

**REPUBLIC OF TURKEY  
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DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CASE STUDY ON THE EFFECT OF VIDEO ON THE MOTIVATION OF  
HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE CLASSES**

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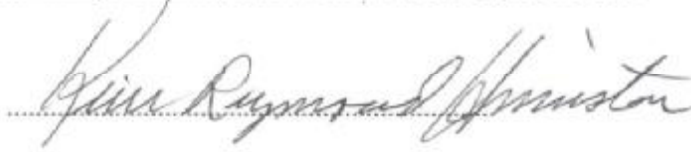
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Ali SARAÇOĞLU

## ÖZET

# VİDEONUN ANADOLU LİSESİ İNGİLİZCE DERSLERİNDEKİ ÖĞRENCİLERİN MOTİVASYONLARI ÜZERİNDEKİ ETKİSİ İLE İLGİLİ VAKA ÇALIŞMASI

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Bu çalışma eğitimsel kısa altyazılı videoların ve video öncesi, esnasındaki ve sonrasındaki çalışmalarla birlikte bir Anadolu lisesinin birinci sınıfındaki öğrencilerin dil öğrenme sürecine motivasyon anlamında bir etkisinin olup olmadığını ortaya çıkarmayı hedefliyordu. Çalışmanın ikinci bir amacı da öğrencileri etkileyen motivasyon unsurlarını tespit etmek ve dil öğrenme eğilimlerini AMTB isimli anketin bir versiyonunu kullanarak bulmaktır. Çalışmanın sonunda aşağıdaki sonuçlara ulaşıldı:

1. Öğrenciler çalışmanın sonunda video yoluyla motivasyon ve dile eğilim konularında az bir miktar değişim gösterdiler; ki bu değişimde istatistiksel olarak dikkate değer olmadığı söylenebilir.
2. Yaş sonuçlar üzerinde etkili olabildiğinden, öğrenci motivasyon ve eğilimlerinin değişiklik gösterebileceği ve bunun genelleştirilemeyeceği unutulmamalıdır.
3. Araştırma sonuçları öğrencilerin bir sınavdan aldığı sonuçtan ziyade, İkinci bir dil olarak İngilizcenin motivasyonlarına ve eğilimlerine etkisi olup olmadığını ortaya çıkarmaya odaklanmıştır. Öğrencilerin bir sınavdan aldığı sonuçların ilgili konular üzerindeki etkisi başka çalışmalarla ortaya çıkarılabilir.

Sonuç olarak, bu tez benim araştırma ve motivasyon ve eğilim gibi konuları daha detaylı olarak kavrama ciddi katkısı olmuştur.

**Anahtar Kelimeler:** Video, Yabancı Dil Öğrenme Motivasyonu, Teknolojinin Öğrenciler Üzerindeki Etkileri

## **ABSTRACT**

### **A CASE STUDY ON THE EFFECT OF VIDEO ON THE MOTIVATION OF HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE CLASSES**

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This master's dissertation tried to find out if educational, short and subtitled videos, with different activities before, while and afterwards, have a motivational effect on first year students' language learning process in a Turkish high school. The study also had the purpose of finding out the motivational factors affecting students and getting the opportunity to learn more about their attitudes through an adopted version of the AMTB questionnaire. The results obtained from the study indicate that:

1. The students showed only a little positive motivation and attitude difference toward learning English as a second language in general with the help of videos, which is not statistically significant.
2. It would be true to admit that the motivations and attitudes of students may differ and cannot be generalized because the age may affect the results.
3. The study does not deal with the scores of the students taken from a test but their motivation and attitudes toward learning a second language, English. A further study can be implemented to find if and how much scores of the students taken from a test affect their motivation and attitudes toward learning English a second language.

Finally, this thesis contributed to my research understanding as well as to my perceptions on motivation and attitudes.

**Key Words:** Video, Language Learning and Motivation, the Effects of Technology on  
Language Learners

## **ABBREVIATIONS**

|             |                                    |
|-------------|------------------------------------|
| <b>AMTB</b> | : Attitude Motivation Test Battery |
| <b>EFL</b>  | : English as a Foreign Language    |
| <b>ESL</b>  | : English as a Second Language     |
| <b>TLC</b>  | : Target Language Community        |

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## **CHAPTER 1**

### **1. INTRODUCTION**

This chapter includes background of the study, statement of the problem, aim of the study, research question and definitions on the motivational effect of video in language classes.

#### **1.1. Background of the Study**

Ministry of National Education in Turkey first founded Maarif Colleges, a high school, in 6 out of 67 cities in Turkey. The aim was to provide high school students with a high level of foreign language education in 1955. After twenty years, in 1975, the name, Maarif College, was turned into Anatolian high school with weekly 24 hours of English in the first year, called preparatory class. Foreign language was given so much importance that until 2000, education of science subjects and mathematics had been taught in English. After that year, English was no longer the medium for teaching these subjects, which marked the main distinction between Anatolian high schools and other traditional high schools. However, in later years, with a change in the curriculum, students had six and four hours of English a week respectively during the second and last year of their high school period. After a few years with a little change, in the first year, English started to be taught only ten hours a week.

For the last 8 years, English has been taught 6 hours a week in the first year and 4 hours a week in the following 3 years. With such negative changes in language education policies and English curriculum towards foreign language learning, Anatolian high schools began to lose their initial goal of supplying students a high level of language education through which they can integrate the rest of the world. Today, every high school is named Anatolian high school except for the vocational ones. Each classroom has 34 students and an English course-book is provided freely by the ministry of national education. The English course-book hasn't been accepted even as enough by most of Anatolian high school English language teachers. Furthermore, so many students in a language classroom and the negative view of teachers to the course-book may be said to be the biggest challenges for communicative language teaching and language teaching-learning process.

## **1.2. Importance of English**

English language, the most widely spoken foreign language in the world, provides an integrative opportunity for peoples and nations of the 21st century to get to meet new people and access newly explored information. With the fast developments, inventions and innovations in many areas, such as industry and economy, the importance of use of a common language has become more evident. Relevantly, there emerges English as a unique language spoken in different countries either as a second or a foreign language. Therefore, all employers and institutions are seeking for employees and students who have a good command of English proficiency whether it is a must in their jobs and education or not. Accordingly, students are getting more and more aware of the value of a foreign language for their private and business life in the future.

A latest research by Taylor (2008) analysed teachers', classmates', and school's motivating factors. The findings indicate that teachers should:

1. be friendly to the students,
2. be competent in their fields
3. maintain discipline in class
4. show logical and concrete connections between the subjects and their relevance for real life.

Therefore authentic materials which can strengthen the bond between learning and real life has a great potential. In language teaching it becomes more evident that audio-visual teaching materials should be utilized in classrooms and supported with a variety of classroom activities. These authentic materials are prepared for educational purposes of native speakers. If they are arranged for EFL purposes, then it becomes genuine materials. Martinez (2002) defines some advantages of genuine materials as:

1. Students are exposed to real discourse
2. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.
3. Textbooks often do not include incidental or improper English.
4. They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit.

5. The same piece of material can be used under different circumstances if the task is different.
6. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
7. Reading texts are ideal to teach/practice mini-skills such as scanning
8. The teacher can have students practice some of the micro-skills.

Accordingly, students' perception of English lessons suggest that they need varied, interesting and interactive classes with video materials to be able to apply abstract information into practise (King, 2002). All these perceptions are a clear indication of the necessity renewal in English curriculum and program development in Turkish state high schools so that students will feel they are in the authentic environment of the language being learnt. In this way, audio-visual featured lessons will attract students' motivation more and, as in the constructivist classroom, primary source of data will be used rather than just using textbooks and workbooks.

### **1.3. Importance of English in Turkey**

Considering the geopolitical position of Turkey between the two leading continents, Asia and Europe, it has the very potential to transfer information and goods to both continents, and English can act as a go between for these two continents which all make learning a foreign language very important for the new generation to cope not only with the latest developments in every scientific area but with business and management issues as well. Thus, learning English comes with the difficulty of learning it but also with a motivational force behind.

### **1.4. Use of Videos in Language Teaching and Learning**

There are many factors that affect language learning process and motivation of students. Teachers of languages have tried many strategies to facilitate this process and increase their students' motivation levels. One of the most promising techniques in language classes that teachers have favoured all over the world for some three decades is using videos. In a study carried out by Bülbul (2009) it is found out that there are positive correlations between animations and simulations, and students' academic

success and retention. The studies made by Şimşek and Çalışkan (1997) and Çilenti (1994) indicates that interactive in-class materials and tools have a positive effect on students success. They further allege that through video students can understand the subject more easily and they will also save time.

