

**MUĞLA UNIVERSITY**

**INSTITUTE OF SOCIAL SCIENCES**

**ENGLISH LANGUAGE TEACHING**

**USING AUTHENTIC VIDEO IN TEACHING VOCABULARY IN TURKISH  
SECONDARY LEVEL EFL CLASSROOMS**

**MA THESIS**

**NEFİSE GÜÇLÜ KALE**

**ASSIST. PROF. DR. EDA ÜSTÜNEL**

**MARCH, 2010**

**MUĞLA**

T.C.

MUĞLA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ

USING AUTHENTIC VIDEO IN TEACHING VOCABULARY IN TURKISH  
SECONDARY LEVEL EFL CLASSROOMS

NEFİSE GÜÇLÜ KALE

Sosyal Bilimler Enstitüsünde

“Yüksek Lisans”

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih: 19.03.2010

Tezin Sözlü Savunma Tarihi : 19.02.2010

Tez Danışmanı : Yrd.Doç.Dr. Eda ÜSTÜNEL

Jüri Üyesi : Yrd.Doç.Dr. Turan PAKER

Jüri Üyesi : Yrd.Doç.Dr. Şevki KÖMÜR

Enstitü Müdürü : Prof. Dr. Nurgün OKTİK

MART, 2010

MUĞLA

## TUTANAK

Muğla Üniversitesi Sosyal Bilimler Enstitüsü'nün 14/01/2010 tarih ve 477/1 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 25/4 maddesine göre, İngiliz Dili Eğitimi Anabilim Dalı Yüksek lisans öğrencisi Nefise GÜÇLÜ KALE'nin "Using Authentic Video in Teaching Vocabulary in Turkish Secondary Level EFL Classrooms" adlı tezini incelemiş ve aday 19.02.2010 tarihinde saat 10.00 'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin başarılı ve kabul olduğuna oybirliği ile karar verildi.

Tez Danışmanı

Yrd. Doç. Dr. Eda ÜSTÜNEL

Üye

Yrd. Doç. Dr. Turan PAKER

*Turan Pakker*

Üye

Yrd. Doç. Dr. Şevki KÖMÜR

*Şevki Kömür*

## YEMİN

Yüksek lisans tezi olarak sunduğum “Using Authentic Video in Teaching Vocabulary in Turkish Secondary Level EFL Classrooms” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

19/03/2010

  
NEFİSE GÜÇLÜ KALE

**YÜKSEK ÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ**  
**TEZ VERİ GİRİŞ FORMU**

**YAZARIN**

**MERKEZİMİZCE DOLDURULACAKTIR**

**Soyadı : GÜÇLÜ KALE**

**Adı : Nefise**

**Kayıt No:**

**TEZİN ADI : USING AUTHENTIC VIDEO IN TEACHING VOCABULARY  
IN TURKISH SECONDARY LEVEL EFL CLASSROOMS**

**Türkçe : TÜRKİYEDEKİ LİSELERDE OTANTİK VİDEO KULLANARAK  
KELİME ÖĞRETİMİ**

**Y. Dil :**

**TEZİN TÜRÜ : Yüksek Lisans**

**Doktora**

**Sanatta Yeterlilik**

**TEZİN KABUL EDİLDİĞİ**

**Üniversite : MUĞLA ÜNİVERSİTESİ**

**Fakülte :**

**Enstitü : SOSYAL BİLİMLER ENSTİTÜSÜ**

**Diğer Kuruluşlar :**

**Tarih :**

**TEZ YAYINLANMIŞSA**

**Yayınlayan :**

**Basım Yeri :**

**Basım Tarihi :**

**ISBN :**

**TEZ YÖNETİCİSİNİN**

**Soyadı, Adı :**

**Ünvanı :**

**TEZİN KONUSU (KONULARI)**

- 1) What are the steps to be followed in using authentic videos in teaching vocabulary in Turkish secondary level EFL classrooms?
- 2) What attitudes do students have on the use of authentic videos in teaching vocabulary?
- 3) What are the classroom implications of using authentic videos in teaching vocabulary?

**TÜRKÇE ANAHTAR KELİMELER:**

- 1.İngilizce Öğretimi
2. Yabancı Dil Olarak İngilizce
3. Otantik Materyaller
4. Otantik Video
5. Kelime Öğretimi

**İNGİLİZCE ANAHTAR KELİMELER**

1. ELT
2. EFL
3. Authentic Materials
4. Authentic Video
- 5.Vocabulary Teaching

1. Tezimde fotokopi yapılmasına izin vermiyorum.
2. Tezimden dipnot gösterilmek şartıyla bir bölümün fotokopisi alınabilir.
3. Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir.

Yazarın İmzası:

Nefise GÜÇLÜ KALE

Tarih : 19/03/2010

## **ABSTRACT**

This study aimed to investigate the steps to be followed in using authentic videos in teaching vocabulary in Turkish secondary level EFL classrooms, what attitudes students have on the use of authentic videos in teaching vocabulary and what the classroom implications of using authentic videos in teaching vocabulary are. This is a case study carried out in a language class consisting of seven students whose level is between intermediate and upper-intermediate. Two films, “The Last Samurai and Dead Poets Society” are used in teaching vocabulary for 8 sessions, five sessions for “The Last Samurai” and three sessions for “Dead Poets Society”. During the study, the students kept journals in order to reflect their attitudes towards the use of authentic video in teaching vocabulary. Teacher’s field notes after each session are kept to get a better understanding of the research questions. An interview is done with the students at the end of the study to provide a triangulation in our approach to collect data and analyse the findings of the study. The analysis of these reveal that students hold a positive attitude towards learning vocabulary with the use of authentic video and the teaching of vocabulary can be carried out easily and in an enjoyable way. However, the number of the words to teach is important. It is better not to have too many words to teach in terms of the students because the increase in the number of the words to be learnt lead them to get distracted and bored.

## **KEY WORDS**

ELT, EFL, Authentic Materials, Authentic Video, Vocabulary Teaching.

## ÖZET

Bu çalışma İngilizce'nin yabancı dil olarak okutulduğu Türkiye'deki liselerde otantik video kullanılarak kelime öğretiminde takip edilecek basamakların neler olduğu, öğrencilerin kelime öğretiminde otantik video kullanımına tutumlarının neler olduğu ve kelime öğretiminde otantik video kullanımının sınıf içinde bıraktığı izlenimleri araştırmayı amaçlamıştır. Bu çalışma, seviyeleri orta ve ortaüstü olan ve yedi öğrenciden oluşan bir yabancı dil sınıfında uygulanmış bir durum çalışmasıdır. Kelime öğretimi için 5 seans "Son Samuray" ve 3 seans "Ölü Ozanlar Derneği" isimli iki film izletilmiştir. Çalışma süresince öğrenciler kelime öğretimi için otantik video kullanımına yönelik tutumlarını yansıtmak için günlük tutmuşlardır. Araştırma sorularına daha iyi bir anlayış kazandırmak için öğretmen tarafından notlar alınmıştır. Veri toplama ve elde edilen sonuçların değerlendirilmesini kuvvetlendirmek için çalışma sonunda öğrencilerle röportaj yapılmıştır. Bunların analizi öğrencilerin otantik video kullanılarak kelime öğretimine karşı olumlu tutumları olduğunu ve kelime öğretiminin kolay ve zevkli bir şekilde gerçekleştirilebildiğini göstermiştir. Bununla birlikte yapılan analiz öğretilecek kelime sayısının önemli olduğunu göstermiştir. Öğretilecek kelime sayısının çok fazla olmaması öğrenciler açısından faydalıdır çünkü öğrenilecek kelime sayısının artması onların dikkatlerinin dağılmasına ve sıkılmalarına yol açmaktadır.

## ANAHTAR SÖZCÜKLER

İngilizce Öğretimi, Yabancı Dil Olarak İngilizce, Otantik Materyaller, Otantik Video, Kelime Öğretimi



## **ACKNOWLEDGEMENTS**

I would like to thank my thesis supervisor Assistant Professor Dr. Eda Üstünel for her excellent guidance, continuous patience and encouragement throughout the preparation of this thesis.

Special thanks to Assistant Professor Dr. Şevki Kömür for opening up the world of critical thinking in English Language for me during his lessons.

I would also like to thank my husband for his patience and encouragement while writing my thesis.

Finally, I would like to thank my students Sinem Biçer, Melek Kargın, Emine Kuşçu, Sermin Varçin, Damla Demirel, Gülçin Gürsoy and Burak Sefa Korkmaz for their participation in the activity.

## TABLE OF CONTENTS

<b>Table of contents .....</b>	<b>i</b>
<b>List of tables .....</b>	<b>iv</b>
<b>CHAPTER 1. INTRODUCTION .....</b>	<b>1</b>
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	5
1.3. The Aim and Scope of the Study.....	7
1.4. Assumptions and Limitations.....	8
1.5. Operational Definitions.....	8
<b>CHAPTER 2. LITERATURE REVIEW .....</b>	<b>10</b>
2.1. Introduction.....	10
2.2. Teaching English in EFL Classrooms.....	11
2.3. Teaching Vocabulary in EFL Classrooms.....	12
2.3.1. The Importance of Vocabulary in Language Learning.....	12
2.3.2. What Does It Mean to Know a Word.....	13
2.3.3. Strategies for Vocabulary Learning.....	15
2.3.4. Techniques Used in Teaching Vocabulary.....	16
2.3.5. Factors Affecting Vocabulary Learning.....	19
2.4. Using Authentic Materials in EFL Classrooms.....	21
2.4.1. Advantages of Using Authentic Materials.....	23
2.4.2. Disadvantages of Using Authentic Materials.....	26
2.5. Using Authentic Videos in EFL Classrooms.....	27
2.5.1. Benefits of Using Authentic Videos in Language Classrooms.....	28
2.5.2. Things to Consider in Implementing Authentic Videos.....	31
2.5.3. Techniques of Using Authentic Videos.....	33
2.5.3.1. Silent Viewing .....	33
2.5.3.2. Covering the Screen .....	34

2.5.3.3. Freezing the Frame .....	34
2.5.3.4. Jigsaw Viewing .....	35
2.5.3.5. Viewing the Whole Film .....	35
2.5.4. Possible Problems in Using Authentic Videos in EFL Teaching .....	36
2.6. Using Authentic Videos in Teaching Vocabulary .....	37
2.7. Conclusion .....	38

## **CHAPTER 3.METHODOLOGY .....40**

3.1. Introduction .....	40
3.2. The Participants of the Study.....	40
3.3. Data Collection.....	40
3.4. Data Analysis Techniques.....	41
3.4.1. Teacher’s Field Notes.....	41
3.4.2. Student Journals.....	42
3.4.3. Interviews.....	42
3.5. Procedure.....	43
3.5.1. Selection of the Films.....	43
3.5.2. Selecting the Words to Teach.....	43
3.5.3. Preparing Activities for the Words.....	44
3.5.4. Viewing the Films and Carrying out the Activities.....	45
3.5.5. Keeping Journals.....	45
3.5.6. Keeping Field Notes.....	46
3.5.7. Interviewing the Students.....	46
3.6. Data Analysis.....	46

## **CHAPTER 4.RESULTS and DISCUSSION.....47**

4.1. Introduction.....	47
4.2. Results.....	47
4.2.1. Steps to be Followed in using Authentic Videos.....	47
4.2.2. Students’ Attitudes.....	49

4.2.3. The Classroom Implications of Using Authentic Video.....	57
4.3. Discussion.....	64
4.4. Conclusion.....	69
<b>CHAPTER 5. CONCLUSION .....</b>	<b>70</b>
5.1. Introduction.....	70
5.2. Summary of the Study.....	70
5.3. Suggestions for Further Research.....	71
5.4. Limitations of the Study.....	72
5.5. Implications of the study.....	72
<b>REFERENCES .....</b>	<b>74</b>
<b>APPENDIX A Teacher’s Field Notes.....</b>	<b>79</b>
<b>APPENDIX B Student Journals.....</b>	<b>84</b>
<b>APPENDIX C Interview Questions.....</b>	<b>103</b>
<b>APPENDIX D Interviews with the Students.....</b>	<b>104</b>
<b>APPENDIX E Activities Prepared for the Words Taught.....</b>	<b>110</b>

**LIST OF TABLES****TABLE**

1. Knowing a word.....	14
2. The Words Taught During the Viewing Sessions.....	44

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

As is agreed by many, teaching a language is a process the borders and insights of which have not yet been clarified enough. This is most probably because it is a “process involving an intricate interplay between the learning process itself, the teacher’s intentions and actions, the individual personalities of the learners, their culture and background, the learning environment and a host of other variables” (Williams & Burden, 1997, p.5). This process, though, cannot be asserted as less understandable or predictable than first language acquisition, is vague and difficult to handle effectively especially when the language is taught as a foreign language where the students have little chance to use the target language outside the classrooms.

With this view in mind, various studies have been carried out in the field of language teaching, especially in teaching English since it has become a lingua franca. In fact “a glance through the past century or so of language teaching will give an interesting picture of how varied the interpretations have been of the best way to teach a foreign language” (Brown, 2001, p.16). As EFL teachers today, there is much we can count on in our endeavour to create a successful teaching.

As is known by most, in fact, there has appeared a new method about every quarter of a century each of which breaking from the old one but taking with it some of the positive aspects of the previous one. One of these methods appeared in opposition to Grammar Translation Method and Audio-Lingual method was the Communicative Approach suggesting that language is primarily used for communication so the learners should be taught in a way to “replicate real communication” (Harmer, 2001, p.85) which means to use language being taught to accomplish functions such as discussing an issue, asking for direction, making a

complaint, writing an e-mail, etc. In other words, learners “should be focused on the content of what they are saying or writing rather than on a particular language form” (Harmer, 2001, p.85).

However, Communicative Approach does not reject the importance of the teaching of structures or the vocabulary totally. In fact “it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood, 1981, p.1). With its focus on the use of language for communicative purposes, communicative approach has also been the one introducing the notion of authentic materials to be used to empower the language learning and teaching process. Newspapers, magazines, advertisements, recipes, horoscopes, radio broadcasts, films, etc. presented to the native speakers of English can be adapted for the EFL students to create a more meaningful learning environment as in today’s world learners feel the necessity of using the target language for their study, work or leisure.

In addition, it is widely accepted by the teachers that using textbooks only are not effective in bridging the gap between the classroom teaching and real life situations. The learners are successful in acquiring the knowledge and the functions of the language taught, but cannot make use of their knowledge to handle a task in real life. For this reason “plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill” (Harmer, 2001, p.85). As Allan (1985, p.30) states, authentic materials reflect spontaneous use of the language, and activities such as viewing television or film made for a native speaking audience puts the learner in the same position as that audience and demands the same exercise of language skills and this is a rewarding experience for the learners.

As EFL teachers aware of this fact, it may be beneficial to exploit authentic materials in our teaching sessions in different ways for different purposes, in order to improve reading or writing abilities, or listening and speaking competence or for all. As Gebhard (1996) mentions, authentic materials can be adapted in different ways

and gives examples of teachers that have used different materials for different purposes; for example, authentic video as a means to write and produce commentaries, reading boards to promote interaction between the reader and the text, advertisements to compare prices and select the best buy on a product, etc. If there are too many ways of adapting these materials into our teaching, would they also be good at improving the students' knowledge of vocabulary?

In the earlier times “vocabulary study has been neglected by linguists, applied linguists and language teachers” ( Carter & McCarty, 1998, p.1) and as Wajnryb (1993) mentions it was used to serve more as a cushion on which to practise grammar patterns than as an important section of the learning curriculum in its own right. However, in today's world this view has changed as well. There are many who believe that the subject of vocabulary learning is the key to language learning and errors of vocabulary are potentially more misleading than those of grammar (Hedge, 2000). Norton and Toohey (2004, p.146) state that “clearly knowledge of vocabulary is essential to the development and demonstration of linguistic skills”.

Scrivener (1994, p.73) points out that “vocabulary is a powerful tool to get messages and the meaning can be conveyed by vocabulary alone. I wonder if you could lend me your ..... means little without a word to fill the gap, whereas the gapped word –calculator- on its own could possibly communicate the desired message: Calculator?” . Widdowson (1990, p.82) points to the same fact and asserts “there are after all occasions when words do very well on their own. Consider the classic case of the surgeon performing an operation and the utterances he addresses to his assistants: ‘Scalpel!’, ‘Clamp!’ etc. No sign of grammar here: no interrogative forms, modal verbs, question tags; no sentence at all, just words”. For this reason, it is vital to allot time to improve the students' knowledge of vocabulary, but how can this be done successfully? Are there any aspects to consider in teaching new words? What do the researches tell us about teaching and learning new words?

According to Hubbard, Jones, Thornton and Wheeler (1983) the words should be taught and practised in spoken form first. In addition to this, they should be put



into context so that the meaning is clarified better and the students will not have a passive knowledge of words only. The way the words are presented is also important. Students can remember and retain words better if they are presented in a memorable way. When these aspects are taken into consideration, which of the authentic materials would be useful to trigger vocabulary teaching and learning?

In this respect authentic videos can be accepted as effective tools. To start with, students first hear words used in authentic videos rather than see the written form as is the case in using dictionaries. Moreover, understanding new vocabulary is easier because as Sherman (2003) mentions there is a full visual context supporting the meaning of words such as body language, events, setting, actions etc. For example, the meaning of 'rearrange' can be grasped better if students see it in a film where one of the characters say 'I am just gonna go in there and rearrange the furniture and then goes and does it'.

The setting, events and actions can also be helpful for retaining the meaning and usage of words in long term memory when compared to explanations or examples provided by the teacher. In fact, the truth that films define words with actions, setting or events can "lighten the verbal comprehension burden" (Sherman, 2003, p.16) especially for those who do not have enough language to understand long and difficult dictionary or teacher explanations.

There are other reasons to use authentic videos in teaching vocabulary. As Lonergan (1984) claims they provide students with multi-sensory input that is close to what they would find in real-life. When students watch a film both hemispheres of their brains, the left and the right, work at the same time as they use not only their eyes but also their ears, and this leads to a better perception and retention. In films "we see the angry face which says 'You'd better believe it' or the shrug that goes with 'I couldn't care less' " (Sherman, 2003, p.13). This may help different students in different ways to improve their lexical knowledge as some of them will depend on their visual ability more to understand the meaning of the words while some others are making use of their auditory abilities.

Another important thing is that authentic videos can provide students with scenes which will enable them make associations between their native language vocabulary and the target language vocabulary. As Canning-Wilson (2000) also mentions that video can lead to and generate prediction, speculation and a chance to activate background schemata, and this may affect learning new words as students will associate new words with already known ones.

To sum up authentic videos which are today's mediums can be very helpful to enliven vocabulary teaching, and thus, lead to a more successful teaching and learning. It should be born in mind that "there is a special thrill in being able to understand and enjoy the real thing" (Sherman, 2003, p.2), and authentic videos, as real things, can catch the eye of the learner and excite interest in the meaning of words.

