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**A STUDY ON USING VIDEOS FOR VOCABULARY LEARNING**

**THESIS BY**

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## ÖZET

### SÖZCÜK ÖĞRENİMİNDE VIDEO KULLANIMI ÜZERİNE BİR ÇALIŞMA

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Dil öğrenimine ne kadar erken yaşta başlanırsa o kadar iyi olduğu günümüzde eğitimciler tarafından kabul edilmektedir. Dil öğrenimi pek çok alanı kapsasa da, temel alanın kelime öğrenimi olduğunu söyleyebiliriz. Son zamanlarda kelime bilgisinin önemi artmış, pek çok yaklaşım ve teknik kelime öğretimine uyarlanmıştır. Kelime öğrenimi için videoların kullanılması bu tekniklerden biridir.

Bu çalışmanın amacı video kullanarak kelime öğretiminin öğrenciler üzerindeki etkilerini araştırmaktır. Bu çalışma Osmaniye Kırıklı Kanlıgeçit Ortaokulu ve Çardak Ortaokulu'nda yürütülmüştür. Çalışmaya başlangıç seviyesinde olan 50 kişilik 6. Sınıf öğrencisi katılmıştır. Deney grubunda Kırıklı Kanlıgeçit Ortaokulu'ndan 30 öğrenci, gözlem grubunda Çardak Ortaokulu'ndan 20 öğrenci vardır. Deney grubundaki öğrencilere 10 farklı video kullanarak kelime öğretimi yapılmıştır. Gözlem grubu için ders kitabı ve çalışma kitabı kullanılmıştır. Uygulama her iki grup için de 8'er saat olarak yapılmıştır. Uygulamaların sonunda her iki gruba da birer son-test uygulanmıştır. Deney grubu için ayrıca bir tutum anketi uygulanmıştır. Çalışmanın sonunda, deney grubu açısından anlamlı bir fark olduğu ve de öğrencilerin video kullanımına olumlu tutumları olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Kelime Öğrenme, Video Destekli Öğretim

## **ABSTRACT**

### **A STUDY ON USING VIDEOS FOR VOCABULARY LEARNING**

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It is accepted by educationalists that the earlier language learning starts, the better it is. Although language learning comprises many areas, we may say that the basic area is vocabulary learning. Lately, the importance of vocabulary knowledge raised and many approaches and techniques have been adapted for vocabulary learning. Using videos for vocabulary learning is one of the techniques.

The purpose of this study is to investigate the effects of using videos for vocabulary learning. The study was conducted at Osmaniye Kırıklı Kanlıgeçit Primary School and Çardak Primary School. 50 students, whose language level is elementary, participated in the study. There are 30 students in the experimental group from Kırıklı Kanlıgeçit Primary School and 20 students in the control group from Çardak Primary School. The students in the experimental group were presented the new words with ten different videos. A course book and a workbook were used for the control group. The treatment longed for 8 hours for both groups. At the end of the treatment sessions, a post-test was administered to the both groups. An attitude questionnaire was applied to the experimental group after the treatment session is over. The analysis of the study showed a significant difference for the experimental group and they have positive attitudes towards videos.

**Key Words:** Vocabulary Learning, Video Supported Teaching

## ABBREVIATIONS

<b>ELT</b>		<b>English Language Teaching</b>
<b>EFL</b>	<b>:</b>	<b>English as a Foreign Language</b>
<b>ELL</b>	<b>:</b>	<b>English Language Learner</b>
<b>TTK</b>	<b>:</b>	<b>Board of Education and Discipline</b>
<b>MEB</b>	<b>:</b>	<b>the Ministry of Education</b>
<b>L2</b>	<b>:</b>	<b>Second Language</b>
<b>CTML</b>	<b>:</b>	<b>Cognitive Theory of Multimedia Learning</b>

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## CHAPTER 1

### 1. INTRODUCTION

This chapter presents background of the study, statement of the problem. Aim of the study, limitations of the study and the research questions are also presented in the chapter.

#### 1.1. Background of the Study

Learning a new language may not be easy, but it is a need in the constantly growing world whose borders are disappearing day by day. Increasing numbers of children start learning English around the world.

Everybody is born with the ability to learn a language and grow up in an environment he needs to communicate through language; however, everybody is not equally successful in languages, even if it is his native language. This situation suggests that some people are better language learners than others. In other words some people are good language learners. There may be different reasons for the failure in language learning, but good language learning is said to depend on at least three variables: aptitude, motivation and opportunity (Rubin, 1975). Aptitude for language learning may be inheritable. But motivation and opportunity are the points that may be affected by the external factors, so they can be changed either positively or negatively.

There are many study areas when you learn a language, but vocabulary can be supposed to be the most essential area for a new language because vocabulary has a very important role in carrying the meaning of a sentence and in many aspects of communicating. Words represent the building block upon which knowledge of the second language can be built (Cristina, 2010, p.170). There are no certain numbers for how many vocabulary items a learner should know. Richards (1976) states that while we cannot specify precisely the number of words a learner at a specific level should be able to recognize and use, it is clear that a learner who is constantly adding to his vocabulary knowledge is better prepared both

for productive and receptive language skills. We may infer that vocabulary has the key role for being successful in other skills and the foundations of strong vocabulary should be laid at the moment a person starts to learn a language.

One instructional technique that shows promise for supporting the vocabulary development of ELLs is the use of multimedia, in which content is presented through a combination of various visuals and sounds. An example of multimedia is video that contains live action, animation, voice-overs, text, and music (Silverman & Hines, 2009).

Learners must be motivated in order to take place in a successful learning process. Using videos for learning English is one of the techniques that can be motivating for the students. Videos are flexible teaching mediums depending on the purpose of the teacher. For whatever purpose it is used, there are various benefits of using them. Video can model skills or content for students, giving them clear demonstrations of proficient performance (Chambers, Cheung, Madden, Slavin and Gifford, 2006, p.2). Cruse (2003) explains the value of the multimedia tools with the direct relationship between frequency of use and perceived student achievement and motivation. She states that among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases. More than half of frequent users also find that students use new vocabulary as a result of video use.

The dual coding theory of Paivio (1986) claims that when information is conveyed both verbally and nonverbally, the separate systems for processing verbal and nonverbal information support each other and enable greater information recall. Multimedia enhancements made for educational purposes like videos may help children use nonverbal information system more efficiently and support their perception and comprehension of new vocabulary.

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

Vocabulary is one the most problematic areas in language learning because there are many vocabulary items in a language. In order to be competent in a language a person needs a big vocabulary; however, it takes a long time to be able to learn it. Since English is not learned as a second language but as a foreign language in Turkey, the problem of not using the language outside the classrooms arises. This situation causes to the problem of forgetting the vocabulary items the students learned easily. These facts lead teachers to look for handy ways to make vocabulary more memorable for students.

It is known very well that temporary solutions like memorization don't work for learning vocabulary because what students need is not temporary learning strategies but permanent strategies that will help them learn and remember. Every student has a different learning ability and capacity. What we should do as teachers is to make students use their capacity as much as possible. Considering the three learning styles, visual, auditory and kinaesthetic, planning lessons and activities addressing these learning styles will possibly be helpful for students. Using videos is one of the ways that both auditory and kinaesthetic learners can make use of. Teachers can adapt them for kinaesthetic learners too.

Another point is that according to Krashen's theory, when there is low affective filter in a learning environment, students learn better. Videos can provide a natural and entertaining learning environment where students do not feel the stress of learning but having fun. When all these points are considered, using videos can develop vocabulary retention of students and they can make good learning tools for vocabulary learning.

