Ondokuzmayıs Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı

THE EFFECT OF USING AUDIO-VISUAL MATERIALS ON FOREIGN LANGUAGE LEARNERS' LEVELS OF MOTIVATION AND ACHIEVEMENT

Hazırlayan:

Çise BOZTEPE

Danışman:

Yrd. Doç. Dr. Gülay ER

Yüksek Lisans Tezi

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KABUL VE ONAY

Çise BOZTEPE tarafından hazırlanan Görsel-İşitsel Materyal Kullanımının Yabancı Dil Öğrenenlerin Motivasyon ve Başarı Düzeylerine Etkisi başlıklı çalışma, 27.05.2013 tarihinde yapılan savunma sınavı sonucunda oybirliğiyle başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

i

BİLİMSEL ETİK BİLDİRİMİ

Hazırladığım Yüksek Lisans tezinin proje aşamasından sonuçlanmasına kadarki süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

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Çise BOZTEPE

ÖZET

BOZTEPE, Çise. *Görsel-İşitsel Materyal Kullanımının Yabancı Dil Öğrenenlerin Motivasyon ve Başarı Düzeylerine Etkisi.* Yüksek Lisans Tezi, Samsun, 2013.

Bu çalışma görsel-işitsel materyal kullanımının yabancı dil öğrenenlerin başarı ve motivasyon düzeylerine etkisinin ne olduğunu tespit etmek amacıyla gerçekleştirilmiştir. Söz konusu çalışma, Amasya Üniversitesi Fen-Edebiyat Fakültesi İngilizce Hazırlık Sınıflarına 2010-2011 akademik yılında devam etmekte olan 48 öğrenciye uygulanmıştır. Araştırma süreci, 2010-2011 akademik yılının ikinci yarıyılını kapsamaktadır. Araştırmada yer alan katılımcılar aynı akademik yılın birinci yarıyılında Hazırlık Sınıfında başlangıç seviyesi eğitimini tamamlamış olup, ikinci yarıyılda ise orta düzeyin en alt bölümü olan seviyede eğitimlerini sürdürmüşlerdir. Araştırmada veri toplama aracı olarak bir motivasyon ölçeği bir de başarı testi kullanılmıştır. Motivasyon ölçeği araştırmanın amacına uygun olarak, Kürüm (2007)'ün Motivasyon ölçeğinden yararlanılarak, araştırmacı tarafından uyarlanmıştır. Başarı testi ise "New English File Pre-Intermediate Workbook" tan alınmıştır. Toplanan veriler SPSS 15.0 istatistik programı yardımıyla analiz edilmiştir. Verilerin analizinde ilişkili örneklemler ve ilişkisiz örneklemler için t-testi kullanılmıştır. Yapılan analizler sonucunda Amasya Üniversitesi Hazırlık sınıfındaki öğrencilerin dil öğrenme motivasyonu ve başarı düzeylerinin çalışmada görsel-işitsel materyal olarak kullanılan videolardan olumlu yönde etkilendiği görülmüştür.

Anahtar Sözcükler: Görsel-işitsel Materyal Kullanımı, Video Kullanımı, Yabancı Dil Başarısı, Yabancı Dil Öğrenme Motivasyonu.

ABSTRACT

BOZTEPE, Çise. ***The Effect of Using Audio-Visual Materials on Foreign Language Learners' Levels of Motivation and Achievement***. Master's Thesis, Ankara, 2013.

This study was conducted in order to identify the effect of using audio-visual materials on foreign language learners' levels of motivation and achievement. The study was applied to 48 students attending Amasya University's Preparatory Program during the 2010-2011 academic year. The study was conducted during the second semester of the academic year. The participants in this study completed Elementary level English coursework in the first semester of the same academic year. In the second semester, they continued their English language studies at the Pre-intermediate level. The data collection instruments of this study consisted of a motivation scale and an achievement test. The motivation scale was adapted from Kürüm's (2007) motivational factors questionnaire, in accordance with the objectives of this study. The achievement test was taken from New English File Pre-Intermediate Workbook. The collected data was analyzed by using SPSS 15.0 statistical package. Independent Samples T-test and Paired Samples T-test were used to analyze the data obtained from the pre- and post-tests. As a result of these analyses, it was found that using video as an audio-visual material influenced the language learning motivation and achievement levels of the students in Amasya University's Preparatory Program.

Key Words: Use of Audio-Visual Materials, Video, Foreign Language Learning Motivation, Foreign Language Learning Achievement.

ACKNOWLEDGEMENTS

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INTRODUCTION

INTRODUCTION

This introductory chapter presents the background to the study, including a brief overview of English language teaching in Turkey and the current state of English language teaching in preparatory classes at Amasya University. This section will detail the setting, purpose, research questions, significance, limitations and assumptions of the study.

1.1 BACKGROUND TO THE STUDY

The concept of second and foreign language teaching/ learning has gained paramount importance in the rapidly globalizing and changing world. English as a foreign language especially has widely been taught almost all over the world. Methods and techniques in English language teaching have also changed in some ways during the last several decades. The focus of the language instruction has shifted from "forms" of language to "functions" of language; communication and interaction aspects of language have become the focus of foreign language instruction. The aim of most language learning has become to acquire the ability to communicate with others in the target language.

In conventional approaches to English language teaching, the knowledge of the grammatical structures and the lexical items of the target language considered to be enough to learn a foreign language. Grammatical competence was believed to be the main aim of the foreign language learning. Over the years, it was realized that

grammatical competence is not enough to use the language in real life situations, and in order to communicate with others appropriately, people need to develop a kind ofcommunicative competence, as well as the grammatical competence in the target language. Therefore, a new approach, Communicative Language Teaching, has started to rule the field of English language teaching since 1970s.

Communicative Language Teaching is an approach which mainly intends the communicative competence of language learners. To develop this communicative competence, learners should be provided with real-life like situations as models in which they can see and listen to the way the native speakers communicate in their daily life. To provide these models in the foreign language classroom, teachers generally make use of various technological aids, and audio-visual materials are good examples of these technological language teaching aids.

Due to the rapid development of technology, which provides language teachers and learners a wide range of choices, the variety of sources for learning language has been increasing. Technological aids play an important role in language instruction. In other words, they have become essential parts of the second/foreign language (ESL/EFL) classroom. Teaching aids such as videocassette recorders, computers, video cameras, CDs, DVDs, CD-ROMs, web-based multimedia courseware have started to become increasingly popular materials in the language classroom.

These technological teaching aids are generally called 'audio-visual' aids, which support the aural and visual channel at the same time. According to Geddes and Sturtridge (1982), the reason why we need audio-visual aids in the ESL/EFL classroom is based on the fact that language cannot be separated from the real world. However, it is commonly accepted that there is little of the real world in a language classroom. Seferoğlu (2008) , in her article, says, " One of the greatest challenges a teacher of English in an English as a foreign language (EFL) context faces is that English is not

used authentically in the settings in which students live." It is clear that this is exactly the case for Turkish learners of English in EFL classrooms in Turkey. Thus, language teachers need several suggestions to overcome this drawback experienced by EFL learner. One suggestion may be to have learners listen to authentic materials on cassettes or videotapes (Stempleski, 2002).

Video as an audio-visual aid is also seen as a very popular tool in the ESL/EFL context (Herron et al., 1982). Lonergan (1984) discusses the development of the use of video from the 1970s up to the point where it became a common tool for language teachers. He also claims that video has become such a standard tool that many course books include video materials in their overall package. This study will mainly focus on the discussions of when and how to use audio-visual aids, particularly video, and its advantages and drawbacks when used in the EFL classroom.

1.2 STATEMENT OF THE PROBLEM

Recently, as is the case almost all over the world, foreign language learning and teaching has been regarded as one of the major parts of general educational content in Turkey. Since English, in particular, is accepted as an international language, it is the most commonly preferred foreign language to learn and to teach in Turkey. The emphasis has shifted to the teaching of four main language skills in the field of foreign language learning. Nonetheless, the grammar and the vocabulary instruction used to be considered as the most important parts of the language learning in more conventional methods. In this respect, the four main language skills mentioned are listening and speaking (receptive), reading and writing (productive) respectively.

In recent years, along with the tendency towards skills teaching, a common tendency towards the use of technology and its integration into the curriculum has gained a great importance, as well. According to Çakır (2006), peculiarly, the use of video as an audio-visual material in foreign language teaching classrooms has developed rapidly due to the increasing emphasis on communicative techniques. With the Communicative Approach, the following issues have gained importance in language teaching:

- interaction as both the means and the ultimate goal of learning a language

- communication aspects of language

- meaningful learning

- centrality of the learner in teaching processes

Margie S. Berns, an expert in the field of Communicative Language Teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak). (Berns, 1984:5).

In English Preparatory Classes in Turkey, communicative techniques have been used by many practitioners. The teachers who are teaching at Amasya University English Preparatory Classes have also been using these techniques both in main course and skills teaching classes. As known, communicative language teaching makes use of real-life situations that necessitate communication. The teacher usually tries to set up a situation that students are likely to encounter in real life. Setting up a real-like situation in the classroom is somewhat challenging for a non-native English teacher. Thus, Turkish teachers of English, naturally, need some help in setting up that kind of

situations for their learners in the classroom. Using technology in the classroom is one of the helpful ways to provide students with these real-life situations.

English teaching packages used in the preparatory classes generally include materials to support communicative use of language by the learners. For instance, in Amasya University Prep Classes audio-CDs and videos are presented as a part of the full package. The same practical English dialogs as samples of different real life situations, such as checking in a hotel, making a phone call, buying a ticket, and so on, are presented both through audio-CDs and video-CDs. Some of the main course teachers prefer to use videos, yet some others avoid using videos for some reason. They think that using audio-CDs is easier, more practical and safer. However, this study favors using video-CDs over audio-CDs due to their facilitating and motivating characteristics as language teaching aids.

Lack of language learning motivation is another important challenge that teachers of English in Turkey face during foreign language instruction. It is possible to talk about many different reasons that may cause this lack of motivation Turkish learners of English have. Crowded classes, limited class time, the use of traditional, structural methods in teaching and testing, unattractive, boring, and improperly organized foreign language textbooks and syllabus, insufficient or inappropriate use of the language teaching technologies are some of the reasons on the part of the teachers and the schools. As for the learners, some affective factors such as their negative feelings and prejudice against the target language itself and the target language community, their lack of opportunity for interaction with native speakers, and the negative thoughts of the society they live in about learning a foreign language and the culture of a foreign society may be mentioned as some of the factors causing learners' lack of foreign language learning motivation.

As it has been seen, many different factors may affect people's motivation in terms of education in general, and in case of language learning. It could be suggested that audio-

visual materials are one of the probable means to create and maintain motivation in terms of foreign language learning. All in all, both motivation and foreign language learning achievement of Turkish learners of English are crucial issues that need to be closely researched. In addition, as the use of audio-visual materials is a very new and inadequately considered subject for the majority of Turkish foreign language teachers, this study concern itself with the relationship between these two subjects.

1.3 PURPOSE OF THE STUDY

The purpose of the present study is to determine the effects of using the video, as an audio-visual aid in English language teaching and learning, on student motivation and success. It also aims to analyze the likelihood of whether the use of video as an audio-visual aid will be more effective in terms of motivation and success when compared to the effectiveness of audio-only instruction.

1.4 RESEARCH QUESTIONS

This study addresses the following research questions:

1. Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their motivation levels?

2. Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels?

3. Is there a significant difference within the experimental group who are taught through video as an audio-visual material in terms of their motivation and achievement levels?

4. Is there a significant difference within the control group who are taught through audio-only materials in terms of their motivation and achievement levels?

1.5 SIGNIFICANCE OF THE PROBLEM

The use of audio-visual materials   and methods increases the effectiveness of learning by helping the pupil to assimilate ideas in a more meaningful and engaging manner. Through the appeal to eye and ear, they provide a systematic improvement in knowledge, and skills acquisition. They also have a favorable influence on attitudes and appreciations. These objectives, of course, are attained only if the most suitable materials for a given learning situation are selected and if the pupils are prepared in advance. Each type of audio-visual aid has its place and each has its limitations. It is best to learn by actual experience, but since the possibilities in the classroom are limited, resort to carefully   planned, vicarious experience. This is provided by audio-visual aids. Any audio-visual aid, then, is a substitute for actual experience. However, since it is planned, concentrated, and enlivened by means of the latest technical devices, it can accomplish effectively most of educational objectives.

According to Huebener (1960), the proper use of audio-visual aids could:

- Reduce the danger of verbalism.
- Increase better understanding.

- Arouse interest in research.

- Develop power of oral and written communication.

- Encourage pupil participation.

- Build up clearer and richer concepts.

- Provide for group thinking and planning.

- Train in efficient work and study habits.

- Instill favorable attitudes.

- Foster the appreciation of beauty.

Within this framework, this study will be helpful for identifying the students' motivation levels and achievement in relation with the use of audio-visual materials. Also, following the applied studies to be conducted under this thesis, the influence of audio-visual materials on the concepts of motivation and achievement will be clarified and all these findings will be of a constructive and guiding contribution to the prospective studies in the field of English Language Teaching (ELT).

1.5 HYPOTHESES

In this study, the following hypotheses are formulated in relation to the research questions already mentioned above:

1. There is a significant difference between learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their motivation levels.

2. There is a significant difference between learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels.

3. There is a significant difference within the experimental group who are taught through video as an audio-visual material in terms of their motivation and achievement levels.

4. There is not a significant difference within the control group who are taught through audio-only materials in terms of their motivation and achievement levels.

1.7 METHOD

As has been mentioned, this is an experimental research study. It has been designed to investigate the possible effects of the use of video as an audio-visual material on language learners' levels of motivation and achievement. In order to achieve the aim of the study an experimental and a control group have been involved in the study. Both the experimental and the control group consist of 24 pre-intermediate students attending university preparatory classes.

Before the application process, both groups have been delivered a pre-questionnaire to examine their English language learning motivation level. In addition, a pre-achievement test has been administrated to both groups in order to identify students' achievement levels related to the language items which have been taught during the application.

Later, the experimental group has been exposed to an instruction based on video viewing activities while the control group has been exposed to an instruction which used audio-only presentations instead of video viewing.

At the end of the application period, the same measurement instruments have been administrated to the both group as post-questionnaire and post-achievement test. In this way, it has been aimed to find out whether any significant changes occurred in students' motivation and achievement levels after the treatment.

Finally, the findings of the questionnaires and achievement tests have been analyzed by SPSS statistical analysis program, and the results will be discussed in detail in Chapter 4 of this thesis.

1.8 LIMITATIONS AND ASSUMPTIONS

1. Subjects are assumed to answer the questions in the questionnaires and evaluate their own performances sincerely.

2. Subjects are assumed to participate in the tasks with their full concentration.

3. Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.

4. The pre and post-tests are assumed to be in conformity with students' levels.

5. This study is limited to a group of students in the English preparatory class at Amasya University.

6. This experimental study is limited to two classes (Prep-A as the experimental group; Prep-B as the control group). Each group consists of 24 students.

7. The English proficiency level of the participants of this study is pre-intermediate. The other proficiency levels are not within the scope of the study.

8. This study is limited to a seven-week instruction (12 hours).

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Recently, with the renewed emphasis on the conversational aspects of language, many teachers in the second/foreign language teaching field have realized that a greater quantity of colloquial language should be brought into the language classroom. Utilizing the various sources of technology, especially audio-visual aids, is an effective way to bring this real-life language into the classroom. This is because, communication or interaction between people in real life is most commonly done through the aural and visual channels which are also used by audio-visual materials to get their content to the audience, particularly to the pupils in classroom situations.

After presenting a brief history of English language teaching (ELT) methodology, this chapter reviews the literature on the role of audio-visual aids, video as an audio-visual aid, the advantages and limitations of using video in language teaching /learning, the notion of language learning motivation and lastly, some relevant studies which were conducted both in our country and abroad.

2.1 A BRIEF HISTORY OF ENGLISH LANGUAGE TEACHING APPROACHES AND METHODS

Different methods and approaches have been used to teach foreign and second languages so far. The Grammar Translation Method is generally considered as the first important method, which was widely used from 1840s to 1940s. In this method, the focus is the teaching of grammatical rules, vocabulary items, and translation of each language into the other to be able to read the literature of the target language. Chastain (1988:86) indicates the main objectives of this method as making the learners capable of studying literature, obtaining a much better comprehension of the first language, and amending the students' capacity of dealing with difficult learning situations and materials. In order to attain these objectives, they have to learn grammar and vocabulary of the target language first. Literary language is superior to the ability to communicate in the target language. Therefore, reading and writing are more important skills than listening and speaking. Language learning is believed to be a good mental exercise for the learners who are memorizing vocabulary items. The main language learning materials are the literary texts in the target language.

As opposed to Grammar Translation Method, no translation is used in Direct Method. Instead of translating into the learners' native language, the meaning of new items is to be linked *directly* with the target language. That's why this method is entitled "Direct Method". Unlike the Grammar Translation Method, spoken language is valued and the culture is not just the fine arts; geography and some cultural values of the target language community are included in the language instruction. Real objects, pictures and demonstration are used to make the students directly associate the meaning with the target language. It is possible to talk about a situational syllabus which is based on situations or topics rather than a grammatical syllabus based on linguistic structures.

The next method, Audiolingualism, was derived from structural linguistics and behaviorism. Richards and Rodgers (1986:49) summarizes the structural linguistics view of language learning as follows:

Learning a language, it was assumed, entails mastering the elements of building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence.

According to the behaviorist aspect of the Audiolingualism, language learning is a process of habit formation. Errors should be avoided and immediately corrected if occurs. Positive reinforcement also helps the learners to develop correct habits. Similarly to the Direct Method, the main aim of language learning is to learn how to communicate in the target language. According to Chastain (1988:88), the main goal of the Audio-Lingual Method was students' using the language "automatically and unconsciously as native speakers do". Since the structures of the language are very important, a structural syllabus is used. A limited amount of vocabulary is presented by being contextualized within the dialogs. Language skills are taught in the natural order that children follow when acquiring their mother tongue, which is listening, speaking, reading, and writing. The aural skills get the most of the attention especially during the early stages of language learning.