## **1.2. Statement of the Problem**

As teachers of English, we have all been struggling for years to make one dream come true, and that is teaching English in a class where the students are highly enthusiastic to take part in the activities carried out and willing to create more in their attempt to communicate with each other. This is what propelled us to talk about communicative approach and thereafter, today, authentic materials all kinds of which are accepted as tools to create a more meaningful atmosphere for learning a language and at the same time inform students about what is happening in the world. Sanderson (1999) points to this fact and claims that as language teachers we are also educators and responsible for the development and general education of our students. In this respect, he attaches importance to the use of newspapers as an invaluable source of authentic materials with the belief that newspapers report real-life events and thus arouse our natural curiosity about the world around us and our fellow human beings.

In addition, it is mentioned in many books that language is for communication and in today's world communication means talking to people all

around the world, travelling to other countries for a variety of purposes, reading anything written with a wide reader group in mind or watching films shot by different countries.

This entails the necessity to take our students beyond the borders of the textbooks or classrooms which are, to some extent, incapable of bringing the real English-language world to our students. Harmer (2001) mentions that real language used outside the classrooms is messier than it may appear in a language classroom because of its complexity not being reduced into manageable pieces. He, therefore, points to the need to provide the necessary training to observe this messy language and work out how it is put together. For this reason, using the textbook only or locking our students inside the classes can do no good than harm.

Wouldn't it be more enjoyable for both the teachers and the students to try new things that will drag them into different worlds and awaken their imagination? Wouldn't it be more effective, as Harmer (2001) also mentions, if the students are intrinsically motivated and learning just because they enjoy the learning process rather than a number of outside factors such as passing an exam?

What can be done for the teachers and students who complain that they are doing the same activities everyday and they are bored of teaching/learning the grammar and vocabulary of the target language with the help of mechanical exercises or dictionaries? How can we help those students who are conveying us with their eyes that they want something more enjoyable, something more interesting or something that will help them retain grammatical information and vocabulary in their memory easily? Are there other materials or activities that can be used to improve language learning?

Approaching already used materials from a different perspective and preparing activities that will appeal to different individuals in the class can be a solution. In other words, it is beneficial to prepare activities in light of the MI theory which was proposed by Gardner in 1983.

The activities prepared should also be about something that is on the agenda of the world. In this respect, authentic films are good and rich materials not only because they are authentic but also because nothing else has the potential to catch the eye, ear and the soul of the learners at the same time and spark a discussion as people today are more interested in the visual world compared to the past. In addition, we all know that most of the students express that they are dying to watch films. Therefore, films can be accepted as an effective tool which will hook our students to the world around them and bound them to learn more to become intellectuals as well as language learners.

Moreover, authentic films are good materials as they have the potential to let the teachers think of themselves not so much as a teacher who must constantly deliver information but more as a facilitator of learning whose job is to set the stage for learning, to start the wheel turning inside the heads of the students, to turn them on to their own abilities and to help channel those abilities in fruitful directions (Brown, 2001).

### **1.3. The Aim and Scope of the Study**

The aim of this study is mainly to shed light on the steps to be followed in using authentic video in teaching vocabulary and observe the attitudes the students have on the use of authentic video in teaching vocabulary. Another aim of this study is to grasp an understanding of the implications of using authentic video in teaching vocabulary.

This study addresses the following research questions;

1. What are the steps to be followed in using authentic video in teaching vocabulary in Turkish secondary level EFL classrooms?
2. What attitudes do students have on the use of authentic video in teaching vocabulary?

3. What are the classroom implications of using authentic video in teaching vocabulary?

#### **1.4. Assumptions and Limitations**

It is assumed in this study that the activities which were designed to teach vocabulary using authentic video triggered the learning of new words and fostered a better retention of them in students' long term memories. It is also assumed that the students reflected their honest opinions and feelings on the use of authentic video in teaching vocabulary.

This study was conducted in a 10th grade language class at Fethiye Mehmet Erdoğan Anatolian High School. The language class was chosen because they were the only class which had separate vocabulary teaching hours. The other class was a 9th grade class having no separate hours to teach vocabulary according to the curriculum designed by the Turkish Ministry of Education. For this reason, the number of the students was limited to seven only as there were only seven students in the language class. Therefore, this study cannot be generalized beyond its limits. The results of the students' journals, teacher's field notes and the interviews with the students reflect that the use of authentic video in teaching vocabulary has a positive effect in learning vocabulary. However, it would not be accurate to say that it will lead to the same result with any films or students. The result may be different with a different choice of film, activities or group of participants.

#### **1.5. Operational Definitions**

**Authentic Materials:** Authentic materials are materials "which were originally directed at a native-speaking culture" (Wilkins, 1976, p.79) such as movies, TV programmes, menus, magazines, the internet, brochures, comics, poems, short stories, songs, newspapers etc. These are materials "which has not been specifically produced for the purposes of language teaching" (Nunan, 1989, p.54).

Authentic Video: Authentic videos can be defined as “all the kinds of programme you normally see at the cinema, on TV or on DVD: feature films, documentaries, commercials, gameshows etc.”, (Sherman, 2003, p.1).

EFL Classroom: It is the language classroom in which English is taught as a foreign language.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

Authentic video, as a kind of authentic materials, has become more popular among teachers in the last few years. We hear teachers talking about students saying “Don’t stop the video now. We want to see more!” (Ishihara & Chi, 2004, p.31), or reflecting his/her observations of students and commenting as “...students eagerly sit before a monitor and watch a movie as part of their EFL class” ( Scocco, 2007, p.10).

In fact the desire for watching films among students cannot be questioned. They like watching films, so using films in the class will no doubt be motivating for them. However, as Scacco (2007) also mentions, will there be any learning taking place if authentic videos are used in teaching? If yes, how can they be used then? Which areas of language can they improve? Can they be used in teaching vocabulary, for example?

There is a body of research carried out on the effectiveness of using authentic videos for teaching English. But, unfortunately this is not the case when teaching vocabulary with authentic videos is questioned. Moreover, the implementations of using authentic videos in teaching vocabulary in EFL settings are restricted, especially in Turkish schools.

For this reason there is a need to conduct a study questioning the use of authentic videos in teaching vocabulary in EFL settings. In order to accomplish this aim, it would be beneficial to define and get a better understanding of some areas related with using authentic videos in teaching vocabulary.

## 2.2. Teaching English in EFL Classrooms

“No one can dispute the widely observed success with which children learn foreign languages especially when they are living in the cultural and linguistic milieu of the language” (Brown, 2001, p.55). However, this is not the case for students in Turkey who have few chances of interacting with real English outside their classrooms. This is probably the main reason why many learners in Turkey claim that they have spent many hours trying to learn the language but not yet able to communicate with native speakers or react to situations using the language knowledge in their memory.

This mostly happens because learning a second language is not exactly similar to learning a foreign language though some interchange these terms. “Second language learning contexts are those in which the classroom target language is readily available out there. Teaching English in the United States or Australia clearly falls into this category” (Brown, 2001, p.116). If a Korean is learning English in the USA, for example, it is easier for him/her to practise the target language as the language will be available and obligatory in many situations such as talking to an English neighbour or friend, doing shopping, applying a job, talking to the boss etc.

In contrast, “foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities” (Brown, 2001, p.116). So, the key word for teachers of English as a foreign language is to provide opportunities for EFL learners similar to that of ESL learners who “have an instant laboratory available twenty-four hours a day” (Brown, 2001, p.116). Brown (2001) mentions some guidelines to compensate for the lack of ready communicative situations outside the classroom and one of these is highly interesting. He advises to provide plenty of extra class learning opportunities, such as assigning an English speaking movie, having them listen to an English speaking TV or radio program, getting an English-speaking conversation partner, doing outside reading (news



magazines, books), writing a journal or diary in English. Shortly, he advises to provide authentic materials to be used for interaction with the language.

### **2.3. Teaching Vocabulary in EFL Classrooms**

#### **2.3.1. The Importance of Vocabulary in Language Learning**

No one can dispute that language is a complex phenomenon. However it can simply be defined as words connected to each other with the help of the grammatical structures of it. From this definition we can come to think that we have two important components to focus on. One is the lexis of a language and the other the grammar rules of that language. These two areas of language have been on the question of linguists for many years and there have been different approaches in the importance of these and how these should be improved to enhance language learning.

The latest developments in language teaching have widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis (Moras, 2001). Some of the linguists such as Lewis (1993) (cited in Moras, 2001) claim that vocabulary should be at the centre of language teaching because language consists of grammaticalised lexis, not lexicalised grammar. Cameron (2001) also claims that vocabulary has moved to the centre stage in language teaching in recent years, backed by substantial and increasing research. She adds that “the more we find out about how words work in language and how vocabulary is learnt, stored and used, the more difficult it becomes to uphold the traditional split between vocabulary and grammar. Much important grammatical information is tied into words, and learning words can take students a long way into grammar. This suggests that if we give a high priority to vocabulary development, we are not, thereby, abandoning grammar. Rather vocabulary learning can serve as a stepping stone to learning and using grammar” (Cameron, 2001, p.72).

The linguists are not the only ones who think that vocabulary learning is crucial in language learning. Research conducted by Willing (1988) (cited in

Wajnryb, 1993) suggests that students give a very high weighting to the value of vocabulary in language learning much higher than teachers' weighting. "I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words" says one of Pickett's(1978) subjects (cited in Hedge, 2000, pp.110-111 ). This statement is, in fact, true for most of the learners. As teachers of English we often notice that if students do not understand the words they hear or read, there is a complete breakdown in communication. In addition, we also notice that beginner students "often manage to communicate in English by using the accumulative effect of individual words. A student who says yesterday, go disco, and friends, dancing will almost certainly get much of his/her message" (Scrivener, 1994, p.73).

To sum up, "vocabulary teaching and learning is central to the theory and practice of ELT. Words have a central place in culture, and learning words is seen by many as the main task (and obstacle) in learning another language" (Carter & Nunan, 2001, p.47). Therefore, as teachers of English relying on research to achieve our aims of successful teaching, we should keep in mind the words of Wilkins (1972) "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed" (cited in Carter & McCarthy, 1988, p.42).

### **2.3.2. What Does It Mean to Know a Word?**

It is important to answer the question 'What does it mean to know a word?' in understanding how second or foreign language learners acquire vocabulary. According to Cameron (2001) a person is said to know a word if they can recognise its meaning when they see it. This definition is too simple on its own because recognising the meaning of a word when heard or seen is only receptive knowledge of that word.

However, as Hedge (2000) mentions vocabulary knowledge should be seen as a scale running from recognition of a word at one end to automatic production at the other end. In other words, students may know the meaning of a word but this does

not necessarily mean that they can use the word to communicate their meaning using it. Richards (1976) and Nation (1990) have brought some assumptions to the notion of knowing a word (cited in Cameron, 2001, p.77), and these can be seen in the following table.

Table 1 Knowing a word

Type of knowledge	what is involved	example
Receptive knowledge: Aural/decoding	to understand it when it is spoken/written	
Memory	to recall it when needed	
Conceptual knowledge	to use it with the correct meaning	not confusing protractor with compasses
Knowledge of the spoken form: phonological knowledge	to hear the word and to pronounce it acceptably, on its own, and in phrases and sentences	to hear and produce the endings of verb forms, such as the /n/ sound at the end of undertaken
Grammatical knowledge	to use it in a grammatically accurate way; to know grammatical connections with other words	<i>she sang very well</i> not * <i>she sang very good</i> ; to know that <i>is</i> and <i>be</i> are parts of the same verb
Collocational knowledge	to know which other words can be used with it	<i>a beautiful view</i> not * <i>a good-looking view</i>
Orthographic knowledge	to spell it correctly	<i>protractor</i> not * <i>protracter</i>
Pragmatic knowledge, knowledge of style and register	to use it in the right situation	<i>would you like a drink?</i> is more appropriate in a formal or semi-formal situation than <i>what can I get you?</i>
Connotational knowledge	to know its positive and negative associations, to know its associations with related words	to know that <i>slim</i> has positive connotations, when used about a person, whereas <i>skinny</i> is negative
Metalinguistic knowledge	to know explicitly about the word, e.g. its grammatical properties	to know that <i>protractor</i> is a <i>noun</i> ; to know that <i>pro</i> is a <i>prefix</i>

As can be understood from the table knowing a word is a complex and ongoing process. No one can claim that a word is learned on the first encounter. “It is not something that is done and finished with, but a cyclical process of meeting new words and initial learning, followed by meeting these words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. Each time children meet familiar words again, they too have changed and will bring new first language and conceptual knowledge to the vocabulary” (Cameron, 2001, p.74).

Moreover, we should keep in mind that different types of word knowledge mentioned in the above table are learned in different ways, so it is the teachers’ responsibility to expose the words to the students in different ways by making use of different strategies or techniques keeping in mind that “the greater the depth of processing involved in learning, the more secure and long term the learning is likely to be” (Carter & Nunan, 2001, p.44).

### **2.3.3. Strategies for Vocabulary Learning**

“Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words...” (Cameron, 2001, p.73), and as Locke (1993) claims (cited in Cameron, 2001) children use words although they do not have a full understanding of them. For this reason, it is beneficial to “involve students in activities which will help them to develop new strategies as well as strengthen existing ones” (Hedge, 2000, p.126). At this point, one may ask the questions such as ‘What are the strategies used by the learners in learning vocabulary?’ and ‘How do these affect the improvement of the lexical knowledge of the foreign language?’

As McCarten (2007) mentions one of the first strategies used by the learners is asking for words they do not know in English or asking the meanings of English words they do not understand. Another example of a learning strategy is making use of dictionaries to learn different aspects of the words in question. This strategy may

be helpful as “dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context” (Diamond & Gutlohn, 2006, p.2).

Students may keep vocabulary notebooks during or after the lesson. Another strategy is making word-networks or keeping word-cards. Making word-networks or keeping word-cards can also be helpful for the teachers as they can be used with various purposes, to arouse discussion about a topic or to write about a topic as well as learning new words. They also help learners to make associations, learn words in groups and explore range of meaning (Hedge, 2000). Students also use inferencing strategy which means their retention of the meaning of a word will be better as this process requires more careful analysis and decision making by the students.

The above are examples of cognitive strategies used by the learners. There are also meta-cognitive strategies and these are more difficult to define. “They are not direct mental operations but indirect strategies which facilitate learning by actively involving the learner in conscious efforts to remember new words. Metacognitive strategies include the following: consciously collecting words from authentic contexts; making word cards; categorizing words into lists; and reactivating vocabulary in internal dialogue” (Hedge, 2000, p.118).

As teachers, we should make clear that these strategies are used in teaching lessons as “successful learners appear to use learning strategies more frequently and in qualitatively different ways than learners who are less successful” (Ellis, 1994, p.555).

#### **2.3.4. Techniques Used in Teaching Vocabulary**

“Even by moderate estimates, a native English-speaking university freshman has been acquiring vocabulary at the rate of at least 1000 words per year throughout childhood and knows 20000 to 25000 words upon college entrance” (cited in Zimmerman, 1997, p.121). If this is the truth about native speakers’ vocabulary

resource, how can we expect our students learning English as a second language to equal themselves to those native speakers and communicate easily with them?

In addition to this obstacle, there is another truth about learning new words and it is the difficulty of learning new words as it is a life-long process. As Nation (1994) mentions that it is not enough to encounter a word once to learn it. There are many things to learn about a word such as ‘What part of speech can it function?’, ‘What range of meanings can it have?’, ‘What is its core meaning?’, ‘What prefixes and suffixes can it take?’, ‘With what other words does it collocate?’, ‘What grammatical patterns does it fit into?’, ‘What particular positive and negative associations does it have?’ etc.

If we also take the truth that “even native speakers do not know all the vocabulary of the language” (Coady & Huckin, 1997, p.6) into consideration, it becomes clear how difficult it is the EFL teachers’ job. Having these difficulties taken into consideration, we should, as EFL teachers, make use of any of the techniques used in teaching vocabulary. But what are these techniques and how can they be adapted into our teaching sessions?

There are various techniques used to teach vocabulary such as translating the word into the native language, making a definition of the word in the target language, using bilingual or monolingual dictionaries, using real objects, using mime or gesture, using synonyms, antonyms or hyponyms, using visual aids such as pictures or blackboard drawings, using word networks, dramatization, illustrative sentences, reading the word aloud, writing the word on the board, guessing words from the context, studying lists of words, vocabulary games, puzzles etc.

Any of these techniques can be used in teaching vocabulary but there are some principles we should keep in mind while making use of these. First of all, “real vocabulary learning comes through use, both receptive use and productive use. Teachers can help the process along by drawing attention to particular words, by teaching strategies for learning vocabulary, and by providing simplified material, but

meeting the words in a variety of contexts and having to use some of them to express new ideas...”(Nation, 1990, p.6). McCarten (2007) draws attention to the same thing. He suggests that “it is important that we as teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items. We need to repeat vocabulary often, because students must work with a word or phrase many times before acquisition takes place, and we must offer variety to keep the exercises fresh and to cater to different learning styles” (McCarten, 2007, p.26).

Moreover, Diamond and Gutlohn (2006) claim that learners learn vocabulary not only through explicit instruction but also as a result of indirect exposure to words. In other words, students will learn or at least notice some words during the writing, reading or listening activities. They may even learn through the teacher’s language or the language of other learners. For example, the research carried out by Lee and Muncie ( 2006, p.296) reveals that “focusing on vocabulary prior to writing significantly improved the production of higher level recognition vocabulary as well as impressive use of newly learned higher level vocabulary”.

Like this, according to Cunningham and Stanovich (1998) (cited in Diamond & Gutlohn, 2006) reading is very important in terms of long term vocabulary development. Kamil and Hiebert (2005) (cited in Diamond & Gutlohn, 2006) claim the reason for this is that extensive reading gives students repeated or multiple exposures to words and students see vocabulary in rich contexts.

To sum up it is clear that teaching the meanings of words explicitly or implicitly is crucial in learning another language and there are various methods in introducing new words or establishing the knowledge of previously learned ones. However, the techniques used, either verbal or visual should vary, “depending on students’ knowledge of words and their meanings and on how thoroughly students need to know the words” (Graves & Prenn, 1986, p.596).

### 2.3.5. Factors Affecting Vocabulary Learning

As Allen (1983) mentions although teachers devote much time to vocabulary teaching in their lessons, the results are most frequently disappointing. As teachers being aware of the importance of vocabulary knowledge for a successful communication with the speakers of English, we ask the question why this happens so. There are many reasons for this.

One of the most important one is the difference in L1 and English. Spolsky (1989, p.21) states that “the closer two languages are to each other genetically and typologically, the quicker a speaker of one will learn the other.” He defines this as language distance condition. He also mentions about shared feature condition: when two languages share a feature, learning is facilitated, and contrastive feature condition: differences between two languages interfere when speakers of one set out to learn the other.

Another factor affecting the learning of vocabulary is the motivation factor. Motivation can be defined as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001, p.51). Dörnyei (2001, p.5) claims that “in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2 regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language” and he adds that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”. Therefore, teachers should attach importance to motivation factor in the class more than anything else, in fact, as this is the key factor in learning a language.

Pikulski and Templeton (2004) also mention teachers should create a keen awareness of and a deep interest in language and words. They even mention that teachers should be interested in words themselves. In other words, it is important that teachers set a personal example with their own behaviour (Brown, 2001). Williams



and Burden (1997) point to the fact that the lack of motivation is especially a big problem with the advanced students if not working towards an external examination. They think the reason for this is that advanced learners think that they possess a good enough active vocabulary to get in most everyday speaking situations, and so do not see the necessity for acquiring a lot of new items.

To add to the above, another factor is the differences in the learners. If we are teaching a foreign language, we should take learner differences into consideration. According to Spolsky (1989), factors such as age, ability, intelligence, specific abilities (for example, hearing ability), special aptitudes, attitudes (to language learning, to a language, and to its speakers), motivation, choice among strategies, personality all account for second language learning. Likewise “ In learning a new language, the better the learner’s memory, the faster he or she will learn new items and the longer his or her vocabulary will be” ( Spolsky, 1989, p.20).

Another important factor is related with the schema theory which states that “new information, new concepts, new ideas have meaning for an individual only when they can be related to something the individual already knows” (Carrell, 1984, p.332). In other words, learners come to the class with a “pre-existent knowledge of the world” (cited in Harmer, 2001, p.199), they bring the class “information, knowledge, emotion, experience and culture” (Brown, 2001, p.299) and this affect their learning.

For example, a study carried out by An (1992) on the effectiveness of schemata-based reading instruction for the students of English as a foreign language revealed that subjects read the native passage dealing with their own cultural background faster and recalled more of the passage. This result indicates that “ the schemata embodying knowledge of the content of a text exert a profound influence on how well the text will be understood and later recalled” ( An, 1992, p.25). The situation is the same for learning new words. We usually notice learners’ change of reaction to words when they find something personal in the words.

So, as teachers we should be aware of the factors affecting the successful teaching of vocabulary. More important than this, we should be aware that not every word we teach in the class will be learnt by the learners or at least will be learnt to the degree that it is not only recognised but also can be fully mastered and can be used to communicate meaning. Therefore, as Carter & McCarthy (1988) advise, we should expose our learners to words in a variety of different contexts like the native speakers and enable them to form a well-rounded concept of the word's meaning and use.

In addition, while doing this we should not forget that “learners vary (both individually and according to such characteristics as age, level, and cultural origin) in their preference for learning style (visual, auditory, kinaesthetic, and tactile) and mode (group or individual)” (Spolsky, 1989, p.21), and design or choose activities that will match the learners' preferences best.

#### **2.4. Using Authentic Materials in EFL Classrooms**

“It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition” (Widdowson, 1990, p.67). With this purpose in mind, methodologists prepared coursebooks, reading books or materials simplified according to the levels of the learner groups. However, many of us today have come to think that language teaching is not effective when these materials are used only, especially in EFL settings. As Engkent says “real people don't talk like books” (cited in Nikolic & Cabaj, 2000, p.87).

Therefore, we should add something to our simplified materials so as to prepare our learners for the real language used outside the classroom environment. This is easy to accomplish in an English-speaking environment as teachers can develop activities to be carried out outside the class with the native speakers. However, in EFL environments teachers and the coursebooks are often the only things students can interact with. So, the teachings in these environments can result

in voices of learners saying the language they hear is not something they have heard before.

In this respect, supporting our simplified coursebooks or materials with authentic materials can be helpful. In fact, they can not only provide us with real English but also can “complement English classes by enlivening the class and creating a more positive attitude toward learning” (Kelly, Kelly, Offner, & Vorland, 2002, p.1). If so, what are authentic materials, and how can they be integrated into our classes?

Authentic materials are defined by many in similar ways. According to Wallace (1992) they are real-life texts, not written for pedagogic purposes. Ellis and Johnson (1994) define them as any kind of material taken from the real world and not specifically created for the purpose of language teaching. For Peacock (1997) “they are materials that have been produced to fulfill some social purpose in the language community” (cited in Berardo, 2006, p.61).

Nicolic and Cabaj (2000) mention that these materials might include newspapers, magazines, forms or brochures written in the target language. TV programs, movies, songs, the internet, menus, maps, advertisements, catalogues, phone books, real estate pamphlets and various pamphlets of sightseeing and tourist information are other examples of authentic materials.

As can be seen, authentic materials are many in number and can be integrated into language classes in various ways as long as you are, as Spelleri (2009) says, open-minded about creative uses of what you find. For example, Martinez (2002) mentions radio news report about pollution can be brought into the class and the students can be asked to discuss pollution in their city to improve listening and speaking ability. To give another example, students can be made to watch part of a video clip and asked to guess what will happen next to improve speaking ability (Spelleri, 2009), or the agony column of a newspaper can be used to make students practise their writing ability. We can also use menus to conduct a role play where the

students act as waiters or customers (Martinez, 2002). Moreover, we can use songs to teach new words or pronunciation of some of the words.

To sum up, these materials can be adapted for teaching and improving any skills at any level though some assert that they better suit the levels above elementary because of the structural and lexical burden they create. However, the difficulty of handling these materials can be lightened by lowering the level of the tasks demanded from the learners.

The trick, regardless of the text used, is not to edit and grade the text, but to grade the task according to the students' abilities. In fact, this difficulty of the authentic materials may be an advantage as they may encourage and motivate students by giving students a feeling of success when they conquer a real text. It should be kept in mind that adapting these materials is not so easy. Darian (2001) claims that adapting authentic materials is an increasingly subtle process-half art, half science. However, it is well worth the effort as they have more advantages than disadvantages.

#### **2.4.1. Advantages of Using Authentic Materials in EFL Classrooms**

The advantages of authentic materials outweigh the disadvantages of using them. To start with, with the use of authentic materials, teachers provide exposure to the real language used in a real context outside the classroom (Berardo, 2006). The language in the textbooks is in fact artificial. A research carried out by Flowerdew and Miller in 1997 (cited in Miller, 2003) revealed that what academic listening textbooks prepared learners was very different from the real thing.

They found that in an authentic lecture there were lots of uses of “and”, “so”, “but”, “many pauses” and filling of pauses with the use of “ah” and “er” whereas textbook lectures had complete clauses and fewer pauses. They also found that the authentic lecture discourse contained many false starts, redundancies and repetitions and none of these show up in ELT coursebooks. Moreover, the lecturer made use of a

variety of extra linguistic features such as body movements and kinesics. On the other hand, textbook texts are usually only audio recorded so such cues are missing (Miller, 2003).

This lacking property of textbooks and classroom language based on only the teacher and the textbook is also mentioned by Oura. He claims that “conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers” (Oura, n.d, p.69). He also adds that “hesitations (such as “uh’s” and “mm’s”) are often missing, and sentences are very well formed with few if any mistakes” (Oura, n.d, p.69).

Ellis and Johnson (1994) also mention that since authentic materials are not simplified or distorted by attempts to include structures or expressions aimed at the language learner, as is the case in a coursebook, they may exemplify particular register or specific terminology or jargons. What they all agree is that “what the language learners hear in class is different from the language in the real world” (Oura, n.d, p.69) and “the artificial nature of the language and structures make them very unlike anything that the learner will encounter in the real world” (Berardo, 2006, p.62) causing learners being perplexed and not being able to say a word when they need to use the language to communicate in a real task in life.

Secondly, authentic materials have a positive effect on learner motivation (Kılıçkaya, 2004). As Spelleri (2009) mentions using authentic materials is a change from the regular textbook and we all know that “the security provided by a single text, with its ready-made lesson plans and familiar activities, soon gives boredom” (Nicolic & Cabaj, 2000, p.81) not only to the students but also to the teachers. Supporting teaching and learning environment with different authentic materials, demanding different challenges from the learners will no doubt bring excitement and enthusiasm to the learning environment. Moreover, the success in accomplishing the tasks prepared for the authentic materials will be highly motivating for the learners as

they know that the ability to handle authentic materials is the true test of their months or years of language learning (Spelleri, 2009).

Furthermore, teachers have the opportunity to choose more up-to-date authentic materials informing learners about what is happening in the world and this may also motivate learners intrinsically (Martinez, 2002). If learners know that they are going to read, listen to, talk or write about something that interest them or something very popular those days, they will not react to the material or do the tasks because they have to learn, but because they want to get informed. The words of Ellis and Johnson support this view.

“The material may provide information about real-life situations or events. In this case, it is the content of the material, rather than, the language which is useful for the trainer or for the learner. The information conveyed is likely to be more accurate and to have high credibility....”

(Ellis & Johnson, 1994, p.158)

Another advantage of using authentic materials is that “the same piece of material can be used for different tasks” (Berardo, 2006, p.65), “to promote different skills” (Berardo, 2006, p.60). Martinez (2002) points to the same fact by saying that the same piece of material can be used under different circumstances if the task is different. At this point, however, teachers should be careful about monitoring the students’ reactions as the use of same material might become boring for the students although it is used in different ways.

Authentic materials “reflect the changes in the use of language” (Berardo, 2006, p.60). In today’s world it is easy to get access to authentic materials especially with the help of the internet and we can make use of up-dated authentic materials. Therefore, it is easier to notice the changes in the language in these authentic materials. In addition, most of the time, we don’t have to pay anything to get the materials. Pachler (1999) states that access and retrieval of authentic material have become very simple due to considerable growth of the internet. With relative ease

and at increasingly able cost, target language documents with up-to-date, or indeed up-to-the minute (e.g. the latest news and weather reports, etc.) can be accessed, saved, printed, used as stimulus material for classroom work, converted into etc. Moreover, according to Pegrum (2000) students may gain a great deal of cultural knowledge and insight with the help of authentic materials.

#### **2.4.2. Disadvantages of Using Authentic Materials**

Authentic materials, as is the case in everything, have also some disadvantages. One of the most important disadvantages the methodologists point to is the difficulty of the language. Richards (2001) claims that these materials often contain difficult language, unneeded vocabulary items and complex language structures and this may cause a burden for the learners and the teacher in especially lower-level classes. In addition, these materials are often too culturally biased, so unnecessarily difficult to understand outside the language community (Martinez, 2002). Therefore, they may cause a fear to learners, make them feel demotivated and build negative attitude towards language learning.

Another disadvantage of using them is that as Berardo (2006) mentions they require a special preparation and can be time consuming. There are many points to consider while selecting the material suitable to the needs and levels of the students, and preparing activities not only understandable for the learners but also challenging enough for pedagogical purposes the teachers have in mind. In other words, preparing authentic materials demands more effort and time from the teachers. In fact, the implementation of them in the class also demands more from the teachers. The teachers have to act as a filter, releasing the language in manageable quantities, raising or lowering the filter as needed, and ensuring the comprehensibility of the material through selection of the learning objective, the task to be accomplished, and the way the material is approached.

One more disadvantage of using authentic materials is that they can be outdated easily (Martinez, 2002). However, it is not so difficult to overcome this

disadvantage as it is very simple and at increasingly able cost today to get access to a new material or up-date the previous one with the growth of the internet (Pachler, 1999).

### **2.5. Using Authentic Videos in EFL Classrooms**

Videos designed for language teaching have long been used in the language classes as a medium to teach languages or to increase the success of teaching and learning. Today most of the methodologists agree on their effectiveness in language learning environments and teachers insert these into their lessons. However, this was not the case for authentic videos until recently. This was most probably because teachers felt that “they were time-consuming and difficult to tackle” (Massi and Merino, 1996, p.20). However, this view has been changing nowadays as the world we are living is becoming more and more visually surrounded and people are more demanding to keep up with the “advances in multimedia technology” (Mayora, 2006, p.14).

As Massi and Merino (1996, p.20) assert “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 the foreign language curriculum is an interesting and entertaining way to enhance the learner’s command of the target language; and the messages available through film offer a refreshing change of routine in the classroom”.

Teachers and methodologists, who believe and feel like Massi and Merino, have been devoting more time and energy to making use of authentic videos and improving their skills of implementing them more successfully for language teaching. At the same time, these people are questioning their beliefs and so carrying out researches to support their views and understand better the nature of using authentic videos in teaching. What they have found so far indicate many benefits of



using authentic videos provided that some careful planning is done before using them for pedagogical purposes in the classrooms.

### **2.5.1. Benefits of Using Authentic Videos in Language Classrooms**

One of the most important of these benefits is that they are “more appealing and entertaining for the students than audio exclusive materials” (cited in Mayora, 2006, p.16). In other words, they are more motivating for the learners than any other materials. Ishihara and Chi (2004) support this view claiming that learners seem to be more motivated about language learning when video is involved, especially authentic video. They add that films attract learners’ attention with dazzling Hollywood effects.

Sherman (2003, p.2) mentions that “people want access to the world of English –language media: they want to be able to view the news, get information from advertisements, see a film – in short to use these language products like normal consumers”. For the students whose goal is that above, watching authentic films in their learning sessions will no doubt be more motivating. In fact, we, as teachers of English, often notice that students like watching films and they complete their assignments willingly if the assignment involves watching films. For this reason, films can be effective tools for teaching.

The results of a study conducted by Herron, Dubreil, Corrie, and Cole (2002) (cited in Hung, 2009) with 51 French learners tell us that exposure to a curriculum with a video component enhanced students’ culture learning. Other studies on the effect of using videos on different aspects of foreign language learning such as listening comprehension, vocabulary acquisition, or oral acquisition have also resulted in positive outcomes (cited in Hung, 2009).

Another research carried out by Scacco (2007) with a group of university students in Morocco reveals information about positive attitudes of students towards learning English through watching a film. He reports “ One hundred young people

sat quietly for two hours, applauded as the curtain came down, and asked questions and discussed issues raised by the film until well after midnight” (Scocco, 2007, p.10), and this indicates how motivating watching authentic videos really are for the learners.

In addition to the motivation factor, authentic films offer teachers a vast number of ways to exploit them. They can be used “ to promote new ideas and expand the learner’s horizons” (Massi & Merino, 1996, p.20), or for comprehension of the spoken language as they bring all kinds of voices in all kinds of situations, with full contextual back up (Sherman, 2003), or as a language model because they provide a vast up-to-date linguistic resource of accents, vocabulary, grammar, syntax, and all kinds of discourse, which shows us language in most of its uses and contexts- something neither coursebook nor classroom can do (Sherman, 2003).

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.

Another advantage of the authentic videos is that “language structures and lexical items are used in communicative situations” (Massi & Merino, 1996, p.20), because what learners are exposed to is authentic language used in natural situations provided with a situational and visual context (Mayora, 2006). Ishihara and Chi (2004) compare this nature of authentic films with the text activities and claim that the text activities used in classes are disconnected whereas full-length films bring extended context and thus more able to improve comprehension and practise for listening and speaking. Rammal (2005) mentions this feature of authentic video in a symposium in Cairo in 2005 claiming that while watching a video the EFL learner is exposed to language use in a communicative setting from which s/he can learn the real spoken discourse including sounds, and utterances, and their underlying messages, which are, in most cases, hinted through the non-verbal explanatory body language.

In fact this non-verbal explanatory body language the films provide for the learners is of great value for improving language learning. Sherman (2003, p.13) claims that “understanding is much easier because the language is presented in full visual context”, and she adds that although expert speakers make use of the language to understand the action, this is not so for the learners as they more frequently have to use the action to understand the language. Arcario (1993) and Lonergan (1984) (cited in Ishihara & Chi, 2004, p.31) point out that “the extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of film provide students with multi-sensory input that is close to what they would find in real-life communication”.

Chapple and Curtis (2000) (cited in Ishihara & Chi, 2004, p.31) claim that “such visual input is engaging and motivating to learners, and because of film’s many contextual clues, helps students’ comprehension of the language used in the film”. Moreover, film’s multi sensory input is likely to assist in more effective memory retention, since it requires viewers to use the right hemisphere of the brain in addition to the left, which is already activated for language learning” (Ishihara & Chi, 2004, p.31).

For this reason, it would be a big mistake not to use authentic videos as we all know that “visual information helps us interpret the audio signals we receive by reinforcing them with additional clues: a beckoning finger reinforces the words ‘Come here’; at the same time the expression on the face of the beckoner can give us a clue as to the nature of the summons” (Allan, 1985, p.40) and only with authentic videos we can provide all “this intake of information from several sources at once” (Allan, 1985, p.40). Harmer’s words support and summarize this feature of films. “Video is richer than audio tape. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their location etc. Background information can be filled in visually” (Harmer, 1998, p.108).

Another important benefit of authentic films is that “video is a window on English-language culture” and “shows how people live and think and behave”

(Sherman, 2003, p.2). Having a bit of knowledge about the target culture can be very influential on learners' success of language learning because this knowledge may help to understand the logic of the language more. Rammal (2005, p.6) claims that "viewing provides the learner with an aesthetic look at the culture. Through viewing native speakers in real language interaction, the EFL learner is exposed to the cultural aspects that accompany language use in communicative settings". Furthermore, "cultural aspects of the film, such as customs and humor, or culturally specific use of language, such as idioms, could be discussed with learners, or learners could exercise their powers of observation to inductively learn functional use of language" (Ishihara & Chi, 2004, p.31).

To sum up, authentic films have a great potential "for constant reinforcement in the acquisition of a foreign language. They contribute not only to the development of inferential skills but also to aesthetic appreciation of the storyline and technical aspects of the film such as photography, special effects, electronic tricks, music, direction, production, etc." (Massi & Merino, 1996, p.21)

### **2.5.2 Things to Consider in Implementing Authentic Videos**

"The effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the learners" (Davies & Pearse, 2000, p.163).

For this reason teachers should, first, set clear objectives as to why they want to use a film in their classes. At this point, the selection of the film is of crucial importance because you may decide on a film which you later notice it cannot be exploited well to develop activities or tasks to fulfill your purpose. In fact, "the selection of the films is the most important step in the process and constitutes the biggest challenge" (Massi & Merino, 1996, p.21). It is important to select a film which will be able to serve the objectives set and at the same time suitable for the students who will watch it. At this point, the teachers should ask questions such as;

“ - Will the learners understand the material well enough, either because they are familiar with the language used, or because the visual element makes it fairly clear?

-Will the learners enjoy the material, because it is interesting, humorous, or relevant to their needs?

-Do I have some really useful activities with which to exploit the material?

-Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?”

(Davies & Pearse, 2000, p.164)

A wrong selection of a film may cause problems. For example, “comprehension may be hindered by dialectal varieties of the language used by the characters” (Massi & Merino, 1996, p.21), or the film “may go beyond the learner’s linguistic and conceptual competence and may not be in keeping with his/her needs and interests. The students’ age and psychological maturity must be taken into consideration when making a choice, and care should be taken so as not to offend the learner’s sensitivity” (Massi & Merino, 1996, pp.21-22).

Davies and Pearse (2000) points to the importance of the activities that will be prepared as well as the material. The film selected may be satisfying enough for the objectives of the language lesson and suitable for the learners but the activities prepared to exploit that film may not.

The length of the film is another important thing to be considered. If the film chosen is too long, it is advisable to divide it into sessions. Otherwise, the students may get bored and become unwilling to take part in the activities or tasks accompanying the film. The students may also develop negative attitudes for watching films for pedagogical purposes and this may affect later usages of films in the classroom badly.

### 2.5.3. Techniques of Using Authentic Videos

Authentic videos like videos prepared for educational purposes can be used “in many different ways and for many different purposes” (Sherman, 2003, p.6). They can be used;

- “-as complete recordings or short extracts
- for their own sake – just exposing students to the recordings and letting them enjoy them
- for the sake of the encounter with the culture
- for listening comprehension
- to provide models of the spoken language
- as input/stimulus for some other activity
- as a moving picture book”

(Sherman, 2003, p.6)

Whatever your purpose is for using authentic videos, there are some techniques to consider in preparing activities which are of great importance in terms of the success of teaching and learning.

#### 2.5.3.1. Silent Viewing

Teachers can play the video without sound. This technique can be useful especially for preparing the students for the content of the film. Silent viewing can help learners to “concentrate on one element at a time”, and give them time “to think about the place, the people and the situation before having to cope with what they are saying” (Allan, 1985, p.40).

Silent viewing also “generates a genuine desire to communicate within the group. We all seek to interpret what we see. We form hypotheses about the people we see on the screen – who they are, why they are there, what is going on. Even if your students have very little command of the spoken language, they will have their

own ideas about what they have seen. Often there are disagreements and the desire to defend their own interpretation can lead learners to stretch their powers of communicating to the utmost” (Allan, 1985, p.40).

According to Allan (1985), silent viewing also motivates students to listen to the extract of the film because learners will be eager to check whether their guesses are correct or not and later on start discussing about their guesses. Silent viewing technique can also be exploited for roleplay activities which are helpful in making students produce meaningful language and let teachers monitor their students’ oral command of English.

#### **2.5.3.2. Covering the Screen**

Teachers can make students hear the sound but not see the screen. As Sherman (2003) advises teachers can block viewing by turning down contrast and brightness to zero, turn the screen round, drape a coat over it, sellotape a newspaper to it or persuading the students sit back and close their eyes, which is more soothing and less frustrating than staring at a blank screen.

The implementation of this technique may seem more difficult, but it is fruitful for the students. “While the students listen, they try to judge where the speakers are, what they look like, what’s going on etc.” (Harmer, 1998, p.109) and this may “intrigue students and stimulate discussion among them as to what they think they will see on the screen” (Allan, 1985, p.43). Moreover, it may make learners “to focus on the differences between the kinds of information carried verbally and visually” (Allan, 1985, p.43).

#### **2.5.3.3. Freezing the Frame**

Freezing the picture on the screen can be very helpful for making students predict what’s going to happen next. This will no doubt give students a reason to go on watching and, so is motivating. According to Massi and Merino (1996), this

technique can also be implemented to highlight some important images, sequences or key dialogues that constitute the crux of the story. Teachers can also freeze the frame to make students repeat what the speaker said last. This is a good activity for the learners as it “keeps the learners listening attentively, and focuses on the forms or expressions you have selected” (Davies & Pearse, 2000, p.165).

#### **2.5.3.4. Jigsaw Viewing**

Jigsaw viewing is very helpful for the learners because “an information gap is created and in order to tell the complete story, groups need to share the information they have” (Allan, 1985, p.43). This can be conducted in different ways. The teacher may “get the learners to sit in pairs facing each other, so that one of them can see the video and the other cannot” (Davies & Pearse, 2000, p.166).

Allan (1985) advises another way of implementing this technique. The teacher may put two groups of students in different rooms, one of the groups seeing the screen but not hearing, while the other group hearing the sound but not seeing the screen. Later these groups come together and discuss their answers to the questions given beforehand.

#### **2.5.3.5. Viewing the Whole Film**

Teachers may also choose showing a film straight through from beginning to end, especially, in conditions when their time for watching films is limited (Allan, 1985). This technique is, in fact, used by most of the teachers with an aim to provide students “a language bath session” and helps learners to “come away with a general idea of the content” (Allan, 1985, p.36). However, as teachers we should not forget that splitting films into sections and providing different activities using different techniques can be more helpful for the learners. Diversity in language teaching keeps the learners away from getting bored and being alert to the information they are getting from the activities.



In addition, we should not forget that “We look and listen with more attention if we are viewing for a purpose. This also helps us remember better afterwards what we have seen and heard” (Allan, 1985, p.37) as “ the use of activities involving problem solving and other more complex types of thinking” (Waters, 2006, p.326), in other words “activities which encourage active mental processing” (Waters, 2006, p.319) effect our learning positively.

#### **2.5.4. Possible Problems in Using Authentic Videos in EFL Teaching**

Although there are lots of benefits of using authentic videos in teaching English as a foreign language, teachers may also come across some problems while using them.

One problem teachers usually have to tackle with is related with students. “Students might treat it rather as they treat watching television - e.g. uncritically, lazily” (Harmer, 1998, p.109). They may reject being active during watching the film as they think watching films mean switching off their minds, stretching out in a comfortable chair and let the box entertain them (Allan, 1985). They may also object to cutting off the films in order to carry out activities or tasks prepared for them. At this point, it is the teachers’ duty to convince the learners that this type of watching films will be both enjoyable and informing by preparing various activities using different techniques. In fact, this is one of the reasons why teachers have to give a lot of effort and time to preparing a film.

Another problem is related with parents. As Gallacher (2003) states, some parents may get annoyed when they have learnt that their children have spent the class watching films as they can do that at home. However, this problem is not so difficult to overcome as they will see the concrete clues of activity worksheets which will make them believe that watching films is totally different from watching films at home and it is done for pedagogical purposes only.

Teachers may also have technical problems in teaching with authentic films. The machine “can go wrong” (Sherman, 2003, p.4) and this may create a chaos in the class. It may also affect the students negatively if the situation happens often. For this reason, it is vital to check whether the machine is working well or not beforehand. It is also advisable to learn the way the machine works in detail so that problems arising during watching can be handled more easily. Moreover, as Sherman advises (2003), students who generally know more than we do and are delighted to help can be appealed to if the worst comes to the worst.

Another important point is that teachers should view the film several times before using it and decide carefully how to treat the material in the class, where to stop and which activity to conduct with that part of the film. If they have problems in deciding which moment the film will be frozen or forget to turn the sound off, for example, the lesson can turn into a disaster.

## **2.6. Using Authentic Videos in Teaching Vocabulary**

Authentic videos can be implemented in various ways in teaching a foreign language. They can be used to “promote new ideas and expand the learner’s horizons” (Massi & Merino, 1996, p.20), to introduce cultural aspects of the target language, or to improve the learners’ listening, speaking, reading or writing skills. Furthermore, they can be used to teach “syntactic, morphological, semantic, and pragmatic aspects of the foreign language” (Massi & Merino, 1996, p.20). In other words, they can be used to provide lexical instruction in the classes, as well.

However, unfortunately, there is not much reported about the use of authentic videos in teaching vocabulary. Despite the lack of information in this field, there is still some we can count on. Johari (2008) mentions in his article that viewing videos can be useful for introducing and practising a wide range of vocabulary and expressions, and adds that watching videos increases students’ exposure to vocabulary in different contexts.

Sherman (2003) accepts authentic films as moving picture books which are worth thousands of picture dictionaries. She claims that authentic videos have a great potential for vocabulary extension because the language is interpreted in full visual context. She mentions that the eye is caught and this excites interest in the meaning of the words that appear in the films. In fact, it is not only the eye that is caught while watching a film. The ear is also at work which may result in a better understanding and retention of the words.

Another important point is that, as Carney and Foss (2008) mention, students also focus on the pronunciation of the words when they hear it in the films. This provides learners to practise different aspects of words which may also result in a better understanding and retention of the words. Hung (2009) talks about the positive outcomes of studies of authentic videos on vocabulary acquisition carried out by Al-Seghayer in 2001. Gairns and Redman (1986) claim that visual material is particularly useful for teaching vocabulary and helps learners store and memorize vocabulary easily (cited in Johari, 2008). For this reason authentic videos can be accepted as good sources of vocabulary teaching.

## **2.7. Conclusion**

There is a belief that “the bond between technology and language use in the modern world should prompt all language professionals to reflect on the ways in which technology is changing the profession of English language teaching” (Chapelle, 2003, p.17), and “embedding the use of technology in language-based tasks with an appropriate instructional design” (Hung, 2009, p.183) can offer possibilities of a richer language learning experience.

This is probably the reason why there is an increasing importance given to the use of authentic videos in language teaching. We all know today that authentic videos are popular among students, so they have the power of motivating students intrinsically especially in EFL classrooms where “intrinsic motivation can be low,

and English may not seem relevant to the students since it is not part of their lives” (Krieger, 2005, p.9).

In addition to motivational possibilities, authentic videos can help teachers to exemplify language in its actual use, thus providing learners to become more capable of handling the real language as they practise it although they have restricted chances of interacting with the real language in the class and the environment around them.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Introduction

This chapter presents the information about the participants, data analysis techniques, and the procedures used to collect data, and the methods used for data analysis.

#### 3.2. The Participants of the Study

This study was conducted as a case study with a teacher and a 10th grade language class consisting of seven students at Mehmet Erdoğan Anatolian High School. The ages of the students varied between 16 and 17, and six of them were girls and one of them was a boy. This study was conducted in a language class because they were the only class with which watching films to teach vocabulary could be applied in a state school. For this reason, the number of the students was limited as they were the only language class at Fethiye Mehmet Erdoğan Anatolian High School.

#### 3.3. Data Collection

This is a case study and the data for this study were collected through teacher's field notes, student journals and interviews with the students. The teacher kept field notes, the students were asked to write journals and the students were interviewed at the end of the study in order to provide a triangulation in our approach to collect data.

To collect the data, the students watched two authentic films 'The Last Samurai' for five sessions and 'Dead Poets Society' for three sessions. The first film was longer than the second film and there were more words chosen to teach during

the first film, so the duration of the first film should have been longer than the second film. ‘The Last Samurai’ was chosen because it was a very popular film those days. In other words, it was a film which was on the agenda of the world and would have been motivating for the students. The reason why ‘Dead Poets Society’ was chosen as the second film to be seen was that it was also a very popular film and it was about a school, its students and an unusual teacher, which was also expected to be interesting for the students and thus motivating.

During the study, the students watched these films and studied some of the vocabulary appearing in the films, and they were asked to write journals after each session of watching. The students were asked to keep journals in order to reflect their attitudes towards the use of authentic films in teaching vocabulary. The teacher kept field notes after each viewing session to answer the research questions more qualitatively. At the end of the study, the students were interviewed to get a better understanding of their opinions about their experience of learning vocabulary with the use of authentic films. For the interview, the students who volunteered for it were chosen. However, since the interviews were carried out in English, only three of them volunteered to be interviewed. If they were interviewed in Turkish, more of them could volunteer.

### **3.4. Data Analysis Techniques**

In this study, the teacher kept field notes, the students wrote journals and the students were interviewed in order to increase the quality of the analysis.

#### **3.4.1. Teacher’s Field Notes**

The reason for keeping field notes was to see the attitudes students have on the use of authentic videos in teaching vocabulary and to observe the classroom implications of using authentic videos in teaching vocabulary from the teacher’s point of view. They were also kept to reflect on later sessions of viewing and make

necessary changes in the steps to be followed in using authentic videos in teaching vocabulary as the previous thoughts and feelings might shape better how the activities should be prepared and applied in the class. The field notes kept by the teacher during the study can be seen in the appendix.

### **3.4.2. Student Journals**

In addition to the teacher's field notes, students kept journals. They wrote their feelings about watching authentic films and learning vocabulary with the help of authentic films. Students were asked to keep journals to find out information about their attitudes on the use of authentic videos in teaching vocabulary. The journals of the students can be seen in the appendix.

### **3.4.3. Interviews**

Students were interviewed to find out information about what attitudes they had on the use of authentic videos in teaching vocabulary. For the interview, the students who volunteered for it were chosen with the view that they might reflect more objectively. The questions to be asked during the interview were prepared by the teacher, herself, and the interview represented a semi-structure type. The interviews were carried out after two of the films were seen and they were also recorded with the help of one of the students. The interviews were carried out in English, so there were only three students who volunteered. The others were afraid of being interviewed in English and rejected taking the risk of being in front of the camera answering questions in the target language. For this reason, they were not forced to do the task. The students were interviewed in the video lab of the school. The questions asked and the script of the interviews can be seen in the appendix.

### **3.5. Procedure**

#### **3.5.1. Selection of the Films**

For this study, the first step was to select films. The decision was given by the teacher and two films ‘The Last Samurai’ and ‘Dead Poets Society’ were chosen. ‘The Last Samurai’ was chosen because it was very popular those days, so it would be interesting and motivating for the students. ‘Dead Poets Society’ was chosen because it was about a school, students and an unusual teacher and this was expected to arouse students’ attention more than any other films.

The films were also suitable in terms of the linguistic and conceptual complexity when the learner’s level of proficiency was taken into consideration. They were easy to understand because the accent and speed rate of the characters were not so difficult to cope with. When students’ age and maturity were taken into consideration, the films were appropriate. The films were also full with visual support for the vocabulary to be taught. They could also relate to students’ aesthetic appreciation as the storyline and technical aspects of the films such as photography, special effects, music, etc., were interesting. There were also no scenes in the films which may question learners’ moral issues such as race discrimination, etc.

#### **3.5.2. Selecting the Words to Teach**

After viewing the films for several times, the words which were crucial in understanding the plot of the films and which were thought to be unknown to the students were decided to be taught. Moreover, the words whose meaning were supported with the contextual clues more were chosen. The words to be taught were also had to be the ones which were short and easy to teach and learn. In other words, the words which should be taught and which could be taught and learnt more easily were chosen.



The number of the words to be taught was more in ‘The Last Samurai’ and less in ‘Dead Poets Society’ because the first film was twenty minutes longer than the second one, and there were more scenes of conversation taking place in the first film. Furthermore, there were more idiomatic expressions in the second film compared to the first one which were thought to be more difficult to teach and learn. The words taught can be seen in the following table.

Table 2 The words taught during the viewing sessions

THE LAST SAMURAI	DEAD POETS SOCIETY
Dip, handful, centennial, gallantry, hollowed ground, cavalry, triumphant, savage, swarm, hostile, gruesome, fearsome, bald, strip, mutilate, rot, blow, flair, civilized, genuine, crucial, corps, remorse, commoner, ritual, brutal, adversary, peasant, bet, draw, mount, blossom, grant, gallop, mock, traitor, chamber, insolent, lure	Procession, banner, pillar, fervent, toll, decadence, ace, flunk, dispute, tell somebody off, lose sleep over something, flock, dipsel, seize, hog, rendered, rip, shred, bum, twerp, morose, be resigned to something, stir up, inherently, undaunted, scaffold, muzzle, infuriating

### 3.5.3. Preparing Activities for the Words

The activities for the words in this study were prepared by the teacher, herself. To prepare activities for the words chosen, the films were viewed for many times. The activities which would enable the use of visual clues more or which could be supported with the contextual clues better were aimed at. For the preparation of the activities Harmer’s suggestions for lesson planning were applied to. According to Harmer (2001), there are three stages teachers should follow in preparing lessons and these are ‘engage’, ‘study’ and ‘activate’ stages (cited in Oran, 2006). In the first step teachers should draw students’ interest and prepare them for the new topic by involving their emotions. During the study stage, teachers should introduce activities to produce the target language. During the activate stage, teachers should create conditions for students to activate their knowledge by using language naturally in a

given situation. These stages of lesson planning are adapted into teaching vocabulary in this study and the activities for the words to be taught are designed in three steps. Below is one of these activities to illustrate the way they are prepared. The others can be found in the appendix.

Dip:

Engage: The teacher brings a glass of water to the class and asks one of the students to dip her/his lip into the water. If the student cannot understand what she/he has to do, the teacher gives help.

Study: In the next step, the students listen and watch the movie and try to write down the sentence in which dip is used. The actual sentence they hear in the movie is “They say the old Gods dipped a coral blade into the ocean”. After writing the sentence, they discuss what the sentence means.

Activate: They watch the film some more without sound and are asked to guess why those islands are shown. They are expected to guess that what they see is Japan. Then, they are told that there is a legend about the formation of Japan. They are asked to complete the story of Japan and share their endings with the class. Later they watch the film with sound and compare their stories with the one they hear.

#### **3.5.4. Viewing the Films and Carrying out the Activities**

After the activities prepared, students watched the films and carried out the activities prepared for the words to be learned.

#### **3.5.5. Keeping Journals**

The students wrote about their feelings of learning words through authentic films after each session of viewing.

### **3.5.6. Keeping Field Notes**

After conducting each viewing session, the teacher kept field notes in which the feelings and observations of the teacher are reflected.

### **3.5.7. Interviewing the Students**

After two of the films were seen, the teacher interviewed three students to learn more about their feelings of watching authentic films and learning words.

## **3.6. Data Analysis**

The data collected through teacher's field notes, student journals and interviews with the students will be analyzed qualitatively and presented in line with the research questions asked in this study. The research questions asked were:

1. What are the steps to be followed in using authentic videos in teaching vocabulary in Turkish secondary level EFL classrooms?
2. What attitudes do students have on the use of authentic videos in teaching vocabulary?
3. What are the classroom implications of using authentic videos in teaching vocabulary?

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.1. Introduction

The purpose of this study was to find out the steps to be followed in using authentic video in teaching vocabulary in Turkish secondary level EFL classrooms and the attitudes students have on the use of authentic video in teaching vocabulary. Another purpose of the study was to observe the classroom implications of using authentic videos in teaching vocabulary. 7 students studying at 10th grade language class at Mehmet Erdoğan Anatolian High School participated in the study and kept journals during the study. Three of the students were also interviewed at the end of the study. Moreover, the teacher kept field notes within the eight sessions of viewing experience.

The results based on the teacher's field notes, student journals and the interviews will be presented and discussed below in line with the research questions asked in this study.

#### 4.2. Results

##### 4.2.1. Steps to Be Followed in Using Authentic Videos

The field notes kept by the teacher after each viewing session reveal information about the steps to be followed in using authentic videos in teaching vocabulary. To start with, the choice of the film is of crucial importance. The attendance of the students drop if they do not like the film as was the case for the second film in this study. During the first film, all of the students, except one of them, attended the viewing sessions. However, although all of the students were in the class during the first viewing session of the second film, there were only two students in the second session and four in the last session.

The level of difficulty of the film is also very important because the students mentioned that the pace of the speakers were faster in the second film. This led the students to get bored and become unwilling to go on watching the movie. The field notes taken make this clear as can be seen below.

4th May: I noticed a problem today. The students had problems in understanding the film this time. I talked to my students and they said that the characters in this film spoke faster than the ones they heard in 'The Last Samurai'.

Moreover, the number of the words to teach while watching a film is important because the students tend to see the film without being stopped too often to carry out the activities. If there are too many words chosen to teach, this creates a problem for the students as can be seen in the field notes below.

4th April: The students did not like being interrupted. They wanted to watch the film without being stopped.

5th April: Although I talked to them about the necessity of stopping the film to teach the words, I could not convince some of them. They advised me to teach fewer words and to stop the film less often.

20th April: This time the students enjoyed watching more because there were not many words to be learned. This gave students a chance to see the film without too much interruption.

4th May: ...there were more words to teach compared to the other two sessions and the students started complaining again.

Another important point to consider is that before watching a film to teach vocabulary, it is advisable to prepare students for the film. The trailers and the map used before watching the films in this study proved to be a good way to start watching as can be seen in the field notes taken on 3rd April.

3rd April: The students became alerted when they saw the map. ...The students looked at the trailer and they discussed the characters and the plot of the film. ....They discussed life in Japan and people living there...It was motivating for the students.

#### **4.2.2. Students' Attitudes**

The field notes, student journals and the interviews reveal information about the attitudes students have on the use of authentic videos in teaching vocabulary. According to them, the students have more positive attitudes than negative on the use of authentic videos in teaching vocabulary. Below are some examples of information about positive attitudes noted by the teacher in the field notes.

4th April: The students enjoyed watching and doing the activities I prepared for them. .... The students were interested in the activities and all of them participated in the lesson willingly.

5th April: The students were interested in the activities and they carried out all the activities willingly.

27th April: One of my students told me after the film that she liked learning words through watching films and she was looking forward to seeing the other film. Most of the students told me that they also had fun during these watching sessions because some of the scenes were funny. They also told me that the music and some scenery in the film affected their imaginations and soul.

16th May: They confirmed me with their sayings that they liked this film, too. ....They said that they were happy because they learnt new words in an enjoyable way.

More of these examples reflecting positive attitudes can also be seen in the student journals. These are presented below:

Kitaptan kelime öğrenmektenense, filmde görerek bir kelime öğrenmek daha iyi. Çünkü oralarda cümle içinde kullanılıyor ve birde oradan görerek gördüğümüz kelimeyi hem daha kolay öğreniyoruz hem de daha kolay cümle içinde kullanabiliyoruz.

It is better to learn a word by seeing in a film than learning from the book because the words are used in sentences in the films and we learn the words we see in the films more easily and we can use them more easily in a sentence.

I learned some vocabularies such as lure, I suggest that we should watch a lot of films in order to improve both our brain and our vocabulary I believe that films will be useful for us.

It was a lesson I liked learning new words most. Different countries, legendary stories interest me a lot. Moreover watching films is my hobby. What a wonderful idea is it to learn new words with a method combining all these? I was aware of the fact that I could learn by watching, but I hadn't tried this method before. I believe some of the words I learnt today will stay in my mind. If I become a teacher one day, I will use this method.

Watching and learning are enjoyable.

This technique is interesting and useful.

Bu uygulamayı öğrenciler üzerinde çok etkili olacağını düşünüyorum. Kelime öğretimi için oldukça güzel bir yöntem. Yani tam öğrencilere yönelik. Oturup klasik yöntemlerle kelime ezberlemek yerine eğlenceli bir şekilde, farkında olmadan kelime öğreniyoruz.

I think this technique will be very effective for the students. It is quite a good method to learn words. That is to say, it is just for students. We are learning words in an enjoyable way and uncounciously instead of memorizing words with classical methods.

I think this process for learning English is better than usual process. Because we do two things in same time, (we learn vocabulary and have a fun)

The film is very interesting for us. So the words in it interest us to.

Burada öğrendiğim kelimeler kalıcı oluyor. Böyle öğrenme hoşuma gidiyor.

The words I learn here are long-lasting. I like learning in this way.



Bence dersler eğlenceliydi. Öğretirken eğlenirdi. Kamayın hocam ama ilk defa hiç sıkılmadan bir ders geçirdim. Birçok kelimenin kullanımını ve anlamını öğrendim. Monoton bir şekilde ders işleyerek ya da kelime öğrenmek için defalarca tekrar etmek zorunda olmak yerine böyle akılda kalıcı ve eğlendirici şekilde öğrenmek çok hoşuma gitti. Ayrıca kelimeleri öğrenirken o kelimeyle alakalı kelimeleri öğrenmenin kelimenin yerleşmesi için güzel bir yöntem olduğunu düşünüyorum.

I think it was really enjoyable. It enjoyed us while teaching. Don't get angry with me teacher, but for the first time I had a lesson without getting bored ever. I learned the meanings and usages of many words. I liked learning in such an enjoyable and memorable way instead of having to practise over and over again or studying monotonously. Moreover, I think learning other words related with the target word is a good way to retain that word better.

Benim gibi kelime ezberlemeyi sevmeyen bir öğrenci için, kelime öğrenmenin en eğlenceli yolu diyebilirim. Yararlı olacağını düşünüyorum...

I can say that this is the most enjoyable way of learning a word for a student who doesn't like memorizing words like me. I think it will be beneficial.

Lure diye bir kelime öğrendik. Genel anlamda güzel bir çalışma oldu. Tezde, kimi zaman sıkıcı derslerin yerine kelime amaçlı film izlemeyi ben sevdim. Öğrendiğimiz kelimeler ayrıca akılda kalıcı oldu.

We learned a word, lure. This was a good study in general. I liked watching films to learn words instead of lessons that are monotonous and boring from time to time. Moreover, the words we learned could be stored in our minds easily.

Kelime ezberlemeden de kelime öğrenilebiliyormuş insan... Tabii filmi izlemek yetmiyor izledikten sonra yaptığımız kelime oyunları sayesinde bir yere üç-dört kelime öğrenmiş oluyoruz. Öğrenmesek bile en azından duyduğumuz kelimeye yabancı olmuyoruz. Zaten önemli olan da anlamı tam anlamıyla net bir şekilde ezberlemek değildir, herhalde...  
Yararlı olduğunu düşünüyorum.

I noticed that a person could learn vocabulary without memorizing words. Watching a film is not enough, of course. We learn three to four words with the help of the word games we engage in after watching the film. Even if we are not learning anything, we get acquainted with the words we hear. And memorizing the words' meaning fully is not the most important thing at all, is it? I think this technique is beneficial.

The film ended. It was absolutely great. Moreover we learned many things about their culture. The last scene was very effective. I won't forget vocabularies. I learnt Blossom, betilure etc...

The interviews with the students show that students have positive attitudes on the use of authentic videos in teaching vocabulary, as well. Some of the answers students gave to the questions asked during the interviews present information about their positive attitudes. These are presented below.

T : What did you think when you heard that you are going to learn words while watching a film?

L1: I thought it would be wonderful.

T : You thought it would be wonderful.

L1: Yes.

T : What do you think of your experience now?

L1: It was good.

T : Which technique is more effective? Learning with a film or teachers telling you?

L1: Learning with a film.

T : Learning with a film. Why?

L1: It is visual and we can listen it very easily so I know...

L1: So I remember. Pictures help me.

T : Pictures help you. The characters in the film, do they help you?

L1: Yes.

T : The story?

L1: Yes. Yes. If it is attractive, I can keep it in my mind very easily...

T : ..... What about watching a film and learning new words?

L2: It was enjoyable.

T : It was enjoyable. But does it help you to keep new words in your memory?

L2: Yes, yes.

T : What did you think when you heard that you were going to learn

words while watching a film?

L3: I thought it would be good.

T : What do you think of your experience now?

L3: It was good and enjoyable.

T : Did you enjoy learning words while watching a film?

L3: Yes.

T : Which technique is more effective?

L3: That is good but I also write the words on the paper and I hang them on the wall. That is also good.

T : That is also good. What do you think of this technique when you compare it with hanging on the walls?

L3: It was better.

The field notes kept, student journals and interviews also reflect some negative attitudes on the use of authentic videos in teaching vocabulary. Some examples of these are presented below.

4th April: The students did not like being interrupted. They wanted to watch the film without being stopped.

5th April: The only problem I encountered was that they were again complaining about being interrupted during watching the film.

4th May: Since this was the first session, there were more words to teach compared to the other two sessions. And the students started complaining again.

Bugün yine eğlenceliydi. Ama filmin sık sık kesilmesi beni rahatsız etti.

Today the lesson was enjoyable again. But I was disturbed by the film's being stopped often.

Listening anlarında iyi oluyor ama ben bu sefer biraz sıkıldım. Sürekli film kesildiği için dikkatim dağıldı.

It is good for listening but I was distracted a little bit this time as the film was stopped often.

Biraz daha hızlanamaz mıyız?  
Biraz sıkıcı olmaya başladı gibi...

Can't we speed up? I think it is becoming a bit boring.

Biraz  
sıkıldım ama genel anlamda iyi  
geçiyor. En azından sınıfta uyuklamak  
tan iyidir. Tek istediğim filmin sürekli  
durdurulmaması.

Though I get bored a bit, it is usually alright with me. It is better than falling asleep in the class, at least. The only thing I want is the film's not being stopped often.

Hem eğlenmeli hem de öğretici olabilirler. Fakat  
çok kısa aralarla filmi durdurup utun süre yorum  
yapınca sıkıcı olabiliyor. Filmler de bir şey anlam-  
dım. 2 derslik saatte yalnızca 5 dakasını izleyebildik.

It may be both enjoyable and educative, but it becomes boring if the film is stopped often and we make guesses for a long time. And I did not understand anything. We could only watch five minutes of the film in two hours.

T : Did you enjoy learning words while watching a film?

L1: Yes, But sometimes I got bored because of the some interruptions.

T : ..... Which technique is more effective, watching video and learning words or using dictionaries or writing dialogues?

L2: Writing dialogues.

As can be understood from the above examples, the negative attitudes students have on the use of the authentic videos are not directly related with this method of watching films and learning words. The reason why they do not favour studying vocabulary is because they are impatient to see more of the film and because they bring their habit of watching films at home to the class.

#### 4.2.3. The Classroom Implications of Using Authentic Video

The field notes kept by the teacher, student journals and the interviews with the students in this study imply that the use of authentic videos in teaching vocabulary has positive effect on the students. As the field notes kept by the teacher suggest, the use of authentic videos in teaching vocabulary increase students' motivation and create an atmosphere where most of the students are willing to participate in the activities. Moreover, it was often mentioned in the journals of the students that the students favoured this way of learning words compared with other methods. Below are some examples of these:

Oturup klasik yöntemlerle kelime ezberlemek yerine eğlenceli bir şekilde, farkında olmadan kelime öğreniyoruz.

We are learning words in an enjoyable way and unconsciously instead of memorizing words with classical methods.

I think this process for learning English is better than usual process. Because we do two things in same time, (we learn vocabulary and have a fun)

Monoton bir şekilde ders isteyerek ya da kelime öğrenmek için defalarca tekrar etmek zorunda olmak yerine böyle akılda kalıcı ve eğlendirici şekilde öğrenmek çok hoşuma gitti.

I liked learning in such an enjoyable and memorable way instead of having to practise over and over again or studying monotonously.

Fakat tabii ki uygulamamız, ~~kelime~~ kelime ezberlemekten çok daha iyidir.

But, it is, of course, better than just memorizing words without any practising.

Tekrardan, kimi zaman sıkıcı derslerin yerine kelime amaçlı film izlemeyi ben sevdim. Öğrendiğimiz kelimeler ayrıca akılda kalıcı oldu.

I liked watching films to learn words instead of lessons that are monotonous and boring from time to time. Moreover, the words we learned could be stored in our minds easily.

Benim gibi kelime ezberlemeyi sevmeyen bir öğrenci için, kelime öğrenmenin en eğlenceli yolu diyebilirim.

I can say that this is the most enjoyable way of learning a word for a student who does not like memorizing words like me.

Kelime ezberlemeden de kelime öğrenilebiliyor muydu insan...

I noticed that a person could learn vocabulary without memorizing words.

Moreover, it can be implied from the student journals that the students not only learn the target words but also words related with these words. Some examples of these can be seen below.

Ayrıca kelimeleri öğrenirken o kelimeyle alakalı kelimeleri öğrenmenin kelimenin yerleşmesi için güzel bir yöntem olduğunu düşünüyorum.

Moreover, I think learning other words related with the target word is a good way to retain that word better.

Tradition  
Honour  
Discipline  
Excellence

→ Pillar.

We taught that  
ace is succeed  
flunk is fail.  
You see they are synonyms



stirs me up,  
stir = excite

To meet enemies boldly  
undaunted  
boldly = undaunted

Brutal, adversary, merciful gibi kelimeler öğrenildi.

We learned words like brutal, adversary, merciful.

we learnt some verbs  
like scalping and also adjectives like  
dreadful.

We have learnt some contrary words. Like, merciful  
brutal.

Bu bölümda fazla kelime yoktu ama yine de 'rear,  
repulsive, brutal, adversary' gibi kelimeleri öğrendim.

There were not so many words this time but I still learned words like 'rear, repulsive, brutal, adversary'.

Some of the words the students mentioned above, such as merciful, dreadful, repulsive, boldly etc., were not the target words. They were the words studied to make the meaning of the target words more clear. The students seem to have learned these words or at least improved the meaning of these words more with the help of the words studied in the study.

In addition, the use of authentic videos in teaching vocabulary gives way to practise all the skills at the same time. In order to carry out the activities for the words, students watch, listen, speak and write as can be seen in the activity prepared for the word 'blossom'.

Blossom:

Students look at the scenery where Katsumato and Algren stand under a tree with blossoms, and are asked to describe what they see. In the next step, the sentences from the film "The perfect ..... is a rare thing. You could spend your life looking for one, and it would not be a wasted life" are written on the board. Then, they are asked questions such as "What is the man talking about?", "What does he mean when he says a rare thing?" etc. If students cannot form the word, they can be told to look for something purple in the film. After that, they listen to the film and complete the sentence. In the last step the students are asked to add some other sentences to the given ones so that it sounds like a poem.

The students mention this aspect in their journals and find it effective in learning English. Below are some example sentences illustrating this point mentioned in the journals.

Yararlı olacağını düşünüyorum. Ayrıca dinleme ve anlama yeteneğimizi de geliştiriyoruz.

I think it will be beneficial. In addition, we improve our listening and comprehension skills.

Listening sırasında iyi oluyor

It is good for listening.

Kuru kuru ders işlemek çok sıkıcı ama bu şekilde film izleyerek duyduğum ya da altyazıda okuduğum kelimeyi cümle içinde kullanarak öğrendik bu defa. Bazen de eşantambrıyla öğreniyoruz. Öğrendiğimiz kelimenin eşantambrının ya da onunla alakalı olan kelime gruplarının bizde yaptığı değişiklikler yoluyla çıkararak bir paragraf yazıyoruz. Böylece kelime pekişmiş oluyor.

Studying in a monotonous way is very boring. But we learned by using the word, which I heard or saw in the subtitle, in a sentence while watching films this time. Sometimes we learn the words with their synonyms. We write a paragraph using the synonymys of the target word or the word groups that are related with the target word. In this way, the meaning of the word becomes strengtened.

Using authentic videos in teaching vocabulary is also fruitful because it helps the learners study pronunciation of the words taught. In this respect, they are more helpful for the learners when compared with the use of dictionaries. They have the potential to bring a native speaker to the class. They are also good sources because the meaning of the words is supported with the visual or contextual clues in the films. Below are some sentences taken from the student journals and interviews mentioning these aspects.

Today we watched the film again and learnt some other words. We learnt flock, dispel, scite, rip etc. I remember the part where the students were ripping their books. We rippet our notebooks like them. It was enjoyable.

So our brains worked  
in two ways. visual and audio-visual.  
It helps children to keep vocabularies in  
their mind.

We used the sentences  
in the film as example sentences and this  
helped me to write new sentences. I understood  
how effective usual and audial learning  
is once again. A person cannot forget the  
object he/she touches or sees.

T : Which technique is more effective? Learning with a film or teachers  
telling you?

L1: Learning with a film.

T : Learning with a film. Why?

L1: It is visual and we can listen it very easily so I know...

L1: So I remember. Pictures help me.

T : Pictures help you. The characters in the film, do they help you?

L1: Yes.

T : The story?

L1: Yes. Yes. If it is attractive, I can keep it in my mind very easily...

T : Did this technique help you to keep them in your mind?

L3: Yes.

T : How?

L3: It was easy to remember and it was enjoyable.

T : Did the characters or the story help you remember?

L3: Yes.

### 4.3. Discussion

The first research question in this study was “what are the steps to be followed in using authentic videos in teaching vocabulary in Turkish secondary level EFL classrooms?”. According to the field notes kept by the teacher, we can conclude that the films selected should be the ones which are not too much above the level of the learners, both linguistically and culturally. Moreover, the words that can be supported visually and contextually more should be selected to teach. The activities carried in learning the words should not demand too much from the learners. If possible, the activities prepared should follow three steps. In the first step, they should prepare the learners for the target word. In the second step, they should provide the learners to observe the usages of the target word. And in the last step, they should let the learners use the target word in a meaningful situation. The following activities prepared are examples of this.

**Flock:** The students watch the film where they see a flock of birds flying, and are asked questions such as “What do you see?”, “What are the birds doing?”, “Are they flying alone?” etc. They are then expected to use *flock* in their answers. If they cannot find the word, the teacher can help them. In the last step, they are asked to write a poem in which ‘a flock of birds’ is used.

**Rip:** The students watch the film without sound, and are asked to guess what the teacher is ordering the students. In the next step, they watch it with sound and check whether their guesses are correct or not. They are expected to elicit the word ‘rip’. They are, then, asked to utter which preposition is used with *rip*. In the last step, the students are asked to write or draw something in their notebooks which will make them feel the necessity to *rip* that page out. The students write or draw something in their notebooks and then they *rip* that out. After they have done this the teacher asks why they *ripped* that page out.

Moreover, the selection of the words to teach is important. It is advisable not to try to teach each unknown word as students are happy with understanding the plot

of the film with the help of the scenes, gestures or mimics of the characters. In fact, they do not favor learning too many words as this makes them distracted and inhibits their viewing. It is easy to notice this fact in their journals and interviews.

Listening anlarında iyi oluyor ama ben bu sefer birazcık sıkıldım. Sürekli film kesildiği için dikkatim dağıldı.

It is good for listening but I was distracted a little bit this time as the film was stopped often.

Bugün yine eğlenceliydi. Ama filmin sık sık kesilmesi beni rahatsız etti.

Today the lesson was enjoyable again. But I was disturbed by the film's being stopped often. The exercises our teacher showed on the board were extremely educational.

Hem eğlenceli hem de öğretici olabilen fakat çok kısa aralarda filmi durdurup utun süre yorum yapınca sıkıcı olabiliyor. Filmler de bir şey anlamadım. 2 derslik saatte yalnızca 5 dak'sını izleyebildik.

It may be both enjoyable and educative, but it becomes boring if the film is stopped often and we make guesses for a long time. And I did not understand anything. We could only watch five minutes of the film in two hours.

16.06.2009

We learnt lots of words again. Our teacher asked us to write the word "bumming" on a piece of paper. Then we wrote our guesses for its meaning on the back of the paper. We stopped the film from time to time and studied new words. Teacher gave us the script of a dialogue in the film. There were some words underlined. She also gave us some words to match with these. Then she wrote some sentences and we tried to fill in the blanks. The film is very interesting for us. So the words in it interest us to. But sometimes I got bored. The words we learnt are dagger, strive, constantly, stir up, inherently, undaunted.....

T : Did you enjoy learning words while watching a film?

L1: Yes, But sometimes I got bored because of the some interruptions.

T : Was learning vocabulary with this technique easy or difficult?

L2: Usually it was... sometimes it was difficult... because...  
interruptions.

T : Because of interruptions.

T : Did this technique help you to keep them in your mind?

L3: Yes.

T : How?

L3: It was easy to remember and it was enjoyable.

T : Did the characters or the story help you remember?

L3: Yes.

The second research question was "what attitudes do students have on the use of authentic videos in teaching vocabulary?". The results of the teacher's field notes, journals kept by the learners and the interviews with the learners indicate that the use

of authentic materials is motivating for the learners. That is to say, students have more positive attitudes on the use of authentic videos in teaching vocabulary than negative attitudes. When we look at the students' journals, it is clear that, they favor learning vocabulary through viewing authentic videos instead of traditional methods, such as memorizing word lists. The students also mention that they can retain the meanings of words better in this way. They often claim that learning words in this way is enjoyable and fun. Even one of the students say that she will use this technique if, one day, she becomes a teacher.

The third research question in this study was "what are the classroom implications of using authentic videos in teaching vocabulary?". The results of the teacher's field notes, student journals and interviews with the students imply that the use of authentic videos in teaching vocabulary increases motivation in the classroom and creates an interest in the activities to teach vocabulary. The students become more active in the class and participate more in the activities. The students also prefer this way of learning words more when compared to other methods.

Moreover, the study implies that students learn or at least focus on more words than the teacher aims at. This happens especially when there are other words such as synonyms or antonyms to match with the target word. Another implication of this study is that teaching words using authentic videos provide activities in which all the skills can be practised at the same time. The students practise the meanings of the words through watching, listening, speaking and writing. They can also study the pronunciation of the words taught while watching the native speakers on the screen.

Another important point that is implied in the study is that the use of authentic videos provides rich contextual and visual clues to support the meaning of words taught. This can be seen in the following journals of the students.



Kıtaptan kelime öğrenmekten, filmde görerek bir kelime öğrenmek daha iyi. Çünkü oralarda cümle içinde kullanılıyor ve birde oradan görerek gördüğümüz kelimeyi hem daha kolay öğreniyoruz hem de daha kolay cümle içinde kullanabiliyoruz.

It is better to learn a word by seeing in a film than learning from the book because the words are used in sentences in the films and we learn the words we see in the films more easily and we can use them more easily in a sentence.

Today we watched the film again and learnt some other words. We learnt flock, dispel, seize, rip etc. I remember the part where the students were ripping their books. We ripped our notebooks like them. It was enjoyable. We learned the meaning of seize. I couldn't understand the poem. Our teacher explained it. Then I understood it. I tried to write a poem then. It was funny.

So our brain worked  
in two ways. visual and audio-visual.  
It helps children to keep vocabularies in  
their mind.

We used the sentences  
in the film as example sentences and this  
helped me to write new sentences. I understood  
how effective visual and audial learning  
is once again. A person cannot forget the  
object he/she touches or sees.

Bugün yine 407 kelime vardı. Blossom, draw, bet, mount, grant öğrendiğim 7 kelimelerdir Blossom'la ilgili bir şiir öğrendik, etkileyiciydi;

A perfect blossom is a rare thing,  
 You could spend your whole life looking for it,  
 And it wouldn't be a wasted time.

#### 4.4. Conclusion

In this chapter, the data collected through the field notes kept by the teacher, student journals and interviews with the students were presented. The results were discussed under the heading of each research question. Some samples of teacher's field notes, student journals and interviews with the students were also presented in order to highlight the points mentioned related with the research questions.

## CHAPTER 5

### CONCLUSION

#### 5.1. Introduction

In this chapter, a brief summary of the study is provided, and then the suggestions for further research are presented. Then, the limitations of the study and the reasons for these are explained. Finally, the implications of the study are discussed.

#### 5.2. Summary of the Study

This study investigated the use of authentic videos in teaching vocabulary in Turkish secondary level EFL classrooms. 7 students studying at a language class learned new words through authentic videos. They carried out activities prepared for two authentic films in order to learn new words.

This was a new technique for the students learning English as a foreign language in Turkey. The students did not have an immediate use of English outside the classroom atmosphere as the target language was being learned as a foreign language. So, this study provided them with an opportunity to interact with real English. The students were given the chance to see films which native speakers watch, as well. They were also given the chance to improve their lexical knowledge which is often the key to understanding the target language and using it appropriately to communicate meaning.

During the study, the students watched two authentic films ‘The Last Samurai’ and ‘Dead Poets Society’ for eight sessions. While watching the films, the students carried out the activities prepared by the teacher to teach the words chosen from the films. After each viewing session, the teacher kept field notes and the

students wrote journals. When two of the films were seen, three of the students were interviewed in the video lab by the teacher.

While implementing the study, students were asked to keep journals in order to find out their attitudes on the use of authentic videos in teaching vocabulary. The teacher kept field notes to observe the steps to be followed in using authentic videos to teach vocabulary and to observe the students' attitudes and the classroom implications of the teaching experience. The teacher kept the field notes to reflect on further viewing sessions, as well. The students were interviewed at the end of the study to get a better understanding of their attitudes on the use of authentic videos in teaching vocabulary.

### **5.3. Suggestions for Further Research**

This study was carried out with seven students of the 10th grade language class, and it cannot be generalized beyond its limits. For this reason, it can be beneficial to carry out a further research with more participants and with participants studying at different levels of English. It can also be beneficial if a further study is carried out in different parts of Turkey.

Moreover, two authentic films were chosen during this study and they were 'The Last Samurai' and 'Dead Poets Society'. That is to say, other studies can be implemented using other authentic films in order to observe their results.

Another study can also be implemented to test the change in students' vocabulary knowledge. It can be beneficial to find out the degree of increase in the retention of the words taught for the development of the techniques used to teach vocabulary.

#### **5.4. Limitations of the Study**

There appeared a limitation of the study during the analysis period. The interviews with the students were conducted in the target language. If the questions had been asked in Turkish, the students would have talked more and given more clues related to the research questions.

In addition, it would be better if there were more students participating in the study. If the number of the students had been more, it would have been much easier to answer the research questions asked. The time for the viewing sessions could have been longer, and thus, more activities could have been conducted to make revisions and to improve retention of the words taught. Moreover, the students could have seen more films and been taught more words if the viewing sessions were longer.

During this study, the words taught were mostly abstract words. For this reason, supporting the meaning of the words with real objects brought into the class was not often applied to as a technique. If the level of the students had been lower or if there had been more concrete words to teach in the films, this could also have been beneficial for the learners, especially for the ones who have visual-spatial intelligence.

#### **5.5. Implications of the Study**

There are many implications of this study that are related to teacher roles, materials and techniques used in teaching vocabulary, designing activities and curriculum development.

To start with teachers should take new roles in organizing the teaching environment and activities. They should keep up with the developments in technology and make use of these in their teaching. They should also take a new look at the teaching of vocabulary. They should improve their knowledge of the possible

materials that can be used in teaching words, and know how to integrate these more successfully in order to suit to the needs of the learners.

Secondly, the materials used in teaching vocabulary must be chosen among the ones that are popular for the students, such as authentic films. In addition, the techniques used must be improved. For example, teachers should give up preparing word lists to be memorized. They should prepare activities with techniques which lead to a more communicative use of the language.

Finally, the curriculum developers in Turkish National Education System should consider the importance of authentic videos in teaching a foreign language and insert these into teaching programs in Turkish schools.

## REFERENCES

- Allan, M. (1985). *Teaching English with Video*. Essex: Longman.
- Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. NY: Oxford University Press.
- An, J. H. (1992). *Effects of the Text Structure-Based Reading Strategy on the Comprehension of EFL Classroom Text*. Germany: Peter Lang.
- Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix*, 6(2), 60-69.
- Brown, H. D. (2001). *Teaching by Principles: An Integrative Approach to Language Pedagogy*. NY: Addison Wesley Longman Inc.
- Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The internet TESL Journal*, 6(1). Retrieved on October, 19, 2009 from <http://teslj.org/Articles/Canning-video.html>
- Cameron, L. (2001). *Teaching Languages to Young Learners*. NY: Cambridge University Press.
- Carney, N., & Foss, P. (2008). Student-Produced Video: Two Approaches. *English Teaching FORUM*, 46(2), 14-19.
- Carrel, P. L. (1984). Schema Theory and ESL Reading: Classroom Implications and Applications. *The Modern Language Journal*, 68(4), 332-343.
- Carter, R., & Nunan, D. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Carter, R., & McCarthy, M. (1988). *Vocabulary and Language Teaching*. NY: Longman.
- Chapelle, C. A. (2003). *English Language Learning and Technology*. USA: John Benjamins Publishing Company.
- Coady, J., & Huckin, T. (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. NY: Cambridge University Press.
- Darian, S. (2001). Adapting Authentic Materials for Language Teaching. *English Teaching FORUM*, 39(2), 2.
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.

- Diamond, L., & Gutlohn, L. (2006). *Teaching Vocabulary*. Retrieved October, 19, 2009, from <http://www.readingrockets.org/articles/9943>
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Class*. Cambridge: Cambridge University Press.
- Ellis, M., & Johnson, C. (1994). *Teaching Business English*. Oxford: Oxford University Press.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gallacher, L. (2003). *Video and Young Learners 1*. Retrieved December, 26, 2009 from <http://www.teachingenglish.org.uk/think/articles/video-younglearners1>
- Gebhard, J. G. (1996). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.
- Graves, M. F., & Prenn, M. C. (1986). Costs and Benefits of Various Methods of Teaching Vocabulary. *Journal of Reading*, 29(7), 596-602.
- Harmer, J. (1998). *How to Teach English: An Introduction to the Practise of English Language Teaching*. Essex: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hubbard, P., Jones, H., Thornton, B., & Wheeler, R. (1983). *A Training Course for TEFL*. Oxford: Oxford University Press.
- Hung, H. T. (2009). Learners' Perceived Value of Video as Mediation in Foreign Language Learning. *Journal of Educational Multimedia and Hypermedia*, 18(2), 171-191.
- Ishihara, N., & Chi, J. C. (2004). Authentic Video in the Beginning ESOL Classroom: Using a Full-Length Feature Film for Listening and Speaking Strategy Practice. *English Teaching FORUM*, 42(1), 30-35.
- Johari, S. K. (2008). Building Vocabulary and Improving Writing While Developing a Tourist Brochure. *English teaching FORUM*, 46(2), 38-42.



- Kelly, C., Kelly, L., Offner, M., & Vorland, B. (2002, November). Effective Ways to Use Authentic Materials with ESL/EFL Students. *The Internet TESL Journal*, 8(11). Retrieved October, 2, 2009 from <http://teslj.org/Techniques/KellyAuthentic.html>
- Kılıçkaya, F. (2004, July). Authentic Materials and Cultural Context in EFL Classrooms. *The Internet TESL Journal*, 10(7). Retrieved February, 28, 2009, from <http://teslj.org/Techniques/Kılıçkaya-AuthenticMaterial.html>
- Krieger, O. (2005). Teaching ESL versus EFL: Principles and Practices. *English Teaching FORUM*, 43(2), 8-16.
- Lee, S. H., & Muncie, J. (2006). From Receptive to Productive: Improving ESL Learners' Use of Vocabulary in a Postreading Composition Task. *TESOL QUARTERLY*, 40(2), 295-320.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Lonergan, J. (1984). *Video in Language Teaching*. Cambridge: Cambridge University Press.
- McCarten, J. (2007). *Teaching Vocabulary*. Cambridge: Cambridge University Press.
- Martinez, A. G. (2002). *Authentic Materials: An Overview*. Retrieved October, 12, 2009, from <http://www.3telus.net/linguisticissues/authenticmaterials.html>
- Massi, M. P., & Merino, A. G. (1996). *Films and EFL: What's Playing in the Language Classroom*. Retrieved on November, 2, 2009, from <http://eca.state.gov/forum/vols/vol34/no1/p.20.htm>
- Mayora, C. A. (2006). Integrating Multimedia Technology in a High School EFL Program. *English Teaching FORUM*, 44(3), 14-21.
- Miller, L. (2003). Developing Listening Skills with Authentic Materials. *ESL Magazine*, 6(2), 16-18.
- Moras, S. (2001). *Teaching Vocabulary to Advanced Students: A Lexical Approach*. Retrieved October, 17, 2009, from [www.3.telus.net/linguisticsissues/teachingvocabulary.html](http://www.3.telus.net/linguisticsissues/teachingvocabulary.html)
- Nation, P. (1994). *New Ways in Teaching Vocabulary*. USA: Pantagraph Printing.
- Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. NY: Newbury House.

- Nicolic, V., & Cabaj, H. (2000). *Am I Teaching Well? : Self-Evaluation Strategies for Effective Teachers*. Canada: Pippin Publishing Corporation.
- Norton, B., & Toohey, K. (2004). *Critical Pedagogies and Language Learning*. Cambridge: Cambridge University Press.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Oran, E. (2006). *Students' Perceptions of Educational Environment in an EFL Classroom Where Multiple Intelligences Theory is Implemented*. Unpublished MA Thesis, University of Muğla, Muğla, Turkey.
- Oura, G. K. (nd). *Authentic Task Based Materials: Bringing the Real World into the Classroom*. Retrieved November, 15, 2009, from <http://www.jrc.sophia.ac.jp//kiyou/ki21/gaio.pdf>
- Pachler, N. (1999). *Teaching Modern Foreign Languages at Advanced Level*. USA: Routledge.
- Pegrum, M. A. (2000, August). The Outside World as an Extension of the EFL/ESL Classroom. *The Internet TESL Journal*, 6(8). Retrieved November, 2, 2009, from <http://www.itsjl.org/lessons/Pegrum-Outside World.html>
- Pikulski, J. J., & Templeton, S. (2004). *Teaching and Developing Vocabulary: Key to Long Term Reading Success*. USA: Houghton Mifflin Reading.
- Rammal, S. M. (2005). *Using Video in the EFL Classroom*. Retrieved October, 15, 2009, from [www3.telus.net/linguisticsissues/using%20video](http://www3.telus.net/linguisticsissues/using%20video)
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Sanderson, P. (1999). *Using Newspapers in the Classroom*. Cambridge: Cambridge University Press.
- Scocco, J. (2007). Beyond Film: Exploring the Content of Movies. *English Teaching FORUM*, 45(1), 10-15.
- Scrivener, J. (1994). *Learning Teaching*. Great Britain: The Bath Press.
- Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University Press.
- Sinclair, J. M., & Coulhard, R. M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford: Oxford University Press.

- Spelleri, M. (2009). *Authentic Materials for Student Engagement*. Retrieved November, 2, 2009 from <http://azargrammar.com/teacherTalk/blog/2009/10/authentic-materials-for-student.html>
- Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford: Oxford University Press.
- Wajnryb, R. (1993). *Classroom Observation Tasks: A Resourcebook for Language Teachers and Trainers*. Cambridge: Cambridge University Press.
- Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.
- Waters, A. (2006). Thinking and Language Learning. *ELT Journal*, 60(4), 319-327.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. NY: Oxford University Press.
- Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. NY: Cambridge University Press.
- Wilkins, D. A. (1976). *Notional Syllabuses*. Oxford: Oxford University Press.
- Zimmerman, C. B. (1997). Do Reading and Interactive Vocabulary Instruction Make a Difference? An Empirical Study. *Tesol QUARTERLY*, 31(1), 121-140.

## **APPENDIX A**

### **TEACHER'S FIELD NOTES**

**3<sup>rd</sup> April, 2007**

During this session I was a bit excited and nervous. I didn't know whether I would be able to manipulate the computer and the projector well, and I was also wondering what the students' reactions would be. I noticed that my students were also excited. None of them had seen the film before and they had heard that it was a good film so they were willing to see it. I thought that it was something good. I went to the class with a map to show Japan. I thought it was a good way to start. The students became alerted when they saw the map. They wanted to learn what we were going to do with it. I also brought the trailer of the film. The students looked at the trailer and they discussed about the characters and the plot of the film. Then, they looked at the map to find the country of Japan. I was shocked when I noticed that some of the students were not sure in which part of the world Japan was. So, watching a film was also helpful in this way. They discussed life in Japan and people living there. I asked questions about the history of Japan and they shared their knowledge with me. I thought this discussion period would prepare my students for the film better. It was motivating for the students, but time consuming for me as I had only 90 minutes for today's viewing session.

The students enjoyed watching and doing the activities I prepared for them. However, there was one point I didn't consider. In fact, I was expecting to face this problem but not so early. The students didn't like being interrupted. They wanted to watch the film without being stopped. I think I have to talk to them about this. I think I should also check my word list again and watch the film one more to see whether there will be too much stopping or not in the next session.

Apart from these problems, I found the teaching session successful. The students were interested in the activities and all of them participated in the lesson willingly.

### **5<sup>th</sup> April, 2007**

The lesson was enjoyable today. The students were interested in the activities and they carried out all the activities willingly. They especially liked the activity to teach the word 'flair'. The only problem I encountered was that they were again complaining about being interrupted during watching the film. Although I talked to them about the necessity of stopping the film to teach the words, I couldn't convince some of them. They advised me to teach fewer words and to stop the film less often. I promised them to consider this.

I watched the film again to see whether I can make some changes in the number of the words or not, but I decided not to as there are not so many words intended to be taught to a degree that may bore the students.

### **20<sup>th</sup> April, 2007**

This time the students enjoyed watching more because there were not many words to be learned. This gave students a chance to see the film without too much interruption. The students liked the activities. They participated in the activities. I found out that they liked guessing activities more. They also like activities in which I give various words among which they have to choose the most suitable. Some of the students mentioned that they learnt better if they write sentences in which they use the words being taught.

That means I should prepare more guessing activities and I should conduct more writing in my teaching.

**26<sup>th</sup> April, 2007**

During this session of viewing, there were not so many words I intended to teach. The students were not interrupted often and could watch more of the film. The students told me that they were dying to see the end of the film. They are really curious about what is going to happen at the end. Are Nathan and Katsumato going to win the war? Are they going to die or not? This is very motivating for my students because they want to see the end. And they are still in the class in every session although they don't favor my stopping of the film at times to teach words. And I can still conduct my activities. I know, at least some of them, will learn some of the words. This is a great chance for me.

Today I noticed that students liked most, the part in which they wrote a poem which was used as an activity to teach the word 'blossom'. I thought they might get bored with writing a poem while preparing this activity. It proved wrong. I think I should use this activity more often in my teaching.

**27<sup>th</sup> April, 2007**

Today was the last session for 'The Last Samurai'. The end of the film was marvellous for me and for my students. Their voices are still in my ears, shouting 'Taka, Taka, Taka' when they wanted to tell me that Nathan Algren was on the way to see 'Taka', a character in the film who Algren fell in love with. This shows that my students liked this film a lot. One of my students told me after the film that she liked learning words through watching films and she was looking forward to seeing the other film. Most of the students told me that they also had fun during these viewing sessions because some of the scenes were funny. They also told me that the music and some scenery in the film affected their imaginations and soul.

**4<sup>th</sup> May, 2007**

Today I started another film, 'Dead Poets Society'. As it was the first viewing session, I wanted to prepare my students for the film first. I went to the video lab with a trailer of the film. We talked about the cast and discussed what the plot of the film could be about. One of the students had seen the film before. I thought it might not be interesting for him but there were six other students who hadn't seen it. This film can be more interesting and motivating for those who have not seen it, at least. Since this was the first session, there were more words to teach compared to the other two sessions. And the students started complaining again. I explained my reasons for teaching these words and I think they understood me. I could conduct the activities. Despite their complaints, they participated in the activities.

I noticed a problem, today. The students had problems in understanding the film this time. I talked to my students and they said that the characters in this film spoke faster than the ones they heard in 'The Last Samurai'. But, I think they also didn't like the plot of this film as much as the previous one. I had thought this film might be interesting for them because it was about school, students and teachers.

**15<sup>th</sup> May, 2007**

There were only two students in the class today. I felt too frustrated. Were they absent because they didn't like the film? I asked the students in the class and they said they didn't know why their friends were absent. Because of the lack of the students, there were not as much interaction in the class as there used to be. Luckily, the activities I prepared were not supposed to be done as a group work. I thought of postponing this viewing session, but there was not much time left before the end of the school. And the last two weeks might not be different in terms of attendance.

**16<sup>th</sup> May, 2007**

Today I had some technical difficulties. There was a problem with the electricity, so we had some intervals during watching. But, we could watch the film through the end, and I could conduct the activities I prepared. There were three absent students, but the other four were willing to carry out them. They confirmed me with their sayings that they liked this film, too. They said they were affected by Neil's commuting suicide most. And they said that they were happy because they learnt new words in an enjoyable way.



## APPENDIX B

### STUDENT JOURNALS

Burak Sefa Kortmaz

03.04.2007

Kitaptan kelime öğrenmekten, filmde görerek bir kelime öğrenmek daha iyi. Çünkü oralarda cümle içinde kullanılıyor ve birde oradan görerek gördüğümüz kelimeyi hem daha kolay öğreniyoruz hem de daha kolay cümle içinde kullanabiliyoruz.

It is better to learn a word by seeing in a film than learning from the book because the words are used in sentences in the films and we learn the words we see in the films more easily and we can use them more easily in a sentence.

05.04.2007

Filmin senaryosuna göre kendimiz daldurmalar yaptık. Bu yararlıydı. Bazı kelimeler öğrendim. Sıkça olan tek şey filmin çok durdurulup tekrar başa alınmasıdır. Ama öğrenmek için bu şart yararlı olacağını düşünüyorum. Ayrıca dinleme ve anlama yeteneğimizi de geliştiriyoruz.

We completed sentences according to the scenario of the film. This was useful. I learnt some words. The the only thing that is boring is that the film is stopped and rewound a lot. But this is compulsory for learning. I think it will be beneficial. In addition, we improve our listening and comprehension skills.

20.04.2007

There weren't many words. So we watched a lot of things. I learned some words. Such as assure, demorse. I wonder it's the other levels.

26.06.2007

I learned some vocabularies such as bet, draw, mount. It was useful. Moreover, we watched a lot of things.

27.06.2007

We ended the film. Film effected me very much. Battle seems was perfect. Especially the end of the film. Because a lot of people died. I learned some vocabularies such as lure. I suggest that we should watch a lot of films in order to improve both our brain and our vocabulary I believe that films will be useful for us.

04.05.2007

We started a new film. At the beginning it can be boring I believe it is a good film. Because I watched this film before. I learned some vocabularies. For example fervent, procession, ace, flunk. I take information about Scottish school. I haven't got any suggestion. Because we are going well.

MELEK KARGIN

03.04.2007

It was a lesson I liked learning new words most. Different countries, legendary stories interest me a lot. Moreover watching films is my hobby. What a wonderful idea is it to learn new words with a method combining all these? I was aware of the fact that I could learn by watching, but I hadn't tried this method before. I believe some of the words I learnt today will stay in my mind. If I become a teacher one day, I will use this method.

05.04.2007

I'm learning more words day by day. These words are different. I haven't heard most of them before. This type is good but I wonder how the film will finish.

Yours Faithfully.

20.04.2007

We have learnt some contrary words. Like, merciful brutal. We have used the new words in a clause, in a paragraph. Watching and learning are enjoyable. And the words are permanent. I can retain the words better.

26.04.2007

Again we learnt new words and enjoyed. We found the different meanings of the word "draw". We used the words which were given us. We tried to write a poem with the word of "blossom". This was the first experience of me about writing a poem in English. It was enjoyable. This technique is interesting and useful.

27.04.2007

Now the film is over. We are all under spell. The end was marvellous. The changing and new strong techniques defeated all Samurai. And now, I'm sure that I'm learning better while I'm watching and enjoying.

04.05.2007

We have begun a new film today. It is called "Dead Poets Society". We watched a bit of it. Because we did a lot of exercises at the beginning. We learnt new words. We learnt some synonym words, the pronunciation of decadence. We worked in pairs and we prepared a dialogue. (Between Neil and his Father)

And we acted it. Before preparing the dialogue we watched the film without sound.

15.05.2007

Today we watched the film again and learnt some other words. We learnt flock, dispel, seize, rip etc. I remember the part where the students were ripping their books. We ripped our notebooks like them. It was enjoyable. We learned the meaning of seize. I couldn't understand the poem. Our teacher explained it. Then I understood it. I tried to write a poem then. It was funny.

Sinem Bicer

03.06.2004

Sali

Bu uygulamanın öğrenciler üzerinde çok etkili olacağını düşünüyorum. Kelime öğrenimi için oldukça güzel bir yöntem. Yani tam öğrencilere yönelik. Oturup klasik yöntemlerle kelime ezberlemek yerine eğlenceli bir şekilde, farkında olmadan kelime öğreniyoruz.

I think this technique will be very effective for the students. It is quite a good method to learn words. That is to say, it is just for students. We are learning words in an enjoyable way and uncounciously instead of memorizing words with classical methods.

05.06.2004

Pers.

Bugün yine eğlenceliydi. Ama filmin sık sık kesilmesi beni rahatsız etti. Hocamızın tahtada yaptığı alıştırma- gayet öğreticiydi.

Today the lesson was enjoyable again. But I was disturbed by the film's being stopped often. The exercises our teacher showed on the board were extremely educational.

20.04.2007  
Cuma

We learnt less vocabulary. Because in the film wasn't a lot of vocabulary. But we watched more. We learnt remorse, corps ritualized, brutal, adversary what ~~is~~<sup>are</sup> the mean. It was better.

26.04.2007

I like this day. We watched the film a long time. And we also learnt a lot of vocabularies, (bet, draw, mount, blossom etc.) We made sentences with these vocabularies. We learnt "draw" 's different means too. The film was more excited. I wrote a poem with blossom.

24.04.2007

Today we learnt - lure - . The film ended with a happy end. I liked the film

I think this process for learning English is better than usual process.

Because we do two things in same time, (We learn vocabulary and have a fun)

04.05.2007  
Cuma

Today we started a new film - DEAD POETS SOCIETY - We watched this film only 10 minutes.

But we learnt a lot of vocabulary procession, banner, pillar, decadence, etc.

We also learnt fervent, aced, flunk. We tried to find different vocabulary which have same meaning with fervent, aced, flunk. And then we tried to act a dialog. But it wasn't very successful

16.06.2007

We learnt lots of words again. Our teacher asked us to write the word "bumming" on a piece of paper. Then we wrote our guesses for its meaning on the back of the paper. We stopped the film from time to time and studied new words. Teacher gave us the script of a dialogue in the film. There were some words underlined. She also gave us some words to match with these. Then she wrote some sentences and we tried to fill in the blanks. The film is very interesting for us. So the words in it interest us to. But sometimes I got bored. The words we learnt are dagger, strive, constantly, stir up, inherently, undaunted.....

## Sermin Varçin

03.04.2007

Bence gerçekten eğlenceliydi. Öğretirken eğlendirdi. Kızmayın hocam ama ilk defa hiç sıkılmadan bir ders geçirdim. Birçok kelimenin kullanımını ve anlamını öğrendim. Monoton bir şekilde ders izleyerek ya da kelime öğrenmek için defalarca tekrar etmek zorunda olmak yerine böyle akılda kalıcı ve eğlendirici şekilde öğrenmek çok hoşuma gitti. Ayrıca kelimeleri öğrenirken o kelimeyle alakalı kelimeleri öğrenmenin kelimenin yerleşmesi için güzel bir yöntem olduğunu düşünüyorum.

I think it was really enjoyable. It enjoyed us while teaching. Don't get angry with me teacher, but for the first time I had a lesson without getting bored ever. I learned the meanings and usages of many words. I liked learning in such an enjoyable and memorable way instead of having to practise over and over again or studying monotonously. Moreover, I think learning other words related with the target word is a good way to retain that word better.

05.04.2007

Listening anlamında iyi oluyor ama ben bu sefer biraz sıkıldım. Sürekli film kesildiği için diktatim dağıldı. Bu sefer fazla kelime öğrenemedik sanki. Ama listening anlamında gerçekten aktif duruma geçiriyor öğrenciyi ama ben hala listening yapamıyorum. Bir kelimeyi eş anlamlarıyla öğrenmek çok hoşuma gidiyor.

for Example

shocking  
gruesome  
sickening

It is good for listening but I was distracted a little bit this time as the film was stopped often. I guess we didn't learn many words today. But it really activates the student in terms of listening. But I am still not good at listening. I like learning a word with its synonymys a lot.

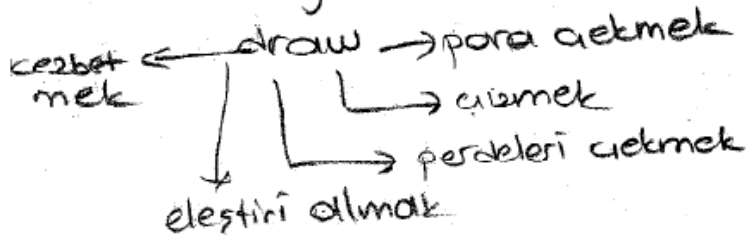
20.04.2007 Cuma.

Bu bölümde fazla kelime yoktu ama yine de "rear, repulsive, brutal, adversary" gibi kelimeleri öğrendim. Film çok fazla kesilmediği için hiç sıkılmadım. "I have no remorse" kalıbı çok hoşuma gitti gerçekten. Burada öğrendiğim kelimeler kalıcı oluyor. Böyle öğrenmek hoşuma gidiyor.

There were not so many words this time but I still learned words like "rear, repulsive, brutal, adversary". I was not bored at all as the film was not stopped often. I liked "I have no remorse" form, really. The words I learn here are long-lasting. I like learning in this way.

Kuru kuru ders işlemek çok sıkıcı ama bu şekilde film izleyerek duyduğum ya da altyazıda okuduğum kelimeyi cümle içinde kullanarak öğrendik bu defa. Bazen de eş anlamlılarıyla öğreniyoruz. Öğrendiğimiz kelimeyi eş anlamlılarının ya da onunla alakalı olan kelime gruplarının birinde yaptığımız cümlede yer alarak bir paragraf yazıyoruz. Böylece kelime pekişmiş oluyor.

Bu hafta "draw" kelimesinin 5 tane anlamını öğrendik.



26.04.2007

Studying in a monotonous way is very boring. But we learned by using the word, which I heard or saw in the subtitle, in a sentence while watching films this time. Sometimes we learn the words with their synonyms. We write a paragraph



using the synonyms of the target word or the word groups that are related with the target word. In this way, the meaning of the word becomes strengthened. This week we learned five different meanings of the word "draw".

Draw: -attract somebody

-get a criticism

-pull the curtains

-produce a picture

-take money from a bank

Film hayatında izlediğim en etkileyici  
filmlerden bir tanesiydi. Gerçekten yaşadığı gibi  
Savaş sahnelerinde sanki ben de oraday  
mışım gibi yaşadım. Hayatın bir çok kesitini  
yaşıyordu. Sevgi, nefret, düşmanlık, savaş,  
esaret, ölüm, gurur, hirs

27.04.2007

This film was one of the most impressive films I have have ever seen. It was really riveting. I lived through the war scenes as if I was there. It consisted of too many things in life. Love, hatred, hostility, war, captivity, death, pride, ambition.

This week we studied on "ace, succeed, fail, excellence, obsession and pillar.

Tradition  
Honour  
Discipline  
Excellence → Pillar.

We taught that  
ace is succeed  
flunk is fail.  
You see they are synonyms

We didn't watch much of the film. And we watched some part of the film in silence. And then we wrote a dialog without listening the film. I think it is very useful for us. Because we use our brain in that way.

04.05.2007

16.05.2007

- watching a horror film
  - Listening to broken stirs me up
  - my boyfriend
- stir = excite

To meet enemies boldly  
undaunted  
boldly = undaunted

Today we have learnt boldly, undaunted, stir up, interfere etc. and we have watched film without stopping. So we haven't been bored. Then we ~~watched~~ <sup>have</sup> watched some part of the film in silence again like the previous exercise. We have tried to estimate what the man is talking about. So funny things have come out. So we have laughed. ~~By~~ <sup>By</sup> estimating, we have done brain storming.

Damla Demirel

03/06/2007

Cok sey öğrendim. Özellikle kelime öğretimi açısından çok önemli olduğunu düşünüyorum. Ama biraz daha eğlenceli hale getirilebilir. Ayrıca izlediğimiz filmler de gerçekten kaliteli ve güzel bence...

Benim gibi kelime ezberlemeyi sevmeyen bir öğrenci için, kelime öğrenmenin en eğlenceli yolu diyebilirim. Yararlı olduğunu düşünüyorum...

I learned lots of things. I think it is very helpful, especially, in terms of teaching vocabulary. But it can be made a bit more enjoyable. Moreover, I think the films we watch are good films. I can say that this is the most enjoyable way of learning a word for a student who doesn't like memorizing words like me. I think it will be beneficial.

05-06-2007

Biraz daha hızlanamaz mıyız? Biraz sıkıcı olmaya başladı gibi... Bunun dışında bir kötülüğünü görmemişim. Aksine kelime öğrenimi açısından çok yararlı. Vatana, millete kayırlı olur inşallah...

Can't we speed up? I think it is becoming a bit boring. I have not noticed any other problems other than this. In fact, it is very helpful for learning vocabulary. I hope it will be helpful for us.

20-04-2007

Güzel bir gündü... Kelime öğrendik yine... Bu sefer hızlandık artık! Müthüz... Bu derste öğrendiklerimiz yararlı olmaya başladı. Hatta bu filmde öğrendiğim bir kelime sınavda çıktı ve ben yaptım! :)

It was a good day. We learned some words again. We were faster this time. The things we studied are getting more helpful. One of the words we studied this week appeared in the exam and I could do it.

26.04.2007

Kelime ezberlemeden de kelime öğrenilebiliyormuş insan... Tabii filmi izlemek yetmiyor izledikten sonra yaptığımız kelime oyunları sayesinde bir yere... 3-4 kelime öğrenmiş oluyoruz. Öğrenmesek bile en azından duyduğumuz kelimeye yabancı olmuyoruz. Zaten önemli olan da anlamı tam anlamıyla net bir şekilde ezberlemek değildir herhalde...  
Yararlı olduğunu düşünüyorum.

I noticed that a person could learn vocabulary without memorizing words. Watching a film is not enough, of course. We learn three to four words with the help

of the word games we engage in after watching the film. Even if we are not learning anything, we get acquainted with the words we hear. And memorizing the words' meaning fully is not the most important thing at all, is it? I think this technique is beneficial.

27.04.2007

Bugün filmi bitirdik nihayet!  
 Bir an hiç bitmeyecek zannetmişim  
 ama sonunda bitti işte! Çeşitli kelime  
 ler öğrendik yararlı oldu bence...  
 Deraminin gelmesi dileğiyle.

Today, we have finished watching this film, at last. I thought it would never end, but it came to an end. We have learned various words. I think it was useful for us. I hope we will have another one.

04/05/2007

Güzel bir filme benziyor ama  
 tabii bunu zaman gösterecek.  
 Bir önceki filmde yaptığımız kelime  
 alıştırmalarının beğenmelerini yapıyo-  
 ruz. Öğretici olacaktır bizim için.  
 Özellikle yazımıza hitap eden bir  
 film olduğu için kelimeler daha  
 ilgi çekici hale geliyor. Biraz  
 sıkısamda genel anlamda iyi  
 geliyor. En azından sınıfta uyuklamak  
 tan iyidir. Tek istediğim filmin sürekli  
 durdurulmaması.

It looks like a good film, but we can decide better in time, of course. We are engaging in vocabulary activities similar to the ones we had for the previous film. I am sure they will be educational for us. Since the film is suitable for our age, the words become more interesting for us. Though I get bored a bit, it is usually alright with me. It is better than falling asleep in the class, at least. The only thing I want is the film's not being stopped often.

15-05-2007

Bugün sınıf fazla kalabalık değildi. Biraz canım sıkıldı diyebilirim. Görecek çok fazla olmayı olmadı. Yeni bazı kelimeler öğrendik. Eğer arkadaşlarım sınıfta olsaydı daha fazla eğlenebilirdim.

The class was not so crowded today. I must say, I got a bit bored. There were not many incidents to laugh at. We learned some new words. I could enjoy myself more if my friends were in the class.

16 / 05 / 2007

Hic sevmesem de yorvan yazmayı, kocamız istediğini yazıyorum. Üstelik bu sefer ayrıntılı yazacağım. Son öğrendiğimiz "kelimeyle başla" yazım; "undoubtedly" "Cesurca" demekmiş "Stir up" → bunlar da öğrendik. Bunlar gibi birkaç kelime de öğrendik. bu mesela.

Dersler bazen sıkıcı da olsa, sınıfta oturmaktan iyi. En azından kulak asinalığı oluyor bazı sözcüklere. Tabii bu da iyi bir şey zannınca.

Yararlı olacağını düşünüyorum

Though I don't like writing a criticism at all, I am doing it just because my teacher asks for it. Furthermore, I am going to write in detail this time. Let me start with the word we learned last, "undaunted". It means not discouraged by danger. We also learned "stir up". We learned more words like these, "bum" for example. The lessons are sometimes boring but it is better than sitting in the class doing nothing. We get acquainted with some words, at least. I think this is something good. I think it will be helpful for us.

Gülcan Gürsoy

Hem epeyceki hem de öğretici olabilir fakat  
çok kısa aralarda filmi durdurup uzun süre yorum  
yapınca sıkıcı olabilir. Filmde de bir şey anlam-  
dım. 2 derslik saatte yalnızca 5 dk'sini izleyebildik.  
Fakat tabii ki uygulamamız, ~~durup~~ kelime ezberler-  
mekten çok daha iyidir.

It may be both enjoyable and educative, but it becomes boring if the film is stopped often and we make guesses for a long time. And I did not understand anything. We could only watch five minutes of the film in two hours. But it is, of course, better than just memorizing words, without any practising.

05.04.07

Bugün altıyüzüze izledik. Bir kere <sup>perre</sup> daha "practising" de  
iyi olmadığımı anladım. Nihayet filmi ilk 15 dk'sini iz-  
leyebildik. Her detaylarını anlamasam da... Bunun yanında  
kelime de öğrendim. İlk sessiz izleyip sonra neter dediklerini  
tahmin ettiklerini kım püzeldi. Hani bizim bir conservasyon  
oluyordukumut. - -

We watched the film without subtitles today. I, once again, understood that I am not good at 'practising'. Thanks god, we could watch the first 15 minutes of the film. Though, I could not understand everything I heard... I learned some words,

however. The part we made guesses about what the people said after watching the film without sound was good. I mean, the one for which we wrote a conversation.

20.04.07

Birkaç kelime öğrendik. Bu bölümde çok fazla kelime yoktu böylece daha fazla film izlene şansımız oldu. Brutal, adversary, merciful gibi kelimeler öğrendik film gittiğe güttelengör.

We learned a few words. There were not too many words in this part. So, we had a chance to watch the film more. We learned words like brutal, adversary, merciful. The film is getting more interesting.

26.05.07

Bugün yine çok kelime yoktu. Blossom, draw, bet, mount, grant öğrendiğimiz kelimelerdir Blossom'la ilgili bir şiir öğrendik, etkileyiciydi;

A perfect blossom is a rare thing,  
You could spent your whole life looking for it,  
And it wouldn't be a wasted time.

There were not too many words today, again. The words we learned are blossom, draw, bet, mount and grant. We learned a poem about blossom. It was impressive.

27.04.07

Bugün film: bitirdik. Yine çok fazla kelime yoktu. Lure diye bir kelime öğrendik. Genel anlamda güzel bir çalışma oldu. Tekrar, kimi zaman sıkıcı dersler yerine kelime amaçlı film izlemeyi ben sevdim. Öğrendiğimiz kelimeler ayrıca akılda kalıcı oldu.



We finished watching the first film. Again, there were not too many words. We learned a word, lure. This was a good study in general. I liked watching films to learn words instead of lessons that are monotonous and boring from time to time. Moreover, the words we learned could be stored in our minds easily.

04.05.07

Yeni filme başladık ilk 10 dakasını izledik. Aced, banner, flunk, pillar, fervent kelimelerini öğrendik. Küçük bir kısmı sessiz izleyip sonra kendimiz bir dialog oluşturduk. Film de güzeldi. Öğrendiğimiz kelimelerden bu hafta kendimiz cümle kurmadık. Uopsak iyi olur. Bir kelimeyi öğrendikten sonra bir yerde kullanınca daha aklıda kalır olur.

We started watching another film. We watched the first ten minute-part of the film. We learned aced, banner, flunk, pillar and fervent. We watched one part without sound and then we wrote a dialogue for it. The film was good. We didn't write sentences with the words we learned this week. It would be good if we did. If we use the word we learn in a situation, it can be stored better in the mind.

Emine KUSCU

03/04/07

104.D-A NO=40

It was very nice day for me Our teacher who is good educated and talented practised with us. I didn't get bored. The film which was chosen was one of the most famous films. That has been shot recently. I think film affected me very much. I learn vocabularies Our teacher used them in sentences. So our brain worked in two ways visual and audio-visual. It helps children to keep vocabularies in their mind.

05.04.07

Today I was distracted by the interruptions because of the computer. In fact, it was better than the other day, we learnt some verbs like scalping. And also adjectives like dreadful, give some civilized. The next time, it will be better. Learning is very good. I believe I will learn more verbs and adjectives.

- 20/04/07

It was very good. Because we watched it without interval. Film scenes were effective. We learnt less words. There were not many words to learn. This gave us chance to film comfortably. I have never seen two words before. Damn and bayonet. I learnt their meanings. It is going better day by day. Verbs will remain for a long time. It will be like this, for the teacher gave us different examples.

27.04.07

The film ended. It was absolutely great. Moreover we learned many things about their culture. The last scene was very effective. I won't forget vocabularies. I learnt Blossom, betilure etc...

\_ 04 / 05 / 07

We watched a new film which is called Dead's poet society. Its scene is in school. There are a lot of students to gain their education there. Their rules are so strict. They have to obey all rules. If they don't obey the rules, they will be punished. While we were watching this film, we learnt different vocabularies flunk, ace, pillar like these. Pillar includes many meanings. We use them in different sentences.

It is a good way to learn vocabularies easily. They will retain my mind for a long period, I hope.

\_ 16 / 05 / 07

Today some of my friends were absent so the class was a little bit silent. And there was a problem with the electricity. But despite these, we had a good time. We went on doing the activities our teacher had prepared. We learnt some verbs and adverbs such as burn, twerp, abide, morose, strive, dare, constantly. We used the sentences in the film as example sentences and this helped me to write new sentences. I understood how effective visual and aural learning is once again. A person cannot forget the object he/she touches or sees.

## **APPENDIX C**

### **INTERVIEW QUESTIONS**

1. Do you like watching films?
2. What did you think when you heard that you were going to learn words while watching a film?
3. What do you think of your experience now?
4. Did you enjoy learning words while watching a film?
5. Was learning vocabulary with this technique easy or difficult?
6. Which techniques are usually used to teach new words by your teachers?
7. Which technique is more effective?
8. What do you normally do to keep new words in your memory?
9. Did this technique help you to keep new words better in your memory?
10. Do you think this technique can be improved? How?

## APPENDIX D

### INTERVIEWS WITH THE STUDENTS

The transcription symbols used here are adapted from Sinclair and Coulhard (1975) and can be seen below.

T: Teacher

L1, L2, L3: Identified Learner

? : Rising intonation

. : A falling

, : Silence

T : Do you like watching films?

L1: Yes, I like watching films.

T : What did you think when you heard that you are going to learn words while watching a film?

L1: I thought it would be wonderful.

T : You thought it would be wonderful.

L1: Yes.

T : What do you think of your experience now?

L1: It was good.

T : It was good.

L1: Yes.

T : Did you enjoy learning words while watching a film?

L1: Yes, but sometimes I got bored because of the some interruptions.

T : OK. Was learning vocabulary with this technique easy or difficult?

L1: Sometimes it was easy but sometimes it was so difficult.

T : What was difficult?

L1: Because we had no passages.

T : You had no passages.

L1: Yes.

T : OK. Which techniques are usually used to teach new words by your teachers?

L1: Writing and reading

T : Writing and reading?

L1 : Yes. I think....

T : For teaching vocabulary?

L1: Yes.

T : By your teachers, I mean.

L1: Doing exercises.

T : Doing exercises?

L1: Yes.

T : Do you usually use dictionaries, for example?

L1: No, I didn't.

T : You don't use them.

L1: Yes.

T : Which technique...

L1: The teacher told us.

T : Teacher told you the meanings of the words.

L1: Yes.

T : Which technique....

L1: She gave us.

T : Which technique is more effective? Learning with a film or teachers telling you?

L1: Learning with a film.

T : Learning with a film. Why?

L1: It is visual and we can listen to it very easily so I know...

T : Better.

L1: Yes, better.

T : What do you normally do to keep new words in your memory?

L1: Writing, writing helps me.

T : You write .....

L1: To keep it in my mind.

T : Writing helps you. OK. Did this technique help you to keep new words better in your memory?

L1: I believe it helps.

T : It helps.

L1: Yes.

T : How?

L1: How? I keep it easily.

T : Keep it easily....

L1: Yes, because I see it in the film.

T : Yes..

L1: So I remember. Pictures help me.

T : Pictures help you. The characters in the film, do they help you?

L1: Yes.

T : The story?

L1: Yes. Yes. If it is attractive, I can keep it in my mind very easily...

T : Did you find ...

L1: in a short time.

T : Did you find the films attractive?

L1: Yes, attractive.

T : Which one did you like most?

L1: The Last Samurai.

T : Why?

L1: Because it's included everything.

T : Everything?

L1: Everything.

T : You didn't like the other film so much.

L1: Yes. It was ordinary.

T : What about the vocabulary? Were the words difficult to learn?

L1: No it wasn't.

T : Thank you.

L1: Not important.

T : Do you like watching films?

L2: Yes, I do.

T : What did you think when you heard that you were going to learn words while watching a film?

L2: I was curious about this technique.

T : You were curious about the technique. What do you think of your experience now?

L2: It was useful.

T : It was useful. Did you enjoy learning words while watchinh a film?

L2: Yes, I did.

T : Was learning vocabulary with this technique easy or difficult?

L2: Usually it was... sometimes it was difficult... because... interruptions.

T : Because of interruptions.

L2: Yes.

T : Was there another problem? Were the words difficult to learn?

L2: Words were different. I haven't heard them before.

T : But could you learn them?

L2: Yes.

T : Which techniques are usually used to teach new words by your teachers?

L2: Using dictionary, making dialogues..

T : Yes..

L2: Work in pairs

T : Work in pairs. OK. Which technique is more effective, watching video and learning words or using dictionaries or writing dialogues?

L2: Writing dialogues.

T : writing dialogues is helpful. OK. What do you normally do to keep new words in your memory?

L2: I... I study writing.

T : You study writing. You write new words down?

L2: Yes.



T : Do you memorize them? Do you make lists?

L2: Yes.

T : Does it help you?

L2: Yes.

T : It helps you. What about watching a film and learning new words?

L2: It was enjoyable.

T : It was enjoyable. But does it help you to keep new words in your memory?

L2: Yes, yes.

T : Yes it does. Did this technique... Do you think this technique can be improved?

L2: Yes, it can be improved.

T : What can be done to improve it?

L2: the environment....

T : The environment?

L2: The environment is .....can be improved.

T : Can be improved?

L2: The sound system....

T : And what about the activities?

L2: Activities can be improved also.

T : What can be done? Can you give some examples?

L2: Maybe we can .....

T : Do you like watching films?

L3: Yes.

T : What did you think when you heard that you were going to learn words while watching a film?

L3: I thought it would be good.

T : What do you think of your experience now?

L3: It was good and enjoyable.

T : enjoyable. Did you have any difficulties while you were watching?

L3: No.

T : Did you enjoy learning words while watching a film?

L3: Yes.

T : Was learning vocabulary with this technique easy or difficult?

L3: It was easy.

T : It was easy. Which techniques are usually used to teach new words by your teachers?

L3: Actually they do not do many things. But maybe sometimes they give us worksheets.

T : Worksheets?

L3: Yes.

T : Which technique is more effective?

L3: That is good but I also write the words on the paper and I hang them on the wall. That is also good.

T : That is also good. What do you think of this technique when you compare it with hanging on the walls?

L3: It was better.

T : Better?

L3: Yes.

T : What do you normally do to keep new words in your memory?

L3: I... I do not do many things actually.

T : You do not do many things.

L3: Yes.

T : Did this technique help you to keep them in your mind?

L3: Yes.

T : How?

L3: It was easy to remember and it was enjoyable.

T : Did the characters or the story help you remember?

L3: Yes.

T : Do you think this technique can be improved?

L3: No, that is OK.

T: Thank you.

L3: You are welcome.

## **APPENDIX E**

### **ACTIVITIES PREPARED FOR THE WORDS TAUGHT**

#### **Handful:**

Students watch and listen to the movie and try to find out the narrator's opinion about the formation of Japan. The narrator's opinion is "Japan was made by a handful of brave man". The students try to guess the meaning of handful. Then, the teacher asks the learners to show what handful means using the water in glass. In the last step, students are asked to write a short paragraph in which they use handful.

#### **Centennial:**

Students listen to the musical instrument and the teacher asks them what it reminds to them. The list of possible choices is also written on the board. Then the teacher asks the students to watch the film and find a word which can be related with anniversary. After the students grasp centennial, they discuss what it means. They, then practise its pronunciation.

#### **Gallantry:**

Students watch and listen to the part in which Nathan Algren is called to the stage and introduced to the public with his army clothes carrying a gun and a medal of honor. Then, the film is stopped and the students are asked questions such as "What is this man doing?", "Why is he called a hero?", "Why do you think he got the medal of Honour?" etc. The students are expected to provide an answer in which they use the words brave, bravery, courage or courageous. If they cannot, the teacher can help them. Then, they are asked to watch the part again, this time focusing on finding a word which may have a similar meaning to bravery or courage. In the last step, the students look at the man and discuss whether gallantry is a suitable adjective for him or not.

**Gruesome:**

Students are given the sentence ‘Why many’s the time I have found myself surrounded by a swarm of angry hostiles with nothing but this rifle between me and a certain and .....death.’ They are asked to complete the sentence with an adjective. After their guesses, they watch the film and try to complete it from the film. If they cannot write ‘gruesome’, the teacher can show the film with subtitles. Later they are given adjectives such as ‘shocking’, ‘sickening’, ‘horrifying’, ‘wonderful’, ‘soothing’, and ‘refreshing’ and they are asked to choose the ones which can replace ‘gruesome’. In the last step, the students are asked to transform the sentence in a way so that ‘wonderful’ can be used instead of ‘gruesome’.

**Fearsome:**

The frame where Nathan Algren says “And let me tell you, folks, the red man is a fearsome enemy” is frozen and the students are asked questions such as “What kind of a look can you see on the man’s face?”, “What is he talking about?”, “Is it possible that he is talking about a war?”, “How would you feel if you were in the middle of a war and you are surrounded by enemies with their guns in their hands?”, “What kind of a look would you have on your face in such a situation?” etc. Then, the teacher gives the word ‘fearsome’ in a scrambled order and asks the learners to unscramble it. After finding the adjective, the students discuss the meaning of it and they check whether the man has a fearsome look on his face or not. The students are also asked to describe other situations where ‘fearsome’ can be used. In the last step, the students watch the scene and try to elicit with which word fearsome is used and for which situation it is used to describe.

**Flair:**

Students watch the part in which Nathan Algren has a conversation with a man without sound and they try to guess what they are talking about. After watching the part soundless, the students work in pairs to write a dialogue which might be

passing between these two men. Then, they share their dialogues with the class. After that, the students watch the part with sound this time and they compare their dialogues with the one they hear. Then, the teacher hands out the script of the conversation in the film, and asks the learners to find a word in the conversation which is a synonym of ability. They are expected to find 'flair'. In the last step, they act out the conversation between the two men in the film.

### **Commoner:**

While students are watching the film, the scene the emperor appears is frozen. Then, students are asked questions such as "Who is this man?", "What is his status?", "How do other people behave when they see him?" "What are the people living in a country other than the emperor named?" etc. They are expected to find the word 'commoner'. Then, the students watch the film to elicit 'commoner'.

### **Ritual:**

The men bowing are watched in the film and the students are asked why they are bowing. They are expected to find the word 'ritual'. They are explained that bowing heads is a ritual in Japan, if necessary. Then, they go on watching the men in the film talking to the emperor and are asked to find out what other things they do while talking to the emperor because they are rituals in Japan. In the last step, the students are asked to talk about things done as part of Turkish rituals.

### **Blossom:**

Students look at the scenery where Katsumato and Algren stand under a tree with blossoms, and are asked to describe what they see. In the next step, the sentences from the film "The perfect.....is a rare thing. You could spend your life looking for one, and it would not be a wasted life" are written on the board. Then, they are asked questions such as "What is the man talking about?", "What does he mean when he says a rare thing?" etc. If students cannot form the word, they

can be told to look for something purple in the film. After that, they listen to the film and complete the sentence. In the last step the students are asked to add some other sentences to the given ones so that it sounds like a poem.

### **Traitor:**

The students are given the word 'patriot' and asked to guess what it means. Then, they watch and listen to the part where they hear the word 'traitor'. They are asked whether they heard a word which may have a relation with 'patriot' or not. If they can elicit the word 'traitor', they are asked what the relation between 'patriot' and 'traitor' is. After the meaning of 'traitor' is clarified, the students are asked to define the character or behaviours of a traitor. They are also asked whether they think Katsumato is a real traitor or not.

### **Procession:**

Students watch the people walking in procession and are asked what those people in the film are doing. If they cannot find the word they listen to the film and elicit the word from the script of the film. Later, the students are asked to dream themselves in a situation where they have to walk in procession and describe what they see around them.

### **Banner:**

The students watch the part in the movie where the students carry banners in their hands. They are asked to describe what they see in the hands of the students in the film. In the next step, they watch more of the film to elicit the word from the movie. In the last step, the students are asked what a banner for their school would look like.

**Toll:**

The students watch and listen to the part where they hear the bells tolling. Then, the film is shut down and they are asked to picture the scenery as possible as they can remember. They are expected to mention the bells tolling. If they cannot, they can watch the part again, this time being directed to listening more carefully to the background noise in the film. In the last step, the students are asked to write a story in which they use the word ‘toll’.

**Decadence:**

The students are given the word ‘decadence’ and asked to pronounce it. In the next step they watch the film focusing on the word’s pronunciation. Then, they practise its pronunciation. They are also asked to guess its meaning. Then, they will use their dictionaries to check its meaning and its phonetic transcription.

**Ace – Flunk:**

The students watch the film and try to write down what they hear. They are expected to write ‘Meeks aced Latin. I didn’t quite flunk English’. Then the students watch the film with subtitles, and compare their sentences with the original ones. They try to guess the meanings of the words. They are, then, given the words ‘succeed’ and ‘fail’ to match with ‘ace’ and ‘flunk’. Then, they are asked to talk about lessons which they aced and flunked in the previous term.

**Dispute:**

The students watch the conversation between Neil and his father soundless. They try to guess what the conversation is about. In the next step, the students are given the word ‘argue’ and write a dialogue where Neil and his father arguing about Neil’s being the assistant editor of the school’s annual. After they write their dialogues, they act them out in the class. Then, they watch the part of the film again

and compare their dialogues with the one they hear. Then, they are asked to find the word used in the film instead of 'argue'.

### **Lose Sleep Over Something:**

The students are given the phrase 'lose sleep over something' and asked to guess what it means. Then, they watch the part where the phrase is used and try to guess what it means. After they make the correct guess, they are asked to create a situation in which they can use this phrase as a piece of advice.

### **Flock:**

The students watch the film where they see a flock of birds flying, and are asked questions such as "What do you see?", "What are the birds doing?", "Are they flying alone?" etc. They are expected to use flock in their answers. If they cannot find the word, the teacher can help them. In the last step, they are asked to write a poem in which 'a flock of birds' is used.

### **Rip:**

The students watch the film without sound, and are asked to guess what the teacher is ordering the students. In the next step they watch it with sound and check whether their guesses are correct or not. They are expected to elicit the word 'rip'. They are, then, asked to utter which preposition is used with rip. In the last step, the students are asked to write or draw something in their notebooks which will make them feel the necessity to rip that page out. The students write or draw something in their notebooks and then they rip that out. After they have done this, the teacher asks why they ripped the page out.



**Undaunted:**

Two lines “Oh, to struggle against great odds. To meet enemies .....” from the film are written on the board, and the students are asked to complete it with an adjective. Then, the letters of daunted are distributed to different students and they are asked to come together to form the adjective with the letters they have. Then, they watch the film and check whether the word they formed is the same with the one they hear in the film. In the last step, the students are given adjectives such as ‘friendly’, ‘boldly’, and ‘excited’. They are, then, asked to find which of them a synonym of the word ‘undaunted’ is.

## KİŞİSEL BİLGİLER

**Adı Soyadı : Nefise GÜÇLÜ KALE**

**Doğum Yeri : Fethiye / Muğla**

**Doğum Yılı : 23.03.1975**

**Medeni Hali : Evli**

## EĞİTİM VE AKADEMİK BİLGİLER

**Lise 1991-1993 : Fethiye Lisesi**

**Lisans 1993-1997 : Hacettepe Üniversitesi İngilizce Öğretmenliği Bölümü**

**Yabancı Dil : İngilizce**

## MESLEKİ BİLGİLER

**2006-2010 : Fethiye Mehmet Erdoğan Anadolu Lisesi**

**2003-2006 : Köyceğiz Anadolu Lisesi**

**2002-2003 : Fethiye Çalca İlköğretim Okulu**

**1997 -2002 : Siirt Lisesi**