## **1.3. Aim of the Study**

The aim of this study is to see the effects of using videos on the 6<sup>th</sup> graders for vocabulary learning. The researcher observed that the basic and the most necessary area for learning a new language is vocabulary. She wanted to see whether learning vocabulary via

videos is effective for the students and wondered whether there is a significant difference between using videos and using textbooks for vocabulary learning in terms of the achievement levels of the students.

Another point the researcher investigates is the attitudes of the students towards learning vocabulary via videos. With the help of the results of the questionnaire applied to the students, she will see the attitudes of the students towards video use.

#### **1.4. Limitations of the Study**

There are several limitations that need to be acknowledged regarding this study which intends to find out the effects of using videos for vocabulary learning. Firstly, this study has been carried out with the sixth graders only in Osmaniye Kırıklı Kanlıgeçit Primary School and Osmaniye Çardak Primary School.

Another limitation is the number of the students. The study is limited to 30 students in the experimental group and 20 students in the control group.

Thirdly, no pre-test was applied to the students before the experiment, which may mean some of the students had already known the target vocabulary before they were treated and this situation may affect the results of the study.

#### **1.5. Research Questions**

The researcher wanted to find out answers for the research questions below:

1. How effective is using videos for vocabulary learning of 6<sup>th</sup> graders?
2. Is there a significant difference between using videos and using textbooks for vocabulary learning?
3. What are the attitudes of the experimental group towards learning vocabulary via videos?



## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1. Introduction

This chapter examines the related literature in three parts. In the first part, characteristics of young learners and how they learn is reviewed. In the second part, learning vocabulary and teaching vocabulary is examined. Lastly, the use of videos in language teaching, the theories and the advantages behind using videos, the activities and techniques are reviewed. Also the studies carried out using videos are examined to see the use of videos in literature.

#### 2.2. Characteristics of Young Learners

Showing consideration of learner differences, and understanding the principles of child development and the characteristics of children at different stages of development will help prepare the teacher to create curriculum and activities that bring languages and children together effectively (Curtain & Dahlberg, 2009). To be knowledgeable with the characteristics of young learners help teachers make more reliable decisions about the techniques they will use in the classrooms. Some characteristics of young learners Pribilova (2006) mentions in her study are these:

- They love to share their experiences, they love when people pay attention to them and their talking.
- They can think, argue, discuss and they are able to interact with both children and adults. They are able to concentrate for certain time.
- They are able to use language skills not even realizing them (p.11).

Curtain & Dahlberg (2009) state the current understanding of effective foreign language pedagogy for young learners:

- Children acquire language best in a low-anxiety environment.
- Children acquire language through a focus on meaning rather than on grammar.
- Meaning is established through visual cues.
- Children acquire language through extended listening experiences and negotiation of meaning.
- A relevant, meaningful context is necessary for effective language acquisition.
- The rate and the degree of L2 acquisition are affected by differing student learning styles.
- Children acquire language through the tasks appropriate to their developmental level:
  - a. More manipulation is necessary for younger students.
  - b. Language analysis begins later (philosophic layer/late adolescence).
  - c. Older students often demand more translations.

Teachers of young learners should always keep in mind the characteristics of them so that they can be effective teachers and prepare appropriate learning environments.

### **2.2.1. How Do Children Learn?**

How children learn is an important issue because it helps teachers be aware of the process of learning. There are different theories on how a child learns. Curtain & Dahlberg (2009) claims that the teaching of children has been profoundly affected by the work of Jean Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. Below are the characteristics of each cognitive stage:

1. *The stage of sensory-motor intelligence (age 0 to 2 years).* During this stage, behaviour is primarily motor. The child does not yet internally represent events and

“think” conceptually, although “cognitive” development is seen as schemata are constructed.

**2. *The stage of preoperational thought (age 2 to 7 years).*** This stage is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single feature of a situation at a time—for example, they may be able to sort by size or by colour but not by both characteristics at once.

**3. *The stage of concrete operations (age 7 to 11 years).*** During these years, the child develops the ability to apply logical thought to concrete problems. Hands-on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.

**4. *The stage of formal operations (age 11 to 15 years or older).*** During this stage, the child’s cognitive structures reach their highest level of development. The child becomes able to apply logical reasoning to all classes of problems, including abstract problems either not coming from the child’s direct experience or having no concrete referents.

When we consider the age ranges, we see that the students in primary schools in Turkey are in the concrete operations stage of Piaget. They can think more logically and learn through concrete examples for the new concepts or ideas. Sociability is another point teachers can make use of while teaching.

In Shin (n.d.), some learning theories are summarized as below:

- Children are active learners and thinkers (Piaget, 1970). Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.
- Children learn through social interaction (Vygotsky, 1962). Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD).
- Children learn effectively through scaffolding by adults (Bruner, 1983). The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk (Cameron, 2001).

### **2.2.2. What Should Teachers Consider While Teaching Young Learners?**

The term 'young learners' refers to children from the first year of formal schooling (6 years old in our case) to 12 years of age (Ersöz, 2007, p.5). As stated in English Lesson Teaching Programme published by TTK of MEB, the recent changes to the Turkish educational system, which entail a transition from the 8+4 educational model to the new 4+4+4 system, have led to an immediate need for the redesign of current teaching programs. With respect to English language education, in particular, this new system mandates that English instruction be implemented from the 2nd grade onward, rather than the 4th grade. This decision means 6-6.5 years old students learning English. When we consider this age group for new language learning ability, although there may be some difficulties both for the students and for the teachers, there is a common belief that children learn languages better than adults. Ersöz (2007) explains that;

The younger the child is when learning a language, the closer the process comes to acquisition. The child has less biological, neurological, social and emotional barriers that a teacher should overcome. As a result, children become better learners without much resistance to a foreign language (p6).

Cameron (2003) expresses that while there is some evidence that young learners develop better accents and listening skills, there is also evidence that, even in immersion situations, production skills and grammatical knowledge do not benefit as much as might be expected. This fact prevents the teachers from expecting more from young learners.

Cameron (2001) explains that The Critical Period Hypothesis is the name given to the idea that children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition. Besides, it is indicated in Arin (2010) that the earlier children learn a foreign language, the more personal and social benefits such as understanding their own and other cultures, being more creative and having complex problem solving strategies are gained.

As a general rule all the students tend to benefit from clear goals and learning objectives; meaningful, challenging and motivating contexts; a curriculum rich with well content; well-designed, clearly structured and appropriately paced instruction; active engagement and participation; opportunities to practice, apply and transfer new learning; feedback on correct and incorrect responses; periodic review and practice; frequent assessment to gauge progress, with reteaching as needed; and opportunities to interact with other students in motivating and appropriately structured contexts (Goldenberg, 2008, p.17).

The advantages of learning a foreign language at an early age is summarized by Fırat (2009) as follows:

1- Children who begin a foreign language at an early level seem to benefit intellectually and to be more culturally aware (Freudenstein, 1990).

2- They have a ready imagination and great skill in using limited language creatively (Halliwell, 1992).

3- They are very good at interpreting meaning without necessarily understanding the individual words and they take great delight in talking (Halliwell, 1992).

4- Young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils. It seemed a reasonable strategy to try to take advantage of children's language learning skills and aptitudes (Jean Brewster and Gail Ellis with Denis Girard, 2003).

5- Young learner brain is still able to use the mechanism that assisted first language acquisition (Cameron 2001).

6- Younger learners may be more proficient in the long run, particularly in the area of oral communication (Krashen, 1982; Harley, 1998).

7 - One of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group (Harmer, 2007).

8 - They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language (p.16).