The Silent Way is one of the so-called "designer" methods, along with the Suggestopedia, the Community Language Learning, and the Total Physical Response, which arouse in 1970s. All these innovative methodologies may be seen as reflections of Humanistic Approach in the language learning. According to this method, the teacher should be silent as much as possible in the classroom in order to help the learners to develop autonomy, independence and responsibility to produce as much language as possible. Richards and Rodgers (1986:99) summarized the underlying theory of learning of the Silent Way as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

Small colored rods and a series of colorful wall charts are used to introduce the language items. According to the Silent Way, language is not learned by repeating after a model and it is not a product of habit formation. Learners should use their own thinking processes, or cognition, to discover the rules of the language they are learning. Students developed autonomy in using the language by exploring and discovering it. A syllabus composed of linguistic structures is used.

Suggestopedia is another humanistic approach which focuses on human and human psychology. According to Larsen-Freeman (1986:72): "Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning." This is a brief and good explanation of the learning theory underlying the Suggestopedia. Learning is facilitated in a relaxed, comfortable environment. This relaxing atmosphere is provided by the help of comfortable armchairs, a dim lighting and soft music in the Suggestopedia classroom. The teacher should also be reassuring, convincing, and motivating to help the learners to get rid of the psychological obstacles impeding the progress of successful language learning. Although Suggestopedia does not propose any specific language theory explicitly, it is possible to say that the emphasis is on the lexis and the lexical translation rather than contextualization. The memorization of vocabulary pairs (a target language item and its native language translation) is important.

In the Community Language Learning Method one of the key ideas is that it is the students who determine what is to be learned, so that the role of the teacher is that of a facilitator and supporter. The learner is supposed to move from a stage of total dependence on the teacher (knower) at the beginning to a stage of independent

autonomy at the end, passing through 5 developmental stages along the way. It is the teacher's (knower's) job to provide the supportive and secure environment for learners, and to encourage a "whole-person" approach to the learning. Whole person learning means that "Teachers consider not only their students' feelings and intellect, but also have some understanding of the relationship among students' physical reactions, their instinctive protective reactions and their desire to learn." (Larsen-Freeman, 1986:89)

According to Dinçay (2010:52), this methodology is not based on the usual methods by which languages are taught. The approach is patterned upon counseling-learning techniques developed by Charles A. Curran and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Dinçay (2010:53) suggests five important principles in Community Language Learning. These principles are:

1) Language is a behavior of a learner that is directed toward others. The learner can talk about things that make him interested and things that he has been experienced before.
2) A learner can learn a new behavior fast if he is not interrupted. Therefore, a learner as the client must have as many opportunities as possible to practice his language knowledge without much interference from the teacher as counselor.
3) The counselor should give assistance the clients in using their language all the time.
4) The counselor should give assistance in maintaining useful behavior by using three suggested techniques which are (1) give the chance to clients to talk much, (2) develop the language productivity of the clients and (3) give the counseling and then make some evaluations.
5) In preparing the materials, the counselor should choose the easy ones for both the clients and counselor which are suitable for the level and goal to be accomplished.

Community Language Learning can be said to combine some modern activities with some older ones. For example, translation, group work, recording student conversations, transcription and their analysis, free conversation activities can be mentioned as some of the instructional techniques in the Community Language Learning classroom.

As it has been seen, traditional approaches to language learning considers the grammatical competence as the fundamental step of language proficiency. However, with the influence of Communicative Language Teaching, grammar-based approaches and methods have given way to functional and skills-based teaching of English language teaching. (Richards, 2006:6)

Hymes's (1972:281) theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. "Communicative competence involves being able to use the language appropriately to a social context. To do this, students need the knowledge of linguistic forms, meanings, and functions." (Larsen-Freeman, 1983:131) Thus, according to communicative approach, knowing only the structural and lexical items of a language is not enough to be able to use the language communicatively. The learner also should be taught functions and meanings to be able to communicate.

Instead of mastering the structural system and the vocabulary of a target language, learners need to be communicatively competent. In order to develop learners' communicative competence Richards suggests the following aspects of language should be included in a communicative language teaching syllabus:

1. As detailed a consideration as possible of the **purposes** for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel
2. Some idea of the **setting** in which they will want to use the target language; for example, in an office, on an airplane, or in a store
3. The socially defined **role** the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school
4. The **communicative events** in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting
5. The **language functions** involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

6. The **notions** or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion
7. The skills involved in the "knitting together" of discourse: **discourse** and **rhetorical skills**; for example, storytelling, giving an effective business presentation
8. The **variety** or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach
9. The **grammatical content** that will be needed
10. The **lexical content**, or vocabulary, that will be needed

(Richards,2006:8)

In their books, both Richards and Rodgers (2001:83) and Brown (2000:266), claim that it is better to consider Communicative Language Teaching as an approach rather than a method. Brown also suggests four interrelated characteristics to define CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

(Brown, 2000: 266-267)

These four characteristics emphasize some deviations from the earlier traditional approaches. Brown (2001:44) proposes that applying and conducting dialogues, drills, rehearsed exercises, and discussions in Communicative Language Teaching classroom, in the target language may be a difficult task for the nonnative speaking teachers of English. So, he suggests the use of technology such as video, television, audiotapes, the internet, the web, and the computer software to overcome this drawback. Thus, this suggestion strongly supports the proposal of the present study about using video in order to provide the learners with good models of native speakers' real life conversations in real life situations.

2.2 THE ROLE OF AUDIO-VISUAL MATERIALS IN LANGUAGE TEACHING AND LEARNING

In using and understanding both the native and the target language, people generally are helped by aural and visual clues such as facial expressions, gestures, mimics, stress, intonation, social settings, and cultural behaviors. Since learners of a target language will need these clues all the time for better learning of that specific language, getting help from aural and visual clues is important in language education. (Allan, 1985; Ariew, 1987; Lonergan, 1984; Tomalin, 1986). Hence, this explains why it is so important to use audio-visual materials when teaching and learning languages.

It can be said that audio and visual materials were used together in the Audiolingual Method for the first time. In substitution drills of the Audiolingual Method the teacher uses some pictures accompanying the cues. These cues are words or phrases which are used by the students to replace a word or phrase in the sentence of a dialog that they are supposed to repeat. The teacher gives these cues orally and he/she shows a picture of the cue at the same time. For example, while the teacher says "the bank", he/she points a picture of a bank at the same time. When summarizing the characteristics of the Audiolingual Method, Brown (2001:23) points out the use of tapes, language labs, and visual aids. Similarly, Richards and Rodgers (1986:57) says: "Tape recorders and audiovisual equipment often have central roles in an audiolingual course." In the following decades, with the emergence of the new approaches and methods in the field of English language teaching, audio-visual materials has started to be used more widely than before. Additionally, with the developing technology, more complicated and modern versions of audio-visual aids have been used in the current practice of the Communicative Language Teaching Approach. Thus, these audio-visual materials have been used in more meaningful contexts and exercises than the ones used in more traditional methods like the substitution drills in the Audiolingual Method.

The use of audio-visual materials has long been researched by a number of researchers, in terms of their different contributions to the process of language teaching and learning. Johnson (1946:404), for instance, suggests that the field of foreign language teaching is the one in which all sorts of audio-visual materials are most vital tools for reaching both linguistic and cultural objectives. That's why the use of such materials should be considered as an essential part of language instruction and they should be carefully planned and utilized as an integral part of the course, as well.

Ager (1967:7) contends that using diagrams, cartoons, film sequences, etc. might help to create a context in which a certain use of language is not only appropriate but also life-like. He also claims that a second language should be learned in the same way that it was learned in the learners' native language. He says: "– in the situations in which it would be natural for a native speaker to use certain forms and structures, the student should hear the native speaker actually using them."

An estimation of this reality can be seeing and listening to native speakers in a real-life situation, - going to work, using the telephone, checking-in a hotel, buying a newspaper, etc.- in short sketches or in longer dialog situations. According to Ager (1967:7), ordinary silent or sound films, specially created to teach particular structures in particular languages, or produced as straight entertainment, are the nearest tools which can lead us to "real-life" situations. Therefore, watching and listening to native speakers using the real-life language by the help of audio-visual aids in classrooms can be quite helpful for language learners to gain a better language competence in different areas.

Çakır (2006:1), in his article, proposes that it has been widely known that audio-visual materials are outstanding aids for provoking and facilitating the learning of a foreign

language. In the same way, according to Wright (1976:1), many media and many styles of visual presentation are useful to the language learner.

As Chastain (1988:383) points out, a comprehension of cultural differences is needed in order to attain appropriate communication skills, tolerance, and cooperation on the learner's part, and in order to present learners with the different aspects of the target language culture to meet these needs on the instructor's part. Therefore, it is obvious that language instructors should include cultural elements in the language instruction. Several different means might be used in order to introduce these cultural elements in the language classroom.

In this respect, Allen and Valette (1977:350) propose that audio-visual materials would be effective aids for teaching target culture in a language classroom. This effectiveness of audio-visual materials seem to be evident since such materials have the benefit of breaking the boundaries of the limited classroom setting and creating a more realistic language learning environment.

Consequently, it is clear that incorporating audio-visual materials may be a great help in creating a more real-life environment and for teaching particular language items and cultural elements in this entertaining language environment. Video sequences, as audio-visual materials, presenting those real life situations can be considered as good models for developing and practicing communicative competence.

2.3 THE ROLE OF VIDEO AS AN AUDIO-VISUAL AID IN LANGUAGE TEACHING AND LEARNING

Videos designed for language teaching have been used in language classes for several decades, as mediums to teach languages because of substantial advantages they offer. Today, a large number of methodologists agree on their effectiveness in language learning settings. Thus, the number of teachers incorporating video as a teaching aid into their instructional process has been rapidly increasing. It is also possible to see this tendency towards the use of video in foreign language teaching course material packages just like "New English File" videos used in the present study.

Lonergan (1984:7) makes a broad categorization for the wide variety of sources which video materials used in language classrooms can come from:

1. Video-recordings of language-teaching broadcasts and films;
2. Video recordings of domestic television broadcasts, such as comedy programs and news programs;
3. Video recordings of specialist films and television programs;
4. Video language- teaching materials made for classroom rather than public transmission as broadcasts;
5. Self-made video films, involving the teachers and learners.

Recently, it is widely assumed, by many specialists, that the ones in the second and third categories- the more "authentic" ones- are more favorable than the others. However, according to the needs, interests, and levels of the target groups, the ones which are produced with language teaching purposes might be better tools in some occasions. In this study, the videos designed as a part of a whole language package have been used, owing to their practicability and their relevancy to the curriculum.

2.3.1 When to Use Video

Due to its exceptional ability of combining sound and vision, video could be said to be an unmatchable language teaching medium. Marsden claims that video provides a better context for the language use and can demonstrate the meaning of words in a better way. In addition, it can make language learning enjoyable and motivating. (1991:51)

He also suggests several language learning goals to be fulfilled by using video:

1. comprehension
2. language development/ revision
3. presentation
4. as a model
5. getting students to talk
6. as a springboard for activities

(Marsden, 1991:52)

According to Stempleski and Tomalin, it is appropriate to use the video at every level of language learning, either as the primary constituent of an intensive course or as supplemental material for language reinforcement and skills practice. However, they also suggest that on account of its ability to motivate and to enable direct comprehension by presenting language in context, it is better to give beginners and elementary level learners priority in the use of video. (1990:4)

With different types of activities and techniques, such as "prediction, repetition, freeze-faming, silent viewing, etc." video can plausibly help in obtaining these objectives. These techniques are going to be explained in the following sections of this study. Briefly, it is obvious that using videos with different aims, at different levels of language learning might enhance language learning. They also make unique contributions like fun and motivation to this inarguably demanding educational process.

2.3.2 How to Use Video

It could be clearly seen by looking at the previous discussion topics about video, it is definitely great help to use video for language teaching purposes. Nonetheless, another important consideration about using this valuable tool is how to use it appropriately and effectively in the language classroom. Thus, in this part the language skills and competencies that can be brought in through the use of video, some selecting criteria for choosing the suitable type of video sequence, and some basic techniques for using video will be discussed.

Video in the language classroom offers exciting possibilities for language teaching and learning. Video can be used for teaching, practicing, and testing all language skills: listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. In addition, by the help of video communicative competence, cultural and cross-cultural awareness of language learners can be achieved.

There has been an obvious appeal to using video in the language classroom. Instead of the rather unembodied voice emanating from an audio player, learners are able to see the speaker and elements of the surrounding environment. (Shrosbree, 2008:75) Thus, it can be said that video is a "multi-sensory medium" (Swaffar and Vlatten, 1997:176) Video has the strongest potential in teaching listening and it is the medium that is most likely to make an impact on students' listening skills since it shows actions and images along with sounds, therefore, reinforcing listening comprehension. (Ur, 1984; O'Malley and Chamot, 1989) Some researchers claim, in their studies, that video is also very helpful for improving speaking, communicative and conversational skills. (Allan, 1985; Lonergan, 1984; Tomalin, 1986¸ Rifkin, 2000).

Davidson (2009:4) proposes that videos can assist learners in developing listening performance and retention of cultural knowledge by providing multi-modal input to illustrate authentic communication situations. In brief, it is possible to use video as a teaching aid in order to obtain different linguistic, cultural, and communicative goals. Now, it is time to have a look at in which ways video could be used to obtain these objectives.

2.3.3 Some Basic Techniques for Using Video

It is possible to talk about some practical basic video implication techniques for language teaching purposes. What is important here is to choose the closest technique to our teaching objectives and needs. Here are some of these practical techniques and their classroom implications suggested by several specialists:

2.3.3.1 Active Viewing

Active viewing means learners' actively participating in the video viewing activity. In other words, video viewing with instructional purposes should include learners' taking part in the process of viewing the video, instead of just watching it as they do outside the classroom. In order to enable this active participation and encourage students to take roles in video viewing activity, they should be prepared for what will be presented on video in advance. The teacher may give some viewing guides to the students so as to help them to comprehend best what is presented in the video. This guidance also enables the students to achieve the language tasks that they are supposed to do before, while, and after viewing the video. Lonergan (1984:31) says that watching a video presentation in a foreign language can be challenging for most students, so they need "help, guidance, and reassurance" to cope with this challenge. He suggests that teachers should select viewing tasks appropriate for the learners' needs and abilities.

Stempleski and Tomalin (1990:16) entitled this technique as "sound and vision on" and they recommend the following activities as adaptations of this technique:

- Students are given a list of items before viewing a sequence and have to look for them as they view.
- Students are given a list of items after viewing a sequence and have to decide which were in the sequence and which weren't.
- Students view and listen to the sequence for (e.g.) something beginning with (X), something (blue), something which rhymes with (Y), etc.
- Students are given comprehension questions before viewing a sequence and answer the questions after viewing.
- Students are told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss.
- Students are given paraphrases of dialogues before viewing and then have to match/spot the direct speech as they view.
- Students are given a cloze passage of the dialogue or of a description of the scene and have to complete gaps while/after viewing.

These versions of the related technique or other adapted forms made by the teachers relevant to their learners' needs and abilities can be used to make the learners active participants of the video viewing activities. In this way, video viewing activity can become more interesting and attractive for the learners and this also contributes to their success in achieving the language tasks more easily.

2.3.3.2 Silent Viewing (Sound off/ Vision on)

As can be understood by the name, this technique includes viewing a video sequence without its sound. According to Stempleski and Tomalin (1990:15), this technique can be used in two ways: the first way is to create activities about what students see on the screen, and the second way is to use it in activities focusing on what is being said. In the

second usage, a variety of prediction tasks are generally given to the students. Stempleski and Tomalin suggest some implementation ways of this technique. They are:

- Choose scenes with short exchanges of dialogue, where the action, emotions, setting, situation, etc. (even lip movements!), give clues to what is being said. Students guess/predict the words and then compare afterwards while viewing with sound on.
- Use longer exchanges for students to guess the gist or situation rather than exact words.
- Play whole sequences for students to try and write suitable screenplays, which can then be compared with the actual soundtrack.
- Use the pause/freeze-frame control at the initial point of each exchange, for students to predict language on a line-by-line basis. These are then compared with the actual speeches.
- Students give or write a descriptive commentary of what they see.

(Stempleski and Tomalin, 1990:15)

It is obvious that using such activities and adaptations of them in the language classroom can be great help to enable student motivation and participation in the video viewing tasks. In addition, according to Çakır (2006:8), silent viewing stimulates students' interests, thoughts, and helps them develop deduction skills. Thus, teachers who are using video presentations in their language classroom may make use of this technique as well as the other ones presented in this section.

2.3.3.3 Sound on and Vision off Activity

Contrary to the previous technique, in this technique the students are provided only with the soundtrack of the video while they cannot see the picture. This time students are supposed to predict or reconstruct what is happening visually in the video based on the sounds they hear. Lonergan (1984:76) claims that it is really difficult to reconstruct what is really happening by just listening to the sound without seeing anything. However, he thinks that this technique can stimulate discussion among students, about

the characters, the setting, the action, etc. in the video sequence they view. Therefore, this technique also can be used in a variety of ways similar to the ones which has just been proposed for the previous techniques.

2.3.3.4 Freeze Framing

This technique is, shortly, freezing a frame in a video sequence by using the pause button. Freeze framing can be used in a variety of ways. For instance, the teacher can stop at a critical point in the plot and ask students questions about the past events to check comprehension. It is also possible to ask them to predict what is going to happen next. Secondly, pausing at some suitable points for students to speculate about the characters' feelings and thoughts by looking at their facial expressions, gestures, mimics, and their body language is another advantage. Lastly, freeze framing can be used to teach or practice particular lexical items. This time the teacher may pause the sequence before a certain word or phrase is uttered and then the teacher may ask the students to guess that certain word or phrase. The right word or phrase can be heard immediately after the student responses. Consequently, freeze framing is another useful technique that can serve well to fulfill various language teaching objectives such as presenting new vocabulary.

2.3.3.5 Repetition

Simple repetition exercises is done by freeze framing the scene with the pause button and asking students to repeat what has just been said, either individually or in groups. That kind of repetition exercises are usually used to encourage oral fluency. These are not exact communicative exercises, but they may help the students practice the articulation and the pronunciation of new vocabulary items as well as the practice of

intonation and stress. Hence these exercises can be considered as a preparation for more communicative exercises.

Audio-cassettes can also provide good models for repetition drills. Nonetheless, since video combines visual cues with spoken words, it may provide the possibility to response to paralinguistic cues, such as gestures, mimics, and body language, along with the sound. This is also one of the reasons that the present study favors audio-visual aids against the audio-only ones in foreign language teaching.

2.3.3.6 Video-aided Role playing

As it is widely known, role playing activities provide absolutely good practice of real life communicative situations. They are usually conducted at the end of a particular class period. This is because, role playing requires a full understanding and mastery of the vocabulary and the linguistic features presented during that particular class period and more creative communicative production of learners.

Lonergan (1990:39) claims that video presentations provide three main advantages when used as models for role play activities. The first advantage is that they enable the teachers not to waste extra class time for making explanations about the aspects of the target communicative situation which is going to be acted out by the learners. This is because; the students can see all of these aspects such as the setting, the characters, and the events of the situation in a video film. Instead, the students can use this extra time for the preparations of the role play activity. Secondly, it is easier for the learners to understand what they are supposed to do in a role play activity by watching and listening to the target conversation on the video. The third advantage is that video aided role playing may help the learners to feel more self-confident. As we all know, most learners are shy "to act the scene on their own way". However, video gives them the

chance of miming the actors in the video film, so they feel more confident when their own personalities are covered by the manners of the actors.

Finally, it is possible to add two more types of activities based on video instruction, suggested by Stempleski and Tomalin (1990:16). The first one is the *"jumbling sequences"* and it is briefly reordering the sections of a sequence presented in an unordered way. The second one is the *"split viewing"* which is a kind of information-gap activity conducted within two groups. One of these groups sees a sequence but does not hear whereas the other one hears but does not see. So, these groups exchange information after watching or listening to their parts.

As it is seen, a variety of practical activities could be used while utilizing video in the language classroom. However, these are not the only options to use with video aided instruction. This is just a selection of techniques that can be used by both teachers and students, which they can modify or develop according to their own needs and purposes.

2.3.4 Teacher's Role

Along with the issues considered up to now, the teacher's role in the process of utilizing or integrating the video into the language instruction is another significant subject. It is the teacher who determines the type of video to use, when and how to use the video, and what activities and techniques to use with the selected video sequence. Stempleski has explained the importance of the teacher's role in this process as follows:

Any video's chances of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be

improved or destroyed by the way in which the teacher introduces the video and the activities which the students carry out in conjunction with the viewing.

(Stempleski, 2002:364)

Although many published video materials offer guidance for teachers, the teachers may still need to modify the video sequence itself or the activities provided together with the video according to their group of learners' own needs and interests, their curriculum and the time available to use the video. Thus, it is important to have a well-organized lesson plan and pre-checked materials to get the utmost out of video as a teaching aid, so as not to waste time during the video utilizing process. This pre-planning may include determining the spots to use the freeze framing or deciding on which parts of the video sequence are going to be viewed with different video viewing techniques.

Another important issue is the attitude toward using the video in the language classroom and learners' attitudes toward the target language culture. Ariew (1987), emphasizes that second language teachers who use video should deal with the issue of the target language culture. Besides, Stempleski (2002:367) suggests that whether your students consider the use of video in the language classroom as valuable and important will be determined by the attitudes you have toward that subject.

Therefore, it could be said that when deciding to use the video in our language instruction it is important to review our own pre-knowledge on the use of video and our attitude toward the target language culture and the use of video in the language teaching. Foreign/ second language teachers, especially if they are nonnative speakers, can make use of the advantages of video aided language teaching, but they should consider the necessary points about the implementation of video before starting. Besides, they should keep in mind that their attitude towards the using video also shapes their students' attitude towards video material and its content.

2.3.5 Selection Criteria of Video Sequences

While selecting the right video sequences to use as language teaching materials in the classroom, practitioners should consider some crucial concerns, such as the type, the length, and the technical quality of the target video sequence. To start with, the video recording which is going to be used should be of the highest technical quality. If a recording is of poor quality, no matter what interest level of its material, it won't be much useful for the students.

Stempleski and Tomalin (1990:9-10-11) offer some selection criteria for the video sequences used in language classes. These can be indicated by the following topics: interest, length, flexibility, language level, language items to be taught, lexis, recipes and activities, preparing worksheets, documents, presentations, planning the use of time and sharing the workload. As a summary of their ideas about those topics it can be said that video sequences chosen for use in class should be intrinsically motivating, attractive and meaningfully coherent. The length, the language level, the vocabulary, and the language items they have should be consistent with the age, needs, abilities, and language and interest levels of the target group.

In respect of selecting the right recipes and activities to use with the selected video sequence, what language items (if any) to pre-teach, what viewing task to choose, what language from the sequence to teach, and what follow-up activities to use are some issues that need to be considered by the teachers. Briefly, following the right criteria while selecting the video recording to be used, is highly important in order to achieve an effective language outcome from the video-aided language instruction.

2.4 ADVANTAGES OF USING VIDEO IN THE LANGUAGE CLASSROOM

Various studies have shown that using video has plenty of contributions to the teaching and learning of language skills. Using video could also be beneficial in terms of motivational and cultural factors.

One of the great advantages of using video as a tool to teach and learn a language is the authentic language input it provides, particularly through movies and TV programs made for native speakers. For instance, Tomalin suggests that through movies learners can see how people communicate in real life, in different conversational contexts since films "help bring the outside world into the classroom." (1986:9). Some other researchers have also reported several benefits of authentic video in providing natural, content-rich samples of the target language (Bacon& Finneman, 1990) and that it presents current linguistic changes more effectively than printed sources (Richardson & Scinicariello, 1989).

Video, naturally, is full of valuable extra-linguistic clues. Studies have shown that exposure to visual inputs heightens learners' comprehension and retention of lexical items. (Weyer, 1999:348). Furthermore, if the visual exposure is combined with an audio component, it increases students' comprehension of a video text to a marked degree. (Altman, 1989; Baltova, 1994). In addition to this, Swaffar and Vlatten (1997:175) suggest:

 As a multisensory medium, video offers students more than listening comprehension; students have the opportunity to read visual as well as auditory messages. Apparently, reading what is seen as well as what is heard enhances learning….. When compared with the students who have only print or auditory texts, learners supplied with video materials understand and remember more.

Various ways of using these audio-visual features of video for learners' better understanding of the related linguistic and communicative content were presented in the previous sections of this study. Another advantage of utilizing video in the EFL/ESL classroom is that video is a good way of presenting the cultural information belonging to the target community. "Foreign language educators have reached consensus that culture needs to be an integral part of foreign language teaching at all levels." (Lange and Klee, 2000; cited in Herron et al., 2002:36). This idea has led to an inquiry of how to integrate culture into the language learning and teaching process. Some theorists express their approval of multimedia technology for its potential to provide learners with long examples of oral discourse, presented in a visually rich context. Multimedia texts not only stimulate intrinsic interest but they also show "authentic and up-to-date linguistic and cultural exchanges encountered in the foreign country." That is to say, video, and more currently World Wide Web can bring authentic sociolinguistic elements into the classroom. (cf. Lafford and Lafford, 1997; Muyskens, 1994; Shrum and Glison, 2000; cited in Herron et al., 2002:37). Thus, we can say that another advantage of video as a language teaching aid is its ability to integrate cultural knowledge into the language classroom.

As it has been stated before, the best known advantage of video is that it is providing a visual aid. Compared to audio listening texts, video shows the setting, the speakers, and the context in which they are having the conversation. Students can see several clues about the participants, such as their age, sex, the way of dressing, social status, mood, feelings, and the relationships between them. All of these clues can help learners to identify and recognize the register of the language used in these particular contexts (Lonergan, 1984). Hence, it is clear that video can also help learners to put together an understanding of various styles and registers common in the target language. Consequently, integrating video facilities in language instruction could be a great way of improving and maintaining many language competencies and skills in an enjoyable and entertaining learning environment.

2.5 DISADVANTAGES AND LIMITATIONS OF VIDEO IN THE LANGUAGE CLASSROOM

Using video in the language classroom presents several limitations and challenges along with the advantages. While many foreign language teachers admit the advantages of using video, some others have some doubts about the potential of video packages or video-based curriculum to teach how to read and write as watching videos and listening skills are in the center contrary to the traditional text-based approach. (Herron, et. al.1995:775). This skeptical point of view can be understandable due to the lack of research to prove the efficiency of video to teach all the language skills.

Although it has been indicated as an advantage of video in the previous parts, the paralinguistic features video provides may sometimes be challenging and confusing, especially for foreign language learners. Since authentic video segments are prepared for the natives, the paralinguistic features such as body language, gestures or mimics my sometimes be unclear and unsupportive for the viewers who are not native speakers. (Strange and Strange, 1991). Strange and Strange also add that authentic video sequences may be over-dense visually and linguistically as they assume an audience of native viewers rather than language learners.

There is another danger for foreign language learners when using video in the language classroom. As it is told before, video entertains, fascinates, delights, and motivates language learners. Nonetheless, this entertainment and enjoyment may sometimes cause the learner to overpower the message; that is to say, if the enjoyment is exaggerated, the viewers may remember only the humor but fail to learn the message or the subject matter in the material (Koumi, 2006:47). Similarly, according to Wright (1993), learners may usually have the tendency of considering video viewing just as normal TV watching, as another pastime activity. In this case, they may bring some negative or positive preconceived opinions about TV into the video classes.

Video implementation in the language classroom may also be challenging for the teacher. First of all, it really increases the teacher's workload if selection of videos, previewing them, preparing relevant activities to be used in while- and post viewing stages, preparing relevant evaluation materials are supposed to be done by the teacher. All of this preparation work potentially takes a great amount of extra time. Furthermore, to be able to do such a preparation, planning and not to have any technical problems during the class time, teachers should be well-trained on these fields. Baddock (1996) claims that another challenge for teachers is that there are no specific methodologies taught in teacher training programs for using video technology in schools.

Consequently, it is clear that using video to teach and learn a second/foreign language may have some drawbacks as well as advantages. It is important to have a well-planned instruction and willingness to integrate video technology into language instruction to overcome these possible limitations and drawbacks. Additionally, the knowledge of implementing the video, and other educational technologies, should be included in the language teacher training programs.

2.6 DEFINING MOTIVATION

Motivation has long been considered to be one of the key concerns of learning. It is also one of the main determinants of second/foreign language learning. The abstract term "motivation" is rather difficult to define in terms of learning and language learning. However, some specialists have proposed several definitions of motivation till now.

Harmer (2001:51) defines motivation, very basically, as a kind of internal drive impelling people to do things in order to accomplish certain tasks. Similarly, Long

(2000:104) defines the motivation as "the psychological processes that lead us to do certain things." Another simple definition of motivation made by Woolfolk (2000) says that motivation is an internal state that arouses, directs, and maintains behavior. Brown (2001:72) suggests that "motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit."

Chastain (1988:172) prefers to use the general term "motivation" in reference to the "achievement motivation". He thinks that it is the learners' effort to learn what is being referred to by most teachers when they talk about the motivation in general. According to Chastain, motivation means some kind of stimulus which makes people to take part in any certain activity, with a goal in the end and holding on it till achieving that goal. He adds that there is a plenty of factors affecting and influencing learner motivation such as learners' self-concepts, values, needs, goals, past classroom experiences, social environment of the class, and the teacher's behavior.

All of these definitions are similar in their propositions which consider the motivation as an inner driving force to propel something and to maintain it. It is clear that all of the definitions above suggest that the motivation is an important psychological factor affecting the learning process. In the same way, it has been attached much attention by some experts who deals with second/foreign language learning. They also propose several definitions of second/foreign language learning motivation as a result of several studies they conducted.

Gardner and Lambert's study (1972) may be noted as the first important study on the role of motivation in second language (L2) learning. Dörnyei (1994:273) claims that Gardner and Lambert founded the L2 motivation studies on a social-psychological framework. According to their studies, learner attitudes to the target language and the target language community have significant importance as affective factors in the process of L2 learning. (Çelik, 2004:34)

While summarizing the analysis of the affective aspect of the language learning, Stern (1991:385), makes the following distinctions: a) basic predispositions, b) more specific attitudes, and c) the motivation of learners. Here, basic predispositions refer to some personality characteristics such as tolerance of ambiguity, need for achievement, which likely affect the language learning process. With more specific attitudes, Stern means, for example, the language learners' attitudes to the English language, and to British, American, and other Anglophone communities. Lastly, Stern defines the motivation of learners as follows:

> the motivation of learners that initiates and maintains the learning process, or that leads to the avoidance or rejection of learning; the stated reasons and perceived goals as well as the subconscious drives and needs that prompt and sustain the learning effort or lead to its inhibition or rejection.

This description differs from the other ones in analyzing the motivation as a bidirectional construct, which may lead to the learners undertaking the task of language learning in a positive or negative manner. It is essential to point that Stern's summary is based on Gardner's ascertainments about the motivational characteristics of language learners who are learning French as a second language.

A more current motivation model was suggested by Dörneyi (1994). In his theory of motivation Dörnyei, mainly, emphasized the educational and practical aspects of L2 motivation. In other words, his model was a more classroom-centered model when compared to Gardner's social psychological model. Some other researchers such as Crookes and Schmidt (1991) and Oxford and Shearin (1994) also supported the idea of the need for a more "classroom-focused motivational framework with practical instructional implications." (Çelik, 2004:34)

To sum up, it is possible to mention lots of research studies about the motivation in the field of both educational psychology and second/foreign language learning. Educational psychologists generally tend to define the learning motivation in terms of psychological and affective aspects of learning process. In this respect, they agree on considering the motivation as an inner drive which makes learners to take part in learning activities and going on those activities for the sake of achieving the goal in the end. It is possible to talk about two major models of L2 motivation. The first one belongs to Gardner and his associates and this is called as a social psychological model of L2 motivation focusing on the attitudes of language learners for the most part. The other model is Dörnyei's model which concerns a more practical, classroom-centered approach to the L2 motivation.

2.7 DIFFERENT VIEWPOINTS ABOUT MOTIVATION

Motivation is not only one of the key concepts of learning in general but it also is a very crucial and central construct in terms of the language learning process. In a very simple sense, there is considered to be a direct relation between motivation and successful language learning due to the common belief that if a learner is sufficiently motivated, language learning can be accomplished. The main concern of this section will be looking at the discussions about the different perspectives towards the notion of motivation in education.

The diversity concerning the definition of motivation holds true for the classification of motivation theories. Brown (2007), Dörnyei (2005), and Woolfolk (2000) have different classifications of motivation, which can be summarized as in the following table.

Table 2.7.1 Theories of motivation

Brown's classification	Dörnyei's classification	Woolfolk's classification

A)A Behavioristic
 	
Definition
	A)The Social Psychological Period
	
	   a. Gardner's motivation theory and motivation test
	
	   b. Clement's theory of linguistic self-confidence
		A)Behavioral
		
		Approaches

B)Cognitive Definitions
 	
  a. Drive theory
 	
  b. Hierarchy of needs theory
 	
  c. Self-Control theory
	B)The Cognitive-Situated Period
	
	  a. Self-Determination theory
	
	  b. Attribution theory
	
	  c. Task motivation
		B)Humanistic Approaches
		
		a. Maslow's hierarchy
		
		of needs theory

C)A Constructivist Definition	C)The Process-Oriented Period	C)Cognitive Approaches a. Attribution Theory b.Expectancy x value theories

In this study, for the sake of simplicity and clarity, the classification by Brown will be adopted. In the following sections, three different viewpoints suggested by Brown will be explained

2.7.1 Behaviorist View

Behavioral definition of motivation would probably be as the 'anticipation of reward' in very simple terms. According to this view, human beings are seen as relatively predictable beings, which are assumed to react in certain ways to their environment given that the conditions are equal, as in "reinforcement theory". (Reinforcement theory is the process of shaping behavior by controlling the consequences of the behavior.)

For instance, according to Skinner's operant conditioning, "human beings, like other living organisms will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist." (Brown, 2007:85) It could be concluded that our actions are controlled by the external powers and in addition to this; reinforcement is a powerful drive for learners to achieve certain goals.

2.7.2 Cognitivist View

With the shift in understanding human beings to a more conscious, agency oriented one, the theories in motivation has also reached to an understanding where people are regarded as active beings that chose to engage in a task consciously. Cognitive approaches to motivation is a result of this understanding; that human beings are conscious, and that the same stimuli may result in different outcomes in different individuals, as these individuals will have different thoughts and beliefs. (İçmez, 2009:125)

Here, three different cognitive theories about motivation can be taken into account: drive theory, hierarchy of needs theory, self-control theory.

2.7.2.1 Drive Theory

This theory claims that human beings act out under the control of basic inborn drives. Ausubel (1968:368-379), for instance, identified six drives supporting the construct of motivation:

- Exploration (probing the unknown)
- Manipulation (operating on the environment and causing change)
- Activity (movement and physical-mental exercise)
- Stimulation (being receptive to mental, emotional, or physical stimulation by the environment, by other people)
- Knowledge (processing and internalizing the results of former drives to resolve contradictions, to quest solutions to problems and for self-consistent systems of knowledge)
- Ego enhancement (building self-esteem to be known, accepted and approved by others)

(Brown, 2000:161, Brown,2007,86)

This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirst. The problem with the drive theory of motivation is that these behaviors are not always motivated purely by physiological needs. For example, people often eat even when they are not really hungry.

2.7.2.2 Hierarchy of Needs Theory

This is one of the most popular theories of motivation and it has been proposed by Abraham Maslow (1943). The metaphor of 'a pyramid of needs' has generally been used in order to understand this theory.

This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other needs. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security.

Table 2.7.2.2. Below gives an illustration of Maslow's needs pyramid.