Today, with the help of modern technology, using videos has become quite easy. Because of the fact that they have both positive impact on students learning and extrinsic motivation. A language teacher can utilize many features through videos, such as behind the scenes parts, instant captions, subtitles and many more. In addition, they can access the scenes they want quite easily and quickly. On the other hand, there are some issues that are discussed about the usage of videos. One of the questions is whether the video should have an educational goal or not since it may have a demotivating effect on the pupils. So, what has been used in language classes so far? As well as series, DVD films and cartoons have been used in the EFL classroom for many years. Although teachers hold similar ideas on a variety of issues, there are some arguments on the right kind of movies to watch in class and the provision of close-captions or subtitles.

Motivation, according to Harmer (2007), is “some kind of internal drive which pushes someone to do things in order to achieve something”. While learning a foreign language one’s being self-motivated and autonomous is really an important factor. Dörnyei and Csizér (1998) defined the ‘Ten commandments for motivating language learners’ to help teachers determine teaching strategies. If these commandments are taken into consideration, teaching and learning are surely to become positive and motivating. The items are stated as follows:

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

10. Familiarise learners with the target language culture.

(Dörnyei and Csizér, 1998)

Ushioda, (2005) suggests that usage of AMTB come up with various results because of differences in measurement tools, methods of analysis, and sociocultural contexts. Further it is alleged that language aptitude, motivation and attitudes, attitudes toward the language course and classroom anxiety are the contributing factors of learning a language.

### **1.5. Why is it Important to Include Video in the Curriculum?**

In Turkey, the same trend as in the whole world, educators and education planners are getting more and more aware of the necessity that including foreign language education into school curriculum, especially in primary schools, is of great significance and great help for the kid learners to benefit from before their latter education and careers. Concordantly, because teaching children needs a lot of concern and special education, and grammar, which may otherwise put a barrier between the teacher and learners, should be limited makes audio-visual way of teaching a necessity. Finally, it is clear that making use of video along with fun and entertaining activities will facilitate language learning process with an increase in their intrinsic motivation and in their desire to learn.

### **1.6. Statement of the Problem**

Traditional language classrooms cannot provide the students with different accents, stress and slang that videos do however much they use listening activities. For a speech to be more meaningful and realistic, students should be able to see people talking rather than just listening to them. Because everyday communication is not merely listening, it would be logical and useful to use videos in language classes with proper speech, accent and language proficiency level.

Today DVDs, either educational or entertaining, have many features that can facilitate learning process and increase motivation during classes such as subtitles, freeze screen and speech options in many languages. While the students experience the

relaxing atmosphere of the English class, acquisition of the language can take place easily.

In Turkey, the current curriculum and the books used in state high schools do not include any videos, which means that language classes cannot make use of them efficiently. However, there are smart boards in classes so that teachers can bring extra materials and use them in classes. Teachers of English are confronting two major problems while using videos in classes. One of the problems is the managers' negative ideas about watching DVDs in classroom because they are hampering the current curriculum. The second is that language teachers do not have enough experience about how to use videos in classroom to encourage and support the curriculum.

### **1.7. The Aim of the Study**

The purpose of this study is to investigate the role of video usage on students' motivation in an Anatolian high school. A questionnaire consisting of 42 questions is addressed to a class to find out if videos has an influential result on students' motivation.

### **1.8. Significance of the Study**

Although researchers believe in the importance and benefits of technology in language learning, we, as teachers and educators, are not sure if language learners feel the same and are aware of the benefits of video in language learning. My hypothesis was that there were significant difference in the motivation of the students towards learning English through videos. After the study, I concluded from the results that video doesn't have a great effect on my students' motivation levels and attitudes towards language learning. However, I can remember their faces and attention while they were watching educational videos on the interactive smart board and doing the activities. I do believe that videos can be a very important means of acquiring English as a foreign language rather than learning it after long and tedious processes. Finally I hope videos will be a part of school curriculum and course-books soon.



## **1.9 Research Question**

Does using videos in EFL classes increase student motivation in terms of following issues?

- a) Student-related factors
  - 1. Attitudes toward English
  - 2. Attitudes toward English Speaking people
  - 3. Desire to Learn English
  - 4. Interest in Foreign Languages
  - 5. Instrumental Orientation
  - 6. Integrative Orientation
  - 7. Motivational Intensity to learn English
- b) Teacher-related factors
  - 1. Teacher Evaluation
  - 2. English Course Evaluation

## **CHAPTER 2**

### **2. LITERATURE REVIEW**

#### **2.1. Motivation**

Motivation is a basic part of learning process. It determines the success and level of learning throughout a learner's education life. It is a fact that some students who are more motivated can achieve their goals more easily, while others may have problems doing so. Therefore, not only the parents and the teachers but also the learners strive hard to be motivated and keep their motivation levels at the peak.

What motivation is and how it is defined by the scholars and researchers from a variety of disciplines may be quite different, but main points are more or less the same. Ushioda (2005) defines motivation as a significant factor which has a great influence on success in second or foreign language learning. Motivation needed in second language learning and learning other subjects may be looked into from a different point of view. "Second Language learning motivation has an inherent social dimension, and that is why it is different than learning other school subjects. This social dimension of languages marks the importance of culture of the target language as well as everyday language. While rules of grammar or lexical items can be taught explicitly, it is also socially and culturally bound." Dörnyei (2003). Learners do not only need the mechanical system of language but also the integrating functionality of the language of that culture.

It is alleged by researchers that first language and native language learning are quite different in terms of motivation. While learning a first language, one does not need to be motivated by others around him. Likewise, he does not feel the necessity to motivate himself. On the other hand, language learners, regardless of their age, need different amounts of motivation to learn.

Kohn (1993) explains children's motivation in the same way. One of his conclusions is that children, from the very beginning of their lives, are hungry to make sense of their world and that they motivate themselves through doing something new, not by the positive result. (Kohn, 1993) also states that "extrinsic rewards diminish intrinsic motivation, and this problem is so serious that it can render extrinsic incentives for performance of any kind as ineffective or even counter-productive."

Motivation is similar to inspiration in many ways. It can either the self or an outer source which drives the person to learn; however, the learner needs necessary amount of motivation all the time to encourage learning. Dörnyei and Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out.”

Gardner (1985) states that “motivation is relatively stable, because of its presumed antecedents, but it is amenable to change under certain conditions.” (Gardner, 1985) It is also argued that although the goal is stimulus which gives rise to motivation, individual differences in motivation itself are reflected as effort to achieve the goal and attitudes towards the activity involved in achieving the goal. It can be inferred from several studies that goal is the reason for learners to learn language. Some learners want to learn a foreign language for educational purposes, while others learn it to meet new people, to be promoted in business, to have a better social career or just because it is a necessity for their educational background. Just as people have different needs, plans and reasons to achieve their goals, they desire to turn language into a behavior so that all the process can end up with satisfaction. Being so important in motivation, it becomes clear that to understand the stimuli behind motivation, ‘theories on needs’ should be looked into well.

### **2.1.1 Abraham Maslow’s Hierarchy of Needs**

Abraham Maslow determines some factors for personal needs. According to this theory, categories are stated as self-actualization esteem, belongingness, safety and physiology. Self-actualization refers to education, training and personal growth. Esteem, however, is more about individual’s being approved by his family or friends. Since people need the feeling of belongingness to a group of friends whether in job environment or in social life, they need to do something which is their goal. Safety accounts for personal needs of being away from violence, having health insurance and job security. Finally, physiological need is attributed to more basic needs like air, fresh water and enough salary. Most of these needs, more or less, may be a factor for and contribute to learners to learn a language.

### **2.1.2 McClelland's Acquired Needs Theory**

According to this theory (ANT), every individual has his or her own unique and personal needs. He further argues that these needs are not innate and intrinsic, but acquired and mediated through experience just like the need to learn a foreign language. He categorizes needs under three sub categories as need for power, need for achievement and need for affiliation. Need for achievement, the major driving force behind excellence, can motivate the individual to take personal responsibilities and risks to find solutions to possible problems and to perform better at what they are doing. Doing so, they enjoy being in charge, and want to influence people around them. Furthermore, they never feel bored when they are in competitive situations; however, they generally don't want to be in a cooperative position. Most of the students in my school are not autonomous and are seeking for peer as well as parental and teacher encouragement. In order to measure needs, ANT employs a test called Thematic Apperception Test, and through this test it can be find out what the students lack throughout their education life to become autonomous.

### **2.1.3 Alderfer's ERG Theory**

Alfred's ERG Theory, which puts Maslow's five level theory into three, states that the term is closely related with the need of satisfaction. Classifying into three stages as growth needs, relatedness needs and existence needs, he argues that development of competence, satisfactory relations with others and physical well-being are quite enough to define motivation. Alfred also believed that through satisfying higher needs, one can be more willing to achieve new goals just like addiction. These views clearly indicates the important value that motivation can have for language learners.

### **2.1.4 Cognitive Views of Motivation**

After the second half of the twentieth century, new theories developed which are then called cognitive theories. The scholars of this view believed that the interaction between personal factors, environmental factors and behavior frames this view. Cognitive evaluation theory puts emphasis on two motivation systems as intrinsic and extrinsic.

### **2.1.5. Intrinsic and Extrinsic Motivation**

Intrinsic motivators are more related with achievement, competence and responsibility, extrinsic motivation, on the other hand, deals with things that come from individual's own environment. Intrinsically motivated learners perform for their own satisfaction, whereas extrinsically motivated learners are controlled by their educators, friends, parents or environment. Gardner and Lambert (1959) defines intrinsic motivation as a superior factor in terms of long term goals, and extrinsic motivation as too dependent on tangible rewards. Intrinsically motivated learners behave not because they fear punishment or expect an external reward, but because they want to behave that way. Learners who have intrinsic motivation can be said to be more autonomous, more well qualified and to have better self-efficacy. But not in all situations does intrinsic motivation work well. When the learner judge what is being learnt and believes that the subjects to be learnt is not important or essential, so extrinsic motivation begins to play a key role in learning process.

## **2.2. Factors that Affect Motivation**

Gardner developed the AMTB to measure various components of his socio-educational model of second language acquisition. These can be stated as:

1. Attitudes toward the language situation
2. Integrativeness
3. Motivation

### **2.2.1. Attitudes toward the Language Situation**

Attitudes toward the language situation is about any affective reaction that the learners may enjoy and give in terms of the classroom, teacher, curriculum and course materials. There are two measure under this component as:

1. Language Teacher Evaluation
2. Language Course Evaluation

### **2.2.2. Integrativeness**

Integrativeness, which is a term attributed to the learners' integration with the target language community (TLC) or other foreign language speaking groups, is related with the learner's openness to other cultures whether the TLC or not. The subscales of Integrativeness are as follows:

1. Integrative orientation
2. Instrumental Orientation
3. Interest in Foreign Languages
4. Attitudes toward English Learning
5. Attitudes towards English Speaking People

### **2.2.3. Motivation**

One of the fundamentals of learning detailed information about learners' motivation is through their desire to learn the language, through which researcher may get a lot about their general attitudes towards learning the language. The subscales of Motivation are as follows:

1. Desire to Learn English
2. Motivational Intensity to learn

## **2.3. Video in Language Education**

With the rapid development in technology, the use of audio-visual resources have increased a lot in terms of not only in entertainment but in education as well. In parallel with this development educationalists have recognized the immense importance and constructive force of video to help language learners reach their goals and use it before, during and after classes. A film-based approach to language classrooms may have the very potential to awaken the students' interest, help them acquire model sentences and daily expressions to use in an out of classroom. Furthermore, video could show that learning a new language is a means of integration with the other parts of the world, especially in a country where they mostly don't feel the importance and need to

learn a foreign language. Because language learning is a continuous process, videos will make this process even more enjoyable and useful.

Although it is evident that video is a helpful and rewarding tool for language classes, language teachers cannot use it effectively due to lack of insufficient materials and research into video-based language classroom. When lessons are designed with well-planned tasks it will yield to and enhance active and autonomous learning.

Curriculum of English as a high school subject and its related course-books used in Turkish state high schools have included a lot of dialogues and their listening CDs along with a workbook which lack reading passages, videos, writing sections, reading texts and grammar exercises. These materials are also insufficient in terms of visual quality and it is not always native speakers who prepared the listening sections orally. When students' perceptions, motivation levels are taken into account, it becomes clear that today's youth would prefer course-books that are good enough in information and visual factors. So comes the crucial question to minds that what must be done to attract students' attention in language classes which is an apparent problem in Turkish high schools with 34 students in each classroom.

There are several solution suggestions to these problems, however the most important of all is probably the use of videos. Through video usage not only students but also teachers will get authentic native language and students will be more actively engaging with each other. If videos are added into the high school curriculums with subtitles of both native and target languages, freeze-framing, active viewing sound on and vision off activities, repetition and role play, then more interactive and conversational will the classrooms be.

Rose, (1997) argues that to get cultural literacy, language learners should watch foreign films. Similarly, it is important to watch film in the target language as a way to increase learner's cultural understanding (Wood, 1997). Knowing so language teacher use these films in classrooms as a resource with or without some activities.

Feature films are intrinsically motivating in ESL teaching because they embody the notion that "a film with a story that wants to be told rather than a lesson that needs to be taught" (Ward & Lepeintre, 1996). In addition to this, the plots of movies provide a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information, classroom listening comprehension and fluency practice (Braddock, 1996; Stempleski, 2000, Wood, 1995).

## **CHAPTER 3**

### **3. METHODOLOGY**

#### **3.1. Introduction**

This chapter includes the methodological process of the study, the research design, research questions, the participants, and some information about data collecting instruments, collection procedure and analysis of the data. To test the research questions established in the introduction, a questionnaire was conducted so that the research would be able to describe the facts about my students' motivations.

#### **3.2. Context of the Study**

The site where this study was performed was Hatice Lütü Akcan Anatolian High School in an industrious city in the south of Turkey. The school was established in 2010 with 150 students and 16 teachers. Today it has 42 teachers and more than 850 students. Most of our students last year were able to attend a university after a challenging university entrance test. The students get A1 level English education according to CEFR (The Common European Framework of Reference for Languages) in their first year. And in the other 3 years they get A2 level English education. Students have 6 hours of English in their first year and four hours of English in their last three years. Four skills of language learning are not divided into separate hours of classes.

#### **3.3. Research Design**

The purpose of this quantitative case study was to find out the students' motivational levels after a five-week video related lessons through a quantitative research. As a methodological approach, case study was chosen in order to see what is going on and to recognise motivational problems in English classes in my school. Case study is often regarded as practical and highlighting practical issues in languages classes in the light of theoretical knowledge. Nunan (1992) states that the lack of genuine classroom based studies in the second language field has often been identified as a problem. Therefore, it becomes very essential for the language teacher to make use of



case studies. Meriam (1998) defines case study as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.

Case study has many merits not only for the teacher but for the students as well. Adelman, Jenkins and Kemmis (1976) argue that there are some advantages of using case study in language teaching. These potential benefits are as:

1. the data are strong in reality,
2. attention is given to the subtlety and complexity of the case,
3. case study recognises the 'embeddedness' of social truths,
4. case study admits 'subsequent reinterpretation',
5. insights may inform teachers, institutions and policy,
6. the data are presented in an accessible form.

Because case studies can be found anywhere such as on the Internet, in libraries and in scholar magazines, teachers and educationalists can benefit from the a lot, increasing their awareness.

Today, however, there is not a general consensus among linguists on the objectivity and precision of case studies. Johnson (1998) determines some factors that should be considered while conducting a case study:

1. a flexible, working design involving productive refocusing;
2. the use of multiple data procedures;
3. collection of adequate amounts of data over time;
4. the validity or credibility of the information;
5. the data analysis procedures; and
6. the typicality and range of examples.

### **3.4. Participants**

The total number of the students participated in the study were 31. The students are all A1 level elementary level students. The study was conducted by one teacher. The students were between 15 and 16 years old. They mostly started learning English language at the age of 10 in primary schools. 15 of the participants were female, while 16 of them were male.

### **3.5. Data Collection Instruments**

I administered an adapted Turkish version (Appendix A) of the Attitude/Motivation Test Battery (see appendix B for the English version), adapted from Robert C. Gardner's (2004) version. Of the 104 items in the questionnaire 62 of them were not used according to the goal of the study. The test included two main topics and nine subscales as:

**a) Student-related factors**

1. Attitudes toward English
2. Attitudes toward English Speaking people
3. Desire to Learn English
4. Interest in Foreign Languages
5. Instrumental Orientation
6. Integrative Orientation
7. Motivational Intensity to learn English

**b) Teacher-related factors**

1. Teacher Evaluation
2. English Course Evaluation

Since case studies gives clues beyond the pedagogy and theory, I wanted to examine what issues could affect the students' and teacher's motivation in classroom; so, I selected the subscales above and obtained a through view about them.

### **3.6. Data Analysis**

The students were given the AMTB attitude motivation test battery before and after the five-week video lesson period, which can regarded as pre-tests and post-tests. The motivation questionnaire included 42 items in order to investigate their motivational levels. The questionnaire questions that was administered to the students used 5-point Likert scale. To analyse the data, the SPSS package was used. In particular, descriptive statistics was employed to scrutinise the research questions.

### 3.7. Procedure of the Study

The whole study lasted five weeks. The pre and post-test results of AMTB were collected during the process. 4 hours of the English class was performed as it was before through the course-book, but the last two hours of all 5 weeks were dedicated to the treatment, which included building new vocabulary, presentation of the new grammar units, pronunciation exercises, summarizing the plot of the video via before and while you watch activities. The process of the study was conducted as follows:

**Week 1.** The purpose of the first motivation test was to get information about students' general motivation levels. So, the pre-test mean and t test results of the AMTB were collected in the first hour of the first week on Monday. During the fifth and sixth lessons of the same week an educational genuine video was watched by the students along with activities as building new vocabulary, presentation of the new grammar units, pronunciation exercises, summarizing the plot of the video via before and while you watch activities. **(See Appendix C)**

**Week 2-3-4.** In the second, third, fourth weeks, again during the fifth and sixth lessons of the same weeks, an educational genuine video was watched by the students along with activities as building new vocabulary, presentation of the new grammar units, pronunciation exercises, summarizing the plot of the video via before and while you watch activities. **(See Appendix C)**

**Week 5.** The purpose of the post motivation test was to get information about students' general motivation levels after the treatment period. The post-test mean and t test results of the AMTB were collected at the end of the fifth week. **(See Appendix C)**

## **CHAPTER 4**

### **4. RESULTS**

#### **4.1. Introduction**

This chapter describes the data obtained from the AMTB pre and post questionnaires with a five-point Likert scales prepared by Gardner. Mean scores, t-test and p value are evaluated to interpret the data. The results are designed in three groups as attitudes toward the language situation, integrativeness and motivation. Firstly, attitudes toward the language situation is about the learners' concern and feelings about the setting and environment in which the language is spoken. Secondly integrativeness is attributed to the learners' integration with the target language community (TLC). Finally, motivation can be defined as the combination of motivational intensity, attitudes toward learning and desire to learn.

##### **4.1.1. Attitudes Toward the Language Situation**

###### **4.1.1.1. Teacher Evaluation**

In order to get the students' ideas on the classroom, materials, the teacher and the curriculum were I tried to find out affective reactions of the students. Teacher evaluation is very important if the purpose is to obtain information about how students feel about the learning environment. As Table 2 indicates, in the pre-motivation study, the mean scores in the pre-test were not very low ( $m=3.82$ ), which added up a little more after the five-week video lessons and the mean score resulted in 4.03 in the post motivation questionnaire. This result still is not statistically significant ( $t=1.149$ ,  $p>.05$ ); however, considering that they already have a high motivation related to teacher evaluation, it is possible to conclude that the implementation affected students' motivation related to teacher evaluation to some extent.

**Table 1.** T-test results of Teacher Evaluation

|           | Mean | s.d. | t     | P    |
|-----------|------|------|-------|------|
| Pre test  | 3.82 | .86  | 1.190 | .243 |
| Post test | 4.03 | .61  |       |      |

#### 4.1.1.2. English Course Evaluation

In this section, the purpose was to find out how much the students love English as a school subject and if they had fun in English classes. When English course is evaluated it includes materials used in the lessons, teacher, classmates and environment. Pre-test mean scores for English course evaluation are not high ( $m=3.43$ ); likewise, the post-test scores did not change much, which means it is not statistically significant ( $t=.29$ ,  $p>.05$ ).

**Table 2.** T-test results of English Course Evaluation

|           | Mean | s.d. | t    | P    |
|-----------|------|------|------|------|
| Pre test  | 3.43 | 1.05 | .115 | .909 |
| Post test | 3.46 | 1.19 |      |      |

#### 4.1.2. Integrativeness

##### 4.1.2.1. Integrative Orientation

Motivation can be illustrated through the learner's orientation. Integrative orientation, which is more about the learner's positive attitudes toward the language, can give clues about how much the learner is willing to adopt the language itself and to the community of that language as well. Therefore, it would be meaningful find out it. The mean scores for the pre and post tests were ( $m=4.10$ ) and ( $m=4.31$ ) respectively. Furthermore, the difference between these two mean scores are not statistically significant ( $t=1.105$ ,  $p>.05$ ). Nonetheless, it can be true to state that students have positive attitudes towards and are eager to adopting to the target community.

**Table 3.** T-test results of Integrative Orientation

|           | Mean | s.d. | t     | P    |
|-----------|------|------|-------|------|
| Pre test  | 4.10 | .10  | 1.105 | .278 |
| Post test | 4.31 | .16  |       |      |

**4.1.2.2. Instrumental Orientation**

Instrumental orientation is more related with the learners' desire to obtain something practical or concrete while learning a second language Hudson (2000). Because it is more related with real life situations, it can be understood from the relatively low pretest mean scores ( $m=4.87$ ) that my students need to be motivated more in terms of instrumental motivation. However, post-test mean scores ( $m=4.23$ ) indicates that video sessions of five weeks may have some effect on their motivation levels. However, it is not statistically significant ( $t=1.62$ ,  $p>.05$ ).

**Table 4.** T-test results of Instrumental Orientation

|           | Mean | s.d. | T     | P    |
|-----------|------|------|-------|------|
| Pre test  | 3.87 | .93  | 1.627 | .114 |
| Post test | 4.23 | .63  |       |      |

**4.1.2.3. Interest in Foreign Languages**

In this section the main aim was to find out how much interest the students have in foreign languages. It is supposed to give clues about how open is the student to speaking and learning the foreign language, to integrating with that culture and cultures in general. Thus, as the teacher, I wanted to get my students' views to be able design a more appealing atmosphere in the classroom. According to the data gathered from 31 students in the pre questionnaire, it is clearly seen in Table 1 that the mean scores are already high ( $m=4.02$ ); however, there is still a little increase in the post questionnaire ( $m=4.25$ ), which is not statistically significant ( $t=1.14$ ,  $p>.05$ ). It is still possible to state that the students have a good amount of interest in languages and that after the implementation their interest increased to some extent.

**Table 5.** T-test results of Interest in Foreign Languages

|           | Mean | s.d. | T     | P    |
|-----------|------|------|-------|------|
| Pre test  | 4.02 | .93  | 1.149 | .260 |
| Post test | 4.25 | .56  |       |      |

**4.1.2.4. Attitudes toward English Learning**

The primary goal of finding out students' attitudes towards learning English was to figure out how much they were willing and tended to achieve English since it is clear that attitudes and language achievement is closely related. It can be seen in Table 3 that there is a moderate mean score ( $m=3.57$ ) for the pre-test and a relatively less post-test score ( $m=3.53$ ). The difference between the two mean scores is not statistically significant ( $t=2.86$ ,  $p>.05$ ).

**Table 6.** T-test results of Attitudes toward English Learning

|           | Mean | s.d. | T    | P    |
|-----------|------|------|------|------|
| Pre test  | 3.57 | .61  | .286 | .777 |
| Post test | 3.53 | .75  |      |      |

**4.1.2.5. Attitudes toward English speaking people**

My students, as well as all learners, hold some sort of view on the target language and on its culture. These views may include social, political and historical background. Through learning that language, learners build up a kind of attitude towards them. My aim, in this theme, was to find out how ready they were to interact with the target language community. Unfortunately the mean scores were the lowest of all in terms of pre and post-test mean scores ( $m=3.03$ ) and ( $m=3.20$ ) respectively, which is not statistically significant ( $t=.83$ ,  $p>.05$ ).

**Table 7.** T-test results of Attitudes towards English speaking people

|           | Mean | s.d. | t    | P    |
|-----------|------|------|------|------|
| Pre test  | 3.03 | 1.09 | .838 | .409 |
| Post test | 3.20 | .62  |      |      |

### 4.1.3. Motivation

#### 4.1.3.1. Desire to Learn English

Gardner finds that one of the fundamentals of learning detailed information about learners' motivation is through their desire to learn the language, through which researcher may get a lot about their general attitudes towards learning the language. Because it was teenager students that I was teaching, finding out and boosting their desire in learning a language was a principal issue. Another important issue was how much time the students would like to allocate a day to learn English and if they would demand to speak, write, read and understand naturally. The mean scores indicates a reasonable result with the pre-test mean score as ( $m=3.57$ ) and post-test mean score as ( $=3.72$ ), which is not statistically significant ( $t=.70$ ,  $p>.05$ ). After the implementation, it can be seen that their interest increased a little, which may be a result of videos and activities we did together in English classes.

**Table 8.** T-test results of Desire to Learn English

|           | Mean | s.d. | T    | P    |
|-----------|------|------|------|------|
| Pre test  | 3.57 | .16  | .709 | .481 |
| Post test | 3.72 | .16  |      |      |

#### 4.1.3.2. Motivational Intensity to Learn

Dörnyei (1998) considers motivational intensity as an explicit behavior rather than implicit; so, it is beneficial when learners have a permanent and durable motivational intensity towards language learning and attaining their goals. As shown in Table 6 the mean score for pre-test is not very high ( $m=3.32$ ). Similarly, post-test is ( $M=3.40$ ), which is not statistically significant ( $t=.29$ ,  $p>.05$ ).



**Table 9.** T-test results of Motivational Intensity to Learn

|           | Mean | s.d. | T    | P    |
|-----------|------|------|------|------|
| Pre test  | 3.32 | .17  | .293 | .771 |
| Post test | 3.40 | .19  |      |      |

## **CHAPTER 5**

### **5. CONCLUSIONS AND DISCUSSIONS**

#### **5. 1. Introduction**

The findings of this study showed that videos does not have a positive effect on the students' overall foreign language learning motivation in Gaziantep Hatice Lütü Akcan Anatolian High school context. Nevertheless, I should admit that video had a really positive effect on their attitudes of language learning. We still have two video classes every six hours each week. The students state that lessons are more memorable through video. Finally, it can be concluded that there were no significant increase in the effect of videos on the motivation of students attending Hatice Lütü Akcan Anatolian High School.

#### **5.2. Conclusions and Discussions**

The purpose of this study was to find out if educational, short and subtitled videos, with different activities before, while and afterwards, have a motivational effect on first year students' language learning process in Hatice Lütü Akcan Anatolian High School. The study also had the purpose of finding out the motivational factors affecting students and getting the opportunity to learn more about their attitudes through an adopted version of the AMTB questionnaire. I have been at the same school four 4 years, and the school started its education life five years ago, which means the teachers are continuously trying to make the school better. I, too, wanted to do something for my future students personally using educational videos in lessons to make the lessons more entertaining and active and determined a subject about videos in education.

The AMTB, Attitude Motivation Test Battery, which was first used in English-speaking Canadian primary and secondary schools to get some information about students' motivation levels and attitudes towards language learning has been selected as the motivation assessment tool. For this study, I adapted the AMTB with 5-point scale, originally developed by Gardner (2004), which was then examined and reviewed by Pineda (2011).

Overall mean scores of the pre motivation test and post-test gives different clues about students' feelings and points of view on the effect of videos on students'

motivation. For example, post mean scores of six subscales as English teacher evaluation, integrative orientation, instrumental orientation, interest in foreign languages, attitudes towards English speaking people and desire to learn English were found to have increased to some extent. Two of the subscales' mean scores did not have much difference in their mean scores, English course evaluation and motivational intensity to learn. Mean scores of attitudes toward English learning, however, decreased a little. Even though these scores may indicate some differentiation in the pre and post-test scores, they are not statistically significant.

My personal educational career has enough evidence to signify the importance of audio visual materials. Additionally, my students constantly demand videos, especially movies, to watch during the classes. Seeing that this makes them happy, I can conclude that videos have, at least, a positive effect in their tendency to learn a foreign language. Furthermore I can see their bright and happier eyes when I include video in the lesson.

### **5.3. Limitations of the Study**

This study included only 31 student-participants from Gaziantep Hatice Lütfü Akcan Anatolian High School. Because the size of the study is small, the results cannot be generalized. Another limitation is that interviews and observations could have been added to case study for triangulation. A further study may include these and more students could be employed. It was the first time I used videos in an EFL classroom. Therefore, I myself had no prepared plan, but did it in time. Finally, if the study was applied to a more populated group of students, the results would probably be more appropriate.

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## 7. APPENDICES

### 7.1. Appendix A: AMTB (In Turkish)

Attitude/ Motivation Test Battery:

Türkçe Versiyonu

Öğrencilerin dil öğrenimi konusundaki motivasyon seviyeleri ve tutumları hakkındaki düşüncelerinin elde edilmesi için Gardner'in (2004) AMTB isimli anketinden uyarlanmış bir motivasyon ve tutum ölçeğidir. 31 öğrenci üzerinde uygulanarak geçerliliği tespit edilmiştir. Gaziantep ili Şehitkâmil Hatice Lütfü Akcan Anadolu Lisesinde İngilizce öğrenimi gören öğrencilere uygulanmak için hazırlanmıştır.

Bu anket yabancı dil öğrenirken motivasyon kaynaklarınız ve seviyenizle ilgili bilgi toplamak için hazırlanmıştır. Lütfen maddeleri okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

1. **Kesinlikle katılmıyorum**                      2. **Katılmıyorum**                      3.

**Karasızım**

4. **Katılıyorum**                      5. **Kesinlikle Katılıyorum**

**Cinsiyetiniz:** Bayan ☐                      Erkek ☐

**Yaş:**

**Yeteneğinizi Nasıl tanımlarsınız / Üniversite sınavında cevaplanacak Dersler:**

*Sayısal Dersler* ☐                      *Sözel Dersler* ☐

**İngilizce öğrenmeye başlama yaşıınız:**

**İngilizce öğrenmek için ders dışı haftalık ne kadar süre harcarsınız:**

|                                                                                                            |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Keşke birden fazla dil konuşabilsem.                                                                    | 1 | 2 | 3 | 4 | 5 |
| 2. Derse girmek beni sabırsızlandırıyor çünkü İngilizce öğretmenim çok iyidir.                             | 1 | 2 | 3 | 4 | 5 |
| 3. İngilizce öğrenmek harika bir şey.                                                                      | 1 | 2 | 3 | 4 | 5 |
| 4. İngilizce öğrenmek çok önemli çünkü bu benim İngilizce konuşan insanlarla daha rahat olmamı sağlar.     | 1 | 2 | 3 | 4 | 5 |
| 5. İngilizceyi her açıdan bilme konusunda güçlü bir isteğim var.                                           | 1 | 2 | 3 | 4 | 5 |
| 6. Gördüğüm ve duyduğum bütün İngilizceyi anlamayı önemli bir iş olarak görüyorum.                         | 1 | 2 | 3 | 4 | 5 |
| 7. İngilizce öğrenmek kariyerimde ihtiyaç duyacağım için önemlidir.                                        | 1 | 2 | 3 | 4 | 5 |
| 8. Diğer derslere nispetle İngilizce dersinde daha fazla vakit geçirmek istiyorum.                         | 1 | 2 | 3 | 4 | 5 |
| 9. Keşke birçok yabancı dilde dergi ve gazete okuyabilseydim.                                              | 1 | 2 | 3 | 4 | 5 |
| 10. İngilizce öğretmenim diğer bütün öğretmenlerimden daha iyidir.                                         | 1 | 2 | 3 | 4 | 5 |
| 11. İngilizce öğrenmekten gerçekten keyif alıyorum.                                                        | 1 | 2 | 3 | 4 | 5 |
| 12. İngilizce öğrenmek daha fazla ve değişik insanlarla tanışmamı ve konuşmamı sağlayacağı için önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 13. Eğer bana kalsa, bütün zamanımı İngilizce öğrenmekle geçirirdim.                                       | 1 | 2 | 3 | 4 | 5 |
| 14. İngilizcemi neredeyse her gün çalışarak güncel tutuyorum.                                              | 1 | 2 | 3 | 4 | 5 |
| 15. İngilizce öğrenmek beni daha eğitilmiş kılacağı için önemlidir.                                        | 1 | 2 | 3 | 4 | 5 |
| 16. Keşke ana dili İngilizce olan çok sayıda arkadaşım olsaydı.                                            | 1 | 2 | 3 | 4 | 5 |
| 17. İngilizce dersimdeki aktivitelerden diğer derslerime oranla daha çok keyif alıyorum.                   | 1 | 2 | 3 | 4 | 5 |
| 18. İngilizce ödevlerimi mümkün olduğu kadar çok ertelerim.                                                | 1 | 2 | 3 | 4 | 5 |
| 19. İngilizce öğretmenimin dinamik ve ilgi çekici bir öğretme tarzı var.                                   | 1 | 2 | 3 | 4 | 5 |
| 20. İngilizce okul programının önemli bir parçasıdır.                                                      | 1 | 2 | 3 | 4 | 5 |
| 21. Ana dili İngilizce olanlar çok sosyal ve kibardır.                                                     | 1 | 2 | 3 | 4 | 5 |
| 22. İngilizce öğrenmek İngiliz hayat tarzını daha iyi anlayabilmem                                         | 1 | 2 | 3 | 4 | 5 |

|                                                                                                          |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| ve deęerini kavrayabilmem iin nemlidir.                                                                |   |   |   |   |   |
| 23. İngilizceyi o kadar iyi ğrenmek istiyorum ki, sonuçta benim iin doęal bir hale gelsin.             | 1 | 2 | 3 | 4 | 5 |
| 24. Anadili İngilizce olanlar dnyaya ok deęer kattıkları iin ok vnmeliler.                         | 1 | 2 | 3 | 4 | 5 |
| 25. İngilizce dersinde bir Őey anlamada problem yaşıadıęımda daima ğretmenime sorarım.                  | 1 | 2 | 3 | 4 | 5 |
| 26. İngilizce ğrenmek iyi bir iŐ bulmamda faydalı olacaęı iin nemlidir.                               | 1 | 2 | 3 | 4 | 5 |
| 27. İngilizce dersimi ok seviyorum ve gelecekte İngilizceyi daha ileri gtrmek iin sabırsızlanıyorum. | 1 | 2 | 3 | 4 | 5 |
| 28. Eęer baŐka bir lkede yaŐamayı planlarsam, o lkenin dilini ğrenmeye alıŐırum.                     | 1 | 2 | 3 | 4 | 5 |
| 29. İngilizce ğretmenim benim iin byk bir ilham kaynaęı.                                             | 1 | 2 | 3 | 4 | 5 |
| 30. Ana dili İngilizce olan daha fazla kiŐiyle tanışmak isterim.                                         | 1 | 2 | 3 | 4 | 5 |
| 31. İngilizce ğrenmek ana dili İngilizce olanlarla daha rahat etkileŐime girebilmek iin nemlidir.     | 1 | 2 | 3 | 4 | 5 |
| 32. Mmkn olduęu kadar ok İngilizce ğrenmek istiyorum.                                                | 1 | 2 | 3 | 4 | 5 |
| 33. İngilizce ğrenmek iin ok sıkı alıŐıyorum.                                                        | 1 | 2 | 3 | 4 | 5 |
| 34. İngilizce ğrenmek dięer insanların bana daha fazla saygı gsterecekleri iin nemlidir.             | 1 | 2 | 3 | 4 | 5 |
| 35. İngilizce dersinde geireceęim zaman konusunda sabırsızlanıyorum.                                    | 1 | 2 | 3 | 4 | 5 |
| 36. Yabancı dil konuŐan insanlarla tanışmaktan keyif alıyorum.                                           | 1 | 2 | 3 | 4 | 5 |
| 37. İngilizce ğretmenimi ok seviyorum.                                                                 | 1 | 2 | 3 | 4 | 5 |
| 38. İngilizce ğrenmeyi seviyorum.                                                                       | 1 | 2 | 3 | 4 | 5 |
| 39. Ana dili İngilizce olan insanları tanıma fırsatını daha fazla bulduka, onları daha ok seviyorum.   | 1 | 2 | 3 | 4 | 5 |
| 40. İngilizce ğreniyorken, konuma odaklanır, zihnimi daęıtın Őeyleri gz ardı ederim.                   | 1 | 2 | 3 | 4 | 5 |
| 41. İngilizce en sevdięim derslerden biridir.                                                            | 1 | 2 | 3 | 4 | 5 |
| 42. Ana dili İngilizce olanlara her zaman gvenilebilir.                                                 | 1 | 2 | 3 | 4 | 5 |



## 7.2 Appendix B: AMTB (In English)

### **Attitude/Motivation Test Battery: International AMTB Research Project (English version)**

An attitude/motivation questionnaire test, adopted from Gardener's AMTB (2004), has been selected to get the beliefs and views of students on their language learning motivation levels and attitudes. It has essentially been prepared for the secondary school students who are studying English as a foreign language in Gaziantep Hatice Lütü Akcan Anatolian High School.

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

|                                                                                                             |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I wish I could speak many foreign languages perfectly.                                                   | 1 | 2 | 3 | 4 | 5 |
| 2. I look forward to going to class because my English teacher is so good.                                  | 1 | 2 | 3 | 4 | 5 |
| 3. Learning English is really great.                                                                        | 1 | 2 | 3 | 4 | 5 |
| 4. Studying English is important because it will allow me to be more at ease with people who speak English. | 1 | 2 | 3 | 4 | 5 |
| 5. I have a strong desire to know all aspects of English.                                                   | 1 | 2 | 3 | 4 | 5 |
| 6. I make a point of trying to understand all the English I see and hear.                                   | 1 | 2 | 3 | 4 | 5 |
| 7. Studying English is important because I will need it for my career.                                      | 1 | 2 | 3 | 4 | 5 |
| 8. I would rather spend more time in my English class and less in other classes.                            | 1 | 2 | 3 | 4 | 5 |
| 9. I wish I could read newspapers and magazines in many foreign languages.                                  | 1 | 2 | 3 | 4 | 5 |
| 10. My English teacher is better than any of my other teachers.                                             | 1 | 2 | 3 | 4 | 5 |
| 11. I really enjoy learning English.                                                                        | 1 | 2 | 3 | 4 | 5 |
| 12. Studying English is important because it will allow me to meet                                          | 1 | 2 | 3 | 4 | 5 |

|                                                                                                                          |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| and converse with more and varied people.                                                                                |   |   |   |   |   |
| 13. If it were up to me, I would spend all of my time learning English.                                                  | 1 | 2 | 3 | 4 | 5 |
| 14. I keep up to date with English by working on it almost every day.                                                    | 1 | 2 | 3 | 4 | 5 |
| 15. Studying English is important because it will make me more educated.                                                 | 1 | 2 | 3 | 4 | 5 |
| 16. I wish I could have many native English speaking friends.                                                            | 1 | 2 | 3 | 4 | 5 |
| 17. I enjoy the activities of our English class much more than those of my other classes.                                | 1 | 2 | 3 | 4 | 5 |
| 18. I put off my English homework as much as possible.                                                                   | 1 | 2 | 3 | 4 | 5 |
| 19. My English teacher has a dynamic and interesting teaching style.                                                     | 1 | 2 | 3 | 4 | 5 |
| 20. My English teacher has a dynamic and interesting teaching style.                                                     | 1 | 2 | 3 | 4 | 5 |
| 21. Native English speakers are very sociable and kind.                                                                  | 1 | 2 | 3 | 4 | 5 |
| 22. Studying English is important because it will enable me to better understand and appreciate the English way of life. | 1 | 2 | 3 | 4 | 5 |
| 23. I want to learn English so well that it will become natural to me.                                                   | 1 | 2 | 3 | 4 | 5 |
| 24. Native English speakers have much to be proud about because they have given the world much of value.                 | 1 | 2 | 3 | 4 | 5 |
| 25. When I have a problem understanding something in my English class, I always my teacher for help.                     | 1 | 2 | 3 | 4 | 5 |
| 26. Studying English is important because it will be useful in getting a good job.                                       | 1 | 2 | 3 | 4 | 5 |
| 27. I like my English class so much, I look forward to studying more English in the future.                              | 1 | 2 | 3 | 4 | 5 |
| 28. If I planned to stay in another country, I would try to learn their language.                                        | 1 | 2 | 3 | 4 | 5 |
| 29. My English teacher is a great source of inspiration to me.                                                           | 1 | 2 | 3 | 4 | 5 |
| 30. I would like to know more native English speakers.                                                                   | 1 | 2 | 3 | 4 | 5 |

|                                                                                                            |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 31. Studying English is important because I will be able to interact more easily with speakers of English. | 1 | 2 | 3 | 4 | 5 |
| 32. I would like to learn as much English as possible.                                                     | 1 | 2 | 3 | 4 | 5 |
| 33. I really work hard to learn English.                                                                   | 1 | 2 | 3 | 4 | 5 |
| 34. Studying English is important because other people will respect me more if I know English.             | 1 | 2 | 3 | 4 | 5 |
| 35. I look forward to the time I spend in English class.                                                   | 1 | 2 | 3 | 4 | 5 |
| 36. I enjoy meeting people who speak foreign languages.                                                    | 1 | 2 | 3 | 4 | 5 |
| 37. I really like my English teacher.                                                                      | 1 | 2 | 3 | 4 | 5 |
| 38. I love learning English                                                                                | 1 | 2 | 3 | 4 | 5 |
| 39. The more I get to know native English speakers, the more I like them.                                  | 1 | 2 | 3 | 4 | 5 |
| 40. When I am studying English, I ignore distractions and pay attention to my task.                        | 1 | 2 | 3 | 4 | 5 |
| 41. English is one of my favourite courses.                                                                | 1 | 2 | 3 | 4 | 5 |
| 42. You can always trust native English speakers.                                                          | 1 | 2 | 3 | 4 | 5 |

## 7.3 Appendix C: Before and While you watch activity sheets

### 7.3.1 Week 1 Before and while you watch activities

**Video** *Giovanni Arrives Episode 1: Act 1*

**Before you watch**

**A** Label the pictures with the words in the box.  
Kutudaki sözcükleri kullanarak resimlerde gördüğünüz eşyaların isimlerini yazın.

|                 |         |              |            |          |
|-----------------|---------|--------------|------------|----------|
| an address book | a bag   | a cell phone | an ID card | keys     |
| an MP3 player   | ✓ a PDA | a pen        | sunglasses | a wallet |







1. a PDA      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_      5. \_\_\_\_\_







6. \_\_\_\_\_      7. \_\_\_\_\_      8. \_\_\_\_\_      9. \_\_\_\_\_      10. \_\_\_\_\_

**B** Complete the conversations with the expressions in the box.  
Kutudaki ifadeleri kullanarak konuşmaları tamamlayın.

|                  |                                 |                     |         |
|------------------|---------------------------------|---------------------|---------|
| Have a nice day. | How do you spell <i>Chris</i> ? | It's an MP3 player. | Thanks. |
| That's OK.       | ✓ Yes, it is.                   | You're welcome.     |         |

① A Is this your pen?  
B Yes, it is. Thank you.

② A I'm really sorry!  
B \_\_\_\_\_

③ A Here's your bag.  
B \_\_\_\_\_

④ A Thanks.  
B \_\_\_\_\_

⑤ A \_\_\_\_\_  
B Thanks. You too.

⑥ A \_\_\_\_\_  
B C-H-R-I-S.

⑦ A What's this?  
B \_\_\_\_\_

## Video

### While you watch

**A** Number the scenes in the correct order.  
Sahneleri doğru sırasına göre numaraladınız.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. 1



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_

**B** Listen to the phone conversation. Complete the message.  
Telefon konuşmasını dinleyin. Mesajı tamamlayın.

First name: \_\_\_\_\_  
Last name: \_\_\_\_\_  
Telephone number: 011-59- \_\_\_\_\_



**C** Listen for these sentences. Write the responses.  
Cümleleri dinleyin. Yanıtlar yazın.

① *Liz* Oh, no! I'm really sorry.  
*Glo* \_\_\_\_\_

② *Glo* Oh, um, excuse me. I'm sorry. I-I think that's my pen.  
*Liz* Whoops! Sorry. \_\_\_\_\_

③ *Liz* Well, have a nice day.  
*Glo* \_\_\_\_\_ . You too.  
*Liz* Bye.  
*Glo* \_\_\_\_\_

### 7.3.2 Week 2 Before and while you watch activities

**Before you watch**

**A** Complete the chart with the expressions in the box.  
Kutudaki ifadeleri kullanarak tabloyu doldurun.

Bye    Good, thanks.    Hi.    How are you?    Thank you.    ✓Yes.

| More Formal          | Less Formal        |
|----------------------|--------------------|
| 1 Yes.               | Yeah.              |
| Hello.               | 2                  |
| 3                    | How are you doing? |
| 4                    | Thanks.            |
| I'm fine, thank you. | 5                  |
| Good-bye.            | 6                  |

**B** Label the pictures with the words in the box.  
Kutudaki sözcükleri kullanarak resimlerde gördüğünüz eşyaların isimlerini yazın.

bedroom    hallway    kitchen    living room






1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**C** Number the lines of the conversations in the correct order.  
Konuşmadaki cümleleri doğru sırasına göre numaralandırın.

① \_\_\_\_\_ And this is my roommate, Tina.  
 \_\_\_\_\_ Nice to meet you, Tina.  
 \_\_\_\_\_ Hi. I'm Salvatore.  
 2 \_\_\_\_\_ Hi, Salvatore. I'm Susan.  
 \_\_\_\_\_ Nice to meet you, Susan.

② \_\_\_\_\_ No, you're not.  
 \_\_\_\_\_ How are you doing?  
 \_\_\_\_\_ I'm OK. Am I late?  
 \_\_\_\_\_ I'm great, thanks. How about you?

③ \_\_\_\_\_ It's under the TV.  
 \_\_\_\_\_ Oh, yeah. And the CDs?  
 \_\_\_\_\_ They're on the table.  
 \_\_\_\_\_ Where's the CD player?

## While you watch

**A** Label the pictures with the names in the box.  
Kutudaki isimleri resimlerle eşleştirin.

Alex David Gio Liz Yoko



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

**B** Who said it? Write G (Gio), D (David), L (Liz), or A (Alex).

Kim söyledi? G (Gio), D (David), L (Liz) ya da A (Alex) yazın.

1. Are you OK? \_\_\_\_\_
2. And this is my roommate, Yoko. \_\_\_\_\_
3. Where is David? \_\_\_\_\_
4. Am I late? \_\_\_\_\_
5. Anyway, it's so good to see you! \_\_\_\_\_
6. Hey, guys. What's going on? \_\_\_\_\_
7. Welcome! \_\_\_\_\_
8. Where's my room? \_\_\_\_\_
9. Anyway, there's your desk, under the window. \_\_\_\_\_

**C** Complete the conversations.

Konuşmaları tamamlayın.

Liz So where is David?

Gio <sup>1</sup> \_\_\_\_\_.

Yoko Is he late?

Gio Yes, <sup>2</sup> \_\_\_\_\_, About ten hours late.

Yoko Oh, no! <sup>3</sup> \_\_\_\_\_ terrible.

Alex Hey, guys. What's going on?

David Alex! Hi! Gio <sup>4</sup> \_\_\_\_\_.

This is Alex, my roommate.

Alex, <sup>5</sup> \_\_\_\_\_ Gio.

Alex Hey, how are you doing?

Gio <sup>6</sup> \_\_\_\_\_, thank you.

Alex Welcome!

Gio Thanks!

David Anyway, there's your desk, under the window. And there's your closet.

Gio Uh, <sup>7</sup> \_\_\_\_\_ your shirt?

David Oh, yeah. Thanks!

Gio Uh, <sup>8</sup> \_\_\_\_\_ the bed?

David It's right here.

Gio Oh.





### 7.3.3 Week 3 Before and while you watch activities

**Video** *Giovanni Arrives Episode 1: Act 3*

**Before you watch**

**A** Complete Andy's family tree with the words in the box.  
Andy'nin aile ağacını kutudaki sözcükleri kullanarak tamamlayın.

brother   father   ✓ grandfather   grandmother   mother   sister

**B** Think of three relatives and friends. Write their names in the chart. Check (✓) the words that describe each person. Then write sentences about them. Akraba ve arkadaşlarınızdan üç kişi düşünün. Tabloya isimlerini yazın. Herbirini tarif eden sözcüklere işaret (✓) koyun. Daha sonra bu kişiler hakkında cümleler yazın.

|              | Name _____ | Name _____ | Name _____ |
|--------------|------------|------------|------------|
| outgoing     |            |            |            |
| good-looking |            |            |            |
| quiet        |            |            |            |
| smart        |            |            |            |
| shy          |            |            |            |
| interesting  |            |            |            |
| strict       |            |            |            |

*My sister Kate is really smart and interesting.*



## While you watch

**A** Circle **a** or **b**, *a* ya da *b*'yi yuvarlak içine alın.

1. The party is for \_\_\_\_\_.  
a. Gio                      b. Alex
2. The party is in \_\_\_\_\_ apartment.  
a. David and Alex's      b. Liz and Yoko's
3. Yoko's best friend is \_\_\_\_\_.  
a. Nat                      b. Liz
4. Nat is short for \_\_\_\_\_.  
a. Natalie                  b. Nathan
5. Yoko's grandparents live in \_\_\_\_\_.  
a. Los Angeles              b. Japan
6. \_\_\_\_\_ is a student.  
a. Liz                      b. Gio
7. \_\_\_\_\_ is Liz's favorite singer.  
a. Norah Jones              b. Beyoncé
8. \_\_\_\_\_ is Yoko's favorite singer.  
a. Beyoncé                  b. Liz

**B** Complete the chart. Tabloyu doldurun.

|                     | Where are they from? | Where are they now? | How old are they?                |
|---------------------|----------------------|---------------------|----------------------------------|
| Natalie             | 1                    | 2 London            |                                  |
| Yoko's grandparents |                      | 3                   | grandfather: 4<br>grandmother: 5 |
| Yoko's parents      |                      | 6                   | father: 7 50<br>mother: 8        |

**C** How do David and Alex show interest in what Yoko says? Listen for these sentences. Complete the responses. David ve Alex, Yoko'nun anlattıklarıyla ilgilendiklerini nasıl gösteriyorlar? Cümleleri dinleyin. Yanıtları tamamlayın.



- 1 Yoko Oh, that's my best friend, "Nat."  
David "Nat?" That's an 1 \_\_\_\_\_ name.
- 2 Yoko She's from Sydney originally, but she lives in London now. She's a student.  
David 2 \_\_\_\_\_? Really? That's my 3 \_\_\_\_\_ city.
- 3 Yoko These are my parents. Those are my grandparents.  
Alex 4 \_\_\_\_\_? 5 \_\_\_\_\_! They're a good-looking couple.
- 4 Yoko My parents live in Los Angeles. And my grandparents are in Japan.  
Alex 6 \_\_\_\_\_? 7 \_\_\_\_\_ are they 8 \_\_\_\_\_?

### 7.3.4 Week 4 and 5 Before and while you watch activities

Checkpoint
Units 1-3

## 1 Can you complete this conversation?

Complete the conversation with the words in the box. Use capital letters when necessary.  
Kutudaki sözcükleri kullanarak konuşmayı tamamlayın. Gereken yerlerde büyük harf kullanın.

is  
are  
I'm  
you're  
he's  
it's  
we're  
they're  
his  
her  
my  
your  
our  
their  
this  
these

Angel: Hi, Carla. How <sup>1</sup> are you?

Carla: <sup>2</sup> I'm fine, thanks. Is <sup>3</sup> your car?

Angel: No. <sup>4</sup> It's my brother's car. <sup>5</sup> He's on vacation.

Carla: Cool. So, where is <sup>6</sup> his brother?

Angel: He and <sup>7</sup> his wife are in Miami, with her parents.

Carla: Oh, right. So, are <sup>8</sup> their family <sup>9</sup> from Miami, you know?

Angel: No. <sup>10</sup> They're with my parents and me. <sup>11</sup> Our house is crazy. <sup>12</sup> We're all so busy with the kids.

Carla: I bet <sup>13</sup> you're tired.

Angel: Yeah, I really am. . . . Uh-oh, I'm late!

Carla: OK. See you later.

Angel: Wait! Where are my car keys? I mean, where are <sup>14</sup> my brother's car keys?

Carla: Are <sup>15</sup> they his keys? Under the car? Here you go.

Angel: Oh, thanks, Carla. You're wonderful!



## 2 Unscramble the questions.

Write the words in the correct order to make questions. Then write your own answers. Verilen sözcükleri doğru sıraya koyarak sorular oluşturun. Daha sonra kendinizle ilgili bilgileri kullanarak yanıtlayın.

1. full / best friend's / is / your / name / What ?  
What is your best friend's full name ?

2. phone / your / What's / number / parent's ?  
\_\_\_\_\_

3. classes / hard / your / Are ?  
\_\_\_\_\_

4. same class / friends / Are / your / the / in ?  
\_\_\_\_\_

5. you / How / today / are ?  
\_\_\_\_\_

6. books / are / Where / your ?  
\_\_\_\_\_

## 3 How many words do you remember?

Complete the charts. Then write questions and your own answers. Tabloları doldurun. Daha sonra sorular yazın ve bu soruları kendinizle ilgili bilgileri kullanarak yanıtlayın.

| classroom items |  | locations in class |  | family and other people |  | words to describe people |  |
|-----------------|--|--------------------|--|-------------------------|--|--------------------------|--|
| clock           |  | on the wall        |  | neighbors               |  | friendly                 |  |
|                 |  |                    |  |                         |  |                          |  |
|                 |  |                    |  |                         |  |                          |  |

Where's the clock?    It's on the wall.    What are your neighbors like?    They're friendly.

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## Do you know these expressions?

Complete the conversation with the expressions in the box.  
Kutudaki ifadeleri kullanarak konuşmayı tamamlayın.

Thank you. Thanks anyway. Nice to meet you. ✓ Can I borrow your pen? Really?  
That's OK. You're welcome. Have a good day. How do you spell neighbor?

- Anna Oh, no! Where's my pen? Excuse me. <sup>1</sup> Can I borrow your pen?
- Michel Sure. Here you go.
- Anna <sup>2</sup> \_\_\_\_\_
- Michel You're welcome.
- Anna Hmm. <sup>3</sup> \_\_\_\_\_?
- Michel Neighbor? I'm sorry. I don't know.
- Anna OK. <sup>4</sup> \_\_\_\_\_
- Michel Wait. Here's my dictionary.
- Anna Oh, thanks.
- Michel <sup>5</sup> \_\_\_\_\_
- Anna Oh. This is a French-English dictionary.
- Michel Yes. I'm from France.
- Anna France? <sup>6</sup> \_\_\_\_\_? Uh-oh!
- My coffee! I'm sorry.
- Michel <sup>7</sup> \_\_\_\_\_
- Anna By the way, I'm Anna.
- Michel I'm Michel. <sup>8</sup> \_\_\_\_\_
- Anna Oh, no. I'm late for work. Sorry. Bye.
- Michel Thanks. You too. Uh-oh. Where's my pen? And my dictionary?



## 5 What are your answers?

Complete the questions and write your own answers. Soruları tamamlayın ve bu soruları kendinizle ilgili bilgileri kullanarak yanıtlayın.

Your answers

- What's your father's first name?
- How old are your parents?
- Where is your family from originally?
- What is your best friend like?
- What's your best friend's name?
- Who is your favorite singer?
- What is your favorite TV show?

## Self-check

How sure are you about these? Circle the percentages. Aşağıdaki alanlarda kendinizden ne kadar eminsiniz? Yüzdeleri yuvarlak içine alın.

grammar  
20% 40% 60% 80% 100%

vocabulary  
20% 40% 60% 80% 100%

conversation strategies  
20% 40% 60% 80% 100%

## Study plan

What do you want to review? Circle the lessons. Neleri tekrar etmek istersiniz? Dersten yansıtmak istediğinizi içine alın.

grammar  
1B 1C 2A 2B 2C 3A 3B 3C

vocabulary  
1A 1C 2A 2B 2C 3A 3B 3C

conversation strategies  
1D 2D 3D

#### **7.4 APPENDIX D: Consent Form**

##### **CONSENT FORM**

I hereby declare that I have been given detailed information about the study which will be conducted by the researcher-teacher Ali Saraçoğlu. Signing this consent form I agree my son/daughter to participate in the activities during this study.

Name:

Signature: