

**THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY**

**THE PROGRESS OF INNOVATIVE TECHNIQUES AND
TOOLS IN ONLINE LANGUAGE LEARNING**

Master's Thesis

MARINA NOSKO

ISTANBUL, 2021

**THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY**

**GRADUATE SCHOOL ENTREPRENEURSHIP AND
INNOVATION MANAGEMENT MASTER'S PROGRAM**

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AND TOOLS IN ONLINE LANGUAGE LEARNING**

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ABSTRACT

THE PROGRESS OF INNOVATIVE TECHNIQUES AND TOOLS IN ONLINE LANGUAGE LEARNING

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While video and game use in education has a long history, and there are several means by which they might be employed, the benefits of such teaching methods are questionable. At the moment, advancements in digital technology help provide more variety in language instruction. Interactive videos are another example of this kind of advancement. While video has demonstrated significant benefits in educational settings, it is rarely employed for instructional purposes. While this new instrument is not well recognized in the field, there may be a probable explanation for this. Based on this, the findings in this study highlight the possible affordances of adding interactivity to video and games that may be employed in school. When all the interactive components are in place, videos can serve instructional purposes by completing a variety of functions, such as assessment of students in a formative manner, providing instant feedback, checking to see if students view videos at home for a flipped class, teaching vocabulary items in context, and conducting discussions by utilizing videos as an input.

More than that, videos may be utilized to keep tabs on students' replies to questions and how they are feeling using technologies that are often found on video platforms. Considering these potential benefits, this research looks at the many methods utilized to include interactivity into films and games. While conducting a comprehensive examination of digital technologies, special attention is paid to identifying the main pros and cons.

Keywords: Videos, Language learning, Games, Student's attitude

ÖZET

ÇEVİRİMİÇİ DİL ÖĞRENİMİNDE YENİLİKÇİ TEKNİKLER VE ARAÇLARIN İLERLEMESİ

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Eğitimde video ve eğitici oyunların kullanımının uzun bir geçmişi olmasına rağmen ve bunların uygulanabilir çeşitli yollar ile bu tür öğretim yöntemlerinin faydaları sorgulanabilir. Şu anda dijital teknolojideki gelişmeler, dil öğretiminde daha fazla çeşitlilik sağlamaya yardımcı oluyor. Etkileşimli videolar, bu tür bir ilerlemenin başka bir örneğidir. Video; eğitim ortamlarında önemli faydalar göstermiş olsa'da bazen eğitim amaçlı nadiren kullanılır. Bu yeni teknolojik aletler sahada pek tanınmasa'da bunun mantıklı bir açıklaması vardır. Buna dayanarak, bu çalışmadaki bulgular, bir okul'da kullanılacak video ve eğitici oyunlara etkileşim sağlanması olanaklarını vurgulamaktadır. Tüm etkileşimli bileşenler yerinde olduğunda, videolar öğrencilerin biçimlendirici bir şekilde değerlendirilmesi, anında geri bildirim sağlanması, öğrencilerin evde ders çalışma ortamında eğitici olarak nitelendirilen videoları izleyip izlemediğini kontrol ederek, öğretim gibi çeşitli işlevleri tamamlayarak ve aynı zamanda öğrenim amaçlarına hizmet edilebilir olduğunu, bu anlamda eğitimin yerine ulaşması adına eğitici videolar gibi tüm öğrenim dalında'ki çeşitli uygulamalarda yoklama alınarak verilen desteğin yerine ulaşması mümkündür.

Bunun'da ötesinde video platformlarında sıklıkla bulunan teknolojileri kullanarak, öğrencilerin sorulara verdikleri yanıtları ve nasıl hissettiklerini takip etmek için bu tarz videolar kullanılabilir. Bu potansiyel faydaları göz önünde bulunduran bu araştırma, etkileşimi filmlere ve oyunlara dahil etmek için kullanılan birçok yöntemi incelemektedir. Dijital teknolojilerin kapsamlı bir incelemesi yapılırken, ana artıları ve eksileri belirlemeye özel önem verilir.

Anahtar Kelimeler: Videolar, Dil öğrenimi, Eğitici oyunlar, Öğrencinin tutumu

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ABBREVIATIONS

CALL	: Computer-assisted language learning
COTS	: Commercial-off-the-shelf
EFL	: English Foreign Language
MMORPGs	: Massively multiplayer online role-playing game



1. INTRODUCTION

This chapter presents the research problem and shows how that problem has evolved through time, as well as explaining the history and context of the subject field, research aims, and major research questions. The content covered in this chapter goes much beyond study scope, research design, and contributions to knowledge. It is also the subject of a thesis outline.

Students who can't be involved in typical face-to-face classrooms due to time or room limitations are gradually opting to partake in online learning. After the launch of online schooling, its rise has followed a crescent pattern. Any individuals who want to study further from home now will do so thanks to the popularity of online schooling since it allows them to take classes from places in different countries without needing to travel (Alvarado and Calderon 2013). When more and more colleges and universities expand their reach outreaches, they are developing online programs for students who choose to study at a distance. The inverse of online schooling is frequently debated, however, with the critics pointing out certain problems, such as low content and illusory effects.

In this early 21st century, the techniques of language learning and teaching have developed into a wide range of creative methods, which have become essential for language communities all over the world. "The information age and globalization have not penetrated the educational systems anywhere, as it's evident from the fact that certain groups have benefited from these tools while others have not." Education has often demonstrated greater resourcefulness as it starts to focus on modern methods to deliver learning resources that have always been the standard, (Bates 2005; Salaberry 2001). However, methods like these are very important in what might be termed as general "computer-assisted language learning" (CALL).

The world has very few areas where one can go to receive further schooling, outside of elementary and secondary school. An extension of English language services on the world market often represents a greater economic threat because of global competitiveness and the growth of a need for knowledgeable professionals who require English to obtain a degree. While it is no longer obligatory for Canadian citizens, one of

the long-term objectives of the English Language curriculum is to provide B1 English comprehension by high school, B2, to be used at the middle school stage, as well as B2 or C1, by B1 or GC literacy in the university, and B1 in the secondary program, to build on that.

This goal that grew out of people having difficulty competing internationally, since most lacked English language skills, citizens becoming more dependent on this has emerged as a strategy designed to assist Americans to reduce dependency on the citizens have become vulnerable to being left behind in the global markets due to their lack of language skills. One thing that more people like is to expand on: whether they realize it or not is the belief that online English programs are just as good as their traditional counterparts. Estevez et al. (2015) discussed the progress in online education worldwide.

The World Bank, all potential academic activities that require direct face-to-face communication with the students is likely to be altered (2020). This demonstrated the state of affairs confronted by education systems concerning digitalization as a lot of capabilities and vulnerabilities. For the time being, the automated violation still exists. The development of EU member states (2020 predicted by the World Bank) has been behind that of the Americas and the least developed countries in the world. Dweck and Coccinella (2020) gave the idea of existing inequality in the economy and explain why universal and low-cost Internet connectivity is essential for improving educational outcomes. One of the challenges that e-learning would overcome to lead the way to equity and inclusive accessibility in learning (Vázquez-Cano et al. 2020). E-learning has grown significantly in the last decade, particularly after the introduction of massive open learning in the economy. According to forecasts from the consulting firm Statista, the demand for e-based educational programs around the world will reach \$243 billion in 2022 (Statista.com).

Furthermore, Bruckman (2002) and Beauvois (1992) said foreign students who use the internet show an improvement in cognitive capabilities and perceived learning in the target language. Nevertheless, there are few study based on different tools like computer assisted language. We focus on one type of interactive media—gaming and video learning—and their significance as language learning tools.

Gaming and video learning have increased to over \$7 billion, while the software related to education is growing all over the world (Mainelli and Prensky 2001). Although computer games criticizing the lack of value or substance of education, (Gee 2004; Gee 2003). Other argue that computer games may influence learning (Koster 2005; Gee 2004; Gee 2003; Prensky 2001). In addition, previous studies show that gaming and video learning may be used as teaching tools to help students become more engaged, inquisitive, and critical thinking people (Koster 2005; Gee 2004; Gee 2003; Prensky 2001). Gaming and video learning enlighten us on the process of learning in a manner that does not include conventional classrooms. Rather of reading concepts and waiting for students to learn spontaneously, one educational methodology stresses “learning by doing” as a technique of gaining an in-depth understanding of a given area (e.g., mathematics) (Schank 1994).

In Kazakhstan, the development of language learning keeps up with political, economic, social, cultural priorities. These priorities of independent Kazakhstan are mostly determined by a tendency to correspond to international standards under the conditions of new economic, social, and political reality. The problems, which humanity has encountered in the 21st century, raise the question of modernizing the previous system of education, foreign language learning, in particular, to meet the requirements of the world science, economy, and business. Thus, aspiring to get the leading positions in these spheres, the Kazakhstan system of education has survived and is still undertaking the modernization process. When students participate in contextual learning activities, they grow to comprehend definite concepts from basic to intermediate. Gaming and video learning translate the process of learning from passive to active participation in the learning process. Gaming and video learning provide real learning settings with numerous chances for students to build and evaluate their knowledge.

This research will investigate the acceptance of digital learning platforms amongst private high school students in the capital city of Kazakhstan. In this research, we studied how digital online learning platforms are perceived and accepted by students. In this regard, this study focused on video vs gaming learning digital platforms.

Specifically, the research will examine the following most essential factors:

- i) Awareness: the study focuses on the digital online learning platforms in the capital city of Kazakhstan. It aims to investigate the acceptance of digital learning platforms amongst private high school students in the capital city of Kazakhstan. To this end, a literature review on the subject was performed by us, and then focused on studies that present evidence in this sector.
- ii) Method and tools: This study relies on the quantitative survey to the extent of the objectives (descriptive survey). The method for gathering data is shaped as a questionnaire. The questionnaire aims to explore the digital online platforms for determining the innovative tools (video learning and gaming) which are used in language learning, to investigate the use of videos and games, to investigate the pupils' attitudes toward videos and games lesson.
- iii) Geographical: The research is done amongst private high school students in the capital city of Kazakhstan
- iv) Population and sample: the population of this study includes students of private high school students in the capital city of Kazakhstan. Selecting the size of a sample enables us to use various techniques, including accurate tests, to determine how much data can be used to gain an understanding of the item's reliability and validity.
- v) Time: The dissemination and collecting of the questionnaire survey were performed in 2021.

2. LITERATURE REVIEW

We reviewed a series of books, previous work, and academic publications on the topic to gain a better understanding of how innovative tools impact language learning based on their use in the online classroom. This research draws on academic publications, previous reviews, and books about how teachers and schools interpret software resources, how the tools are used and for what reason, what problems arise when using the tools for language learning, and what impact the tools have on online language learning.

2.1 THEORETICAL FRAMEWORK

The sociocultural perspective on learning as well as interactionist perspectives would be presented in the theoretical context. In addition, school-based multimedia tools are more concerned with sociocultural and interactional experiences. Both viewpoints are critical in understanding how tools communicate and relate to literacy and language learning in classrooms, as well as how information is gained through technical frameworks about interactive media and networking activities. Teachers' use of digital texts and digital tools can help readers appreciate the use of digital tools and texts, according to the philosophy of literacy.

2.1.1 Socio-cultural View on Learning

The sociocultural theory of human learning, developed by Vygotsky in 1978, explains learning as a collective phenomenon and the origins of human knowledge in society or community. The central theme of Vygotsky's theoretical theory is that social interaction is crucial to cognitive growth. All are taught on two occasions, as Vygotsky points out. Interaction with others is the first step, which is then absorbed into the individual's mental system. The cultural growth of children manifests itself in two ways: first on a collective level, and then on an individual level, such as between people and then inside the child.

These stages, on the other hand, are similarly applicable to voluntary concentration, intellectual memory, and idea forming. Vygotsky was a Russian psychologist who

pioneered the concept. The sociocultural model's second stage is only concerned with learning and growth. Only when the infant interacts with adults in his or her world and cooperates with his or her peers are the learning mechanism and internal developmental mechanisms able to function. Meanwhile, learning can lead to development because pedagogy develops learning loops that can lead to progress, and this chain leads to development. The definition explains how a child who is unable to complete a mission on their own can only do it with the assistance of a more experienced adult.

Learning, according to Vygotsky (1978), is a collective mechanism that begins with the origination of human intellect in society or community. The overarching trend is that social engagement is important for cognitive growth.

2.1.2 Interactionist Theories

Language learning is a relational experience, according to Vygotsky (1978), when it observes how a child's natural talent and their external world combine with their need to communicate with others and their surroundings. This means that a child learns more by working with others to solve a dilemma, since a child first watches what adults do, and can do so themselves. The same holds for language; children listen to adults speak and gradually learn how to answer in response. Aside from Vygotsky, Bruner (1978) is another scientific developer who discovered the learning principle. Bruner (1978) claims that learners learn better as they experience information for themselves, regardless of whether they are adults or teenagers.

Bruner (1978) claims that through the child's inability to talk, an adult and a baby may have a conversation. It is at this point where the learners begin to construct a language structure based on their interactions with others. Meanwhile, according to Vygotsky (1978), learning English as a second language turns the pupil into a child since they can only communicate with the instructor by nonverbal contact. As a result, it is up to the instructor to serve as the parent in the infant-adult relationship, so he or she is in charge of leading all interactions at first, and then as the pupil gets more acquainted with the English language and can speak. As a result, having greater influence over the exchange will help students take charge of their language learning. Students will also be able to explore for themselves how to blend terms and phrases to form complete sentences and

dialogues as they are allowed to play with the language and understand that making mistakes is okay.

2.2 THEORETICAL FRAMEWORK FOR EDUCATION AND LEARNING

2.2.1 Online Education

In recent decades, online education has increased the number of individuals choosing remote learning and triggered new kinds of immersive learning (Collins and Halverson 2010). According to Linda Harasim (2000), network collaboration in classrooms in the 1980s included early methods to online learning in which pupils and instructors worked in collaborative writing and research projects. Students and instructors from over 70 secondary schools around Canada, England, France and Italy were brought together. Students learned about various cultures, habits, and experiences throughout the network as part of social studies and literature-based curriculum, and as a consequence, they gained a greater awareness of themselves and their place in the wider global world (Harasim 2000).

With the tools of computer, the Internet massification and the emergence of Web 2.0 in the 2000s (that allowed nearly everyone to edit, communicate and publish information), technology has become one of the most effective educational tools that may revolutionize the sharing of knowledge and ideas. Technology is used to design and run online courses, combine mixed and hybrid courses that combine online content with conventional face-to-face classrooms (for example, B-learning and flipped classrooms) (Powell et al. 2015). Means et al. (2009) describe online learning as "learning, partly or fully through the Internet." This category excludes any print correspondence education, TV/radio, videoconferencing, video cassettes and stand-alone education software packages not including a large educational component of the Internet.

2.2.2 Learning

From the dawn of time, humans have been learning about their surroundings. Around 4000 to 5000 years ago, schools were established as a distinct environment for teaching and learning, an environment that included janitors and other people with different duties, responsibilities, and characteristics that have remained unchanged over the

centuries (Lundgren and Säljö 2014). About 2500 years ago, something known as the program was created to coordinate learning within the school so that educational demands could be fulfilled. After some time had passed, a curriculum consisting of seven subjects, divided into two classes, was created.

- a) Grammar, rhetoric, and logic are the three sections of the trivium.
- b) A quadrivium that includes algebra, geometry, astronomy, and music.

Despite shifts in these topics throughout history, the separation of the trivium and quadrivium can still be found throughout our curriculum today. The distinction between humanities/liberal arts and natural sciences, according to Lundgren and Säljö (2014), is a legacy from those eras. The configuration and growth of a society's physical, cultural, and social institutions are inextricably linked to how schooling is influenced and what it entails. What should have been studied and what should be taught at each educational stage was determined by two factors:

- a) What information is important to have?
- b) What does this knowledge have in terms of social significance? (Lundgren 2014).

According to Lundgren (2014), ideological texts specifying the meaning of education, as well as the surrounding environment describing what knowing and knowledge are, drive education. Each subject curriculum and educational structure has a historical inheritance, as shown by the brief history above. Various understandings of what schooling is and what is important within education have emerged as a result of the growth of Western society, much of which can be seen in various debates about the school, education, and learning (Lundgren 2014).

2.3 THEORETICAL FRAMEWORK FOR INNOVATION

2.3.1 Definition of Innovation

Although the definition of innovation differs throughout industries, various academic disciplines, various levels of government, and a variety of service providers, today a lot of definitions are available on the concept of innovation. A large array of academic

resources is accessible to address a wide range of subjects and may cover various subjects in various areas (Malerba and Brusoni 2007; Fagerberg et al. 2005).

In order to carry out this research, it is critical to define innovation in a correct manner for the problem and for the research undertaken. To do this, study into many definitions of innovation used in literature had employed to gain a common thoughtful of the many modules of the notion of innovation and, in particular, social housing.

Each time people have spoken about innovation, there has been a large range of sources to choose from, making things more complicated for people who wish to learn about the definition of innovation (Linton 2009; Fagerberg et al 2005). Not only does literature research supply multiple models, theories, and frameworks to comprehend innovation, but it also includes specific insights related to many elements that are involved in innovation. Various approaches have been employed to construct a single conceptualization of innovation. The OECD/Eurostat (2005) argument states that this method offers benefits of clarity and a single goal, however, it has also been said that these advantages would not be useful (Wolfe 1994).

Following literature research and an evaluation of the components of innovation, this study uses the definition of innovation as "innovation: new and useful product or service with distinct added value that serves a need or improves upon an existing product or service". Through this study, the findings complement the academic research that is currently being performed to provide valuable contributions to knowledge. Table 2.1 shows the list of several definitions from relevant literature following to help us become familiar with the concepts we are about to explore. A remark is provided next to each term to justify the inclusion of that definition in the table.

Table 2.1: A sample of different definitions of Innovation in the existing literature

#	Definition	Justification
1	Bringing new combinations of already used resources into existence (Schumpeter, 1934).	In the 1930s, Schumpeter identified the crucial role of innovation in economic development.
2	The introduction of a new or considerably enhanced product (good/service), process (method/practice/relationship), or concept (conceptual approach) (OECD/Eurostat 2005).	The suggested definition is outlined in a series of international recommendations.

#	Definition	Justification
3	There are two definitions of innovation: the design and implementation of new processes, products, services, and methods of delivery (Mulgary, and Albury, 2003).	The definition of something is expanded.
4	While the focus on the implementation of new ideas or following concepts borrowed from other sectors or organizations (as with all major firms) is not limited to large corporations, it is, nonetheless, distinct from applying multiple concepts to different markets.	According to the UK government, innovation involves combining ideas to solve problems.
5	The creation and deployment of good ideas is a hallmark of the best public managers (Australian National Audit Office, 2009).	This Australian audit office (ANAO) term is applied to this case.
6	An ongoing process that works in cycles, with cycles consisting of several different concepts that turn into value (CBI/QUINETIQ, 2008).	Value is included in this concept as an ingredient of innovation.
7	The introduction of new services, products, procedures, business models, and methods of working was a complete success (Economic and Social Research Council (ESRC), 2008).	To expand on the above description, the ESRC (the Economic and Social Research Council) has included business models and working methods in its definition.
8	The acquisition (generation) and/or implementation (adoption) of new ideas or actions (Damanpour, and Schneider, 2009).	Including both thoughts and acts, this definition applies to everyone.
9	Bringing new aspects into service, whether that's new information, a new organizational structure, or new management or skill sets (De Vires, Bekkers, and Tummers, 2014).	This term is about the new things that are added to a service.
10	Innovations might be described as cutting-edge and risky since they are affecting institutions and practices that are firmly established (Evers, Ewert, and Brandsen, 2014).	To understand this term, you must realize that innovation affects the external world.
11	Innovation is the process through which fresh ideas are developed and used to provide real value in the world (NESTA, 2012).	The actual application of concepts is the central emphasis of this concept.

The terms and definitions that are mentioned in this study are associated with the literature review, the advancement of knowledge of innovation, and the creation of the definition that is utilized in this research. The accompanying table shows many definitions of innovation and illustrates some of the main components of innovation. The demos also show the confluence of ideas and thoughts on innovation (Seaden and

Manseau 2001). The process of innovative thought which is followed by a successful development and application of ideas to produce tangible and valuable results is definite as «the creative process by which new ideas or better ideas are developed effectively and used in order to achieve practical and useful results» (Seaden and Manseau 2001).

2.3.2 Types of Innovation

Notions were established to address diverse forms of innovation, by the ongoing evolution of new concepts. There have been substantial developments throughout the history of the “classical” product and process innovation, ranging from “classical” innovation to new varieties as the “blue ocean innovation” and “frugal innovation. In the following, the major emphasis will be placed on the history of innovation classification rather than on the technique of how to classify innovation kinds.

This is the most common method used in the research literature. Table 2.2 illustrates the “classical” typology of innovations, we will be using OECD's classifications of innovation kinds. It may be characterized as follows: Following OECD methodology, the most common inventions are of the following types.

Table 2.2: Typology of innovation in the OECD methodology

Innovation's Types	Application	Typical Distinctive
Product Innovation	Innovations are associated with the creation of commodities and services.	For example, significant advances have been made in the technical specifications, components, and materials used in the embedded software in the degree of friendliness to the user or any other functional features.
Process Innovation	When it comes to the implementation of new or enhanced methods of manufacturing or distribution of the product, a fresh approach will make all the difference.	Changes in technology, production equipment, and/or software are significant.

Innovation's Types	Application	Typical Distinctive
Marketing Innovation	(Including major modifications in design or packaging of the product while it is in storage, market promotion, and market-based prices) is a strategy employed in implementing new techniques of marketing.	Bringing about greater customer pleasure, introducing new markets, or getting a new advantageous market position for production firms may all help production firms to improve sales.
Organizational innovation	The introduction of new forms and techniques of organization for commercial enterprises, such as re-organization of the workplace, and public relations have all taken place in the recent past.	The application of company business practices in the organization of workplaces or in the external interactions employed in advance for the company's strategic decisions marks the culmination of the execution of strategic decisions.

Source: authors' adaptation from OECD Oslo Manual, 2005

2.3.3 Digital Innovation

Digital innovations utilize new technology to tackle current business challenges and practices, and to do so, companies will create new business models, products, services, and/or processes (Fichman et al 2014). Emerging technologies can change the way activities are carried out inside a business process, how teams coordinate their efforts, and the whole lifespan, but they have a larger influence on the redesign process (Netjes 2007). When it comes to digital advances, there are several that are quick and simple applications of IT systems and operations, such as secure payment solutions and pricing adjustments that occur automatically (Demirkan and Spohrer 2014). Or smart gadgets may be utilized to accelerate process improvement for a business, so allowing it to move quickly and stay under budget. It is critical to have interoperability among the lifecycle phases and (new) IT to get major advantages from information and data (Gomes 2018). Because of this, digital innovations have an impact on both the strategic and operational levels of a business.

Lyytinen et al. (2010) describe digital innovation as follows: “Digital innovation is defined as ‘the innovation of new digital technologies and their subsequent use in digitalization to the extent that they support and facilitate new and novel types of digitalization’ (Lyytinen et al. 2010).

They describe six different dimensions of digital innovation. For this first release, we have decided to focus on these four topics, which are (i) heterogeneity, (ii) location of innovation, (iii) pace, and (iv) digital convergence. To just deal with the paradox of novelty, we dealt simply with the dimension of heterogeneity.

- i) Heterogeneity: symbolizes the reality of the reality that new information is both a barrier and a source of innovation Innovators must acquire both confirming and original knowledge to identify what they term the innovation sweet spot. According to Lyytinen et al. (2010), to optimize a delicate balance between innovative and confirmatory information, the sweet spot is only found when research is being conducted at the right mix of quality and quantity. As you increase the level of novelty, you encourage chaos, which is more harmful than stasis. As you decrease the level of novelty, you invite stagnation, which is more damaging than movement.
- ii) Location of innovation: This is known as the central point where innovation is occurring in an organization. The simple truth is that because digital technology has brought about a decrease in the cost of communication, this has led to a decentralization of innovation. Other new kinds of innovation have displaced the central role of innovation in organizations and shifted it to the outside, making open source and crowdsourcing part of the emerging mix. Also, this is understood as a representation of the increased loosening of coupling in the digital service architecture (Lyytinen et al. 2010).
- iii) Pace: is a phrase that is commonly used to define the rate at which change is enabled inside a digital platform. A company needs to innovate regularly to stay up with the rapidly increasing speed in the digital realms, especially since the rate of advancement has risen rapidly. To reduce the impact of prior experience, there should be an increase in the rate of learning. Lyytinen et al. (2010) is a relevant piece of information since they show that in industries where there is a rapid rate of pace, the elderly role is diminished while digital artifacts increase.

- iv) Digital convergence: has been achieved through the rise of digitalization, which means that digitized technologies are establishing unified places of contact where they may share the same infrastructural capabilities and provide fresh chances for goods and services (Lyytinen et al. 2010).

These unique products are made possible via the integration of previously unrelated technology and services. The range of products in the market has increased in recent years to include more digital platforms than ever before. Many of the old non-digital artifacts include digital components that now enable them to connect with the Internet or other digital devices. Services and goods are more thoroughly digitized when this new capability is developed, making the potential for further digital convergence more apparent. Firms strategically govern their goods, an important component of their innovation trajectories, which is made possible by the implementation of digital service architecture. In other words, this indicates that the room to carry out new forms of innovation processes is created by integrating previously disconnected data of the construction process. These authors showed that self-concept enhances perceptions of personal competence and confidence.

2.4 THEORETICAL FRAMEWORK FOR ONLINE LEARNING

In keeping with the development of other educational disciplines, the recent decade has witnessed a significant increase of online language programs given by educational institutions or specialty sites such as Mondly, Duolingo, Livemocha, and Rosetta Stone. Numerous studies have been conducted to examine the real and perceived usefulness of CALL in various cycles, whether offline or online. Hockly (2015) defines "online language learning" as language learning that occurs online, over the internet, with no face-to-face interaction, in both formal and casual contexts. Hockly also claims that the first online options for learning a foreign language were limited to tertiary education, but as technology progressed, these opportunities grew. Schools and colleges have offered formal classes in which candidates are evaluated and given credit. The execution of these courses is done by a learning management system. This learning management system may include institutionally developed instructional materials and content, as well as packages of learning materials created by publishing houses.

Reading, writing, listening, and communicating are the four language skills that are normally developed and strengthened in these courses.

One advantage is that learners can more easily repeat, reread, and rewrite content than they can in a face-to-face setting. However, it will require a substantial investment from the student who will have to be more motivated and ambitious as well as work alongside their corresponding Individual Capability. The results of Online Language Learning Studies, if not significantly better than face-to-face sessions, are deemed to be equal, by many writers such as (Isenberg 2010; Blake et al. 2008; Chenoweth 2003). Despain (2003) examined the differences in achievement and retention rates between an online Spanish program and a traditional classroom Spanish program with the same features throughout two and a half years. The results imply that an online course is almost equal to the usual classroom environment; the performance between the two courses was not substantially different, but attrition rates were substantially greater in the online class that corresponds with the findings of other researchers (Ni 2013; McLaren 2004; Carr 2000;)

A specific research study created to investigate whether language growth happens differently online versus in a classroom, and whether students learn new words on the Internet in a superior manner compared to those learned in a classroom setting, showed that those learning new words through the internet perform better than those learning them in an educational setting. To examine vocabulary learning, a posttest was provided three months after the research began. One of the most commonly asked topics concerning online language learning is concerning speaking competence.

Many educators and organizations are already concerned about the potential of online courses to develop oral language abilities in a foreign language (Blake et al. 2008). Blake and his colleagues investigated a University of California-Davis first-year language course called Spanish without Walls. To quantify the growth of oral competence, the researchers compared outcomes from three categories of students: those who took the 20-minute Versant examination face-to-face, composite, and online version of a Spanish exam provided over the phone and automatically scored. All three learning modes, classroom, hybrid and remote students, had identical skill levels for oral communication by the end of their first year of study according to the statistics.

Budget constraints, such as a lack of teacher teachers, as well as fewer language learners, may mean that online foreign language teaching may be more suitable for less often taught languages such as Arabic or Punjabi, which are hampered by "teacher shortages, poor enrolment and financial restrictions" (Blake et al. 2008).

2.5 DIGITAL PLATFORMS FOR ONLINE LEARNING

2.5.1 Games-based Language Learning

A few decades back, researchers identified the relation between computer gaming and language development (Thorne and Desmet 2012). Most old games, ranging from rich in language games to more fast-paced action games, as well as recent PC games, have boosted players' capacity to converse in and with various languages, according to Malliet and de Meyer (2005). Games are different from traditional language learning aids in that they give players a wide range of skills while also amusing them. Multiplayer online games, according to the researchers, can help with problem-solving skills as well as individual and collaborative learning. Furthermore, most games need a significant amount of reading and writing, producing a text-rich atmosphere conducive to language learning (Black 2005; Steinkuehler 2004; Coleman 2002).

More specifically, video games offer a useful context for language learners, keeping them interested and involved in the learning process (Aldrich 2003; Prensky 2003). The results have had a direct impact on games, which have been deemed to be an excellent learning tool that may help to reach out to modern language learners. The rise of games using mobile technologies has also increased the attention that informal language learning scholars have paid to learn games. In addition to doing a literature study, Kukulska-Hulme and Viberg (2018) performed a systematic analysis of the many aspects of mobile technology and collaborative language learning. The researchers highlighted the advantages of utilizing mobile devices for informal language learning, making a case for how social interactions and teamwork have a positive impact on language acquisition. The application of games as a learning medium in CALL generated additional forms of computer technology, including more immersive games (e.g. 3D virtual worlds, massively multiplayer online games, computer-assisted graphic design) (Cornillie et al. 2012).

In the Games industry, there are two kinds of games: CALL games that are aimed to increase English proficiency, and COTS games that are not. Overwhelmingly, CALL and educational games are the focus of games research.

Meanwhile, academics have turned their attention to commercial games with COTS titles. Efforts like those undertaken by Thorne and Fischer (2012) in Russia and the United States showed that at least 86 percent of participants who engaged in commercial-off-the-shelf (COTS) games saw their language skills improve as a result of their interaction with these platforms, even though these activities were not specifically geared toward English learning. Also, while playing the digital game *World of Warcraft*, Newgarden, and Young (2012) assessed the ability of Turkish, Chinese, and Saudi Arabian EFL students to communicate. Students indicated that participation in social interaction activities in these games enhanced their English communication abilities in everyday contexts, which was one of the key goals. Studies published in 2010 by Chen and Huang found that commercially accessible games have great promise for language acquisition. To translate, according to their research, COTS games help language learners "immerse themselves in the sociocultural settings of the target language" and so are excellent for using to help with hesitant learners (Chen and Huang 2010).

All of this research was limited to research about English language learning, as most COTS games are written in English. Several studies have examined the potential for commercially available games to operate with other educational activities to get the best results (Alsayegh 2016; Alqahtani 2016; Cole 1996). Many research reveals that COTS games can aid in improving individual reading skills. This form of integration has several benefits for children, both those learning to read and write and those acquiring new words, pronunciations, and ways to communicate in the target language (Alsayegh 2016).

Finally, research in games has investigated the use of commercially accessible games (as well as instructional games) for English language learning, which is the study's main purpose. In these games, researchers exhibited several features that can aid students in learning the target language. As a result, and for this study, a more comprehensive examination of the characteristics of English abilities that may be enhanced through

games is offered. In the last stage of the investigation, gaming patterns (frequency) and social engagement in games are analyzed to determine if they influence EFL. This study focuses on the four critical features of digital gaming and language development.

2.5.1.1 Gaming and language learning

In previous studies shown that online gaming has lately been the focus of research especially in the field of English as a Foreign Language (Warschauer et al. 2012; Hoy 2011; Camacho et al. 2011). Online gaming is distinguished from other sorts of games by the component of online social contact (written or spoken) with other gamers from all over the world. Social interaction was examined in this study, and one of the main elements evaluated was the amount of social contact that happens in online gaming. This fits the theoretical framework the study uses to explain sociocultural phenomena. In the context of this study, it is important to find out whether or not a correlation between online social engagement in online gaming and English language development may be found.

Studying English as a second language while simultaneously being a gamer is rather popular, and this continuous online involvement while playing games might be advantageous in cultivating strong learning approaches and habits (Hoy 2011). When there is no denying that students learn from gamers when communicating over the internet, it is certain that students and gamers may learn from one another and exchange valuable feedback while using the internet (Camacho 2011). Immersive collaborative learning may be supported by online games, which enable players to participate in real-time communication with each other in a native language through hearing, speaking, reading, and writing (Rama et al. 2012). English is the dominant language for online social interactions for the simple reason that most games are made in English and are played all over the world. Some studies have researched or attempted to ascertain the impact of playing online games on English language learning as a whole, as well as their specific English skills.

The researchers, Dixon and Christison (2018), investigated Massively multiplayer online role-playing games (MMORPGs) as a method of learning a second language. According to their findings, playing online games such as MMORPGs helps to boost second language acquisition because of the social interaction that is provided during

group problem-solving exercises. To finish playing and winning the game, participants must employ the target language. According to Chen and Huang (2010), online gaming offers an appropriate interactive environment for English learners who are interested in games while engaged and maybe picking up fluency as a result of voluntarily engaged online conversations.

This study supports the effects of social online interactions in games on ESL learning using Vygotsky's (1978) sociocultural theory and his conception of the zone of proximal development. In their study, Sylvén and Sundqvist (2012) observed that gaming has what is termed "crucial requirements" for Language learning: first, interactive and comprehensible information, and second, stimulation from social interactions. Using online communication to practice and maybe improve one's English talents such as speaking, listening, writing, and reading is considered a good thing.

Different research conducted reveals that playing online games to engage with others enhances the speaking and listening abilities of ESL students (Wu et al. 2014; Reinders and Wattana 2015). English as a Second Language students have access to the massively multiplayer online role-playing game Everquest 2, thanks to Saw et al. (2014). One hour of in-class gameplay, followed by surveys, interviews. Results from the study indicated that emphasizes communication activities when playing online games, and this facilitates better gaming experiences while also boosting language learning chances. Wu et al. (2014) research found that when people play online, the three components of coordination, socializing, and cooperation are most crucial.

A follow-up study by Reinders and Wattana (2015) on communication in Thailand, who examined six Students who took part in a 15-week digital game-based program in English as a foreign language, found that the students who had completed the curriculum became more open to communication. To gain a better understanding of their patterns of online interaction, the researchers conducted interviews with each participant and discovered that EFL learners benefit from participating in games online in terms of conversational fluency and enhancing speaking and listening abilities, When engaging with native English speakers, this is very important. In addition to looking at the impact of online gaming on this particular area of English, research Yudintseva (2015); Bytheway (2014); Shahriarpour and Kafi (2014) has shown that communicating

with other gamers online is useful for English learners since it allows them to learn new vocabulary.

According to many different experimental studies, when integrating learning experiences into the coursework, engaging online games have been shown to benefit students in their development of EFL sentence composition (Yang & Hsu 2013), their communication competency (Berns et al. 2013; Wu & Richards 2012; Peterson 2010), and their reading abilities (Cyr & Andridge, 2013). Researchers have discovered that, compared to non-gamers, online gamers perform better in areas such as language comprehension, particularly listening, reading, and writing abilities (Suh et al. 2010), as well as in speaking abilities (Lai and Wen 2012).

2.5.2 Video Learning in Language Learning

Several authorities agree that there is strong evidence supporting the idea that language learning is heavily influenced by an individual's prior linguistic ability. TV and video are excellent types of language learning input, and audio-visual inputs like these might be a particularly rich source of these kinds of inputs. As it takes the learner beyond just simply having them learn about current-day language usage, it exposes them to a wider range of input, like visual and auditory, and those two inputs, in combination, may have a positive impact on other areas of language learning, such as comprehension and vocabulary (Rodgers 2018). It is not surprising that Second Language Learning (SLL) specialists have turned their attention to the benefits of this kind of media due to the multi-modal aspects and ubiquity of this media, as well as the ease of access and inherent presence of this media. Video can expand our idea of what's possible when it comes to second language learning because the benefits of out-of-class exposure have now been proven in the research literature. Different studies like Eyckmans et al. (2019); Peters (2018); Lindgren and Muoz (2013); Kuppens (2010) determined the data on out-of-school activities, for example, reveals that watching TV1 and videos in a foreign language is an often pursued (young) learner's out-of-school activity.

Furthermore, research suggests that watching television might help students improve their listening and reading skills, as well as their vocabulary knowledge (Peters 2018; Lindgren and Muoz 2013). Other scientific endeavors have noticed a surge in interest in the role of audio-visual input in language acquisition. The current edition of the

Language Learning Journal is an excellent example of the rising awareness that video plays a significant role in SLA, and also demonstrates the point that video has evolved as a popular study area. The influence of audio-visual information on second language learning has been investigated from a variety of perspectives during the last few decades. Corpus-based studies, for example, have looked at the vocabulary needs of television shows and videos (e.g. Webb and Rodgers 2009; Rodgers and Webb 2011) to establish how many words a learner would need to grasp this sort of input. One type of research has investigated whether televised educational programs (e.g., documentaries or television series) promote incidental vocabulary learning (such as learning new words from incidental dialogue), as well as the elements that impact visual and auditory input interpretation (Peters and Webb 2018; Rodgers and Webb 2019).

About the great majority of studies in the field of video for language learning, researchers have concentrated on the benefits of on-screen text, such as subtitles in the target language, for language acquisition (captions). Students who use captions while watching a video may improve their comprehension and vocabulary learning, according to the results of a study of captioned videos (an article summarizing this research appears in Desmet 2013). This study also found that top-down processes, which typically result in automatic word recognition, are promoted through bottom-up processes when students use captions (Mitterer and McQueen 2009). The findings of other studies include those who looked at L1 subtitles versus captions and found that the L1 subtitles promoted better language learning (Puimège et al. 2016) and the use of other caption styles such as keyword captions, captions with highlighted keywords, and captions with glosses (Desmet et al. 2018; Montero Perez et al. 2014). Although there have been various studies that have evaluated the potential of video for language acquisition, certain critical topics have still to be investigated. Now that you've had a chance to go through this article, please add a word of emphasis: each of the essays in this special issue directly or indirectly tackles weaknesses or holes in the research, and as a result, broadens our knowledge of the function of video in language acquisition.

Vanderplank's qualitative research of learners' attitudes, techniques, and behavioral changes after viewing foreign-language videos begins off the special issue. This special issue is made up of three distinct but complementary segments: Muoz and del Mar (along with their video), who produced a video specifically for language learning; and,

to understand better, several longitudinal studies were done on the video of these three contributors. Additionally, this is the first study to give students the option of exercising choice over what they see and the caption activation. Even while earlier experimental research usually have participants placed in either a captioned or video-only group and required them to view pre-selected video materials, this study offered participants the choice to choose their videos and activate the captions whenever they desired. While the results indicated significant disparities across participants, they also demonstrated that certain individuals' watching habits developed toward more language-oriented (captioned) video viewing.

2.5.2.1 Benefits of the use of video in ELT

As a result of rapidly advancing technical breakthroughs, the use of video in education is becoming increasingly common (Çeçen et al. 2018; Sarı 2003). Video in the language classroom is advocated because, while technology like a computer or a DVD player is there, the availability of these kinds of resources is not essential. Another important consideration is that video-based training can give a wide range of educational advantages.

The following are the most significant possible results of learning, (Berk 2009). Videos can be used to draw students' attention, concentrate their concentration, developing class interest, energizing or relaxing students for learning activities, improving attitudes toward learning, developing creativity, encouraging the flow of ideas, allowing freedom of speech, and serving as a learning resource.

In the country where the foreign language is spoken, videos also give the audience trust. To illustrate actual usage of the target language, Ishihara and Chi (2004) say, 'Because feature videos are not intended to teach languages, they utilize the target language in its entirety'. Authentic materials, as defined by Nunan (1999), are naturally occurring spoken or written language data that is created during an authentic discourse and is not explicitly produced for language teaching reasons. Broadcasts on television and radio, feature films, cartoons, magazine articles, hotel brochures, bank instructions, television or newspaper advertising, song lyrics, and more other analogous materials are legitimate sources that can be used to help demonstrate an idea.

Brosnan et al. (2012) allude to the significant roles authentic documents play in enabling connections to the actual world by writing, "Authentic documents play significant roles in supporting authentic connections to the actual world". Nunan (1999) believes that students should as much as possible read and listen to real materials since the instructor can only employ genuine resources in the classroom is not realistic. This will assist students to link the classroom with the rest of the world. Moreover, the use of genuine materials resulted in overall motivation for the classes, according to Peacock's research (1997) implying that authentic materials seemed more successful than false ones to enhance student attention and involvement.

Furthermore, videos are exceptionally rich with cultural content and deal with a wide variety of problems, including racial diversity, national identity, national character, people's values, and personal lifestyle. There will be a tendency to consider the language teacher of the future to be "more than a mere conductor of a specific linguistic performance, but rather a catalyst for a constantly expanding critical cultural competence," as stated by Roell (2010). Language educators now have to take more account of intercultural issues and the intercultural challenges of communication and interaction, as such matters have become more commonplace in the field. Teachers who work with videos about immigration, xenophobia, acculturation to a new culture, and the challenges that occur when someone belongs to two cultures may find the material useful. Though videos cannot serve as an exact replacement for face-to-face interactions with individuals from diverse cultures, they may still assist in preparing people for such encounters by improving awareness and enhancing sensitivity. Another major use of videos is to educate their target populations on cultural misconceptions and racism's core tenets because they may show intercultural misunderstandings and expose prejudice, help people sympathize with those who are outsiders, portray various cultural conflicts, show cultural traditions, and address various behavioral patterns (Roell 2010).

2.5.2.2 Effective ways of using video in the language learning classroom

With the use of videos in ELT, teachers must think about how to avoid developing courses primarily for entertainment while still making the most of videos for educational reasons. However, many academics feel that by effectively utilizing videos with educational aims in mind, teachers have to maintain the practice of showing videos

in classrooms from devolving into pure pleasure with no learning experience (Stephens et al. 2012; Scacco 2007). Conversely, the creation of successful video lectures is a time intensive and challenging process that requires considerable study and careful programming. Because there are so few textbooks dedicated to combining particular films with exercises, instructors are obliged to dedicate their own time for the planning, development and language purposes of their pupils. The advantages that their pupils may experience as a result of video lessons, on the other hand, could be worth their time and effort. To begin with, some academics and educators feel that pre-, during-, and post-viewing activities should be incorporated in video classes to increase their efficacy, including (Stephens et al. 2012).

While-viewing tasks, according to Roell (2010), allow students to get a better understanding about the videos. Roell (2009) also suggests that the instructor produce a handout with words from the video and others that sound similar. Students must identify the term that is used while viewing the scene. It might also be a chance for the teacher to assess their understanding of key terminology by monitoring their reaction. The pause, rewind, and play controls are all available to the teacher at all times. Students can be asked to estimate what will happen next or what one of the actors will say next while watching the video, analyze facial emotions and body language and focus on particular data like names, dates or numbers during video viewing. On the other hand, post-visual tasks enable students to verify their understanding and use the new language they have been learning. Written duties are frequently included in post-viewing exercises.

Some of the post-viewing activities proposed by Köksal (2004) include class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure exercises, rating group consensus, an organization in writing, speed writing, role-plays, simulations, and debates. Following the viewing of the video, the following tasks (mostly speaking and writing) can be completed for specialized language skill practice: reviewing and answering basic comprehension questions, describing the scenes, people, and objects, discussing the events, the specific theme, body language, and acting, role-playing sequences witnessed and writing a summary, a journalist's report, or a video review. Writing a journal post from the point of view of one of the video characters can be a good way to encourage kids to think critically. There may be an oral examination after this written assignment. For example, one student may be invited to talk to another

student who writes another character's newspaper. They may discuss the characteristics and how they have been described. In addition to critical thinking, video-based exercises serve to increase the memory capacity of children. Video-based activities like as role-playing, acting out dialogues, and simulations, according to Köksal (2004), allow students to engage in activities that contribute to the formation of memory systems. Students can also utilize video to place new concepts in scenarios that are related to their new understanding. This makes it easier for them to remember things like that. The method of reviewing after reading the novel and seeing the video version, taking notes while watching for understanding and taking notes during comparison reading are all important ways for improving the use of cognitive skills that allow students to modify and modify their target language.

According to Berk (2007), the following 8 phases provide a common way to use a video clip in the teaching. To begin with, the teacher selects a video clip for information or clarification of a subject or idea. Second, he or she should offer precise instructions or questions for pupils so they know what to look for, hear, and seek. Third, the teacher should immediately introduce the film before presenting it to underline its objective. The next step is to stop or resume the video at any moment, to highlight a particular topic or activity in class. The following stages include time to reflect on what has been presented and to present an active learning activity that asks students to debate certain themes, subjects or ideas covered by the movie. The eighth (and last) step is to arrange a small and/or large group debate on these topics. Teachers may use video clips without a doubt in this technique or sequence, but they can also use them more than in these phases. It is based on a thorough examination of students' preferences for television series, feature videos, advertisements, and music videos. It might be challenging to decide whether to show a short video clip or a whole video in the classroom.

Lebedko (1999) for instance is based on Arcario's (1992) hypothesis that 5-10 minutes of video may be readily sufficient work for an hour and so supports the usage of cartoons on the basis that they can perform this job. Short videos are routinely given to students who are just beginning to study. While most professors restrict the full-length functionality videos in their classes to intermediate-to-advanced students, other experts feel that showing a full-length feature video to beginners' offers benefits. They divided the video into 10 sections, each lasting around 10 minutes, and each was displayed in a

language lab or a traditional classroom. They gave children's works with tasks related to the particular situation and language usage, as well as cassette recordings and tape recorders for testing the speech talents of particular pupils during specified exercises. The researchers prepared the preview, view and post-view actions meticulously. Learning new vocabulary and predicting replies to comprehension questions on the handout were among the exercises performed before seeing the video. Students' imaginations were aroused, their attention was engaged, and their knowledge of the segment to be aired improved as a result of these pre-viewing tasks.

It was advised that learners focus on the core of the material and pay great attention while viewing to avoid missing important visual clues. To ensure that the learners understood the piece, the researchers repeated it or a portion of it as many times as necessary. In addition, all activities carried out after the class were to discuss responses to understanding questions, anticipate future occurrences and enable learners to practice the language via role-plays and summaries. When it comes to teaching the fundamentals of a foreign language at the beginning level, feature videos can serve as a useful tool (Ishihara and Chi 2004). These movies, with their substantial content and enriched contexts, stimulate students to study and speak in the target language more motivated. An additional consideration is a way in which a student would view a feature video. A short video may be easily handled by one sitting, while long ones must be seen continuously. If students watch the full video in one sitting, they may become bored as a result of the length of the video, or they may mistakenly believe that the lesson is only for fun and entertainment. The video that is shown in segments, on the other hand, may irritate and disappoint pupils owing to numerous gaps, since they may struggle to follow the tale. Researchers and educators have different ideas about how to solve this challenge.

Canning-Wilson (2000), referenced in Seferolu (2008), advises that small parts, followed by activities practicing and recycling the target language, be shown instead of showing an entire film. Others dispute that the exposure of fragments or portions of video may decrease the "wholeness" of the image. On the other hand, the video needs a high degree of attention, which might be challenging due to its length, particularly when utilized for educational reasons. Teachers may only display chosen snippets from a film in 20 to 30 minutes, according to Muller (2006). Teachers will be able to spend more

time in class discussing the material and replaying it to go over key themes. When reviewing videos, Voller and Widdows (1993) argue that breaking up video screenings into short chunks is preferable since the structure of the storyline offers natural breaks: In this scenario, protracted screenings lead to students losing their train of thought, and some may lose sight of the storyline thread. The interruption of a video because the video gets briefly interrupted is ruinous to the video's flow and causes pupils to miss out on the entirety of the experience (Voller and Widdows 1993). Roell (2010) says that a teacher's selection of a video to view is dependent on the educational purposes and goals and that the class may view the complete video or merely fragments of it if one or two crucial sequences are adequate to convey a linguistic or cultural point.

2.5.3 Developing Language Skills and Vocabulary through Video Learning

2.5.3.1 Videos and listening comprehension skills

Listening, speaking, reading, and writing is four abilities that must be honed when learning a foreign language. Videos can assist in the development of these skills as well as the increase of a person's vocabulary. For starters, video outperforms audio in terms of listening comprehension. On the one hand, videos, like audio, help students become more comfortable with different pronunciation and intonation techniques. Postovsky (1981) on the other hand points out that his experience with aural understanding schemes shows that it is only insufficient for a student to expose the tone of the target language. video content is different from audio content; in addition to visual clues, it supports language learners in keeping their attention and concentrating while listening. As a consequence, video can help people remember what they've learned. Köksal (2004) also suggests that videos may be utilized to improve listening concentration by having the instructor pause the video and ask the kids to anticipate the finish of it. In general, the benefits of video over audio should be further studied in teaching listening.

Rahmatian and Armin (2011), who found that video documentation is better for the practice of language learning because 'a video document is less taxing in nature and can be endured for longer periods by learners than an audio documents' examined the impact of audio and video documents on listening understanding. It is possible to insert more characters in a video document without confusing learners. Furthermore, it does not necessarily lead to improved understanding while the student is forced to listen

more closely to audio material. A video document improves the accuracy of hearing, according to the conclusions of Rahmatian and Armin (2011), since the video channel displays or explains what is said, and helps to foresee and anticipate what is spoken, whereas sometimes the audio document can be tricky or unclear. As a result, audio materials provide artificial scenarios, but visual materials are more realistic. Wagner's (2010) study of an ESL listening exam demonstrates the superiority of visual over auditory. University students between the ages of 18 and 60 were randomly allocated to one of two groups: control or experimental. An audio-only listening test was administered to the control group. The experimental group took the same listening exam as the control group, but they received video messages as feedback. Overall, the experimental (video) group outperformed the control (audio-only) group by 6.5 percent, which was a statistically significant difference. According to the outcomes of the study, nonverbal information in video texts resulted in the video group doing better.

People listen and observe in real-life listening comprehension, according to Baltova (1994). People get information not just via words, but also via nonverbal signs like body language.

One of the major benefits of utilizing video to teach comprehension, according to Baltova (1994), is that it can help to hold students' attention. For instance, displaying relatively large portions using video (rather than audio) boosts students' attention since the view offers a focus on listening. 'Videotapes replicate genuine conversation, but audiotapes contain terminology that is audibly more explicit than most real-life meetings to compensate for the absence of visual indications,' said Baltova (1994).

As a result, videos provide visual, contextual, and nonverbal information, providing foreign language learners with a simultaneously visual and audio stimulus that can compensate for any loss of comprehension produced just by hearing. Visual images in videos, according to Ismaili (2013), instantaneously stimulate pupils' senses, although written words may do so indirectly: 'Videos provide a deeper sensory experience than reading because they include color, movement, and sound in addition to spoken words.' Köksal (2004) says that the benefit of videos is that they offer live talk, necessary for listening understanding, since speech emphasis and intonation are essential variables in comprehending the speaker's goal.

The researchers Herron et al. (2006) further assert that when it comes to overall listening comprehension, classrooms using video-based training do better than those using traditional, text-based approaches without any accompanying video. The findings of Herron et al. (2006) reveal that middle-level French speakers get in-class instruction that is on the intermediate level. Researchers compared a text-based approach to a teacher-directed story-based video package that incorporates a French feature-length video to a product previously tested using a teacher-managed video text approach. The goal of the research was to evaluate how successful each technique was in boosting the listening and grammatical abilities of intermediate-level French students. Intermediate students show a small to moderate increase in their grammatical abilities after learning through a text-based educational program, while both grammar and listening abilities increase slightly when learning through a story-based, episodic video-based instructional program, according to the findings of the study.

2.5.3.2 Videos and speaking skills

Videos may be used in a variety of ways to help people improve their speaking skills. Video discussions, for example, may be a powerful tool for encouraging people to talk. Additionally, the instructor can advise students to watch a certain episode of a video with the sound turned off and come up with their version of the probable discussion. It's also worth noting that videos can help students improve their pronunciation and intonation. Even if students merely sit and watch a video silently, their articulatory organs are engaged, according to Qiang et al. (2007). This, however, only happens when learners are completely engrossed in what they are witnessing. Many academics and educators, such as Köksal (2004) and Stephens et al. (2012), assert that to incorporate a range of learning activities into video-based education, more educators need to participate in and be involved in professional development activities. In their study, which was published in 2012, Stephens et al. state that students who took part in the "The Video Circle" experiment reported that the pre-, during-, and post-viewing activities implemented in the project fulfilled the function of scaffolding and led to them speaking, which was the stated goal of the study. 'The Video Circle' was a planned group production in which five high school students were assigned to different roles depending on their skills and interests. Each student in the group was given the task of analyzing a video from a different perspective and reporting back on their findings.

Following the showing of the video, the students organized themselves into groups to debate the material they had discovered and provided an opportunity for other students to contribute new information. There was a good deal of clear debate, with students constantly asking and responding to basic questions or reading out their results. Gary et al. (2012) found that if instructors set challenging communicative targets for their students, students could better meet the expectations of their professors and improve their English. They noted that students required scaffolding, which could be provided by instructor-designed tasks with enough help. Studies demonstrate that shows like comedies and talk shows are the greatest for students to learn real-world speaking abilities, according to research published in journals like Washburn (2001) and Quaglio (2009). The language of the popular American television situation comedy 'Friends' is compared to that of realistic speech by Quaglio (2009).

According to Quaglio, 'excerpts from 'Friends' have been used (and are still used) to underline conversational English at US ESL schools' attributes (2009). Furthermore, TV programs do not necessarily reflect but impact the spoken language. Quaglio's review of the video 'Friends' (2009) said that: as far as language is concerned, the use of the intensifier has become a frequent feature of American English, not only in younger ones but also a frequent aspect of a negotiator's split adjective or a phrase that is commonly used by characters. According to Washburn (2001), situation comedies help viewers to learn the use of pragmatic languages or how to effectively use the language in different conditions, based on aspects such as relationships between the speakers, the environment and the context of the scenario. Washburn (2001) claims that dialogs in textbooks usually show what we intend, not what we say, which makes it difficult for students to accurately teach pragmatic language.

On the other hand, television gives opportunities for the observation of practical usage and has several benefits over real-life interactions, including the fact that viewers are not actively involved in the conversation and can thus concentrate and study patterns and forms of pragmatic language usage (Washburn 2001). Because teaching, language speech, and other key features, such as the practice of pragmatic language, include more than only teaching pronunciation and intonation, videos could be excellent language education devices.

2.5.3.3 Videos and reading skills

Videos may boost children's reading abilities. When using subtitles, pupils inevitably utilize them, reinforcing their reading skills. Mirvan (2013) refers to Weyers' (1999) study on genuine soap operas, which examines whether it may increase student reading knowledge. Weyers has blended subtitles and subtitles to assist pupils develop reading skills. Research's end results revealed that learners' reading abilities grew throughout a school year after sessions with video captioned. Video subtitles, however, are not the sole source of learners' comprehension skills. Sticht and James (1994) mentioned in Chen (2012) say that the same ability to recall, predict, conclude, infer, or follow instructions is necessary for listening and reading. Thus, a student watching a video acquires virtually the same skills as a book reader. Videos may create a love of reading in learners, more importantly.

"Video is changing for difficult and unwilling students who are refusing to engage with text" claim Smilanich and Lafreniere (2010). The fundamental reason is that the video provides immediate accessibility, which is sometimes not provided by the printed material. As a consequence, students who are bullied or even prevented from viewing the printed material may talk about the video with sharpness and understanding (Smilanich and Lafreniere 2010). Muller (2006) said that teachers should employ cinema as literature to bring disadvantage and therefore favor pupils with a deep understanding of narrative analytics. The video may become a fantastic technique to build important abilities that both viewers and readers need. Muller (2006) says that the cinema may, in contrast to the literature, employ lighting, music, camera angles, and other instruments and aspects that captivate and support readers in conflict.

Similarly, Vetrie (2004) argues that cinema is used for risky pupils and much more than books as a tool for enhancing students' literacy and critical thinking abilities, including surprise reading abilities. Vetrie (2004) strongly suggests that instructors utilize cinema as other literary types are used: 'as a basis for anchoring most works and critique.' For example, to show his point of view, you may try seeing an action film in two contrasting situations: as a fun tool at home and as a learning tool in schools. Action videos may involve violence, but may also be used in the language classroom as literature, followed

by debates in classrooms caused by the teacher or essays on the horrific repercussions of acts of violence by video characters.

Vetrie also notes out (2004) that videos may enhance the reading but students can't be taught alone. While those students who have the ability to listen, to talk and to think can learn successfully. From my experience in more than 10 years as a professor of literature, I can add that students who learn to listen, talk and write via interactions with videos begin to enhance their understanding and lettering skills dramatically. Videos can therefore complement reading in the language school successfully. Scacco (2007) insists: 'a book may supply language teachers with so many potential exercises with their associated video that a full class can only be structured around a single title.' Scacco grounds this trust on his personal experience in screening a group of university scholars in Morocco for the video 'To Kill a Mockingbird.' The video fulfilled the role of the book: it allowed pupils to ponder on the themes and concerns presented by the book's author.

In addition, it enabled students to train their language abilities. Zoreda and Vivaldo-Lima (2008) also emphasize their positive experience using simplified novels, i.e. novels altered from the original text to match students' language skills and video adaptations in EFL lessons when they set learners' language and intercultural goals. Inspired by the educators for streamlined new courses is Krashen's notion (1982) that teachers get a language when they get a lot of relevant and understandable input. The simplified books are in keeping with the input hypothesis, according to Zoreda and Vivaldo-Lima (2008), since these novels and their video adjustments give learners the quantity of understandable input that they need. Finally, Köksal (2004) points out that teachers might improve the interest in reading by integrating video versions of books in an in-class lecture by using segment videos.

2.5.3.4 Videos and writing skills

Writing may also be learned via cinema viewing as a linguistic skill. Marsh and Millard (2004) indicate that students might write in the classroom as a source of curiosity with soap operas. Teachers might urge their students to have media diaries to remark or write their video reviews on what they have viewed. The post-view phase might be particularly advantageous to strengthen student writing abilities. A lecturer may request

that students submit a video review or a comment to a journal. For example, Eken (2003) invited his learners to write a review for "Video," a famous British magazine, at the conclusion of a video "you've had excellent mail" workshop. He gave guidelines to write reviews and copies of two example reviews on another magazine video to familiarize them with his sort and format.

Students generated their evaluations, reviewed each other's work, and gave revised reviews. Teacher offered comments on each assignment. The examinations showed that the students' writing skills had been improved by the efficient use of vocabulary and creative phrases.

2.5.3.5 Videos and vocabulary growth

In addition to strengthening four language skills, videos may help children improve their vocabulary. Webb (2010) states that "videos can have the same vocabulary acquisition potential as printed texts through repeated encounters of novel terms." However, the findings of Webb's research show that watching one video has relatively little influence on vocabulary development. By contrast, regular viewing of videos over a lengthy period has significant potential to increase vocabulary. Webb (2010) says: 'The viewing of 70 videos might benefit significantly from vocabulary acquisition. Over a year, it's around 1.3 videos a week.' Thus, there is a big difference in value between viewing an occasional video and watching videos consistently in terms of vocabulary expansion. However, the difficulty with the video viewing might be that there are not enough examples of how to use a term.

Webb (2010) further maintains that only students with a target vocabulary of 3,000-word families can understand and learn a language via videoing. In turn, Stephens et al. (2012) carried out a project called "The Video Circle" where students learned the appropriate language and discussed what they would see before they went to watch the video. A cloze exercise was very effective to pre-teach the vocabulary: the students who were part of the study got a video trailer screenplay where certain deleted words were substituted by blank lines. As they looked at the trailer, the students had to read and listen to fill in the missing words.

Sydorenko (2010) also underlines that teachers should give their students feedback and training chances, otherwise students will not comprehend new terms from videos. Although students may devise the meaning of particular phrases, whether in audio or written, from the visual context, they can readily forget them when they do not speak them. Sydorenko moreover argues that videos may not only be used to acquire new vocabulary but also to strengthen already taught vocabulary, as combining visuals and verbal forms in the auditory or written mode helps to retain language afterward.

2.5.3.6 The use of subtitles

In the 80s, undertitles were first employed for foreign language training, according to Hsu et al. (2013), when videos themselves were actively employed in education. The main purpose for employing subtitles is that they assist grasp the spoken language, hence increasing the efficiency of listening comprehension. The existence of subtitles and the linguistic richness of the video material are correlated positively (Garza 1991). Garza's (1991) reading concludes most importantly that the employment of subtitles overcomes the gap in reading comprehension and listening capabilities. When students offer the visual representation of the word meaning to previously unintelligible aural entities, they progressively develop their natural understanding in connection to their understanding of reading. Similarly, Nagira (2011) believes that subtitles play role in acquiring the meanings when learners cannot grasp proper meanings. Subtitles can therefore enhance the development and retention of vocabulary (Hsu et al. 2013; Nagira 2011).

However, the subtitle language issue is disputed. Vandergrift (2007), mentioned in Hsu et al. (2013), claims to block pronunciation of the native subtitles for students. Similarly, substitutes in the original language of the listener prevent them from becoming adapted to an unfamiliar foreign accent and hence damage their impression of foreign speech. Nevertheless, native language subtitles are vital to those who have low language skills (Mitterer and McQueen 2009). Likewise, Koolstra and Beentjes (1999), cites in Webb (2010), also found that viewing foreign language TV with subtitles in native languages might contribute to greater development in vocabulary for people who have just begun learning a language. Despite the foregoing advantages of subtitles, some researchers contend that subtitles might harm listeners' understanding. For

example, Lavaur and Bairstow (2011) claim that advanced students do not require subtitles to understand the original version because subtitles are there, in particular given visual understanding.

However, both start-up and intermediate fluidity students require subtitles because to their weak language competence (Lavaur and Bairstow 2011). According to Lavaur and Bairstow (2011), however, substitutes create conflicting effects for intermediate-level students since they are distracted by the obligation to read the subtitles for further understanding.



3. RESEARCH METHODOLOGY

3.1 SCOPE OF THE RESEARCH

This study is carried out between high school students of Nur-Sultan city of Kazakhstan to investigate the student's attitude towards digital online learning platforms in acquiring the English language through video or games. As English becomes a country's or individual's capabilities to interact abroad, acquiring the capacity to talk has been an exceedingly essential feature.

3.2 RESEARCH OBJECTIVE

The major objective of our research is to explore students' attitudes toward digital online learning platforms. For this purpose, the following research objectives are addressed:

- i) To investigate which innovative technique, i.e., video learning vs gaming is more effective for language learning.
- ii) To investigate the relation of video learning and gaming with students' language learning.
- iii) To investigate the student's attitude toward digital online learning platforms in enhancing their language learning.
- iv) To investigate the effect of video learning and gaming on language learning.

3.3 RESEARCH PROBLEM

In Kazakhstan, the development of language learning keeps up with political, economic, social, cultural priorities. These priorities of independent Kazakhstan are mostly determined by a tendency to correspond to international standards under the conditions of new economic, social, and political reality. The problems, which humanity has encountered in the 21st century, raise the question of modernizing the previous system of education, foreign language learning, in particular, to meet the requirements of the world science, economy, and business. Thus, aspiring to get the leading positions in these spheres, the Kazakhstan system of education has survived and is still undertaking the modernization process. When students participate in contextual learning activities, they grow to comprehend domain-specific concepts from basic to intermediate. Gaming

and video learning translate the process of learning from passive to active participation in the learning process. Gaming and video learning provide real learning settings with numerous chances for students to build and evaluate their knowledge. In this research, we studied how digital online learning platforms are perceived and accepted by students. In this regard, this study focused on video vs gaming learning digital platforms.

Main question: What is the acceptance of digital learning platforms amongst private high school students in the capital city of Kazakhstan?

Following are the sub-questions of this study

- i) Which innovative technique, i.e., video learning vs gaming is more effective for language learning?
- ii) To what extent do video learning and gaming relate to students' language learning?
- iii) What are the students' perceptions of the potential of video learning and gaming to enhance their language learning?
- iv) What are students' perceptions/ attitudes of the effect of video learning and gaming on language learning?

3.4 RESEARCH HYPOTHESES

In this research, five hypotheses were generated to explore the interaction of language learning with two independent variables, including video learning and gaming. The following hypotheses are hypothesized:

- i) H1: Video learning is more effective for language learning
- ii) H2: Gaming is more effective for language learning
- iii) H3: Video learning has a significant relationship with students' language learning.
- iv) H4: Gaming has a significant relationship with students' language learning.
- v) H5: Student's attitude toward digital online learning platforms has a positive relationship on language learning.

3.5 IMPORTANCE OF THE RESEARCH

The significance of our study on teaching English to high school students in the capital city of Kazakhstan is threefold.

- i) Firstly, it informs the Ministry of Education and Science and policymakers about the challenges related to digital online learning platforms and the need to improve the online learning platforms in their practice.
- ii) Secondly, this study allows teachers to reconsider their teaching methods and techniques applied in their lessons.
- iii) Thirdly, the issue of teaching English to students with video learning and gaming has also been examined in the context of Kazakhstan.
- iv) Moreover, the study might encourage scholars, researchers, and linguists to further investigate issues that impinge on education in Kazakhstan.

3.6 RESEARCH METHODOLOGY

This study aims to compare the effectiveness of video learning to gaming in private high schools for language learning in the city Nur-Sultan of Kazakhstan. Further, this study also examines which technique is more effective for learning. The research was based on the use of video learning and gaming in Nur-Sultan private high school amongst students at the age (16-18). The case study school was located in an urban area and had two parallel classes each year. We used a descriptive method to examine the acceptance of digital learning platforms amongst private high school students in the capital city of Kazakhstan.

3.6.1 Data Source

For this purpose, two types of data were used in this study presented as following:

- a) *Primary Data*: As Kothari (2011) says, the main data are the data gathered over and over again, only because it is distinctive along these lines. They might also be regarded as direct data which professionals from unique sources lawfully acquire (Krishnawsami and Ranganatham 2007). The study used primary data since the data were unique. The primary data from the field were collected by questionnaires in this study.

- b) *Secondary data*: Secondary data is especially useful for learning from out-sources. The data can be found quickly and expensively. In particular, secondary data sources were used for improving primary data. The data, books and articles, and past studies on digital educational platforms have gathered these facts.

3.6.2 Research Population and Sample

Several scholars such as Bell et al. (2018); Sekaran and Bougie (2016); Zikmund (2003) have specified a preferred framework. Edge of the sample Rendering is a list of all the units in the particular sample world. As the target population is "Miras International Private School" which is located in Nur-Sultan city of Kazakhstan and consists of approximately 1000 students and our sample size are 100 students from the first part and the second part from the population which consists 10 percent from the whole population.

That is demographically classified (age, gender, level of education). In this study, the criteria for a Rice (2010) sample framework are adopted. All topics are relevant or adequately handled by the people by their requirements. This study will involve students of "Miras International Private School" at Nur-Sultan city of Kazakhstan.

3.6.3 Sampling Techniques

In our research, we used defined tests within this evaluation. Random stratified sampling was used to assure the gender delegate. The two responders have the same opportunity to focus since the test approach enables an analyst to choose arbitrarily.

3.6.4 Data Collection Methods

In general, there is no one study approach sufficient to collect considerable and reliable knowledge on the challenging subject of exploration. Data collecting is the means to collect data to provide or show a few truths (Kombo and Tromp 2006). The reality is the preparation of what is termed information (Adam and Kumzora 2008). Therefore, the use of varied tactics has some scope for far-reaching data and may assist approve the data collected (Denscomber 2014). In this review, survey methodologies were employed to collect information from the field.

3.6.5 Data Collection Instruments

In our research, we collected information utilizing questionnaires.


3.6.6 Questionnaire Design

A total of 100 students from first part and the second part of private high school were invited to complete a questionnaire. The questionnaire was initially designed in English (see Appendix 1) to reduce the danger of students misinterpreting the items and therefore boosting the research's dependability. The following three components comprise the questionnaire:

- a) Section 1: personal data collection.
- b) Section 2: collect information on language learning using video
- c) Section 3: collect information about language learning using gaming

Brown (2001), referred to in Dörnyei (2008), and describes questionnaires as “a written tool, which provides an array of questions or statements to respondents, either by writing their replies or picking from the answers already given. The students were told to complete a questionnaire like Likert, which marked 25 video claims whereas 15 comments on the usage of gaming were highly opposed to.

Table 3.1: Measurement of Scale

Items	Strongly Disagree				Strongly agree
Scale	1	2	3	4	5

Additionally, it requested responses to inquiries about students' perceptions of the value of video-based education, as well as how video experiences affect learning in regards to verbal comprehension, developing written abilities, expanding vocabulary, cultivating a greater appreciation for other cultures, and using subtitles. To obtain the results desired, this questionnaire requested answers such as, "Videos in English classes help me get conversational subjects with which to talk with other students." and "Videos in English classes allow me to discover literature that I previously didn't have much interest in or

were unaware of." The questionnaire was chosen as a data-gathering strategy due to the following benefits: time and effort savings.

For starters, the students only required approximately 20-25 minutes to complete the questionnaire that is useful for gathering evidence from youngsters who may find the study technique tedious, dull, or unnecessary to spend much time on.

Second, while 100 students took part in this study, we would not have been able to interview all of them. The downside of surveys is that they provide generic statistics without providing significant information on the participants' thoughts and ideas. The surveys were anonymous to protect the confidentiality of the collected data.

3.6.7 Validity

Validity must be viewed holistically; it must be assessed in a larger context. As a result, the following techniques were used to assure validity in this study: the data from questionnaire have been used to refine and consolidate the data acquired, as well as to employ a mixed strategy. Using different methodologies including quantitative research questionnaire, the data collected was able to improve the reliability of the findings. Table 3.2 shows the correlations coefficients for each dimension and each item of "Emotional components of video viewing" as well as the total score of "Emotional components of video viewing". The p-values (Sig) <0.05 and correlation coefficients of this field are significant at $\alpha = 0.05$, indicating the consistency and validity of all items.

Table 3.2: Correlations coefficient for each item of “Emotional components of video viewing”

No.	Item	Pearson coefficient	P-Value (Sig.)
1.	To learn English, I go to classes where I get to see short, amusing videos while I'm learning.	.532*	0.000
2.	When my teacher incorporates videos into English classes, I find them unsatisfying.	.765*	0.000

No.	Item	Pearson coefficient	P-Value (Sig.)
3.	The use of videos in English courses helps me to acquire confidence while speaking to my peers.	.654*	0.021
4.	The more vivid and clear visual clues like facial expressions and body language are in videos, the better I retain my attention and stay focused while I'm listening.	.543*	0.031

Correlation coefficient for each dimension and item "Video-based lesson educational benefits" and the total field. P-values (Sig.) < 0.05 and correlation of this field are substantial at $\alpha = 0.05$ which indicates that all items are consistent and legitimate.

Table 3.3: Correlations coefficient for each item of "Educational advantages of video-based lessons"

No.	Item	Pearson coefficient	P-Value (Sig.)
1	During my English sessions, I learn more English, thanks to the videos.	.532*	0.000
2	During English sessions using videos that I learn the most quickly.	.765*	0.000

Correlations coefficient for each dimension and each item of "Frequency of watching videos in English classes about vocabulary increase" and the entire arena. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at $\alpha = 0.05$, indicating that all of the items are reliable and consistent.

Table 3.4: Correlations coefficient for each item of “Frequency of watching videos in English classes about vocabulary increase”

No.	Item	Pearson coefficient	P-Value (Sig.)
1	It is not enough to only watch a few classes; one must learn words to expand their vocabulary.	.532*	0.000
2	Using regular courses and watching short video clips helps me improve my vocabulary substantially.	.765*	0.000

Correlations coefficient for each dimension and each item of "Effects of watching videos on oral language skills" and the entire field. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at = 0.05, indicating that all of the items are reliable and consistent.

Table 3.5: Correlations coefficient for each item of “Effects of watching videos on oral language skills”

No.	Item	Pearson coefficient	P-Value (Sig.)
1	In my English courses, videos are really helpful in teaching me themes that I can use to speak with other pupils.	.532*	0.000
2	When I view videos in English courses, they enable me to improve my pronunciation and intonation.	.765*	0.000
3	When listening to regular audio recordings, I have a far harder time understanding spoken English than I do through videos of English classes (CD, etc.).	.675*	0.003

No.	Item	Pearson coefficient	P-Value (Sig.)
4	The usage of videos in English courses is a great approach to learn about pronunciation and intonation so that I may have more fluency in these areas.	.685*	0.002

Correlations coefficient for each dimension and each item of “Effects of watching videos on reading, writing and vocabulary” and the full field. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at = 0.05, indicating that all of the items are reliable and consistent.

Table 3.6: Correlations coefficient for each item of “Effects of watching videos on reading, writing, and vocabulary”

No.	Item	Pearson coefficient	P-Value (Sig.)
1	My previous indifference to reading works I may have previously not known about, or that I had not yet had an interest in, has been awakened by watching English videos.	.532*	0.000
2	Having videos for English classes enriches my enthusiasm in completing writing assignments.	.765*	0.000
3	I've found videos in English classes to be useful for learning new vocabulary.	.798*	0.008

Correlations coefficient for each dimension and each item of "Cultural and contextual aspects of watching videos" and the entire field. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at = 0.05, indicating that all of the items are reliable and consistent.

Table 3.7: Correlations coefficient for each item of “Cultural and contextual aspects of watching videos”

No.	Item	Pearson CC	P-Value (Sig.)
1	When watching videos in English courses, I'm able to get a better understanding of how certain phrases and expressions are often used in the actual world.	.532*	0.000
2	By using videos in English courses, you can witness how individuals interact in diverse scenarios, such as in real life and diverse settings.	.765*	0.000
3	I use videos as resources to learn about different cultures in the real world.	.674*	0.042

Correlations coefficient for each dimension and each item of "Attitudes to subtitles in videos" and the entire field. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at = 0.05, indicating that all of the items are reliable and consistent.

Table 3.8: Correlations coefficient for each item of “Attitudes to subtitles in videos”

No.	Item	Pearson coefficient	P-Value (Sig.)
1	I prefer subtitled videos to non-subtitled videos.	.532*	0.000
2	Subtitles distract me.	.765*	0.000
3	Without subtitles, I find it difficult to keep up with what is happening.	.876*	0.000

No.	Item	Pearson coefficient	P-Value (Sig.)
4	I can acquire new vocabulary and idioms more rapidly by watching subtitled videos than by watching non-subtitled videos.	.653*	0.000
5	I like subtitles in English.	.764*	0.000
6	While watching English subtitles, I can learn much more than when watching others.	.786*	0.000
7	Having English subtitles available in videos allows me to practice my English reading abilities.	.569*	0.000

Correlations coefficient for each dimension and each item of "Attitudes to the use of gaming in teaching English " and the entire field. This field's p-values (Sig.) 0.05 and correlation coefficients are both significant at = 0.05, indicating that all of the items are reliable and consistent.

Table 3.9: Correlations coefficient for each item of “Attitudes to the use of gaming in teaching English”

No.	Item	Pearson coefficient	P-Value (Sig.)
1	I get to learn new phrases and expressions by playing games.	.532*	0.000
2	Graphic representation, clip art, and sound bites all helped me better comprehend the concepts.	.767*	0.000
3	The concept of language learning through games seems intriguing to me.	.679*	0.000

No.	Item	Pearson coefficient	P-Value (Sig.)
4	Games are great teaching tools that help language learners master a foreign language.	.765*	0.000
5	If playing games relevant to foreign language coursework were used in class out of class, it would be a beneficial use of class time.	.864*	0.000
6	Students and their academic and social lives should remain distinct from their gaming lives.	.632*	0.000
7	Some games allowed language proficiency to be developed.	.653*	0.000
8	I felt like I was in a nation where English is the first language.	.562*	0.000
9	Having fun playing games helps me want to learn English.	.872*	0.000
10	Game-related activities that are relevant to the subject being learned would be an excellent use of class time.	.761*	0.000
11	As I am playing games, I am enhancing my English listening abilities.	.745*	0.000
12	Learning English through games is one of my favorite ways to practice the language.	.823*	0.000
13	Learning English by playing games is great since I also get a chance to improve my reading abilities at the same time.	.549*	0.000
14	By playing games, I'm able to practice my English writing abilities.	.765*	0.000

No.	Item	Pearson coefficient	P-Value (Sig.)
15	As I am playing games, I am strengthening my English grammatical abilities.	.784*	0.000

3.6.8 Reliability

We assured dependability in the following ways in this study: All offered positive feedback, which was used to improve the instruments. Nonetheless, preliminary research was carried out on five concepts. The feedback gathered aided in the modification of the devices. The value of Cronbach's coefficient alpha is typically between 0.0 and + 1.0, with higher values indicating more internal consistency.

Table 3.10: Cronbach's Alpha for every field

No.	Field	No. of Items	Cronbach's Alpha
1.	Emotional components of video viewing	4	0.700
2.	Educational advantages of video-based lessons	2	0.894
3.	Frequency of watching videos in English classes about vocabulary increase	2	0.901
4.	Effects of watching videos on oral language skills	4	0.923
5.	Effects of watching videos on reading, writing, and vocabulary	3	0.939
6.	Cultural and contextual aspects of watching videos	3	0.932

No.	Field	No. of Items	Cronbach's Alpha
7.	Attitudes to subtitles in videos	7	0.823
8.	Attitudes to the use of gaming in teaching English	15	0.876
	All items of the questionnaire	40	0.940

Cronbach's Alpha values are included in Table 3.10 for each question section of the questionnaire, as well as for the whole questionnaire. The fields were given Cronbach's Alpha values in the range of 0.700 to 0.939. This section is deemed high since it is guaranteed to provide reliable responses to each section of the questionnaire. The whole questionnaire has a Cronbach's Alpha value of 0.940 that demonstrates the good reliability of the complete questionnaire.

By way of these results, it may be concluded that we showed that the questionnaire was valid, trustworthy, and ready for distribution for the population sample.

3.6.9 Data Analysis Technique

This study's data was analyzed using two methods: descriptive statistics and inferential statistics. The descriptive analysis employed two formulae for computation: the mean and the standard deviation analysis. This study employed inferential statistics such as the correlation and regression.

4. FINDING

This section summarizes the findings of the study on the use of video and gaming in ELT conducted at “Miras International Private School” Kazakhstan's Nur-Sultan study school. As indicated in the preceding chapter, quantitative methods were employed to collect data from students in this study. The data from the student questionnaire was organized into eight categories.

In all, 100 students completed the questionnaire, which included 25 items on the use of video and 15 items on the use of gaming in the English classroom. For the first part of this chapter, demographic data about the population that was polled will be presented. In addition, describe each variable's analysis in further detail. In part two, you will see the results of the questionnaires that were filled out by the participants.

4.1 DEMOGRAPHIC INFORMATION

The demographic profiles included in the following tables (4.1 to 4.3) show the participants in the study.

Table 4.1: The Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	35	35.0	35.0	35.0
Female	65	65.0	65.0	100.0
Total	100	100.0	100.0	

According to table (4.1), it can be deduced that out of the total sample size, the percentage of the category (male) is (35%) and the percentage of the category (female) is (65%).

Table 4.2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15	17	17.0	17.0	17.0
16	35	35.0	35.0	52.0
17	22	22.0	22.0	74.0
18	26	26.0	26.0	100.0
Total	100	100.0	100.0	

Concerning an age variable, the categories percentage (15 years) is (17%) and the category percentage (16 years) (35%) and the category percentage (22%) and the category 18 years percent (26%) is (27%) of the overall sample size.

Table 4.3: Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1st part of High School	28	28.0	28.0	28.0
2nd part of High School	72	72.0	72.0	100.0
Total	100	100.0	100.0	

Concerning the qualification variable, the percentage of the category 1st part of High School is (28%) and the percentage of the category 2nd part of High School is (72%) from the total number of the sample size.

4.2 DESCRIPTIVE STATISTICS OF QUESTIONNAIRE

This section contains the results of surveys completed by high school students from Kazakhstan's Nur-Sultan study schools, a total of 100 respondents. Each table focuses on a different facet of video-based instruction. The many components of seeing videos include the emotional aspects (i.e. how video watching affects an individual), the educational elements (i.e. how viewing videos relates to an individual's overall

educational experience), and the frequency of videos that discuss vocabulary improvement. The relationship between viewing videos and the development of other language skills.

Table 4.4: Summarizes the questionnaire results on the emotional components of video viewing.

Table 4.4: Emotional components of video viewing.

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
To learn English, I go to classes where I get to see short, amusing videos while I'm learning.	2.18	.87	2 (2%)	2 (2%)	2 (2%)	30 (29%)	69 (65%)
When my teacher incorporates videos into English classes, I find them unsatisfying.	2.69	1.08	13 (12%)	54 (51%)	29 (28%)	4 (4%)	5 (5%)
The use of videos in English courses helps me to acquire confidence while speaking to my peers.	2.75	.64	28 (27%)	8 (7%)	24 (23%)	27 (26%)	18 (17%)

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The more vivid and clear visual clues like facial expressions and body language are in videos, the better I retain my attention and stay focused while I'm listening.	3.01	1.08	11 (10%)	2 (2%)	6 (6%)	57 (54%)	29 (28%)

Table 4.4 shows that 94% students are agreed that by using videos in English courses are exciting and engaging, and that almost four out of five students have liked English courses with videos. The assertion that visual indications have enabled students to keep their attention and focus while viewing a video is a similar trend (82 percent agreed or strongly agreed). When it comes to whether or not videos helped students gain confidence speaking in front of their peers, however, there was a larger variety of responses: 33% agreed or strongly agreed, 33% disagreed or strongly disagreed, and roughly one-fourth did not agree or strongly disagree.

Table 4.5 summarizes how students assessed the educational advantages of video-based lessons.

Table 4.5: Educational advantages of video-based lessons

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
During my English sessions, I learn more English, thanks to the videos.	2.53	.98	30 (29%)	3 (3%)	17 (16%)	41 (39%)	14 (13%)
During English sessions using videos that I learn the most quickly.	2.32	1.64	24 (23%)	5 (5%)	13 (12%)	44 (42%)	19 (18%)

According to Table 4.5, about 50% of the students are agreed to study more English via video-based English, while one student in five students are disagreed. Six students out of ten are agreed that watching videos during English classes helped them learn more effectively, whereas slightly less than one-fifth are disagreed.

Table 4.6 summarizes the students' reactions regarding the frequency of watching videos in English classes about vocabulary increase.

Table 4.6: Frequency of watching videos in English classes about vocabulary increase

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
It is not enough to only watch a few classes; one must learn words to expand their vocabulary.	2.32	.97	27 (26%)	10 (10%)	38 (36%)	22 (21%)	8 (7%)
Using regular courses and watching short video clips helps me improve my vocabulary substantially.	2.45	.64	11 (10%)	2 (2%)	7 (7%)	55 (52%)	30 (29%)

As shown in Table 4.6, more than half of the students (46%) are disagreed that a few video sessions did not contribute to improving their vocabulary, whilst about a fourth did not accept or disagree with the statement. Nearly four in 76 persons agreed or firmly agreed in comparison that regular video classes greatly helped them increase vocabulary, whereas over one out of ten objected or strongly opposed.

Table 4.7 shows how the students assessed the role of videos in their spoken language abilities.

Table 4.7: Effects of watching videos on oral language skills

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
In my English courses, videos are really helpful in teaching me themes that I can use to speak with other pupils.	2.06	.75	26 (25%)	6 (6%)	25 (24%)	37 (35%)	11 (10%)
When I view videos in English courses, they enable me to improve my pronunciation and intonation.	2.45	.64	9 (8%)	2 (2%)	3 (3%)	50 (48%)	41 (39%)
When listening to regular audio recordings, I have a far harder time understanding spoken English than I do through videos of English classes (CD, etc.).	1.35	.73	15 (14%)	1 (1%)	5 (5%)	50 (48%)	34 (32%)
The usage of videos in English courses is a great approach to learn about pronunciation and intonation so that I may have more fluency in these areas.	2.46	.78	6 (6%)	-	3 (3%)	46 (43%)	50 (48%)

Table 4.7 indicates that little under 50% of the students are agreed with the statement that “by using videos they are able to communicate with friends in English, whereas 3 out of 10 student disagreements or severe disagreements. In addition, the (87%) are agreed that English video helped the students in improving their pronunciation and intonation, but 5% are disagreed. Another large majority of students, almost 34% are agreed that viewing English videos helped them understand spoken English better than listening to audio recordings, while just 6% are disagreed.

Finally, 91% of students agreed or strongly agreed on the effective technique to get to know and adjust themselves to different kinds of speech and intonation by seeing English-language videos.

Table 4.8 shows how the students rated the role of English videos in language abilities, including reading and writing, as well as vocabulary expansion.

Table 4.8: Effects of watching videos on reading, writing, and vocabulary

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My previous indifference to reading works I may have previously not known about, or that I had not yet had an interest in, has been awakened by watching English videos.	2.06	.75	24 (23%)	11 (10%)	35 (34%)	22 (21%)	13 (12%)
Having videos for English classes enriches my enthusiasm in completing writing assignments.	2.45	.64	16 (15%)	9 (9%)	25 (24%)	43 (41%)	12 (11%)
I've found videos in English classes to be useful for learning new vocabulary.	1.35	.73	4 (4%)	4 (4%)	4 (4%)	46 (44%)	46 (44%)

According to Table 4.8, one-third of students agreed with the statement that “videos in English classes encouraged them to read more books, while the other half are not. In terms of writing abilities every second student agreed with the statement of watching videos increased their motivation to complete written projects, compared to one-third of students who are not. Finally, the great majority of students (88 percent) agreed with the statement “videosaided their vocabulary acquisition, whereas just one out of every ten students opposed or strongly disagreed.

Table 4.9 displays the students' responses to the cultural and contextual dimensions of video viewing.

Table 4.9: Cultural and contextual aspects of watching videos

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
When watching videos in English courses, I'm able to get a better understanding of how certain phrases and expressions are often used in the actual world.	2.06	.75	3 (3%)	1 (1%)	7 (7%)	48 (45%)	46 (44%)
By using videos in English courses, you can witness how individuals interact in diverse scenarios, such as in real life and diverse settings.	2.45	.64	8 (8%)	2 (2%)	12 (11%)	50 (48%)	33 (31%)
I use videos as resources to learn about different cultures in the real world.	1.35	.73	16 (15%)	3 (3%)	7 (7%)	47 (45%)	32 (30%)

According to Table 4.9, almost 9/10 students who agreed with the statement “watching English videos helped them grasp how specific words and phrases were used in daily situations”, while only 1/10 students are not agreed. Around 4/5 respondents agreed that videos are the greatest method to see how people talk in real life and in various situations but thirteen percent are not agreed. 85 percent of students agreed that real-life scenarios in videos helped them in learning English language whereas just one out of every ten students are not. Students who did not agree or disagree with the proposition made up 15% of those surveyed.

Finally, Table 4.10 depicts the students' perspectives on the use of subtitles in video-based English instruction.

Table 4.10: Attitudes to subtitles in videos

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I prefer subtitled videos to non-subtitled videos.	2.06	1.75	19 (18%)	11 (10%)	13 (12%)	33 (32%)	29 (28%)
Subtitles distract me.	2.06	.67	11 (10%)	40 (38%)	29 (28%)	17 (16%)	8 (8%)
Without subtitles, I find it difficult to keep up with what is happening.	2.05	.78	14 (13%)	9 (9%)	19 (18%)	38 (36%)	25 (24%)
I can acquire new vocabulary and idioms more rapidly by watching subtitled videos than by watching non-subtitled videos.	2.98	.97	17 (16%)	10 (9%)	9 (9%)	43 (41%)	26 (25%)
I like subtitles in English.	2.56	.68	19 (18%)	18 (17%)	25 (24%)	22 (21%)	21 (20%)

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
While watching English subtitles, I can learn much more than when watching others.	1.46	.89	14 (13%)	8 (8%)	11 (10%)	34 (33%)	38 (36%)
Having English subtitles available in videos allows me to practice my English reading abilities.	2.46	.72	18 (17%)	2 (2%)	8 (8%)	48 (45%)	29 (28%)

Table 4.10 shows that three out of every five students preferred subtitled videos, whereas one-fifth preferred non-subtitled videos. In comparison to the two-thirds of students who opposed or strongly disagreed with the assumption, almost one out of every four students who agreed with the statement of “subtitles distracted them”. However, 69% students who agreed that English subtitles helped them study more than other subtitles, while just one in ten students disapproved. Finally, 73 percent of students who are agreed that English subtitles allowed them to increase readability, whereas 10% students are not agreed.

Table 4.11 depicts the students' perspectives about the use of gaming in English instruction.

Table 4.11: Attitudes to the use of gaming in teaching English

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I get to learn new phrases and expressions by playing games.	2.45	0.76	19 (18%)	11 (10%)	13 (12%)	33 (32%)	29 (28%)
Graphic representation, clip art, and sound bites all helped me better comprehend the concepts.	3.21	.35	3 (3%)	1 (1%)	7 (7%)	48 (45%)	46 (44%)
The concept of language learning through games seems intriguing to me.	2.31	.54	8 (8%)	2 (2%)	12 (11%)	50 (48%)	33 (31%)
Games are great teaching tools that help.	2.67	1.64	16 (15%)	3 (3%)	7 (7%)	47 (45%)	32 (30%)

Statement (N = 100)	Mean	SD	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
If playing games relevant to foreign language coursework were used in class out of class, it would be a beneficial use of class time.	3.24	1.36	24 (23%)	11 (10%)	35 (34%)	22 (21%)	13 (12%)
Students and their academic and social lives should remain distinct from their gaming lives.	2.32	.86	16 (15%)	9 (9%)	25 (24%)	43 (41%)	12 (11%)
Some games allowed language proficiency to be developed.	2.46	.76	4 (4%)	4 (4%)	4 (4%)	46 (44%)	46 (44%)
I felt like I was in a nation where English is the first language.	2.12	.97	2 (2%)	2 (2%)	2 (2%)	30 (29%)	69 (65%)
Having fun playing games helps me want to learn English.	3.52	.87	13 (12%)	54 (51%)	29 (28%)	4 (4%)	5 (5%)
Game-related activities that are relevant to the subject being learned would be an excellent use of class time.	2.17	.68	11 (10%)	40 (38%)	29 (28%)	17 (16%)	8 (8%)
As I am playing games, I am enhancing my English listening abilities.	2.35	.65	14 (13%)	9 (9%)	19 (18%)	38 (36%)	25 (24%)
Learning English through games is one of my favorite ways to practice the language.	4.61	.87	17 (16%)	10 (9%)	9 (9%)	43 (41%)	26 (25%)
Learning English by playing games is great since I also get a chance to improve my reading abilities at the same time.	3.51	.78	19 (18%)	18 (17%)	25 (24%)	22 (21%)	21 (20%)
By playing games, I'm able to practice my English writing abilities.	2.16	.68	14 (13%)	8 (8%)	11 (10%)	34 (33%)	38 (36%)
As I am playing games, I am strengthening my English grammatical abilities.	1.35	.69	18 (17%)	2 (2%)	8 (8%)	48 (45%)	29 (28%)

As shown in Table 4.11, the vast majority of students (62 percent) agreed or strongly agreed that English classes involving games aided in the learning of new words and idioms. Except for students who agreed or strongly agreed to acquire English listening skills, speaking skills, reading skills, writing skills, and grammar skills, 63 percent, 69 percent, 43 percent, 72 percent, and 77 percent agreed or strongly agreed to acquire English listening skills, speaking skills, reading skills, writing skills, and grammar skills, respectively.

4.3 RESEARCH HYPOTHESIS

By comparing the finding of both digital online learning platforms video learning is a more effective tool for language learning rather than gaming. So the first hypothesis H1 is supportive and H2 is not supported.

Table 4.12: Decision of Hypothesis 1 and Hypothesis 2

Hypothesis	Relationship	Decision
H1	Video learning is more effective for language learning	Supportive
H2	Gaming is more effective for language learning	Non-Supportive

H3: Video learning has a significant relationship with students' language learning.

H4: Gaming has a significant relationship with students' language learning.

Table 4.13: Correlation coefficient between Video learning, gaming, and language learning

	Pearson Correlation Coefficient	P-Value (Sig.)
Video learning has a significant relationship with students' language learning.	.231*	0.000
Gaming has a significant relationship with students' language learning.	.246*	0.000

* Correlation is significant at the 0.05 level

For both H3 and H4 as shown in table 4.12, the Pearson Correlation Coefficient Test is used, in that the correlation coefficient between video learning and gaming is presented in the Miras International Private School in the City of Nur-Sultan Kazakhstan = 0.342 and p-value (Sig.) = 0.000, = 0.246* and p-value (Sig.), = 0.000. P-value (sig.) to 0.05,

i.e., a statistically significant correlation coefficient to $\alpha = 0.05$. H3 and H4 have therefore been accepted.

H5: Student's attitude toward digital online learning platforms has a positive relationship on language learning.

The Pearson CC test is utilized in H5, as provided for in Table 4.13, where the correlation of the attitudes of the student at Miras International Private School to digital online learning platforms is =0.245 and of the p-value (Sig.) is = 0.000. P-value (sig.) to 0.05, i.e., a statistically significant correlation coefficient to $\alpha = 0.05$. H5 is therefore accepted.

4.4 DISCUSSION

This chapter addresses the research findings and how they connect to the study's expectations as well as the theory and literature evaluated on the usage of video and gaming. We addressed five research questions, and each of them is divided into sections that answer each of them.

4.4.1 Which Innovative Technique, i.e., Video Learning vs. Gaming, is More Effective for Language Learning?

According to the findings, students considered that videos utilized in the learning process augmented by video boosted attention, decreased boredom, and hence contributed to more engagement during class, both intellectually and physically. By using video, Increase participation in the classroom and reduce the boring environment in the classroom.

Moreover, it shows that more than half of the students agreed or strongly agreed that video helped them communicate in English with their friends. It also helps in improving pronunciation and vocabulary. As one of the main groups that wanted to understand spoken English better, most students reported that watching English videos helped them better comprehend spoken English. However, regarding this statement, researchers have shown that "A lecture peppered with videos serves to sustain their attention while preventing the class from becoming repetitive." Students believed that videos were a

good way to ensure that students remained focused on the lesson while they were in class.

Also, in my opinion, videos are helpful tools to promote student engagement. When visuals are used in the videos, this makes it easier for the learners to mentally store the knowledge. Additionally, seeing a comparable video right after can assist pupils to close the gap they may have created by watching unrelated videos. Certain curiosity is generated when they state that we're going to watch a video. That plays a vital function in the process of learning.

4.4.2 What are the Students' Perceptions of the Potential of Video Learning and Gaming to Enhance their Language Learning?

Video and games are being used more to boost language learning productivity. Furthermore, it encourages students to take an active role in their learning. Bringing in video materials allows students to obtain cultural and emotional background information about the contents as well as a great deal of learning information. As a result, individuals might use their liberty in studying a foreign language. Students will learn a lot from watching the video clips because they may immerse themselves in the virtual world generated by the video clips, and have a better understanding of the pragmatics of the language used by the characters.

While the video is one of the greatest and critical resources that help students to practice their learning approaches and boost language acquisition, it should not be a surprise that this tool is often used in the classroom. According to Canning-Wilson (2000), the video may be defined as “a kind of communication in which spoken forms of communication are not necessary, because we may connect through nonverbal methods such as gestures, eye contact, and facial expression to transmit meaning. Thus, it is a reality that a large choice of materials makes it possible for students to work with many types of media to fulfill communicative tasks utilizing the immediate, immediate, and close-at-hand audio-visual resources.

In other words, students are allowed to apply what they've learned to real-world scenarios. Thus, for example, speakers' terms like their age, gender, or relationship to

each other, how they socialize, what they are doing, and even their moods and emotions may be discerned in conversations such as these.

Finally, mastering a language involves productively doing useful things. One of the most crucial academic abilities kids must acquire is speaking. This study reveals that by incorporating internet videos and games in language sessions, students are better able to communicate and participate.

4.4.3 What are Students' Perceptions/ Attitudes of the Effect of Video Learning and Gaming on Language Learning?

Based on the survey findings, it was discovered that the students had favorable sentiments towards the use of video and games in language learning. Gee's (2003) design principle had a plot and art/audio design that prompted pupils to continue gaming, therefore fulfilling the requirements of his design principle.

The captivating plot one of the significant characteristics of the game is reminiscent of a previous study that discovered a connection between intrigue and creativity (Chen & Yang 2011). When we say that a video's plot is an important aspect, we mean that a strong tale contributes significantly to making a video visually compelling. Additionally, it is also crucial to the students' impressions of the game's attractiveness whether the game objectives are tough enough to meet the needs of the students and to give them a sense of accomplishment upon completion. Early on, Malone (1981) observed that difficult game objectives served as an intrinsic incentive for people, and his theory was proven once again in this study by the respondents' responses. As such, it should be mentioned that some students found the work tough. However, other students may find it problematic. Students have complained that the lengthy mission objectives in BONE required them to devote significant time to their progress. When a game is tough for students, it could take students a lot of time and might result in the loss of students' interest, thus it should only be introduced when students are ready.

A large number of students claimed that there was no option for them to regulate the conversation and subtitle pace and that this made it difficult for them to grasp the material. The earlier work of DeHaan (2005) had established that insufficient control in subtitles and dialogues could limit the usefulness of games in language learning. As a

result, the value of using games in language learning has been greatly diminished even though excellent language input materials are embedded within the game. One such criterion for game and video selection is provided based on study results, utilizing those games and videos that already have established applications in supporting language acquisition.

In the first place, teachers should choose video games that are appropriate for pupils' language competence levels. Students' ability levels should be just beyond the language difficulties, but they should not be overwhelmed. Additional assignments for instructors could include games with subtitles and clear pronunciation, which gives pupils the chance to get input in written and spoken form while gaming. It is more important for pupils to learn many languages when using adaptive subtitles. The teacher should also select games with strong game design, particularly for students with limited prior game-playing experience.

4.4.4 The 'Students' Attitudes to Lessons with Videos and Games

We were last but not least interested in learning more about the students' opinions about video and game-based education in general, as well as the benefits and downsides they perceived.

Affective filter theory, the pupils' views toward video and game lessons were largely favorable because the classes providing a good environment for language learning. Moreover, since actual resources are more effective than false materials, in boosting learners' attention and interest in learning activities, the films reflect authentic materials, which may be more motivating (Peacock 1997; McNulty and Lazarevic 2012).

According to their responses to the questionnaire, the students have favorable and good environment toward English classes using videos, and they recognized the instructional significance of videos in their foreign language learning. The kids' largely positive sentiments about the video lessons reflected in the questions given by the video lectures that recapture their home activities. Furthermore, despite not all instructors used the full range of before, during and after watching activities, courses employing videos were able to meet the demands of students with various learning styles. As a consequence, seeing the video and listening to the actors might satisfy the demands of the listening

students while discussions of class may have supported the classification of oral students according to the category of Leaver (1998).

Subtitles may have helped visual learners, particularly verbalisms, but the photos and imagery utilized in the videos may have provided more relevant information to imagists. Finally, mechanical learners benefitted greatly from written activities. The fact that students were unable to sit and describe each aspect they has not been implicit while watching videos and, most importantly that teaching with a feature video was a time-consuming procedure, although appearing to be more cost-effective than classes with reading texts, are just a few of the major disadvantages.



5. CONCLUSION

The aim of this research was to examine the use of ELT video and games in Nur-Sultan Kazakhstan (Miras International Private School). The research was thus carried out as a case study. Five questions from the research on the use of video in English classrooms in school were answered: what the students' views were about video-based teaching. The data for the study was gathered using quantitative methods, such as a student questionnaire.

A questionnaire with 25 items on the usage of video and 15 items on the usage of games was given to 100 students from high school. The research was anchored on interactionist theories and sociocultural theory to illustrate how teaching using video and games may be supported by certain popular ideas of language learning.

One of the primary outcomes of the research was that the utilization of videos and games was widely utilized to give students increased information or knowledge about a certain curricular topic. When it comes to videos, use is of great importance. This is especially relevant for teachers, who are using digital tools to educate the pupils about foreign language learning, assistance their students engross within the environment of foreign language learning and guide them in pragmatic use of the language. When all is said and done, essential sociocultural theory processes like internalization, mediation, imitation, and scaffolding took place at the same time as viewing and attending to the videos, as well as talking and writing about them after the fact. This study also discovered that videos had a good influence on students' listening, speaking, reading, and writing abilities, as well as their learning of vocabulary, and identified this as a benefit of using videos in the classroom. The individual instructors in the case study schools utilized videos anywhere.

Feature videos were the most commonly utilized types of videos. Videos seemed to be incredibly beneficial to students' vocabulary development by offering context and visual assistance, as students acknowledged. In the development of the students' speaking abilities, English video proved to be preferred standard recordings. Furthermore, majority of students said that video classes, in addition to normal ones, helped them to learn new terminology. Affective filter theory, lessons using videos seem to offer most

students an atmosphere of low stress learning, which is critical for successful Language learning (Krashen 1982).

5.1 CONTRIBUTION OF THE STUDY

One of the most noteworthy contributions in this thesis is that furthermore, because the digital world has a strong impact on modern culture, teachers must understand how to use digital technologies today. In digital media, videos and games are most effective tools used by foreign language instructors since they are so widespread in daily lives. Research on the use of videos and games in ELT is thus especially vital in today's electronically saturated environment. Finally, the thesis examines the likely implications, advantages and disadvantages of the use of video in the school case study, which may be important information for other instructors to consider as they seek to enhance their teaching techniques.

5.2 IMPLICATIONS

As can be seen from the findings of the study, the results of the research are followed by the following:

- i) Using video and gaming media to enhance students' engagement and excitement for learning might result in improved student involvement and involvement with the learning process. Because of it, video can activate the interest and motivation of pupils.
- ii) This can help students develop their capacity to express themselves via using video and games as instructional material. The video introduces new words, phrases, and expressions since it adds more words, expressions, and terms to the vocabulary. Another great benefit of using video is providing a whole context of language to assist pupils to advance their abilities in speaking English.
- iii) Based on the data, it can be assumed that the usual, monotonous activities in the class negatively influenced the students' motivation and their scores. To achieve more success in English teaching and learning, teachers must use judgment and creativity while creating instructional material. The most effective means of providing support for classroom activities is to employ varied and entertaining media.

5.3 LIMITATION OF THE STUDY

One of the current study's drawbacks is that, because it is a case study, the results cannot be generalized. The students who took part in the experiment, on the other hand, represented a private high school in Nur-sultan, therefore there is no motive to question that video teaching at this private high school is representative. Additional research drawback is the inability to determine how much the videos displayed in the classroom impacted the students' language abilities and increased vocabulary compared to videos that students observed outside school. As a result, one of the areas in which further study may be conducted is on students' video usage outside of school. English is likely learned through videos to a big extent outside of school when students can choose videos that are more interesting to them. A questionnaire study regarding the kind of videos that students view outside of school, the frequency with which they view them, and their perceived learning advantages would be one alternative.

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APPENDICES

