THE EFFECTS OF AUTHENTIC AND INTERACTIVE VIDEO TASKS ON STUDENTS' EXTRA LISTENING PRACTICES

A THESIS SUBMITTED TO THE

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

OF

BAHÇEŞEHIR UNIVERSITY

BY

Neslihan KAYNAR

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS IN THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY

JUNE, 2019

Approval of the Graduate School of Educational Sciences

Assist. Prof. Enisa MEDE

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assist. Prof. Yavuz SAMUR

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Dr. Olgun SADIK

Supervisor

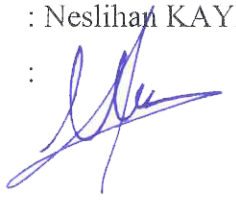
Examining Committee Members

Dr. Olgun SADIK	(INONU, CEIT)
Dr. Ergün AKGÜN	(BAU, DE)
Dr. Mustafa POLAT	(BAU, ELT)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : Neslihan KAYNAR

Signature :



ABSTRACT

THE EFFECTS OF AUTHENTIC AND INTERACTIVE VIDEO TASKS ON STUDENTS' EXTRA LISTENING PRACTICES

Kaynar, Neslihan
Master's Thesis, Master's Program in Educational Technology
Supervisor: Dr. Olgun Sadık

June 2019, 74 Pages

The primary goal of this study is to examine the effects of authentic and interactive video tasks on English as a Foreign Language (EFL) learners' listening practices, perceptions (interest and enjoyment level) regarding using multimedia learning in improving their listening skills. The study involved 15 students from the preparatory school of a university in Turkey. To analyze the effects of authentic and interactive video tasks, a pretest and a post-test were given to the students. Authentic and interactive videos that the students can watch and at the same time answer different types of questions were assigned by the researcher in a weekly program throughout seven weeks. To collect data, at the end of the each video, the students' perceptions were asked about their experiences. After the implementation, a questionnaire was applied to understand the students' overall perceptions (interest and enjoyment level) regarding the multimedia learning experience. Furthermore, follow up semi-structured interviews were conducted with 12 students to enrich and triangulate the data. The results of the study show that authentic and interactive video tasks created a positive effect on students' listening practices and influenced their perceptions (interest and enjoyment level) positively. The study results suggest that most of the students who participated in this research found watching these videos out of the classroom appealing and useful for improving their listening skills.

Keywords: Interactive Videos, Multimedia, Authenticity, Listening

ÖZ

ÖZGÜN VE ETKİLEŞİMLİ VİDEO ALIŞTIRMALARININ ÖĞRENCİLERİN İNGİLİZCE DİNLEME UYGULAMALARI ÜZERİNDEKİ ETKİLERİ

Kaynar, Neslihan
Yüksek Lisans, Eğitim Teknolojileri Yüksek Lisans Programı
Tez Yöneticisi: Dr. Olgun Sadık

Haziran 2019, 74 sayfa

Bu çalışmanın temel amacı, özgün ve etkileşimli video alıştırmalarının üniversite hazırlık programındaki öğrencilerin dinleme uygulamaları ve algıları üzerindeki etkilerini çoklu ortam öğrenimi ve özgünlük açısından incelemektir. Çalışma Türkiye'deki bir üniversitenin hazırlık okulunda öğrenim gören 15 öğrenciyi kapsamaktadır. Bu video alıştırmalarının etkilerini araştırmak için öğrencilere ön-test ve son-test uygulanmışır. Bu videolar, araştırmacı tarafından yedi hafta boyunca öğrencilere alıştırma olarak verilmiştir. Her videonun sonunda, öğrencilere video deneyimleri hakkındaki görüşleri sorulmuştur. Uygulamadan sonra, Çoklu Ortam Teorisi ışığında uyarlanmış, öğrencilerin ilgiseviyelerini ölçmek için bir anket uygulanmıştır. Nitel verilerin toplanması için 12 öğrenci ile yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmanın sonuçları, Çoklu Ortam Kuramı ışığında hazırlanan ve belirli öğrenme ilkeleri ile desteklenen özgün etkileşimli video alıştırmalarının, öğrencilerin dinleme uygulamaları üzerinde olumlu bir etki yarattığını göstermektedir. Çalışma sonuçları aynı zamanda ders temalarıyla uyumlu videolar izlemenin öğrencilerin görüşlerini olumlu bir şekilde etkilediğini göstermektedir. Öğrencilerin çoğu, bu videoları ilgi çekici ve yararlı bulduklarını ifade etmişler, son değerlendirme sonuçlarında öğrencilerin dinleme puanları üzerinde artış görülmüştür.

Anahter Kelimeler: Etkileşimli videolar, Çoklu Ortam, Özgünlük, Motivasyon, Dinleme

ACKNOWLEDGEMENTS

I would like to express my gratitude to the people for their contributions to this study and assist me to get better results of quality.

First of all, I would like to express my sincere gratitude to my advisor, Dr. Olgun Sadık for his endless support and understanding. During this process, he consistently allowed this paper to be my own work, encouraged and motivated me in the right the direction.

In addition, I would like to thank the rest of my thesis committee, Dr. Yavuz Samur and Dr. Mustafa Polat for their contribution.

Finally, I would like to thank my family, friends, colleagues and students for providing me unfailing support throughout this process.

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

Chapter 1
Introduction

This chapter contains theoretical framework, statement of problem, purpose of the study, research questions and significance of the study.

Educational technology includes a great number of beneficial tools and resources. Examples of those tools and resources include electronic books (Embong, Noor, Rafek, Othman, Zarina & Khalid, 2014), videos, artificial intelligence (Drigas & Ioannidou, 2011), augmented and virtual reality applications (Gonzalez, 2017) and so on. According to the report of National Science Board (2018), technology integration became an important issue for both teachers and students as it provides a wide range of tools in many different practices such as online courses and computer-based assessment tools and the number of students using technology tools is increasing. The report states that 58% of students in the USA use their own device and %32 of them uses school laptops while the other students use school tablets (14%). A report on digital reading by OECD (2015), shows that the students who read online become more successful in reading generally. According to OECD report (2015), %70.7 of students in Turkey has computer access while %48.7 of students can use computer at school.

Understanding the benefits of educational technology has been one of the intriguing topics in the education field. Assumptions, questions, solutions, methods, and paradigms in educational technology research have been evolving (Savenye & Robinson, 2004; Spector, Merrill, Elen, & Bishop, (2014). For example, Savenye and Robinson (2004) emphasized that the use of e-learning environments in education created a strong effect on students and teachers. In a more recent study, educational technology tools improved students' vocabulary acquisition and enhanced their language learning (BavaHarji, Alavi, & Letchumanan, 2014).

Based on research in the field, teachers came across to many new approaches and techniques with the use of computers and mobile technologies for educational purposes. These advances in technology over the last decades have also offered a path to language teachers to discover new approaches and techniques of teaching languages with many new technology tools. Some technologies include e-books, online

assessment tools and multimedia tools such as videos. Using videos in language classes still is an emerging research topic with interactivity features embedded in videos because ordinary video platforms may not provide learners to get involved in the content of the video (Agarwala, Hsiao, Chae & Natriello, 2012). In this sense, researchers aim to explore new methods and tools that create best learning outcomes in a language learning classroom environment. Therefore, video technologies have been started to turn into a new media known as interactive video which learners can answer the questions while watching a video segment. Within these tools, authentic and interactive videos are one of the most frequently used multimedia tools. In the context of this study, authentic refers to "samples that reflect a naturalness of form and an appropriateness of cultural and in situational contexts that would be found in the language as used by native speakers" (Rogers, Medley, 1988, p. 468). The other term is interactive video which means "a video delivery system capable of full two-way audio and video interconnection between two or more sites" (Lehman, 2006). Authentic and interactive videos have been accepted as a useful resource for language learning because they offer communicative contexts which learners may feel reality and enhance communication skills (Stempleski, 1992; Rammal, 2006; Stigler et al., 2015). Advances in technology over the last decades have especially suggested tools and resources to improve students' listening skills in language learning. For example, Xiaoqiong and Xianxing (2008) studied on the effect of technology on students' motivation and listening comprehension. The research shows that the students got motivated at the end of the study and their listening comprehension skills were influenced positively. Another study applied on the use of computer-based software in teaching the listening skill shows that the students performed a great achievement on listening at the end of the research process (Yusof, 2012). Listening is one of the key elements in communication (Spearritt, 1962). According to Meskill (1996), computer instruction including audio and video helps students learn a language through personalized instruction. Meskill (1996) researched on the relationship between listening skills and a language environment supported by multimedia. In this sense, this study aims to explore the effects of authentic and interactive videos on students' listening practices multimedia learning and authenticity and learn their perceptions.

1.1 Theoretical Framework

With the development of educational technologies, learners are presented new learning opportunities. In the 21st century, with the advancements in computers, learners can reach information and open educational resources (Cronin, 2017; Smyth et al., 2016) and they have opportunities to manage their own learning anytime (Hepp, Hinostroza, Laval, & Rehbein, 2004). This is called Computer Assisted Language Learning (CALL). CALL offers tools and strategies to make learning more motivational and inspiring in student centered environments (Condrat, 2014). According to Lee (2000), there are reasons why CALL is being used in language learning and teaching. CALL provides learners opportunities to learn by doing (Dewey, 1938), increases students' level of motivation, and contributes students' achievement by giving them a chance to be more interactive and independence from a single source of information. Furthermore, according to Kozma (e.g., 1991, 1994) and Chris Dede (e.g., 1996), computers may possess properties or facilities that may precisely alter the nature of teaching and learning. The researchers in the English Language Teaching (ELT) field have been explained the reasons why CALL created a different path in the learning and teaching processes. (Levy, 1997). According to Fotos, S., & Browne, C. M. (2013), CALL is a method which helps students improve both accuracy and fluency in the target language by increasing their motivation level. One of the most significant steps in CALL is use of multimedia with interactivity in language teaching and learning processes, and its effects on learning. (Almekhlafi, 2006).

Multimedia Learning firstly has been explained by Mayer (2009) and it has been directly grounded on the principle that states "people can learn more deeply from words and pictures than from words alone" (p.47). According to Kılıçkaya and Karjka (2010), multimedia provides language learning environments by increasing students' autonomy level and motivation with various learning strategies. Furthermore, when the students' visual and auditory senses are activated, they may have a more entertaining and promoting language learning environment (Kayaoğlu, Akbaş & Öztürk, 2011). Therefore, messages delivered by the teacher for the instructional purposes should be designed according to the way our mind works and also they

should be congruent with the way we learn (Mayer, 2009). According to Sweller's (1990) cognitive load theory and Mayer's (2009; Mayer & Moreno, 2003) cognitive theory of multimedia learning, learner's cognitive processing capacity has three different demands, which are (a) extraneous processing, (b) essential processing and (c) generative processing. During extraneous processing, learner struggles with the poor instructional design such as locating an illustration on one page and the caption describing it on a different page, which results in confusion. (Mayer, 2001; Mayer & Moreno, 2003). The second one is essential processing. According to Mayer (2005), "essential overload occurs when the amount of essential cognitive processing required by the multimedia instructional message exceeds the learner's cognitive capacity" (p.169). For example, when learners are in the process of understanding a difficult context, such as the process of lightning storm, they need to use a a great amount of cognitive processing. The third one is generative processing. Generative processing is the cognitive process that learners make an effort to understand the presented material and processing it deeply by the motivation. In this process, learner makes extra effort to comprehend the material by looking for inconsistencies with their background knowledge. In addition to three demands, Mayer (2009) also discusses that only combining visuals with the text is not enough for better understanding input. When they are not used properly with the suitable principles, they may cause cognitive overload while the input is processed in the brain.

1.1.1 Three assumptions of generative theory of multimedia learning. Before explaining Multimedia Learning principles, the three cognitive theories of multimedia learning related to human information processing system need to be explained to understand how human beings perceive input. The first principle is Dual Channel Principle presented by Paivio (1990). According to Dual Channel Principle, which is closely associated with Baddeley's model of working memory (1999), human-beings have different channels in order to process two presentation modes (verbal/ nonverbal) and sensory modalities which are auditory or visual (Paivio, 1990). The second cognitive principle is limited capacity stating that people's working memory is finite in the process of information within each channel. The channels have limited capacity and limited time when they keep information (Baddeley, 1986 & Sweller, 1999). For

this reason, too much information can result in cognitive overload in people's memory. The last cognitive principle of multimedia learning is active processing. This principle states that people need three different processes to learn actively which are collection, organization and integration of new information when both verbal and pictorial information is processed in working memory at concurrently. (Mayer, 2009; Mayer & Wittrock, 2006; Wittrock, 1989).

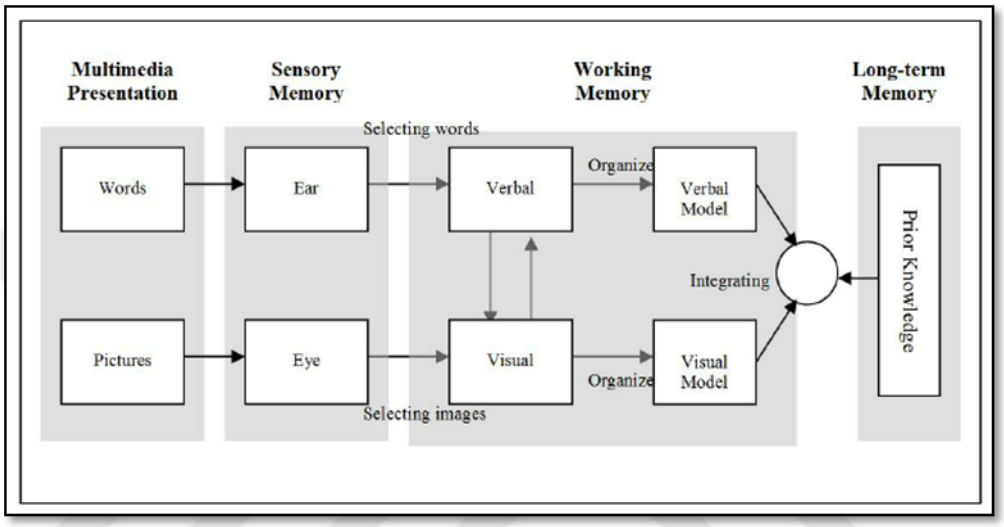


Figure 1. Mayer's cognitive theory of multimedia learning (Mayer, Heiser, & Lonn, 2001, p. 190).