Pribilova (2006) explains the challenges the learner can come across while learning the vocabulary of a second language like making the correct connections between the form and meaning of words when understanding the second language, and using the correct form of a word for the meaning intended (i.e. nose not noise) when producing language. She also explains the solutions to meet these challenges as acquiring a critical mass of words for use in both understanding and producing the language and remembering words over time, be able to recall them readily.

It is important to know the needs of students to be able to help them. Slatterly&Willis (2001) claim that children as language learners need:

- To hear clear pronunciation and intonation
- To feel successful when using English

- Plenty of opportunities to communicate
- To enjoy their efforts at speaking in English
- To know they have achieved something worthwhile.

For young learners need guidance while learning, in order to make it easier for them,

William (1998) recommends teachers consider ten principles while teaching them:

1. Start where the child is.
2. Encourage social interaction.
3. Support negotiation of meaning and collaborative talk.
4. Allow children to be active participants in the learning process.
5. Pitch input within the zone of proximal development.
6. Introduce language at discourse level.
7. Plan meaningful and purposeful activities within a clear, familiar context.
8. Help learners become more independent and autonomous.
9. Develop a supportive, non-threatening, enjoyable learning environment.
10. Test and assess in the way we teach (p.230).

### **2.2.2.1. Motivation in the Classroom**

Attitudes are important in teaching and learning languages. They may show very important clues that can be useful. Baker (1992) states that the status, the value and importance of a language is most often and mostly easily (though imperfectly) measured by attitudes to that language. Such attitudes may be measured at an individual level, or the commons of a group or community may be eliminated.

According to Masgoret and Gardner (2003), attitudes toward the learning situation refer to individual's reaction to anything associated with the immediate context in which the language is taught. Learning English language also has many dimensions like motivation for

it, feelings and thoughts about teacher, self-confidence, thoughts of others in class besides grammatical and pragmatic knowledge and knowledge of the skills of the language.

Gardner (1985) defines motivation as ‘referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity’.

For a learning environment to be effective, the first person to be motivated is students. Winke (2005) describes motivated students saying that they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, don’t need continuous encouragement, may even stimulate others in the classroom and promote collaborative learning.

Motivation seems to be a general term at a first glance but Littlejohn (2008) states that the concept of motivation has typically been seen as consisting-of two major sub-types: intrinsic motivation (resulting from an interest in the subject/activity itself- that is the pleasure gained from learning or doing something), and extrinsic motivation (resulting from external factors of reward or punishment). He then differentiates the motivation for language learning referring to Gardner (1985). This classification can be found in the concepts of ‘integrative motivation’, such as a desire to learn a language in order of identify with the target language culture, and ‘instrumental motivation’, such as a desire to learn in order to get a better job.

Littlejohn (2008) describes the four aspects of ‘conducive circumstances’ for sustained motivation. The first aspect is the locus of control. It is people’s beliefs about where control over their actions lies and the impact this can have. He expresses that if people feel that they have control over something, then they are more likely to feel committed to it. The second is a sense of value and purpose. For this aspect he talks about the mismatch between the teacher’s and the learners’ perception of values and purposes in the classroom. The third aspect is the preservation of the self-esteem. He suggests that situations that are significantly threatening to



learner's self-esteem should be avoided. The last aspect is feelings of success. For him, feelings of success fuel motivation, as achievement enhances self-image and confidence in an upward spiral in which increased levels of achievement enhance motivation which in turn leads to further increases in achievement.

Dörnyei (2003) states that research on L2 motivation has considerable educational potential, particularly in two areas: (a) the systematic development of *motivational strategies* that can be applied to generate and maintain motivation in learners, and (b) the formulation of *self-motivating strategies* that enable L2 learners themselves to take personal control of the affective conditions and experiences that shape their subjective involvement in learning (p.23). He explains the dimensions of a comprehensive framework of a motivational teaching practice:

1. Creating the basic motivational conditions
2. Generating initial student motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

Dörnyei (2003) also divides self-motivating strategies into five main classes:

1. Commitment control strategies for helping to preserve or increase learners' original goal commitment.
2. Metacognitive control strategies for monitoring and controlling concentration and for curtailing unnecessary procrastination.
3. Satiation control strategies for eliminating boredom and adding extra attraction or interest to the task.
4. Emotion control strategies for managing disruptive emotional states or moods and for generating emotions that will be conducive to implementing one's intentions.

5. Environmental control strategies for eliminating negative environmental influences and exploiting positive environmental influences by making the environment an ally in the pursuit of a difficult goal (p.25).

Maintaining motivating materials and using motivating techniques are the main necessities of a motivated classroom. It should be kept in mind that young learners will learn better when they feel secure, satisfied and when the activity offers them enjoyable learning atmosphere in the classroom (Çakır, 2004, p.111). Scott & Ytreberg (1990) express that young children love to play and learn best when they are enjoying themselves (p.3). Whatever materials we choose for a particular lesson, project, teaching unit, term or school year, those materials must be varied, attractive, interesting, accessible, challenging, encouraging, surprising and, ideally, they must lead the children to achieve some kind of outcome. Only by accomplishing all these requisites will materials be motivating and therefore successful in a class of young learners (Lobo, M.J., n.d.).

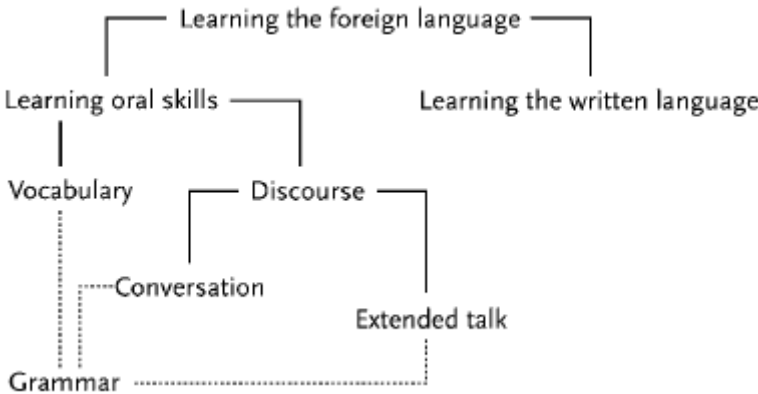
### **2.3. Vocabulary Learning**

Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enable the increase of vocabulary knowledge and language use and so on (Nation, 1999). This quote means an important implication for language learning. A language is a tool for communication and the basic element for communication is vocabulary. Being aware of this fact, vocabulary teaching has gained importance lately. Because communicative approach is adopted in Turkey for ELT, the course books used in schools are written considering the principles of it. The teachers also use different methods for teaching vocabulary along with the skills and the other areas of a language. What is expected to be authentic for a task is to be real life like. Classroom discourse should correspond as closely as possible to real-life use of language (Swan, 1985). Here comes the question whether incidental or intentional learning is more appropriate for

real life like learning. Hulstijn (2001) expresses that the labels incidental and intentional learning no longer reflect a major theoretical distinction. It is the quality and frequency of the information processing activities (i.e. elaboration on aspects of a word's form and meaning, plus rehearsal) which determine retention of new information.

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001, p.72). Vocabulary skills involve the understanding and productive use not just of single words, but of phrases and ‘chunks’ of language (Cameron, 2003). Below is the model of the construct language for child foreign language learning (Cameron, 2003, p.109).

**Figure 1. The model of the construct language for child foreign language learning.**



According to Cristina (2010), vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies (p.170). NLP (National Literacy Panel) found that ELLs learn more words when the words are embedded in meaningful contexts and students are provided with ample opportunities for their repetition and use, as opposed to looking up dictionary definitions or presenting words in single sentences (Goldenberg, 2008).

Cameron (2001) clarifies that knowing about a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use) (p.73). Hatch and Brown (1995) in Cameron (2001) describe five 'essential steps' in vocabulary learning based on research into learners' strategies (p.84):

1. Having sources for encountering new words
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words,
3. Learning the meaning of the new words,
4. Making a strong memory connection between the forms and the meanings of the words,
5. Using the words.

Nation (1990) suggests that a new word needs to be met at least five or six times in a text book unit before it has any chance of being learnt. This is very important for especially young learners because repetition makes recall more possible. Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning (Cristina, 2010, p.172).

There are other key factors for learning vocabulary completely. Nation (1999) states that repetition is essential for vocabulary learning because there is so much to know about each word that one meeting of it is not sufficient to gain this information, and because vocabulary items must not only be known they must be known well so that they can be fluently accessed (p.56). Repetition thus adds to the quality of knowledge and also to the quantity or strength of this knowledge. He also talks about spaced repetition, which involves spreading repetitions across a long period of time. For example, the words might be studied

for three minutes now, another three minutes a few hours later, three minutes a day later, three minutes two days later and finally three minutes a week later. He claims that spaced repetition results in learning that will be remembered for a long period of time.

### **2.3.1. Teachers and Vocabulary Teaching**

Çakır (2004) states that from designing to applying an activity, teachers need to focus on some significant factors. First of all, while creating activities for young learners it is important to make the activity interesting for them. Any activity to be used to teach any point would not always be suitable for them unless it is challenging, purposeful and involve real language use together with visuals, materials, sounds, mime, actions, etc.

Choosing necessary and important vocabulary items is an issue teachers face in planning their lessons. Should every word in the books or materials be paid special attention?

About this issue Cristina (2010) clarifies that:

Frequency has been a general principle of vocabulary selection. The criteria of how frequently some certain words are used can help us decide which words we should teach. The words which are most commonly used are the ones we should teach first. Another principle that has been used in selecting the vocabulary is that of coverage. A word is more used if it covers more things than if it only has a specific meaning. In order to know which words are the most frequently used, we can read lists containing the most often used words in a certain language (p.171).

Öztürk (1996) draws a three-way distinction between presentation strategies, practice strategies and strategy training strategies for vocabulary teaching and specifies the details: Presentation strategies (Cross, 1991; Nation, 1990) are those that introduce the target vocabulary for the first time. These will involve either the presentation of the meaning (i.e. concept) or the form. Among the meaning strategies are *visual strategies* like the use of pictures, body actions, real objects or video, verbal presentation strategies like definition, translation, or exemplification and *audio strategies* like imitation of sound or having learners listen to a tape-recording (Cross, 1991). Form presentation focuses on the pronunciation or

spelling of the word and includes strategies like the teacher's modelling of the target word, chorus repetition, or what is it technique proposed in Nation (1990, p.66-67). The second group of strategies, *practice strategies*, involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom tests, games, semantic maps, written repetition). The third strategy group includes strategies for strategy training. The purpose of *strategy training* is to teach learners strategies for independent vocabulary learning like guessing from context, word building, dictionary use and keeping vocabulary notes.

#### **2.4. The Use of Video in Language Teaching**

When we call 'video', moving pictures on TV is generally what comes to mind initially. Now, we live in such a big world where the words represent so many things that videos don't just mean moving pictures on TV anymore. We see videos on the internet, DVDs, video games, outdoor advertisements, mobile phones and devices. The areas where videos are used expand day by day as a result of the impact videos have on people and their minds. This fact also makes videos an effective teaching tool for language teaching.

Teachers search for ways to make language learning more like it occur in its real context. When we think about the learning environments in schools and the potentials they have, videos seem to be one of the best materials that can provide the deserved features. Video permits second language learners to witness the dynamics of interaction as they observe native speakers in authentic settings speaking and using different accents, registers and paralinguistic cues( e.g. posture, gestures) (Secules, Herron & Tomasello, 2011).

Videos show correct use of languages in their natural contexts. Language competence involves mainly two different types of competence; organizational competence and pragmatic competence. Organizational competence includes grammatical competence and textual competence. On the other hand, textual competence as the complement of grammatical competence deals with the ability to connect sentences in stretches of discourse and to form a

meaningful whole out of a series of utterances (Boran, 1999). Videos can serve as great examples in holding real competence features.

Video is best defined as the selection and sequence of messages in an audio-visual context (Canning-Wilson, n.d.). As we also see in the definition, videos are intended to convey messages. The reason why languages showed up is the need to communicate, that is to convey messages. Videos help audiences get both the apparent and the hidden message conveyed with the visuals included in the language situations. Video is a motivating and meaningful teaching material which offers clues to the meaning and which can make learning in the classroom more like what occurs outside the classroom (Yolcu, 2009).

According to Carter (1987), the more words are analyzed or are enriched by imagistic and other associations, the more likely it is that they will be retained.

Yolcu (2009) makes a distinction for videos: Authentic video materials and instructional video materials. Authentic video materials expose the learners with real language created for real audience. TV broadcasts, films, advertisements, documentaries, podcasts, videos produced for web sharing indeed any video produced in the target language and used unedited in the classroom are examples of authentic materials. Instructional video materials are the videos planned and produced for language teaching/ learning purposes. Presentation of language items are controlled in instructional video materials. In addition, most of the instructional videos are accompanied with other published materials such as teacher's book, course books and worksheets.

Video plays more important role in an EFL situation where students have little or no chance to meet native speakers and see the culture and life style of the community whose language they are learning. Since language and culture are interrelated, it is essential for language learners to know the culture as well; interpretation and understanding the target language will be better if the learners have sufficient competence of that culture (Boran, 1999,

p.26).

The content of the videos differ very much and it can also be about songs. Songs create a stress-free environment and this is very important because we know that the less stress in learning environment, the better learning. Songs often include a lot of repetition that helps to make language memorable. Moreover, songs contain chunks of language that children can remember and use (Ersöz, 2007). Schoepp (2001) states the necessity of the songs in teaching environments with affective reasons for children will have a weak affective filter when songs are used in classroom, with cognitive reasons for songs present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom and with linguistic reasons for some songs are excellent examples of informal language conversations.

#### **2.4.1. Theoretical Background for Using Videos**

Videos are accepted to help students understand and learn. We can agree with this claim but it is a need to go over the theories and mental processes behind it.

Embedded multimedia refers to teaching methods that embed video content within teachers' lessons (Chambers et al, 2006). Paivio's dual coding theory (Clark & Paivio, 1991), is the theoretical basis for embedded multimedia, which demonstrates that when information is held both in verbal memory and in visual memory, it is retained better than information held in only one memory system.

According to the dual-coding theory presented in Mayer&Sims (1994), the learner uses two distinct information processing systems- one that represents information verbally and one that represents information visually. For meaningful learning, it is stated that the learner must build an internal verbal representation from the presented visual information, and referential connections between these verbal and visual representations. They predict that students will be better able to build referential connections when verbal and visual materials



are presented contiguously when they are presented separately. The dual-channel assumption is incorporated into the cognitive theory of multimedia learning by proposing that the human information-processing system contains an auditory/verbal channel and a visual/pictorial channel (Mayer, 2005, p.33). However, he also assumes that humans are limited in the amount of information that can be processed in each channel at one time. When an illustration or animation is presented, the learner is able to hold only a few images in working memory at any one time, reflecting portions of the presented material rather than an exact copy of the presented material.

Under certain circumstances, verbal material can evoke the construction of visual representations, and visual material can evoke the construction of verbal representations (Mayer & Sims, 1994, p.390). According to Mayer (2005), for meaningful learning to occur in a multimedia environment, the learner must engage in five cognitive processes: (1) selecting relevant words for processing in verbal working memory, (2) selecting relevant images for processing in visual working memory, (3) organizing selected words into a verbal model, (4) organizing selected images into a pictorial model, and (5) integrating the verbal and pictorial representations with each other and with prior knowledge. Successful multimedia learning requires that the learner coordinate and monitor these five processes.

Mayer (2005) explains multimedia learning and the theory behind it in a detailed way:

A fundamental hypothesis underlying research on multimedia learning is that multimedia instructional messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those that are not. The cognitive theory of multimedia learning (CTML) is based on three cognitive science principles of learning; the human information processing system includes dual channels\_for visual/pictorial and auditory/verbal processing (i.e., dual-channels assumption); each channel has limited capacity for processing (i.e., limited capacity assumption); and active learning entails carrying out a coordinated set of cognitive processes during learning (i.e., active processing assumption) (p.32).

#### **2.4.2. The Advantages of Using Video**

Video is an audio-visual aid, offering the still or moving pictures with or without accompanying sound. That's why visual element when joined with the audial feature becomes an advantage and effects communication or intended message in general and language teaching in particular (Demirezen, 1992). Çakır (2004) states that contextualized activities facilitate learning any topic as it makes them work out the meanings of unknown language from a situation or context. Thus, the unknown language becomes more meaningful when contextualized and videos can provide appropriate contexts for language teaching.

The effectiveness of video in the classroom is strictly based on the selection of appropriate materials keeping the selection criteria in mind (Yolcu, 2009, p.22). As long as teachers choose the best videos for their teaching purposes, there are a lot of advantages of using videos. Hanley, Herron and Cole (1995) points out that it takes virtually no time to turn on the video while it takes for the instructor to find appropriate pictures in magazines and to cut out and paste them for class use. This fact makes videos again a practical medium for teaching vocabulary.

Tschirner (2001) claims that audio and video bring the target language world in which one hopes to participate into the classroom. Learners receive input from many different representatives of the target culture, and their exposure to the target culture is greatly increased. He further explains that while pictures and photos may serve the same purpose, video has the added advantage of providing models and examples on how to deal with the subject linguistically.

Providing authentic language input is a great advantage of video. Teachers can use TV programmes and movies that are made for native speakers. Students develop listening skills with authentic videos and in contrast to this, they also develop their speaking skills. Observing how a language is used in its natural context provides students with correct use and

meaning, which is very important to be competent in a language. Video motivates and sensitivizes the students, takes in the real-life situations into the classroom, contextualizes the items of the syllabus, and enables the students to practice the foreign language consciously in a controlled environment, and this helps the comprehension, and the retention of the lessons, and enhances the language interaction into a better communication (Demirezen, 1992).

### **2.4.3. Techniques and Activities through Video**

There are many techniques for using video for teaching a language. Çakır (2006) details the methods for using video in classroom:

1. **Active Viewing:** Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

2. **Freeze framing and prediction:** Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene the students can be asked what is going to

happen next. So they speculate on what will happen in the next act. Freeze framing is excellent for speculation. This activity also fires the imagination of the students by leading them predicting and deducing further information about the characters.

3. Silent viewing activity: Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behaviour of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video.

4. Sound on and Vision off Activity: This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

5. Repetition and Role-Play: When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more

creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understanding their own behaviour and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.

6. **Reproduction Activity:** After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

7. **Dubbing Activity:** This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

8. **Follow-Up Activity:** It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and co-operative skills (p.69).

#### **2.4.4. Studies about Using Videos**

There are different studies on the effects of multimedia on vocabulary learning of children. One of these studies is mentioned in Silverman &Hines (2009):

Rice, Huston, Truglio, and Wright (1990) looked at the effects of viewing educational television at home in a 2-year longitudinal study with children who were between 2 1/2 years and 4 1/2 years old at the beginning of the study and found that children who had watched *Sesame Street* more frequently earned higher scores on a measure of receptive vocabulary. There was no effect for watching other television programming such as cartoons. The relationship between educational television viewing and vocabulary was only significant for the younger children. Rice et al. suggest that this difference by age might be due to the waning appeal of *Sesame Street* as children become older.

Cartoons are videos made for educational purposes aiming very young learners and young learners. We may infer from this study that if the content is appropriate for the age group, videos can be beneficial for vocabulary studies when they are used for language teaching.

In his research, Doğan (2009) tried to find out whether they can improve vocabulary learning capacity of the students by presenting them new vocabulary in a video context. The students were divided into two groups: The control group that studied the vocabulary on course books and the experiment group that studied the vocabulary through video. Pre-activity and post-activity tests were applied in each group before and after the treatment. The results showed that students who learned the vocabulary within a video context were more successful than the students who studied course books.

Multimedia applications can be used for many different teaching purposes. Pailliotet & Mosenthal (2000) in Chambers et al. (2006) used video skits showing puppets sounding out words, creating both visual and auditory representations in memory to teach sound-blending. To teach vocabulary, live-action skits acted out the meanings of key words, both in context and then out of context. Students were expected to recall the skits (in their visual memories) to gain access to word meanings (needed in their verbal memories).

In their study, Silverman & Hines (2009) compared traditional and multimedia-enhanced read-aloud vocabulary instruction and investigated whether the effects differed for English-language learners (ELLs) and non-English-language learners (non-ELLs). Results

indicate that although there was no added benefit of multimedia-enhanced instruction for non-ELLs, there was a positive effect for ELLs on a researcher-designed measure and on a measure of general vocabulary knowledge. Furthermore, for children in the multimedia-enhanced condition, the gap between non-ELLs and ELLs in knowledge of instructional words was closed, and the gap in general vocabulary knowledge was narrowed.

There is another study by Linebarger, Kosanic, Greenwood and Doku (2004) which they examined the effect of watching an educational television series on literacy development, including vocabulary growth, of kindergarten and first grade children. In the study higher word recognition and standardized reading test scores were noted for all viewers compared with non-viewers. This is also another example of the positive effects of videos on vocabulary extension.

The study of Borrás and Lafeyette (1994) shows a handy aspect of videos for vocabulary learning. They conducted a study addressing the potential usefulness of subtitles for increasing learners' oral communicative performance. As a result of their study, they concluded that the use of subtitles may help the foreign/L2 learner associate the aural and written forms of words more easily and quickly than video without subtitles.

The study of Chambers et al. (2006) is an evaluation of embedded multimedia in a year-long randomized clinical trial comparing first graders who learned beginning reading using the Success for All program either with or without embedded, brief video components. The results provide partial support for the utility of embedded multimedia as a component of beginning reading instruction.

Hasanbaşıoğlu (2007) conducted a study which shows us a different use of video. She investigated whether videotaped self-observation contributes to self-reflection and whether teaching experience results in differences between teachers in terms of their levels of reflective thinking. Two trainee teachers and two teacher trainers conducting the course

participated in the study. One of the teacher observations of each trainee was video-recorded, and the trainees were asked to reflect on their teaching before watching their recorded lesson in an interview, while watching it in a think-aloud protocol, and after watching it in a reflective narrative. Each trainee's pre- and while-video reflections were compared to explore whether videotaped self-observation contributed to the extent and levels of teachers' reflection. The findings of this study indicated that observing their videotaped lesson contributed considerably to the trainees' self-reflection, both in terms of the extent and levels of their reflective thinking. Both teachers were able to reflect on an increased number of points in their lessons after self-observation and demonstrated a remarkable growth in high level reflections.



## **CHAPTER 3**

### **3. METHODOLOGY**

#### **3. 1. Introduction**

The aim of this study is to see whether using videos has any effect on vocabulary learning, whether it is more effective than using course books and also the attitudes of students about using videos for learning vocabulary. This chapter specifies the methodology of the study. It describes the participants, the instruments, the data collection procedures, the data analysis procedures and the results of the study.

#### **3. 2. Participants**

The participants of the study were 50 sixth grade young learners aged 11-12. There were 30 students in the experimental group and 20 students in the control group. The participants of the experimental group attended Kırıklı Kanlıgeçit Primary School and the participants of the control group attended Çardak Primary School in Osmaniye. The schools that the participants attend were both village schools. No variables such as gender, the popularity of the school and the background of the students were taken into consideration in the choice of the participants. The researcher herself was the English teacher of the both classes in both schools.

#### **3. 3. Instrumentation**

The data was collected through a post-test for vocabulary learning scores and an attitude questionnaire. In the following part, post-test and the attitude questionnaire were specified.

##### **3.3.1. Post-test for Vocabulary Learning Scores**

A post-test (see Appendix A) was administered to the both groups following the treatments. The post-test consisted of 25 fill-in-the blanks questions. On the first part, the

students were supposed to write the adjectives that the pictures represent. On the second part, the students wrote the names of the seasons and their months with the help of the pictures representing the seasons. All the instructions were clear and also the researcher explained them to the students. The participants were informed that the data would not affect their grades, and would be treated confidentially. Regarding their age group, 20 minutes were allowed to complete the post-test.

### **3.3.2. The Attitude Questionnaire**

The researcher applied a written questionnaire (see Appendix B) to learn the attitudes of the students towards learning vocabulary via videos. The questionnaire was developed by the researcher and it included 16 items. 15 of the items are structured five point-Likert- type scale ranging from “strongly disagree” to “strongly agree” and 1 item is an open-ended question. The reliability of the measuring instrument is high (Cronbach Alpha 0. 861). The questionnaire consists of 15 items related to three categories: vocabulary learning, attitudes and inclination for videos.

1. Vocabulary Learning: In this part there are 7 items that intend to evaluate the students’ thoughts for whether videos serve for vocabulary learning purpose.

2. Attitudes: This section includes 5 items which focus on the feelings and attitudes of children for videos used in the classroom.

3. Inclination for videos: This section consists of 3 items which aim to identify students’ thoughts about future use of videos for language teaching.

### **3.4. Data Collection**

In this study, three kinds of materials, teaching materials, a testing material and a questionnaire prepared by the researcher were used. Teaching materials consist of ten videos, the related activities of each video, a course book, a workbook and the activities used in the books for the control group. Testing material is an exam covering all the target vocabulary

words for both groups. The last material used in this study is a written questionnaire administered to the experimental group. The first step was to decide on the vocabulary items that would be used for the study. As the researcher wanted to see the efficacy of the two different learning methods, she chose some vocabulary items that were not taught intentionally before. For the target vocabulary items, the unit 'Weather Conditions' was decided upon after a detailed study. The topic was one of the topics in the course book of Unique 6, which is one of the books the Ministry of Education of Turkey decided for the 6<sup>th</sup> graders in State Schools. Target vocabulary items were in accordance with the curriculum of the 6<sup>th</sup> graders in Turkey. The vocabulary items to be taught consisted of the basic adjectives and nouns related with weather conditions, adjectives of state, seasons and months of the year. The participants received the treatment as a part of the regular curriculum. A pre-test was not applied to the students because of the fact that they had not studied the aimed vocabulary before. The treatment for the experimental group was carried out by the researcher herself. The researcher started the study in both groups at the same time. The treatment for the experimental group lasted 8 hours covered in two weeks. For the experimental group, 10 videos related with the topic were selected from different websites in accordance with the aimed vocabulary to teach the topic. Six of the videos were about weather conditions, two of them were about seasons and two of them were about months of the year. The videos were prepared for educational purposes and put in order considering their difficulty levels. They range from simple vocabulary teaching to more communication and different language use featuring ones.

As mentioned before, the first videos aimed to introduce the new simple vocabulary items. There were a lot of visual supports and repetitions in the first videos. Progressively, the items were used in natural contexts such as in conversations or songs. The treatment lasted eight hours. For each video, the researcher first let the students watch the video she projected

on the screen. The aim here was to make students have an idea about the video before they did the activities related to it. Then she made students watch the video again. If the students felt the need, she let them watch the video again until she was sure that the students got the content. The students did the activities related to the following video. As the language level of the students is elementary, the activities were designed according to their level. The steps and the activities in the videos were explained below in the order they were presented in the classroom:

1. A. Students tick the words they hear in the video.
1. B. They put the words in the order they hear in the video.
2. A. They write what the weather is like under pictures.
2. B. They answer the questions about the video.
3. A. They fill in the missing parts of the lyrics of the song.
4. A. They sing the song while acting out the man in the video. The lyrics are provided for them.
5. A. Writing the missing parts of the lyrics of the song.
5. B. They sing the song altogether.
6. A. They match the country names and their weather conditions identified in the video.
7. A. They write the missing letters of each season and match them with the correct picture.
8. A. They write the correct season name into the blank regarding the sentences given.
9. A. They complete the names of the months and group the months for each season.
10. A. They match the activities the video involves and month names these activities are related to in the video.

The researcher observed that the students in the experimental group were very excited and eager to watch the videos and do the activities.

The treatment for the control group also lasted for eight hours. The students in the control group learned the same vocabulary items with the experimental group. The researcher used only the course book and the work book for the treatment.

The book used for the treatment is Unique 6 published by Atlantik Publications. It is a student-centred book. The functions for the weather conditions unit were stated as asking questions and giving information. The new vocabulary items were introduced via pictures. Then reading, writing, listening and speaking skills were emphasized so that they could use the new vocabulary items correctly in meaningful contexts. The researcher and the students studied the adjectives and nouns using pictures and students gave examples from their real life. The students first learned the adjectives about weather conditions, and then they learned state adjectives about the weather. Finally, they learned the seasons and the names of the months. The activities related with the new vocabulary followed by each learning session. After the unit was covered in the course book, the students did the activities in the workbook to consolidate what they learned.

### **3.5. Data Analysis**

For the experimental part of this study, quasi-experimental group design (non-equivalent group design) was used. The independent variables of the study were using videos and using course books for vocabulary learning. The dependent variables were the achievement levels of the experimental and control groups for the target vocabulary. The post test was used for this aim and the data was analyzed using independent samples t-test.

For the questionnaire part of the study the qualitative group design was used. Content analysis was applied in order to analyze the items of the questionnaire.

## CHAPTER 4

### 4. FINDINGS AND DISCUSSION

#### 4.1. Introduction

This chapter presents the statistical analyses carried out on the data which aim to find out the effect of using video for vocabulary learning and the attitudes of students towards videos and the findings discussed regarding what to infer from the analyses.

#### 4.2. Statistical Analysis of the Post-Test Results

In order to assess the post-knowledge of the target vocabulary, the post-test was applied to the experimental and control group. The mean scores, standard deviation, t and p values between the groups were analyzed. Table 4.1 shows the results of the post-test:

**Table 4.1. Post-test mean scores, standard deviation, degrees of freedom, t and p values for the experimental and control group.**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.d.</b>	<b>df</b>	<b>t</b>	<b>p</b>
Experimental	30	56,76	32,00			
Group				29	-2.734	.011
Control Group	20	32,10	29,51			

Table 4.1 illustrates that there is much variation between the mean scores of the experimental group and the control group. The p value indicates that there is statistically significant difference between the groups ( $p < .05$ ). This difference might be a result of the treatment of videos the experimental group received while the control group just used the text book. It is also probable that using videos has a positive effect on vocabulary learning.

### 4.3. Findings from the Attitude Questionnaire

**Table 4.2. The statistical analysis of the attitude questionnaire.**

The items	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1. The videos we've watched helped me learn the new vocabulary.	9	30	20	66.7	1	3.3	0	0	0	0
2. The videos we've watched have an effect on retention of the words we've learned.	12	40	15	50	3	10	0	0	0	0
3. I can learn better via videos comparing the videos and the textbook.	9	30	14	46.7	2	6.7	5	16.7	0	0
4. I can remember the words I saw and heard in the videos.	7	23.3	18	60	2	6.7	3	10	0	0
5. Videos help me learn the correct pronunciation of the words.	8	26.7	12	40	8	26.7	2	6.7	0	0
6. Videos help me understand the meanings of the words.	13	43.3	15	50	1	3.3	1	3.3	0	0
7. I easily remember the spelling of the words I saw in the videos.	5	16.7	7	23.3	8	26.7	10	33.3	0	0
8. The content of the videos help me remember the new words I learned.	8	26.7	16	53.3	5	16.7	1	3.3	0	0
9. It is enjoyable to learn English via videos.	22	73.3	8	26.7	0	0	0	0	0	0
10. Learning English via videos catches my attention.	12	40	15	50	2	6.7	1	3.3	0	0
11. I like learning English via videos.	18	60	12	40	0	0	0	0	0	0
12. It is exciting to learn English via videos.	10	33.3	13	43.3	3	10	4	13.3	0	0
13. My motivation increases when I learn English via videos.	7	23.3	16	53.3	2	6.7	5	16.7	0	0
14. I prefer learning English via videos to via textbook.	6	20	9	30	2	6.7	12	40	1	3.3
15. I want to learn English always via videos.	9	30	11	36.7	7	23.3	3	10	0	0

An attitude questionnaire was applied to the experimental group as mentioned before. The answers of the students were analyzed. Table 4.2 shows the frequencies and the answer percentages for each item of the questionnaire.

The findings of the attitude questionnaire were analyzed in three groups the questions belong to. Some of the questions are about students' thoughts about vocabulary learning via videos, some of them are about the attitudes of the students' for videos and some of them are about the students' inclination for videos.

Regarding the attitudes towards videos for vocabulary learning, the students agree on that the videos they watched helped them understand, learn and remember the new vocabulary. They think that the videos help them recall the vocabulary later on. They also stated that they learn new vocabulary better with videos rather than course books. Although they think that the content of the videos help them remember the vocabulary, most of them stated that they can't remember the spelling of the words they saw on the videos. Most of the students think videos are helpful for learning vocabulary. This means students have positive attitudes towards learning vocabulary via videos.

The percentages show that for students, it is enjoyable to learn English via videos and they love learning English via videos. They also agree on that learning English via videos catch their attention. They have positive attitudes towards using videos.

The students agree on that learning English via videos is exciting. Most of them state that their motivation increases while learning English via videos and they always want to learn English via videos. However, students disagree on preferring learning English via videos to via course books, which contradicts with the previous statement that they always want to learn English via videos. Generally, most of the students are inclined to videos for learning English although there is disagreement to some degree which stems from the statement comparing using videos and course books.



### 4.3.1. The Open-Ended Question

The last question was an open-ended question as mentioned before. The students have many different answers for the question 'What is the best part of learning English via videos?'. As a result of the analysis, the researcher defined the key points in the answers of the students.

**Chart 1. The answer ranges of the students for the open-ended question.**

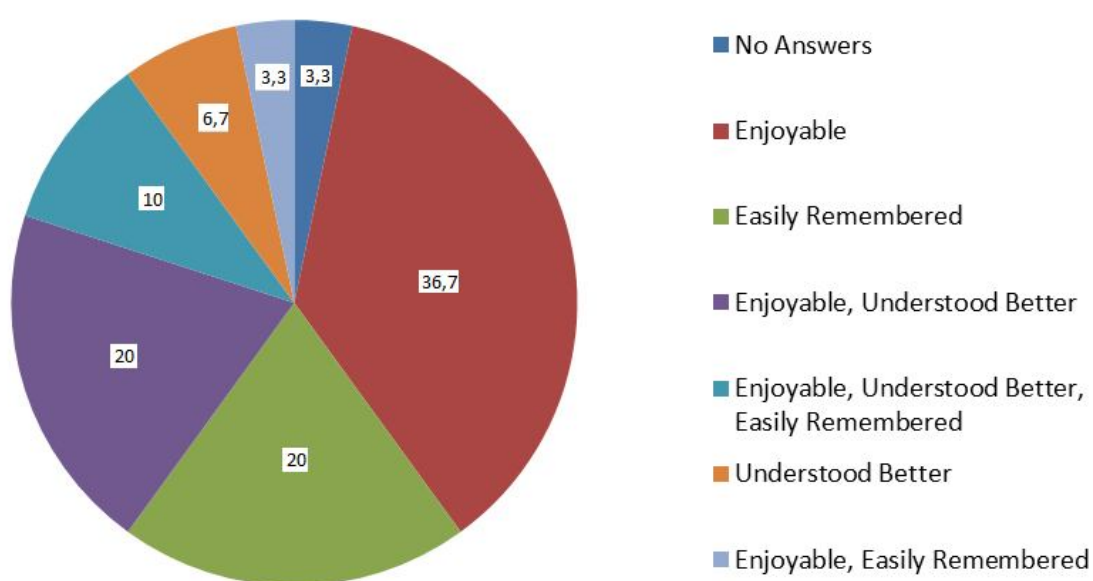


Chart 1 shows the ranges of the answers of the students in percentages. 36,7% of the students think that the best part of learning English via videos is being enjoyable. 20% of them think videos are easily remembered and the content is understood better. The answers seem to mean that videos are enjoyable, the content is easily remembered and the students can understand English better via videos.

### 4.4. Discussion

The present study investigated the use of videos in order to improve the vocabulary knowledge of the students. A post-test and an attitude questionnaire was used for the research.

The pre-vocabulary levels of the students in the experimental and the control groups for the target vocabulary were not tested. This was because all the students were assumed not to have learned the vocabulary items before considering the level of the students and the curriculum.

The control group followed the course book and the work book with no extra activities during the research. On the other hand, the experimental group received a treatment using videos. The researcher demonstrated the experimental group ten different videos, the content of which were about the weather conditions, seasons and months. For Research Question 1, the treatment, which involves watching ten different videos and doing their related activities, was applied. After the treatment session is over, a post-test was applied to the students in the experimental group. Then the answers of the students in the experimental group were analyzed. The mean correct answers of the students were analyzed. Looking at the post-test results of the students, it can be inferred that the treatment was 56,76% effective for the experimental group. The opinion of the researcher is that the success level achieved is good enough for the students in the experimental group when she rethinks about the general success in the classroom performances and in the exams.

Research Question 2 investigated the probable significant difference between groups in terms of their vocabulary learning levels. The post tests of the both groups were analyzed using independent samples t-test. The independent variables of the study were using videos and using course books for vocabulary learning. The dependent variables were the achievement levels of the experimental and control groups for the target vocabulary. T-test at a significance level of 0.05 was carried out to determine whether there was any significant difference between the achievement levels of the two groups. Findings of this study reveal that there is statistically significant difference between using videos and using textbooks for vocabulary learning (see Table 4.1). The result of the t-test may mean that when appropriate

and well-contexted videos are used for vocabulary teaching, students may learn and remember vocabulary better than using text books. The study of Al-Seghayer (2001) also achieves a similar commentary as a result of the research conducted. He concluded that a video clip is more effective in teaching unknown vocabulary words than a still picture. He also suggests the factors that explain the result as that video better builds a mental image, better creates curiosity leading to increased concentration, and embodies an advantageous combination of modalities (vivid or dynamic image, sound, and printed text).

For Research Question 3, a written questionnaire was applied to the experimental group to see their attitudes towards learning vocabulary via videos. Five-likert type scale was used for the questionnaire. For the analysis, the statements were grouped into three categories: Vocabulary learning, attitudes and inclination for videos. In all the three groups, students seem to have positive attitudes. Although they seem to have negative attitudes for some statements, generally they have positive attitudes for using videos for vocabulary learning (see Table 4.2.). The last question was an open-ended question aiming to see students' views about the best part of learning English via videos. It was not included in the other three groups and analyzed separately. The opinions about the last question change and the most common answers for the question are enjoyable, understood better and easily remembered. The answers for the attitude questionnaire do not contradict with the observations of the researcher. The researcher observed that the students were very eager to watch the videos. They seemed to be enjoying themselves very much and very motivated for the lesson.

## CHAPTER 5

### 5. CONCLUSION

#### 5.1. Introduction

This chapter presents the summary of the research and implications of the study. It also suggests implications for further research and practice.

The research mainly aiming to see the effects of using videos for vocabulary learning was carried out at Osmaniye Kırıklı Kanlıgeçit Primary School and Çardak Primary School for eight lessons. It is experimental study supported with an attitude questionnaire just applied to the experimental group. There were 30 students in the experimental group and 20 students in the control group, all of whom are 6<sup>th</sup> graders at different schools. For the selected unit of the curriculum, the experimental group received a treatment. They learned the target vocabulary via ten different videos and their activities whereas the control group used a course book and a work book for the same vocabulary. A post-test was created to measure the vocabulary knowledge of the students after the treatment was over. The analysis of the post-tests showed a statistically significant difference in favour of the experimental group. Besides, an attitude questionnaire was applied to the experimental group after the video treatments. The answers of the questionnaire suggested that students in the experimental group have positive attitudes towards using videos for vocabulary learning.

#### 5.2. Implications of the Study

It is accepted by everyone that building up a large vocabulary is crucial for learning languages. Starting from the first years of language learning, the most needed element is vocabulary.

Living in a world full of technology and teaching to students born into a technology world, it is inevitable to use it in the classrooms. Teachers make use of technology for various

purposes and it is great source for supplying better learning environments whatever we may want to teach.

Examining the characteristics of young learners, the points teachers should consider while teaching them and the importance of motivation in the classroom, it may be assumed that videos are applicable teaching materials for children. There are many examples of using videos for educational purposes as reviewed in the study that show the learners mostly benefit from videos. Theoretical background and advantages of using video support these results too.

Video use is educationally convenient when learning theories are considered. Teachers guide students' language learning as Bruner claims while using video in the classroom. As Vygotsky claims, they learn by social interaction with teacher and classmates while doing the activities and they are active learners in all the processes as Piaget claims. These make theoretical background for using video in the classroom.

If you are teaching to young learners, what you need is fun and interesting materials. Thanks to technology, now it is easier to find interesting and effective materials like videos. If correctly used, they are fun, interesting, motivating and pragmatic for students as can be seen in the result of this study. It also helps make it easier for teachers to create the dreamed attention for lessons. This study showed me the importance of fun for young learners in the classroom beyond all the theories and assumptions. Whatever way you chose to use, if you want your students learn something, the first and the most important point is making it fun for children. Video is a great means for creating an entertaining classroom environment. It also engages students so much in the content and fun that they don't realize that the main aim of it is learning something and they just let themselves enjoy the moment. They learn without noticing and this makes learning more redundant. With the reason that vocabulary is essential especially for the ones who have just started learning a new language, video is a useful tool for it besides the other areas.

### **5.3. Recommendation for Further Research**

This study is limited to only 6<sup>th</sup> grade students in two state schools in Turkey. More students can be involved in the study. The language level of the students was elementary, which restricted the content to be taught. A similar study can be carried out on upper level students. I believe that the extensive use of videos may give different results.

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## 7. APPENDICES

### 7.1. APPENDIX 1: POST-TEST

A. Write how the weather is under the pictures.



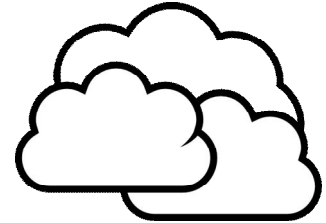
1.....



2.....



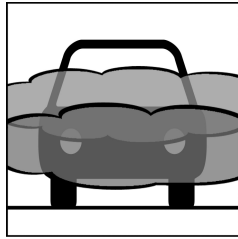
3.....



4.....



5.....



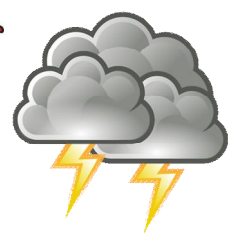
6.....



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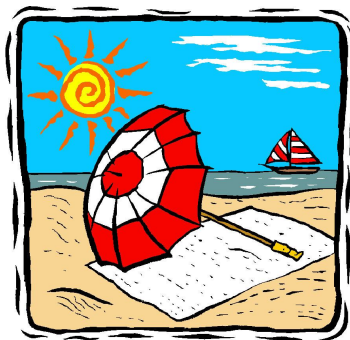


8.....



9.....

B. Write the names of the seasons and months.



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1.....

2.....

3.....



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1.....

2.....

3.....



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1.....

2.....

3.....



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1.....

2.....

3.....

## 7.2. APPENDIX 2: THE ATTITUDE QUESTIONNAIRE

Lütfen maddeleri dikkatle okuyun. Fikrinize göre kutucukları işaretleyin. Son soruya açık bir şekilde cevap verin.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. İzlediğimiz videolar, yeni kelimeleri öğrenmeye yardımcı oldu.					
2. İzlediğimiz videoların, öğrendiğimiz kelimeleri daha sonra hatırlamamda etkisi vardır.					
3. Ders kitabı ve videoları karşılaştırdığımda, İngilizceyi videolarla daha iyi öğrenebiliyorum.					
4. Videolarda gördüğüm ve duyduğum kelimeleri hatırlayabiliyorum.					
5. Videolar kelimelerin doğru okunuşlarını öğrenmeye yardımcı oluyor.					
6. Videolar, yeni kelimelerin anlamlarını anlamama yardımcı oluyor.					
7. Videolarda gördüğüm kelimelerin yazılışları aklımda kalıyor.					
8. Videoların içeriği, öğrendiğim yeni kelimeleri hatırlamamda etkili oluyor.					

9. Videoyla İngilizce öğrenmek eğlencelidir.					
10. Videoyla İngilizce öğrenmek ilgimi çekiyor.					
11. Videoyla İngilizce öğrenmeyi seviyorum.					
12. Videoyla İngilizce öğrenmek beni heyecandırır.					
13. Videoyla İngilizce öğrenirken motivasyonum artıyor.					
14. Videoyla İngilizce öğrenmeyi, ders kitabıyla İngilizce öğrenmeye tercih ederim.					
15. İngilizceyi her zaman videolarla öğrenmek isterim.					

16. Sence videoyla İngilizce öğrenmenin en iyi yanı nedir?

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