

AN INVESTIGATION OF STUDENTS' AND TEACHERS' ATTITUDES
TOWARD THE VIDEO CLASS AT OSMANGAZI
UNIVERSITY FOREIGN LANGUAGES DEPARTMENT

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NURCIHAN ABAYLI
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ABSTRACT

Title: An Investigation of Students' and Teachers' Attitudes Toward The Video Class at Osmangazi University Foreign Languages Department

Author: Nurcihan Abaylı

Thesis Chairperson: Dr. William E. Snyder
Bilkent University, MA TEFL Program

Committee Members: Dr. James C. Stalker
Bilkent University, MA TEFL Program

Dr. Hossein Nassaji
Bilkent University, MA TEFL Program

This study investigated the attitudes of students and teachers at Osmangazi University Foreign Languages Department (OGU-FLD) Preparatory School toward the video classes being held separately in the program. Moreover, the study aimed at exploring the perceptions of the students and teachers about the helpfulness and effectiveness of the video classes in general and the video materials in particular, about the problems that the students and teachers thought existed in these classes. Students' and teachers' suggestions as to how these classes could be made more effective were also elicited in this study. One hundred students and three video class teachers at OGU-FLD Preparatory School participated in this study.

The data was collected through a student questionnaire and through teacher interviews. The student questionnaire was distributed to 50 Upper-intermediate students and 50 Pre-intermediate students. The questions in the questionnaire were categorized under four sections including multiple-choice, Likert-scale, or open-ended questions.

Three video class teachers at OGU-FLD Preparatory School were in charge of the video classes. These three teachers were interviewed. The questions aimed to discover the teachers' attitudes toward teaching with video, their opinions about the impact and efficacy of the current video classes, and their opinions and suggestions on how the video classes in the program could be held in the most effective way for the learners. The data was analysed by using quantitative and qualitative analysis techniques.

The results of the study indicated that the general attitude of the students toward learning English through video was positive. Students found this kind of learning as an enjoyable learning experience and they generally agreed that the video class provides a good opportunity for improving their language skills. The results of the study also indicated the proficiency level of the students did not play any role in their attitudes toward the role of video in learning a second language. Students from both upper-intermediate and pre-intermediate levels generally agreed that the video class and the video materials used in this class were helpful and effective especially for the improvement of their listening skill, speaking skill, pronunciation, and vocabulary knowledge. However, they also revealed some problematic aspects of the video classes and gave their suggestions that they thought could contribute to solve these problems.

The results of the interviews with the three video class teachers revealed that these teachers have positive attitudes toward teaching in video classes. Students and teachers had similar opinions about the helpfulness and effectiveness of the video classes and the video materials, and about the problems and their solutions. The findings of the study provide valuable insights into how to make video classes more

effective which should be taken into consideration. In particular, the positive attitudes of the teachers and students toward video classes suggest that video classes should be integrated into foreign language programs as an important tool for language teaching and learning.

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The examining committee by the Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

Nurcihan Abaylı

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: An Investigation of Students' and Teachers' Attitudes Toward the
Video Class at Osmangazi University Foreign Languages Department.

Thesis Advisor: Dr. Hossein Nassaji
Bilkent University, MA TEFL Program

Committee Members: Dr. William E. Snyder
Bilkent University, MA TEFL Program

Dr. James C. Stalker
Bilkent University, MA TEFL Program

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

Dr. Hossein Nassaji
(Advisor)

Dr. James C. Stalker
(Committee Member)

Dr. William E. Snyder
(Committee Member)

Approved for the
Institute of Economics and Social Sciences

Kürşat Aydoğan
Director
Institute of Economics and Social Sciences

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To my loving family,

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CHAPTER 1: INTRODUCTION

Introduction

Technology has been developing day by day and it would be wise to make use of the facilities it is offering us. In every field we can see the use of technology, in fact, it has become necessary for most of the fields. The field of ELT has also been making use of the technology for some time. Actually, technology has its part in second and foreign language teaching. They are no strangers to one another and it has become popular to integrate technology into the language curriculum. Language laboratories, satellite broadcasts, VCRs (videocassette recorders), video cameras, computers, internet connections offer learners exciting and innovative language experiences, and they have changed our approach to language teaching. (Armstrong & Vassot, 1994)

The use of video in language programs has become popular over the last decades. According to Armstrong and Vassot (1994), “programs are accompanied by ancillary material that offer activities, vocabulary, and topics for discussion designed to increase the impact and usefulness of the videos” (p. 476). Teachers believe in the value of audio-visual aids in enhancing second or foreign language learning. As an evidence of this, research in the field indicates that visual and oral input by the video constitutes support and this support significantly improves comprehension and retention of information. (Baltova, 1994; Ciccone, 1995; Secules, Herron, & Tomasello 1992).

Today, learners have a lot of contact with audio and visual media through television, video, or computers. The mass media have a great part in students’

lives; in fact they live with them at their homes and schools. The media integrate our lives with the environment and with everything happening in this environment; we can learn to read, write, listen, speak, and make meaning in our lives through them.

Now students have the chance to learn a second language by going through different language learning experiences at schools through technological aids. Video is one of them. We can say that today's learners are lucky to be taught with this optional medium. When properly designed, video courses in the language classroom can channel learners' enthusiasm, motivation, and attitudes toward language learning, and can add variety to teaching beside textbooks, audiotapes, and other teaching aids. Students find video attractive (Baltova, 1994). Through video, learners can not only gain linguistic competence but also communicative and cultural competence (Lonergan, 1984). Video can be very useful in language instruction, in building and improving the different language skills: listening, speaking, reading, and writing, as well as knowledge of grammar and vocabulary.

Learners can also become motivated once they encounter the entertaining side of learning a second language through video and enjoy being involved in what is being offered. Then, the use of video in teaching can reach its goal, having learners gain positive experiences and attitudes toward language learning which may be considered as a sign of facilitating success, or at least, it may be possible to see a relationship between attitude, motivation, and success. Gardner believes that "attitudes are related to motivation by serving as supports of the learners's overall orientation"(as cited in Ellis, 1986, p. 117). When teaching with video, it is important for teachers and program developers to know about students' attitudes

towards video, video materials, and classroom practice through video. Thus, the lessons and, in general, the language programs could be made more effective. However, there are few studies done in the field of English as a second language (ESL) and English as a foreign language (EFL) investigating the effect of video on learners' attitudes. This study aims at investigating the attitudes of students towards the use of video and the materials used in the video classes at the Preparatory School of Osmangazi University Foreign Languages Department.

Statement of the Problem

The use of video in schools has become popular over the years, and institutions may find it advantageous to integrate a video class into the curriculum. However, not much is known about the attitudes of students toward video classes. Osmangazi University Foreign Languages Department (OGUFLD) has a video class in its curriculum. The video class is a 3-hour-session once a week for every level. There are three types of materials being used in the video classes, including a series of ESP videocassettes, movie videocassettes, and a series of EFL videocassettes. The series of EFL video cassettes called the "Video English" (12 video cassettes), offer some particular daily conversational situations, documentaries, grammar points and pronunciation practice. "How about science" series is being used as the ESP video material and includes scientific or technical topics, or inventions in science and technology. The third type of the video material used in this class are some Hollywood production films.

The aim of putting the video lessons into the syllabus is to enhance students' language learning, and offer them additional options to improve their language skills. However, the attitudes of the students toward this class and toward the

materials used in this class are not known and have never been investigated before. It is not known whether they like the class, the materials being used, the activities and tasks being done or not. In addition, it is not known whether they find these materials, activities, and tasks useful, meaningful, supportive for other language skills, appropriate for their level or not. However, knowing about the attitudes of students should be very important for the teachers and administrators for the sake of designing better programs at OGUFLD. The findings of this study can give ideas about the effectiveness of the current video classes. Moreover, getting information about what the students expect from video classes can cast light on the current situation and help understand how this class can be run in the most effective way.

Purpose of the Study

The purpose of the study is to investigate the attitudes of students and the video class teachers at Osmangazi University Foreign Languages Department (OGU-FLD) Preparatory School toward the video classes in general and toward the video materials used in this class in particular. Moreover, the study aimed at exploring the perceptions of the students and teachers about the video classes, the problems that they thought existed in these classes and their suggestions as to how this class could be made more effective.

Significance of the Study

As was mentioned earlier, not much is known about the attitudes of students towards video classes. This study can thus be an addition to the literature, and can also encourage further research on the issue. Meanwhile, this study can serve as a basis for having the administrators and the video class instructors at OGUFLD think

on the current video class syllabus and decide on how it can be made more effective and stimulating for the students by creating a positive attitude in them.

Research Questions

This study tries to find answers to the following research questions:

- 1- What are the attitudes of the students at Osmangazi University Preparatory School toward the video class?
- 2- What are the attitudes of these student toward the EFL, ESP, and movie video materials used in the video class?
- 3- What are the attitudes of the video teachers at Osmangazi University Preparatory School toward the video class?
- 4- Do students at the upper-intermediate and pre-intermediate levels have different attitudes toward the video classes?

CHAPTER 2: LITERATURE REVIEW

Introduction

We live in a world of technology that is developing tremendously everyday and penetrating into our lives. We tend to or sometimes are obliged to keep track of what is new, worthwhile, or useful for many different purposes in life. Education is among these purposes. Technological aids play a great role in education, and in our time they have become essential. The field of English language teaching (ELT) is also making use of the technological aids available. Many language schools integrate these aids into their curriculum, and language teachers take advantage of them as much as possible. The fact is that it would be wise to make better use of the technological aids. Teaching aids such as television, radio, audiotape, audiocassettes, computers, videocassette player or videocassette recorder (VCR), videocassettes, video cameras, and technological cousins of videocassette such as CD, DVD, CD Rom, Web-TV, and web-based multimedia courseware, which have started to become increasingly more popular aids in the second language (L2) classroom, could be used effectively.

The technological teaching aids mentioned above, along with other exciting technological advances, support the aural and visual channel while learning the language; thus these aids are named as audio-visual teaching aids, and they can lend an authenticity to the language classroom situation, reinforcing the relationship between the classroom and the outside world. The need for audio-visual aids in the ESL/EFL classroom arises from the fact that language can not be separated from the real-world, though it is accepted that there is little of the real-world in a language classroom (Geddes & Sturtridge, 1982).

Nevertheless, people of today's generation all over the world constantly engage in daily activities somehow using technological aids in their homes, offices, or schools. Teachers and students are increasingly becoming familiar with the use of TV, computers, and video at schools (Bailey and Celce-Murcia, 1979; Stevick, 1982).

Video is now seen as a very popular technological teaching tool in ESL/EFL (Herron et. al., 1998). Depending on the aims of the programs of schools and the learning preferences and needs of the learners, the use of video has been promoted in English language teaching. This chapter reviews the literature on the role of the audio-visual aids, video as one of the audio-visual aids, the advantages of the use of video, the limitations or disadvantages of the use of video, and understanding student attitudes toward the use of video in language classroom.

The Role of Audio-visual Aids in Language Teaching and Learning

Language is the means of communication and it is basically apparent that communication or interaction between people in real life is most commonly done through the aural and visual channels. People use either aural or visual clues or both of them simultaneously depending upon their purpose and situation. In using and understanding the language, people always get help from these aural and visual clues such as facial expression, gesture, stress, intonation, social setting and cultural behavior. Getting help from aural and visual clues is important in language education since learners of a target language will need these all the time for better learning in the process of learning that specific language. (Allan, 1985; Ariew, 1987; Lonergan, 1984; Tomalin, 1986).

Both audio and visual elements have great impact on language teaching and learning. Allan (1984) believes that aural cues in language education are important because they convey the language in a lively way. Visual cues, on the other hand, are good support to an audio presentation. They can stand for indicators of mood, emotions, or temperament, and they can help learners comprehend more than just words (Lonergan, 1984). Aural and visual elements are generally accepted to be quite often interrelated. According to Allan (1984), “visual images can intrigue, require interpretation and fire the imagination and are therefore good stimuli to discussion” (p. 23). Moreover, evidence shows that visual impressions tend to have a longer effect than verbal ones in the minds of some learners (Richardson & Scinicariello, 1987).

Bowen (1982) points to the importance of aural and visual elements and emphasizes the value of visual aids in language class. He supports the idea the visual is the primary channel of learning language. According to him, visual materials help maintain the pace of the lesson and students’ motivation. Bowen here means that visual stimulus makes the learning quicker, more interesting, and more effective. He lists the benefits of using visual aids in the classroom as follows:

1. They enrich the class by bringing in topics from the outside world.
2. They make a communicative approach to language learning easier and more natural.
3. They vary the pace of the lesson.
4. They encourage the learners by giving them the opportunity to speak and interact, e.g., during asking, answering, discussing processes.
5. They allow the teacher to talk less. They can be used to avoid the teacher’s excessive talk, because generally much of the talking in the class is done by him, and to save time for the learners.
6. They provide new dimensions to issues, and thus, clarify facts and make them noticed or not forgotten. Many abstract as well as concrete things can be taught by them.

7. They can increase imagination in teachers and students.
8. They can provide variety for all types of student groups from beginner to the most advanced proficiency levels.

(as cited in Kayaoglu, 1990, p. 28).

Audio-visual aids are helpful for language learners since they provide them with many contextualized situations in which language items could be presented and practiced, and that content, meaning, and guidance could be supplied (Brinton, 1991).

As it appears, audio-visual aids offer a combination of sound and vision through which learners can have both aural and visual support to meaning. Because of the centrality of the two senses, sight and hearing, in human teaching and learning, it is important that language educators should consider the use, selection, and development of audio-visual aids (Celce-Murcia, 1991).

Some of the scholars call the audio, visual, and audio-visual teaching aids ‘media’ which can activate the learners’ aural and visual channels (Ariew, 1987; Celce-Murcia, 1991). McLuhan’s words express to us their important role:

Media, by altering the environment, evoke in us unique ratios of sense perceptions. The extension of any one sense alters the way we think and act-the way we perceive the world (as cited in Celce-Murcia, 1979, p.38).

The role of input in language learning is striking. Input could be a spoken or written input. The learner acquires the language principally, if not exclusively, by understanding this meaningful message, which Krashen (1981) calls ‘comprehensible input’. This comprehensible input is received and processed by the learner. Thus, we can infer that the main function of the second or foreign language classroom should be to provide learners with such input. By bringing media into the classroom, teachers can expose their students to multiple input sources. At the same

time, this could enable them to address the needs of students with more visual and auditory learning styles, and to serve as an important motivator in the language teaching and learning process (Brinton, 1991).

Using audio-visuals may not appeal to the students with learning styles other than visual and auditory, but still they add variety to the language classroom, and they can be very effective and useful. Research and common sense suggest that when well-determined by the teacher, variety makes a language lesson more interesting, minimizes classroom management problems, and even encourages student achievement (Celce-Murcia, 1991; Duygan 1990; Stevick, 1982). Among audio-visual aids, video is a good option to be used as a pedagogical tool. It has become widely available as a teaching resource to enrich language teaching. Swensson and Borgarskola (1985) state “video is probably the most exciting technical development in language teaching in years”(p. 152).

The Role of Video as an Audio-visual Aid in Language

Teaching and Learning

In many schools over the world and in Turkey, one way to bring the real world into the classroom is through the use of video. Over the last decades, video has become more and more a part of language teaching and its great potential in language education has been recognised by most educators. It is accepted that video is an excellent aid for teaching (Bouman, 1986; Lonergan, 1984; Willis, 1983).

Teachers have realized long ago that with language teaching aids they can present the language, provide the students with varieties of language activities and tasks, and have them practice the language. The use of video is among a multiplicity of tools that teachers choose, make decisions about, and apply in their classrooms

because they want, along with traditional textbooks, all kinds of helpful supplements to enliven the class time, make it more interesting, more relevant, and more alive for their students. Another thing language teachers have realized that the use of video can make teaching easier and can save them time (Ariew, 1987).

For a long time, audiotapes and audiocassettes have been used and are still being used in language classrooms, and they contribute to language teaching and learning. However, it is obvious that a videotape can incorporate all the benefits of audio (Rivers, 1987). Since video can add a visual dimension to what is being listened to, it may provide a strong focus of attention in students as they can see the paralinguistic features of language, gestures or facial expressions and posture, giving authenticity and reality to the voice. This is significant in helping comprehension (Geddes, 1982; Lonergan, 1984).

Watching videos, the students can listen to speakers with their presence, and viewing images while listening to a soundtrack can be far more interesting to them than listening to that soundtrack alone. The dialogues in textbooks could be illustrated by video presentations, and these presentations can substitute for some or all of the audio presentations (Ariew, 1987).

In order to further understand the role of video in the language classroom, the advantages of video should be reviewed. In the next section, the advantages in using video will be looked at. Nevertheless, like some of the teaching aids, video might have some limitations for the use of it. These limitations will also be discussed later on.

Advantages of the Use of Video

There are many different good linguistic, pedagogical, and practical reasons to use video in language teaching. Geddes and Sturtridge (1982) suggest that video adds exciting possibilities for teaching and learning since, as mentioned above, it provides both an aural and a visual element for the learners, which can make language learning more alive and meaningful, and which can help bring the real world into the classroom. Stempleski and Tomalin (1990) believe “[v]ideo can take your students into the lives and experiences of others” (p.3). A study by Herron and Hanley (1992) showed the benefits of using video to introduce cultural information (as cited in Herron et. al., 1995).

Secules et. al. (1992) suggest that video allows the learners to witness the dynamics of language interaction between native speakers in authentic settings, speaking and using different accents, registers, and paralinguistic cues. The learners can observe the cultural behaviors, and the differences and similarities between different cultures through video. They can see what life among users of the target language is like, how their verbal and non-verbal communication take place (Tomalin, 1986). In this respect, there is the view that video material should be authentic. However, there is an on-going discussion on what authentic is, but for the purpose of this research here authentic materials are defined as the ones designed for native speakers of target language but not for classroom use (Brinton, 1991; Kramsch, 1993). So, it is believed that authentic materials bring students into contact with language as it is used in the culture, and authentic video materials can provide students with direct access to the culture making learning more enjoyable

and more motivating (Canning-Wilson, 2000; Ciccone, 1995; Melvin & Stout, 1987).

As was mentioned earlier, in real life interactions, people gather information about each other with the help of verbal and non-verbal clues and these support each other in many different ways. It is important to note that learners should be aware of the verbal and non-verbal aspects of communication, and thus improve their communicative abilities.

According to the view of communicative language teaching, the goal of foreign language learning is to improve the ability of using real and appropriate language while communicating with others. Second or foreign language learners need this. The communicative language teaching approach emphasizes language teaching by practising structures in meaningful situation-based activities creating and improving communicative competence of the learners which basically requires not only learning about the language but also learning how to use the language (Brumfit 2001; Canale, 1983; Richards & Rogers, 1986). Therefore, it is important for language learners to communicate meaning in meaningful situations. Teaching only the knowledge of a grammar point or lexical item would certainly not be enough for them (Melvin & Stout, 1987). In this regard, video as a teaching material can provide presentation of interaction in real life, help the students to accomplish communicative competence, give opportunities to teachers and students to talk about things that exist beyond the classroom; thus it can be a powerful stimulus to communication in class (Geddes & Sturtridge 1982; Lonergan, 1984; Tomalin, 1986)

Video is used for instruction of many different language skills as well. Many opportunities are provided by video to improve listening, speaking, reading, and writing skills, and it is useful in teaching grammar and vocabulary. Swaffar and Vlatten (1997) state that “video provides multiple modes of input—seeing, hearing, writing, and speaking—this can be integrated sequentially into the acquisition process” (p. 176). In particular, 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, and thus reinforces listening comprehension (Ur, 1984; O’Malley & Chamot, 1989). Jones points out that “information which reaches the brain via several channels simultaneously makes for better and fuller learning” (as cited in Baltova, 1994, p. 508). So, it is obvious that video enables all of these and enhances listening comprehension.

Baltova (1994) in her study explored the importance of visual cues in the process of listening to French as a second language. She exposed 43 Grade 8 core French students in Canada to a French story under sound-only and video-and-sound conditions. The sound-only group listened to the sound of a story on the VCR without seeing the screen while the video-and-sound group watched the film. Students were all tested afterwards with a multiple-choice test of 29 items. They were also given a questionnaire which including three open-ended questions at the end of the test whose purpose was to get insights about whether they would prefer to study French with video or audio. Results indicated that visual cues were informative and enhanced comprehension in general. The students considered the

utterances easier to understand in the scenes which were backed up by action and body language.

Secules et. al. (1992) reported an experiment comparing a class taught with *French in Action* video series and a class taught using the Direct Method. They found that the experimental (video) group scored significantly higher on a test of listening comprehension that involved understanding main ideas, details, and inference from video conversations between native speakers. Another study with intermediate students showed that listening comprehension using video materials gave the students valuable experiences and enhanced the comprehension (Terrel, as cited in Coniam, 2001).

Video can also help learners to develop learners' speaking abilities. It can help them use the target language and express themselves after hearing and seeing the speech acts as examples, and then, practicing speaking through questions and answers, role plays, descriptions, discussions, or summarising activities. Video can make contributions to the conversation classes, helping class dynamics and giving ideas to both teachers and students for preparation and implementation of speaking lessons. It can be an excellent stimulus for communicative activities in the classroom as well (Rifkin, 2000).

As mentioned before, when watching videos, students can have a chance to hear native speakers' speech with stress, rhythm, and discourse markers. Students can learn intonation and pronunciation, improve these by practicing, and use the language more accurately in their speaking. Richardson and Scinicariello (1987) believe that "the speaking skill is promoted through viewing interesting materials,

discussion is stimulated when the students ask questions based on a desire to know facts about the video content” (p. 44).

Video can be used for self-assessment in speaking, students themselves can do this and teachers can assess their students’ speaking abilities. Rifkin (2000) conducted a study at the University of Wisconsin-Madison and designed an advanced-level conversation class in Russian. He assigned the advanced-level students a summary, narration, or description speaking task after watching certain films, and then the students worked in pairs to create the longest and fullest summary, narration, or description. Each pair recorded their discourse, then discussed what took place in their speech and assessed themselves. In this study video was an initiator for such an activity in the classroom, and result of this study indicated that the use of video for such speaking activities was productive and motivating.

Video can contribute to the learners’ reading skill as well. Lund makes the case that there is a similarity between the general processes of listening and reading comprehension and argues that video encourages the development of useful reading techniques by providing clues (as cited in Ciccone, 1995). Herron et. al. (1995) in their study, compared the effects of two visual advance organizers which were used as relevant introductory materials and which included information students could link to what they already knew. A Video and Pictures + Teacher narrative were used to compare comprehension and retention of a written passage in French. Subjects were 62 Hispanic, Filipino, and Korean students in a FLES (Foreign Language in the Elementary School) Program. For the students in the video group, a short video clip presented the narration while for the comparative group, the teacher

presented the same narration with the same amount of spoken French by reading it aloud and showing four still pictures related in context. Some tests and questionnaires were given during a period. Findings indicated that video was a more effective advance organizer than Pictures + teacher narrative, and proved video's potential to enhance comprehension and enrich reading instruction.

Captioned or subtitled video materials are also widely used in language classrooms, especially with advanced or upper-level classes. Baltova (1999) argues that "bimodal video (L2 video subtitled in the L2) can be used successfully to teach content and vocabulary in French with authentic texts, even in the case of relatively inexperienced L2 students" (p.32). She conducted a study with Grade 11 core French students to support the multidimensional curriculum designed to enrich core French programs in Canada. The students were grouped under three conditions: a) Reversed condition where students watched the video with English (L1) audio and French (L2) subtitles, b) Bimodal condition with French audio and French subtitles, and c) Traditional condition with French audio and no subtitles. Students were tested in French on video content comprehension and retention. Vocabulary learning and retention were assessed with a c-cloze test, and students who watched the video subtitles (Bimodal and Reversed) were asked to fill a questionnaire to comment on the usefulness of subtitles. Results showed that the students' learning of the video content under the Reversed and Bimodal conditions was significantly higher than the Traditional condition. Students' learning of French vocabulary in the Bimodal group was significantly higher than that in the other two groups. All the students exposed to French subtitles showed positive attitudes and they specifically commented that the subtitles enhanced their ability to notice,

comprehend, spell, and recall new L2 material as well. Moreover, test results and student comments suggested that students benefited more from watching French videos subtitled in French than watching English videos subtitled in French.

A similar study with subtitled video conducted by Garza (1991) with 70 advanced students from University of Maryland and George Washington University, showed that subtitles enhanced the learning of a foreign language by allowing the students to employ their already developed skills in reading comprehension to help strengthen and develop listening comprehension and promoting the use of new lexicon and phrases in an appropriate context. The studies by Herron et. al. (1995), Baltova (1999), and Garza (1991) provide also evidence that video can be a good medium to teach vocabulary and grammar as well. Grammar points can be presented, practiced, and students' gain can be evaluated by using video (Allan, 1985; Ariew, 1987; Geddes & Sturtridge 1982; Lonergan, 1984; Stempleski & Tomalin 1990).

Video can also teach lexical items and grammatical items. Lexical items can be presented with their meaning, pronunciation, and spelling in the audio-visual medium with the help of video. When compared with the presentation and practice of the grammatical structures in the classroom or in the textbook, video can bring natural and real situations into the classroom (Duygan, 1990).

Writing skill can be improved by video as well. Since the learners are exposed to a great amount of language with video, they can switch to a writing activity after viewing, or they can develop in taking notes during viewing. The learners can be asked to write paragraphs or essays on the scenes they have

watched. This will make the writing more attractive and motivating for the students (Duygan, 1990).

Video is a good source to get exposed to native speaker pronunciation, accent, and intonation. Students can hear and see how words are articulated and then attempt to imitate speakers with different accents and dialects which help them be provided with a range of real world speech. Students can practice the language through activities later on (Ariew, 1987, Richardson & Scinicariello, 1987; Tomalin, 1986).

There is also the advantage of replaying, pausing, slowing the video sequence during the lesson. Technical properties of video allow fast forwarding, stopping, rewinding, and slow playing that can be useful for the teacher and students to ask and answer questions, and comment on scenes. The scenes can be played as many times as the students wish. Use of the pause option of video can help students in paying special attention to a point on the screen. So, it is good for reemphasizing things in order for students to understand what happened or is happening and to practice the language as well (Joiner, 1990; Richardson & Scinicariello, 1987; Rivers, 1987; Telatnik & Kruse, 1982; Tomalin, 1986).

Another advantage of using video in the language classroom is that it can maintain motivation. Students tend to find video attractive in learning anything either in class or at home. The added interest provided by visual stimulus is a factor in students' motivation. Video can, thus, be intrinsically interesting and attractive for the learners since it offers a combination of moving pictures and sound. It can make a change from textbook and an audiotape.

In our homes, we have TVs and videos and mostly we associate them with entertainment. Learners also bring the expectation of entertainment to their classes. Video can be an entertainer while realizing the teaching and learning goals, and it has the power to encourage positive attitudes when used in a flexible way. The combination of variety, interest, and entertainment provided by video can help teachers develop motivation in their learners more easily. (Allan, 1985; Lonergan, 1984; Stempleski & Tomalin, 1990; Tomalin, 1986). Therefore, any video sequence should be chosen appropriately with consideration of students' interests, needs, and objectives. Many studies have shown that learners are motivated through video. In Baltova's (1994) study, the subjects in the video-and-sound condition pointed out that they enjoyed the film on video and kept watching it till the end. This can show that students had become motivated about learning.

In conclusion, the use of video can be very advantageous in many ways. Video can be a good medium to help students improve their second language skills and knowledge, and practice these. Studies mentioned here prove why video have been popular in teaching language and how it can be used also to assess learners' learning and improvement in the learning process.

Limitations and Disadvantages of Video

Teaching materials for language education purposes are useful only when they are used effectively and in the right way by the users. If they are used without necessary careful planning and consideration, they may not be as effective as they could be. Like other teaching materials, video should be used to meet language teaching and learning needs and objectives. Hennessey (1995) argues that if teachers use video with no preparation or focus, they are of "great risk of

undermining what they are trying to teach” (p.116). He emphasizes that in fact teachers unintentionally cause their learners to feel they will never really succeed to learn the target language, and feel frustrated and hopeless. This can probably result in demotivation because the learners can become demoralized.

There are thus certain limitations with using video. Paralinguistic features on authentic video segments may also be unclear and unsupportive because it is assumed that the viewers are natives, so language learners will not be as confident as natives in getting aural and visual clues. The aural and visual channels may conflict and learners can concentrate on one of them only. Learners may become passive viewers if there is no planned activity or task to encourage them to participate (Strange & Strange, 1991). Selection of videos is not easy. It takes time for the teachers to preview and select video materials and then prepare activities for the learners (Burt, 1999). It is important that video teachers be trained about using video in their classes. Both the technical training and the pedagogical training might be needed for them (Stempleski & Tomalin, 1990). Teachers may need training activities primarily to improve their professional knowledge, skills, and attitudes so that they can teach more effectively (Roberts, 1998). As Freeman (1982) mentions, training is related to the needs of courses and it is like information/skill transmission. Hence, training in teaching through video would be beneficial, both in the form of pedagogical and technical training. It would be needed for previewing, selecting video materials, preparing activities, and applying them in the classroom. Lack of this training may result in ineffective video courses, and thus be seen as a limitation. Copyright can appear as a challenge either. (Burt, 1999; Stempleski & Tomalin, 1990). Video materials need extra work on the part of the teacher to select

and present (Ariew, 1987; Geddes & Sturtridge, 1982; Kayaoglu, 1990; Richardson & Scinicariello, 1987).

Understanding Student Attitudes toward the Use of Video

In teaching and learning a second or foreign language, it is important for the learners to have positive attitudes toward their learning. When learners are willing to learn, they may be more successful in the process of language learning, and teachers' job would be much easier. The use of video in the classroom as a teaching and learning aid is an option for the teachers and learners to provide a range of variety to language education. However, all the pluses and minuses of using video, the level of the learners, teachers' and learners' objectives, learners' needs and interests should be kept in mind while implementing videos into the curriculum.

Learner attitudes are among many variables which play important roles in language acquisition or learning. We, human beings, most of the time learn what we want to learn. A study by Mori (1999) on what language learners believe about their learning indicated that learners' beliefs are significantly related to their achievement. Richards and Lockhart (1996) pointed out that learners have a belief system about language learning, and they "bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning" (p. 52). Learners' belief systems include a range of issues and can have influence on "their motivation to learn, expectations about language learning, and perceptions about what is easy or difficult about the language, ... and learning strategies they favor" (p. 52). Moreover, the learners may have certain views and attitudes towards native speakers of English. They may like or dislike the culture and people of the foreign language which also have role in having certain beliefs. (Mantle-Bromley,

1995, Richards & Lockhart, 1996; Savignon, 1983). Their beliefs and attitudes may be shaped by their previous learning experiences, by their cultural backgrounds, and social context of learning. Understanding student beliefs will be very much related with understanding their expectations, how much they are satisfied with their language classes, and how much they are concerned with being successful in language classes (Horwitz, 1988; Richards & Lockhart, 1996).

Learners may have positive or negative attitudes toward teaching aids as well. Learning through video may or may not appeal to learners. There are not many studies done on students' attitudes toward learning through video. Therefore, not much is known, and a strong generalization about student attitudes may not be made.

The Herron et. al. (1995) study, which was mentioned earlier, provides us with some insights about students' attitudes toward the exposure to French through video. The subjects were asked to answer some questions about their attitudes and motivation in the questionnaire. They indicated that they found watching videos as valuable and motivating experiences in learning French although they thought it was difficult to view target language videos in class.

Similarly, Baltova (1994) found in her study that in the experimental video-and-sound group, the majority of the subjects expressed a positive attitude toward watching a video film and they enjoyed it. They also indicated that they would prefer studying French with video. To understand whether the language learners think and feel good or bad about using videos, and whether they would have positive or negative attitudes towards its use, more studies are needed.

Understanding Teacher Attitudes toward the Use of Video

Teaching is a complex process and to ground it on a sound basis is important for teachers. What teachers do in terms of actions, behaviours, and decisions in the language classroom can be said to be a reflection of their beliefs. Teachers' beliefs and attitudes are related to each other. A teacher's beliefs can have direct impact on the classroom practices he employs. Richards and Lockhart (1996) support this by stating, "[w]hat teachers do is a reflection of what they know and believe, and that teacher knowledge and teacher thinking provide the underlying framework or schema which guides the teacher's classroom actions" (p. 29). Similarly, Wright (1987) believes that a teacher's teaching style is inevitably influenced by his beliefs and attitudes.

Teaching beliefs and the attitudes as a consequence of these beliefs together form the belief systems of teachers. These systems are related to the content and process of teaching and to the perception of teachers about their role in this process. Teaching beliefs and attitudes can be derived from different sources. Learning experiences as a language learner is one of them. The way teachers are educated can influence their way of teaching (Freeman & Richards, 1996). They may see the wrong things about teaching taking place in their education, and they may try not to do the same and be innovative, or they may, consciously or subconsciously, teach in the same way taking their own teachers as a model (Bailey & Nunan, 1996). Teaching experience can be another source of beliefs about teaching. For example, teachers may think certain teaching strategies, patterns, and practices work well and others not because they had experienced those practices and had seen the benefits and limitations of them. Personality, like being introvert or extrovert can also affect

on teachers' preferences for certain teaching strategies, patterns, or practices. Teachers' beliefs about the English language and its speakers may sometimes represent their attitudes and thus be reflected in their teaching. For example, teachers' opinions about the importance of the target language, about the difficulty level of learning it, about the important aspects of learning its grammar, vocabulary, pronunciation, dialects and accents, and about the characteristics of the people using it may influence their beliefs about teaching (Richards & Lockhart, 1996).

Similarly, the way teachers view the use of "video" as a teaching aid in the classroom may also be related to the belief systems they have developed. It is important to understand these attitudinal factors, which may be either positive or negative. When teachers have negative attitudes toward using videos in their classrooms, they may not be able to use them effectively. However, when they have positive attitudes, they may be more flexible in providing variety for the lessons they run. In one of Johnson's (1999) studies, some of the teacher subjects revealed that an effective language teacher is the one who creates learning situations where the learners can stretch their minds while stretching their knowledge. These teachers believed that there needs to be comprehensible input for the learners, and that teachers should provide a positive, stimulating, and supportive atmosphere in the classroom, should make learners enjoy what they are doing. The subjects also mentioned that having a positive attitude toward the culture of the target language is important in teaching styles and actions, and can motivate the teachers. Thus, second language teachers, who use video should deal with the issue of the target language culture (Ariew, 1987).

As the use of video has become more popular, teachers have more and more started to make use of it to teach language. They are now more aware of its various advantages in language teaching and learning. It can be assumed that teachers' applications of video as a teaching aid can be related to their attitudes as well. Unfortunately, we do not have enough evidence about what their attitudes generally are toward teaching with video. It seems that teachers' attitudes toward the use of video have received less or no interest in research since enough support was not found from the literature for this study. Nevertheless, here are some words from teachers using video who were asked in a survey to express their opinions about using video in the classroom:

“...the VCR gave us flexibility. We could watch the first exciting twenty minutes, stop the tape and discuss elements of introduction, mood, suspense, and characterization... and view it again...”

...the VCR is simple to operate, portable, and less expensive.

...one of the pedagogical tasks of the next decade may well be discovering the most efficacious ways of employing this omnipresent piece of technology.

... because students live in a media-oriented world, they consider sight and sound as ‘user friendly’”
(as cited in Aiex, 2000, p.1)

We need more studies done on teachers' attitudes toward video use, so we can understand how important and necessary the teachers see the role of video as a teaching aid in language teaching. The implications and suggestions that can be derived from the experiences teachers had would definitely be very informative and useful for us to infer what kind of an approach in teaching with video would best fit

to our own goals and objectives as teachers in our classes and to our students' goals and objectives.

In conclusion, teachers' beliefs about teaching, their attitudes toward teaching through video as a teaching tool, adding variety to their teaching, and making decisions about classroom applications are all interrelated and important. Teachers vary in the fulfilment of teaching the language as they vary in beliefs and attitudes. As mentioned earlier, there can be different sources of these beliefs and attitudes, and to know these is important in understanding the influence of language teacher and the effectiveness of his teaching in a class where video is used.

CHAPTER 3: METHODOLOGY

Introduction

This study investigates the attitudes of students and teachers at Osmangazi University Foreign Languages Department (OGUFLD) Preparatory School toward the video class held in the program and the video materials used in the video courses. Each class in the Preparatory School has three hours of video class once a week. There are three types of video materials used in these classes: EFL videocassettes, ESP videocassettes, and videocassettes of some cinema films whose themes are parallel with the content of the units studied in the textbook and are selected by the course teachers. Moreover, this study explores how the students perceive the video classes, and what the teachers and students feel about the effectiveness of these classes. This chapter presents the participants, the materials, and the data collection procedures that were used in this study.

Participants

The participants in this study were 100 students and three video class teachers at OGUFLD Preparatory School. The data for the study was collected from the participants through student questionnaires and teacher interviews. So, both quantitative and qualitative data were collected for the study. The student questionnaire was administered to 100 students of the Pre-intermediate ($n = 50$) and Upper-intermediate ($n = 50$) levels. Their proficiency levels had already been determined by a proficiency test administered by the department at the beginning of the semester, and the students' proficiency levels for this study were determined by this placement test. Sixty-two percent of the students were aged below 20 and thirty-eight percent of them were aged between 20 to 22, and none were older.

Among the participants 66 of the students were male and 34 were female. The students participating in the study had studied English elsewhere before coming to the preparatory program at OGUFLD including secondary schools, high schools, and some private language courses. The years of English language study for the participants ranged from one to more than six years. Forty-nine percent of all the students had taken video courses prior to this course and fifty-one percent had not. Table 1 presents the background information about the student participants.

Table 1

Information about the Student Participants

	n
Q1: AGE	
Below 20	62
20-22	38
Q2: GENDER	
Male	66
Female	34
Q3: ENGLISH LEARNING EXPERIENCE	
Yes	100
No	0
Q4: YEAR OF ENGLISH STUDY	
Less than 1 year	16
1 to 3 years	35
4 to 6 years	22
More than 6 years	27
Q5: VIDEO COURSES	
Students who took video Courses before	49
Students who did not take Video courses before	51
Q6: ATTITUDES ABOUT THE PREVIOUS VIDEO COURSES	
Liked	32
Did not like	7
Undecided	10
Q7: STUDENTS' PARTICIPATION IN VIDEO CLASS	
Always	40
Often	38
Sometimes	18
Rarely	4

Note. n = number of students

The ages of the three video class teachers who participated in the study were twenty-six, twenty-nine , and thirty-five. They were all female. The first and the second teachers had five years of teaching experience, and the third teacher had

eight. The first teacher had one year, the second teacher had four years, and the third teacher had five years of video class teaching experience in the department.

Materials

In this study, the data was collected through one student questionnaire (see Appendices A and B) and teacher interviews.(see Appendix C). The questionnaires given to the two levels were the same but with one different item in the questionnaire for the pre-intermediate level students. These students had watched an extra video which was an EFL video, but the upper-intermediate level students had never watched that video. The student questionnaire included multiple-choice, Likert-scale type, and open-ended questions. The questions in the student questionnaire were categorized into four sections. In Section One, all the students from both levels were asked seven general background questions in which a multiple-choice format was used. Section Two included nine questions which aimed at exploring the students' attitudes toward learning through video in general. Seven questions in this section were Likert-scale type questions, one had a multiple-choice format, and one was an open-ended question.

Section Three consisted of six multiple-choice questions about the videos the students had watched in the video class in particular. Under this section, there were parallel questions with the same options as in the questions about students' attitudes toward learning English through video, and the students were allowed to select more than one option. The questions about attitudes toward learning English through video and the questions about attitudes toward the videos used in video classes were the same in order to be able to make comparison and see whether there is a relationship between the responses or not. These same questions were repeated

for each type of video material; the “Video English” series, which was an EFL video and which had only been watched by the Pre-intermediate level students; the “How About Science” series, and the “movie videos” which all the students had watched . Lastly, Section Four consisted of two open-ended items asking the students to indicate their feelings and opinions about any problems that they thought might exist with the current video classes, as well as their suggestions as to how video classes could be made more effective and interesting for them.

Interviews were prepared to ask the three video class teachers questions about their attitudes toward teaching with video, their feelings about being a video class teacher, their experiences of teaching with video, their opinions about the impact and efficacy of the current video classes, and their opinions and suggestions on how the video classes in the program could be held in the most effective way for the learners. There were ten questions in the interviews. The first three questions revealed the video teachers’ background education and experience, and the latter seven questions were basically focused on how video teachers perceive video as a teaching tool, how they perceive their students’ attitudes toward video, what the current problems in the video lessons are, according to them, and what they think can be done to improve the lessons.

Procedures

Before the study, the student questionnaire was piloted with twenty-three pre-intermediate students at Osmangazi University Foreign Languages Department Preparatory School to get feedback about the questions and the format of the questionnaire. The participants were asked to comment on the questionnaire items. This pilot study indicated no need for making further changes. Only the word

‘reflect’ was replaced with the word ‘show’ in one of the questions. . The one hundred students that would be used as the data for the study were selected randomly from the total one hundred and twenty-seven questionnaires collected. Sixty-two of the questionnaires out of the total questionnaires were collected from upper-intermediate level students and fifty of these questionnaires were selected randomly and used for the study. Sixty-five of the questionnaires out of the total questionnaires were collected from pre-intermediate level students and fifty of these questionnaires were selected randomly and used for the study. The teachers were asked to participate in the study before scheduling the interviews. All the three teachers agreed to participate in the study. The teachers were informed about the study, and what the purpose of the study was.

Data Analysis

The data was analyzed both quantitatively and qualitatively. For the quantitative analyses, the answers to the Likert-type and multiple-choice questions in the student questionnaire were analyzed using frequencies and percentages. To understand whether there is a relationship between the proficiency level of the students and their attitudes toward the video classes and the video materials, chi-square values were calculated. The data was analyzed by means of SPSS.

Qualitative analysis was used for the open-ended items in the student questionnaire and the teachers interviews. The answers to the questions were categorized, and then analyzed qualitatively. For the questions with many options in which the students were allowed to choose more than one option, frequencies and percentages were calculated and displayed in tables.

CHAPTER 4 : DATA ANALYSIS

Overview of the Study

This study investigated the attitudes of students and the video class teachers at OGU-FLD Preparatory School toward the video classes and the video materials used in these classes. In particular, the study explored how the students perceived the video classes, what the students and teachers felt about the effectiveness of these classes, problems of the classes, and what suggestions they had.

In this chapter, the analysis of the data collected through the student questionnaires and the teacher interviews, and the results coming from the analyses are presented. One hundred questionnaires were administered to pre-intermediate students ($n = 50$) and upper-intermediate ($n = 50$) students at OGU-FLD Preparatory School. The three video teachers were also interviewed. To analyze the data, both quantitative and qualitative data analysis techniques were used. Tables were generated to display the attitudes of the upper-intermediate and pre-intermediate students and the differences between the two by comparing the frequencies, percentages, and the chi-square values for the questions asked in the student questionnaire.

Questionnaire

One questionnaire for upper-intermediate level students and one for pre-intermediate level students were prepared and the students from each of the groups took the questionnaire once. There was one extra question in the questionnaire for the pre-intermediate level students and apart from it the questions and the question format of them were the exactly the same. As was reported in Chapter 3, there were four sections in each of the questionnaire. The questions in the first section included

seven background questions. The questions in the second section included seven Likert scale statements to reveal students' opinions about learning English through video. The aim was to understand the students' attitudes toward learning through video. The scale used consisted of five options: 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. In order to compare the results across groups, 'strongly agree' and 'agree' responses were combined and categorized as 'agree'; 'strongly disagree' and 'disagree' responses were combined and categorized as 'disagree'. Since one of the research questions in this study was to search for the level effect on the attitudes, the tables are displayed including the frequencies and percentages of agree, undecided, and disagree responses given by both upper-intermediate and pre-intermediate students. The third section included multiple-choice questions about the particular videos. Fourth section included two open-ended questions.

The data analyses are reported in three main sections. The first section includes the presentation and discussion of the responses students gave to the questions that are to reveal their attitude toward learning English through video in general. The second section presents the responses of students to the questions which are to reveal their attitudes toward the video materials used in the video classes. And the third section presents the responses of students to the open-ended questions which ask their opinions about the problems the students think exist in the current video classes and their suggestions to solve these problems which can help make these classes more effective.

Section 1: The Attitudes of Students Toward Learning English through Video

In the questionnaire, questions 1, 2, 3, 4, 5, 6, and 7 are the items asking students about learning, studying English through video, their perception of the difficulty of listening to videos in English, their interest in listening to TV programs and songs, and their opinions about the place of video classes in the curriculum. The responses are displayed in Tables 2, 3, 4, 5, 6, 7, and 8. The answers given to the first question are displayed in Table 2.

Table 2

Students' Attitudes Toward Learning English through Video

	Agree	Undecided	Disagree	Total
Upper-intermediate	45 90%	4 8%	1 2%	50 100%
Pre-intermediate	38 76%	9 18%	3 6%	50 100%
Total	83 83%	13 13%	4 4%	100 100%

Chi-Square value = 3.51, $df = 2$, $p = .17$

As the table shows, 90% of upper-intermediate students, and 76% of pre-intermediate students agreed that they liked learning English through video. Only 4 students among the total 100 students disagreed and thus it can definitely be said that almost all the students had positive feelings about learning English through video. No level difference for the responses for this statement was found as can be seen. Nevertheless, upper-intermediate students indicated higher agreement when compared to pre-intermediate students. Though not significant, upper-intermediate students showed more positive attitude toward the statement. These students might

have found it easier to deal with what they were supposed to do since their proficiency level could help cope with things while learning.

In Table 3, students' responses to the statement which asked students if they would rather spend their time on doing other things than watching videos in English is displayed.

Table 3

Students' Preferences of Spending Time while Learning English

	Agree	Undecided	Disagree	Total
Upper-intermediate	9 18%	11 22%	30 60%	50 100%
Pre-intermediate	18 36%	12 24%	20 40%	50 100%
Total	27 27%	23 23%	50 50%	100 100%

Chi-Square value = 5.04, $df = 2$, $p = .08$

This statement elicited 50% disagreement by all of the students, which showed that half of the students liked to watch videos during their English language learning processes. Also, as can be seen, level seems to make a difference though not significant, because when we look at the agree responses and compare the two levels here pre-intermediate students ($n = 18$) showed twice as much agreement than the upper-intermediate students ($n = 9$) which means that they would prefer spending time on doing other things rather than watching videos in English. It is interesting to note that the number of pre-intermediate students who agreed ($n = 18$) and who disagreed ($n = 20$) were very close to each other whereas the number of upper-intermediate students agreed ($n = 9$) and disagreed ($n = 30$) showed big difference within level. Thus, upper-intermediate students' feelings about this

statement were more positive than pre-intermediate students. When compared with the previous table, a contradiction in students' answers appears here in this table, and although previous table show that students liked learning English through video, here the pre-intermediate students indicated less interest than before. These students may have answered this question thinking of what they had done in class in particular which might have influenced their opinions about learning the language through video in general. So, there may be some other reasons behind their choosing of agreement.

Students were also asked to state their opinions about whether they found it difficult to listen to and understand videos in English. The result of the chi-square analysis are presented in Table 4. This was asked because their attitudes toward learning through video could be in relation with their perception of difficulty or easiness about listening to and understanding them.

Table 4

Students' Responses about the Difficulty of Listening to Videos in English

	Agree	Undecided	Disagree	Total
Upper-intermediate	12 24%	18 36%	20 40%	50 100%
Pre-intermediate	23 46%	11 22%	16 32%	50 100%
Total	35 35%	29 29%	36 36%	100 100%

Chi-Square value = 5.59, $df = 2$, $p = .06$

As the table shows, agreement, disagreement, and undecidedness were in similar proportions for the whole group. But 20 % of the upper-intermediate students disagreed with the statement and nearly that number appeared undecided

about it by which we could understand that these students ($n = 18$) have doubts about their success in listening to and understanding what they watched in the video lessons. On the other hand, nearly half of the pre-intermediate students (46%) reported that they had difficulties in listening to and understanding the videos which is more than the disagreement within the group. So, when compared, lower level students were more negative about the statement than upper level students, which means that pre-intermediate students may think that their listening abilities are not developed enough to understand what they listen to in the video classes. The reason for why pre-intermediate students agreed with the previous statement more than upper-intermediate students which was about spending time watching videos may be resulted from their having more difficulty while listening to videos than the upper-intermediate students. However, the chi-square results were not significant suggesting that the difference was not big enough

Table 5 displays the answers given to the statement that asked whether video classes should be an important part of any language program.

Table 5

Students' Attitudes Toward Video Classes as Part of any Language Program

	Agree	Undecided	Disagree	Total
Upper-intermediate	38 76%	7 14%	5 10%	50 100%
Pre-intermediate	40 80%	5 10%	5 10%	50 100%
Total	78 78%	12 12%	10 10%	100 100%

Chi-Square value = .38, $df = 2$, $p = .82$

For this statement, there is 78 % agreement. The number of students who agreed with this statement from both levels were very high and close to each other; 38 upper-intermediate and 40 pre-intermediate students indicated agreement out of 50 students in each group. Students mostly believed that video classes should be an important part of any language program. They were positive toward the implementation of video classes in the curriculum. It means that both groups had the same opinion.

The next table displays the responses of students given to the question asking their opinions about whether they found studying English through video an enjoyable experience or not.

Table 6

Students' Attitudes Toward Studying English through Video

	Agree	Undecided	Disagree	Total
Upper-intermediate	46 92%	4 8%	0 0%	50 100%
Pre-intermediate	40 80%	6 12%	4 8%	50 100%
Total	86 86%	10 10%	4 4%	100 100%

Chi-Square value = 4.81, $df = 2$, $p = .09$

The responses given to the statement showed strong agreement (86%). Forty-six upper-intermediate students and 40 pre-intermediate students agreed with the statement. At the same time, as the table presents, none of the upper-intermediate students and only the 4 pre-intermediate students disagreed with the statement which showed a positive attitude about studying English through video. We see that the chi-square value indicates no significant difference between the

opinions of the students. So, this means that students of both groups found studying English through video an enjoyable experience.

Responses to the next statement are displayed in Table 7 below. Students reflected their feelings about watching TV programs and listening to songs in English. It is assumed that being interested or not in these may indicate students attitudes toward watching and listening to anything on video in L2.

Table 7

Students' Interest in Watching TV Programs and Listening to Songs in English

	Agree	Undecided	Disagree	Total
Upper-intermediate	43 86%	5 10%	2 4%	50 100%
Pre-intermediate	43 86%	1 2%	6 12%	50 100%
Total	86 86%	6 6%	8 8%	100 100%

Chi-Square value = 4.66, $df = 2$, $p = .09$

The majority of the students (86%) agreed that they are interested in watching TV programs and listening to songs in English. The number of upper-intermediate and pre-intermediate students who agreed were the same ($n = 43$) which was high within and between groups. Only 6 students among all answered undecided. Among the students who disagreed, pre-intermediate students had the higher proportion (12%) than upper-intermediate students (4%) when compared between groups. So, the level can said to have affected the disagree responses which are still very small in comparison to agree responses that overall show evidence of positive attitudes. The chi-square value also indicates that this is a non-significant result.

Students were asked to indicate their opinions about the use of video in learning a second language. The responses of students to the related statement are displayed in Table 8.

Table 8

Students' Opinions about the Effectiveness of Using Video in Learning a Second Language

	Agree	Undecided	Disagree	Total
Upper-intermediate	40 80%	9 18%	1 2%	50 100%
Pre-intermediate	42 84%	5 10%	3 6%	50 100%
Total	82 82%	14 14%	4 4%	100 100%

Chi-Square value = 2.19, $df = 2$, $p = .33$

About the last statement in Section 2, students were mostly positive (82%). There was no significant difference in responses of upper-intermediate and pre-intermediate students. They believed in the effective potential of videos in second language learning, thus they appeared to be positive about them with great proportion.

Summary of the Result of the First Section

When each of the responses to the questions was analyzed in the first section, it is seen that students had generally positive attitudes toward learning English through video and all the chi-square results show that there is no significant differences between upper-intermediate and pre-intermediate students in attitudes. It is seen that the students believed in the usefulness of the use of video, its role in a language program, its effect in learning and studying English. So, overall the attitudes were positive and very close to each other for the two levels. Nevertheless,

few contradictory points in responses are seen. However, this is interpreted here that the students might have responded to questions related to learning English through video not thinking in general as they were expected to, but thinking in particular about the video materials and the applications.

The last statement of Section 2 in the questionnaire was considered important for understanding students' attitudes toward video in general, and thus two more questions were derived from it in this section (Q 8 and Q 9). Students who gave an agree response to statement 7 were asked to answer Q 8 and students who gave a disagree response to the same statement were asked to answer Q 9.

Q 8 presented options to these students who were positive with statement 7 and they were allowed to choose more than one option. This question asked students to indicate their opinions about what skill areas can video lessons help improve. Table 9 displays the responses of the students to this question.

Table 9

Students' Opinions about the Skill Areas Video can Help Improve

	Upper-intermediate		Pre-intermediate	
	n	%	N	%
Listening skill	45	90	40	80
Pronunciation	40	80	40	80
Speaking skill	36	72	32	64
Knowledge about culture	26	52	21	42
Vocabulary knowledge	22	44	28	56
Grammar	1	2	6	12
Writing skill	1	2	1	2
Other(please specify)	1	2	1	2

Note. n = number of students who chose the option, % = percentage of answers
Chi-square value = 5.32, $df=7$, $p=.62$

The option of 'listening skill' was chosen by 85 students out of the total 100. Thus, students thought that video lessons could improve their listening most. The next area was 'pronunciation'. Eighty students believed that video lessons could help them improve their pronunciation. Speaking skill was the third area believed to be the one that video can improve. The last areas were 'writing skill' and 'grammar'. From each of the upper-intermediate and the pre-intermediate groups, only one student thought that writing skill could be improved by video lessons. Grammar was the other skill the students thought could not be improved very much by video lessons. Moreover, chi-square shows that there was no difference in the opinion of the students from different levels about the areas video can improve. In other words, they had similar opinions.

Apart from the options given, the students were allowed to specify any other things that video lessons helped them improve. Two students expressed their opinions and two of them stated that their knowledge of idioms increased, one thought that he had realised and learned some reduced forms in daily conversations and one thought that he had learned to identify English and American accents.

Students who disagreed with the statement about learning English through video were then asked to indicate their reasons. Only 2 pre-intermediate students provided their reasons. One of them mentioned that he could not understand most of the things in this class and did not find the lessons necessary or serious. He also complained about the equipment used in this class, so he did not find the class useful. The other student said that video lessons were difficult and he had problems with understanding the speakers' speech in the films shown, in the class especially the technical ones. He said he did not gain any advantage from them. Among the

upper-intermediate students, two disagreed with statement 7, but they indicated no reason for it and the question remained unanswered.

Section 2: The Attitudes of Students Toward Particular Videos

In the questionnaire the opinions of students about the particular videos they watched in the video class were asked. There were three types of video materials used in this class: the ESP video series, the movie videos, and the EFL video series. One of the questions in the questionnaire tried to explore students' opinions about the helpfulness of the 'How About Science' series. The results are displayed in Table 10.

Table 10

Students' Opinions about Helpfulness of 'How About Science' Series

	Very helpful	Helpful	Somewhat helpful	Not helpful at all	Total
Upper-intermediate	1 2%	12 24%	21 42%	16 32%	50 100%
Pre-intermediate	3 6%	11 22%	20 40%	16 32%	50 100%
Total	4 4%	23 23%	41 41%	32 32%	100 100%

Chi-Square value = 1.06, $df = 3$, $p = .78$

As can be seen in the table, generally the students found 'How About Science' series as helpful. If we look at the total frequency and percentage of the helpful responses overall, we see that 32% of students indicated that it was not helpful. However, more than half of them (67%) thought that this series were 'very helpful', 'helpful' or 'somewhat helpful'. The opinions of upper-intermediate and

pre-intermediate students did not differ. The answers given to each of the options by students of both groups were very close in frequencies.

The students who found this series very helpful, helpful, and somewhat helpful were asked to mention the skill areas they thought these videos helped them improve. The answers given to this question are presented in Table 11.

Table 11

Students' Opinions about the Skill Areas "How About Science" Series Helped

	Upper-intermediate		Pre-intermediate	
	N	%	N	%
Listening skill	32	64	23	46
Pronunciation	22	44	17	35
Speaking skill	14	28	11	22
Knowledge about culture	8	16	5	10
Vocabulary knowledge	28	56	27	54
Grammar	3	6	2	4
Writing skill	2	4	4	8
Other(please specify)	0	0	0	0

Note. n = number of students who chose the option, % = percentage of answers
Chi-square value = 2.07, $df = 7$, $p = .09$

About the effectiveness of 'How About Science' series, upper-intermediate students agreed that it has improved their listening skill most, and then, in order came the vocabulary knowledge, pronunciation, and speaking skill. Pre-intermediate students, on the other hand, believed that the 'How About Science' series they watched has improved their vocabulary knowledge most. The other options they chose most were respectively listening skill, pronunciation, and speaking skill as the upper-intermediate students did. The least preferred options for both upper-intermediate and pre-intermediate students were the grammar and

writing skill. So, students did not think that this series had impact on the improvement of their grammar and writing skill.

The third question for the ‘How About Science’ series asked students to give possible reasons for why they believed these videos were ‘not helpful at all’. The display of the reasons and students’ choices of these reasons are presented in Table 12.

Table 12

Students’ Choices of Reasons for Why They Found
‘How About Science’ Series Not Helpful

	Upper- intermediate	Pre- intermediate	Total n
The series are not interesting for me	9	11	20
The episodes are too long and boring	4	11	15
The language is too difficult to understand	7	7	14
They speak too fast	8	5	13
The content is irrelevant	3	4	7
The series are short and not enough	3	1	4
I am not good at listening to videos in general	1	1	2
My English is poor.	0	0	0
Other (please specify)	0	0	0

Note. n = number of students who responded

None of the upper-intermediate and pre-intermediate students believed that the ‘How About Science’ series was not helpful because their English was not good enough. It appeared that the students did not believe they were not good at listening to videos, thus this was not among reasons why they could not get help from this series. The most often selected reason given by the students of both levels was that this series did not take their interest and the frequency for this reason was the highest. They also thought that it was boring. They found the language in it difficult

and too fast for them and the content of the films irrelevant. As is seen from the choices made by the students, both of the levels were close and a level difference in their opinions was not found.

In Table 13, answers given to the question which asked students to state their opinions about how helpful they found the videos of teacher selected Hollywood production are displayed.

Table 13

Students' Opinions about Helpfulness of the 'movie videos'

	Very helpful	Helpful	Somewhat helpful	Not helpful at all	Total
Upper-intermediate	7 14%	30 60%	13 26%	0 0%	50 100%
Pre-intermediate	10 20%	24 48%	10 20%	6 12%	50 100%
Total	17 17%	54 54%	23 23%	6 6%	100 100%

Chi-Square value = 7.58, $df = 3$, $p < .05$

Of all the upper-intermediate students, 60% of them stated that they found the videos 'helpful', 14% found 'very helpful', and 26% found 'somewhat helpful', and none of them found these videos as 'not helpful at all'. So, upper-intermediate students were positive about the helpfulness of these videos. Similarly, almost all the pre-intermediate students agreed that these videos were helpful in general, but there were still 6 students in this group who found them as not helpful. Chi-square analysis indicated a significant difference between the two levels which meant that upper-intermediate students had more positive opinions about the helpfulness of the movie videos.

The students who agreed that the movie videos had been helpful for them were asked to indicate the areas these videos could help improve. The answers are displayed in Table 14.

Table 14

Students' Opinions about the Skill Areas the 'movie videos' Helped

	Upper-intermediate		Pre-intermediate	
	n	%	N	%
Listening skill	48	96%	40	80%
Pronunciation	38	76%	40	80%
Speaking skill	34	68%	34	68%
Knowledge about culture	32	64%	21	42%
Vocabulary knowledge	24	48%	18	36%
Grammar	2	4%	3	6%
Writing skill	2	4%	3	6%
Other(please specify)	0	0%	0	0%

Note. n = number of students who chose the option, % = percentage of answers
Chi-square value = 3.03, $df = 7$, $p = .08$

Ninety-six percent of the upper-intermediate students believed that movie videos had improved their listening skill most. The second and third skills that the students believed these videos were effective in the improvement of skills were pronunciation and speaking skill. Upper-intermediate students also believed in the effectiveness of these videos in familiarizing the students with the foreign culture and in improving their vocabulary knowledge. The results were not different for the pre-intermediate students as well. The preferences of pre-intermediate students were in the same order as the upper-intermediate students. They found these videos effective in improving their listening skill, pronunciation, speaking skill, knowledge about the foreign culture, and vocabulary. Again for all the students, writing skill and grammar came last. As a result, no difference in answers of both levels was

found. Other comments students made were that they thought these movie videos have helped them distinguish between English and American accents, and thus know the people in the films from these two cultures.

In Table 15 students' reasons for why they found movie videos as 'not helpful at all' (n = 6) are displayed. As Table 13 showed none of the upper-intermediate students chose 'not helpful at all' option for these videos, thus the answers displayed in Table 15 below belong to pre-intermediate students.

Table 15

Pre-intermediate Students' Choices of Reasons for Why They Found 'Movie videos' Not Helpful

	n	%
The language is too difficult to understand	6	100 %
They speak too fast	5	83 %
The films are not interesting for me	4	67 %
The contents/themes are irrelevant	2	33 %
The films are too long and boring	1	17 %
I am not good at listening to videos in general	1	17 %
my English is poor	0	0 %
The films are short and not enough	0	0 %
<u>Other (please specify)</u>	<u>0</u>	<u>0 %</u>

Note. n = number of students who chose the option, % = percentage of answers

The strongest reason why these students found the videos not helpful was that they found the language in these videos too difficult for themselves. All 6 students gave this reason. The second most important reason for these students was that the speakers in the films speak too fast. Five students thought that they had difficulty in understanding people's speaking in the films because they spoke too fast. So, here it seems that the pre-intermediate students gave these reasons as they might think that they were not yet used to the pace of the speeches they heard

because their level did not enable this. The third most preferred reason was that these students found these videos not interesting. Four of the students agreed with this reason. Out of the 6, 2 students found no relevance in the contents or themes of these films to what they studied.

As mentioned earlier, pre-intermediate students watched one more video series in the video class, an ELT video series called ‘Video English’ (12 video cassettes). They were then asked to indicate their opinions about the helpfulness and effectiveness of this series. The answers given to ‘How helpful have you found the ‘Video English’ series?’ are presented in Table 16.

Table 16

Students’ Opinions about Helpfulness of the ‘Video English’ Series

	Very helpful	Helpful	Somewhat helpful	Not helpful at all	Total
Pre-intermediate	3 6%	24 48%	19 38%	4 8%	50 100%

These students generally agreed that ‘Video English’ series was ‘helpful’, ‘very helpful’, or ‘somewhat helpful’. This shows that students were generally positive about the helpfulness of this series. Since this series was a language-focused series, the pre-intermediate students might have found it helpful because they might think that they needed to be exposed to the language itself more at first .

Table 17 presents the preferences of pre-intermediate students about how effective the ‘Video English’ series was on the improvement of skills for students.

Table 17

Students' Opinions about the Skill Areas the
'Video English' series Helped

	Pre-intermediate	
	n	%
Listening skill	41	82 %
Pronunciation	39	78 %
Speaking skill	31	62 %
Knowledge about culture	29	58 %
Vocabulary knowledge	17	34 %
Grammar	4	8 %
Writing skill	3	6 %
Other (please specify)	0	0 %

Note. n = number of students who chose the option, % = percentage of answers

Forty-one students (82%) agreed that their pronunciation improved most after they watched the series. As this video series included pronunciation sections, and perhaps the pace is slow enough to let the students focus on pronunciation, this result is elicited here. What came next for the students were the listening skill, speaking skill, vocabulary knowledge, and knowledge about the foreign culture. Respectively, Grammar and writing skill were believed to be the least affected by watching these videos. The reason why grammar and writing skill received less attention in this question in the questionnaire may be that these skills are the least focused areas in the video course syllabus.

Only 4 of the students thought that it was not helpful. The reasons why they thought it was not helpful are displayed in Table 18.

Table 18

Pre-intermediate Students' Choices of Reasons for Why They Found 'Video English' Series Not Helpful

	n	%
The language is too difficult to understand	4	100%
They speak too fast	2	50%
The films are not interesting for me	2	50%
The films are too long and boring	3	75%
The films are short and not enough	2	50%
My English is poor	0	0%
The contents/themes are irrelevant	0	0%
I am not good at listening to videos in general	0	0%
Other (please specify)	0	0%

Note. n = number of students who chose the option, % = percentage of answers

Only 4 students found the series not helpful. All the four agreed that it was not interesting for them. Three of them mentioned that the episodes were boring. Two of them chose the reason statement 'the series were short and not enough', and two of them chose 'they speak too fast'. Students' opinions about the problems which they thought existed with video classes were also asked in a separate section (Section 4) that would extend the scope for the answers to the helpfulness/effectiveness questions about the video materials used.

Summary of Results for the Second Section

Students' attitudes toward the video materials used were analysed in the above section of the data analysis and results of the reported analysis showed that students' attitudes toward these materials were generally positive. They also generally found these materials helpful. No significant difference was found between the attitudes of upper-intermediate and pre-intermediate students. The students' opinions about the effectiveness of the materials on the improvement of

skill areas were very close, and they thought that their listening skill, their pronunciation, and their speaking skill improved most by the help of these videos. The students who found these videos as not helpful, similarly, gave the same most important reasons for that, and indicated that they found the language in the videos difficult to understand, too fast to understand, and the series or the films not interesting for them.

Section 3: Students' and Teachers' Opinions about the Current Video Classes and Their Suggestions to Solve the Problems

There were 2 open-ended questions in the questionnaire which aimed to find out what opinions the students had about the problems that existed with the current video classes held at OGUFLD Preparatory School, and then what they suggested to solve the problems. Table 19 displays the students' opinions about problems of the video classes and Table 20 displays the students' suggestions to solve the problems.

Table 19

Students' Opinions about the Problems of the Current Video Classes

	n	%
There are too many quizzes	61	84%
Films are not interesting for me, I get bored sometimes	58	79%
There are technical problems	54	74%
Themes or contents of the videos are old and not motivating	45	62%
Language in the films are too fast for me to understand	13	18%
Films are not appropriate for my level	9	12%
I see no problems	5	7%

Note. n = number of students who chose the option, % = percentage of answers

Seventy-three students indicated their opinions. Seventy-nine percent of the all the students in two groups mentioned that most of the videos were not interesting for them and they got bored most of the time. Another problem for them was the comprehensibility of the videos. About this, students found the videos not suitable for their level (especially pre-intermediate students), and emphasised that the class was a difficult one, and was not what they expected in terms of the challenge they would face.

Students also generally thought that there existed some technical problems like the bad sound quality of the VCR and the cassettes which resulted in distraction and demotivation for them. They found the videos old and the theme or content in it old and not interesting, and they did not get motivated because of this reason. The thing they heavily criticized was the quizzes administered in this class. They believed that there were too many quizzes, especially technical vocabulary quizzes. They said what they were doing was memorizing those vocabulary, but not learning them. They also believed that they would not be able to use these vocabulary anywhere else. So, they thought that these vocabulary quizzes were not helpful but were a cause of the stress they had. They also stated that the language in the films were too fast for them which they thought limited their comprehension. They indicated that multiple viewing and hearing helped. That was the case when they were doing the tasks only, but they wanted to hear and understand more things when viewing. Five of the students among all stated in this section that there were no problems with the video lessons.

Table 20

Students' Suggestions to Solve the Problems

	n	%
More interesting videos should be provided	62	97%
Number of the quizzes should be reduced	40	63%
Technical qualities should be improved	14	22%
Films that are easier to understand should be chosen	12	18%
“How About Science” series could be replaced with another ESP series	10	16%
A native teacher could be nice	9	14%
Videos with English subtitles could be very helpful	8	13%
Group/Pair work and speaking activities should be emphasized more	7	11%
No need for ESP series, they should be omitted	5	8%
Using earphones could be very helpful	4	6%
It would be nice to watch films on VCDs/DVDs		
Listening techniques should be explicitly taught	2	3%
More videos including pronunciation sections could be provided	1	2%

Note. n = number of students who chose the option, % = percentage of answers

The second question of the open-ended questions aimed to find out whether the students have any comments or suggestions related to the use of video which can make contributions to a more effective video class. Sixty-four students wrote their comments, ideas and suggestions. Sixty-two students suggested that there should be more interesting films that are understandable, level appropriate and new. Fourty students wrote that the quizzes given in video classes, especially the vocabulary quizzes, were too many and these could be reduced, and very different, interesting, and enjoyable assignments, activities, and tasks could be assigned instead of these quizzes which they thought only made them memorizers. If this could be done, then they would prefer the video class hours to be increased. Fourteen students believed that the TV and video system (technical qualities) should be improved for better understanding because they sometimes could not hear and comprehend what they listened to. One suggestion came from ten students

about the replacement of the 'How About Science' series with another ESP video series that would be more interesting and new. Nine students suggested that a native teacher would be beneficial for this class and stated that they would prefer to have a native (English or American) teacher. This suggestion of the students may result from a need or a desire to better understand the foreign culture by means of the introduction the native teacher would make and to have more immediate exposure to the language with its spelling, pronunciation, and intonation. They also may have thought that a native teacher would be very interesting and motivating to listen to and see in the class. Watching the videos with English subtitles was another suggestion made by eight students. They mentioned that being able to follow from a script for some dialogs in the films would be good so that they would be able to have more information about what was going on in the dialogs.

Seven of the students said that they were fed up with writing compositions after viewing and they wanted to do group or pair work discussions about the films. They suggested that this kind of activities should be emphasized. Thus, they wanted more activities in which they could practice their speaking abilities. Rifkin (2000) also found that video was a good initiator for group or pair work speaking activities in the classroom, and the subjects in his study found these activities productive and motivating. Five of the students stated that they did not want to watch ESP videos because they did not believe in their use. Then, they suggested that they could be allowed to choose some films to watch in this class. Four students stated that using earphones would be useful and would increase hearing and understanding, or the video classes could be better designed to provide a good quality sound system. Two students commented that it would be so nice to watch videos with VCD and DVD

technology. Two of the students expressed their ideas about training for becoming better listeners and suggested that they should be explicitly taught some listening techniques because they needed these. One of the students wanted to watch films giving special pronunciation lessons so that he could correct his pronunciation of the sounds and words. Richardson and Scinicariello (1987) and Tomalin (1986) also found that video was a good tool for the purposes of learning and practising pronunciation.

Summary of the Results of the Third Section

The results of the analysis for the open-ended questions in the student questionnaire show that although the students generally seem positive about the video classes and the materials which is understood from the responses they gave to multiple-choice and Likert-scale questions, at the same time, they see some missing parts about them especially resulting from the video material selection and applications. Furthermore, it seems that the methodology being used in the video classes is not what the students expect. It is understood also that they need a classroom environment where their interests and needs are met, and where they can feel comfortable with anything done in these classes without worrying about the quizzes, grades, and the pressure caused by these. Their suggestions, thus, come up due to these problems the students appreciated.

Interviews with the Teachers

The three video class teachers were interviewed in this study. The aim of the interviews with the teachers was to understand their attitudes toward the video class, to ask their opinions about how their students approach this class, and in this way, to understand student attitudes as well. It was also important to know their

opinions about the problems in video classes and their suggestions about how these classes could be made more effective. The teaching experience of the teachers ranged from 5 to 8 years, their ages ranged from 27 to 35 years, and their video class teaching experience ranged from 1 to five years.

The teachers were asked 10 questions during the interviews, three of which were personal background questions. Responses of all the three teachers to the question about whether they liked to teach in video classes or not were positive. They thought that the reason for loving their position was that being a video class teacher was a different and enjoyable experience for them. One of the teachers stated that she liked to teach video classes because she was kind of a person who liked trying different teaching styles and looking for different teaching opportunities. However, one of the teachers added that she had realized that her enthusiasm had faded a bit because she had been doing it for some years and teaching those classes had become something automatic for her though she tried different ways in her teaching from time to time. One of them indicated that she liked teaching video classes because she thought students liked learning English through video, which made her motivated about teaching.

To the question whether they had any training before starting to teach in video classes or not, they answered no. They all supported the usefulness of training. However, although they believed that a special training would certainly be very good, they all shared the common idea that it is not something so much needed to be able to teach English through video. One of them stated that the teacher could make decisions, train himself/herself to be successful as a video class teacher if he/she were determined and confident. She added that although she did not have

any training for the job, the teachers trained themselves by reading the relevant sources they could find and by getting inspired by their own teaching experiences and others' teaching experiences. Another teacher stated that a teacher with good listening abilities and enough knowledge about the foreign language culture could easily handle teaching English through video and might not need a special training.

Based on their observations and assessments, all three teachers believed that improvements in students' listening and speaking skills could be easily noticed which were the first skills that they aim to help them improve. This opinion of the teachers also matched with the students' about the improvement the students had in the video classes. One of the teachers also thought that after watching videos for some time, students tried hard to correct their pronunciation and to use some of the vocabulary they had learned which were also stated by the students themselves.

According to two of the teachers, students mostly seemed coming to the class with a positive attitude at earlier times, but soon were faced with the challenge or at least they took it as a challenge and thus they seemed to develop a somewhat negative attitude toward this class since they had to take many tests in this class. They thought that this was because students generally tended not to take this class seriously at the beginning but expected this class to be a place where they would have entertainment only. One teacher commented that the students were not exactly aware of the role of the video class, so this affected the students' attitudes toward the class, and their attitudes had not developed much in the positive way as she had expected from them.

According to one of the teachers, level difference did not have any effect on her students' attitudes based on her observations whereas the other two teachers

agreed that upper-intermediate students appeared more positive about what was going on in the class than pre-intermediate students. These two teachers agreed that it was because pre-intermediate students more often met with difficulties in listening and understanding the videos and were not as confident as the upper-intermediate students in showing their abilities during the lessons.

About the importance of video classes as part of a language program, all the teachers commented that video classes were really very essential in teaching and learning and they favored the role of them in the curriculum. So, they shared the same opinion with their students about the importance of the class. On the other hand, all mentioned that they were concerned about the status of the current video classes at the institution and they believed there should be some changes about them. Two of the teachers stated that fresh ideas and new implementations were needed for better lessons. They said they would start the consultations among them for the next semester to contribute to the possible changes which were being discussed in the staff meetings about the program. All the teachers argued that the old and inadequate materials they were using constituted a problem for the video lessons because to work with these materials limited their usage. They stated that in order to make the lessons active, more materials should be supplied which were going to be more interesting and useful for them, which was also articulated by the students as suggestions.

All of the teachers believed that first the materials should be renewed and then the syllabus could be improved, or better than that, video lessons could be made part of the integrated-skills courses held in the program, using teaching materials like video cassettes that are supplementary to textbook series. Then, the

video class hours would not be too much as they were then which was unnecessary they thought. Two of the teachers further suggested that it would be very good if they could use VCD or DVD players which subtitles in the target language also could be benefited in the lessons. This suggestion was offered by the students either as was seen in the third section of the analysis of student responses. One of them suggested that within the budget of the school if possible, it would be very nice to have satellite broadcasting in the school to easily follow some news programs or other programs that they could make use of during the lessons. Thus, she thought that they could provide the students with more exposure to up-to-date, alive, and real language to have the students become more motivated in these lessons without causing them to feel frustrated or overly challenged. Two of the teachers stated that they would propose to reduce the number of the vocabulary quizzes since they observed that these quizzes did not serve their purpose. The students also expressed their opinions about this issue, so here we see that both the students and the teachers had common identifications of quiz administration in the video classes as a problem.

In conclusion, according to the analysis of the interviews, video teachers' attitudes were positive about teaching video classes. They think that to have video classes in the language program of OGUFLD Preparatory School is useful. The current video class syllabus are in many ways helpful for the students to learn and practice the target language. On the other hand, they think that there are things to be done to hold the classes in more effective ways. They are aware of the problems and are willing to solve them within the limited resources of the school. They think that it would be better if they and the other teachers can follow a syllabus designed for a

textbook that has video series as supplementary material. They generally believe that such a video class would much more appeal to the objectives of the program being held in the school, and thus, there would be fewer students with negative attitudes.

CHAPTER 5: CONCLUSIONS

Introduction

This study investigated the attitudes of fifty Upper-Intermediate and fifty Pre-Intermediate students and three video class teachers at OGUFLD Preparatory School toward video classes. This study also explored how students perceived learning English through video in video classes, whether the level of students played a role in their attitudes or not, and what students and teachers felt about the effectiveness of these classes, problems that they thought existed in these classes, and the suggestions to solve these problems.

Results

The results of this study show that the general attitude of the students toward learning English through video is positive. Results of this study show that students enjoy learning through video and find studying English through video as an enjoyable experience in their learning process. Baltova (1994) also found in her study that students in the experimental video-and-sound group showed a positive attitude toward learning and studying French through video stating that they liked the experience. Moreover, they indicated that they would prefer studying French through video. It was found in this study that the students are interested in watching TV programs and listening to songs in English (86%) which might have an influence on their positive attitudes toward learning the target language through video in the class. Although they find it somewhat challenging for themselves to listen to and understand videos, they believe in the usefulness and effectiveness of them for their learning. Their responses show that they are aware of the potential of the use of video in the classroom. They get excited about having a video class and

they like to spend time watching videos in English either at school or outside the school. As the students are already accustomed to the facilities such as TV, computer, and video in daily life, and are not strangers to the use of these machines, it is possible that they would like watching videos in L2 as well. Students also believe in the important status of a video class in the language program as an effective means of learning English as a second language, and the proficiency level of the students in their attitudes toward the role of video in English language learning do not show any significant difference. So, this means that students do not think differently about learning English through video though, for example, lower level students are aware of their own abilities which could be below the expected level to handle a video course. Indeed, they may be more aware of the fact that video class is a very good idea and a chance to utilize improving their skills and abilities, thus they seem positive about it.

Students in this study also appeared to be generally positive about the helpfulness of video lessons and about the helpfulness and effectiveness of the video materials used in the video classes in the department. On the other hand, the students have seen and identified some deficiencies and problems of the current video classes and the videos as well. Thus, their attitudes toward video classes and the videos seem to be a bit influenced by the mismatches between what they have expected about these classes and what they have found. Thus, it can be concluded that the level of positiveness about learning through video in general does not remain at the the same level when it comes to the issue of video lessons and video materials used in particular. Nevertheless, both the upper-intermediate and the pre-intermediate students found video lessons and the materials generally helpful and

effective mostly for improving their listening and speaking skills, and for improving their pronunciation and vocabulary knowledge. This might be because of the nature of video which offers audio and visual support for learners. Students thought that they could develop the skills and abilities by means of the video lessons and materials. Students also found the videos supportive for making them acquainted with the foreign culture. Students did not find video lessons effective for improving their grammar and writing skill. This might be because there is less intention about teaching these skills in this class, and teachers might think that these skills are already being taught and practiced enough in other courses.

It is also seen that level difference did not play an important role in students' attitudes and opinions about the helpfulness of the video materials. Students criticised that some of the videos used were not much interesting and understandable for them, and the quizzes, especially the ESP vocabulary quizzes, were too many and not effective. Thus, students demanded to be assigned with more interesting, enjoyable, and useful tasks and activities during the class time, to watch more motivating, level-appropriate, and newer videos, to be able to choose videos to watch if possible, and they demanded better quality video equipment.

Results also show that teachers' attitudes are positive toward teaching in video classes. They like being video class teachers. Although results of the investigation of students' attitudes show that they are generally positive toward the video classes, their teachers think that students did not seem to have positive attitudes toward what they were doing, what they were watching in the class. Here we see a difference between what students reveal about their attitudes and what the teachers think and feel about their students' attitudes. It might be because the

students' and teachers' goals and expectations are different from each other. Teachers' and students' opinions about the problems of video classes and their suggestions match. They share the idea that some changes about the video classes are needed which are mentioned above.

Implications of the Study

The results of this study can give us very useful insights. This research study showed that students learning English as a second language liked video classes. They indicated positive attitude toward learning English through video. This kind of learning was an enjoyable experience for these students. As the studies done about the impact of video in a second language classroom also supported the use of the video, then integrating a video class in language programs is worthwhile.

It is essential to select good video materials for video classes and to use them effectively. Video materials can be seen as the core of video class, because they will serve some teaching and learning purposes. Teachers will have to determine for what instructional purposes they will use these materials and how they will use them. Video materials that are going to be used in the language classroom should be selected carefully and they should be introduced to the learners with helpful and effective instructions. The students in this study stated primarily that they want to watch videos which will be interesting for them. So, when selecting videos to use in class, this should be considered. The videos should be appropriate for students' levels.

Technical qualities of videos are also worth considering. It is revealed by the students in this study that when technical qualities are not good enough, their attention and motivation decrease. The use of VCD and DVD technology as the

latest innovations that could be used was what the students and teachers in this study suggested. Since these VCD and DVD players enable also subtitling, they can be beneficial for instruction and classroom activities.

Video materials can only be effective and helpful in the hands of skillful teachers. Teachers role in the video class is certainly important To gain skills of teaching effectively in the video class, teachers may need training. Training sessions that will include both pedagogical and technical training for this class could be very helpful. Some of the students in this study stated that they did not find some of the videos not that interesting and indicated that they sometimes got bored in class. Behind their thoughts there may be the unsatisfaction they felt about the instruction of the video course as a reason. Hence, training of the teachers for more effective video lessons could be needed.

Learner training is as much important as teacher training. Awareness raising in learners should be encouraged. Students should be aware of the potential of the use of video in the classroom for their learning so that they can get the highest advantage from the video class and succeed utmost learning of the language.

Another thing about how the video classes at schools could be made more effective is needs analysis. A needs analysis may be carried out in the school which will be a process including students, teachers, and administrators as this study showed both the students and the teachers saw some gaps in the video course program, especially regarding the materials being used. During or before this process, goals and objectives of a video course should be identified first, students' goals and expectations are also very important for their learning in this class, so decisions can be made taking all these into consideration. As seen in this study,

some of the students, who found some video materials not that helpful or effective gave their reasons and suggestions, wish their interests and needs be considered. Students' levels, needs, interests, and their attitudes are what should be considered as well while implementing a video curriculum.

The results show that OGUFLD Preparatory School need to go through some changes in its video class program. Students and teachers agreed with it which is seen in their responses. So, the problems could be reviewed, and the suggestions of the students and the teachers could be a starting point for improving the effectiveness of the class. Meanwhile, if these all are to be done, and a curriculum for renewed video classes are to be designed, certainly the time and financial resources available should be considered.

Limitations of the Study

The findings are not generalizable since the data was gathered through questionnaires at Osmangazi University Foreign Languages Department Preparatory School about a program specific to that school. Moreover, the number of the students can be said to be small to be able to generalize the attitudes of second language learners toward the use of video in the language classroom.

To get the opinions, comments, and suggestions of the video class teachers, interviews were conducted in this study. The attitudes of the video teachers were investigated. The researcher had the chance to interview just three video class teachers, who were the ones available, so the findings could not be attributable to all video teachers elsewhere, thus could not be generalized.

The same video materials may not be used elsewhere. So, the attitudes toward the materials used were only of students at Osmangazi University, thus

attributable only to them and this is not generalizable for other Turkish EFL students having video courses either. Time was another limitation in this study. Better questionnaires items could be designed if there was time to elicit the nature of students' attitudes more thoroughly.

Implications for Further Research

This study tried to investigate the attitudes of students by looking at the results of a questionnaire. Attitude research which will possibly be conducted in the future could use more than one questionnaire given at intervals to better understand the students' attitudes toward video classes because some changes in attitudes may emerge during the process of learning. It would be interesting to follow the changes in students' attitudes as well as the improvement they would show in their skills and abilities. Interviews with students also may be very useful and informative for attitude research. As time was a limitation in this study, this was not possible. Students could be asked to keep diaries or journals for a considerable period in which they could put their opinions about video classes. Classroom observation through the year could be made. This kind of a longitudinal study could be interesting and more data about the students' attitudes could be collected and analysed to understand their attitudes. The sample of the students and teachers could be expanded in future research so that generalizations could be made about the attitudes of students and teachers toward video classes since the samples in this study were limited in scope and this was shown as one of the limitations of this study.

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APPENDICES

Appendix A

(Upper-intermediate Student Questionnaire)

QUESTIONNAIRE

Dear Student,

I am an MA TEFL student at Bilkent University. This questionnaire is designed for the purpose of learning your attitudes toward learning English through video. I regard your answers as a valuable contribution to my study. They will provide important information about the effectiveness and problems of the video classes, and how video classes can be improved. I will be very grateful if you complete the questionnaire. All the information in this questionnaire will be kept confidential. Thank you for your interest and cooperation.

Nurcihan Abaylı

Section 1

Please circle your answer in the following items.

1. Your age:

- | | |
|-------------|-------------|
| a. Below 20 | c. 23-25 |
| b. 20-22 | d. Above 25 |

2. Your sex:

- | | |
|---------|-----------|
| a. Male | b. Female |
|---------|-----------|

3. Did you study English before coming to this program?

- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

4. If you answered yes to Question 3, how long did you study English before?

- | | |
|---------------------|----------------------|
| a. Less than 1 year | c. 4 to 6 years |
| b. 1 to 3 years | d. More than 6 years |

5. Have you ever taken a video course before?

- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

6. If yes, did you like it?

a. Yes

b. No

c. Undecided

7. How often do participate in the video classes?

a. Always

b. Often

c. Sometimes

d. Rarely

Section 2

This section of the questionnaire is to learn about your attitude toward learning English through video in general. Please **circle** the answer which best shows your opinion.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly

Disagree

1. I enjoy learning English through video.	5	4	3	2	1
2. I would rather spend my time on doing other things than watching videos in English	5	4	3	2	1
3. It is difficult for me to listen to and understand videos in English.	5	4	3	2	1
4. Video classes should be an important part of any English language program.	5	4	3	2	1
5. Studying English through video is an enjoyable experience.	5	4	3	2	1
6. I am interested in watching TV programs and listening to songs in English.	5	4	3	2	1
7. Videos provide a very effective means of learning English as a second language.	5	4	3	2	1

8. If your answer to Question 7 above is 5 or 4 (Strongly Agree or Agree), put a

tick (✓) before the answers below. *You can tick more than one answer.* “Videos

provide a very effective means of learning English and I think that video lessons

can improve the learner’s _____”

() pronunciation

() grammar

() speaking skill

() vocabulary knowledge

() writing skill

() listening skill

☐ knowledge about the culture of English and American people

☐ other (please specify) _____

9. If your answer to Question 7 above is 2 or 1 (Disagree or Strongly

Disagree), please indicate why.

a. _____

b. _____

c. _____

Section 3

This section of the questionnaire is to learn your opinions about the videos you have watched in the video class in particular.

A) Please answer the following questions about the ‘**How About Science**’ series you have watched in this class.

1. How helpful have you found the ‘How About Science’ series?

a. Very helpful b. Helpful c. Somewhat helpful d. Not helpful at all

2. If your answer to Question 1 is *a*, *b*, or *c*, put a tick (✓) before the answers

below. *You can tick more than one answer.* “The ‘How About Science’ series has helped me improve my _____”

☐ pronunciation ☐ grammar

☐ speaking skill ☐ vocabulary knowledge (technical and others)

☐ writing skill ☐ listening skill

☐ knowledge about the culture of English and American people

☐ other (please specify) _____

3. If your answer to Question 1 is *d*, put a tick (✓) before the appropriate reasons

below. *You can tick more than one reason.* “I found the ‘How About Science’ series not helpful, because _____”

☐ my English is poor.

☐ I am not good at listening to videos in general

☐ the language in the ‘How About Science’ series is too difficult to understand.

- ☐ the episodes in the 'How About Science' series are too long and boring
- ☐ the 'How About Science' series are short and not enough.
- ☐ the 'How About Science' series are not interesting for me.
- ☐ the content of the 'How About Science' series is irrelevant.
- ☐ they speak too fast.
- ☐ other (please specify)_____

B) Please answer the following questions about the movie videos you have watched in this class.

1. How helpful have you found the movie videos?

- a. Very helpful b. Helpful c. Somewhat helpful d. Not helpful at all

2. If your answer to Question 1 is *a, b, or c*, put a tick (✓) before the appropriate answers below. *You can tick more than one answer.* "The movie videos have helped me improve my _____"

- ☐ pronunciation ☐ grammar
- ☐ speaking skill ☐ vocabulary knowledge
- ☐ writing skill ☐ listening skill
- ☐ knowledge about the culture of English and American people
- ☐ other (please specify)_____

3. If your answer to Question 1 is *d*, put a tick (✓) before the appropriate reasons below. *You can tick more than one reason.* "I found the movie videos not very helpful, because _____"

- ☐ my English is poor.
- ☐ I am not good at listening to videos in general
- ☐ the language in the films is too difficult to understand.
- ☐ the films are too long and boring
- ☐ the films are short and not enough.
- ☐ the films are not interesting for me.
- ☐ the contents of the films are irrelevant.
- ☐ they speak too fast.
- ☐ other (please specify)_____

Section 4

Please write here any problems that you think exist with the current video classes:

a) _____

b) _____

c) _____

Please write here any suggestions that you think can make video classes more effective:

a) _____

b) _____

c) _____

d) _____

Appendix B
(Pre-intermediate Student Questionnaire)

QUESTIONNAIRE

Dear Student,

I am an MA TEFL student at Bilkent University. This questionnaire is designed for the purpose of learning your attitudes toward learning English through video. I regard your answers as a valuable contribution to my study. They will provide important information about the effectiveness and problems of the video classes, and how video classes can be improved. I will be very grateful if you complete the questionnaire. All the information in this questionnaire will be kept confidential. Thank you for your interest and cooperation.

Nurcihan Abaylı

Section 1

Please circle your answer in the following items.

1. Your age:

- | | |
|-------------|-------------|
| a. Below 20 | c. 23-25 |
| b. 20-22 | d. Above 25 |

2. Your sex:

- | | |
|---------|-----------|
| a. Male | b. Female |
|---------|-----------|

3. Did you study English before coming to this program?

- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

4. If you answered yes to Question 3, how long did you study English before?

- | | |
|---------------------|----------------------|
| a. Less than 1 year | c. 4 to 6 years |
| b. 1 to 3 years | d. More than 6 years |

5. Have you ever taken a video course before?

- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

6. If yes, did you like it?

- a. Yes b. No c. Undecided

7. How often do you participate in the video classes?

- a. Always b. Often c. Sometimes d. Rarely

Section 2

This section of the questionnaire is to learn about your attitude toward learning English through video in general. Please **circle** the answer which best shows your opinion.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly

Disagree

1. I enjoy learning English through video.	5	4	3	2	1
2. I would rather spend my time on doing other things than watching videos in English	5	4	3	2	1
3. It is difficult for me to listen to and understand videos in English.	5	4	3	2	1
4. Video classes should be an important part of any English language program.	5	4	3	2	1
5. Studying English through video is an enjoyable experience.	5	4	3	2	1
6. I am interested in watching TV programs and listening to songs in English.	5	4	3	2	1
7. Videos provide a very effective means of learning English as a second language.	5	4	3	2	1

9. If your answer to Question 7 above is 5 or 4 (Strongly Agree or Agree), put a tick (✓) before the answers below. *You can tick more than one answer.* "Videos provide a very effective means of learning English and I think that video lessons can improve the learner's _____"

- ☐ pronunciation ☐ grammar
☐ speaking skill ☐ vocabulary knowledge
☐ writing skill ☐ listening skill
☐ knowledge about the culture of English and American people
☐ other (please specify) _____

9. If your answer to Question 7 above is *2 or 1* (Disagree or Strongly

Disagree), please indicate why.

- d. _____
- e. _____
- f. _____

Section 3

This section of the questionnaire is to learn your opinions about the videos you have watched in the video class in particular.

A) Please answer the following questions about the **‘Video English’** series you have watched in this class.

1. How helpful have you found the ‘Video English’ series?

- a. Very helpful b. Helpful c. Somewhat helpful d. Not helpful at all

2. If your answer to Question 1 is *a, b, or c* put a tick (✓) before the answers

below. *You can tick more than one answer.* “The ‘Video English’ series has helped me improve my _____”

- () pronunciation () grammar
 () speaking skill () vocabulary knowledge
 () writing skill () listening skill
 () knowledge about the culture of English and American people
 () other (please specify) _____

3. If your answer to Question 1 is *d*, put a tick (✓) before the appropriate reasons

below. *You can tick more than one reason.* “I found the ‘Video English’ series not helpful, because _____”

- () my English is poor.
 () I am not good at listening to videos in general.
 () the language in the ‘Video English’ series is too difficult to understand.
 () the episodes in the ‘Video English’ series are too long and boring.
 () the ‘Video English’ series are short and not enough.

- ☐ the 'Video English' series are not interesting for me.
☐ the content of the 'Video English' series is irrelevant.
☐ they speak too fast.
☐ other (please specify) _____

B) Please answer the following questions about the '**How About Science**' series you have watched in this class.

1. How helpful have you found the 'How About Science' series?
- a. Very helpful b. Helpful c. Somewhat helpful d. Not helpful at all

2. If your answer is *a, b or c* to Question 1, put a tick (✓) before the answers below. *You can tick more than one answer.* "The 'How About Science' series has helped me improve my _____"

- ☐ pronunciation ☐ grammar
☐ speaking skill ☐ vocabulary knowledge (technical and others)
☐ writing skill ☐ listening skill
☐ knowledge about the culture of English and American people
☐ other (please specify) _____

3. If your answer to Question 1 is *d*, put a tick (✓) before the appropriate reasons below. *You can tick more than one reason.* "I found the 'How About Science' series very helpful, because _____"

- ☐ my English is poor.
☐ I am not good at listening to videos in general
☐ the language in the 'How About Science' series is too difficult to understand.
☐ the episodes in the 'How About Science' series are too long and boring
☐ the 'How About Science' series are short and not enough.
☐ the 'How About Science' series are not interesting for me.
☐ the content of the 'How About Science' series is irrelevant.
☐ they speak too fast.
☐ other (please specify) _____

C) Please answer the following questions about the movie videos you have watched in this class.

1. How helpful have you found the movie videos?
 - a. Very helpful b. Helpful c. Somewhat helpful d. Not helpful at all
2. If your answer to Question 1 is *a, b, or c* put a tick (✓) before the appropriate answers below. *You can tick more than one answer.* “The movie videos have helped me improve my _____”
 - ☐ pronunciation ☐ grammar
 - ☐ speaking skill ☐ vocabulary knowledge
 - ☐ writing skill ☐ listening skill
 - ☐ knowledge about the culture of English and American people
 - ☐ other (please specify) _____
3. If your answer to Question 1 is *d*, put a tick (✓) before the appropriate reasons below. *You can tick more than one reason.* “I found the movie videos not very helpful, because _____”
 - ☐ my English is poor.
 - ☐ I am not good at listening to videos in general
 - ☐ the language in the films is too difficult to understand.
 - ☐ the films are too long and boring
 - ☐ the films are short and not enough.
 - ☐ the films are not interesting for me.
 - ☐ the contents of the films are irrelevant.
 - ☐ they speak too fast.
 - ☐ other (please specify) _____

Section 4

Please write here any problems that you think exist with the current video classes:

- a) _____
- b) _____
- c) _____

d) _____

Please write here any suggestions that you think can make video classes more effective:

a) _____

b) _____

c) _____

d) _____

e) _____

Appendix C

(Teacher Interview Questions)

QUESTIONS:

1. Your age:
2. Your teaching experience:
3. Your video class teaching experience:
4. Do you like teaching in video classes? Could you explain the reason(s) why or why not if you have any.
5. Did you get any training in your program before starting to teach in video classes? Do you think it is needed and could you express your opinion(s) on that?
6. Based on your observations and assessments, which skills and abilities of your students have improved through video lessons do you think?
7. How were the attitudes of your students toward the video lessons and the video materials used in this class do you think? And do you think that the level (upper-intermediate/ pre-intermediate) made any difference or had an effect on the students attitudes?
8. Do you think that video classes should be an important part of any language program? What do you think of the status of the current video class being held in your program at OGU?
9. Could you please indicate your opinions about the problems existed with the current video class?
10. Do you have any suggestions about how video classes could be made more effective for the learners?