Self-actualization

Esteem: Strength	Esteem: Status

Love	Belongingness	Affection

Safety	Security	Protection	Freedom from Fear

Air	Water	Food	Rest	Exercise

(Brown, 2007: 86)

What we can infer from Maslow's theory, according to Brown (2007: 87), is that even simple routine classroom activities (taking roll, checking homework, small talk at the beginning of the class, etc.) could serve as forerunners of motivation for higher attainment.

2.7.2.3 Self-control Theory

Some cognitivist scholars of psychology, for example Hunt, point out the importance of people's having the chance of choosing what to do, think, or feel. In the same respect, Brown (2007:87) suggests that if people have the opportunity of making their own decisions either in long-term or short-term contexts; they will get the highest motivation level.

Thus, it would not be a wrong assertion that creating the appropriate learning environment for learners' making their own decisions about their learning process rather than obeying the other's wishes or commands is much better for the success of learning. That kind of self-governing in learning also increases the learners' motivation levels.

2.7.3 Constructivist View

In this perspective to motivation, the main focus shifts to a more social context rather than individual choices of each person. Brown (2007:87) asserts that each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. Motivation, in constructivist

view, is derived as much from our interactions with others as it is from one's self-determination. To sum up, we cannot think of people's own decisions as independent from their cultural and social environment. There is a schematic illustration summarizing the three views of motivation below:

Table 2.7.3.1 Three views of motivation

Behavioristic	**Cognitive**	**Constructivist**
• anticipation of reward	● driven by basic human	● social context
• desire to receive positive reinforcement	needs(exploration, manipulation, etc.)	● community ● social status and
● degree of effort expended	security of group	
• external, individual forces in control	● internal, individual forces in control	● internal, interactive forces in control

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(Brown, 2000: 162)

Consequently, what is common in all three views is the concept of 'needs' in motivation. The satisfaction of the needs is rewarding, it requires people's own choices and decisions, and mostly it's appropriate to consider these choices in a social context.

2.8 TYPES OF MOTIVATION

Literature about motivation presents us two types of motivation which are extrinsic and intrinsic motivation. Before talking about these two types, we should have a look at one of the most well-known of motivation research studies made by Gardner (1985) and his associates over years. The main concern of these studies can be called as integrative

versus instrumental orientations. Integrative orientation refers to an interest in the language, the culture, and the people who speak that language, whereas instrumental orientation refers to motive to learn a language for practical and economic advantages (Gardner, 1985), for example, finding a job.

Here, we should keep in mind that, according to Brown (2007:88), "the research by Gardner and his colloquies centered on a dichotomy of orientation, not motivation. Orientation means a context or purpose for learning; motivation refers to the intensity one's impetus to learn." For instance, while you are learning a language for a social or cultural reason, which is integrative orientation; or for the sake of more practical and economic reasons, which is instrumental, orientation, your degree of motivation can show a shift between low and high levels.

Table 2.8.1 can help for a better understanding of the difference between motivational dichotomies.

Table 2.8.1 Motivational dichotomies

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to Integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Turkish parents living in Germany send their children to German-language schools)

Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., companies send their employees to English-speaking countries for language training)

(Adapted from Brown, 2000: 166)

After making some issues about integrative and instrumental orientations clear, now it's time to talk about extrinsic and intrinsic motivation. It can be said that, extrinsic motivation, is concerned with some external factors outside the classroom, and the learner himself. On the other hand, intrinsic motivation, usually, concern about the internal motives the learner has inside.

2.8.1 Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task. Brown (2000:164) asserts that recent research show a tendency towards intrinsic motivation in terms of long-term retention, especially.

2.8.2 Intrinsic Motivation

Brown (2007:88) gives Edward Deci's (1975:23) definition of intrinsic motivation as follows:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . . Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

As it has been mentioned before, recent research has called attention that intrinsic motivation has a strong effect on long-term retention. Brown (2007:89), in his book, mentions some of these studies. For example, Jean Piaget (1972) and others claimed

that all people sees things which are incongruent, uncertain, and the state of 'disequilibrium' as challenging and, thus, motivating. According to Brown (2007:89), "Incongruity is not itself motivating, but optimal incongruity – or what Krashen (1985) called "i + 1" – presents enough of a possibility of being resolved that we will go after that resolution."

Maslow (1970), also, supports the idea that intrinsic motivation is obviously preferable to extrinsic motivation. His hierarchy of needs theory supports that regardless of extrinsic rewards; people will exert much effort for self-esteem and attainment. In addition, Jerome Bruner (1962), learning takes place if human beings feel free from the control of any external rewards and punishments, which, also, gives credit the idea of "autonomy of self-reward".

In her study, İçmez (2009: 127) refers to the propositions of Deci and Ryan (1985) about the intrinsic motivation. They argue that to be intrinsically motivated, people must feel free of external rewards or pressures. It is important that people feel that the locus of control is within themselves rather than an external factor (Deci and Ryan, 1985). Thus, students who feel that they have control over school settings and their own learning experiences are more likely to be intrinsically motivated (Ushioda, 2003).

This time we face another question according to Brown (2007:89): "Wouldn't extrinsic rewards, coupled with intrinsic motivation, enhance the intrinsic?" Some research give interesting answers to this question. They show that positive feedback encouraging learner's feelings of competence and self-determination could be the only external reward that has a lasting effect on intrinsic motivation.

2.8.2.1 Intrinsic Motivation in Education

According to Brown (2007:90), education is, mostly shaped by external powers such as school curriculum, tests and exams, expectations of parents and society, etc. and that results in students' not having enough intrinsic motivation. This system creates students who "...have been taught to fear failure above all and therefore to refrain from potentially rewarding risk-taking or innovative behavior." (Brown, 2007:90).

There are some strategies to be pursued by the instructors to redirect the education environment to more an intrinsically motivated one:

- emphasizing the "big" picture – larger perspectives
- letting students set long-term goals
- allowing sufficient time for learning
- cooperative learning activities
- group work
- viewing the class as a team
- content-centered teaching
- English for specific (vocational/professional) purposes
- English in the workplace
- allowing risk-taking behavior
- rewarding innovation and creativity

(Brown, 2007: 92)

The main underlying idea of these suggestions above is helping students become autonomous, self-sufficient, and self-confident learners and also become eager to work

together with others. In order to realize this intrinsically motivated learning environment, teachers may make use of many different activities and materials. Video as an audio-visual aid is one of these materials. Teachers may use the video with several different activities and techniques to create this intrinsic motivation of learners in classroom. Some of these activities that can be used in foreign/ second language teaching with video were explained in the "2.3.3 Some Basic Techniques for Using Video" section of the present study.

2.8.2.2 Intrinsic Motivation in Language Classroom

According to many researchers, intrinsic motivation is one of the main concerns of language learning, as well. For instance, Brown (2007:92-93), proposes some activities that enables learners' autonomy and self-determination in the classroom. These activities share the common suggestion of creating space for learners' self-choices and free and open contribution to the language learning process.

Besides, Brown (2007:93) asserts six general guidelines for influencing intrinsic motivation of students in English language classroom. These guidelines can be summarized as follow:

1. Teachers should be facilitators, not rewarders.
2. What learners need to develop is autonomy, not dependence.
3. Teachers should help their students to take responsibility of their own learning by providing individual goals and using learning strategies.
4. Student-centered classroom along with cooperative teaching is intrinsically.
5. Content-based instruction enables intrinsic motivation.
6. Specially designed tests, for instance ones which include student input, can be intrinsically motivating.

According to these guidelines, teachers should try to enable and encourage student success as much as possible, instead of being just cruel criticizers of their students' learning process. The students should be given clearly defined objectives of the course,

the unit, or the task they are supposed to work on. They also should be encouraged to set their own learning goals and to find out the most appropriate learning strategies they can use to reach those goals. They should be given regular and clear feedback about their learning progress which probably supports students' beliefs that they can do well. In this way, it is possible to help students take the responsibility of their learning and develop learner autonomy. In the same way, student-centered classroom, cooperative learning and content-based instruction contributes to better intrinsic motivation by providing the learner with the means and activities to develop learner autonomy they need. For example, content-based instruction enables students using the language, from the very early stages, as a real means of communication. Stryker and Leaver (1997:3) describe the philosophy of content-based instruction as "empowering students to become independent learners and continue the learning process beyond the classroom." Furthermore, they claim that, based on their experience in foreign language classrooms, content-based approaches have the potential to enhance student motivation and to help students become "autonomous, life-long learners "of language.

Another research study conducted by Zoltan Dörnyei and Kata Csizer (1998) which based on a survey of Hungarian foreign language teachers, suggested "ten commandments" for motivating language learners. These are as follows:

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

Both Brown's and Dörnyei's guidelines are important to stimulate intrinsic motivation and it is obvious that creating intrinsic motivation strongly contributes to the language

learning success. Yet, it should be kept in mind that, despite all of its facilitating effects on language learning, intrinsic motivation is not, of course, the only remedy for all the problems language learners and teachers face in the classroom. However, it is important for language teachers to pay special attention to the notion of intrinsic motivation in terms of getting more effective and successful language learning outcomes. In addition to these suggestions, Chastain proposes some other guidelines to improve learners' motivation. One of his recommendations is using audio-visual aids whenever possible. He points out that it's important to use audio-visual aids with a clarified aim and when the teacher has enough time and sufficient expertise to prepare and use those materials. (1988:175)

As it has been seen obviously, many different factors may affect people's motivation in terms of education in general, and in case of language learning. First, different viewpoints on motivation theory have been explored throughout this section. Then, two main dichotomies of integrative and instrumental motives and extrinsic and intrinsic motivation were reviewed. Finally, intrinsic motivation in language learning context was explored.

Consequently, it can be claimed that, a strongly and intrinsically motivated student is in a far better position as a learner who is not motivated enough. In addition, the teacher's role in all of this process is central, and difficult. It involves, shortly, providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking. Perhaps the most difficult aspect is not doing anything to de-motivate them.

2.9 RELEVANT STUDIES

In this part of the present study, some of the relevant studies which have been conducted both in Turkey and abroad are going to be presented. First, foreign studies on the use of video in second/foreign language learning are going to be mentioned. Then, several domestic studies concerning second/foreign language motivation are going to be talked about in the following sections.

2.9.1 Relevant Foreign Studies about Video in Second/Foreign Language Learning

The use of video and some other audio-visual materials in the field of language instruction has long been one of the centers of interest for the researchers of this field. Several scholars have conducted studies concerning different aspects of this subject in order to base their theories on the effectiveness of utilizing video in second/foreign language instruction. Below, some of these important foreign studies have been, briefly, referred to in chronological order.

In their experimental study, called "The Effect of Video Context on Foreign Language Learning", Secules, Herron, and Tomasello (1992), compared a video curriculum with a traditional curriculum to prove their hypothesis about the former one's possibly more improving effect on listening comprehension due to its giving students more experience with native speech than the latter one could. To test this hypothesis, they made an experiment with fifty-two Emory University students of French who were mostly freshmen and sophomores. The two control classes used a direct method (verbal-active) text with typical classroom activities, such as transformational pattern drills and pronunciation exercises. On the other hand, the two experimental classes used the *French in Action* video series and accompanying curriculum. The results of this research have demonstrated that students who had viewed *French in Action* videotapes

showed substantially greater listening comprehension than the students who were in the control group.

Another study about the effectiveness of video-based instruction, called "A Comparison Study of the Effects of Video-Based versus Text-Based Instruction in the Foreign Language Classroom", was made by Herron et al. (1995). The investigators of this study conducted a longitudinal experiment with adult foreign language learners. The experimental group used a video-based curriculum while the control group used a text-based curriculum for one whole academic year. The participants were twenty-eight college students of French. In the end of this study, the test scores didn't show any significant difference between the progress of two groups in their speaking, reading, writing, or grammar skills. However, the results of UM (University of Minnesota) listening test that was given to the subjects of this study had showed that the experimental group, used the video-based curriculum had significantly improved listening comprehension scores, which was also consistent with some previous studies' results.

Swaffar and Vlatten (1997), in their descriptive study, "A Sequential Model for Video Viewing in the Foreign Language Curriculum", suggest five sequential strategies for reading visual images included in videos. These strategies are presented as "Stage 1: How genres tell stories in initial silent viewing, Stage 2: Identifying cultural differences in visual relationships, Stage 3: Verbalizing visual themes, Stage 4: Identifying minimal linguistic differences as difference in meaning, Stage 5: Information as the basis for student perspectives". By using these strategies, the authors claim that the ability to read picture sequences as meaningful systems establishes an important "visual literacy" that is essential for verbal comprehension of videos.

In his experimental survey, "The Effect of Authentic Video on Communicative Competence", Weyers (1999) looks at another possible influence of using video, its

effect on communicative competence, which is a very popular subject matter of second/foreign language research. Thirty-seven students who were attending two second semester Spanish classes participated in the study. The control group followed the normal curriculum whereas the experimental group followed the same curriculum with a Mexican *telenovela* (videos episodes in Spanish) as a supplementary material. An oral production and a listening comprehension test were made to find out the results of the video treatment. The experimental group whose instruction was supplemented with authentic *telenovelas* showed a significant improvement over their counterparts in the control group in both listening comprehension and in the number of words they used in discourse. Furthermore, they had better scores on two different components of communicative competence: confidence in producing output and the scope and width of their discourse.

Herron et al. conducted two different studies in 1999 and 2002 about the use of video in foreign language instruction. Their first study was about the effectiveness of a video-based curriculum in teaching culture. They point out that:

> This study investigates whether students learn culture embedded in a video-based second language program. Beginning-level French students watched 10 videos as part of the curriculum. A pretest, administered prior to exposure to the videos, and a posttest, given at the end of semester after exposure to the videos, assessed long-term gains in little "c" culture (practices) and big "C" culture (products).

The test scores of this survey obviously show that these findings can support the idea of using videos to teach foreign culture. In Herron et al. (2002)'s second study, "A Classroom Investigation: Can Video Improve Intermediate-Level French Students' Ability to Learn about a Foreign Culture?" this time they investigated the possible effects of using video on cultural knowledge. Fifty-one intermediate-level French students viewed eight videos during one semester. Findings of this study have demonstrated a significant decrease in cultural knowledge; namely, the posttest scores

were significantly higher than the pretest scores. Therefore, this study supported the idea of using videos to enhance and increase cultural knowledge.

2.9.2 Relevant Domestic Studies about Video in Second/Foreign Language Learning

It is appropriate to mention several studies conducted in our country about the use of video in FL/SL learning as well as the foreign ones mentioned previously. However, the number of the studies conducted on the use of audio-visual materials or, particularly the use of video in the foreign/second language learning and teaching in Turkey is, unfortunately, very limited. As a result, literature on this particular subject is also very limited. In fact, this reality shows the relevancy and importance of the present study. Yet, in this section, a couple of studies are going to be mentioned.

For instance, Çakır (2006) wrote an article, called "The Use of Video as an Audio-visual Material in Foreign Language Teaching Classroom." In his article, after making a brief summary of the relevant literature on this subject, he discusses the reasons for video implication in the foreign language teaching classroom, the teacher's role and some practical techniques for video implication.

Another related study was conducted by Seferoğlu in 2008. The purpose of this study was to find out students' perspectives on integrating feature films (full length movies) on digital versatile discs (DVDs) in oral communication classes of advanced English as foreign language (EFL) learners. Twenty-one students who were teacher candidates of English participated in the study. The data was collected by the help of a questionnaire which explored the perceptions of the participants about integrating the feature films in

their oral communication class. During the treatment process, some particular techniques were used with the target films. The findings of this study briefly revealed that using feature films in English oral communication class can be very enjoyable and helpful for improving language competencies and skills. Furthermore, it can increase cultural awareness and critical/creative thinking skills learners have.

CHAPTER III

METHODOLOGY

INTRODUCTION

This study investigates the effects of using audio-visual materials on language learners' levels of achievement and motivation. Amasya University's Science and Arts Faculty, Preparatory Program is the setting of this study. Students from two Preparatory Classes are the participants in the study.

This chapter presents the methodology of data collection and analysis used in the study. In particular, sections that describe the design, the participants, the instruments, and the procedures of data collection of the present study are presented in this chapter.

3.1 DESIGN OF THE STUDY

This is an experimental study that examines the likely effects of audio-visual materials, particularly video, on foreign language learning motivation and achievement levels of university prep class students.

This study was conducted in Amasya University's Science and Arts Faculty Preparatory Program, during the spring semester of the 2010-2011 Academic Year.

A questionnaire and an achievement test were administered for collecting the data. Both instruments were tried out by a pilot study first, with a group of students who were later excluded from the study. This pilot study group included students who were attending both Amasya University and Gaziosmanpaşa University Prep Classes. In order to test the validity and reliability of the motivational scale used in the study, 50 students from Amasya University Preparatory Program, and 60 students from Gaziosmanpaşa University Preparatory Program, totally 110 students participated in the pilot study. For the achievement test 50 students from Amasya University, 43 students from Gaziosmanpaşa University, totally 93 students, were involved in the pilot study.

It took about 20 minutes for the participants to complete the motivation questionnaire and 45 minutes to complete the achievement test. At the end of the pilot study, it was recognized that both instruments needed no modification before administering to the control and experimental groups.

In order to statistically prove the proposed hypotheses, experimental and control groups were formed randomly among the preparatory classes at Amasya University's Science and Art Faculty. The dependent variety of this study is students' levels of foreign language motivation and achievement. On the other hand, the independent variables are two different teaching materials, videos as audio-visual materials and class audio-CDs as audio-only materials, respectively.

Before the test period began, a motivational scale and a pre-achievement test were conducted to both the control and experimental groups. The test period lasted for seven weeks. Seven different practical English conversations and related activities were used during the instruction. In the control group, these conversations were presented through the class audio-CDs. On the other hand, the same conversations were presented through videos for the experimental group.

3.2 PARTICIPANTS

This experimental study aims to investigate the effects of using audio-visual materials on language learners' levels of achievement and motivation. In order to test the proposed hypotheses, two Amasya University English Preparatory Classes were assigned as the control and experimental groups through random selection. The students were going to attend their studies in the departments of Physics, Chemistry, Mathematics, and Biology Departments of the Science and Art Faculty, after they finished the Preparatory Program.

The study group of this research has been determined as 48 students in Prep-A and Prep-B classes. Prep-B was assigned as the control group and Prep-A was assigned as the experimental group. The number of the subjects in the control group was 24 and there were also 24 students in the experimental group. There were 7 male and 17 female students in the experimental group and 6 male and 18 female students in the control group. The ages of the students ranged from 18 to 21.

The study groups were selected randomly as they shared the same teaching conditions. Their language proficiency level was determined as pre-intermediate as they were exposed to one semester of English instruction before the research began. The foreign language background of the learners was the same as they shared the same teaching conditions. In this sense, forming the study groups through random selection was valid, as they had been exposed to the same foreign language instruction.

3. 3 MATERIALS AND INSTRUMENTS

In this study, practical English conversations taken from the main course book, which is used for the Prep Classes, were used as the subject matter to teach through videos and audio CDs. The video sequences used in the experimental group and the class audio-CDs used in the control group were from the same English language teaching course set. Besides the Students' book, the Teacher's book, the Workbook, the computers and the projectors in the classrooms were used as teaching materials during the treatment process of this study.

As mentioned before, the present study employed a survey design involving the administration of a questionnaire to collect data for the study. The questionnaire was adapted from Kürüm's (2007) Motivational Factors Questionnaire for the Turkish Military Academy Cadets (see APPENDIX 2, see APPENDIX 12 for the permission letter) and modified by the researcher according to the purposes of the study. Kürüm's scale was adapted from Wen's (1997) motivation scale (see APPENDIX 3).

The questionnaire (see APPENDIX 1) has two sections: the first section includes 10 general items about English language learning motivation and the second section includes 10 items about the English language learning motivation particularly in Amasya University's Preparatory Program. In both sections of the questionnaire, items are designed by using a four-point Likert scale with items having numbers ranging from 4 (strongly agree) to 1 (strongly disagree).

The first part of the questionnaire has a general internal consistency (Cronbach's alpha reliability) of ,859.

Table 3.3.1

The Reliability Statistics of First Sub-scale of the Motivation Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,859	10

The second part of the questionnaire has a general internal consistency (Cronbach's alpha reliability) of ,819.

Table 3.3.2

The Reliability Statistics of Second Sub-scale of the Motivation Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,819	10

The whole scale has a general internal consistency (Cronbach's alpha reliability) of, 889.

Table 3.3.3

The Overall Reliability Statistics of the Motivation Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,889	20

According to the data revealed in Table 3, the overall internal consistency of the Motivation Questionnaire used in the present stud is ,889, which indicates that the items in this scale produce reasonable internal consistency reliability. (Büyüköztürk, 2007:171; Leech, 2005:67).

A factor analysis with varimax rotation was conducted on the items of the motivation scale. Two factors, accounting for 45, 72% of the total variance, were chosen. The results of the factor analysis are shown in Table 3.3.4 and Table 3.3.5.

Table 3.3.4

The Factor Analysis Output for Motivation Questionnaire

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,071	35,357	35,357	7,071	35,357	35,357	4,981	24,906	24,906
2	2,074	10,369	45,725	2,074	10,369	45,725	4,164	20,819	45,725
3	1,286	6,428	52,153						
4	1,259	6,295	58,448						
5	1,063	5,313	63,761						
6	,843	4,217	67,977						
7	,799	3,995	71,973						
8	,739	3,697	75,670						
9	,639	3,193	78,862						
10	,634	3,170	82,032						
11	,580	2,902	84,934						
12	,513	2,564	87,498						
13	,456	2,280	89,777						
14	,401	2,005	91,782						
15	,388	1,940	93,722						
16	,352	1,761	95,484						
17	,312	1,559	97,042						
18	,228	1,142	98,184						
19	,206	1,032	99,216						
20	,157	,784	100,000						

Extraction Method: Principal Component Analysis.

Table 3.3.5

The Results of the Factor Analysis of Motivation Questionnaire

| Items | Factor Loadings | |
	Factor 1	**Factor 2**
1	,632	
2	,708	
3	,698	
4	,403	
5	,411	
6	,643	
7	,681	
8	,666	
9	,737	
10	,772	,213
11		,444
12		,539
13		,595
14		,545
15		,729
16		,740
17		,707
18		,544
19		,358
20		,565

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

A Rotation converged in 3 iterations.

As it is shown in Table 5, 20 items with factor loading from .21 to .77 were loaded on one of the two factors. Factor 1 accounted for 24.90 % of the total variance and included the first 10 items (1-10) of the questionnaire. This factor was named "English Language Learning Motivation". Factor 2, consisting of the other 10 items (11-20) of the questionnaire, was entitled "English Language Learning Motivation in Amasya University's Preparatory Program". This factor accounted for 20.81 % of the variance.

The second data collection instrument of this study is an achievement test (see APPENDIX 4) which was taken from New English File Pre-Intermediate Workbook. The achievement test includes seven parts and sixty items totally. Each part of the test aims at evaluating each week's treatment subject; namely the practical English conversations which are subject matters to teach during the treatment process of this study.

The first part (Part A- Calling Reception) includes 5 items which expects students reordering the sentences. The second part (Part B- Problems with a Meal) includes 10 items which ask students to complete the words in the sentences. The third part (Part C- Asking for Information) includes 10 items which asks students to choose the best word to complete the sentences. The fourth part (Part D- Taking Something Back) has 6 items which want students to complete the given dialogue. The fifth part (Part E- Asking for Medicine) includes 10 items which ask students to complete the dialogue with the given words. The sixth part (Part F- Buying Tickets) has 10 items which wants students to reorder the dialogue. The last part (Part G- Making Phone Calls) includes 9 items which ask students to match the two halves of the sentences.

The reliability of the achievement test was accounted according to Kuder Richardson-20 (KR-20) and the reliability coefficient of the test is 0.89695 which indicates that the test

has the required reliability. In order to assess the validity of the test, expert opinion was taken.

3.4 PROCEDURE

The test period has lasted throughout the second term of 2010-2011 academic years. Seven selected practical English conversations were taught to both the control and experimental groups during seven weeks.

These conversations were taken from New English File (Pre-intermediate) Student's Book (see APPENDICES 5-11). By learning these conversations students could have the chance of understanding high-frequency phrases that they will hear, knowing what to say in typical situations and knowing how to overcome typical travel problems. Students may need to use English if they travel to an English speaking country or if they are using English as a lingua franca. These practical English lessons teach and revise some common situations and introduce the language for new challenges (for example, making a phone call). These conversations are presented in a story line involving two main characters, Mark and Allie.

The control group was taught these conversations through class audio-CDs of New English File (Pre-intermediate). On the other hand, the experimental group was taught the same conversations through video sequences of New English File (Pre-intermediate). The writers of New English File Student's Book suggest "The video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and help students to role-play the situations." (Oxen den et. al., 2007:9)

3.4.1 The Experimental Group's Class Procedure

The video viewing lessons conducted by the experimental group, during the study for seven weeks explained in detail as in the frame of three phases in the following part.

3.4.1.1 The First Week Activity

Title: Calling Reception

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher tells students to cover the dialogue and focus on the picture. She asks *what Allie is doing.* (She's on the phone.) *Where's she?* (In her room.). *Who do you think she's phoning? etc.*

2) While-viewing:
- The teacher focuses on the questions in the book. Play the CD once. Check answers.

Question: Who does Allie phone? Why? (She phones reception because she has a problem with the air-conditioning. / She also phones the room service because she wants a sandwich.)

2) While-viewing:

- The teacher tells students to uncover the dialogue. She explains that the YOU HEAR part is what they need to understand and the YOU SAY part contains the phrases they need to be able to say.
- She gives students a minute to read through the dialogue and guess the missing words. Then she plays the CD again, for them to complete the dialogue.
- She goes through the dialogue line by line with students and checks answers. She reminds them that:
  - *I'll* = I will
  - *whole wheat bread* = brown bread
  - *French fries* = chips
  - *mayo* = mayonnaise.

c) The teacher focuses on the YOU SAY phrases. She tells students they're going to watch and hear the dialogue again. They repeat the YOU SAY phrases when the video is paused. She encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the receptionist and room service, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.2 The Second Week Activity

Title: Problems with a Meal

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher tells students to cover the dialogue and focus on the question. She plays the CD once for students to identify the problems and checks answers.

Question: What three problems do they have? (The waiter brings Allie fries, not a baked potato. / Mark's steak is well done, not rare. / There's a mistake in the check/bill.)

2) While-viewing:

- The teacher gives students a minute to read through the dialogue and guess the missing words. Then she plays the CD again for them to complete the dialogue.
- She goes through the dialogue with students and checks answers.
- She focuses on the US/UK English information box. (US English: fries-check/ UK English: chips / bill)
- The teacher plays the CD again, pausing for students to repeat the YOU SAY phrases. Encourage them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the waiter, B is Mark/ Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.3 The Third Week Activity

Title: Asking for Information

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher focuses on the questions and plays the CD twice, and then she checks answers. The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD one more time for students to answer the questions. She

checks answers and that students have drawn the route correctly. She elicits that SFMOMA is the blue building on the corner of 3rd Street and Howard.

Questions: *Where does Allie want to go?* (She wants to go to the museum of modern art (SFMOMA). *How is she going to get there?* (She's going to walk there). *Mark the route from Union Square on the map.*

2) While-viewing:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the missing words. Then play the CD again.
- The teacher goes through the dialogue line by line and checks answers. She highlights *Third Street-* many streets in the US have ordinal numbers, *e.g. Fifth Avenue.*
- The teacher plays the CD, pausing for students to repeat the YOU SAY phrases. She encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the receptionist, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.4 The Fourth Week Activity

Title: Taking Something Back

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD for once for students to answer the questions.

Questions: *What's the problem with Allie's sweater?* (The sweater is too big.) *Does she change it or ask for her money?* (She asks for her money back.)

2) While-viewing:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again.
- The teacher goes through the dialogue line by line and checks answers. She highlights *too big*= bigger than what you want / need.
- She plays the CD, pausing for students to repeat the YOU SAY phrases and encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the shop assistant, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.5 The Fifth Week Activity

Title: Asking for Medicine

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher tells students to cover the dialogue and focuses on the picture in the book. She asks where Allie is. (At the pharmacy.). Then she plays the CD once and check answers.

Questions: *What does the pharmacist give her?* (The pharmacist gives her aspirin.) *How often does she have to take them?* (She has to take two every four hours.) *How much are they?* (They cost $4.75.)

2) While-viewing:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students. She highlights that the word *ache* / eɪk/ can be used with *head, back, tooth, ear, and stomach,* and we use these words with *I have*. Alternatively (and with other parts of the body) we say *my head, etc. hurts*. Also she highlights the irregular pronunciation of *cough* /kɒf/ and *temperature* / temprɪtʃə/.
- She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the pharmacist, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.6 The Sixth Week Activity

Title: Buying Tickets

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing:

- The teacher tells students to cover the dialogue and focuses on the picture in the book. She asks *where Allie and Mark are.* (At the boat). Then she plays the CD once and check answers.
- She wants students to complete the following sentences.

The next boat leaves at _____. The trip takes _____ hour(s) and costs _____.
(The next boat leaves at 10.00 a.m. The trip takes an hour, and costs $40.)

2) While-viewing:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students. She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is the ticket seller, B is Allie/Mark. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.1.7 The Seventh Week Activity

Title: Making Phone Calls

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class video CD, computer, projector

Procedure:

1) Pre-viewing: The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD for once for students to answer the questions.

Questions: *Who does Allie want to speak to?* (Lisa Formosa). *What happens the first time she calls?* (She gets the wrong number.) *Is the news good or bad?* (The news is good.) *What is it?* (She got the job in Paris.)

2) While-viewing:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students and checks answers. She highlights:
    - *put through*= connect
    - *Is that (Lisa)?* NOT *Are you Lisa?* (on the phone)
    - *Hi Lisa. It's Allie* NOT *I'm Allie*. (on the phone)
    - *Hold*= wait and is very typical on the phone, as is *Hold on (a minute/moment)*.
- She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-viewing: The teacher puts students into pairs, A and B. A is Allie (book closed); B is all the other people (book open). She tells A to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2 The Control Group's Class Procedure

Actually, almost the same procedure has been followed by the control group during the application period. The most important difference between the instructional processes of two groups is that class audio-CDs have been used for control group's presentations instead of video CDs used for the experimental group. Thus, the activities applied to the two groups had identical contents. However, they were different in the way they presented the selected conversations. The control group's seven-week class procedure stages are as follows:

3.4.2.1 The First Week Activity

Title: Calling Reception

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) **Pre-listening**: The teacher tells students to cover the dialogue and focus on the picture. She asks *what Allie is doing.* (She's on the phone.) *Where's she?* (In her room.). *Who do you think she's phoning? etc.*

2) **While-listening:**
   - The teacher focuses on the questions in the book. Play the CD once. Check answers.

Question: Who does Allie phone? Why? (She phones reception because she has a problem with the air-conditioning. / She also phones the room service because she wants a sandwich.)

2) While-listening:

- The teacher tells students to uncover the dialogue. She explains that the YOU HEAR part is what they need to understand and the YOU SAY part contains the phrases they need to be able to say.

- She gives students a minute to read through the dialogue and guess the missing words. Then she plays the CD again, for them to complete the dialogue.

- She goes through the dialogue line by line with students and checks answers. She reminds them that:
  - *I'll* = I will
  - *whole wheat bread* = brown bread
  - *French fries* = chips
  - *mayo* = mayonnaise.

c) The teacher focuses on the YOU SAY phrases. She tells students they're going to watch and hear the dialogue again. They repeat the YOU SAY phrases when the video is paused. She encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the receptionist and room service, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.2 The Second Week Activity

Title: Problems with a Meal

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening: The teacher tells students to cover the dialogue and focus on the question. She plays the CD once for students to identify the problems and checks answers.

Question: What three problems do they have? (The waiter brings Allie fries, not a baked potato. / Mark's steak is well done, not rare. / There's a mistake in the check/bill.)

2) While-listening:

- The teacher gives students a minute to read through the dialogue and guess the missing words. Then she plays the CD again for them to complete the dialogue.
- She goes through the dialogue with students and checks answers.
- She focuses on the US/UK English information box. (US English: fries-check/ UK English: chips / bill)
- The teacher plays the CD again, pausing for students to repeat the YOU SAY phrases. Encourage them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the waiter, B is Mark/ Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.3 The Third Week Activity

Title: Asking for Information

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening: The teacher focuses on the questions and plays the CD twice, and then she checks answers. The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD one more time for students to answer the questions. She checks answers and that students have drawn the route correctly. She elicits that SFMOMA is the blue building on the corner of 3rd Street and Howard.

Questions: *Where does Allie want to go?* (She wants to go to the museum of modern art (SFMOMA). *How is she going to get there?* (She's going to walk there). *Mark the route from Union Square on the map.*

2) While-listening:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the missing words. Then play the CD again.
- The teacher goes through the dialogue line by line and checks answers. She highlights *Third Street*- many streets in the US have ordinal numbers, *e.g. Fifth Avenue.*
- The teacher plays the CD, pausing for students to repeat the YOU SAY phrases. She encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the receptionist, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.4 The Fourth Week Activity

Title: Taking Something Back

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening: The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD for once for students to answer the questions.

Questions: *What's the problem with Allie's sweater?* (The sweater is too big.) *Does she change it or ask for her money?* (She asks for her money back.)

2) While-listening:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again.
- The teacher goes through the dialogue line by line and checks answers. She highlights *too big*= bigger than what you want / need.
- She plays the CD, pausing for students to repeat the YOU SAY phrases and encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the shop assistant, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.5 The Fifth Week Activity

Title: Asking for Medicine

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening: The teacher tells students to cover the dialogue and focuses on the picture in the book. She asks where Allie is. (At the pharmacy.). Then she plays the CD once and check answers.

Questions: *What does the pharmacist give her?* (The pharmacist gives her aspirin.) *How often does she have to take them?* (She has to take two every four hours.) *How much are they?* (They cost $4.75.)

2) While-listening:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students. She highlights that the word *ache* / eɪk/ can be used with *head, back, tooth, ear, and stomach,* and we use these words with *I have*. Alternatively (and with other parts of the

body) we say *my head, etc. hurts*. Also she highlights the irregular pronunciation of *cough* /kɒf/ and *temperature* / temprɪtʃə/.

- She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the pharmacist, B is Allie. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.6 The Sixth Week Activity

Title: Buying Tickets

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening:

- The teacher tells students to cover the dialogue and focuses on the picture in the book. She asks *where Allie and Mark are.* (At the boat). Then she plays the CD once and check answers.
- She wants students to complete the following sentences.

The next boat leaves at _____. The trip takes _____ hour(s) and costs _____.
(The next boat leaves at 10.00 a.m. The trip takes an hour, and costs $40.)

2) While-listening:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students. She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is the ticket seller, B is Allie/Mark. She tells B to close his/her book and try to remember the phrases. Then A and B swap roles.

3.4.2.7 The Seventh Week Activity

Title: Making Phone Calls

Aims:

- To stimulate students' interest in learning practical conversational English

- To encourage students to predict the story of the conversation by looking at the pictures

- To encourage students to learn and practice some new related vocabulary and grammatical structures

- To encourage students to act out the conversation

- To encourage the students to learn and practice related practical English conversational patterns used in common specific situations

Estimated time: 45 minutes

Level: Pre-intermediate

Materials: The student's book, the teacher's book, class audio CD, computer, projector

Procedure:

1) Pre-listening: The teacher tells students to cover the dialogue and focuses on the questions. She plays the CD for once for students to answer the questions.

Questions: *Who does Allie want to speak to?* (Lisa Formosa). *What happens the first time she calls?* (She gets the wrong number.) *Is the news good or bad?* (The news is good.) *What is it?* (She got the job in Paris.)

2) While-listening:

- The teacher tells students to uncover the dialogue. She gives them a minute to read through the dialogue and guess the meaning of missing words. Then she plays the CD again for them to complete the dialogue.
- The teacher goes through the dialogue line by line with students and checks answers. She highlights:
  - *put through*= connect
  - *Is that (Lisa)?* NOT *Are you Lisa?* (on the phone)

- *Hi Lisa. It's Allie* NOT *I'm Allie.* (on the phone)
- *Hold=* wait and is very typical on the phone, as is *Hold on (a minute/moment).*

- She plays the CD, pausing for students to repeat the YOU SAY phrases when she pauses the CD and encourages them to copy the rhythm.