According to Mayer and Moreno (1998), outcomes of the multimedia principles have been interrogated by researchers and practitioners because of the fact that many problems have been emerged with the use of multimedia in learning environments. For example, if multimedia learning principles are not applied according to the way human mind works, it can cause cognitive overload in learner's brain. (Mayer, 2009). In order to resolve these problems, Mayer and Moreno (1998) also claimed that using instructional technology with the help of research-based theory effectively will serve the educators to track students' learning processes.

1.1.2 Theoretically grounded and evidence-based principles for the design of multimedia instruction. Mayer (2009) asserted that studies conducted on multimedia instructions should be theory-grounded and evidence based. In order to make the instruction more effective through multimedia learning, Mayer (2009)

presents twelve principles based on more than almost 100 empirical studies and grounded on three types of cognitive load (p.406-411).

Twelve Multimedia Learning Principles are:

1. **"Coherence Principle** – People learn better when extraneous material is excluded rather than included.
2. **Signaling Principle –** People learn better when cues that highlight the organization of the essential material are added.
3. **Redundancy Principle** – People learn better from graphics and narration than from graphics, narration, and printed text.
4. **Spatial Contiguity Principle** – People learn better when corresponding words and pictures are placed near each other rather than far from each other on the page or screen.
5. **Temporal Contiguity Principle** – People learn better when corresponding words and pictures are presented at the same time rather than in succession.
6. **Segmenting Principle** – People learn better when a multimedia lesson is presented in user-paced segments rather than as a continuous unit.
7. **Pre-training Principle** – People learn more deeply from a multimedia message when they receive pre-training in the names and characteristics of key components.
8. **Modality Principle** – People learn better from graphics and narration than from graphics and printed text.
9. **Multimedia Principle** – People learn better from words and pictures than from words alone.
10. **Personalization Principle** – People learn better from a multimedia presentation when the words are in conversational style rather than in formal style.
11. **Voice Principle –** People learn better when the words in a multimedia message are spoken by a friendly human voice rather than a machine voice.
12. **Image Principle –** People do not necessarily learn more deeply from a multimedia presentation when the speaker's image is on the screen rather than not on the screen." (p.406-411).

Personalization, pre-training and voice principle are provided in detail as they are used as a part of this study to support multimedia learning through authentic and interactive videos. Pre-training principle mainly focuses on the importance of knowing the names and characteristics of a subject before the implementation of multimedia lesson (Mayer, 2009). According to Mayer's experiments (2009), 13 out of 16 studies have been confirmed in terms of pre-training principle. In this research, the students had ten class hours pre-training before watching the authentic-interactive videos. On the other hand, within the scope of evidence-based research, Mayer (2009) carried out many studies on fostering generative processes by using personalization principle and voice principle of multimedia learning. It has been found out that the effect of personalization principle on learning was confirmed by 14 studies out of 17 while the effect of voice principle on learning was tested and confirmed by five of six studies.

Mayer studied on the "social cues such as speaker's voice or conversational style or on screen agent's humanlike gesturing" and found out that they promote activation of a social response in the learners by motivating them to make an effort to "select, organize, and integrate incoming information" (p.346). Mayer and Moreno (2004) stated that these "social cues create a feeling of social presence" which make learners feel "in a real environment, which results in better learning outcomes" (p.347). For this reason, all the video materials used in this study included "human voice" rather than robot voice and all of the videos were authentic in which native speakers produce.

One of these social cues is the personalization principle. Mayer, Fennell, Farmer, and Campbell (2004) conducted a study on the personalization effect of multimedia learning. In the research, the participants were 62 college students. 29 of participants took part in the personalized group while 33 of them took part in the non-personalized group. The students were given a narrated animation about the way human respiratory system works with a personalized and non-personalized version. In the non-personalized narration, formal style was used to explain the subject while conversational style was used for the personalized narration (Mayer, 2005). Three experiments of the research indicate that the students who were in the personalized group performed better and got considerably higher scores on transfer tests. However, their scores were not better than the students who were applied non-personalized version on the retention tests. Nevertheless, it can be concluded that the results of the

study compliant with the cognitive theory of multimedia learning and personalization principle provided an opportunity to the students to process the material in an active way (Mayer, Fennell, Farmer, & Campbell, 2004).

The other social cue is the voice principle which is also related to the personalization principle of multimedia learning. A study was conducted about the life cycle of stars with 59 Turkish students at a college (Kartal, 2010). The researcher aimed to investigate the "relationship between learning outcomes and styles of language with varying degrees of personalization" (Kartal, 2010, p.620). Kartal (2010) researched about the effect of machine voice and human in a computer based multimedia lesson. The researcher used a cartoon character called Peddy that spoke with a human voice and machine voice in the study to test students' performances. The results of the study were in accordance with Cognitive Theory of Multimedia Learning. The experiments show that the students who were in the group that human voice was used during instruction performed better in the tests rather than the students who had multimedia lessons implemented with a machine voice instruction.

1.1.3 Authenticity & authentic language learning in multimedia. Authenticity is a term related to real world language presented by a native speaker by transferring message. (Morrow 1977; Porter & Roberts 1981; Benson & Voller 1996). Rogers and Medley (1988) state that the focus of authentic language is not the source itself or the purpose of instrument. Instead, authentic language deals with how language presented appropriately and in a natural way.

Herrington (2007) and Lombardi (2007) pointed out that authentic learning has attracted contemporary educators' attention who see it as an opportunity to help the acquisition of fruitful knowledge used for real-world for more than 20 years. Herrington and Oliver (2000) promoted the authentic learning environment model as an instructional system model is similar to Gagne's Nine Events of Instruction Model (Gagné, Briggs, & Wager, 1992). Then, they adapted it to e-learning environments and reached positive results (Herrington & Oliver, 2003).

Authentic tasks aim students to acquire various skills by practicing real-world language with the purposeful and meaningful tasks. (Brown, 1989). For example, Thanajaro (2000) carried out a research to investigate how authentic materials influence learners' listening skills in the English as a Second Language (ESL) setting.

The researcher collected data through interviews and classroom observations. The results showed that the use of authentic materials in ESL classrooms created a positive effect on language learning motivation. In another study, Maneekul (2002) applied a study on use of authentic material and tasks to improve listening skill of undergraduate students. The study concluded that students' listening skills developed considerably when authentic materials and tasks from native speaker's videos were used. In another study, Weyers (1999) investigated the effects of authentic videos on students' listening comprehension and communicative competence. In that research, university level students from Spanish classes were the group of participants as a control and experimental group. The experimental group was asked to watch 13 episodes of a Spanish drama. At the end of the research, it has been concluded from pre-tests and post-tests that experimental group performed better in listening comprehension and communicative competence. On the other hand, while designing authentic learning environments, using real-world materials with simple tasks is not enough to present the related context effectively. The contexts should motivate students (e.g., Brown et al., 1989; Honebein, Duffy, & Fishman, 1993; Reeves & Reeves, 1997).

With the major contributions that Internet technology has brought into language classes, use of authentic multimedia materials in language classes has increased (Güngören, 2013). In this sense, authentic learning can be used in multimedia activities because of the fact that it presents real-world learning environment and a whole product constituted by the integration of audiovisual tools to increase the permanency. In addition to this, these environments can provide a more engaging learning process for learners as they touch different senses (Güngören, 2013). Many researchers have showed that use of multimedia in language learning creates positive effects as multimedia tools provide authentic and rich comprehensible input (Ruane, 1989). For instance, Gough (1993) compared real world listening and classroom listening and highlighted that real word listening has an unpredictable context and unique characteristics while classroom listening is designed for evaluation of a task by the teacher based on a specific purpose. (Brett, 1995; Egbert & Jessup, 1996; Khalid, 2001). According to Akkoyunlu and Yılmaz (2005), learning environments prepared with multimedia promote authentic learning. It has been stated that authentic learning

activities need to be organized interrelatedly within a period of time and they need to be discovered and completed by the students to reach the learning outcomes

1.2 Statement of the Problem

Studies carried out in multimedia contexts have generally used short videos (Markham & Peter, 2003; Montero Perez, Peters, & Desmet, 2014) or videos designed for language learning overall (Chung, 1999). However, research efforts have been going on to figure out the ways to improve language learning through interactive videos. Although interactive videos have been in use, they have not received much interest in instructional settings (Clothier, 2013).

In this research study, listening skills course in an English as a Foreign Language (EFL) context is taught on ten lessons weekly at the preparatory school of a private university in Turkey. According to researcher's and other instructors' self-reported concerns in the institution, use of target language (English) is limited to the classroom environment and learners do not have practice opportunities out of the school. It has been also observed by the researcher, who conducted this study, the students have difficulty in understanding English while they listen during the class hours. The students' placement exams and in-class practice results also correspond to the researcher's observations. Listening skill is challenging because ''learners have limited control over the rate of ''input'' and ''spoken language does not have clear word boundaries'' (Schmitt, 2000). In order to provide an additional listening practice, authentic and interactive video tasks were designed and conducted in this research based on the guidelines specified in the light Multimedia Learning Theory (Mayer, 1997 & 2001). This theory implies that individuals perceive "better from words and pictures rather than from words alone" (p.47) because students may construct both pictorial mental and verbal models together when information is presented through dual channels (Mayer, 2000). Mayer (2000) previously stated that these design principles based on the grounded theory and the visual items were used for decorative purposes by educators, not for instructional purposes. Moreover, the number of the research focusing on the implications of multimedia learning design principles is not enough in the educational video context although it has been proved that applying them is beneficial for students' learning process (Clark & Mayer, 2008; Mayer,

Moreno, Boire, & Vagge, 1999). To support multimedia instruction, the videos used in this research were chosen to provide authentic and interactive materials for students' use. Authentic videos have many advantages for students such as serving rich cultural content, presenting real language and meeting learners' needs (Richard, 2001).

In this context, regarding the Multimedia Learning, authentic and interactive video tasks may offer opportunities students to practice on their listening skills and also motivate them to listen to authentic resources to internalize language learning process within this framework.

1.3 Purpose of the Study

This study aims to find out how authentic and interactive video tasks grounded by Multimedia Learning Theory affect students' listening practices and their perceptions and intentions at the preparatory school of a university in İstanbul, Turkey. It is also expected to present practical research findings based on the integration of authentic and interactive video tasks to English Language teachers that employ the video in their classrooms successfully. In order to increase the reliability and validity of the research**,** mixed method research design was applied. To achieve the requirements of the mixed method and validate the study, the data was collected, analyzed, and interpreted according to both qualitative and quantitative research method techniques (Cresswell, 2017).

In this study, the data was collected via pre and post-tests and analyzed descriptively as well as the results obtained from an adapted questionnaire including 13 items that explore students' authentic and interactive video experiences out of the class. Moreover, students' performances and grades on the each video were recorded on the web tool and analyzed in a weekly program. When it comes to qualitative aspect of the research, at the end of the each video, the students were asked their opinions on the videos to get the immediate feedback from them. These responses were also analyzed thematically. To support the qualitative data, it was focused on the results obtained via semi-structured interviews conducted with 12 students who took part in the research.

1.4 Research Questions

The study addressed the following questions:

1. How are authentic and interactive video tasks affecting students' listening practices in English?
2. What are the students' perceptions about the use of authentic and interactive video tasks for listening practices in English?

1.5 Significance of the Study

This study presents an insight on the use of Mayer's Multimedia Learning Principle and students' extra listening practices through the authentic and interactive video tasks prepared on a web 0.2 tool, Edpuzzle. The study aims to investigate students' opinions about the use of these videos watched out-of classroom in terms of Multimedia Learning and authenticity. Considering great benefits and challenges of use of authentic and interactive video tasks in EFL classrooms these days, this paper examines the effects of these tasks on students' listening practices and perceptions. (interest and enjoyment level). The study may also contribute to the other studies conducted on the use of authentic and interactive videos in the university level in Turkey. It may provide useful strategies for teachers in the university setting such as motivating to create their own interactive video materials using authentic videos providing language in a contextualized way and drawing students' attention by increasing their interest and enjoyment level (Ruane, 1989). Furthermore, the outcome of this study may help language teachers to utilize these materials effectively both in-class and out-class activities to provide their students' extra listening practices on different themes that they follow while improving listening skills such as interpreting messages, and also sub-skills such as listening for gist or listening for specific information. This study also may provide ideas for teacher researchers in Educational Technology and English Language Teaching fields to carry out similar researches and contribute to the literature.

Chapter 2
Literature Review

2.1 Multimedia Learning

The term was first explained by Mayer (2009) as, "people can learn more deeply from words and pictures than from words alone, which has been also called the multimedia principle" (Fletcher & Tobias, 2005; Mayer, 2009. p.47). "Learning is facilitated when the graphics and text work together to communicate the instructional message" (Clark, R. & Mayer, R. E., 2008, p74). Hooper and Reinartz (2002) defined multimedia as "a combination of two or more media into a single coherent message" and "refers to software that contains combination of text, graphics, animation, video or other audio" (p.308). In this study, based on previous definitions, multimedia learning is a form of learning including presentation of information in a verbal form, written or spoken text. It is based on the use of different sources such as audio, video or animation accordingly in education regarding cognitive processes of human mind.

2.2 Multimedia and Language Learning

Through the developments of multimedia learning, studies have been inclined to search for the effects of multimedia tools on learning. Furthermore, video materials including both audios and visuals support second language learning. (Silverman, 2013). Many studies have been also implemented on science of learning and science of instruction. (Mayer, 2000). For instance, Ni (2017) conducted a study about the results of English listening teaching assisted by computer multimedia with university students in China. The researcher used questionnaires to learn students' ideas about use of multimedia in listening comprehension. The researcher found out that vision feature in the videos assist students to understand the context better. Moreover, it has been concluded that students who participated in the study found the presentation of information coming from textbook boring. The students addressed that the video materials used in the research were more interesting than traditional materials, which provided more active language learning opportunities to the students. On the other hand, the researcher (Ni, 2017) pointed out that video materials were not suitable for some students who had weak self-control ability as their attention was splitted.

Another research conducted by Chun and Plass (1996) showed that reading comprehension and vocabulary learning were improved through multimedia annotations which are the notes added to a text or diagram. After choosing 36 target words, the researchers put them into three annotation types: text only, text and picture, and text and video. 160 German university learners in the research read the text including target words chosen. At the end of the research, the researchers found out that text and picture were more effective than text only in vocabulary learning process.

Another research was conducted with the engineering students on the effects of e-learning environments supported by multimedia. The researchers used two different groups in the research. First one is the control group in which only text and statics graphics included while the second group is the experiment group in which text animated graphics and text animated graphics and audio. The researchers found out that multimedia integration created a positive effect on the process of e-learning. However, it was concluded that there is not very significant difference between two groups in terms of their scores and use of text animation only, text animation and audio influenced learners differently as they have different cognitive styles (Chikasha, Petegem, Boullart & Valcke, 2007).

2.3 Videos in Language Learning

Videos are the functional materials that motivate students to increase their academic success if they are used appropriately according to the goals of instruction process (Thorpe, 2006). With the drastic improvement of technology, videos have been widely used in education as they enhance teaching activities (Clark, 2013). Heinich, Molenda, Russell & Smaldino (2002) specified the roles of videos in education. The researchers explained the roles as following: (a) videos present a concrete referent for ideas; (b) they draw students' attention by activating emotions; (c) they make the challenging issues more understandable for learners by simplifying information; (d) they give opportunities to be understood spoken and written verbal information through visuals (p.112). Furthermore, White, Easton and Anderson (2000) indicated that videos are beneficial for students as they help students comprehend complex concepts which are difficult to define verbally. In addition, videos are valuable learning materials for learners because they help them enhance themselves in

many ways. For example, they contribute students learning experiences by increasing their motivational level and enabling them situations that they may develop their creative thinking skills (Harmer, 2006). In another research, the role of digital videos in language acquisition was investigated through seven hypothesis. The researcher stated that digital videos played a significant role in the process of creating a friendly learning environment (Tschirner, 2001).

Throughout education history, teachers have been inclined to use traditional ways of teaching. This approach needs just the existence of students and teachers in a classroom with instructions. However, in today's world, digital technology created an intense influence on education and how it should be applied regarding future generation's expectations (Salavati, 2013). Film and videos have been used as influential components in classroom instruction since 1950 (Marchionini, 2003). Mathew and Alidmat (2013) highlighted that video materials play a positive role in the process of understanding lessons by learners. The other researcher Hu (2006) emphasized that videos are always beneficial for students because they do not only focus on listening to the characters in the video. At the same time, they see non-verbal expressions of the characters.

According to AI Seghayer (2001), when multimedia instruction is supported with different interactive environments, language skills such as reading, listening or speaking become more motivating and enjoyable. Many studies show that using interactive video improved students' learning process and created fruitful learning outcomes (Donkor, 2010). Donkor conducted an experimental study on the effectiveness of video-based materials and traditional teaching materials with 73 students who study at the technical institutions. Donkor (2010) found out that video materials are more proper in terms of pedagogy if they are benefited from as distance education materials than the traditional instruction materials. Donkor (2011) also stated in another research that students' motivation and interests increase when video materials are prepared carefully regarding the all elements such as content, sound and images. Moreover, Donkor (2011) did a research about the effects of teaching tools consisting of video materials on students' acceptance and feelings in learning environment. 71 participants attended from three study centers. The researcher highlighted that video materials are useful for students in the process of acquisition

practical skills. Another study applied by Jones (2003) revealed that verbal and visual annotations resulted in better learning outcomes in listening as the students in the research stated that they can remember and recall information when these two input are provided together. On the other hand, Sejdiu (2017) states that all studies conducted in the multimedia field do not approve that instruction supported by multimedia is more effective than traditional teaching regarding listening comprehension.

According to Prensky (2012), videos would replace most of the reading activities in education in the future. Therefore, teachers should benefit from short videos extensively in their classroom. Using videos become more important where there is a need for observing and practicing real life skills. Hearing, listening, reading and writing the target language is crucial to develop students' experiences in that language (Ybarra & Green, 2004). Brand, Favazza and Dalton (2012) also explain that technology helps learners to achieve learning outcomes through the differences in their abilities such as hearing, moving or perceiving English.

Among the technological media, video is an effective teaching tool when used properly (Hartsell & Yuen, 2006; Shephard, 2003). Videos provide learners opportunities to see the paralinguistic behaviors such as facial expressions and gestures so that they can see the use of real language in specific contexts (Harmer, 2007). Another study about the method of using videos as a way of teaching was conducted with 75 male students by Dehaki in 2017. The researchers investigated about the effects of videos on listening and also students' attitudes. In the study, it has been concluded that participants who involved in video watching performed better in listening comprehension activities and showed positive attitude towards listening.

2.4 Interactive Videos in Language Learning

The revolution of the videos contributed to a variety in language education. One of these innovations helping the quality of learning outcomes is interactive video which provides new opportunities for students (Vural, 2013). While watching interactive videos, students have chance to communicate with each other when they have Internet connection (Vural, 2013). Instructional videos have been known to increase deep learning between students (Mitra et al., 2010). Interactive videos provide

learners experiences that they can play an active participant role in the middle of the action. Previous research suggest that learners possess information more effectively when they are involved in these activities (Steinert & Snell, 1999). AI Seghayer (2001) stated in his research that a mental image is created through videos and students' concentration level increases with the help of curiosity, dynamic image and sound ease the learning and helps recall.

The main aim of interactive videos is to control students' further learning activities and help them to personalize the elements in the context (characters, pilot, main idea etc.). The benefits of interactive videos have been addressed in many different studies. For example, Ashar Ahmad Kuail (2017) conducted a study with 82 EFL learners using interactive digital videos. While teaching the experimental group, interactive digital videos were used as a material. The researcher used traditional teaching methods while teaching the control group. The results of the study show that using interactive videos created a positive effect on the students' levels of reading comprehension skills, vocabulary and its retention. The experimental group performed better in reading comprehension than the control group. Positive effects of interactive videos have been mentioned in various studies.

2.5 Criticism on Multimedia Learning

Although many studies focused on the advantages of Multimedia Learning included materials such as instructional videos, it has been stated by the cognitive researchers that these materials need high level of cognitive processing in order to process the visual and auditory input and to select the message. (Homer, Plass, & Blake, 2008). As it has been mentioned in the previous part of the research, learning is a process depending on learners' cognitive system including selecting, organizing and integrating process. (Mayer, 2011). Briefly, it causes cognitive overload when the multimedia instruction is not presented properly in accordance with the way human mind works with research-based principles. For example, students may experience some problems in their learning process if they do not have any prior information to process the incoming input (Moreno, 2004; Sweller, 1999). This is one of the multimedia learning principles, pre-training. Moreover, according to Ballantyne (2008), some studies carried out on Cognitive Theory of Multimedia Learning may be

applied in more realistic study settings as they are limited in terms of applicability of the principles.

In addition to the applicability, multimedia has been criticized because of the measurement issues during the research. Mayer and Stull also (2007) also addressed that transfer test performances serve as a measurement in these studies as they do not have direct measurement tools of generative and extraneous processing and they also asserted that there is obscurity because of the lack of measures. Mayer et al. (2002) said: ‘‘admittedly, our argument for cognitive load would have been more compelling if we had included direct measures of cognitive load’’. (p. 180).

According to the context of this study, the relationship between multimedia learning (Mayer, 1997; 2001) and authentic-interactive video tasks have been presented in this part. Within the scope of this research, the students were provided authentic and interactive video tasks concerning Multimedia Learning. While preparing the video tasks, voice principle and pre-training principle were also benefited from to support multimedia learning in this research. The main of this study is to investigate the effects of these video tasks on students' listening practices in terms of multimedia learning, authenticity and motivation. Furthermore, it is aimed to learn their perceptions toward authentic-interactive videos tasks. These authentic-interactive videos were chosen and prepared to give opportunities to students in order to practice listening within the course content but out of the classroom environment as they need to do extra practice.

In this sense, a whole instruction program was not designed from the beginning of the academic year totally in accordance with multimedia principles and authenticity because of the fact that the students who participated in the research have already been taking the listening and speaking course aligned with the pacing plan and curriculum implemented in the class-hours at the prep school program of a university. In this sense, the students were provided required input from the course book content that supposed to be taught during ten listening class hours. In other words, they experience essential cognitive process (Mayer, 2005) in the weekly listening classes. Therefore, the videos prepared for this research were assigned as tasks to students to practice listening out of the classroom, in their own learning environment freely. As Terrell (1982) and Krashen (1981) stated that the situations should not make students feel

anxious, independent learning should be preferred. Within this context, Multimedia Learning principle was taken into consideration in the process of authentic and interactive video tasks and it was supported by the other principles such as pre-training voice principle and personalization principle. Firstly, regarding Multimedia Learning Principle which highlights that "people learn better from words and pictures rather than words alone" (Mayer, 2009, p.47), authentic videos were chosen in compliance with the course content in a weekly program (the units covered in the class such as Culture, Fashion, Environment) and different kinds of question forms such as true/false, open-ended or multiple choice questions were embedded video and these videos were assigned to the students via the web tool. The aim of this study is to explore how these tasks affected students' extra listening practices and learn their perceptions on this experience.

Chapter 3
Method

This chapter provides information about the research method implemented in this study. This part includes detailed information about the research design, selection of setting, participants, data collection tools and procedure, data analysis process, validity and reliability considerations and limitations of the study. The purpose of the study is to explore the effects of authentic and interactive video tasks on students listening skills and understand their perceptions about authentic and interactive tasks.

.

3.1 Research Design

In this study, mixed method research (MMR) design was chosen and applied. MMR means "collecting, analyzing, and interpreting both qualitative and quantitative data about the main facts in a single study" (Creswell & Clark, 2007). To find the answer for the research questions, MMR was utilized by the researcher because this research has got multi-stages needed to benefit from different types of data collection tools. For this reason, using only one source of data collection may not help the researcher to obtain reliable and valid results. Guba and Lincoln (2005) stated that use of mixed method strategies can increase the understandability of the research considerably. In the process of designing the study, Creswell's MMR suggestions were taken into consideration in terms of timing, usefulness, practicality of data collection and analysis process. Using multiple methods as a way of triangulation assisted researchers to have "well-validated and proven results" (Creswell, 2017). In this research, the researcher studied a single class. Within the scope of this research, the role of authentic and interactive video tasks and their effects on students' listening practices and perceptions (beliefs and intentions) have been investigated. To answer the research questions of the study, quantitative data first was collected to interpret students' listening performances before implementation process. In the following phase, qualitative data was collected to answer the second research question successfully. Use of authentic and interactive video tasks on students' listening practices was evaluated through quantitative method within the scope of listening comprehension. The students' performances on these videos were evaluated weekly

via the online platform used to provide the videos. In the next phase, the students' opinions on the use of authentic and interactive videos for extra listening practices were collected through the open-ended questions asked at the end of the each video task. Finally, to obtain students' perceptions about the use of these videos, semi-structured interviews consisting of seven questions were conducted with twelve participants. Three participants were not be able to participate the interviews.

3.2 Research Questions

The study addressed the following questions:

1. How are authentic and interactive video tasks affecting students' listening practices in English?

2. What are the students' perceptions about the use of authentic and interactive video tasks for extra listening practices in English?

3.3 Participants

The sample of the study consisted of 15 students (eight male-seven female) who have been studying at the English preparatory school of a university in İstanbul, Turkey. Students' ages ranged from 18 to 23. Five of them were international students who were from mostly Arab countries such as Qatar, Saudi Arabia and Morocco. The rest of the class consisted of Turkish students. The study had been taken place in the third module of four -module English program in the preparatory year at the university. They were the students who were the classmates from the beginning of the module and their proficiency level in English is B1-Intermiediate. The proficiency level was identified by a reliable and valid placement test conducted by the Testing & Assessment Unit of the University. However, in order to ensure the study requirements in terms of reliability and validity, a standardized Cambridge PET listening test was conducted again by the researcher before the implementation process of the study. Based on the researcher's observations and participants' exam scores before the implementation, both Turkish and Arab students had some difficulties in listening.

An approval from the university setting was received before the preparatory school students were invited to participate in the research and the data collection process began. After the approval was taken from the institution, an invitation with a consent form was sent to the participants. The participants were the B1 level preparatory school students who were in the listening course of the program. In the interview process, every student was asked his/her permission to record their voices for the purpose of the study. The students also were informed beforehand that the data was collected and held confidentially.

3.4 Setting

The study was conducted at the preparatory school of a university in Turkey. The school had a population including more than 750 students. According to the statistics that school administration declared, %50 of the school population consisted of international students who were mostly coming from the Arab countries. The preparatory school had a modular system consisting of four language levels (1.Elementary 2. Pre-Intermediate 3. Intermediate 4. Upper-Intermediate). When the students enrolled the preparatory program, they had a placement test including four skills in English: listening, reading, writing and speaking. After placement test, they were randomly assigned to their classes regarding their levels in English language. The students whose levels were more than B1 had proficiency test to be eligible to meet the preparatory school requirements and continued their education in their own departments. These placement and proficiency tests were prepared and conducted by the Testing & Assessment Unit of the school. Three professional subject matter experts managed all of the exam process in this unit. The videos prepared by the researcher were not used during the lessons because of the reasons which were related to school regulations such as pacing plan or curriculum that are supposed to be followed. Therefore, they were assigned to students to work on their own to practice on their listening skills and learn their opinions on the use of authentic and interactive videos.

3.5 Procedures

The study had been implemented for nine weeks in total at the same class chosen for this research. Prior to the implementation process, the students were given a short tutorial by the researcher to introduce the online tool that they used during this process. The students explored the web tool during the class time. According to the observations of researcher, the students did not experience any technical problems while using the web tool. Before the implementation process, students' listening skills were tested with a standardized Cambridge PET test consisting of 12 questions as well as the placement test conducted in the beginning of the module. After conducting the pre-test, the authentic-interactive videos were prepared according to seven units of the course-book taught in ten class hours in a week. These were the course-books units covered in the class hours throughout the third module:

1. Tradition/Culture
2. Fashion
3. Technology
4. Health
5. Inventions
6. Economy
7. Success

During the implementation weeks, students were sent weekly authentic and interactive videos prepared by the researcher on the web tool. The students could view all of the videos on their own accounts. In the fourth and ninth week, no videos were sent to the students as they were the exam weeks. The videos were taken by Edpuzzle database which was an open source including many authentic videos. Different types of questions such as true/false, multiple choice or open-ended were selected by the researcher. The questions embedded within the video were prepared regarding different listening skills such as guessing the word's meaning or listening for specific details that might help the learners during the course. Here was an example of the questions asked in a video:

Figure 2. An example from the questions asked in a video.

Figure 2 was a question asked in the test about "listening for details". The video was about Thai culture, which was the first unit of the listening course. The students watched the authentic-interactive videos, answered the embedded questions and explained their authentic and interactive video experiences by writing their comments to the writing section within the videos. The researcher followed the students' process and their reactions to these authentic and interactive video tasks every week. After the students watched the last video, they were asked to take the post-test. A likert-scale perceptions questionnaire prepared by combining different themes of the study (multimedia learning, authenticity and interest/enjoyment level), were implemented. Following the questionnaire, twelve interviews based on the students' opinions were conducted by the researcher.

3.5.1 Data collection instruments.

3.5.1.1 Pre-test & post-test. The aim of the pretest was to measure the participants' listening competency in EFL before the implementation of authentic and interactive video tasks in the course and also to ensure the test-retest reliability in the research. Pre-test for this study was used as an additional instrument to validate the data because of the fact that the participant students of this study have already taken a placement test conducted by the Testing and Assessment Unit of the university at the beginning of the module and they were placed in their classes according to their scores on the placement test. In this sense, the quantitative data was collected via a pre-test

and post-test of multiple choice and true/false questions. The test taken from Cambridge PET-Listening part consisted of two sections with twelve questions and students were expected to complete the test in 20 minutes. In addition, this test was examined and validated by two English instructors from the university setting. On the other hand, the post-test of the study was identical to the pre-test. The same items and structures were used in the post-test test to explore whether participants' listening performances have changed after the implementation process. The answers of the tests and students' performances were not been announced in the process.

3.5.1.2 Students' performances & grades on the interactive video platform. The interactive video platform, Edpuzzle was used in this research to provide authentic and interactive videos tasks to students. The authentic videos assigned the students were taken from open sources such as Youtube, Khan Academy or National Geographic provided by Edpuzzle database. Figure 5 shows the example videos.

Figure 3. A screenshot of example videos from National Geography

By using this platform, the teachers may crop the video that they choose, record their voices, add clarifications and embed quizzes along the video to check students' comprehension on the video by changing the authentic video to an interactive video. Additionally, the platform had a grading system that teachers can easily track students' learning performances within seconds. Teachers can see the class performance, grade and individual student performance out of 100 points and make comments on the each performance to give a more personalized feedback to students. Teacher can also learn how much time a students spend on the video and how many questions students

answered correctly. In this sense, the researcher benefited from all features of this platform to learn students' performances on the authentic and interactive videos.

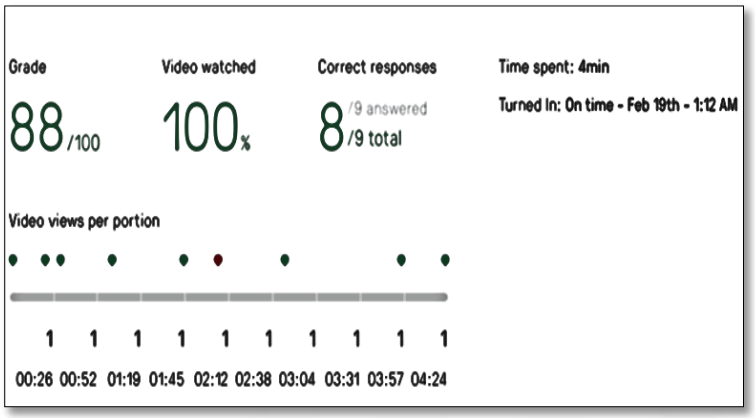


Figure 4. Individual grading on the platform.

3.5.1.3 Students' comments at the end of the videos. Using this interactive video platform, teachers may have chance to give written feedback to their students at the end of the each video. Moreover, at the end of the each video, students can give a written feedback about their opinions or comments on the video. The researcher benefited from this feature of the platform and asked students to write about their experiences on watching authentic interactive videos. After the students explained their opinions at the end of the videos, the researcher graded students' performances on the authentic and interactive videos, gathered and saved the data consisting of students' personal comments to the question such as "How was your authentic-interactive video experience? How did you feel at the end of this video? Would like to watch this kind of video again? Did you like it or not?" asked at the end of the each video weekly.

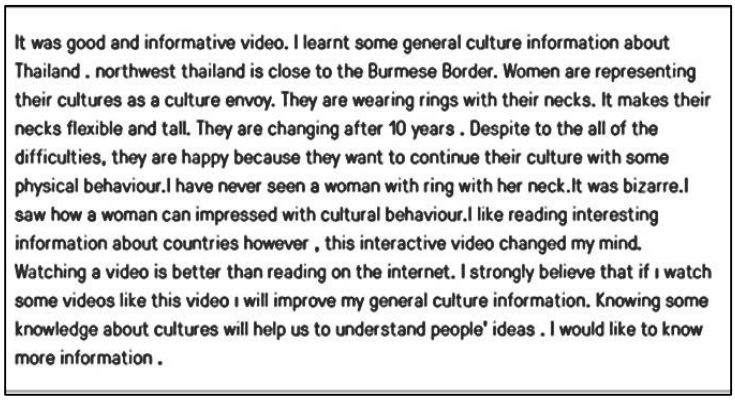


Figure 5. An example of student's comments at the end of the video. (Participant 2, March 22).

3.5.1.4 Questionnaire. An adapted close-ended questionnaire included the statements: (1) *I strongly disagree,* (2) *I disagree,* (3) *Neither agree or disagree,* and (4) *I agree* and (5) *I strongly agree* was used to find out the effects of these video tasks because these types of questionnaires are more effective thanks to their convenience during analysis. (Seliger and Shohamy, 1989). Furthermore, a research should be "valid, reliable and unambiguous" (Richards & Schmidt, 2002, p. 438). In this research, an adapted questionnaire consisting of 13 items in total including descriptions of Multimedia Learning Principles (Mayer, 2009) and specific items related to students' perceptions (interest and enjoyment level), rooted in Self Determination Theory (Ryan, Deci, 2000) and authenticity were used. The definitions of multimedia learning principles (Mayer, 2009) were used as questionnaire items below:

Table 1

Questionnaire items related to Multimedia Learning

Statements	Related Multimedia Learning Principle
S1. I learned more from words and pictures than from words alone.	Multimedia Principle
S.7 I liked watching videos more than only listening the audio-materials.	Multimedia Principle
S3. I learned better with a human voice than a machine voice.	Voice Principle

Table 1 (cont.d)

S4. I learned better from videos when words are in conversational (informal) style rather than formal style (e.g. I learn better from a video about the travel experiences of 2 brothers rather than a lesson given by lecturer formally).	Personalization Principle

S5. I learned better from videos when I had a background (previous information) about the topics.	Pre-training Principle

Table 1 indicates the items and the principles that applied within the scope of this research by using authentic-interactive video tasks.

Table 2

Questionnaire items about authenticity factor

Statements
S10. Videos I watched were relevant to real life.
S11. Real language samples in the videos improved my listening skills.
S12. Videos from real life motivated me to use the language.
S13. Videos allowed me to know and learn about the current world.

Table 3

Questionnaire items adapted from IMI (interest/ enjoyment section)

Statements
S6. Watching informational videos out of class were motivating for me.
S8. Watching videos out of class made my learning more enjoyable.
S9. I am willing to watch interactive videos again.

3.5.1.5 Piloting the survey. According to Creswell (2007), a pilot test is used as an instrument by getting feedback from a small number of individuals in order to test the understandability of the items. For this reason, the researcher benefited from a pilot test to grant the easiness and understanding of the survey items. For this study, when the alpha coefficient was measured, it was found as **.85**. The survey used within the scope of the research was piloted with 16 participants. Pilot participants did not participate in the research actual implementation process. They were B1 level students studying in a different class and they were not included in the authentic and interactive video watching process. The pilot survey was applied in one class hour. The researcher took note the time taken to complete the survey. At the end of the survey, the pilot

participants were asked to give feedback and also asked whether there were some wordy or unclear items in the survey. The majority of the students did not point out any ambiguity related to the questionnaire items. They mentioned that the sentences were given explicitly. Only two students stated that they did not exactly understand the fourth item in the questionnaire. They pointed out that they do not know the meaning of a word (*conversational*) in the statement. For this reason, the researcher gave a synonym of the word in the parenthesis and also provided an example with the statement to make it more meaningful for the research group. The other pilot participants stated that the survey is convenient to use and each item is clear enough to understand. Table 4 shows the first and edited version of the unclear statement in the questionnaire.

Table 4

Change on the adapted item

First Version of the Item	Second Version of the Item
I learned better from videos when words are in conversational style rather than formal style	I learned better from videos when words are in conversational (informal) style rather than formal style (e.g. I learn better from a video about the travel experiences of 2 brothers rather than a lesson given by lecturer formally).

3.5.1.6 Interview. According to Johnson and Turner (2003, p. 308), interview has different advantages for research and researchers such as measuring attitudes, providing in-depth information and interpretative validity. When it comes to the qualitative dimension of the research, semi-structured interview which is a very common qualitative data collection tool (Burns, 1999) was used to learn how students experienced authentic and interactive videos. The questions used for the interview were prepared by the researcher and a subject matter expert. The students were interviewed separately by the researcher, their responses were voice recorded and the researcher transcribed students' responses verbatim on a laptop computer. Each item

in the semi-structured interview questions that focus on three main sections of the research questions: (1) Multimedia Learning Theory (2) Authenticity and (3) Perceptions. The questions in the interview were directed by the researcher according to the participants' answers. In this sense, below were the examples of the primary questions included in the interview. There were also some follow up questions asked based on the participants responses to the following questions:

1. What do you think about your experience of watching the authentic interactive videos?
2. How do you think watching interactive videos influenced your listening skills?
3. Were there any motivational factors of watching interactive videos for our listening class? Do you think that they motivated you or not? Please explain.
4. What do you think about watching real-life (authentic) videos out of class?
5. Would you prefer reading from textbook or watching interactive video? Support your answer with reasons.
6. The videos were related to the units covered in the class-hour at the school. Do you think that learning the topic before watching the video helped you to understand better?
7. Would like to tell us anything else about the authentic-interactive videos that you watched?

3.5.1.7 Activities that students did during the tasks. According to Brown (2001), listening strategies should be taught students who are in the process of acquiring a new language because these strategies are helpful for them to understand the listening text better. The students who participated in this study were taught these strategies since the beginning of the academic year and also during the class hours by the researcher to improve their listening skills. Students were asked questions requiring different listening strategies in the authentic and interactive videos. Listening comprehension questions were used by the researcher to measure student's understanding. Comprehension questions have been used in foreign language classes. If they are asked properly, they improve students' higher order thinking skills, accordingly critical thinking skills. (Egbert, 2007, 2009) Here are the example strategies and questions related:

1. ***Listening for specific details.*** This strategy requires students to focus on details and pay closer attention to the listening text. Students were asked questions to find the important details in the videos such as dates, people or places. For example, a multiple choice question was asked in the first video related to Thai traditions: *How often do rings needs to be refitted?*
2. ***Listening to make inferences***. Inference questions were used in the videos that students watch the authentic-interactive videos and can make inference to find out what a concept literally means in the related context. For instance, students were asked to infer the meaning of the target vocabulary in the video about Thailand traditions: *What does "fled to" (past form of flee) mean?*
3. ***Using nonverbal cues.*** As the videos were used in this research, the students were exposed to non-verbal cues and they could understand the context of the video better with the help of visuals, gestures and facial expressions of people in the videos. To give an example, *"Do you think that these women feel happy with the rings around their necks? Why?"*

3.6 Reliability and Validity

Reliability that focuses on consistency, dependability and replicability of the findings of the data collected in a study is one of the most important requirements of a research. (Nunan, 1999, p. 14). As Lincoln and Guba (1985) and Merriam (1998) stated in their research, reliability can be guaranteed through different techniques such as an investigator's position, triangulation and audit trial. In this research context, investigator was an insider to interpret the data collected. Different validation strategies were used in this research to validate the findings (Patton, 2002; Creswell & Clark, 2007). . In order to validate the data, the researcher explained all the procedures during the implementation explicitly. First of all, research questions were explained to clarify the important aspects of the research. The questionnaire, the students' comments at the end of the each video experience and lastly the interviews conducted with the participants served as strategies to validate the findings with multiple data collection instruments. Furthermore, audit trail technique was used in this research to follow research stages regularly. Throughout the research process, the researcher took notes weekly to record as much information as possible to understand and interpret the

findings In order to obtain a smooth data, to interpret and analyze it in a detailed way, the researcher took notes during the research that may help the understanding of the authentic and interactive video tasks. The questionnaire used in the research was also piloted to measure the understandability of the questionnaire items for the students as the questionnaire was modified to make it more suitable for the research sample. The alpha coefficient value was measured as **.85**. To ensure the reliability of the items, a single similar group of B1 students took part as a pilot group.

When it comes to the qualitative phase of the study, questions for the semi-structured interviews were prepared by the researcher with the help of a subject matter expert. Although researcher did not have any bias or thread for students' responses, the participants were rated only by the researcher.

3.7 Data Analysis Procedure

The data collected from the participants were examined and provided through different themes in this research. Data analysis process took approximately three weeks after the data was collected. In order to obtain a more detailed perception of the students' authentic and interactive video experiences, as well as the impact of these perceptions on test scores, two kinds of qualitative data were aimed to collect analyze.

The first one is the students' comments at the end of each video and the second is the interview data. First of all, the students' comments at the end of each video were analyzed thematically. The analysis of students' comments were compared with the results of quantitative phase of this study. Following the implementation process, the students were interviewed individually and their answers were recorded. Then, these responses were typed on a laptop computer. Generally, all the interviews lasted from four to six minutes. After conducting the interviews, the students' responses were coded with the statements on electronic system by the researcher. The themes in this study were defined uncomplicatedly because students' answers to the interview questions were similar to each other. After examining the codes, the data were divided into different categories addressing commonality. Igo et al. (2005a) followed the same procedure while identifying categories from students' interviews in a similar way. The interview data explained opinions of twelve students and five themes emerged: 1) the students' general experiences on authentic and interactive video tasks 2) the students'

opinions about the effect of authentic and interactive video tasks on listening practices 3) students' opinions about multimedia learning 4) students' opinions about authenticity.

3.8 Limitations

Although this research was prepared and carried out attentively, undeniably there were some limitations. The first limitation is lack of time for this study. The study had a nine week process in total but only in the first seven weeks, the students watched authentic interactive videos. Therefore, this short time period might affect students' performances and experiences on the authentic and interactive video tasks directly as they might not find a chance to watch more video and improve their listening skills and performances. It could be more reasonable if this research was conducted in a longer term.

Secondly, the interview items were prepared by the researcher and a subject matter expert. However, they were conducted and interpreted by only the researcher. To increase the reliability of the interview instrument and analyze the data another rater might take part in the research.

Thirdly, one of the most important limitations is participant's listening competency. To ensure their levels, a placement test by the university and also a pre-test by the researcher were carried out and the participants took the same course content at the same class. Nevertheless, it may not be completely inferred that all of students who participated in this research have a certain level of listening skill. Also, the time that they spend for improving their listening skill may change from student to student, which affects the reliability of the study.

Fourth, the study did not have a control group. Only one group was used for the implementation of the authentic and interactive videos, there was no control group as there were some administrative issues in the study setting.

The last but not the least, the researcher was an insider (as the teacher of the course) in this research. Although being an insider helped her to interpret the data in the context, there is a potential for bias. Even though the students were informed about the research process explicitly to reduce ethical concerns, there is potential for students to provide false data.

The last limitation that should be taken into consideration for the future studies is that individual differences. The themes chosen for the authentic interactive videos were directly aligned with the course content covered in the class-hours. However, the students' performances on the authentic-interactive videos may have influenced by their personal interests. For example, a video about "a Thai tradition" was provided the students to be watched in the fifth week. However, one of the participants explained his comments on the video and said: I did not like watching a video about this topic." In order to overcome those issues, alternative videos about the same theme could be provided to the students and they could have chosen the videos according to their interests.

Chapter 4
Findings

Taking the research questions into consideration, the findings of the study are provided in this part of research. The main aim of this research is to find out the effect of authentic and interactive video tasks on students' extra listening practices and perceptions regarding multimedia learning and authenticity. The data collected for these purposes were analyzed to explore the effect of authentic and interactive video tasks based on students' performances during the implementation and also interview were conducted and analyzed to explore learners' opinions.

4.1 Findings about students' listening comprehension: Pre-test & Post Test Results

Students took a pre-test and post-test in order to find out how their listening performances affected as a result of use of authentic-interactive video tasks for extra practice. To obtain the data, students had a standardized Cambridge PET test including listening comprehension questions as it has been mentioned in the data collection part of the study. According the analysis done descriptively, it has been found out that there was a difference between the pre-test and post-test scores of the most of students who participated in this study after the implementation of authentic and interactive video tasks while four of them did not show a significant improvement in those tests. The pre-test and post-test scores were analyzed through Wilcoxon Signed Rank Test.

Table 5

Wilcoxon Signed Rank Test results

Study Group	N	M	SD
Pre-test	15	73	9.96
Post-test	15	81,3	10.26

According to test results, there was found a significant difference after the implementation of authentic and interactive videos. The significance value was found to be .20 (p <. 001). (two-tailed).

Table 6

Students' pre-test and post-test scores out of 100 points

Participants	Pre-test Scores	Post-test scores
Participant 1	70	75
Participant 2	80	90
Participant 3	60	65
Participant 4	60	75
Participant 5	60	70
Participant 6	70	70
Participant 7	70	70
Participant 8	70	90
Participant 9	80	80
Participant 10	80	80
Participant 11	80	90
Participant 12	85	85
Participant 13	90	100
Participant 14	60	90
Participant 15	80	90

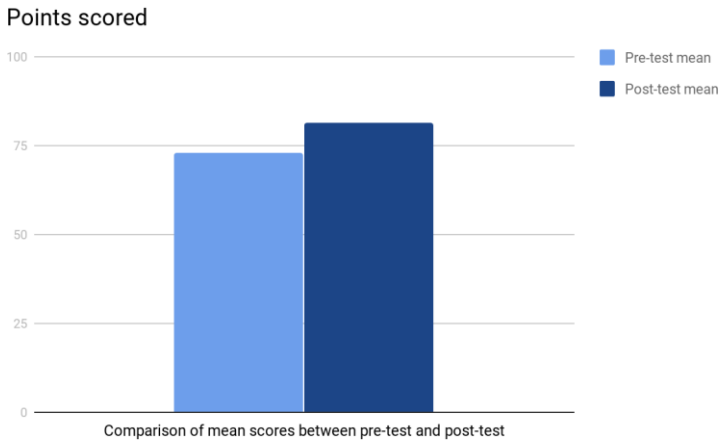


Figure 6. Comparison of mean scores of pre-test and post-test.

4.2 Findings about students' performances on the authentic and interactive video tasks

The data mostly came from students' performances on the authentic and interactive video tasks. The web tool used in this research has a useful feature for the researcher because it kept a record of each student's performance. Thanks to this feature of the tool, the researcher saved all reports on the system. As students' video performances were graded throughout the implementation process, data coming from the platform were analyzed accordingly. Students' performances in the each video were evaluated and compared one by one to find out whether their individual experiences on these video tasks improved or not. As a result of analysis process, it has been concluded that ten of 15 students increased their scores periodically as they complete the video tasks. However, the reports also show that authentic and interactive video tasks did not make a big difference for five of the students on the weekly process.

Table 6

Examples from students' progresses on authentic interactive video tasks scores (out of 100 points)

Participants	Video 1	Video 2	Video 3	Video 4	Video 5	Video 6	Video 7
Participant 1	75	80	81	85	87	90	100
Participant 2	70	80	85	86	90	98	100
Participant 3	75	85	90	95	100	95	100
Participant 4	65	72	78	86	90	90	95
Participant 15	44	65	70	78	80	85	88

Table 6 shows an example from the video grades of some students who did not follow a gradual improvement.

Table 7

An example of fluctuation on students' video grade performances (out of 100 points)

Participants	Video 1	Video 2	Video 3	Video 4	Video 5	Video 6	Video 7
Participant 11	85	86	100	71	100	90	100
Participant 12	88	83	85	86	75	100	85

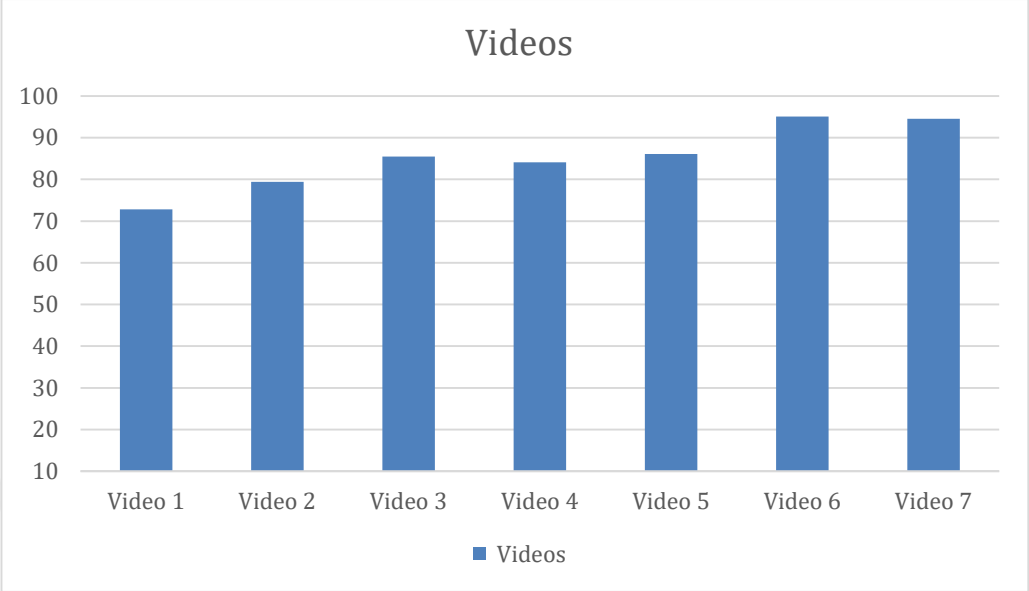


Figure 7. Mean scores of the class for the each video.

4.3 Findings of Questionnaire

The questionnaire used as an instrument in this research consisted of 13 statements focusing on research question areas: Multimedia Learning, authenticity and perceptions (interest and enjoyment level). In this sense, the data coming from this questionnaire were categorized in three different sections:

4.3.1 Multimedia Learning

The students' responses to the related statements of the questionnaire were analyzed and it has been found out that 14 of the 15 students participated in this research consider that they learn better when the words and pictures are presented together, which is the fundamental of Multimedia Learning (Mayer, 2009). When students' answers to the statement: *"Watching short authentic- interactive videos helped me better understand the content of the course"* were analyzed, it has been found out that 13 of students strongly agree and one of them agree the idea about the contribution of watching these videos to the understanding of course topics while only one student disagrees with this statement.

The other statement was about voice principle of Multimedia proposing that human voice is more helpful than machine voice according to tests done: *"I learned better with a human voice than a machine voice"*. Students were provided all videos included human voice regarding voice principle of Multimedia Learning. When the answers were analyzed, it has been found that ten students consider that human voice is in the videos is more effective for students' learning rather than machine voice. On the other hand, five of students stated that they neither agree or disagree with this statement.

Table 8

Students' answers on the voice principle of multimedia learning

Statement	S.A	A.	N.
I learned better with a human voice than a machine voice.	8	2	5

S.A: Strongly Agree

A: Agree

N: Neither Agree or Disagree

The other statement was about the use of conversational style in the videos rather than a formal style. According to the results of this statement, six students stated that they strongly agree that they learn better when they see informal language samples in the video rather than a formal style and four of them agree with this idea. However, three students disagree with this statement, they did not find effective conversational style used in the videos while two students neither agree or disagree.

Pre-training was also one of the principles that is used to support Multimedia Learning in this research. As it has been mentioned in the third chapter, the students were given face-to-face classes focusing on the course contents aligned with the video topics. Ipso facto, all students were exposed to pre-training sessions before they watched the videos weekly. According to the results of this statement, it has been found out that all of the students who participated in this research found pre-training

principle useful for their learning. While seven of them strongly agree that they learned better from videos when they had a background (previous information) about the topics, eight of them agree with this statement.

Table 9

Students' answers on the pre-training principle of multimedia learning

Statement	S.A	A.
I learned better from videos when I had a background (previous information) about the topics.	8	7

To learn students' ideas about the use of videos and listening materials during learning process, a comparison statement was given: *I liked watching videos more than only listening the audio-materials.* Majority of the students thought that videos are more appealing for them than the audio materials.

Table 10

Students' answers given for the statement: "I liked watching videos more than only listening the audio-materials."

Statement	S.A	A.	N.
I liked watching videos more than only listening to the audio-materials	10	3	2

4.3.2 Authenticity

All of the videos used in this research are the authentic materials produced by the native speakers of English. In this juncture, this research aims to find out the effect of use of authenticity on students' learning process through the videos. In order to find how authenticity affected students' ideas, 4 statements were given in the questionnaire. When the responses were analyzed, except for only 1 student who answered: I neither agree or disagree, 9 students strongly agree that the videos assigned them by their teacher were relevant to real life. Moreover, 5 of the students also agree that videos were about real life contexts. Secondly, students were asked to rank the effect of real

language samples in the videos on listening skill. Any student who participated in this research did not choose disagree or strongly disagree choice. 8 of them strongly agree that use of real language in the videos has a positive effect on improvement of listening skills and 4 of them also agree with this positive effect. However, 3 of students chose "neither agree or disagree". Any participant did not choose "I strongly disagree or disagree". Additionally, this research aims to explore whether use of real life videos increased students' interest and enjoyment while listening. When the related statement was analyzed, it has been concluded that 8 of students strongly agree that these videos motivate them more to use language, 4 of them agree while 3 of them neither agree or disagree. On the other hand, only one students disagree that real life videos has a motivating effect on the use of language.

When it comes the effect of videos providing information from current world, ten students strongly agree that they learned about the current world via these videos, two students also agree with this idea. Three students said "neither agree or disagree" as they were indecisive in this view.

Table 11

Frequency of the statement 13 related authenticity

Statement 13	S.A	A.	N.
Videos allowed me to know and learn about the current world.	10	2	3

4.3.3 Students' Perceptions about the Use of Authentic and Interactive video tasks

To investigate students' perceptions on the effect of these video tasks statements focusing on interest and enjoyment level were taken from Intrinsic Motivation Inventory (IMI) and adapted according to the content of this research. Students were asked whether they found them enjoyable or not. When they watched these videos out of the classroom, nine of them stated that they strongly agree that these video tasks were motivating for them, three of them agree while two of them

said “neither agree or disagree”. No students chose “disagree or strongly disagree” items. In this sense, it has been concluded that majority of students have positive perceptions about the use of these tasks.

Secondly, students were asked whether watching authentic-interactive videos made their learning more enjoyable for them or not. While 10 of them strongly agree, 3 of them agree that these videos created a pleasurable learning for them. On the other hand, 2 students disagree with this statement as they do not consider that the videos that they watch during the research did not make the learning process more enjoyable.

Lastly, in order to learn students’ intentions about watching authentic and interactive videos in the future, *“I am willing to watch interactive videos again.”* statement was provided for them. Majority of students reported that they would like to watch these videos again in the future, only one student disagrees that. Table 12 indicates students’ ranking on the willingness of watching authentic- interactive video.

Table 12

Students’ ranking on the willingness of watching authentic- interactive videos

Statement 9	S.A	A.	D.
I am willing to watch interactive videos again.	9	5	1

4.4 Interview Findings

For the qualitative aspect of the research, students were asked their opinions via semi-structured interview at the end of nine-week video task process. It was aimed to investigate student participants’ experiences on these authentic and interactive video tasks, their opinions about the effect of multimedia and authenticity factors on their listening skills and perceptions. In this juncture, findings were examined and divided into four areas to show students’ opinions answering the research questions explicitly. The themes obtained from the data are below:

4.4.1 Students' General Experiences on the Authentic-Interactive Videos

Majority of the students stated their positive perceptions on the use of authentic-interactive video tasks out of class in different areas. After examining students' views, the themes were categorized accordingly. When the students were asked about their general experiences on the use of these video materials, 8 of 12 students reported that they learned about different topics such as culture or global issues while watching authentic and interactive videos. The students express their opinions as follows;

> "Actually, I think it was very good because I learned some information that I did not know. After I watch these videos, I noticed that I learn useful information. I think it was very helpful for me." (Participant 1, personal communication, March 26, 2019).

> "It was good experience for me because I can access the knowledge about different cultures and learn and use them to improve my listening skills." (Participant 2, March 26, 2019).

> "When I watch these videos, I feel more knowledgeable because I feel that I am learning." (Participant 12, March 26, 2019).

> "I think watching video was really good experience for me I learned many things from these videos. I improved my listening, they were informational, I learned many things that I did not know before." (Participant 11, March 26, 2019).

Some of the students pointed out the easiness and practicality features of the videos used in the research. 3 of the students stated that the videos served as useful materials during the implementation process.

One of the students explained his ideas as follows; "It is really easy to use. When you sent them to us, I could open and watch it easily." (Participant 3, March 26, 2019). Another student touched on the practicality feature of the videos. She stated

that her learning was not limited to a specific place or time when they watch the authentic-interactive videos because of the fact that she could access all videos easily anywhere. She said;

> "It was useful because I can easily watch the video and practice on it when I lie down in my bed. Also. If I am even in the bus, I can watch the videos and learn something about our lesson topics. It is really practical. Yes! It is practical for me." (Participant 11, March 26, 2019).

4.4.1.1 Students' Perceptions about the Effect of Authentic-Interactive Videos on Enjoyment and Interest Level

Although the items adapted from Intrinsic Motivation Inventory (IMI) were provided in the questionnaire to obtain the results from the students, semi-structured interview also was used to ensure the data. Students were asked questions about the effect of these videos on their interest and enjoyment level. Students responded to the question: "Were there any motivational factors of watching interactive videos for our listening class? Did they motivate you? Do you think that watching authentic and interactive video is enjoyable? Please explain."

Except for one student, majority of the students stated that the videos they watch during the process motivated them to listen and watch more. Moreover, some of the students declared that they feel better when they watch the videos because they find them enjoyable and an effective way to practice English. Most students expressed their opinions as follows;

> "Of course. They motivated me to watch more and improve my listening skills. I heard native speakers, learned general cultural information and I believed myself, I can be better." (Participant 2, March 26, 2019).

> " Yes! I like watching videos. I learn by watching visually. It motivated me. I like learning by watching. So it really motivated me. It is a fun and enjoyable way to learn English. It motivated me like this." (Participant 11, March 26, 2019).

"When I answer a question correctly, I feel more confident so it motivated me. I feel that I can answer all listening question." (Participant 12, March 26, 2019).

"Videos motivate me to listen more. I improved my listening in English." (Participant 1, March 26, 2019).

On the other hand, one student considers that authentic-interactive videos did not increase his motivation in this process. He said: "It does not have a big effect on my motivation." (Participant 6, March 26, 2019) Also, one student thinks that his motivation level changed according to the video he watched. The student expressed his opinions below; "It depends on the video. Not all of them were motivating but some of them motivated me to practice more." (Participant 3, March 26, 2019). Table 13 demonstrates students' answers to the question: "Were there any motivational factors of watching interactive videos for our listening class? Did they motivate you? Please explain."

Table 13

Frequency of students' answers on the motivational factors of watching authentic-interactive video

Interview Question	Yes	Sometimes	No
Did these videos motivate you while watching?	10	1	1

4.4.2 Students' opinions about the effect of authentic and interactive video tasks on listening practice

The students who participated in this research commented on the effect of these videos on their listening practices. The students pointed out that these videos affected their listening practices in positively in different scopes such as vocabulary learning, pronunciation and interactivity. The interview data collected from the students show

that the students regard authentic-interactive videos as an opportunity to improve their listening skills out of the classroom. In this sense, 9 of 12 students stated that these materials help them to practice on their listening skills in an effective way. One of the students compared her listening skills with the previous learning experiences and expressed her ideas as follows; “To be honest, it was so good for my listening. Actually, I do not listen out of the school regularly. So, I watched and found them beneficial. My listening is better than last module.” (Participant 14, March 26, 2019). Four students explained their comments about the effect of these videos on listening skills and they pointed out that they learned how to pronounce some vocabulary items through the videos. The students expressed their ideas below;

> “...We have listening exam in this module. They are mid-term and final exams. During this module, we studied with these videos and they helped me a lot. I learned how to pronounce the words. For example, if I do not remember how to pronounce a word, I try to remember the video. Then I remember the pronunciation.” (Participant 6, March 26, 2019).

> “ I had problem with pronunciation because of my accent but they helped me to learn the pronunciation of the new words” (Participant 10, March 26, 2019).

Some students also mentioned the effect of these videos on vocabulary learning, in parallel with listening comprehension. One of the students expressed his opinion as follow;

> “When I hear the new words, I am curious about their meaning I can understand their meanings in the video”. (Participant 8, March 26, 2019).

One of the students also commented on the questions asked in the each video. She pointed out the effect of different question types such as multiple choice, open-ended or true/false on her listening skills. She said: “I answered the questions about these people. Sometimes I choose the answer or write the answers and it really improves my listening skills different question types.” (Participant 11, March 26,

2019). On the other hand, only two students stated that their first video experiences were challenging for them. The students expressed their ideas as follows;

> "It was difficult. Really. When I watched it for the first time, it was really hard me to understand the video. But later, in the second time, it was better than the first one. And when I watched the last video, I noticed that I can watch videos and understand them easily." (Participant 10, March 26, 2019).

> "Actually, at the first, I did not understand anything, seriously. But in the second and third times, I understood them. This is what happened to me." (Participant 3, March 26, 2019).

4.4.3 Students' Opinions about Multimedia Learning

The students were asked whether they prefer watching authentic-interactive video or only reading/ listening materials. Except for only one student, all of the students preferred video materials indicating the multimedia effect. The students pointed out that videos are more effective tools for learning as they have both visuals and narration at the same time. The students expressed their opinions as follows;

> "Actually for me, I prefer to watch and listen to videos because it is better than only reading or listening. I love watching listening videos. I understand better when I watch rather than only reading. You do not see photos or visuals when you are reading. I can understand better by watching video." (Participant 1, March 26, 2019).

> "I prefer watching video because while I am reading, I get bored but videos are more interesting and appealing for me, I learn better." (Participant 4, March 26, 2019)

> "I prefer watching interactive videos of course. They are visual, colorful, interactive we can interact with the videos. I learn better while watching. When

you read or just listen, you cannot see. I remember easily when I watch the video." (Participant 11, March 26, 2019)

"Certainly video is better for me. When I saw the videos visuals, I learn better." (Participant 5, March 26, 2019)

"I think watching video is better because I have problems in listening and it helped me more rather than book or recordings to improve my listening." (Participant 6, March 26, 2019)

Another student pointed out the relationship between multimedia learning and authenticity factor;

"Reading is not as enjoyable as watching, I think. While watching interactive video, you feel like living in that video, you see. You feel relaxed you can understand their feelings, lives, traditions easily through these videos. (Participant 2, March 26, 2019)

On the other hand, one of the students stated that she can learn from both videos and reading/ listening equally and she said:

"Both of them. Text-book or audio material or videos. I think English should be everywhere in my life. It should be like my mother language. I need to watch, read, listen and use it out of class." (Participant 12, March 26, 2019)

One of the students also drawn attention to the voice principle in the videos. He mentioned the positive effect of real human voice in the videos as follow;

"Apart from the machine, the original voices of humans were good. They were not robot voices. You can understand real native speakers naturally." (Participant 2, March 26, 2019)

Only one student in the research reported that she would prefer learning from textbook rather than videos. She said: “I would prefer book because sometimes I cannot hear the words in the videos. So, books are more explanatory for me.” (Participant 14, March 26, 2019).

The other category was the students’ opinions about pre-training before watching the videos. As it has been mentioned in the method section, all students had pre-training sessions related to the content areas of the videos, aligned with the pacing plan and course-book used in the learning process. When the students were asked how these pre-training sessions in the class hours affected their learning, all of them responded positively to this question. The students also stated that they learn new concepts and information through the video but pre-training sessions make learning more effective. The students express their ideas as follows;

> “Actually, the topics affect learning. Some words were new for me while I was listening. But we read or knew it before, we could understand it better.” (Participant 1, March 26, 2019).

Another student pointed out that pre-trainings make learning more permanent when they are connected with the videos. The student also indicated that watching videos is a more personalized activity when it is compared to the ordinary lessons. He expresses as follows;

> “Actually, you are repeating the same topic in an effective way through the videos. So you cannot forget easily because you read and cover something in the class. Then you practice it but not as a lesson, as a normal life activity. I think it is more personalized, individual and special.” (Participant 2, March 26, 2019).

> “I think it helped me more when we cover it in the class. It is like a revision for me but enjoyable one.” (Participant 10, March 26, 2019).

"I want to watch videos related to our topics. In the class, we use books and learn about the topic. Then, we watch the video and we learn better." (Participant 5, March 26, 2019).

4.4.4 Students' Opinions about Authenticity

Authenticity is one of the focus points of this research as the research aims to find out how authentic videos create an effect on students. At the end of interview, majority of the students explained that they like watching authentic videos because they see them as materials from real life. One of the students pointed out that he enjoys watching these videos out of class as an extra activity. He said:

" I think watching real video out of class is good because we do not have much time in the class and we can practice through these videos out of class more". (Participant 1, March 26, 2019)

"I enjoyed watching these videos. They are from real life like us. (Participant 10, March 26, 2019)

Two students shared her ideas about the authenticity feature of the videos and gave an example about her experience.

"They were real and there were a lot of interesting videos. For example, titanic video. I really wondered about it before. I researched it but when I watch the video that you sent I really learned a lot of things and could understand the video. I could not find the exact word to explain it. But it was useful as they are real." (Participant 13, March 26, 2019)

"They were real videos not artificial. I learned new information. For example titanic video. I did not know about it. I did not search about it. Thanks to this video I learned information." (Participant 14, March 26, 2019)

In conclusion, most of the students participated in this research stated their positive comments on the use of authentic and interactive videos out of classroom.

When the data was analyzed, it can be said that almost most of the students enjoyed watching authentic and interactive videos. Furthermore, the students found these materials as an opportunity to improve their listening skills in terms of comprehension, pronunciation, learning new vocabulary and so on. When it comes to the perceptions of the students, the interviews conducted with twelve students showed that they found useful and enjoyable to watch authentic and interactive videos not only to improve their listening skills but also learn new/cultural information. The students also mentioned the effect of multimedia in the videos implicitly. When they were asked the question; "Would you prefer only reading book, listening audio or watching interactive videos to learn or practice?" 14 of them preferred watching authentic and interactive video by indicating the visual and auditory input provided at the same time.

Chapter 5:
Discussion and Conclusion

This chapter provides a summary of the findings and recommendations for further research about the use of authentic-interactive videos. This study aims to investigate the effect of authentic interactive video tasks prepared regarding multimedia principle and authenticity factor on students' listening practices and perceptions throughout nine week (seven week for implementation) process. The sample for this study included 15 preparatory students studying at a university in İstanbul. During the implementation process, authentic and interactive video tasks were assigned to students to practice on listening out of class. At the same time, students were given ten hours face-to-face listening classes weekly before watching the videos regarding pre-training principle of multimedia learning.

Research Question 1

How are authentic and interactive video tasks affecting students' listening practices in English?

The first research question of the study aims to investigate the effects of the authentic and interactive videos on students listening practices. When the results of pre-test and post-test were analyzed, it can be concluded that students got higher scores in the post-tests after watching the authentic and interactive videos. During the implementation process, students' performances were recorded weekly by the platform. Although most students' performances increased gradually in the weekly videos, fluctuations also were observed in some students' performances. However, when the mean scores for each participant were analyzed, these fluctuations did not have a negative impact on students' achievements. These results also were supported by students' comments asked at the end of the each video and through a questionnaire including different areas of research. Most of the students stated their positive opinions on the use of authentic and interactive videos out of class. They reported that these

videos are helpful for their listening practices. Students' grades and also comments are compatible with each other.

Research Question 2

What are the students' perceptions about the use of authentic and interactive video tasks for listening practices in English?

The students were asked about their experiences at the end of each video. Moreover, an adapted questionnaire was also used to obtain quantitative data for the first research question of the study. Furthermore, both students' comments and questionnaire results were supported with the semi-structured interview for the qualitative aspect of the research. The students were conducted the interview consisting of seven questions in order to find out their perceptions about the use of authentic and interactive video tasks for listening practices focusing on multimedia learning and authenticity. After data analysis process, it is clear that the students benefited from these tasks to improve their listening practices. As they expressed their opinions during interview, the students consider that watching authentic and interactive video is an opportunity for them to practice the topics that they have learned in the class hours and also to learn new information about the world or different cultures. When it comes to interest and enjoyment level, the students stated that authentic and interactive videos motivated them to listen more as they enjoyed. Most of the students explained that they would like to watch these videos and practice through them again. It can be concluded that multimedia learning has a positive effect on students' video experiences. Except for only one student, all of them preferred watching video materials than only listening recordings or reading. When the students were asked about their reasons to choose watching videos, they expressed that videos make learning more effective because they are provided with both visual and audio materials at the same time. The students mentioned that they remember the words or topic better after watching video.

The findings of the study are compatible with the previous studies in the field. In this context, Ni (2017) carried out a research focusing on effects of multimedia tools

in listening comprehension. In order to find out students' perceptions on the use of multimedia materials, the researcher used a questionnaire as a research instrument. According to the data collected from students in the research, multimedia features such as visuals and audio were found appealing by the students. Similarly, in this research the students found the video materials more interesting and enjoyable than the books or only listening materials. The research also revealed that videos helped students' learning process because of the visual and audio effect. With the help of Multimedia, learners take place in learning environment as an active participant (Neo & Neo, 2001). Similarly, most of the students in this study addressed that they learn better when they are exposed to both visual and audio input. They stated that they improved their listening in terms of listening comprehension, learning new vocabulary, pronunciation so on. In addition, the students compared use of text book and videos and reflected that course books are boring for them. On the other hand, Ni's research (2017) found out that the video materials are not beneficial for students who have weak self-control ability because these tools can cause disorientation and cognitive load for learners (Baddeley, 1986 and Sweller, 1999).

However, using videos regarding multimedia learning cannot be the only reason why the students performed better in post-test scores and video grades at the end of the implementation process in this study. Authentic tasks have been used in instruction settings by colleges and universities around the world to lead learning. (Herrington et al., 2010). To find out what the students consider about the videos, interview were conducted with 12 students. 10 of 12 students addressed that the authentic and interactive videos that they watched are from real-life providing real world examples. Thus, majority of the students enjoyed while interacting with these videos as authentic tasks promote self-directed and independent learning which are significant elements for technology based learning. (Herrington, Oliver, & Reeves, 2003).

In conclusion, this research aimed to explore the effects of authentic and interactive video tasks on students' listening practices and perceptions regarding multimedia learning and authenticity factor. The research shows that authentic and interactive video tasks were useful and helpful for the students as they created a positive effect on their extra listening practices and perceptions as well as presenting

an enjoyable learning activity. Although the results of the study indicate an improvement on students' video grades recorded via the platform and post-tests, their performances could be influenced by other factors. For example, the students' interests, characters, learning backgrounds or study habits are different from each other and this would affect results of the study to a great extent. Moreover, technological readiness, and the attitude and acceptance of users are important factors that need to be focused on by carrying out a research in this field. (Tick, A., 2009). Therefore, it is very important that instructors should play a role as facilitators and they need to design suitable learning environments and video materials taking the students' needs into consideration to motivate them. (Hadijah, 2016). For this reason, next page provides some recommendations for future research.

5.2 Recommendations for Future Research

This research focused on how authentic and interactive video tasks affected students who are studying at the preparatory program of a university.

First of all, the study used an adapted instrument consisting of the statements focusing on specific areas: multimedia learning and authenticity. As there is limited research in the field integrating all of the branches above, the researcher combined the items from the scales that their reliability was ensured. For multimedia learning, Mayer's descriptions were used to find out how the students' learning changed. Interest and enjoyment level items were taken from IMI and adapted based on the context of the study. Similarly, the items related to authenticity were adapted from the authenticity scale. Although the questionnaire was tested on a pilot group, reliability analysis should be done for this context and age group for the future research. Secondly, the number of the participants who interviewed with could be more than twelve as it may not be enough to present whole perceptions of the participants on the use of authentic and interactive video tasks. If implemented again, the number of the interview should be increased. Thirdly, the implementation process lasted for seven weeks although total process consisted of nine weeks including pre-test and post-tests. The results of the study were shaped in a short period of time. When conducted again, this study would yield better results in a longer period.

The final suggestion for further study could be to identify the learners' English backgrounds. Although pre-test was conducted for every participant and all students attended same course including ten face-to-face lessons every week, the amount of exposure to English can be different for each participant out of class. For the further studies, students may be asked about their amount of exposure to English in terms of listening. Correspondingly, the number of the videos assigned to students as tasks can be increased for the students who need more activity to practice.

REFERENCES

Agarwala, M., Hsiao, I. H., Chae, H. S., & Natriello, G. (2012, July). Vialogues: Videos and dialogues based social learning environment. *IEEE 12th International Conference on Advanced Learning Technologies* (pp. 629-633). IEEE.

Akkoyunlu, B., & Yılmaz, M. (2005). Generative multimedia learning environment. *Hacettepe University, Journal of Education, 28*, 9-18.

Almekhlafi, A. (2006). The effect of computer assisted language learning (CALL) on united arab emirates English as a foreign language (EFL) school students' achievement and attitude. *Journal of Interactive Learning Research, 17.*

Al Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. Language Learning & Technology, 5(1), 202-232.

Arcario, P. (1992). Criteria for selecting video materials. In S. Stempleski & P. Arcario (Eds.), *Video in second language teaching: Using, selecting, and producing video for the classroom* (pp. 109-122). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Baddeley, A., Logie, R., Bressi, S., Sala, S. D., & Spinnler, H. (1986). Dementia and working memory. The Quarterly Journal of Experimental Psychology Section A, 38(4), 603-618.

Baddeley, A. D., & Logie, R. H. (1999). Working memory: The multiple-component model.

BavaHarji, M., Alavi, Z. K., & Letchumanan, K. (2014). Captioned Instructional Video: Effects on Content Comprehension, Vocabulary Acquisition and Language Proficiency. *English language teaching*, 7(5), 1-16.

Benson, P., & Voller, P. (1996). *Autonomy and independence in language learning*. Harlow: Longman.

Brett,P. (1995). Multimedia for listening comprehension: The design of a multimedia-based resource for developing listening skills. *System, 23*, 1-10.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32–42.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: CUP.

Chikasha, S., Van Petegem, W., Boullart, L., & Valcke, M. (2007). Impact of multimedia-enhanced eLearning communities on cognitive load and learning outcomes considering the learner's cognitive style. In *eLearning Africa Book of abstracts.* (pp. 249-257).

Chun, D. M., & Plass, J.L. (1996a). Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal, 80*(2), 183-198.

Chun, D. M., & Plass, J.L. (1996b) Facilitating reading comprehension with multimedia. *System, 24*(4), 503-519.

Clark, M. (2013). The use of technology to support vocabulary development of English Language Learners. St. John Fisher College Fisher Digital Publications. Retrieved from: fisherpub.sjfc.edu

Clothier, P. (2013). Interactive video: The next big thing in mobile. *Retrieved April, 1*, 2016.

Creswell, J. W. (2009). *Research design: qualitative, quantitative and mixed approaches* (3rd edition). Thousand Oaks, Sage.

Creswell, J. W. (2007). *Designing and conducting mixed method research.* Thousand, Oaks, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Condrat, V. (2014). The use of technology to promote learner autonomy. Creativitatea lingvala: de la semn la text, Iasi.

Cronin, C. (2017). Openness and praxis: Exploring the use of open educational practices in higher education. International Review of Research in Open and Distributed Learning, 18(5).

Dede, C. (1996). The evolution of distance education: Emerging technologies and distributed learning. American Journal of Distance Education, 10(2), 4-36.

Dehaki, M. (2017). The effect of watching videos on listening comprehension of Iranian intermediate EFL learners in public schools. *Journal of Applied Linguistics and Language Research*, *4*(6), 214-222. Retrieved October 20, 2018 from http://www.jallr.com/index.php/JALLR/article/view/678

Dewey, J. (1938), (1997 edition) *Experience and Education,* New York: Touchstone.

Digital Fact Sheet, (2018). Digital skills and online learning in Turkey. Retrieved from: https://www.etf.europa.eu

Donkor, F. (2010). The comparative instructional effectiveness of print-based and video-based instructional materials for teaching practical skills at a distance. *The International Review of Research in Open and Distributed Learning*, 11(1), 96-116.

Donkor, F. (2011). Assessment of learner acceptance and satisfaction with video-based instructional materials for teaching practical skills at a distance. *The International Review of Research in Open and Distributed Learning*, 12(5), 74-92.

Drigas, A. S., & Ioannidou, R. E. (2011, September). A review on artificial intelligence in special education. In World Summit on Knowledge Society (pp. 385-391). Springer, Berlin, Heidelberg.

Egbert, J., &Jessup, L. (1996). Analytic and systemic analyses of computer-supported language learning environments. TESL-EJ, 2(2), 1978.

Embong, A. M., Noor, A. M., Rafek, M., Othman, H., & Khalid, P. Z. M. (2014). What do Teachers and Pupils Say about Using e-Books in the Classrooms? *International Journal of Social Science and Humanity*, *4*(6), 451.

Fotos, S., & Browne, C. M. (Eds.). (2013). New perspectives on CALL for second language classrooms. Routledge.

Honebein, P. C., Duffy, T. M., & Fishman, B. J. (1993). Constructivism and the design of learning environments: Context and authentic activities for learning. In T. M. Duffy, J. Lowyck, & D. H. Jonassen (Eds.), Designing environments for constructive learning (pp. 87–108). Berlin: Springer.Egbert, J., &Jessup, L. (1996, September). Analytic and systemic analyses of computer-supported language learning environments. TESL-EJ, 2(2), 1978.

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of instructional design. Orlando, FL: Harcourt Brace Jovanovich.

Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

Gonzalez. F., Pizarro., M., Cermeron., R., Li, K., Thorn, J., Hutabarat, W.,& Bermell.,P. (2017). Immersive mixed reality for manufacturing training. *Frontiers in Robotics and AI, 4*, 3.

Gough, C., (1993). Teaching Listening Skills - lecture on Nov. 28, 1993. Quoted in HREHOVČÍK, T.; UBERMAN, A. 2003. English Teaching Methodology: An Undergraduate Course for EFL Trainees. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2003.

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191-215). Thousand Oaks, CA: Sage.

Güngören, Ö., (2013). Authentic Learning in Multimedia. *The Online Journal of Distance Education and e-Learning*- TOJDEL.

Hadijah, S. (2016). Teaching by using video: ways to make it more meaningful in EFL classrooms. *Proceedings of ISELT FBS Universitas Negeri Padang*, *4*(2), 307-315.

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.) Harlow: Pearson Education Limited.

Hartsell, T., & Yuen, S. (2006). Video streaming in online learning. *AACE Journal*, 14(1), 31-43.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino (2002). Instructional media and technologies for learning. N. J.: Merrill/Prentice Hall.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2005). Instructional technology and media for learning. *New Jersey, Columbus. MULTIMEDIA PEMBELAJARAN*, 141.

Hepp, P., Hinostroza, J. E., Laval, E., & Rehbein, L. (2004). *Technology in schools: Education, ICT and the knowledge society* (pp. 30-47). World Bank, Distance & Open Learning and ICT in Education Thematic Group, Human Development Network, Education.

Herrington, J., Oliver, R., & Reeves, T. C. (2003). Patterns of engagement in authentic online learning environments. *Australian Journal of Educational Technology*, *19*(1), 59–71. http://www.ascilite.org. au/ajet/ajet19/res/herrington.html

Herrington, J., Reeves, T. C., & Oliver, R. (2010). *A guide to authentic e-learning*. London: Routledge.

Homer, B. D., Plass, J. L., & Blake, L. (2008). The effects of video on cognitive load and social presence in multimedia-learning. *Computers in Human Behavior*, 24(3), 786-797.

Hooper & Reinartz (2002). Educational Multimedia. In R. A. Reiser, & J. V. Dempsey, (Eds.), Trends and issues in instructional design and technology (pp. 307-318). Upper Saddle River, NJ: Pearson Education, Inc.

Igo, L. B., Bruning, R. H., & McCrudden, M. (2005a). Exploring differences in students' copy and paste decision-making and processing: A mixed-methods study. *Journal of Educational Psychology, 97,* 103-116.

Integrating Multimedia Tools into Project- driven Foreign Language Learning, University of Melbourne 1994-2000. Horwood Language Centre Projects. (http:// www.hlc.unimelb. edu. au / projects/ research.html#anchor16, acc.

Johnson, B. & Turner, L. A. (2003). Data collection strategies in mixed methods research. In A. Tashakkori & C. Teddie (Eds.). Handbook of mixed methods in social and behavioral research (pp. 297-319). Thousand Oaks, CA: Sage.

Jones, L. C. (2003). Supporting listening comprehension and vocabulary acquisition with multimedia annotations: The student's voice. *CALICO Journal,* 21/1, 1-26.

Kartal, G. (2010). Does language matter in multimedia learning? Personalization principle revisited. *Journal of Educational Psychology, 102*(3), 615.

Kayaoğlu, M. & Akbaş, R, & Öztürk, Z. (2011). A small scale experimental study: Using animations to learn vocabulary. *Turkish Online Journal of Educational Technology*. 10. 24-30.

Khalid, A., (2001) The effect of multimedia annotation modes on L2 vocabulary Acquisition:A comparative study. *Language Learning &Technology*, 5(1), 202-232, 2001.

Kozma, R. (1991). Learning with media. *Review of Educational Research, 61*, 179–221. doi:10.3102/00346543061002179

Kozma, R. (1994). Will media influence learning: Reframing the debate. *Educational Technology Research and Development*, *42*(*2*), 7–19. doi:10.1007/BF02299087

Krashen, S., D. & Terrel, T., D. (1983). The Natural Approach: Language acquisition in the classroom. New York: Pergamon Press.

Lee, H., & Mayer, R. E. (n.d.). Visual Aids to Learning in a Second Language: Adding Redundant Video to an Audio Lecture. *APPLIED COGNITIVE PSYCHOLOGY*, *29*(3), 445–454.

Lehman, J.D. (2006). Interactive video: Foundations of multimedia/hypermedia. Retrieved from http://www.edci.purdue.edu/lehman/edci663/ivd.html

Levy, M., (1997). Computer-assisted language learning: Context and conceptualization. Oxford University Press.

Lincoln,Y.S.& Guba, E.G.(1985). Naturalisticinquiry. ThousandOaks, Calif.:Sage.

Lombardi, M. M. (2007). Authentic learning for the 21st century: An overview. *Educause learning initiative*, *1*(2007), 1-12.

Lu-Fang Lin1. (2010). Video Comprehension Strategy Application and Second Language Learning Attitudes. *International Journal of Learning*, *17*(1), 55–67.

Maneekul, J. (2002). Use of authentic material and tasks to enhance English Listening Skill for undergraduate students majoring in teaching English at Faculty of Education, Chiang Mai University. *Unpublished masters thesis, Chiang Mai University*.

Markham, P., & Peter, L. (2003). The influence of English language and Spanish language captions on foreign language listening/reading comprehension. *Journal of Educational Technology Systems*, *31*(3), 331-341.

Mathew, N. & Alidmat, A., (2013). "A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction," International Journal of Higher Education, vol. 2, no. 2, 2013, pp. 86-91.

Mayer, R. E., & Moreno, R. (1998). A cognitive theory of multimedia learning: Implications for design principles. In N.H. Naryanan (Ed). *Electronic proceedings of the CHI'98 workshop on hyped-media to hyper-media: Toward*

theoretical foundations of design, use and evaluation. Retrieved on 25th June, 2008 from www.eng.auburn.edu/~narayan/webdocs.html

Mayer, R., Moreno, R., Boire, M., & Vagge, S. (1999). Maximizing constructivist learning from multimedia communications by minimizing cognitive load. Journal of Educational Psychology, 91(4), 638.

Mayer, R. E., & Moreno, R. (2002). Aids to computer-based multimedia learning. Learning and Instruction, 12, 107–119.

Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist, 38*, 43–52.

Mayer, R. E., Fennell, S., Farmer, L., & Campbell, J. (2004). A personalization effect in multimedia learning: Students learn better when words are in conversational style rather than formal style. *Journal of educational psychology, 96*(2), 389.

Mayer, R., & Mayer, R. E. (Eds.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge university press.

Mayer, R. E., & Pilegard, C. (2005). Principles for managing essential processing in multimedia learning: Segmenting, pretraining, and modality principles. *The Cambridge handbook of multimedia learning*, 169-182.

Mayer, R., & Mayer, R. E. (Eds.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge university press.

Mayer, R. E., & Wittrock, M. (2006). Problem solving. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychol- ogy* (pp. 287–304). Mahwah, NJ: Erlbaum.

Mayer, R. (2009). Principles for fostering generative processing in multimedia learning. In *Multimedia Learning* (pp. 221-222). Cambridge: Cambridge University Press.

Mayer, R. (2009). Pre-training Principle. In *Multimedia Learning* (pp. 189-199). Cambridge: Cambridge Universiyu Press.

Mayer, R.E. (2011a). *Applying the science of learning*. Boston: Pearson.

Mayer, R. E. (2011b). Instruction based on visualizations. In R.E. Mayer & P.A. Alexander (Eds.), *Handbook of Research on Learning and Instruction.* New York: Routledge.

Mayer, R. E. (2017). Using multimedia for e-learning. Journal of Computer Assisted Learning, 33(5), 403-423.

Marchionini, G. (2003). Video and learning redux: New capabilities for practical use. *Educational Technology*, *43*(2), 36-41.

Merriam,S.B.(1998).Qualitative research and case study applications in education. San Francisco: Jossey-Bass.

Meskill, C. (1996). Listening skills development through multimedia. *Journal of Educational Multimedia and Hypermedia, 5*(2), 179-201.

Mitra, B., Lewin-Jones, J., Barrett, H., & Williamson, S. (2010). The use of video to enable deep learning. Research in Post-Compulsory Education, 15(4), 405-414.

Moreno. (2004). Decreasing cognitive load for novice students: Effects of explanatory versus corrective feedback in discovery-based multimedia. Instructional Science, 32(1/2), 99- 113.

Morrow, K. (1977). Authentic texts in ESP. In S. Holden (Ed.), English for specific purposes (pp. 13-17). London, UK: Modern Language Publications.

National Science Board. (2018). Science and Engineering Indicators. Retrieved from: https://www.nsf.gov/statistics/2018/nsb20181/

Neo, M., & Neo, T. K. (2001). Innovative teaching: Using multimedia in a problem-based learning environment. Educational Technology & Society, 4(4), 19-31.

Ni, D. (2017). Design and research on English listening teaching assisted by computer multimedia. *International Journal of Emerging Technologies in Learning (iJET), 12*(01), 32-43.

Nunan, D., (1999). Research methods in language learning. Eight printing. Cambridge: CUP

Paivio, A. (1990). *Mental representations: A dual coding approach* (Vol. 9). Oxford University Press.

Patton, M.Q., (2002). Qualitative Research and Evaluation Methods. Thousand Oaks, California: Sage

Perez, M. M., Van Den Noortgate, W., & Desmet, P. (2013). Captioned video for L2 listening and vocabulary learning: A meta-analysis. System, 41(3), 720-739.

Porter, D., & Roberts, J. (1981). Authentic listening activities1. *ELT journal*, *36*(1), 37-47.

Prensky, M., (2012). *From Digital Natives to Digital Wisdom: Hopeful Essays for 21st century Learning*. Thousand Oaks, CA. Corwin.

Reeves, T. C., & Reeves, P. M. (1997). Effective dimensions of interactive learning on the World Wide Web. In B. H. Khan (Ed.), Web-based instruc- tion (pp. 59–66). Englewood Cliffs, NJ: Educational Technology.

Richards, J. C. (2001). Postscript: The ideology of TESOL. In Carter, R. & Nunan, D. (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 294). Cambridge, UK: Cambridge University Press.

Richards, J. C. & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics. Third ed. London: Longman

Rogers, C., & Medley, F. Jr. (1988). Language with a purpose: Using authentic materials in the foreign language classroom. Foreign Language Annals, 21, 467–478.

Ruane, M. (1989). Issues in the use of video technology in the language classroom. In D. Little & B. O'Meadhra (Eds.), Media technologies and language learning. Proceedings of an IRAAL seminar, 1989 (pp. 2 – 20). Dublin, Ireland: IRAAL.

Ryan R.M. & E.L. Deci, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, American Psychologist, 55 (2000), pp. 68–78.

Salavati, S. (2013). *Novel Use of Mobile and Ubiquitous Technologies in Everyday Teaching and Learning Practices: A Complex Picture.* Licentiate. Linnaeus University, Sweden. Växjö: Linnaeus University Press.

Savenye, W. C., & Robinson, R. S. (2004). Qualitative research issues and methods: An introduction for educational technologists. In D. H. Jonassen (Ed.), *Handbook of research on educational communications and technology* (2nd ed., pp. 1045–1071). Mahwah, NJ: Lawrence Erlbaum.

Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review*, (32), 60-72.

Seliger, H. & Shohamy, E. G. (1989). Second language research methods. Oxford University Press.

Silverman, R. (2013). Investigating video as a mean to promote vocabulary for at-risk children. Journal of Contemporary Educational Psychology, 38, 170-179.

Srichanyachon, A. N. (2013). The Use of Internet of EFL Learners. *Turkish Online Journal of Distance Education*, *14*(4).

Smyth, R., Bossu, C., & Stagg, A. (2016). Toward an open empowered learning model of pedagogy in higher education. In S. Reushie, A. Antonio, & M. Keppell (Eds.), Open learning and formal cre- dentialing in higher education: Curriculum models and institutional policies (pp. 205–222). Hershey, PA: IGI Global.

Snell, Y., Steinert Y. (1999). Interactive lecturing: strategies for increasing participation in large group presentations. Medical Teacher, 21(1), 37-42.

Spearritt, D. (1962). Listening comprehension: A factorial analysis (No. 76). Melbourne: Australian Council for Education Research.

Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.). (2014). *Handbook of research on educational communications and technology* (pp. 413-424). New York, NY: Springer.

Stigler, James & Geller, Emma & Givvin, Karen. (2015). Zaption: A platform to support teaching, and learning about teaching, with video. Journal of E-Learning and Knowledge Society. 11. 13-25.

Stull, A. T., & Mayer, R. E. (2007). Learning by doing versus learning by viewing: Three experimental comparisons of learner-generated versus author-provided graphic organizers. Journal of Educational Psychology, 99, 808–820.

Sweller, J., Chandler, P., Tierney, P., & Cooper, M. (1990). Cognitive load and selective attention as factors in the structuring of technical mate- rial. *Journal of Experimental Psychology: General, 119*, 176–192.

Sweller, J. (1999). *Instructional design in technical areas*. Camberwell, Australia: ACER.

Thanajaro, M. (2000). *Using authentic materials to develop listening comprehension in the English as a second language classroom* (Doctoral dissertation, Virginia Tech).

Tick, A., (2009). From Computer Assisted Language Learning to Computer Mediated Language Learning.

Thorpe, R. (2006). Digital Technology In Classroom: Video in Teaching and learning.

Trostle Brand, S., Favazza, A. E., & Dalton, E. M. (2012). Universal design for learning: A blueprint for success for all learners. Kappa Delta Pi Record, 48(3), 134-139.

Tschirner, E. (2001). Language acquisition in the classroom: The role of digital video. *Computer assisted language learning*, *14*(3-4), 305-319

Vural, Ö.F. (2013). The Impact of a Question-Embedded Video-based Learning Tool on E-learning. Kuram ve Uygulamada Egitim Bilimleri. 13. 1315-1323.

Warschauer, M. (1998). "Computers and language learning: An overview." In Language Teaching, Vol.31, 57-71.

Wells, P., De Lange, P. & Fieger, P. (2008). Integrating a virtual learning environment into a second year accounting course: determinants of overall student perception. *Accounting and Finance*, *48*(3), 503-518.

Weyers, J. R. (1999). The effect of authentic video on communicative competence. *The modern language journal*, *83*(3), 339-349.

Wittrock, M. C. (1989). Generative processes of comprehension. *Educational Psychologist, 24*, 345–376.

White, C., Easton, P., & Anderson, C. (2000). Students' perceived value of video in a multimedia language course. *Educational Media International*, 37(3), 167-175.

Xiaoqiong, H., & Xianxing, J. (2008). Using film to teach EFL students English language skills. *Changing English*, *15*(2), 235-240.

Ybarra, R. & Green, T. (2004). Using technology to Help ESL/EFL students develop language skills. The Internet TESL Journal, 9(3), Retrieved February 20, 2009, from http://iteslj.org/Articles/Ybarra-Technology.html

Yusof, N. (2012). Effective uses of computer-based software in teaching the listening skill in ESL. *Malaysian Journal of Educational Technology*, *12*(1), 43-53.

APPENDICES

A. Questionnaire

The Effect of Authentic-Interactive Video Tasks on Students' Listening Practices

You are invited to participate in a research study focusing on the effect of authentic interactive video tasks on students' listening skills. Thank you for taking time to read this information.

This research project is being led by Neslihan Kaynar. The purpose of the study is to examine the effects of authentic interactive video tasks on EFL students' listening skills in terms of learning, motivation and authenticity. You have been approached to participate in this study as you are a preparatory school student involved in Module 3 at Altınbaş University School of Foreign Languages. Your participation is entirely voluntary. If you agree to participate, you will be invited to take part in this questionnaire and interview. Neslihan Kaynar will be responsible for overseeing the transcription and the anonymity of the data. There are no known risks associated with participation. The findings of this study will be presented at university level and at national and international conferences or they will be submitted for publication in peer-reviewed journals.

If you have any further questions about the research or would like information on the findings, you can contact *neslihan.kaynar@altinbas.edu.tr*

Gender: Female ( ) Male ( )

Please circle the correct numeric response to the each statement about the videos that you watched.

	Statements	**Strongly agree (5)**	**Agree(4)**	**Neither agree or disagree (3)**	**Disagree (2)**	**Strongly Disagree (1)**
1	I learned more from words and pictures than from words alone.	5	4	3	2	1
2	Watching short videos movies helped me better understand the content of the course.	5	4	3	2	1

3	I learned better with a human voice than a machine voice.	5	4	3	2	1
4	I learned better from videos when words are in conversational (informal) style rather than formal style (e.g. I learn better from a video about the travel experiences of 2 brothers rather than a lesson given by lecturer formally).	5	4	3	2	1
5	I learned better from videos when I had a background (previous information) about the topics.	5	4	3	2	1
6	Watching informational videos out of class were motivating for me.	5	4	3	2	1
7	I liked watching videos more than only listening the audio-materials.	5	4	3	2	1
8	Watching videos out of class made my learning more enjoyable.	5	4	3	2	1
9	I am willing to watch interactive videos again.	5	4	3	2	1
10	Videos I watched were relevant to real life.	5	4	3	2	1

11	Informal language samples in the videos improved my listening skills.	5	4	3	2	1
12	Videos from real life motivated me to use the language.	5	4	3	2	1
13	Videos allowed me to know and learn about the current world.	5	4	3	2	1

B. Interview Questions

1. What do you think about your experience watching the interactive videos?
2. How do you think watching interactive videos influenced your listening skills?
3. Were there any motivational factors of watching interactive videos for our listening class? Did you enjoy while watching these videos? Please explain.
4. What do you think about watching real-life videos out of class?
5. Would you prefer reading from textbook or watching interactive video? Support your answer with reasons.
6. The videos that you watched were related to the topic that we have covered in the class hours. How did this affect your learning?
7. Is there anything else you would like to tell us about the videos you watched?

C. CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Kaynar, Neslihan

Nationality: Turkish (T.C.)

Date and Place of Birth: 28 July,1995 İstanbul

Marital Status: Single

Phone: +90 530 731 17 42

e-mail: neslihankaynarelt@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	Yildiz Techinical University	2017
High School	Rami Atatürk Lisesi	2013

WORK EXPERIENCE

Year	Place	Enrollment
2017-2018	GLOBED	Academic Tutor
2018-	Altınbaş University	English Instructor

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

CELTA	New-York /ABD
Pilgrims Teacher Trainer	İstanbul/Türkiye

HOBBIES

Swimming, driving.