	12,50%	4	8,33%	19	39,58%	19	39,58%	48
Total	11	4,74%	18	7,76%	72	31,03%	131	56,47%	232

When the answers to the question if video materials introduce them how language is used in the real world were reviewed, it was seen that at all levels generally students agree with this statement at high level. Students at advanced level have given "Partially Agree" and "I Agree" answers for this question in equal rate. "I Agree" answer shows higher average than the other options at Intermediate and Upper Intermediate levels.

When assessed according to the total of the answers it is seen that the participants checked "I Agree" by 56,47%, and "Partially Agree" by 31,03% and in total students agree with the idea that video materials introduce them how language is used in the real world by 87,50%. These results indicate that video materials greatly help students see the daily language use in the real world. Rational distribution of the data according to the levels is given in Figure 3.12.

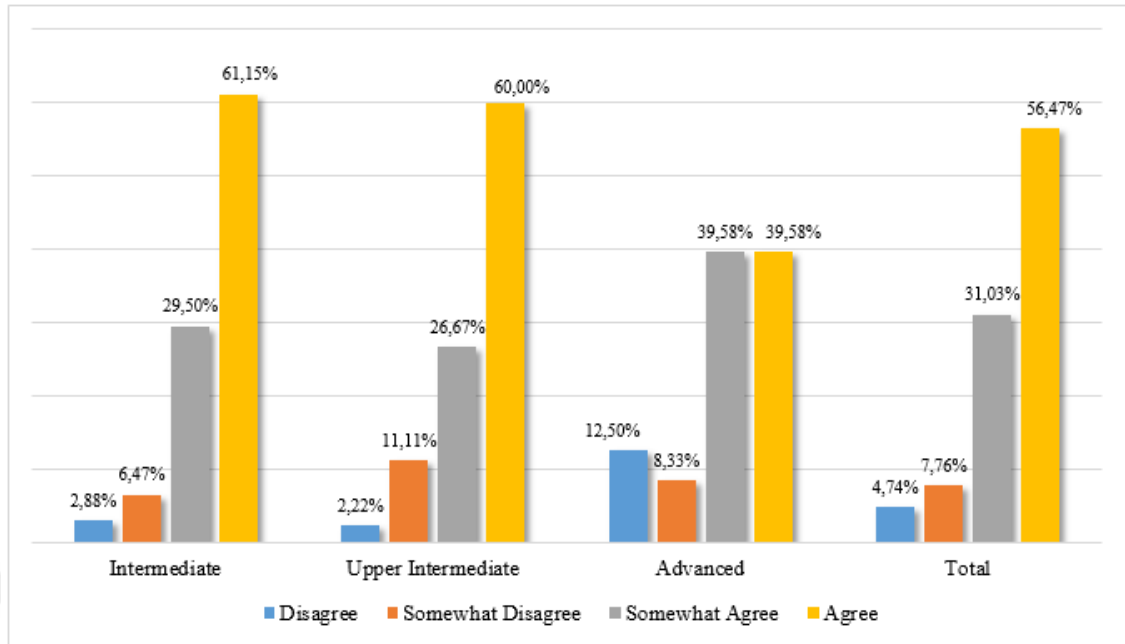


Figure 3.11. Detailed Agreement Rates of “Video Materials Introduce Me to How Language is used in the Real World” Statement

Frequency and percentage distributions of the answers to the statement “I think my video preferences will affect my learning” according to the levels are given in Table 3.13.

Table 3.13. Detailed Frequency and Percentage Values of “I Think My Video Preferences Will Affect My Learning” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	3	2,16%	12	8,63%	65	46,76%	59	42,45%	139
Upper Intermediate	1	2,22%	3	6,67%	14	31,11%	27	60,00%	45
Advanced	4	8,33%	7	14,58%	22	45,83%	15	31,25%	48
Total	8	3,45%	22	9,48%	101	43,53%	101	43,53%	232

When the answers to the question if their video preferences affect their learning the students are found to participate with this statement in majority at all levels over 80%. While the students at Upper Intermediate level answered as "I Agree" by 60,00%, the

rate of "Partially Agree" became 31,11%. At other levels the average of "Partially Agree" answer is seen to be higher than the rate of "I Agree" answer.

When results were examined over the total in general both "I Agree" and "Partially Agree" answers are by 43,53% that concludes as the students have participated in this statement by 87,06% in total. From this point of view, these results may suggest that the video preferences of the students affect the learning levels of the students. Rational distribution of the answers given to this question according to the levels is given in Figure 3.13.

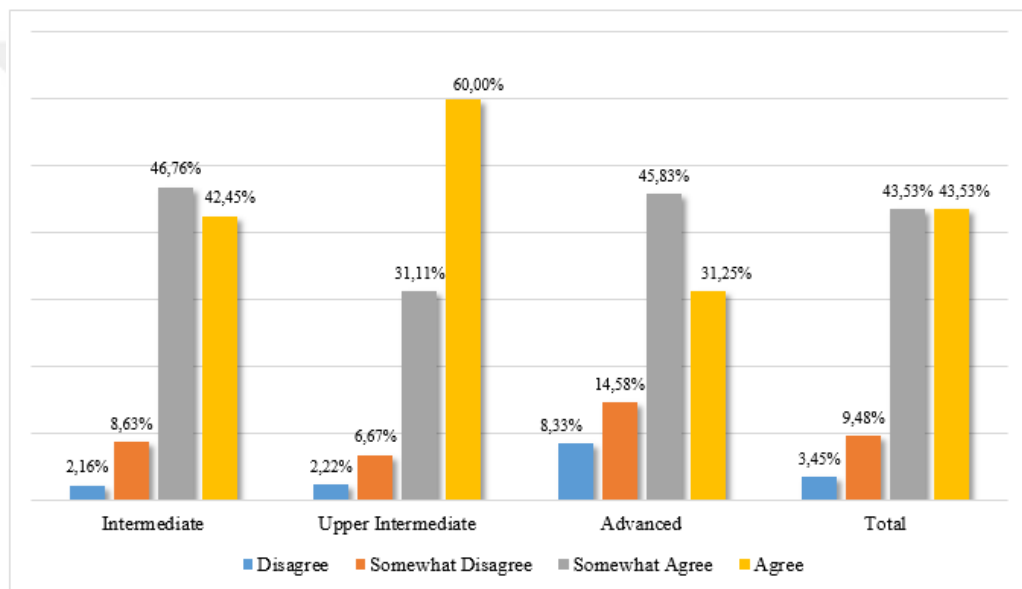


Figure 3.12. Detailed Agreement Rates of “I Think My Video Preferences Will Affect My Learning” Statement

Frequency and percentage distributions of the answers to the statement “Video materials improve my language proficiency more than modified or non-authentic materials” according to the levels are given in Table 3.14.

Table 3.14. Detailed Frequency and Percentage Values of “Video Materials Improve My Language Proficiency More Than Modified or Non-Authentic Materials” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	3	2,16%	23	16,55%	68	48,92%	45	32,37%	139
Upper Intermediate	0	0,00%	5	11,11%	22	48,89%	18	40,00%	45
Advanced	4	8,33%	10	20,83%	18	37,50%	16	33,33%	48
Total	7	3,02%	38	16,38%	108	46,55%	79	34,05%	232

When the answers to the question if video materials improve their language proficiency more than modified or non-authentic materials were reviewed, it is seen that at all levels generally the highest rate of answer belongs to the answer "Partially Agree" and "I Agree" option comes in the second rank. When the total rate of "I Agree" and "Partially Agree" answers are calculated according to the levels, this rate exceeds 80% at Intermediate and Upper Intermediate level, and it is a bit more than 70% at Advanced level.

When assessed according to the total of the answers, it is concluded that the participants answered as "I Agree" by 56,55%, and "Partially Agree" by 34,05% and in total students agreed with this statement by 80,60%. From this point of view, these results may suggest that the video materials improve the language proficiency of the students more than modified or non-authentic materials. Detailed rational distribution of the answers according to the levels is given in Figure 3.14.

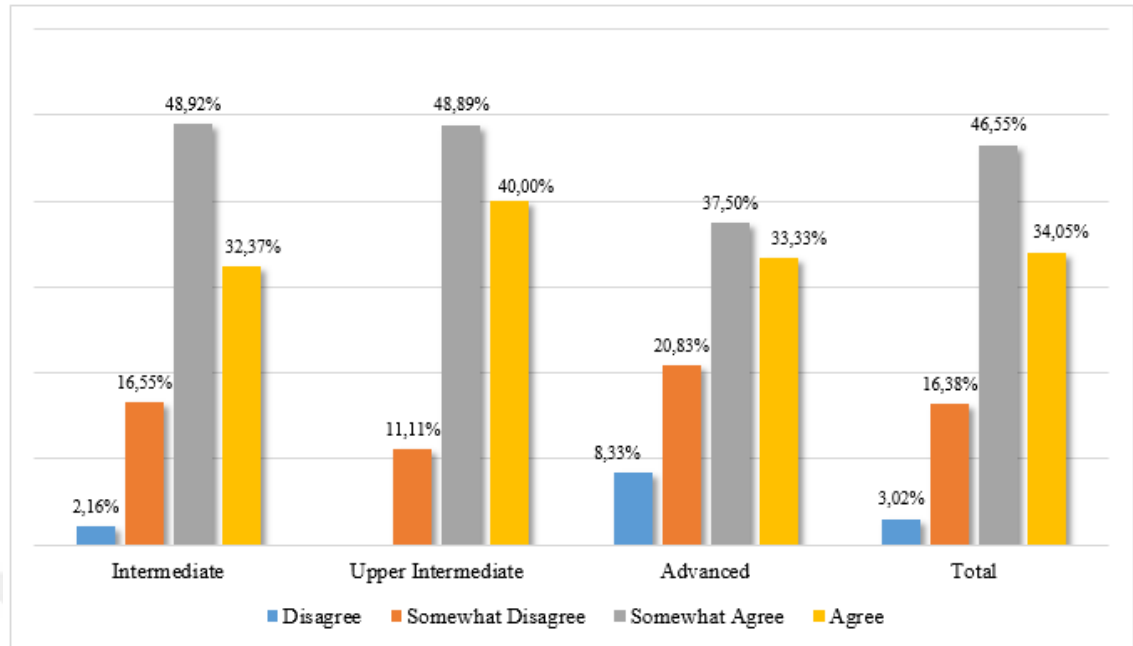


Figure 3.13. Detailed Agreement Rates of “Video Materials Improve My Language Proficiency More Than Modified or Non-Authentic Materials” Statement

Frequency and percentage distributions of the responses to the statement “Video materials improve my listening comprehension ability more than modified or non-authentic materials” according to the levels are given in Table 3.15.

Table 3.15. Detailed Frequency and Percentage Values of “Video Materials Improve My Listening Comprehension Ability More Than Modified or Non-Authentic Materials” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	2	1,44%	23	16,55%	66	47,48%	48	34,53%	139
Upper Intermediate	1	2,22%	7	15,56%	23	51,11%	14	31,11%	45
Advanced	5	10,42%	7	14,58%	16	33,33%	20	41,67%	48
Total	8	3,45%	37	15,95%	105	45,26%	82	35,34%	232

When the answers to the question if video materials improve their listening comprehension ability more than modified or non-authentic materials were reviewed, it

was seen that at all levels generally students agree with this statement by 75%. While the students at Advanced level answered as "I Agree" by 41,67%, the rate of "Partially Agree" became 33,33%. In the answers of the students at other levels the rate of "Partially Agree" answer had higher rate than "I Agree" answer.

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" by 45,26% and as "I Agree" by 35,34%. Students stated that they agree with this statement by 80,60% in total. From this point of view, these results may suggest that the video materials improve their listening comprehension ability more than modified or non-authentic materials. Rational distribution of the data according to the levels is given in Figure 3.15.

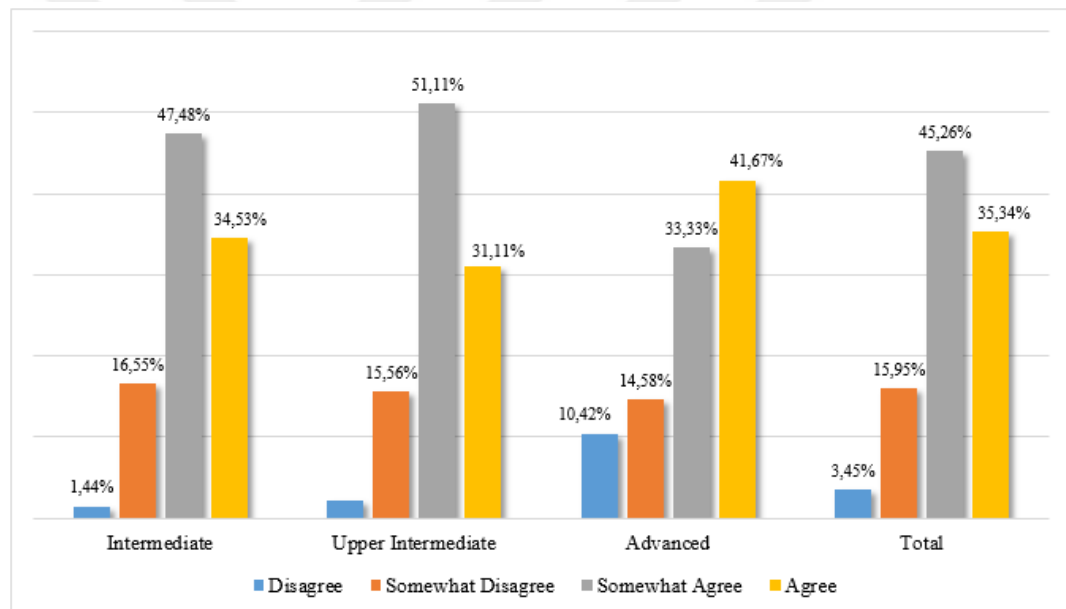


Figure 3.14. Detailed Agreement Rates of “Video Materials Improve My Listening Comprehension Ability More Than Modified or Non-Authentic Materials” Statement

Frequency and percentage distributions of the responses to the statement “Video materials help develop my speaking ability more than modified or non-authentic materials” according to the levels are given in Table 3.16.

Table 3.16. Detailed Frequency and Percentage Values of “Video Materials Help Develop My Speaking Ability More Than Modified or Non-Authentic Materials” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	4	2,88%	20	14,39%	71	51,08%	44	31,65%	139
Upper Intermediate	0	0,00%	7	15,56%	23	51,11%	15	33,33%	45
Advanced	6	12,50%	9	18,75%	12	25,00%	21	43,75%	48
Total	10	4,31%	36	15,52%	106	45,69%	80	34,48%	232

When the answers to the question if video materials help to develop speaking ability more than modified or non-authentic materials or not were reviewed, it was seen that students at Intermediate and Upper Intermediate levels generally agree with this statement over 80% and the students at Advanced level agree with this statement by 68,75%. Furthermore, the rate of "I Agree" answer was higher than "Partially Agree" answers at Advanced Level students. There were no students at Upper Intermediate answering this question as "I Agree".

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" by 45,69% and as "I Agree" by 34,48%. Students stated that they agree with this statement by 80,17% in total. From this point of view, these results may suggest that the video materials improve their listening comprehension ability more than modified or non-authentic materials. Rational distribution of the data according to the levels is given in Figure 3.16.

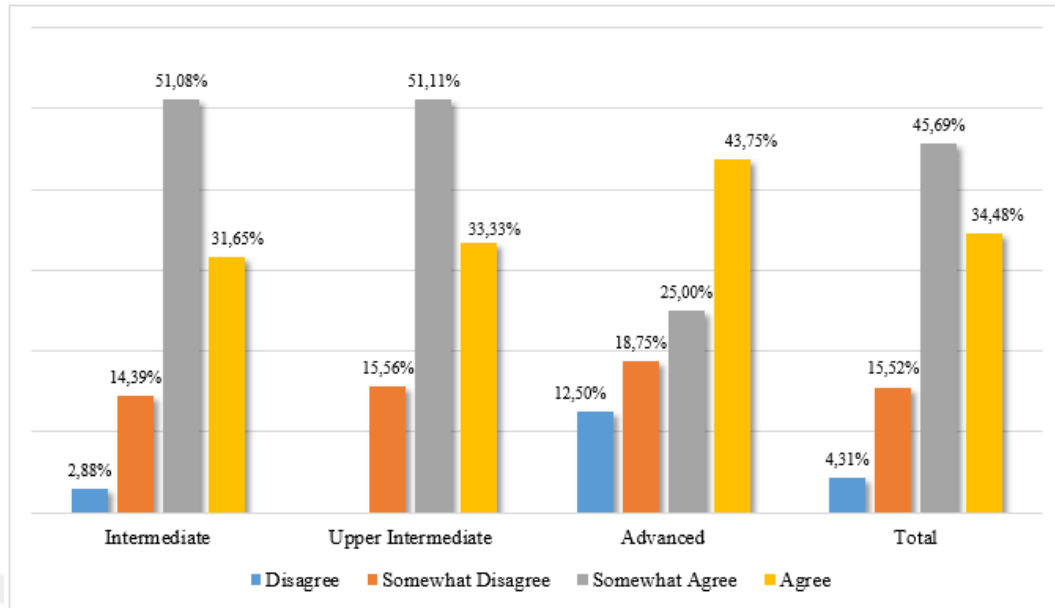


Figure 3.15. Detailed Agreement Rates of “Video Materials Help Develop My Speaking Ability More Than Modified or Non-Authentic Materials” Statement

Frequency and percentage distributions of the responses to the statement “Video materials increase my familiarity with the use of grammar rules in their original context” according to the levels are given in Table 3.17.

Table 3.17. Detailed Frequency and Percentage Values of “Video Materials Increase My Familiarity with the Use of Grammar Rules in Their Original Context” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	5	3,60%	25	17,99%	56	40,29%	53	38,13%	139
Upper Intermediate	0	0,00%	11	24,44%	15	33,33%	19	42,22%	45
Advanced	2	4,17%	9	18,75%	21	43,75%	16	33,33%	48
Total	7	3,02%	45	19,40%	92	39,66%	88	37,93%	232

When the answers to the question if video materials increase the students’ familiarity with the use of grammar rules in their original context were reviewed, it was seen that students at Intermediate level responded to this statement as “I Agree” by 40,29% and as “Don’t Agree” by 38,13% and there were no responses as “Don’t Agree” at Upper

Intermediate level and at this level answers were such that "Partially Agree" by 33,33% and "I Agree" by 42,22%. At Upper Intermediate level the rate of students who answered as "Partially Agree" was by 43,75% and "I Agree" by 33,33%. In general at all levels agreement was determined to be by 75%.

When assessed according to the total of the answers it was seen that the participants answered as "Partially Agree" by 39,66%, and answers as "I Agree" by 37,93% and the total indicates that students agree with this statement by 77,59%. From this point of view, these results may suggest that the video materials may increase familiarity with the use of grammar rules that are used in their original context. Rational distribution of the data according to the levels is given in Figure 3.17.

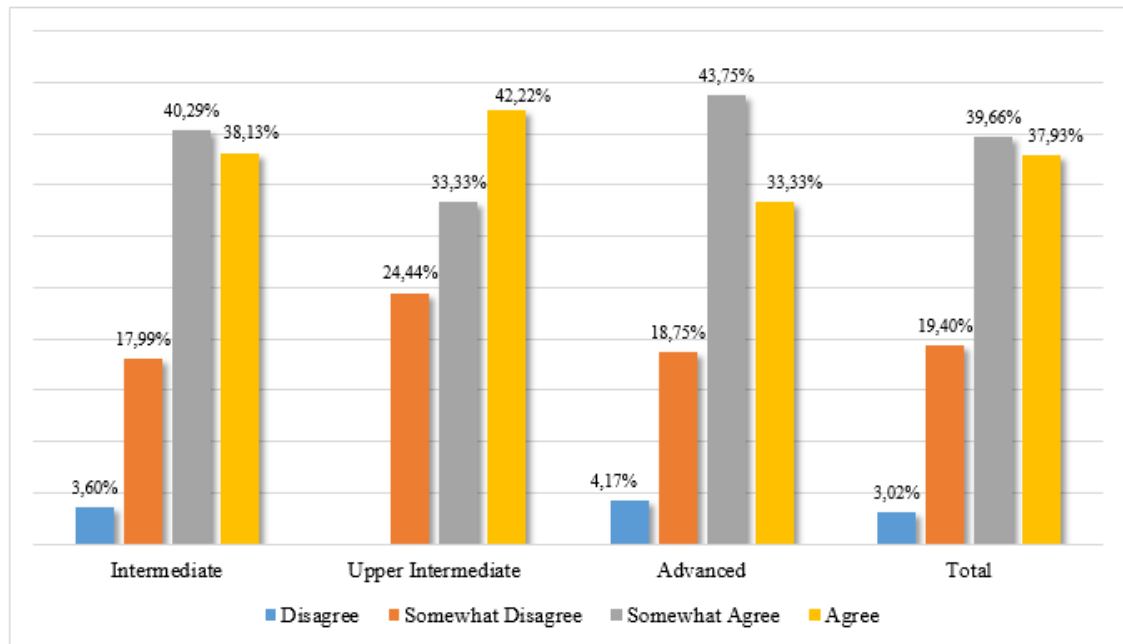


Figure 3.16. Detailed Agreement Rates of “Video Materials Increase My Familiarity with the Use of Grammar Rules in Their Original Context” Statement

Frequency and percentage distributions of the responses to the statement “Video materials increase my knowledge of vocabulary which I need in real life situations” according to the levels are given in Table 3.18.

Table 3.18. Detailed Frequency and Percentage Values of “Video Materials Increase My Knowledge of Vocabulary Which I Need in Real Life Situations” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	2	1,44%	19	13,67%	68	48,92%	50	35,97%	139
Upper Intermediate	2	4,44%	5	11,11%	22	48,89%	16	35,56%	45
Advanced	4	8,33%	11	22,92%	14	29,17%	19	39,58%	48
Total	8	3,45%	35	15,09%	104	44,83%	85	36,64%	232

When the answers to the question if video materials increase the knowledge of vocabulary which are needed in real life situations were reviewed, it was seen that there was a high rate of agreement at all levels. While the students at Advanced level answered as "I Agree" by 39,58%, they answered as "Partially Agree" by 29,71%. At other levels the rate of "Partially Agree" answer was higher than "I Agree" answer. Furthermore, at Intermediate and Upper Intermediate levels the total of agreement with this statement was some more than 84% and total agreement at Advanced level was around 68%. This result suggests that as the level gets higher, students' need to use video materials to improve their vocabulary for real life gets lower.

When assessed according to the total of the answers, it is seen that the participants answered as "I Agree" is by 44,83%, and "Partially Agree" is by 36,64% and in total the agreement with this statement is 81,47%. Conclusively, it is determined that video materials are beneficial for the improvement of vocabulary which is needed in real life situations. Rational distribution of the data according to the levels is given in Figure 3.18.

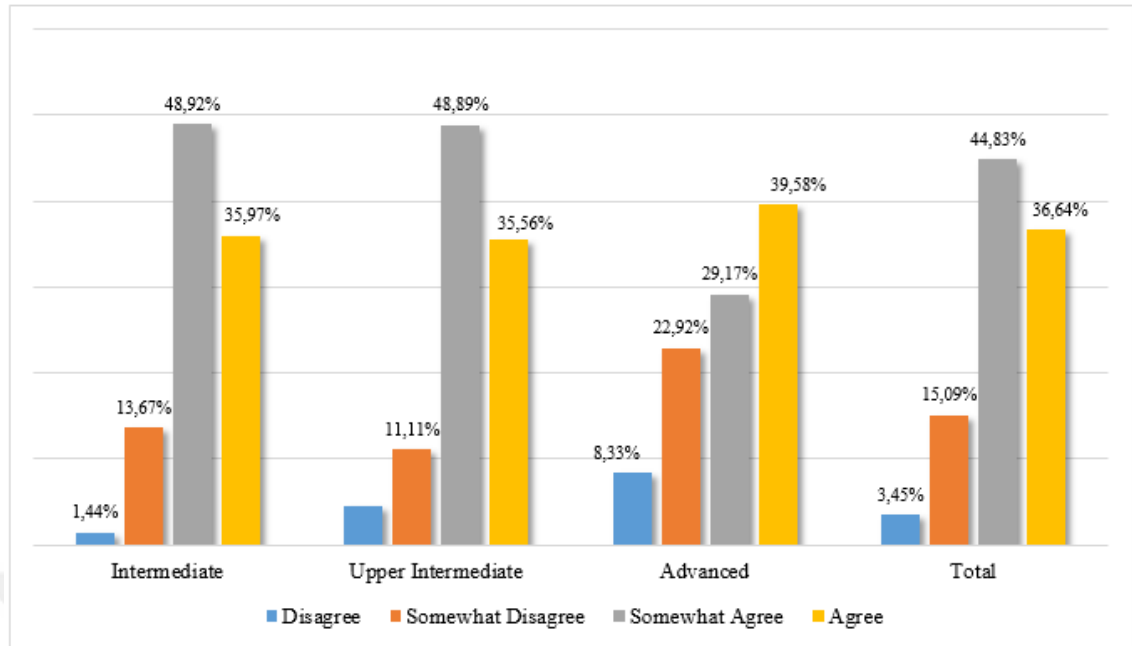


Figure 3.17. Detailed Agreement Rates of “Video Materials Increase My Knowledge of Vocabulary Which I Need in Real Life Situations” Statement

Frequency and percentage distributions of the responses to the statement “I am interested in learning English if the teacher uses video in English as teaching materials” according to the levels are given in Table 3.19.

Table 3.19. Detailed Frequency and Percentage Values of “I Am Interested In Learning English If the Teacher Uses Video in English as Teaching Materials” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	4	2,88%	28	20,14%	60	43,17%	47	33,81%	139
Upper Intermediate	2	4,44%	10	22,22%	18	40,00%	15	33,33%	45
Advanced	8	16,67%	7	14,58%	19	39,58%	14	29,17%	48
Total	14	6,03%	45	19,40%	97	41,81%	76	32,76%	232

When the answers to the question whether they are interested in learning English if the teacher uses video in English as teaching materials were reviewed, it was seen that at all levels generally students agreed with this statement as similar to the other questions. Students at all levels stated that they are more interested in learning English if the

teacher uses video in English as teaching materials. It is seen that at all levels the rate of "Partially Agree" is higher than the rate of "I Agree" answer.

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" is by 41,81%, and "I Agree" by 32,76%. In total, students stated that they are more interested in learning English if the teacher uses video in English as teaching materials by 74,57%. These results indicate that video usage increases the interest in learning English. Rates of the given answers according to the levels are given in Figure 3.19.

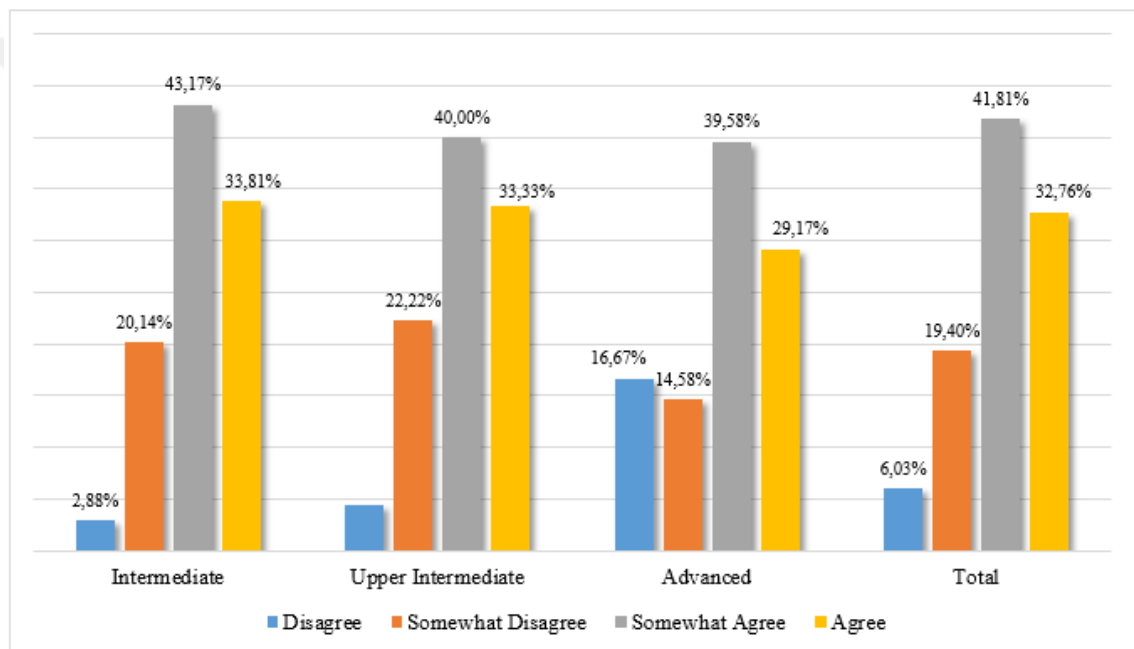


Figure 3.18. Detailed Agreement Rates of “I Am Interested in Learning English If the Teacher Uses Video in English as Teaching Materials” Statement

Frequency and percentage distributions of the responses to the statement “Video materials helped me better understand the topics being discussed in class” according to the levels are given in Table 3.20.

Table 3.20. Detailed Frequency and Percentage Values of “Video Materials Helped Me Better Understand the Topics Being Discussed in Class” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	6	4,32%	39	28,06%	56	40,29%	38	27,34%	139
Upper Intermediate	2	4,44%	9	20,00%	17	37,78%	17	37,78%	45
Advanced	9	18,75%	9	18,75%	19	39,58%	11	22,92%	48
Total	17	7,33%	57	24,57%	92	39,66%	66	28,45%	232

When the answers to the question if video materials helped them to better understand the topics being discussed in class or not were reviewed, it was seen that at all levels generally students agreed with this statement. At Intermediate level answers were "Partially Agree" by 40,29%, "I Agree" by 27,34%, and for this statement "Partially Agree" by 28,06% was slightly higher than "I Agree" option. At Upper Intermediate level the answers "Partially Agree" and "I Agree" were the same as by 37,78% while Advanced level the rate of the answers "I Don't Agree" and "Partially Agree" were the same as 18,75%.

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" by 39,66% in the first rank, and "I Agree" in the second rank by 28,45% and agreement in total is calculated as 68,19%. According to these results, it may be suggested that video materials help students to better understand the topic discussed in the class. Rational distribution of the answers according to the levels is given in Figure 3.20.

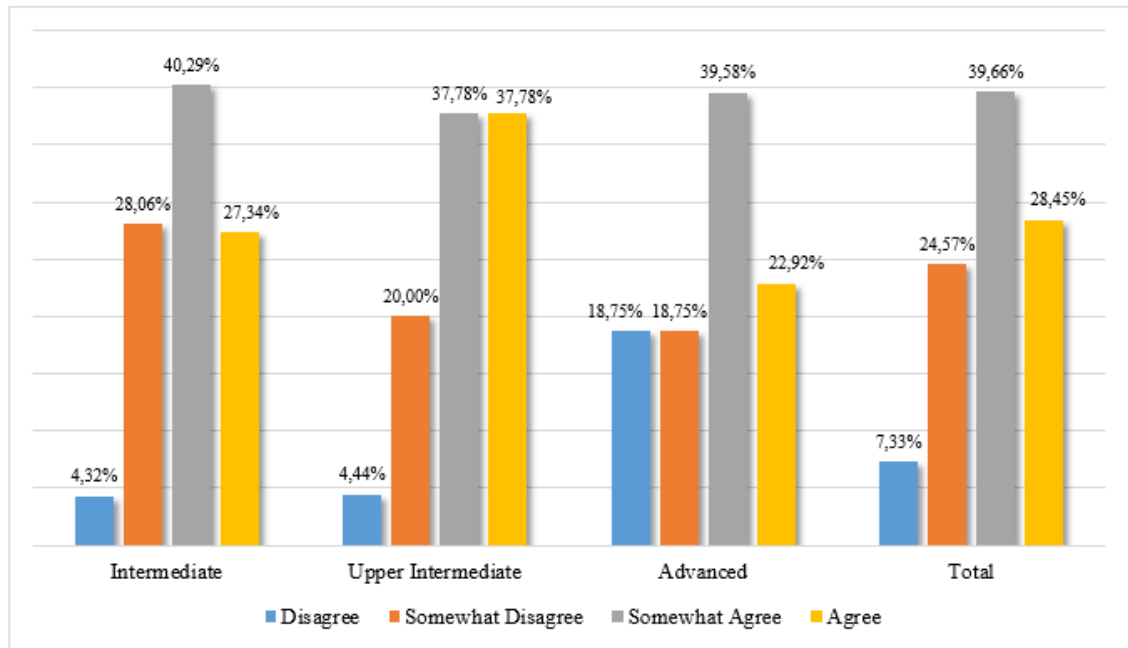


Figure 3.19. Detailed Agreement Rates of “Video Materials Helped Me Better Understand the Topics Being Discussed in Class” Statement

Frequency and percentage distributions of the responses to the statement “Video materials generated interest in the topics being discussed in class” according to the levels are given in Table 3.21.

Table 3.21. Detailed Frequency and Percentage Values of “Video Materials Generated Interest in the Topics Being Discussed in Class” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	7	5,04%	41	29,50%	59	42,45%	32	23,02%	139
Upper Intermediate	3	6,67%	4	8,89%	23	51,11%	15	33,33%	45
Advanced	7	14,58%	12	25,00%	16	33,33%	13	27,08%	48
Total	17	7,33%	57	24,57%	98	42,24%	60	25,86%	232

When the answers to the question whether video materials cause more generated interest in the topics being discussed in class or not were reviewed, it was seen that at all levels generally students agreed with this statement. At Intermediate level answers were "Partially Agree" by 29,50% which is higher than the rate of "I Agree" by

23,02%. At Upper Intermediate level general agreement rate in this statement was found to be higher than the students at other levels.

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" by 42,24% in the first rank and "I Agree" comes in the second rank by 25,86% and in total students were calculated to have agreed by 68,10%. According to these results, it may be suggested that the use of video materials cause more generated interest in the topics being discussed in class. Rational distribution of the answers according to the levels is given in Figure 3.21.

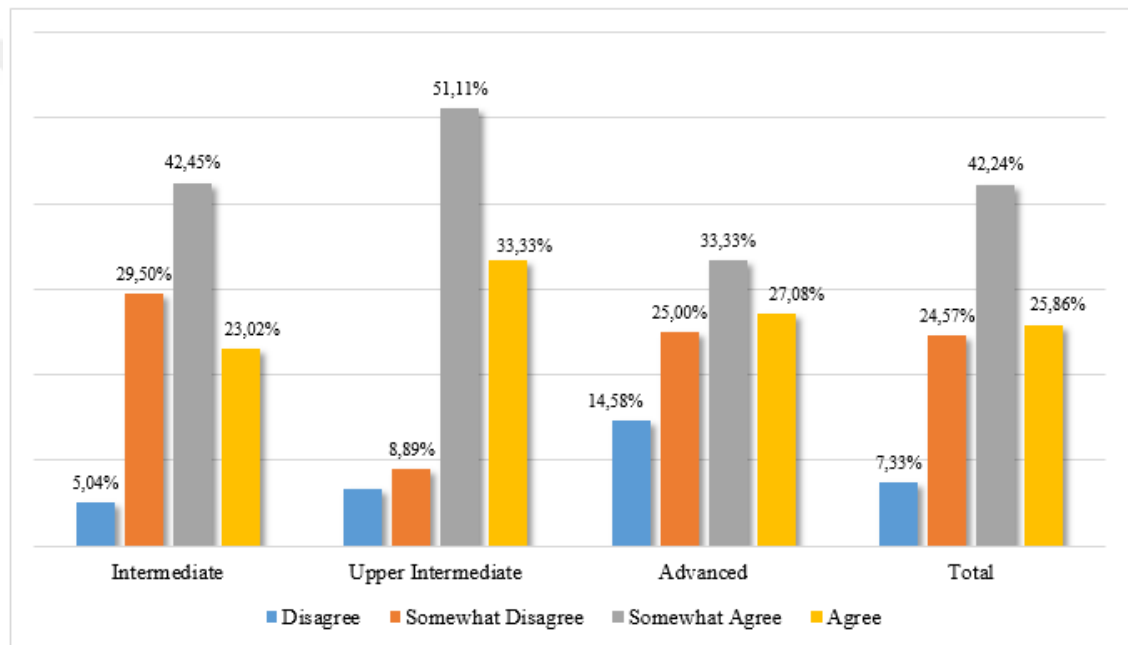


Figure 3.20. Detailed Agreement Rates of “Video Materials Generated Interest in the Topics Being Discussed in Class” Statement

Frequency and percentage distributions of the responses to the statement “I am able to understand the content of the video materials without the use of subtitles” according to the levels are given in Table 3.22.

Table 3.22. Detailed Frequency and Percentage Values of “I Am Able To Understand the Content of the Video Materials without the Use of Subtitles” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	11	7,91%	39	28,06%	60	43,17%	29	20,86%	139
Upper Intermediate	4	8,89%	12	26,67%	19	42,22%	10	22,22%	45
Advanced	7	14,58%	5	10,42%	18	37,50%	18	37,50%	48
Total	22	9,48%	56	24,14%	97	41,81%	57	24,57%	232

When the answers to the question if the content of the video materials could be understood without the use of subtitles were reviewed, it was seen that the rate of understanding the contents of the video materials without subtitles increase as much as the level increases. When assessed at Intermediate Level, answers were as "Partially Agree" by 43,17% and "I Agree" by 20,86% and in total students stated that they agreed with this statement by 64,03%. When we review the agreement of the students at Upper Intermediate level it is seen that they answered as "Partially Agree" by 42,22% and "I Agree" by 22,22% which makes total participation in this statement 64,44%. Both rates of "Partially Agree" and "I Agree" were the same at Advanced Level as 37,50% and students agreed with this statement in total by 75,00%.

When assessed according to the total of the answers, it is seen that the participants answered as "Partially Agree" by 41,81%, and "I Agree" by 24,57%. Total of the agreement with this statement was calculated as 68,38%. These results indicate that students can generally understand the contents of the video materials when there is no subtitle. Detailed rational distribution of the answers according to the levels is given in Figure 3.22.

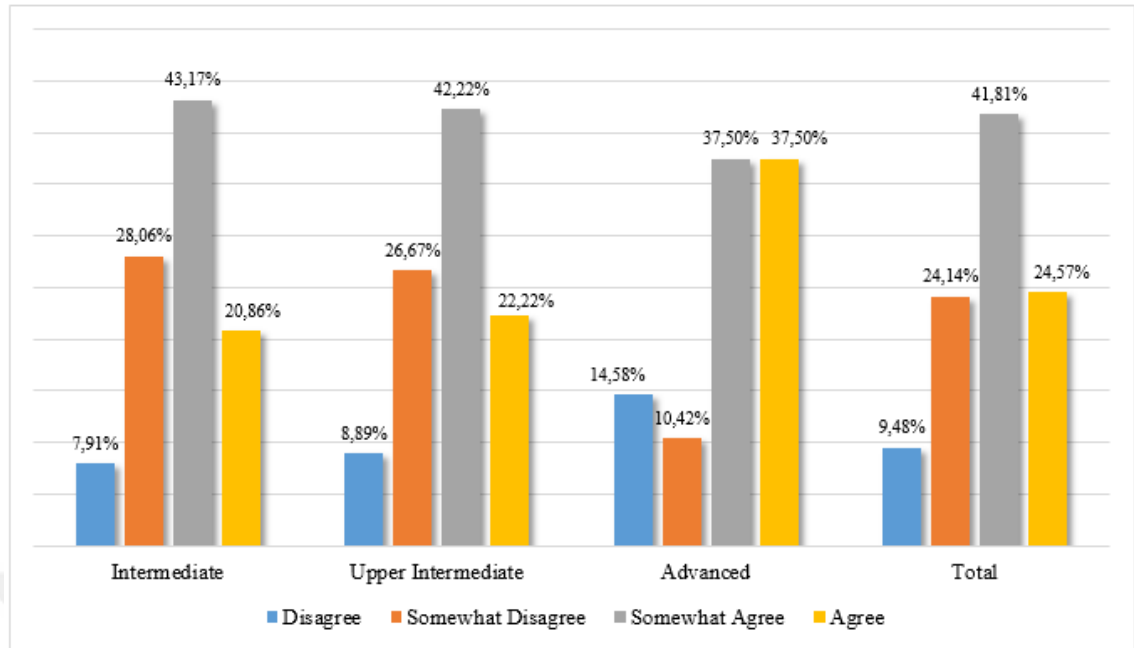


Figure 3.21. Detailed Agreement Rates of “I Am Able To Understand the Content of the Video Materials without the Use of Subtitles” Statement

Frequency and percentage distributions of the responses to the statement “Video materials enriched my vocabulary” according to the levels are given in Table 3.23.

Table 3.23. Detailed Frequency and Percentage Values of “Video Materials Enriched My Vocabulary” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	2	1,44%	19	13,67%	63	45,32%	55	39,57%	139
Upper Intermediate	1	2,22%	7	15,56%	14	31,11%	23	51,11%	45
Advanced	8	16,67%	3	6,25%	17	35,42%	20	41,67%	48
Total	11	4,74%	29	12,50%	94	40,52%	98	42,24%	232

When the answers to the question if video materials enriched their vocabulary were reviewed, it was seen that at all levels generally students agreed with this statement in majority. Students at Intermediate level answered as "Partially Agree" by 45,32%, and the rate of the given answers as "I Agree" became 39,57%. At other levels the rate of "I

"Agree" answer was higher than "Partially Agree" answer. A decrease in agreement levels was expected as the levels increase.

When answers were assessed according to general total of the answers, it was seen that the participants answered as "Partially Agree" by 40,52%, and "I Agree" by 42,24%. Students agree with the statement that video materials enrich their vocabulary by 82,76%. From this point of view, these results may suggest that the video materials enrich vocabulary of students and as the level increases, the rate of improvement in vocabulary decreases. Rational distribution of the answers according to the levels is given in Figure 3.23.

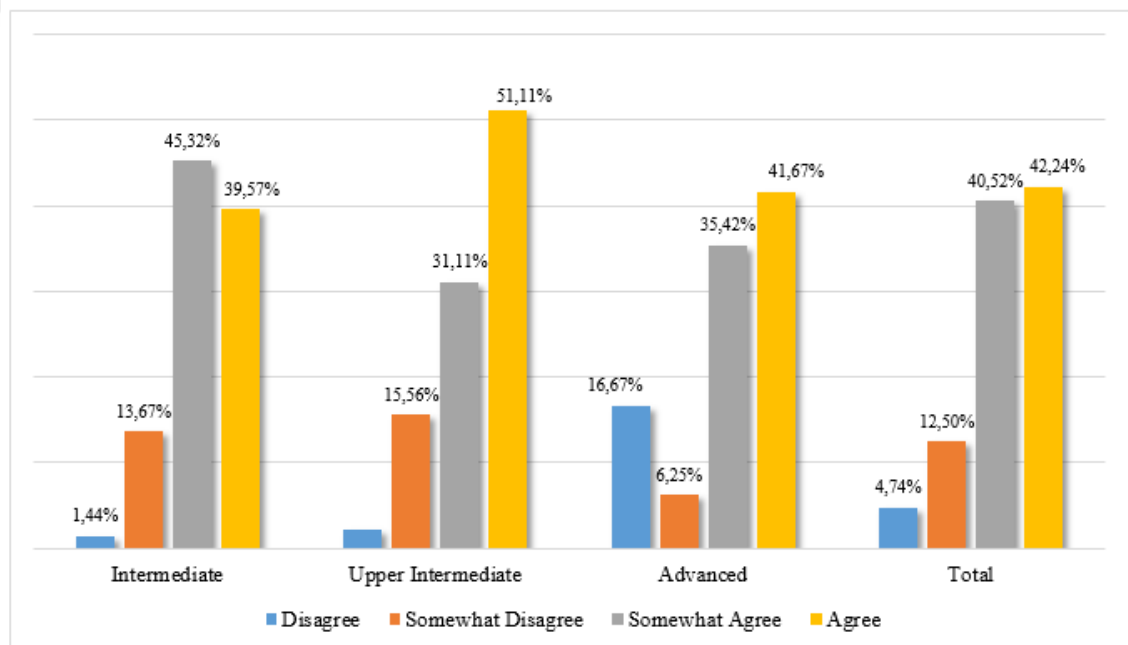


Figure 3.22. Detailed Agreement Rates of “Video Materials Enriched My Vocabulary” Statement

Frequency and percentage distributions of the responses to the statement “Video materials and activities were useful in helping me with my writing tasks” according to the levels are given in Table 3.24.

Table 3.24. Detailed Frequency and Percentage Values of “Video Materials and Activities Were Useful in Helping Me with My Writing Tasks” Statement

Level	Disagree		Somewhat Disagree		Somewhat Agree		Agree		Total
	n	%	n	%	n	%	n	%	
Intermediate	25	17,99%	42	30,22%	49	35,25%	23	16,55%	139
Upper Intermediate	5	11,11%	11	24,44%	23	51,11%	6	13,33%	45
Advanced	13	27,08%	8	16,67%	17	35,42%	10	20,83%	48
Total	43	18,53%	61	26,29%	89	38,36%	39	16,81%	232

When the answers to the question that video materials and activities are useful in helping them with their writing tasks were reviewed, it was seen that almost half of intermediate level students did not agree with this statement and it should be considered as important that the rate of not agreeing with this statement at Upper Intermediate and Advanced levels are also similarly high. Generally, more than half of the students stated that they agreed with this statement, almost half of the students not agreeing with this statement construed that video materials had low affect on their writing tasks.

When assessed according to the total of the answers, it was seen that the participants checked "I Agree" only by 16,81%, and "Partially Agree" by 38,36%. The rate of students stating "Partially Agree" was 26,29% whereas stating "Don't Agree" was 18,53%. From this point of view, these results may suggest that the video materials have effect on writing tasks of the students at medium level. Rational distribution of the answers according to the levels is given in Figure 3.24.

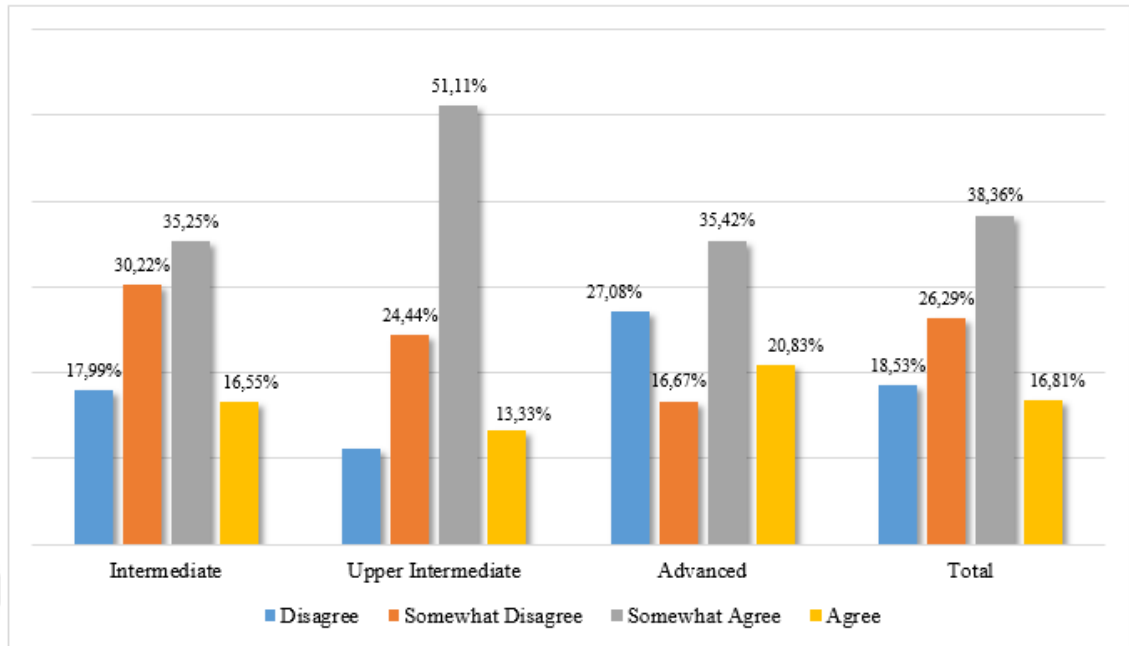


Figure 3.23. Detailed Agreement Rates of “Video Materials and Activities Were Useful in Helping Me with My Writing Tasks” Statement

3.6.2. Structured Interview Analysis and Findings

Gender distribution among the student who attended the interview is shown in Table 3.25.

Table 3.25. Gender Distribution

Gender	Frequency	Percent
Male	31	62,00%
Female	19	38,00%
Total	50	100,00%

62% of 50 students who attended the interview were male, and 38% of them were female. Students were randomly selected regardless of their gender.

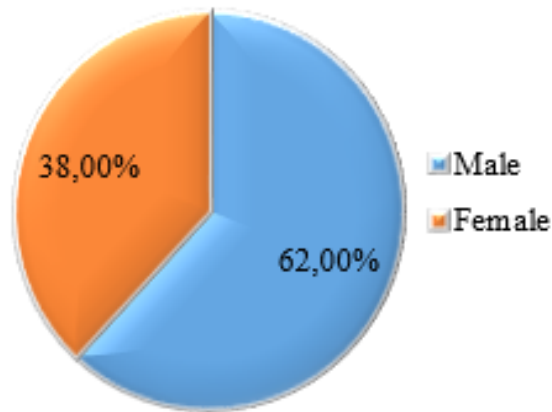


Figure 3.1. Gender Distribution

Students were asked to mention their language levels during the semi-structured interview. Language level distribution of the students is shown in Table 3.26.

Table 3.26. Language Level Distribution of the Students

Level	Frequency	Percent
Elementary	19	38,00%
Pre-Intermediate	8	16,00%
Intermediate	6	12,00%
Upper Intermediate	15	30,00%
Advanced	2	4,00%
Total	50	100,00%

When the distribution of language levels was analyzed, students mostly mentioned their levels as “Elementary” with 38%. “Upper Intermediate” level follows it with 30,00%. In the last place, there is “Advanced” with 4,00%. Distribution rates are shown in the graphic in Figure 3.26.

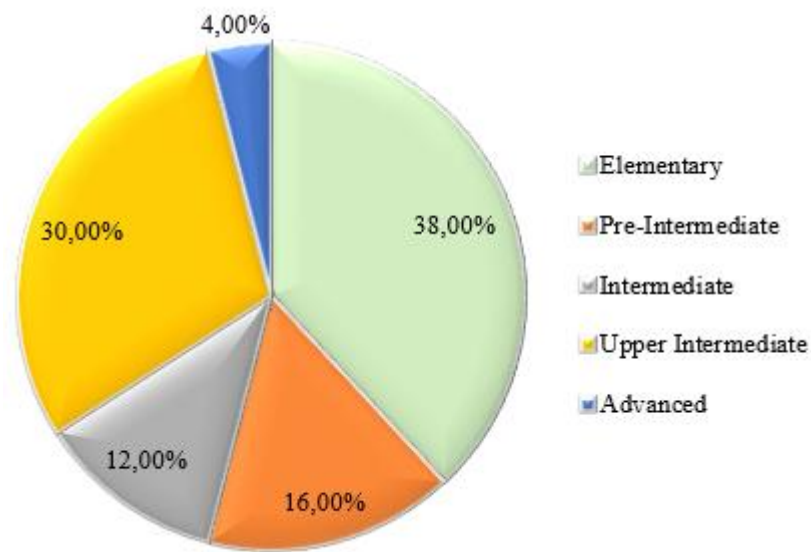


Figure 3.25. Distribution of the Students according to their Language Levels

The grouped distribution of the students' answers to the question how many years they had been learning English is shown in Table 3.27.

Table 3.27. Distribution of the Years of Students' English Language Education

Length	Frequency	Percent
Less than 1 year	2	4,00%
1-4 Years	17	34,00%
5-8 Years	7	14,00%
9-12 Years	17	34,00%
13 Years and More	7	14,00%
Total	50	100,00%

Students who attended the interview mostly told that they had been learning English for 1-4 years (34%) and 9-12 years (34%). 4,00% of them told that they had been learning English for less than 1 year. 14% of them told that they had been learning English for 5-8 years and also for 13 years and more. Distribution of the students according to the years they had been learning English is shown in Figure 3.27.

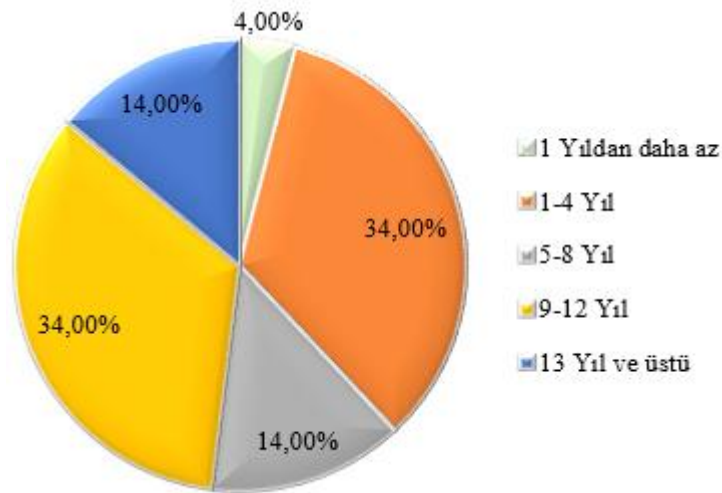


Figure 3.26. Distribution of the Students according to the Years They had been learning English

The comparison of the language levels of the students and the length of the years they had been learning English has offered some important findings. The comparison is shown in Table 3.28.

Table 3.28. The Comparison of the Language Levels of the Students and the Length of the Years They had been Learning English

	Elementary	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced	Total
Less than 1 year	2					2
1-4 Years	1	7	2	7		17
5-8 Years	3	1	1	2		7
9-12 Years	12		1	3	1	17
13 Years and More	1		2	3	1	7
Total	19	8	6	15	2	50

When the frequency levels were analyzed, there was an important finding. 1 student who had been learning English for 13 years and more, 12 students who had been learning English for 9-12 years and 3 students who had been learning English for 5-8 years all told that their English levels were Elementary. The reason for the fact that they

all think that their language levels are the same (Elementary) could be the inadequacy of English language teaching since their childhood or that the students might be assessing their own language levels inaccurately.

During the structured interview, 10 questions were asked to the students. Content analysis was made for each of the questions separately.

The responses to the question “What do you think about the use of video in English lessons?” were divided into two answers: “Useful” or “Useless”. Distribution of these two answers is given in Table 3.29.

Table 3.29. The Distribution of the Responses to the question “What do you think about the use of video in English Lessons?”

Responses	Frequency	Percent
The use of video in English lessons is useful/ somewhat useful	45	90,00%
The use of video in English lessons is not useful	5	10,00%
Total	50	100,00%

46 of 50 students indicated that the use of video in English lessons was useful, but 4 students stated that they had negative thoughts about it. When the answers of the students who had negative thoughts were examined, there were no explanations about the reasons of their negative thoughts but there were “not fond of, not like watching videos etc.” statements. When the responses of the students who find the video lessons useful, there were some distinctive words like “Beneficial”, “Good”, “Effective”, “Interesting”, “Motivating”, “Fun” and “Increases Active Participation”. That’s why the students think that the use of video in English lessons is useful.

The negative responses and the positive responses which were given to the question “What are the negative/positive effects of the use of video on comprehension in English lessons?” were analyzed separately. Positive effects of the use of video in English lessons are grouped in Table 3.30.

Table 3.30. Positive effects of the Use of Video in English Lessons on Comprehension

Positive Effects of the Use of Video in English Lessons on Comprehension	n	%
Motivating because it is fun	6	%12
Hearing different accents, seeing the speech patterns, improving listening skills	8	%16
Positive effects of visual learning	5	%10
Seeing and hearing is educational	19	%38
Improves grammar	5	%10
Improves sound familiarity and helps to practice speech	5	%10
Not answered	2	%4
Total	50	%100

When the results in Table 3.30 are analyzed, “seeing and hearing is educational” is the most common response with 38%. It is seen as the most important positive effect of the use of video in English lessons among the students. “Positive effects of visual learning” follows it with 16% and “the use of video is motivating because it is fun” comes next. Two students didn’t give any reasons to these questions.

Negative effects of the use of video in English lessons are grouped in Table 3.31.

Table 3.31. Negative effects of the Use of Video in English Lessons on Comprehension

Negative Effects of the Use of Video in English Lessons on Comprehension	n	%
Language level is too advanced and there are too many unknown words	2	%4
Cannot follow the speech because it is too fast	7	%14
Lose attention because the language level is high	2	%4
Unnecessary and boring, drowsy	4	%8
Not answered	35	%70
Total	50	%100

35 of 50 students (70%) didn’t answer the question about the negative effects of the use of video in English lessons. This result was interpreted as that the students didn’t have

any negative ideas about the use of video in English lessons. When the given answers are analyzed, the students generally (14%) think that the speech is too fast in the videos and there are too many unknown words, so they have difficulty in following and understanding the speech. 8% of the students think that the use of video is unnecessary and boring, which make them sleepy.

When the responses to the question “What are the negative/positive effects of the use of video on comprehension in English lessons?” are analyzed, it is seen that the students mostly believe that the use of video in English lessons have positive effects on their learning. 8% of students who have negative ideas about the use of video in English lessons are in Elementary level, and it is probably due to their level that they had difficulty in understanding the speech in the videos.

The responses to the question “Which skills are improved when the video is used in English lessons?” are grouped and the results are given in Table 3.32. Students are asked to tell more than one skill. The percentages of all the skills in the table are calculated among 50 students.

Table 3.32. Skills that are Improved by the Use of Video in English Lessons

Skills	n	%
Listening	33	%66
Speaking	18	%36
Sound Familiarity	7	%14
Comprehension	19	%38
Writing	7	%14
Pronunciation and the use of English	10	%20

66% of the students think that the use of video in English lessons affect the improvement of “Listening” skill, 38% believe that their “Comprehension” improves and 36% of them think that their “Speaking” skill improves. The use of video improves “Pronunciation” (20%), “Sound Familiarity” (14%) and “Writing” skill (14%) according to the students. The results show that the use of video in English helps the improvement of “Listening” skills most. Although “sound familiarity” is about the

“listening” skill, the students differ “sound familiarity” from “listening” skill as they believe that it is about “speaking” skill rather than the “listening” skill.

There is also a possibility that as the students find “writing” lessons and activities boring, they might not mention “writing” as a skill that can be improved with the use of videos in English lessons as much as they mention “listening”.

The responses given to the question “What kind of effects does the use of video in English levels have on your listening skills?” are grouped and shown in table 3.33.

Table 3.33. Effects of the use of video in English Lessons on Listening.

Effects of the use of video in English lessons on Listening	n	%
Memorability	4	%8
Seeing the details of speech and hearing different accents	10	%20
Interesting	3	%6
Improving listening skills	17	%34
Improving Pronunciation	13	%26
Not sure	3	%6
Total	50	%100

34% of the students give an undetailed response; they just mention that the use of video in English lessons improves their listening skills. The most prominent response with 26% is that the use of video in English lessons improves their pronunciation. Hearing different accents and understanding the details in a speech follows it with 20%. When the students were asked to clarify what they meant with the details in a speech, it was clarified that the details in a speech refers to the delivery speed, mimics, gestures, tone of speech or stress. 8% of the students mentioned that the memorability was important, which could be interpreted as remembering certain words, certain grammar rules after watching a video. 6% of the students believe that the use of video is interesting, which is also a motivational factor for them to learn English. 6% of the students didn’t give any clear answers as they didn’t know the effects of the use of video in English on their listening precisely.

Regarding the “Speaking” skill, the question “Do you believe that you become more active in speaking activities in class after you watch a video in the lesson?” was asked to the students. The responses are grouped and given in Table 3.34.

Table 3.34. The Use of Video in English Lessons Make me Become More Active in Speaking Activities

Do you believe that you become more active in speaking activities in class after you watch a video in the lesson?	n	%
Yes	40	%80
No	5	%10
Not sure	5	%10
Total	50	%100

80% of the students believe that when the video materials are used in the classroom, they participate more actively in the speaking activities or discussions. This finding indicates that the students have less difficulty in generating ideas when they watch a video during the lessons. 10% of the students gave a negative answer to the question and 10% of them were not sure about it.

The students were asked if the video they had watched helped them to learn the use of If Conditional Type 1 and 2 to see the effects of the use of video on learning “Grammar” rules. The responses of the students are grouped and shown in Table 3.35.

Table 3.35. The effects of the use of video on Grammar

Did the video you had watched help you learn If Conditional Type 1 and 2?	n	%
Yes	44	%88
No	3	%6
Not sure	3	%6
Total	50	%100

88% of the students indicated that the video they had watched helped them to learn the grammar rule. 6% of them gave negative answers and 6% of them were not sure about the effects of the video on their learning.

The teacher asked the students if they had less difficulty in using the grammar rule while speaking after they had watched the video. The answers of the students are grouped and shown in Table 3.36.

Table 3.36. The effect the use of video on using the grammar rule while speaking

Did you have less difficulty in using the grammar rule while speaking after you had watched the video?	n	%
Yes	47	%94
No	2	%4
Not Sure	1	%2
Total	50	%100

Majority of students (94%) mentioned that they had less difficulty in using the rule while speaking after they had watched the video. The findings indicate that when the students watch a video, the realistic language environment helps them enhance their comprehensive linguistic competence and showing students how a grammar structure is used in real language stimulates their learning.

The responses of the students to the question “Did the video you had watched help you to use the grammar structure while writing?” are grouped and shown in Table 3.37.

Table 3.37. The effect of Watching the Video on the use of grammar structure while writing

Did the video you had watched help you to use the grammar structure while writing?	n	%
Yes	41	%82
No	5	%10
Not sure	4	%8
Total	50	%100

82% of the students told that watching the video before the writing activity helped them use the grammar structure more effectively. 10% of the students answered the question negatively and 8% of them were not sure about the effects of the video on their writing.

The teacher asked the students if watching a video before a writing activity help them write in a more effective way in English lessons. The responses of the students are grouped and shown in Table 3.38.

Table 3.38. The effect of watching a video on writing

Does watching a video before a writing activity help you write in a more effective way in English lessons?	n	%
Yes	43	%86
No	4	%8
Not sure	3	%6
Total	50	%100

The majority of the students (86%) indicated that when they are asked to write about a topic, watching a video about the topic before writing help them write in a more effective way. 8% of the students gave negative answers and 6% of them were not sure about the effects of watching the video.

Watching a video brings the real life into the classroom. When the students watch a video as a material, they encounter with real people, real issues and real conversations. Even if they have no idea about the topic, the video makes them think about it. They generate their ideas more easily, they learn new words and use them more appropriately.

The responses of the students to the question “Do the English lessons that you watch a video motivate you more than the other English lessons?” are grouped and shown in Table 3.39.

Table 3.39. The use of video in English lessons is motivational

Do the English lessons that you watch a video motivate you more than the other English lessons?	n	%
Yes	40	%80
No	5	%10
Not sure	5	%10
Total	50	%100

Majority of the students (80%) found the English lessons more interesting and motivating when they watch a video. 10% of the students indicated that the use of video doesn't motivate them and the other 10% were not sure about the motivational effects of the use of video. Generally, the students believe that videos help them with their learning and are able to hold their attention.



4. CONCLUSION

In this chapter, the results of the study are summarized, and then the suggestions for further research are provided.

4.1. Summary

After going through the related literature, it is obvious that the use of video materials in language teaching is supported by many researchers. They regard the use of video materials as a useful means to motivate learners and improve skills.

The results of the study prove that the students generally believe that the use of video materials in English lessons is very useful. The analysis of the student questionnaire has shown that the students agree with all the statements about the use of video materials.

When the questionnaires are analyzed in terms of skills, it is found that the use of video materials enhances the students' vocabulary, their comprehension, helps them understand the language better, improves their speaking and listening skills and enables them to see the real use of the language. Subtitles are also very helpful to improve their comprehension because when the subtitles are used, students listen, watch and read at the same time. The motivational effects of the use of video are also emphasized in students' answers to the interview questions. The results clearly show that the student interest in the video lessons is significantly high. Although not highly recognized, the positive effects of the use of video materials on writing are significant.

Nearly three out of four students prefer using English video materials rather than using standard course book.

More than a half of the students think that the video materials motivate them to do more listening outside the classroom. Half of the advanced level students agree that the video materials motivate them to do more listening outside the classroom, while the other half disagrees. This result indicates that the students who have higher levels might prefer different learning materials rather than the video materials. 75,56% of Upper

Intermediate level students agree with this statement and this indicates that the use of video materials are more motivating for the students who can understand the conversations in real life more than the other students.

The students prefer to use simplified listening materials provided in the textbook. Total number of the students who prefer these materials are more than the other who prefer not to use them.

A significant number of students stated that the keywords they had learned prior to watching videos motivated them to learn English. When they watch a video with familiar words, their motivation is higher. Moreover, the students stated that they were able to understand the content of the video materials without the use of subtitles. As the language level of the students increases, the students understand the language used in the video better, so they do not need to watch with subtitles.

As a result of the analysis, it is concluded that the use of video materials has a great impact on the improvement of vocabulary knowledge. They can see how words fit in a sentence. The finding that the impact decreases as the language level of the students increases was an expected outcome of the study. Students think that the video materials enrich their vocabulary in lower levels more than the students studying in higher levels according to the questionnaire. This is because the students studying in higher levels already have enough vocabulary knowledge to understand the language and they encounter few new words while watching.

It is also concluded from the questionnaire that students believe that the video materials help them improve their language proficiency more than modified or non-authentic materials and the subtitles in the video materials are helpful in learning English. Also, the students stated that video preferences affect their learning.

The video materials used in class are more interesting than non-authentic materials or simplified listening materials is another important conclusion that is drawn from the study. Almost three out of four students think that the video materials are interesting. As interesting materials make positive contribution to learning, it is better to use video

materials in lessons rather than simplified listening materials to get more positive outcomes. Also, video materials help students understand other listening materials outside the class and motivate them to listen to other materials outside the class.

Video materials introduce the students to how language is used in the real world. Four out of every five students agree with this statement. As they are authentic, video materials play an important role in supporting students' learning. They give an opportunity to deal with situations similar to the real life situations.

One of the most important finding of the study is that the video materials are more beneficial than other modified or non-authentic materials. Authentic materials improve the students' listening comprehension ability more than modified or non-authentic materials. Similarly, video materials help develop their speaking ability more than modified or non-authentic materials. Nearly four out of five students indicated that video materials improve their language proficiency as well as their listening and speaking skills.

Another significant finding is that the students who are studying in lower levels do not prefer authentic video materials as they have difficulty in understanding the language used in the videos.

Another finding is that the video materials increase the students' familiarity with the use of grammar rules in their original context. Video materials foster a better understanding of the structure. Almost one out of four students stated that they had become more familiar with the grammar structure when they watched the video. When the students were asked to use Unreal Past after they watched the video, they had less difficulty in using it. The video helped them understand the rule significantly. Also, video materials increase the students' knowledge of vocabulary which they need in real life situations.

Generally, the students are interested in learning English if the teacher uses video in English as teaching materials. Video materials take the interest of students and motivate

them to learn English. Moreover, video materials generate interest in the topics being discussed in class.

It is also concluded that the use of video materials does not significantly improve the students' writing skills. However, in this study, when the students watched a video using a specific grammar structure, they had less difficulty in using the structure. So, it can be concluded that using a video in a lesson affects the writing skills of the students positively.

Students find the video materials highly beneficial. Learning through both verbal and visual means, hearing different accents, generating interest, increasing understanding, improving language skills like listening and speaking, enriching vocabulary are most common benefits of the video materials. However, students do not prefer video materials when the language level is difficult, there are too many unknown words and when the delivery speed is fast.

The use of video materials mostly improves "Listening", "Comprehension" and "Speaking" skills. Moreover, it contributes to an easier understanding of pronunciation of new words and different accents.

"Speaking" skills of the students also improve as the students have less difficulty in generating ideas when they watch a video and participating in class discussions as the video provides a common experience for them to discuss, which also lowers their affective filter and increases their motivation.

As a result, when the questionnaires and the structured interviews are analyzed, it is concluded that the use of video in English Language Teaching has significant benefits on raising student motivation and on improving skills.

4.2. Implications for the Study

There are many implications of the study that are related to language teaching and curriculum development.

To start with, motivation is one of the most important aspects of teaching. When students are interested in the lesson, they learn better. As the study proves that the students are interested in video materials, the video materials should be used more to increase motivation. However, with the students studying in lower language levels, semi-authentic video materials should be used since they do not find authentic materials as motivating as modified or simplified materials. This is because they find it difficult to understand the language used in authentic video materials.

Secondly, the use of materials has a great impact on skills development. Teaching programs can include more video activities to teach vocabulary and to develop skills. Video materials can be designed specially to teach skills and should be used.

Finally, curriculum developers should consider the importance of authentic materials like videos in teaching a foreign language and insert these into teaching programs in preparatory schools.

4.3. Suggestions for Further Studies

The study doesn't deal with the scores of the students taken from a test but their attitudes, motivation and beliefs towards the use of videos in English lessons. A further study can be implemented to find if and how much the scores of the students taken from a test are affected by the use of videos.

Moreover, one video lesson was added as an extra to the videos that exist in the curriculum of the school. The curriculum involved the video lessons that were already in the course book. Other studies can be implemented using other authentic video films in order to observe the results.

Furthermore, the study was carried out with over 300 students who were studying in different levels, which was sufficient enough to generalize the results. However, it can also be beneficial if a further study is implemented in different schools or maybe in different parts of Turkey.

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APPENDICES

APPENDIX I

The Questionnaire

Name/Surname: _____

English level: _____

School: _____

For Questions 1 – 22, please mark (x) the response that best represents how you feel.

		AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	DISAGREE
1.	I prefer to use English video materials rather than use those materials provided in the textbook.				
2.	Video materials motivate me to do more listening outside the classroom.				
3.	I prefer not to use simplified listening materials provided in the textbook.				
4.	Keywords I have learned prior to watching videos motivated me to learn English.				
5.	Video materials help me to improve my language proficiency.				
6.	English subtitles in the video materials are helpful in learning English.				
7.	The video materials I listened in class are more interesting than non-authentic materials or simplified listening materials.				
8.	Video materials help me to understand other listening materials outside the class.				
9.	Video materials in the listening course motivate me to listen to other materials outside the class.				
10.	Video materials introduce me to how language is used in the real world.				
11.	I think my video preferences will affect my learning.				
12.	Video materials improve my language proficiency more than modified or non-authentic materials.				
13.	Video materials improve my listening comprehension ability more than modified or non-authentic materials.				
14.	Video materials help develop my speaking ability more than modified or non-authentic materials.				

15.	Video materials increase my familiarity with the use of grammar rules in their original context.				
16.	Video materials increase my knowledge of vocabulary which I need in real life situations.				
17.	I am interested in learning English if the teacher uses video in English as teaching materials.				
18.	Video materials helped me better understand the topics being discussed in class.				
19.	Video materials generated interest in the topics being discussed in class.				
20.	I am able to understand the content of the video materials without the use of subtitles.				
21.	Video materials enriched my vocabulary.				
22.	Video materials and activities were useful in helping me with my writing tasks.				

Thank you for participating.

Selvin GÜRSOY

APPENDIX II**The Interview Questions****İNGİLİZCE DERSLERDE VİDEO KULLANIMINA YÖNELİK
ÖĞRENCİ GÖRÜŞLERİ**

Okul: _____
İsim/Soyisim: _____
Kız/Erkek: _____
İngilizce seviyesi: _____
Kaç yıldır İngilizce öğreniyorsunuz? _____

Aşağıdaki sorular İngilizce derslerinde video kullanımı ile ilgilidir.

Yardımlarınız için teşekkür ederim.

1. İngilizce derslerinde video kullanılmasıyla ilgili ne düşünüyorsunuz?

2. İngilizce derslerinde video kullanılmasını öğrenimde olumlu/olumsuz etkileri nelerdir?

3. İngilizce derslerinde video kullanıldığı zaman hangi becerilerini geliştirdiğini düşünüyorsunuz?

4. İngilizce derslerinde video kullanıldığı zaman dinleme becerilerinde ne gibi bir etki oluyor?

5. İngilizce derslerinde video kullanılarak ders işlendiği zaman o derslerde video izledikten sonra yapılan sınıf içi tartışmalarda daha etkin olduğuna inanıyor musun?

6. Bir önceki derste izlediğin video If Conditional kullanımını öğrenmende etkili oldu mu?

7. Dersten sonra senden bu kalıbı kullanarak konuşmanı istediğimde videoyu izlemiş olman etkili oldu mu?

8. Yazmanı istediğimde Kalıbı kullanacağın yerleri anlamanda izlediğin video etkili oldu mu?

9. Bir konuyla ilgili yazı yazman istendiğinde daha önce o konuyla ilgili o derste bir video izlemiş olman yazma becerini etkiliyor mu?

10. Video izlediğin dersler diğer derslere göre derse daha çok ilgili olmanı sağlıyor mu?

APPENDIX III

Video Material

Tick Tock

Language level: Intermediate (B1) - Advanced (C1)

Learner type: Teens and adults

Time: 90 minutes

Activity: Watching a short film, writing a narrative, speaking and reading a short article

Topic: Life and death

Language: Second and third conditionals, and abstract nouns

Materials: Short film and newspaper article /www.film-english.com by Kieran Donaghy

Overview

This lesson is designed around an inspiring short film by Len Chi and the theme of life. Students practice speaking, writing and reading, and use the second and third conditionals.

Step 1

Show students the questions in the PDF document. Ask them what all the questions have in common; they should be able to tell you that all of them are hypothetical questions using the second conditional. Put them into pairs and ask them to choose 4 questions which they would like to discuss. Once they have chosen their 4 questions get them to answer the questions using the second conditional. Then, get feedback from the whole class.

Step 2

Write the following question on the board: What would you do if you had 5 minutes to live? Get your students to change partners and ask them to talk about what they would do. Next get feedback from the whole class. Tell them what you would do if you had 5 minutes to live.

Step 3

Tell your students they are going to watch a short film in which a man has 5 minutes to live. As they watch the film they should say what he does. At this stage don't tell them that the film is not in chronological order. Show the film.

Link: <https://vimeo.com/20495241>

Step 4

Get feedback from your students; they may well be a little surprised and confused as the film starts at the end of the 5 minutes. Ask them what they can remember. Put them in small groups and tell them they are going to watch the film again and this time they should prepare

to tell the film in chronological order using narrative tenses. Show the film again and then give them 10 minutes to write their narratives.

Step 5

Get a student from each group to read out their narrative.

Step 6

Tell students that they are now going to watch the film in chronological order, as they watch they should check their narratives.

Link: <http://www.youtube.com/watch?v=pOVNNIRjJfI>

Step 7

Ask your students what they think of the film and how it makes them feel. Do they think the film has a message?

Step 8

Ask your students what words they saw in the film. Elicit the words and write them on the board: cowardice, reputation, greed, indifference, laziness Ask what type of word they are. If they don't know explain that they are all abstract nouns. Ask them how the words relate to the story.

Step 9

Show the screenshot below from the film or pause at 04:36. Ask them to discuss the quote from Steve Jobs. Ask them what they know about Steve Jobs. Do they agree with the quote?

Almost everything--all external expectations, all pride, all fear of embarrassment or failure--these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

Steve Jobs

Step 10

Ask students the following question: What are the main regrets of dying people? Give them time to think, put them in small groups and then ask them to discuss the question. After 5 minutes, get feedback from the whole class.

Step 11

Tell your students they are going to read a short article entitled: The 5 regrets of Dying People Ask them to read the text and compare their answers in step 10 with the 5 regrets in the article.

Step 12

Ask your students to write a short paragraph titled: What I would do if I had 5 minutes to live.

ÖZGEÇMİŞ

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