3) Post-listening: The teacher puts students into pairs, A and B. A is Allie (book closed); B is all the other people (book open). She tells A to close his/her book and try to remember the phrases. Then A and B swap roles.

To sum up, as it is seen the stages in the class procedure of both groups are very similar in terms of the subject matter and the content. Nonetheless, the way of presenting this content is different in two groups. Since the aim of the present study is to identify the differences between audio-only and video-based, audio-visual presentations, different materials were used in two groups to present the selected conversations. Thus, audio CDs were used in the control group's class procedure whereas video CDs were used in the experimental group's class procedure.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

INTRODUCTION

This chapter focuses on the interpretation of the data collected through the motivation questionnaire and the achievement test designed for this study. The present study aimed at investigating the effect of video as an audio-visual material on EFL learners' levels of motivation and achievement. In this study, language learning motivation and achievement are used as the dependent variables, while the use of video is the independent variable. The data were analyzed by using the Statistical Package for Social Sciences (SPSS) 15.0 because it is a comprehensive system for analyzing data in behavioral and educational sciences. (Leech, 2005)

This chapter reports the results of the study. All statistical tests conducted to address the questions of the study used "0.05" as the minimum alpha level of significance. This chapter is organized according to the order of the research questions. It presents descriptive statistics (range, means, and standard deviations) and the results of sample t-tests.

4.1 THE RESULTS FOR THE RESEARCH QUESTION 1

Research Question 1: Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels?

In order to address the study's first research question, an independent samples t-test was used so as to compare the pre- and post-test results of the experimental and control groups. By looking at the analysis of achievement pre-test results of the two groups, it was intended to find whether there is a significant difference between the achievement levels of the two groups before the test period began. Achievement pre-test results are presented in Table 4.1.1 below:

Table 4.1.1 Independent Sample T-test Analysis for Achievement Pre-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	24	30.08	7.92			
Control	24	25.58	8.82	46	-1.85	.070

According to Table 4.1.1, both the experimental group and the control group include 24 students. The results show that the subjects in the experimental group showed slightly higher achievement than those in the control group before the experiment. The mean pre-test score of the experimental group is calculated as 30.08 and for the control group it is 25.58. While the standard deviation of the experimental group is 7.92; the standard deviation of the control group is calculated as 8.82. The T- test demonstrated that there was not a statistically significant difference between pre-test scores of the experimental and control groups. **(p >.05).** In other words, they have almost equal achievement levels before the experiment.

In order to see whether any significant difference exists between the achievement levels of experimental and control groups after the experiment, independent samples t-test results were used. Achievement post-test results of both groups are shown in table 4.1.2 below:

Table 4.1.2 Independent Sample T-test Analysis for Achievement Post-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	24	38.70	7.77			
Control	24	32.29	6.83	46	3.03	.004

As it is shown in the above table, the mean post-test score of the experimental group is calculated 38.70, while it is calculated 32.29 for the control group. Though the Standard deviation score of the experimental group is 7.77, it is calculated 6.83 for the control group. The results reported above reveal that there is a statistically significant difference between the post-achievement test scores of the two groups **(p <.01).** Therefore, it is possible to say that the experimental group has a higher achievement level than the control group, after being exposed to different methods of presentations during the experiment.

4.2 THE RESULTS FOR THE RESEARCH QUESTION 2

Research Question 2: Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their motivation levels?

Similar statistical analysis was made in order to find an answer to the second research question of this study. Independent samples t-tests were used to see if there are statistically significant differences between the motivation scale pre-test results of the experimental and control groups. Pre-test results are shown in Table 4.2.1 below:

Table 4.2.1 Independent Sample T-test Analysis for Motivation Scale Pre-test Scores

Group	N	Mean	Std. Deviation	Df	t	P
Experimental	24	63.83	6.19			
Control	24	66.87	5.16	46	1.84	.071

According to the scores reported in Table 4.2.1, the mean score of the experimental group is 63.83 while the control group's mean score is 66.87, which is higher than the former. However, the "p" value of .071 shows that there is not a significant difference between the pre-test motivation levels of the experimental and control groups **(p >.05).**

Thus, it is possible to say that the experimental and control groups have almost the same level of motivation statistically before the implementation process.

The other analysis results, which are related to the research question two, are the results of the post-test motivation level scores of the two groups. These results are demonstrated in Table 4.2.2 below:

Table 4.2.2 Independent Sample T-test Analysis for Motivation Scale Post-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	24	70.70	3.98			
Control	24	65.66	6.14	46	3.37	.002

The results of the analysis showed in Table 4.2.2 reveal that there is a significant difference between the motivation scale post-test results of the experimental group and the control group. The mean score of 70.70 of the experimental group is higher than the 65.66 of the control group. There is a statistically significant difference between the post-test results of the two study groups **(p <.01).**

4.3 THE RESULTS FOR THE RESEARCH QUESTION 3

Research Question 3: Is there a significant difference within the test group, who are taught through video as an audio-visual material, in terms of their motivation and achievement levels?

In order to address research question three, paired sample t-test analysis was conducted. The pre- and post-achievement-test and motivation scale results of the experimental group were compared by using this t-test analysis. The pre- and post-achievement-test results are shown in Table 4.3.1 below:

Table 4.3.1 Paired Sample T-test Analysis for Achievement Pre-test and Post-test Scores within Experimental Group

	N	Mean	Std Deviation	df	t	P
Pre-test	24	30.08	7.92			
Post-test	24	38.70	7.77	23	-6.19	.000

According to the scores demonstrated in the above table, the difference between the pre- and post-test scores of the experimental group is significant. The pre-test mean score calculated 30.08 and the post-test mean score calculated 38.70. The difference is statistically significant **(p <.001).** In other words, the achievement level of the experimental group increased after the test period ended.

The motivation scale pre- and post-test results of the experimental group are shown in the following Table 4.3.2:

Table 4.3.2 Paired Sample T-test Analysis for Motivation Scale Pre-test and Post-test Scores within Experimental Group

	N	Mean	Std Deviation	Df	t	p
Pre-test	24	63.83	6.19			
Post-test	24	70.70	3.98	23	-6.59	.000

According to the results above, post-test mean score of 63.83 is lower than pre-test mean score of 70.70. There is a significant difference between the pre- and post-test results of the experimental group **(p <.001).** That is, there is an increase in the motivation level of the experimental group after the test period ended.

4.4 THE RESULTS FOR THE RESEARCH QUESTION 4

Research Question 4: Is there a significant difference within the control group, who are taught through audio-only materials, in terms of their motivation and achievement levels?

In order to address the last research question, paired sample t-test was conducted and the pre- and post-test results of the control group were analyzed. The achievement pre- and post-test scores of the control group are shown in Table 4.4.1 below:

Table 4.4.1 Paired Sample T-test Analysis for Achievement Pre-test and Post-test Scores within Control Group

	N	Mean	Std Deviation	df	t	p
Pre-test	24	25.58	8.82			
Post-test	24	32.29	6.83	23	-5.18	.000

As seen in the table above, there is an increase in the achievement scores of the control group after the experiment. The pre-test mean score is 25.58, while the post-test mean score is 32.29 and the difference between the pre- and post- achievement-test scores of the control group is significant **(p <.001).**

Table 4.4.2 below shows the motivation scale pre- and post-test results of the control group.

Table 4.4.2 Paired Sample T-test Analysis for Motivation Scale Pre-test and Post-test Scores within Control Group

	N	Mean	Std Deviation	df	t	p
Pre-test	24	66.87	5.16			
Post-test	24	65.87	6.06	23	.834	.413

According to the results shown in the table above, the pre-test mean score of 65.87 is slightly lower than the post-test mean score of 65.87. There is not a significant difference between the pre- and post-test scores **(p >.05).** That is, the control group's motivation level has not significantly changed after the test period ended.

4.5 SUMMARY OF THE RESULTS

The results of the statistical analyses conducted to answer the four research questions of this study showed the following findings, in brief. First, as an answer to the research question one *(Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels?),* it was found that there is a significant difference between the EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels. The experimental group obtained a higher degree of achievement compared to the control group. Thus it is possible to say that the first hypothesis of this study has been verified by the results of the statistical analyses.

As an answer to the second research question of this study *(Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their motivation levels?),* the results have revealed that there is also a significant difference between the motivation levels that the experimental and control groups have after the test period. That is, the second hypothesis of this study has been verified by the results of the statistical analyses.

The third research question of this study *(Is there a significant difference within the experimental group who are taught through video as an audio-visual material in terms of their motivation and achievement levels?),* has also been answered by the analyses results. These results showed that both the achievement and motivation levels of the experimental group have increased significantly after the experimental process. In other words, the third and fourth hypotheses of this study have been verified by the results obtained.

Finally, as an answer to research question four *(Is there a significant difference within the control group who are taught through audio-only materials in terms of their motivation and achievement levels?)*, the results obtained show that there is a significant difference between the achievement levels of the control group before and after the test period; whereas, there is not a significant difference between their motivation levels before and after the study. Therefore, the fifth hypothesis of this study has been rejected while the sixth hypothesis has been verified by the statistical analyses results.

CHAPTER V

DISCUSSION AND CONCLUSION

INTRODUCTION

This chapter presents a summary of the whole study. Firstly, an overall view of the study is given and the findings of the study are discussed in a comparative manner. Finally, some suggestions for further research are made.

5.1 OVERVIEW OF THE STUDY

The main purpose of this study is to investigate the possible effects of audio-visual materials, particularly video, on foreign language learning motivation and achievement levels among university English preparatory class students. In other words, it analyses the likelihood of whether the use of video as an audio-visual aid will be more effective in terms of motivation and success when compared to the effectiveness of audio-only instruction. In this study, audio-visual presentations are offered as alternatives to audio-only presentations in regard to their positive effects on foreign language learners' achievement and motivation levels.

One of the best known advantages of video is that it is provides a visual aid. Compared to audio listening texts, video shows the setting, the speakers, and the context in which they are having the conversation. Students can see several clues about the participants,

such as their age, sex, the way of dressing, social status, mood, feelings, and relationships. All of these clues can help learners to identify and recognize the register of the language used in these particular contexts (Lonergan, 1984). Hence, it is clear that video helps learners to put together an understanding of various styles and registers common in the target language.

Video, naturally, is full of valuable extra-linguistic clues. Studies have shown that exposure to visual inputs heightens learners' comprehension and retention of lexical items. (Synder & Colen, 1988, cited in Weyer,1999:348). Furthermore, if the visual exposure is combined with an audio component, it increases students' comprehension of a video text to a marked degree. (Altman, 1989; Baltova, 1994). In addition, many different factors may affect people's motivation in terms of education in general, and in the case of language learning, in particular. It can be suggested that audio-visual materials are one of the probable means to create and maintain motivation in terms of foreign language learning.

 The four questions guiding the study were as follows:

1. Is there a significant difference between EFL learners who are taught through audio-only presentations and those who are taught through audio-visual presentations in terms of their achievement levels?

2. Is there a significant difference between EFL learners who are taught through audio-only presentations and those who are taught through audio-visual presentations in terms of their motivation levels?

3. Is there a significant difference within the test group, who were taught through video as an audio-visual material, in terms of their motivation and achievement levels?

4. Is there a significant difference within the control group, who were taught through audio-only materials, in terms of their motivation and achievement levels?

In order to answer these questions two data collection instruments were used. One of them was a motivation scale (see APPENDIX 1), which was adapted from Kürüm's Motivational Factors Questionnaire (see APPENDIX 2). This motivation scale was composed of two parts, each of which had 10 items. The first part of this questionnaire was designed to collect information about general motivation towards English language learning. The second part included 10 items which helped to collect information about the motivation level in Amasya University Preparatory Classes after the use of video.

The second data collection instrument used in this study was an achievement test which included seven parts, with a total of 60 items. This test aimed at evaluating the seven conversations taught during the treatment. These two data collection instruments were used as pre-tests prior to the test period, and then the same instruments were used as post-tests after the treatment. Finally, the scores of these tests were analyzed by the help of SPSS in order to test the hypotheses proposed by this study.

5.2 DISCUSSION

The statistical analysis results related to the comparison of the achievement pre and post-test scores of the experimental and the control group showed that there was not a significant difference between the pre-test scores of the two groups, (p=.070 > .05). That means the two groups had statistically similar achievement levels before the treatment of this study, which is favored in an experimental study. On the other hand, the achievement post-test results showed that there was a significant difference between the scores of the two groups, (p=.004 < .01). The experimental group's post-test results were higher than the control group's. Thus, it is possible to say that the video presentations used during the experimental group's test process helped the students develop a higher level of achievement than the control group had. In other words, video had a positive effect on Amasya University's English Preparatory Class language learners' achievement levels.

In the same way, the results of two previous studies conducted by Secules, Herron,and Tomasello (1992) and by Herron et al. (1995) revealed that the participants who had viewed French in Action videotapes showed substantially greater listening comprehension than the students who were taught a direct method with typical classroom activities. Thus, it is possible to say that these results support the results of the present study which reveals the contribution of the video to the language learning achievement.

Different from the previous studies in the literature, the present study investigated the effect of the use of video on the students' motivation levels as well as their achievement. As a result, it was found out that the motivation levels that the control and the experimental group had before and after the test period were significantly different. The results showed that the pre-test motivation scale scores of the two groups were the same (p=.71 > .05). On the other hand, the motivation scale post-test results of the two

groups were significantly different (p=.002 < .01). These results showed that the experiment process helped the students who had video presentations in the experimental group got statistically higher motivation levels than the ones in the control group who had audio-only presentations. Similarly, a research study was conducted by Bravo et. al. (2011) to explore the effects of the use of videos as educational tools which help increasing students' motivation in any discipline. According to the results of this study, the use of video has a positive effect upon students' perceptions regarding the enhancement of their learning motivation. Hence, the results of this study also support the findings of the present study in terms of the contribution of the video to the learning motivation.

We can say that videos are good tools to create and maintain student learning motivation in general. They provide an easier understanding of the related subject and more interesting and attractive input which increase student motivation. Particularly, in the field of foreign language teaching and learning, videos are extremely valuable tools in order to present good models of real-life situations to improve communicative competence. When students are provided with that kind of situations through audio-only means, it is really challenging for them to comprehend the related input without any visual clues. For example, according to the results of an experimental study conducted by Ware (1999), participants indicated that they were distracted when they were only listening to a lesson. They missed details about what was happening in the story and quickly became bored with the activity. They also preferred the videos to the audio-cassettes because they thought that the former was more effective as a learning tool. Thus, when compared to verbal or written form, the visual and the paralinguistic clues that video naturally provides, enhances the comprehension of the related input. This is because, visual clues really facilitates comprehension of the abstract concepts. Additionally, paralinguistic elements such as mimics, gestures, and body language, in a video sequence may help to get the most of the indirect and secondary nonverbal input the video presents. For instance, the setting, the atmosphere, the mood, the register, and the physical and social elements are usually not presented directly in written or verbal forms. Ware's (1999) study investigated whether the traditionally used audio-only or

more modern audio-visual language learning laboratory activities would be more effective in helping students build skills in listening and reading comprehension in Spanish. In addition, the students' preferences were analyzed in the study.

In addition, the results of the pre and post motivation scale of the experimental group showed an increase in the group's motivation level (p=.001 < .005). On the other hand, the control group's motivation level was not significantly different after the test period (p=.413 > .05). That is to say, based on these results, it is possible to claim that the use of video may affect the university English Preparatory Class students' motivation levels in a positive way. However, it is not possible to talk about the same positive effect of the audio-CDs on the motivation.

Finally, the results of the analysis on the pre and post achievement levels of the two study groups show that both groups had better achievement levels after the treatment, (p=.000 < .005). These results do not contradict what this study claims about the positive effect of video on the foreign language learning achievement. The significant different occurred in the control group's achievement level may be explained by the positive effects of several other variables. For instance, the gender factor, aptitude, or interest levels of the students in the control group may have affected the students' achievement levels. The effect of these variables on language learning achievement and motivation may be explored in further studies.

To sum up, only a part of the fourth hypothesis can be rejected based on all the findings of this study mentioned above. (There is not a significant difference within the control group, who were taught through audio-only materials, in terms of their achievement levels.) . All of the other three hypotheses were verified by the results of the present study. Therefore, this study has shown that the use of video as an audio-visual material may influence the achievement levels of pre-intermediate foreign language learners at Amasya University. In addition, it has shown that the video implementation may affect

the motivation level of the same learners in a positive way, according to the statistical results on motivation levels obtained between and within study groups.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

The present study has investigated the effects of using video as an audio-visual aid on language learning motivation and achievement. It has tried to add support and different viewpoints to the relevant literature on this subject. Yet, the use of audio-visual materials in second/ foreign language learning is still one of the subjects in the field which needs further research. Therefore, the following suggestions are hoped to be starting points for further researches on this subject:

1. Another study may investigate the effect of other audio-visual materials, such as videocassette recorders, computers, video cameras, CDs, DVDs, CD-ROMs, web-based multimedia courseware.

2. Different types of video sequences, apart from the ones designed for the language teaching purposes, such as authentic movies, TV programs, and self-made video recordings, involving teachers or students may be used as language learning tools. Their effects on different variables such as aptitude, attitude, communicative competence, vocabulary and grammar teaching, and etc. may be analyzed in different studies.

3. The use of video to teach different main or secondary language skills may be investigated separately or together.

4. The use of video for other study groups, with different language proficiency levels, ages, needs, and interests, may be examined.

5. The effects of using video on different types of motivation may be explored. For instance, achievement motivation; effort motivation; intrinsic and extrinsic; integrative and instrumental motivation may be investigated in further studies.

 6. The number of the subjects may be more than 24 both in experimental and control groups in order to have more valid statistical results.

7. The time of the application period may be longer than seven weeks in other studies.

8. Different and more comprehensive data collection instruments may be used to obtain more data from the subjects.

9. Different conversations and different activities, apart from the ones used in this study, may be used for the video viewing process.

10. In order to test the retention of the obtained results the tests may be conducted to the same study groups after a while.

Consequently, by changing and improving the different parts and factors of this study, more comprehensive researches may be conducted. Doubtless, many more studies are needed to collect more valuable data on the use of video and other audio-visual materials in second/foreign language teaching and learning. It is hoped that this study will shed a new light on the literature related to the subject, which is still very limited.

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APPENDIX 1

ÜNİVERSİTE HAZIRLIK SINIFLARI İÇİN MOTİVASYON ÖLÇEĞİ

Sayın katılımcı,

Bu ölçek yabancı dil öğreniminde görsel-işitsel materyal kullanımının dil öğrenim motivasyonuna etkisini ölçebilmek amacıyla hazırlanmıştır. Bu ölçekten elde edilen sonuçlar başka hiçbir amaçla kullanılmayacaktır. Her soruya mümkün olduğunca içten cevaplar vereceğinize inanmaktayız. Bu çalışmaya sunduğunuz katkıdan dolayı teşekkür ederiz.

Lütfen her bir maddeye aklınıza gelen ilk fikre göre cevap veriniz.

Danışman: Yrd. Doç. Dr. Gülay ER   **Okutman: Çise BOZTEPE**

Lütfen her madde için görüşünüze en yakın olan numarayı işaretleyiniz.

BÖLÜM I (İngilizce Öğrenmeye Yönelik Motivasyon)

İngilizce öğrenmek aşağıdakileri yapmama yardımcı olur;

		Kesinlikle katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	**İngiliz sanatını ve edebiyatını daha iyi anlamama ve kabul etmeme yardımcı olur.**				

		4	3	2	1
2	**Daha fazla sayıda ve daha farklı insanlarla tanışma ve onlarla sohbet etme imkanı bulmamı sağlar.**	4	3	2	1
3	**Diğer kültürler hakkında bilgi sahibi olmama ve dünyayı daha iyi anlamama yardım eder.**	4	3	2	1
4	**Batının kültürel mirasını anlamamı kolaylaştırır.**	4	3	2	1
5	**İngilizce konuşanların karşılaştığı problemleri daha iyi kavramamı sağlar.**	4	3	2	1

7					
6	**Bir iş bulmamı kolaylaştırır.**	4	3	2	1
7	**İngilizce konuşan kişilerle sohbet etme ve iletişim kurabilme olanağı sağlar.**	4	3	2	1
8	**İngilizce konuşulan ülkelere gittiğimde İngilizce iletişim kurabilmeme yardımcı olur.**	4	3	2	1
9	**Üniversitedeki eğitimim süresince ihtiyaç duyacağım**				

	İngilizce kaynakları anlamam konusunda yardımcı olur.	4	3	2	1
10	Akademik kariyerime devam edebilmemi kolaylaştırır.	4	3	2	1

BÖLÜM II (Amasya Üniversitesi Hazırlık Sınıfında İngilizce Öğrenmeye Yönelik Motivasyon)

		Kesinlikle katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1	Hazırlık sınıfında aldığım dersler İngilizce öğrenmemde faydalı olmaktadır.	4	3	2	1

2	**Öğretmenlerim İngilizce yeteneklerimi geliştirebilmem için yeterlidir.**	4	3	2	1
3	**Bu okuldaki dil laboratuvarı İngilizce öğrenimime katkıda bulunmaktadır.**	4	3	2	1
4	**Bu okuldaki kütüphane İngilizce öğrenimime katkıda bulunmaktadır.**	4	3	2	1
5	**Derslerde kullandığımız ders kitapları İngilizce öğrenimime katkıda bulunmaktadır.**	4	3	2	1
6	**Ders kitaplarıyla**				

		4	3	2	1
	birlikte sunulan dinleme materyali (audio CD) İngilizce öğrenimini daha keyifli ve anlaşılır hale getirmektedir.				
7	**Ders kitaplarıyla birlikte sunulan görsel-işitsel materyaller (video) İngilizce öğrenimini daha keyifli ve anlaşılır hale getirmektedir.**	4	3	2	1
8	**İngilizce öğrenirken hem görüp hem dinleyebildiğim materyalleri (videolar) sadece dinleyebildiğim materyaller (audio CD ler) den daha ilgi çekici ve anlaşılır buluyorum.**	4	3	2	1
9	**İngilizce öğrenirken kullanılan videolardaki anadili İngilizce olan kişileri hayatın içindeki**	**4**	**3**	**2**	1

	gerçek durumlarda izlemenin iletişim yeteneklerimi artıracağını düşünüyorum.		3		
10	İngilizce öğrenirken kullanılan videoların öğrenmekte olduğum konuyu daha iyi anlamama ve öğrendiklerimin daha kalıcı olmasına yardımcı olur.	4	3	2	1

Anket burada sona ermiştir. Katkılarınız için teşekkür ederiz.

APPENDIX 2

MOTIVATIONAL FACTORS QUESTIONNAIRE FOR THE TURKISH MILITARY ACADEMY CADETS

Dear Cadet;

The following questionnaire is prepared just to evaluate the effect of motivational factors on your language achievement. The data obtained from this questionnaire will not be used for any other purpose. We believe you will answer every question sincerely. We thank you in advance for your kind support in the research project.

Advisor: Prof. Dr. Mehmet DEMİREZEN   Cpt. Yaşar KÜRÜM

A. Mark your English grades at the Turkish Military Academy in the following table.

	YOUR GRADE							
	F	**DD**	**DC**	**CC**	**CB**	**BB**	**BA**	**AA**
1st semester								
2nd semester								

3rd semester								
4th semester								

B. Your high school:

a. (   ) Kuleli

b. (   ) Maltepe

c. (   ) Işıklar

d. (   ) Other

C. The number of cadets in your English class:

a. (   ) 20-25   b. (   ) 26-30   c. (   ) 31- 35

PART I

1. The number of English classes you are taking weekly:

a. (   ) 2   b. (   ) 3   c. (   ) 4

2. The gender of your current English instructor:

a. (   ) Male   b. (   ) Female

3. The rank of your current English instructor:

a. (   ) 1st lieutenant

b. (   ) Captain

c. (   ) Major

d. (   ) Lieutenant Colonel

e. (   ) Colonel

4. The number of average hours you personally spend to study English in a week:

a. (   ) Less than 1 hour

b. (   ) 1 to 3 hours

c. (   ) 4 to 6 hours

d. (   ) More than 6 hours

5. The average amount of your monthly income:

a. (   ) Less than 50 YTL

b. (   ) 51 – 100 YTL

c. (   ) 101 – 150 YTL

d. (   ) More than 151 YTL

6. Is your father, mother, brother or sister an Army member as an officer or N.C.O.? (Retired personnel is also included)

a. (   ) Yes   b. (   ) No

7. Does your father or mother have competency in English?

a. ( ) Yes   b. ( ) No

PART II

Please circle the number that best matches your choice.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	You are learning a foreign language to get higher (grades) credits in graduation.	4	3	2	1
2	You are learning a foreign language to pass your class.	4	3	2	1
3	You are learning a foreign language to use it as a tool to reach necessary information for your profession.	4	3	2	1
4	You are learning a foreign language to				

	obtain a higher salary as an officer.	4	3	2	1
5	You are learning a foreign language to be appointed to a mission in a foreign country as an officer.	4	3	2	1
6	Learning a foreign language is a must for you as an officer in the Turkish army.	4	3	2	1
7	Learning a foreign language will help you doing your job satisfactorily in the future.	4	3	2	1
8	You are learning a foreign language to pursue an academic career in the future.	4	3	2	1
9	Your ultimate goal in learning a foreign language is to reach higher ranks in your professional career.	4	3	2	1
10	Your ultimate goal in learning a foreign language is to communicate with the foreign military personnel easily.	4	3	2	1
11	Your ultimate goal in learning a foreign language is to work in a				

	foreign country during your service in the Army.	4	3	2	1
12	Your ultimate goal in learning a foreign language is to earn more money.	4	3	2	1
13	The English courses you are taking at the Turkish Military Academy help you in learning English.	4	3	2	1
14	Your English instructors are efficient enough to improve your English skills.	4	3	2	1
15	The English labs in this school contribute to the improvement of your English language learning.	4	3	2	1
16	The library in this school contributes to the improvement of your English language learning.	4	3	2	1
17	The English textbooks used in the classes contribute to the improvement of your English language learning.	4	3	2	1

APPENDIX 3

MOTIVATION SCALE

(Developed by Wen, 1997)

The following are statements with which some people will agree and others will disagree. There are not right or wrong answers, since many people have different opinions. Please give your immediate reactions to each of the items. Circle the number of the alternative below the statement that best indicates your feelings about that statement.

I – Motivation Information

A – Studying English will help me…

1. better understand and appreciate English art and literature.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
2. meet and converse with more and different people.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
3. learn about other cultures and understand the world better.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
4. understand the Western cultural heritage.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)

5. because I feel English is an important language in the economic development of the world.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
6. better understand the problems that English speakers face.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
7. in getting a job.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
8. converse and communicate with English-speaking friends.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
9. communicate in English when I travel to English-speaking countries.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)
10. because I need it for my university.	(Strongly disagree) 1 2 3 4 5 6 (Strongly agree)

B – When I learn a foreign language, I expect that…

11. I will…

    a. pass on the basis of complete luck and intelligence.

    b. do just enough work to get along.

    c. try hard to learn the language.

    d. enjoy doing all the work.

12. I will think about the words and ideas that I have learned in my classes.

    a. hardly ever

    b. once or twice per week

    c. several times during the week

    d. daily

13. I will spend about the following amount of time to practice the language after classes.

    a. zero hours

    b. one hour per week

    c. four hours per week

    d. more than six hours per week

14. I will…

    a. not necessarily be active in speaking the language in class.

    b. answer the questions when I'm called upon.

    c.   volunteer to answer the questions that are easy.

    d.   always rewrite the answers, correcting my mistakes.

15. After I get my English assignments back, I will...

    a.   just throw them in my desk and forget them.

    b.   look them over but not bother correcting mistakes.

    c.   correct mistakes when I have time.

    d.   always rewrite them, correcting my mistakes.

16. I will try to speak English after class:

    a.   never

    b.   when I have to

    c.   when I am offered the opportunity to do so

    d.   in a wide variety of situations and as much as possible

II. Information on Learning Outcomes:

How significant (important) are these outcomes of your English class to you?

Circle the number that best indicates your feelings about each statement.

1. To speak English fairly fluently.	(Very insignificant) 1 2 3 4 5 6 (Very significant)

2. To be able to communicate with English speakers in basic English.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
3. To develop comprehension of reading assignments.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
4. To receive the grade of "A" in course.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
5. To better understand English people and their way of thinking.	(Very insignificant) 1 2 3 4 5 6 (Very significant)
6. To learn about English culture and customs.	(Very insignificant) 1 2 3 4 5 6 (Very significant)

How probable is it that you will achieve the below outcomes from the English class you are taking now? Circle the expected probability for each outcome?

1. To speak English fairly fluently.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability)
2. To be able to communicate with English speakers in basic English.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
3. To develop comprehension of reading assignments.	(No probability) 0 10 20 30 40 50 60

	70 80 90 100% (Probability
4. To receive the grade of "A" in course.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
5. To better understand English people and their way of thinking.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability
6. To learn about English culture and customs.	(No probability) 0 10 20 30 40 50 60 70 80 90 100% (Probability

What do you think of your own ability to achieve the below outcomes. Circle your estimated ability for each outcome?

1. To speak English fairly fluently.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
2. To be able to communicate with English speakers in basic English.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
3. To develop comprehension of reading assignments.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
4. To receive the grade of "A" in course.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)

5. To better understand English people and their way of thinking.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)
6. To learn about English culture and customs.	(Very low ability) 0 10 20 30 40 50 60 70 80 90 100% (Very high ability)

APPENDIX 4

ACHIEVEMENT TEST

A) CALLING RECEPTION (1st week)

Order the words to make sentences.

1) very / my / cold / is / room

_____

2) problem / a / with / heating / the / There's

_____

3) isn't / working / The / air-conditioning

_____

4) chicken / have / please / can / I / a / sandwich

_____

5) fruit / any / do / juice / have / you / fresh

_____

B) PROBLEMS WITH A MEAL (2ⁿᵈ week)

Complete the problems and requests.

1) It's very smoky **h**_____**.** Do you have a **t**_____ by the window?

2) This knife is **d**_____ . Can I **h**_____ another one, please?

3) The soup is **c**_____ . Could you **w**_____ it up form e, please?

4) I asked form y steak **r**_____ but this is well **d**_____**.**

5) Excuse me, I think there's a **m**_____ in the bill. I didn't have **a**_____ wine.

C) ASKING FOR INFORMATION (3ʳᵈ week)

Circle the correct word in each line.

A: Can you recommend **a / the** good restaurant?

B: Well, YumYum **has / is** a great Thai restaurant.

A: How **near / far** is it from here?

B: Oh, it's quite **near / far**. Just a couple of blocks.

A: **Can / Do** I walk from here?

B: Sure. It'll only **take / need** you five minutes.

A: Can you show me **in / on** the map?

B: OK. We're here, and YumYum is here, **in / on** the corner.

A: Thanks. What time does it **close / closes**?

B: Not **after / until** midnight. You have plenty of time.

D) TAKING SOMETHING BACK (4th week)

Complete the dialogue with one word in each space.

A: Hi. How can I help you, madam?

B: I **b**_____ these trousers yesterday and I've **d**_____ they're too big.

A: Would you like to try a smaller size?

B: No, thanks. I **t**_____ on the small size yesterday and they were **t**_____ small.

A: Oh dear. Well, would you like to Exchange them for something else?

B: No, I'd prefer my money back. Could I have a **r**_____, please?

A: Of course. Do you have the receipt?

B: Yes, **h**_____ it is.

E) ASKING FOR MEDICINE   (5th week)

Complete the dialogue with these words.

**take   hurts   much   might   are   have   help   often   times
think**

A: Good afternoon. How can I _____?

B: I have a headache and my back _____ as well.

A: Do you _____ a temperature?

B: Yes, I think I do a bit.

A: _____ you allergic to anything?

B: No, I don't _____ so.

A: OK, it sounds as if you _____ have flu, or bad cold.

B: Do you have anything I can _____ ?

A: Yes, try these. You take one three _____ a day.

B: Sorry, how _____ ?

A: Three times a day.

B: Great. How _____ are they?

A: They're £ 6.75.

   F) BUYING TICKETS (6th week)

Order the dialogue from 1 to 10.

____A: Return, please. How much is that?

____A: Thanks. Oh, can I get anything to eat on the train?

_____A: Can I have a ticket to Glasgow, please?

_____A: Good. And what time does it arrive?

_____A: Here you are. When does the next train leave?

_____B: That's £ 15.80.

_____B: It gets there at 12.15.

_____B: Yes, there's a trolley service with snacks and drinks.

_____B: In ten minutes.

_____B: Single or return?

G) MAKING PHONE CALLS (7th week)

Match the beginnings and endings.

1. Who's   _____

2. I'm sorry. I've   _____

3. Can I speak   _____

4. Just a moment, I'll _____

5. I'm sorry. The   _____

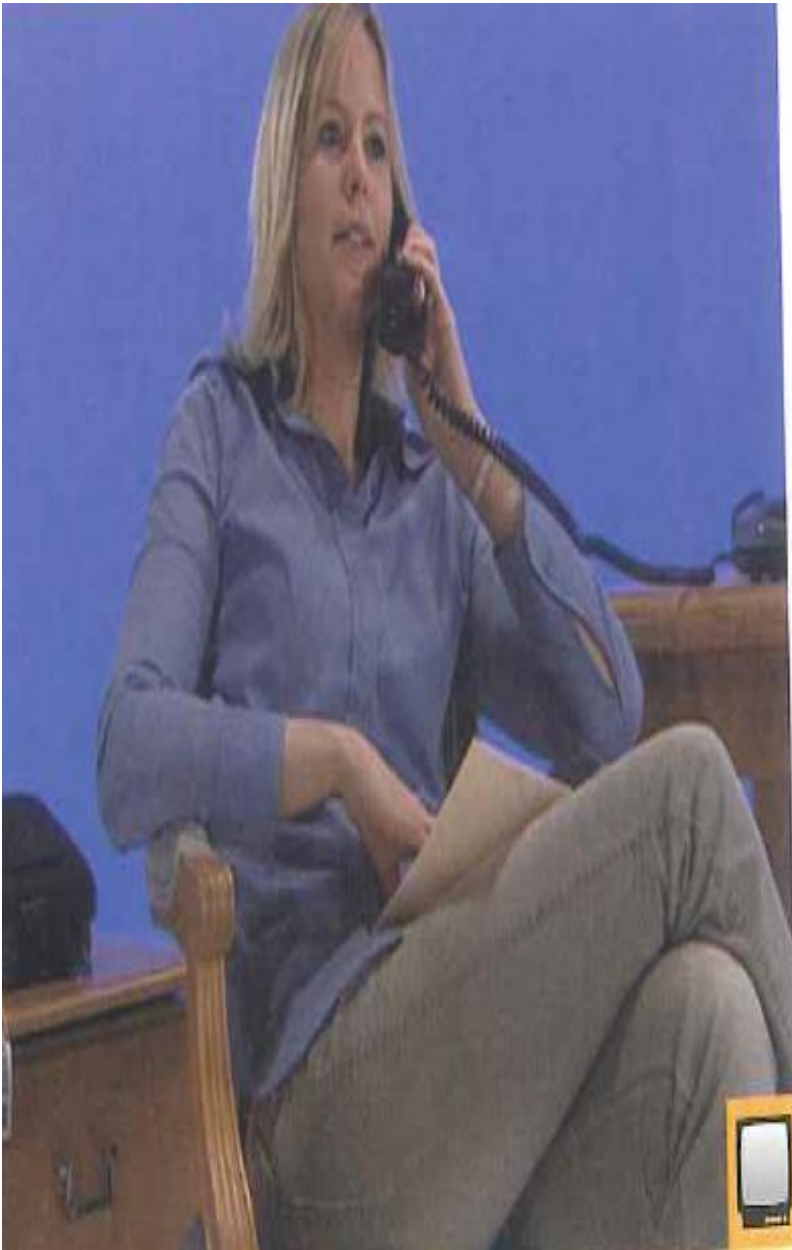6. Don't worry,   _____

7. Hello? Is   _____

8. Could I leave   _____

9. I'll call _____

    a. put you through.

    b. line's busy

    c. that Claudia?

    d. calling?

    e. a message for her?

    f. I'll hold.

    g. back in ten minutes.

    h. got the wrong number.

    i. to Claudia, please?

APPENDIX 5

THE FIRST WEEK'S DIALOG

Calling Reception

R = Reception, A = Allie, RS = Room service

R Hello, reception.

A Hello. This is room 419.

R How can I help you?

A I have a problem with the air-conditioning. It isn't working, and it's very hot in my room.

R I'm sorry, ma'am. I'll send someone up to look at it right now.

A Thank you.

…………………………….

RS Room service. Can I help you?

A Hello. This is room 419. Can I have a tuna sandwich, please.

RS Whole wheat or white bread?

A Whole wheat, please.

RS With or without mayo?

A Without.

RS With French fries or salad?

A Salad, please.

RS Anything to drink?

A Yes, a Diet Coke.

RS With ice and lemon?
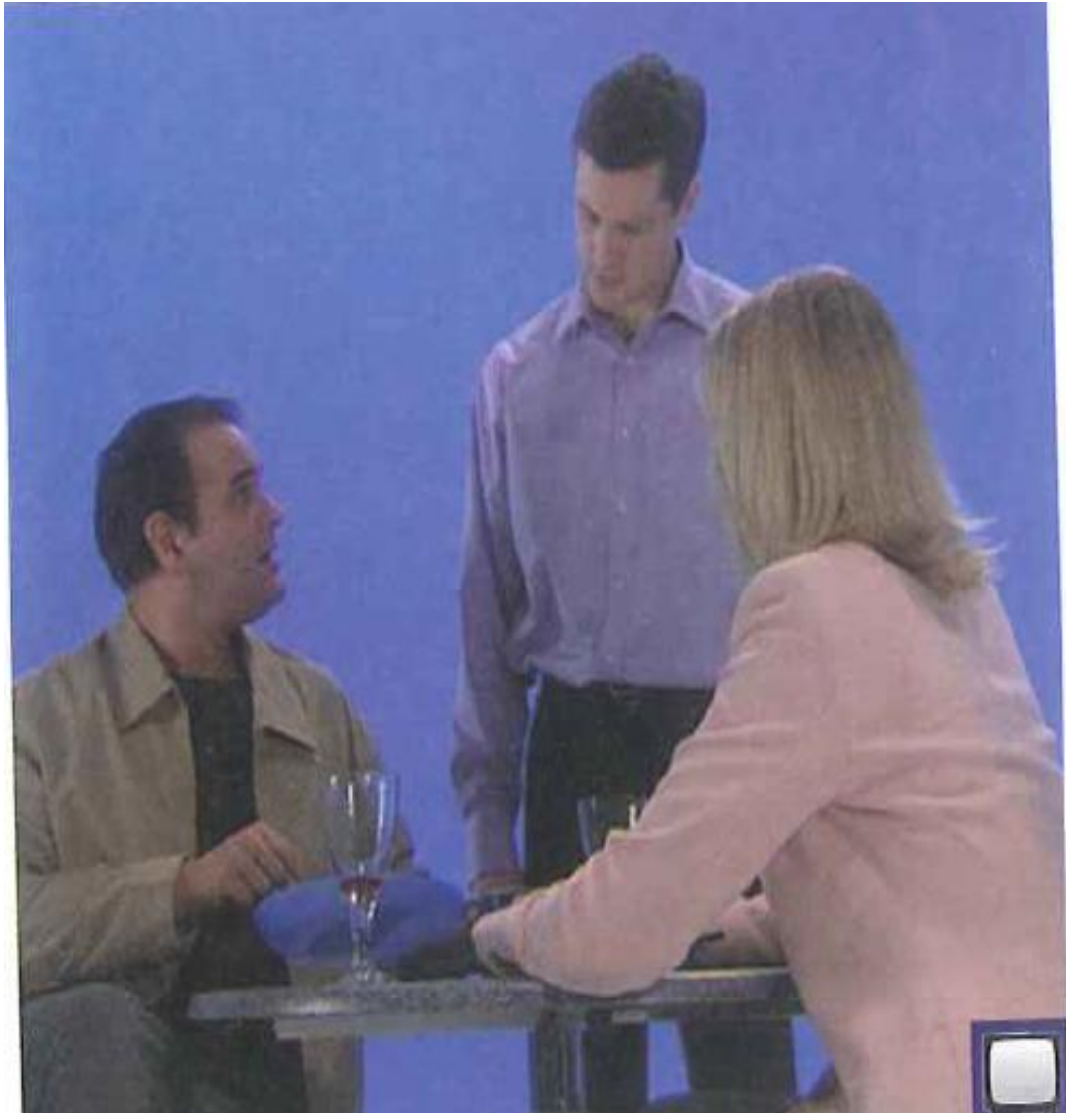
A Just ice.

RS It'll be there in five minutes, ma'am.

A Thank you.

APPENDIX 6

THE SECOND WEEK'S DIALOG

Problems with a Meal

W = waiter, M = Mark, A = Allie

W Chicken for you ma'am, and the steak for you, sir.

A I'm sorry, but I asked for a baked potato, not fries.

W No problem. I'll change it.

M Excuse me.

W Yes, sir?

M I asked for my steak rare and this is well done.

W I'm very sorry. I'll send it back to the kitchen.

……………………………

M Could we have the check, please?

W Yes, sir… Your check.

M Thanks. Excuse me. I think there is a mistake in the check. We only had two glasses of wine, not a bottle.

W Yes, you're right. I'm very sorry. It's not my day today! I'll get you a new check.

M Thank you.

APPENDIX 7

THE THIRD WEEK'S DIALOG

Asking for Information

A = Allie, R = Receptionist

A Can you recommend a good museum?

R Well, SFMOMA is fantastic.

A Sorry. Where did you say?

R SFMOMA. The San Francisco Museum of Modern Art.

A Where is it?

R On Third Street.

A How far is it from Union Square?

R Not far. It's just a couple of blocks.

A Can I walk from there?

R Sure. It'll take you ten minutes.

A Can you show me on the map?

R Yes, Union Square is here, and the museum is here. From Union Square you go down Geary to the end and turn right. That's Third Street. Go down Third and you'll see SFMOMA on the left.
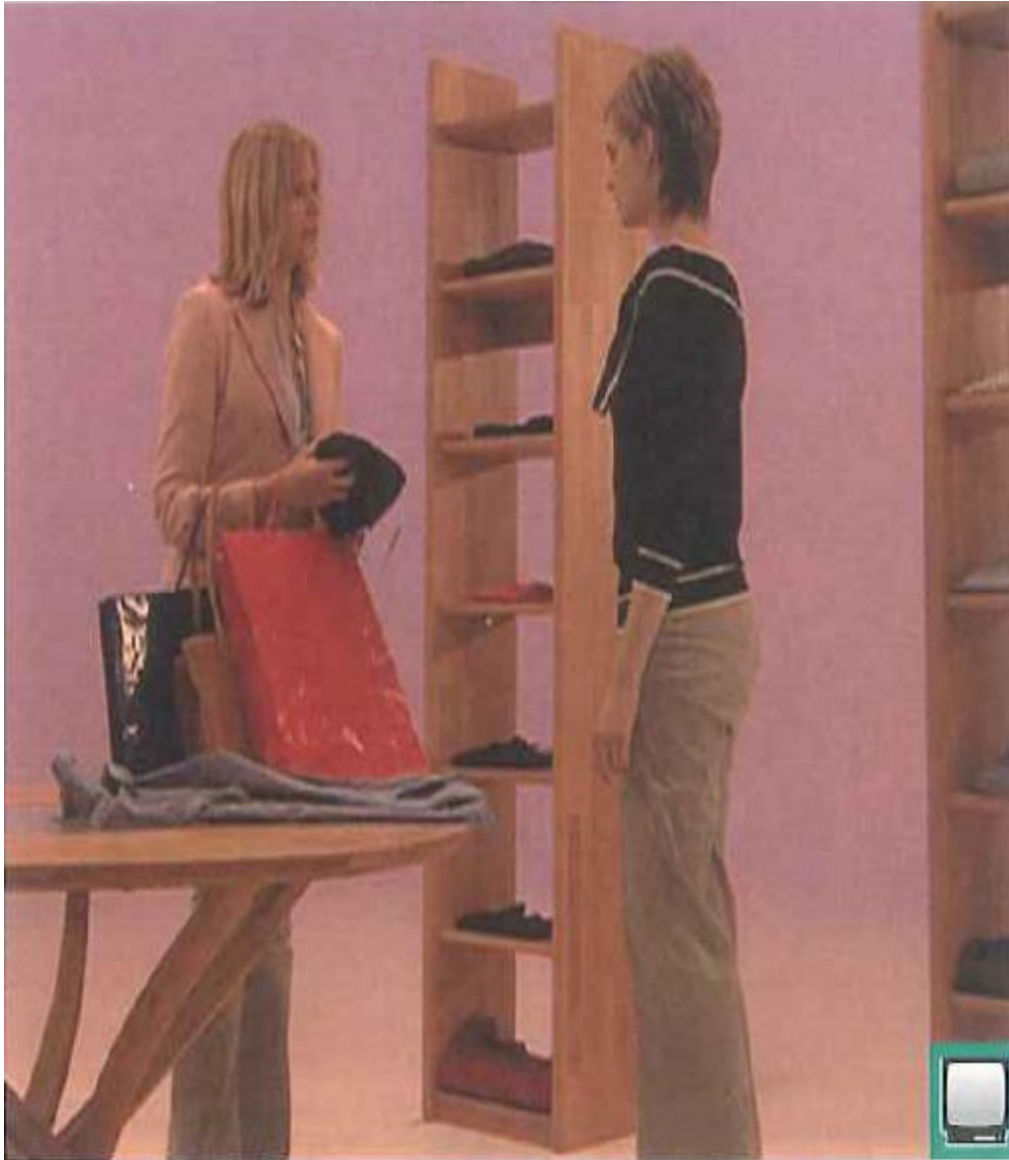
A What time does it open?

R It opens at 11.00.

A Thanks very much.

R Have a good day. I'm sure you'll love the museum!

APPENDIX 8

THE FOURTH WEEK'S DIALOG

Taking Something Back

SA = Shop assistant, A = Allie

SA Can I help you?

A Yes, I bought this sweater about half an hour ago.

SA Yes, I remember. Is there a problem?

A Yes, I've decided it's too big for me.

SA What size is it?

A Medium.

SA So you need a small. I don't see one here.

A Do you have any more?

SA I'll go and check. Just a minute. …………. I'm sorry but we don't have another one in black.

A Oh dear.

SA We can order one for you. It'll only take a few days.

A I'm leaving on Saturday.
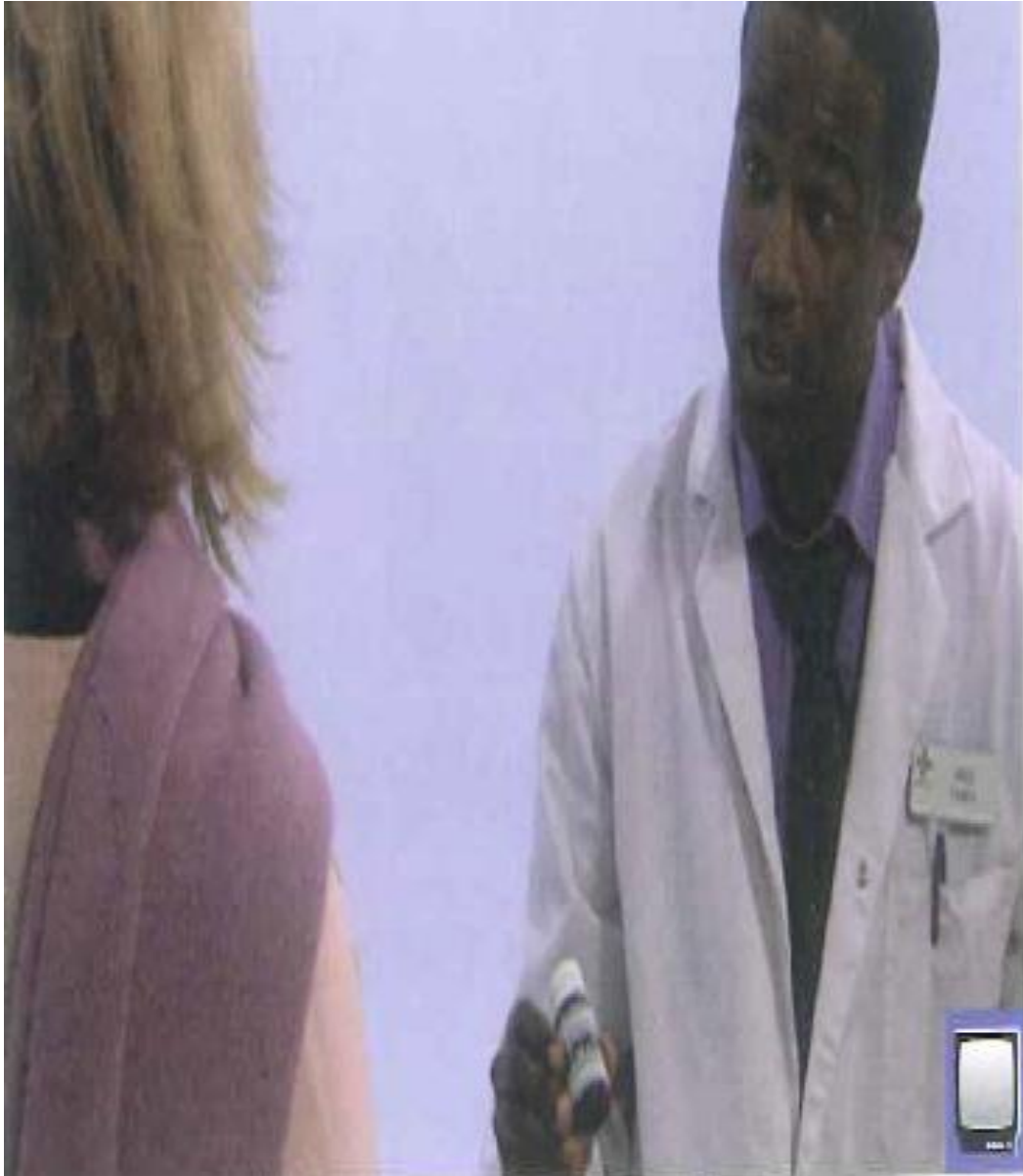
SA Would you like to exchange it for something else?

A Not really. Could I have a refund?

SA No problem. Do you have the receipt?

A Yes, here you are.

APPENDIX 9

THE FIFTH WEEK'S DIALOG

Asking for Medicine

P = Pharmacist, A = Allie

P Good morning. Can I help you?

A I have a bad cold. Do you have something I can take?

P What symptoms do you have?

A I have a headache and a cough.

P Do you have a temperature?

A No, I don't think so.

P Does your back hurt?

A No.

P Are you allergic to any drugs?

A I'm allergic to penicillin.

P No problem. These are apirin. These will make you feel better.

A How many do I have to take?

P Two every four hours.

A Sorry? How often?

P Every four hours. If you don't feel better in 24 hours, you should see a doctor.

A OK, thanks. How much are they?

P $4.75, please.

APPENDIX 10

THE SIXTH WEEK'S DIALOG

Buying Tickets

M = Mark, T = Ticket seller, A = Allie

M Good morning.

T Good morning, sir.

M What time does the next boat leave?

T At 10.00.

A How long does it take?

T About an hour.

A Where exactly does the boat go?

T It goes under the bridge, round Angel Island and past Alcatraz, and then back here.

A Can we get anything to eat or drink on the boat?

T Yes, ma'am, there is a snack bar.

M Can I have two tickets, please?

T Sure. Two adults.

M How much is that?

T That's $40.

M Here you are.

T Thank you, sir.

M Thank you.

APPENDIX 11

THE SEVENTH WEEK'S DIALOG

Making Phone Calls

A = Allie, L = Lisa

B Hello.

A Hello. Is that MTC?

B Sorry, you've got the wrong number.

A Oh sorry.

C MTC New York. How can I help you?

A Hello. Can I speak to Lisa Formosa, please?

C Just a moment. I'll put you through.

D Hello.

A Hi, is that Lisa?

D No, I'm sorry. She's not at her desk right now.

A Can I leave a message, please?

D Sure.

A Tell her Allie Gray called. I'll call back in five minutes.

C MTC New York. How can I help you?

A Hello. Can I speak to Lisa Formosa, please?

C Just a moment. I'm sorry, the line's busy. Do you want to hold?

A OK, I'll hold.

L Hello.

A Hi Lisa. It's Allie Gray.

L Allie, hi. How's California?

A Great, great. Well? Is it good news or bad news?

L It's good. You got the job in Paris!

A Oh wonderful! That's fantastic!

APPENDIX 12

THE PERMISSION E-MAIL SENT BY EYÜP YAŞAR KÜRÜM

03 03 2012 Gmail - Tezle ilgili
https://mail.google.com/mail/?ui=2&ik=566c9d9910&view=pt&q=yasarkurum%40gma
il.com&qs=true☐ 1/1
cise boztepe <ciseboztepe@gmail.com>

Tezle ilgili
Yasar Kurum <yasarkurum@gmail.com> 8 Mart 2011 13:21
Kime: cise boztepe <ciseboztepe@gmail.com>

Taslağına baktım ve küçük bir eklemede bulundum. Sen benim uyarladığım ölçeği
kullanacağın için Wen'den izin almana gerek yok. Benim adımı vererek kullanabilirsin.
Başka bir izin gerekmiyor. Kolay gelsin.

04 Mart 2011 21:03 tarihinde cise boztepe <ciseboztepe@gmail.com> yazdı: