

REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EFFECTS OF V-CASTS ON EFL VOCABULARY EXPANSION OF TURKISH
HIGH SCHOOL STUDENTS IN WRITING**

Meryem ÇALIŞKAN

MASTER OF ARTS

ADANA / 2021

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MASTER OF ARTS

ADANA / 2021

To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

KISA VİDEOLARIN (V-CASTS) TÜRK LİSE ÖĞRENCİLERİNİN YAZMA BECERİSİNDE KELİME GELİŞİMİNE ETKİLERİ

Meryem ÇALIŞKAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Yonca ÖZKAN

Temmuz 2021, 132 Sayfa

Eğitim alanının da dijital dünyanın hızından ve içeriğinden faydalanmaya başlamasıyla birlikte okullarda, sınıflarda ve diğer tüm ders ortamlarında dijital temelli eğitimler vermeye başlandı. Gelişim ve ilerleme bu açıdan düşünüldüğünde İngilizce öğrencilerinin çevrimiçi platformlarda yabancı dillerini geliştirmeye yönelik çok çeşitli uygulamalar, çalışmalar ve dersler yaptığını görmekteyiz. Bu gibi çalışmaları incelediğimizde, öğrencilerin İngilizce dilinde filmler ve videolar izlediklerini görebiliriz. Bu araştırmanın amacı dokuzuncu sınıf İngilizce öğrencilerinin kısa videolar izlemesinin yabancı dillerinde kelime edinimine katkısı olup olmadığını ve hangi yönde katkı sağladığını incelemektir. Bununla beraber bu yaşlardaki öğrencilerin kısa videolarla ilgili kişisel tercihleri ve derslerinde kısa videolardan yararlanan İngilizce öğretmenlerinin bunların kullanımına ilişkin görüşleri de ele alınmıştır. Araştırmada karma metot izlenmiş olup nicel ve nitel veriler toplanarak araştırma bulguları analiz edilmiştir. Çalışma, Antakya Hacı Bektaş Veli Anadolu Lisesi öğrencileri ile yürütülmüş olup lise düzeyinde çalışan İngilizce öğretmenleri de gönüllülük esasına bağlı olarak araştırmaya katılmıştır. Öğrenciler müfredata uygun seçilen kısa videoları izlemeden önce ve izledikten sonra belirli yazma aktivitelerinde bulunmuşlardır. Süreç sonunda öğrencilerin zaman içinde yazma yeterliklerindeki kelime edinimi incelenmiştir. Sonuçlar dört açıdan ele alınmıştır; ekli kelime kullanımı, Avrupa Dil Portfolyosu'na göre içerik anlam kelimeleri (content words) kullanımı, konu bazlı kelime kullanımı ve paragrafın toplam kelime sayısı. Sonuçlar öğrencilerin kısa video izleme sonrasında kelime haznelerinde gelişim olduğunu ve bu kelimeleri yazma dilinde kullanabildiklerini göstermiştir. Bu çalışma, İngilizce öğrencilerinin dinleme yetilerini kullanarak bununla ilgili kelime edinimini geliştirmelerini anlama yönünde de önemli bulgular sunmuştur.

İngilizce öğretmenleri için derslerde kısa videolar kullanma noktasında etkili sonuçlara sahip bir çalışma niteliğindedir.

Anahtar Kelimeler: İngiliz Dili Eğitimi, kısa videolar, kelime edinimi, yazma becerisi, dinleme ve izleme becerileri, dijital sınıf



ABSTRACT**EFFECTS OF V-CASTS ON EFL VOCABULARY EXPANSION OF TURKISH
HIGH SCHOOL STUDENTS IN WRITING****Meryem ÇALIŞKAN****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Yonca ÖZKAN****July 2021, 132 pages**

With the onset of the integration of the digital world's speed and content into education, web-based courses were launched into pedagogics. In the digital century, as we are going through, learners are exposed to their target language on various platforms through their daily lives. English language learners are expected to utilize several tools in learning with the object of improving a certain skill in their foreign languages. The main purpose of this study is to investigate whether and how viewing v-casts (short videos) influences the 9th grade EFL learners' written performances regarding vocabulary enhancement in English. The v-cast preferences of learners' and the views of EFL teachers on the use of v-casts with high school students in a Turkish ELT environment were additionally in the scope of the study. The participants of the study were 51 high school students of 9th grade in Hatay, Turkey. We searched for any differences and/or improvements in the participants' written performances regarding vocabulary learning proceeding the continual implementation of v-cast viewing activities. The study followed a mixed-method research design. The participants watched v-casts during their English courses and as extramural work. Pre and post-viewing written performances of the participants as well as semi-structured interviews and reflections reports were analyzed based on four titles; usage of affixation, the usage of content words based on CEFR, topic-based lexicon usage and the analysis of word count. The findings demonstrate that 9th-grade high school students formed a wider reservoir of vocabulary after the regular practice of v-cast watching activities and that they manage to use it in their written scripts. This study presents considerable implications for the teachers who prefer integrating v-casts into the training of writing skills in EFL. Since v-casts are downloadable and do not

require advanced ICT skills or a permanent internet connection to display, they become easily accessible for the learners as well as the teachers.

Keywords: ELT, short videos (v-casts), vocabulary enhancement, written performance, listening and viewing skills, digital classroom



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ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EBA: Educational and Informatics Network

EE: Extramural English

EFL: English as a Foreign Language

ELL: English Language Learner

ELT: English Language Teaching

ICT: Informatics and Communication Technology

L1: First Language

L2: Second Language

MNE: Ministry of National Education

SPSS: Statistical Package for Social Sciences

TPACK: Technology, Pedagogy, and Content Knowledge

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter incorporates information concerning the scope and setting of this study together with the aim and purpose. An introductory part that demonstrates the background literature of the study is given. The problem that the researcher is motivated with is explained. Afterward, the aim of the study is stated, and the research questions were asked. Lastly, the importance of the study is discussed, and the key terms are defined.

1.2. Background of the Study

Learning vocabulary in a foreign language mostly appears to be tedious for language learners as it seems like there are hundreds of words to memorize or categorize and retain. Commonly, all human beings have a command in receiving and effectively producing vocabulary in their mother tongues and sometimes their second or third languages. As known, this happens through an accumulation beginning from the first days of life. Folse (2004) and Mehring (2005) say that vocabulary learning is dominant in first language acquisition besides second language acquisition.

While learning the first language, learners are not aware of a process of learning which drives the period into a natural aspect of individuals' need to communicate. Several researches have noticed that in later stages of childhood, the ability to identify between the words, chunks, phrases, sentences, and parts of speeches expands as they gain progress linguistically. Being exposed to the receptive side of vocabulary has been found to assist in categorizing what is heard and it develops a channel of communication. Some studies have claimed the effect of lexical background on comprehension to be high. In a study implemented on university students, van Zeeland and Schmitt (2013) found that a rich vocabulary repertoire generally led to significant levels of comprehension, but that there were also learners with lower levels of lexical knowledge but "adequate" comprehension.

One of the initial stages of vocabulary acquisition begins with referring to entities with a single word or a mass of sounds. Many scholars propose that first language learners

do not possess the prior knowledge of words or systematic sections of a specific language. However, they do differentiate between sounds to denote objects and phenomena. In this manner, learning through connecting sounds becomes upfront, and the words or sounds around the known words allow the unknown words to stand alone and be distinctive. Thus, learners accumulate new words and phrases which are ready to be associated with the ensuing parts of the language. Touching on a correlation between phonemic awareness and vocabulary, Carlson, Jenkins, Li and Brownell (2013) note that they can be counterintuitive, and the grounds for this at age five could be the language environment at home.

Researches have indicated that lack of adequate vocabulary builds a considerable hindrance in speaking a foreign language. Foreign language learners primarily rely on their lexical store and become more confident about speaking out if they have a broad lexicon. On the other side, learning words is time-consuming when the issue of forgetting is taken into consideration. Dai and Yang (2011) suggest that to enhance vocabulary, students need to utilize a vast repertoire of vocabulary learning strategies, using a series of strategies to tackle lexical problems and that a knowledge of relevant affixes and roots, for instance, is valuable for a language learner to develop vocabulary.

At times, listening in a foreign language can be a challenging experience for language learners due to the complicated nature of sounds, speed of the speech, and the unknown context. Previous research mainly states that learners' biggest obstacle while speaking a foreign language is that they have difficulty understanding what has been uttered due to the fast pace of the native speakers' speech. Most of the studies conducted on listening use podcasts as a tool for collecting data. Podcasts are sole sound materials with the absence of imagery. Gonzales (2019) draws attention to a critical element in this study as the combination of explicit instruction and the perceptual training provided with podcasts before asking learners to produce output. A considerable component of output production grows up as vocabulary knowledge. A language becomes a whole together with sounds, grammar, context, and such elements. Thus, evaluating one skill in a language may require other skills tools to be integrated.

While first language learning does not necessitate any prior condition or preparations to improve the listening skill, foreign language learning needs certain preliminary information or advanced arrangements. Saricoban (1999) suggests that listening to and understanding speech involves several fundamental processes and

depends upon linguistic competence, previous knowledge, and psychological variables that affect the mobilization of this competence and expertise in a particular task situation.

As an authentic listening activity, Porter and Roberts (1981) prepared a guideline that offers a pre-listening phase during which the teacher may encourage the learners to pool their '*background knowledge*' and expectations of the announcement and expose them to some keywords before they listen to the authentic text. Hence, readiness for a listening activity can be associated with the listeners' previous vocabulary repertoire, which will be heard in the audio. By presenting words in advance, the researcher aims at fostering some lexical items to be recalled in a short period. The listeners do know the information about the content of the authentic text. That way, they would be able to work on the pre-formed '*announcements*' frame in their mind retrieving any experience with announcements. This takes the learners to narrow down the lexicon and develop an expectation for the coming words in the audio.

The deficiency of exposure to authentic speech in the target language, as proposed by many scholars, leads to limited pronunciation and vocabulary acquisition development. Herein, the L2 world of the learners outside the official course and conscious school environment presumably help them go further in their language learning path. In their definition of extramural English, Sundqvist and Sylven (2016) explain that it is the English that students encounter outside the classroom or any formal educational settings like schools or institutions. Learners are in contact with English which teachers or tutors do not initiate with the intention of language teaching. Thus, we can interpret that extramural English increases the authenticity and creates a natural, unconscious movement in the learners' competitive learning journey.

We observe that breakthroughs in the field of Information and Communication Technologies (ICT) in recent years and their integration into pedagogical grounds open doors to a new age in classroom environments and the opportunities of distance education. Technological instruments have found their way into our daily lives. On the condition that digital tools become easily accessible, the speed of information circuiting among individuals may probably accelerate. As cited in Gonzales (2019), researchers have long supported the use of technology as a facilitating tool, as it can develop presentation styles and make materials more physically and psychologically accessible (Pennington, 1996), offer learners individualized practice with limitless tries, and even allow them for an instant, automatic feedback on their performance. Online tools for educational purposes have been serviced to the use of teachers and learners. This seems a turning point, and

the roles of the teachers and have been learners transformed as the learners take responsibilities in the teaching process, and teachers guide the learners rather than explicitly teach them.

1.3. Statement of the Problem

Based on my teaching experiences for six years in state schools, the issue of listening in ELT has mainly been dealt with audio materials like podcasts or live speaking/reading performances of teachers or other English-speaking sources. As supported by many researchers, language is looked upon as a whole with four skills and numerous learning and teaching strategies. Our study approached listening through v-casts (short videos), combining imagery and audio to multifaceted the language. Sommer (2001) claims that a single film clip can form the foundation for English learning skills: listening, speaking, vocabulary, pronunciation.

The term ‘podcast’ is the combination of the brand name ‘iPod’ and the word ‘broadcast’ (Evans, 2007). The term video podcast indicates podcasts that contain visual information either in the form of still images, animation, or video (Dupugne, Millete & Grinfeder, 2009). The video podcast is used in several types of research with the abbreviations ‘vodcast’ or ‘v-cast’.

In a comprehensive study mentioning the significance and practicality of staying online, Ozkan (2011) expresses that among the numerous reasons why one may choose to use web blogs with students, one common sense is providing an authentic audience for student writing. That being the case, authenticity in technology-based teaching environments is agreed to be demanding. Student writings address an audience, which may affect how the students choose vocabulary and tone register.

Ninth-grade students who are the participants of this study are teenagers of 13-14 years old. We can figure that young adults develop a taste for cinema and movies around that age. On the grounds of my bachelor’s studies, it can be stated that adolescents have a sensitive approach towards the content and style of movies due to their emotional dynamism during puberty. They tend to make choices on the contents of short videos they will watch in the classroom according to their criteria or preferences. Studies with young adults require affective variables to be conducted at the utmost convenience. For this reason, we aim at searching for their v-cast preferences and strengthen their preparedness level.

In a study investigating the position of digital tools in ELT, West, Guven, and Parry (2015) emphasize that considering the extensive amount of technological equipment taking part in classrooms, they were not effectively applied into the educational process.

1.4. Purpose of the Study

The digitalization of educational foundations, the introduction of technological tools, the internet, and online items into English language teaching environments, and their employment in several levels of teaching and learning strategies have been inquired about by multiple researchers. Respective literature reveals that utilizing particular online materials like short videos and movies in ELT classrooms contributes to progress on the learners' writing competencies.

The primary purpose of this study is to investigate whether and how watching v-casts influences 9th grade EFL learners' written performances regarding their vocabulary enhancement in English language courses. By implementing v-cast viewing, we aim at detecting any possible lexicon that the learners gained through watching short videos.

Along with that, the v-cast preferences of learners and the views of Turkish EFL teachers on the use of v-casts with high school students in a Turkish ELT environment are in the scope of the study. Teachers' beliefs are crucial as they include previous experiences in regards to v-cast practices during EFL courses. Consequently, this study intends to uncover the v-cast issue with both students and teachers regarding vocabulary enhancement in their written performances in the English language.

1.5. Research Questions

Three questions are formulated below to search for responses for the current research:

1. How do v-casts affect Turkish EFL 9th grade high school learners' vocabulary enhancement in EFL writing performances?
2. How do Turkish EFL teachers view the use of v-casts with high school learners in a Turkish ELT environment?
3. What are the views of Turkish EFL 9th grade high school learners concerning v-cast viewing in an ELT context?

1.6. Importance of the Study

Within the knowledge that teenagers spend a good deal of time online for educational purposes, conducting this research attributes real-life results on the topic. When we take the amount of time that a learner spends on online settings into consideration, we encounter a substantially extended ratio of media utilization. Canalizing adolescents' media use to language learning qualifies them with an advantageous duration spent online and lessens the possible excessive utilization. From this perspective, one common procedure that can both comprise mobile technology and provide flexible and comprehensive learning is the implementation of podcasting and vodcasting (Abdous, Camarena & Facer, 2009).

This study mainly deals with listening and viewing short videos and producing written language. So far, researches on listening have primarily been conducted with either podcasts or speeches by an individual (a teacher, presenter, accent provider, speaker, etc.). In this study, the participants listened and saw the images, the movement, and the scene simultaneously, which makes the study notable in this respect. In parallel with numerous studies, visuals provide optimal input of L2 vocabulary in terms of maintenance. Thus, v-casts increase interest in language learning resulting in a raised motivation.

V-casts have been rarely used to search for vocabulary enhancement, which lands the study of prime notice. Bringing a new objective to pre-recorded podcasts, v-casts afford versatile competencies of listening to be improved. The learners see, hear and follow the objects or people in a video which aids in associating words with sounds and events. In her study conducted in Norway with 8th to 10th graders, Lialikhova (2014) presents that videos appeared to positively impact the improvement of the students' four language skills and vocabulary growth and scaffold the process of acquiring the practical use of the language.

Furthermore, through observing the context in a short video which may enable them to estimate upcoming scenes and possibly predict some unknown words, they appear to be assisted in broadening their vocabulary. Being exposed to authentic pronunciation by short videos, the learners have the opportunity to improve speaking skills and positive attitudes towards the English language.

The authenticity of the written data collected from the participants increases as the students watch the v-casts at a personalized setting like homes (they have distant courses during the pandemic of Covid-19, and the v-casts are parallel to their syllabus).

The study covers both students' opinions and preferences on v-casts and EFL teachers' views on using v-casts with 9th-grade students. Thereby, this study contributed to the literature in point of inclusiveness as well.

1.7. Operational Definitions

V-cast (short videos): The term video podcast indicates podcasts that contain visual information either in the form of still images, animation, or video (Dupugne, Millete & Grinfeder, 2009). The video podcast is used in several types of research with the abbreviations 'vodcast' or 'v-cast'.

Vocabulary enhancement: Ahour and Dogolsara (2015) state that a good vocabulary repertoire enhances future academic achievement and the learners' efficiency of thinking and communication.

Listening skill: In Nagle and Sanders' study (1986), in the model of listening comprehension processing, the listener experiences both automatic and controlled processes. These processes help them synthesize meaning from oral input.

Viewing (watching) skill: Viewing videos might be a source of various activities and can represent a step further to discussing and improving both receptive and productive skills (Samalova & Prazakova, 2020, p7).

CEFR: CEFR (Common European Framework of Reference for Languages) provides a mutually accepted model for recognizing progression levels in the English language. Promoting a new design to the teaching programs, CEFR forms language proficiency on a six-level scale (Europa, C., 2018).

Digital classroom: Roberts (2007) defines the digital classroom as an authentic environment equipped with digital technologies in which students involve actively and manage their own learning.

Distance education: Numerous schools and educational institutions began using e-learning tools for live lessons like video conferencing, which is an easy and fast solution to reach remote locations economically (Rehn, Maor & McConney, 2018).

ICT: Information and Communication Technology (ICT) empowered people to reach information with a profound speed and vast scope compared to previous history (Sampson, Isaias, Ifenthaler & Spector, 2013).



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter incorporates information regarding digital ELT classrooms, technology use in pedagogy in the last decades, vocabulary enhancement strategies, listening strategies, v-cast (short videos) usage in the EFL environment and the writing issue in second language teaching. In the subsequent sections, lexicons in second language teaching, identification of sub-branches of lexis and idiomatic phrases, receptive and productive sides of listening skill, access to the convenient educational videos, and learners' suitable online atmosphere are discussed.

2.2. Technology in Educational Context

Technology and media have been the scope of several types of research in the field of education during the last decades. Since they provide a variety of teaching materials such as radio, television, magazines, audial and audio-visual records, and any sorts of printed media, digital environments settled in educational contexts (Slavikova, 2014). Tanrıverdi and Apak (2008) express that old media are a comprehensive data source that offers students linguistic and cultural authenticity. Thuswise, students are motivated to speak and integrate the four skills; listening, reading, speaking, and writing through numerous activities (Tafari, 2009). Additionally, the use of media in ELT environments contributes to positive motivation, interactivity and cooperation during the lessons (Slavikova, 2014).

Many researchers investigated some commanding ways and the agents that form this process to enhance teachers' technology use in classes. These agents are required to be issued together when the technology integration is to be examined (Ertmer, 1999). Hence, several technology integration models were evolved to interpret the relationship between such factors. In their theoretical model to diagnose the relationships among the variables that affect technology utilization, Hew and Brush (2007) explain that technology integration is directly affected by teachers' knowledge and expertise, perceptions, and viewpoints on technology, school administration, and accessibility to digital reserves.

Going back to Vygotsky's theoretical linear, Erben et al. (2009) express that technology has the potential to intercede the learning process of the students in various creative ways and to start up many possible *dynamic zones of proximal development*. Therefore, integrating technology into classrooms on a student-centered band may ultimately mean being one step forward from a silent and non-participated mission to a highly active and cooperative learning atmosphere.

Connectivism through technology builds up students' possibilities to share and collaborate information across the world (Alhamroni, Kanbul & Nawaila, 2020). Learning a second language will require learners to hear, read, speak and write in the target language continually (Ybarra & Green, 2003). In this sense, a network has become a standard tool to interchange knowledge, up-to-date ideas and academically constructive concepts among learners and this will eventually lead to achievement and improvement both socially and culturally (Alhamroni, Kanbul & Nawaila, 2020).

Deciding about the suitable media to be implemented in a specific class can be challenging and may lead to a workload. Biagi (1996) states that when this task is performed desirably, it motivates the learners and increases enthusiasm, making the process entertaining and encouraging. So, it would address to any learner and would hardly leave anybody out of the round.

Principally, integrating technology into ELT dates far back to the period of blackboard and radio being used simultaneously for teaching purposes. Modern teachers and lecturers have more responsibilities on choosing the best digital tool for what activity, lesson, and topic. That is because today's technology offers numerous alternatives, from specific online course materials to teaching-aimed applications to present to the point contents and materials and make teaching more productive (Alhamroni, Kanbul, & Nawaila, 2020).

The theoretical framework for this research was built upon cognitive theory and strategy research. The cognitive theory embraces the conception that the learner is actively and consciously involved in the learning process (Anderson, 1983; Bruner, 1990). Using strategies is one of the paths for learners to direct and command their own learning. Learners use techniques as thoughts and actions along with attitudes to help them comprehend, perceive, learn, manage and utilize information in case of need (O'Malley & Chamot, 1990). Strategies are connected to cognitive processes and used to achieve intellectual functions consciously.

Studies that have investigated the reasons as to why teachers do not use technology more frequently in their classes have come up with certain hindering factors (Rosen & Weil, 1995). Some of them are;

- lack history with ICT,
- insufficient practice support for teachers,
- no additional assistance with kids while preparing digital devices,
- inadequate or even no digital devices available,
- short time during courses to integrate technology into the syllabus,
- lack of financial support,

The list includes a broad array of restrictions for teachers to utilize technology smoothly. Several solutions could also be generated for such hindrances in using technology. Still, problems like providing devices would either be challenging or fall short to fully cover when some provisions are made.

As to create and suggest novelties for such obstacles for teachers' technology use, Fullan (1991) explains that one of the significant points in educational reform is that the academic team may not foresee the need and sense for such a change and may not even have a clear idea about how to proceed. He adds that this case leads to resistance for change and disarrangement and chaos, thus driving to failure. Through that point of view, he comments that teachers who resist change are not actually refusing the need for a transform, but are reluctant to struggling to carry out or pioneer some steps with insufficient opportunities and under poor circumstances.

Dawes (1999) draws attention to the phrase *teacher resistance* to be only viable when it comes up from the lack of comprehension and familiarity of the service and work that goes on in schools. So, teachers, already having their professional expertise, when enlightened about the technology-based materials and programs they are asked for, would be prepared to make decisions and make rational choices. She supports the idea that *teacher resistance* is a stereotyping of the profession and that teachers hold onto organizing innovations to follow their teaching effectiveness. In her study analyzing some images of teachers as technology users, she found out that unlike the impression on the press, teachers would naturally integrate computers in lessons and develop a command of ICT once the impediments are overcome.

Davis (1999) approaches from a different perspective. He argues that educational institutions make changes to meet their society's need for technology education together with their own demand for digital resources and materials. He exemplifies this as a primary school in a rural region where parents contribute as technical assistants teaching adults in their district. Thus, administrators need to note the pervasive nature of ICT to ensure that their institutions can respond to the community's benefiting from technology's functions.

New technologies have profoundly changed many other institutions and organizations. Cuban (1993, p.186) discusses some reasons as to why schools have not gone through a change by the new technologies as much as other organizations:

- cultural adherence on the popular meaning of teaching,
- cultural belief on how learning grows up,
- domination of opinions on student-teacher relationship rather than the student-device relationship in proper education',
- age-graded school beginning from the nineteenth century.

Cuban (1993) expresses that cultural notions about what teaching is and the relations between students and the teacher surpass the modern schooling styles. He maintains that age-graded school settings, starting from the last century, have an overwhelming touch on teachers' classroom positions.

On the other side, some factors that encourage teachers to use technology do also exist. Veen (1993) conducted a study with four secondary school teachers who used ICT in their classes and analyzed the factors in their daily technology use in company with the course content. School factors and teacher factors were observed separately. Some important teacher factors were teachers' beliefs on the content, the teaching way to convey the subjects, managing classroom activities, and computing skills. As a school factor, the positive attitude of the principal and the needed technical support were noted. It was seen that teacher factors dominate the school factors. The most noteworthy conclusion of Veen's research is that when the computer program matches and complies with the teacher's pedagogical expectations, they prefer using it.

Several studies were conducted to search for the fostering agents of teachers' technology use in ELT lessons. Sheingold and Hadley (1990) uprise a handful of motivating gists about technology utilization. They found out that teachers' desire and

dedication to the students' learning, as well as their own advancement in their profession, increase their growth in digital skills. Furthermore, the school administration's support and the accessibility for satisfactory digital devices play a substantial role in teachers' motivation to integrate technology in their classrooms.

2.3. Information and Communication Technology in Local Context

Information and Communication Technology (ICT) empowered people to reach information with a profound speed and vast scope compared to previous history (Sampson, Isaias, Ifenthaler & Spector, 2013). The most significant incentive for letting technology be a part of the language learning process is the limitlessness of time and the grand width of information it provides in seconds (Burston, 2011). Thus, restrictions such as time and place could remove with the introduction of ICT in the last two decades.

Like many around the world, Turkish schools quit face-to-face lessons due to the COVID-19 pandemic and adopted e-learning with online live courses through video conferencing and EBA (a national Turkish online platform that provides live and recorded lessons). Teachers proceeded to remote live classes. Even though the use of technology in English lessons in primary and elementary schools has evolved (Bai, Wang & Chai, 2019), the transition to distance education demanded acceptance of new options in online education. This guided teachers and governments to utilize live lesson tools for video conferencing, such as Zoom and Teams (Moorehouse, 2020). Conducting video conferencing may be challenging at times and drive teachers to organize and implement remote live lessons through a screen efficiently (Peachy, 2017). Nevertheless, teachers may need to have training for e-teaching or experience in order to carry out qualified studies (Rehn et al., 2018).

The Information Society Strategy Report (DPT, 2006b) signs that there are actual availabilities for Turkey to grade up to be an *information society* due to its demographic design in the midrange. To benefit from this advantage, significant work has been implemented since introducing educational technology to benefit from the new and developing information and communication technologies in Turkey (Yılmaz, 2011).

Aşkar and Koçak-Usluel (2002a, 2002b, 2003) suggest that teachers' use of technologies in Turkey was found to be greater in administrative and personal work than in teaching. The results of related studies to see the current condition of the Turkish Education System regarding the use of technology show that the integration of digital

devices into classes has been progressing; however, because of the factors that affect this process, the outcomes and gains have not arrived the expected and ideal level (Yılmaz, 2011).

Developing domestic educational software in Turkish was aimed at as a primary principle in Turkey, and several software development projects were followed during the past decades. However, the investigations made afterward indicate that the developed software did not meet the expected qualities and originality (MEB, 1991).

Following these attempts in Turkey's past years, the first departments of *computer education and instructional technology* were opened within the education faculties in 1997. These departments produced graduates to become *informatics teachers* who are the current teachers employed by the Ministry of National Education (MONE) of Turkey (YÖK, 2007). The number of these departments and related sub-departments increased by the 2006-2007 academic year (Yılmaz, 2011).

To meet infrastructure and in-service training for the teachers, the projects have continued in Turkey. MNE introduced a national-level project, known as the FATİH Project (Increasing Opportunities and Improvement of Technology Movement), which aimed at providing 620.000 classrooms in 40.000 schools with modern smart boards and the latest information technologies devices (MONE, 2012). The FATİH Project set sight on enhancing technology use efficiency in all classrooms from the east, where the local educational opportunities are harder to access, to the west, where crowded classrooms are common (Can, Karaca & Yıldırım, 2013). Former investigations show that the prosperous results of these sorts of projects strongly depend on all the stakeholders of schools' involvement in decision-making (Karaca & Yıldırım, 2013). Contrarily, Turkey's centralized education structure gives rise to the determination of all the pedagogical policies to be done by MONE and lets out a more restricted zone for the individual schools to hold decisions on technological changes (Silman & Simsek 2009).

As another perspective, while MONE is in the prospect of the principals of schools to undertake positions of leadership, coordination, communication, and proactive facilitation, they are not empowered as the authority to pioneer alterations in technology in their schools (Akbaba-Altun, 2004, p.261).

In his study about teachers' ICT skills, Mumtaz (2000) says that teachers generally apply ICT in their classrooms either if the administration obliges or if the devices and tools are abundant, or when the teachers are fully equipped and ready to do so. He adds that the teachers are reluctant to use technology because they do not have

sufficient ICT competence, efficient staff in charge, technological devices, time to cover preparations, and funding.

Çağıltay and Çakıroğlu (2001), in the view of various previous researches, express that teachers in Turkish schools have mainly confirming and supportive attitudes and perceptions towards using technology in their classes. Some other related investigations support that if they are provided with adequate and qualified assistance, teachers would be eager to grow positive aspects towards the integration of technology (Gulbahar & Guven, 2008). Developing knowledge and skills positively triggers favorable and constructive attitudes, which may expectedly result in their utilization in many ways (Can, Karaca & Yıldırım, 2013).

The centralized organization of the Turkish education system in an explicit hierarchy brings about fewer communication bindings to occur among teachers and principals (Lee & Reigeluth, 1994). Rather than the principals who are in an authorial position, teachers are acknowledged to be influenced more by their colleagues since further interaction and communication probable to arise among people with equivalent experiences, beliefs and education (Rogers, 1995). In the light of these, the school administrations may need to space up for teachers to interact about their experiences and competencies in the world of technology. Bandura (1977) asserts that if teachers observe that other teachers are complemented and honored, they will be motivated to demonstrate the same behavior as they expect to earn similar feedback. Thus, principals are expected to undertake roles in praising and acclaiming teachers who use technology in their classes.

In their study on technology integration in Turkish schools, Can, Karaca, and Yıldırım (2013) state that colleagues' help and endorsement trigger teachers' perceptions and beliefs toward technology utilization in the classroom. The supreme collaboration in Turkey's work fields could lead to such outcomes of these principal impacts of colleague support (Aydın & McIsaac, 2004). The tradition of collaboration at this level is precious to create a strong awareness of new technologies among teachers and their implementation into classes (Rogers, 1995).

2.4. Digital ELT Classrooms

In an era of a technology-based world, digitalized education, globalized lectures and distant courses of any field of science, learners are lead to an online platform for carrying out a wide range of needs. As we can confirm, informatics holds the basis in any

level of instructional training, schooling, telecommunication, media and press, commerce, diplomacy, science and all other positions that we individuals stand on and go through. John and Wheeler (2008) describe digital technologies as forming the future of teaching and learning and, with the wideness of the Internet, they are equipping teachers and the students with unique facilities for creativity and exploration.

Studies are searching on classrooms of several forms of education submitted to the digital infrastructure during or after the courses. The path of course preparations meets digital platforms at least at one point before the training takes place. Some English language teaching classrooms in Turkey can be good representatives of digitally equipped learning environments. As Octavio Kulesz (2017) suggests, a digital surrounding is a structured communication setting where digital items communicate and direct the components and activities within it. Today, with the expansion of mobile devices, online games and online activities, teachers have to be resourceful and progressive in order to carry technology forward as a tool (Sari, Anjani, Farida, and Ramdhani, 2017).

As cited in Ozerbas and Erdogan (2015), classroom settings upgraded with technology altered from being computer labs to advanced digital backgrounds, including projectors, internet connection, smart boards, and communications technology (Ott, 2000). And these classrooms started to be named as digital classrooms with ICT infrastructure. Roberts (2007) defines the digital classroom as an authentic environment equipped with digital technologies in which students involve actively and manage their own learning.

Old and new technological devices do also offer various facilities in English lessons. Whereas old media serves as transference and distribution of knowledge and training, new media introduces unprecedented performance opportunities. For instance, they aid teachers in holding student-centered, problem-based and collaborative learning faster and more comfortably (Slavikova, 2014).

Teaching is needed to be considered as an association between what teachers already know and how they apply what they possess pedagogically in the solitary circumstances of their classrooms (Koehler & Mishra, 2007). Many researchers agree upon the notion that there is not a single and perfect means of integrating technology into classrooms. Supporting the idea that this could be *efforts of integration*, Koehler and Mishra (2007) state that teaching in a digital atmosphere is a *complex* and *ill-structured* issue which can be overcome by recognizing approaches that direct teachers to bring out novel ways of understanding and adapting the complexity of the integration issue.

Koehler and Mishra (2009) maintain that at the center of high-quality teaching with technology lies three elements. They are *content*, *pedagogy*, and *technology*, along with the interrelation between them. They explain that these three components comprise the heart of technology, pedagogy, and content knowledge (*TPACK*). This point of view is one of the several types of research extending Shulman's (1986) concept of *pedagogical content knowledge (PCK)* to embody pedagogical technology.

The TPACK model (see Figure 1) was based on Shulman's (1986, 1987) representation of pedagogical content knowledge (PCK), intending to uncover how teachers' perceptions of technology integration and PCK affect each other regarding teachers' aim of developing technology-based teachings. In Koehler and Mishra's model, teachers' three main knowledge components also form sub-constituents; PCK, TCK (*technological content knowledge*), and TPK (*technological pedagogical knowledge*).

Content knowledge (CK) refers to the educators' command about the theme of the subject that is to be taught. Knowledge of content is crucial for teachers as the subject matter of a particular course will differ from middle school to high school or university level. As Shulman (1986) narrows down, this type of knowledge contains *theories*, *concepts*, *evidence*, *designs*, and *approaches*. The nature of knowledge needs to be considered that they broadly differ among disciplines.

Pedagogical knowledge (PK) concerns teachers' background information and skills about learning and teaching methods (Koehler & Mishra, 2009). It includes overall classroom management skills, evaluation, lesson plans, and teaching techniques. Teachers with strong pedagogical knowledge monitor how learners build up knowledge, understand the content, acquire abilities, and incorporate knowledge. Thus, pedagogical knowledge necessitates comprehension of cognitive, conceptual, and intellectual learning theories and their implementation.

Thirdly, Koehler and Mishra (2009), in the light of the Committee of Information Technology Literacy of the National Council (NRC, 1999), describe technology knowledge (TK), beyond being simply computer literacy, as recognizing technology wide enough to use it proactively in many parts of a discipline or everyday work and understanding where and how to use it as an assistant to reach or complete an objective. As such, knowledge of technology needs a profound apprehension of information technology for communication and problem solving compared to the explanation of computer literacy.

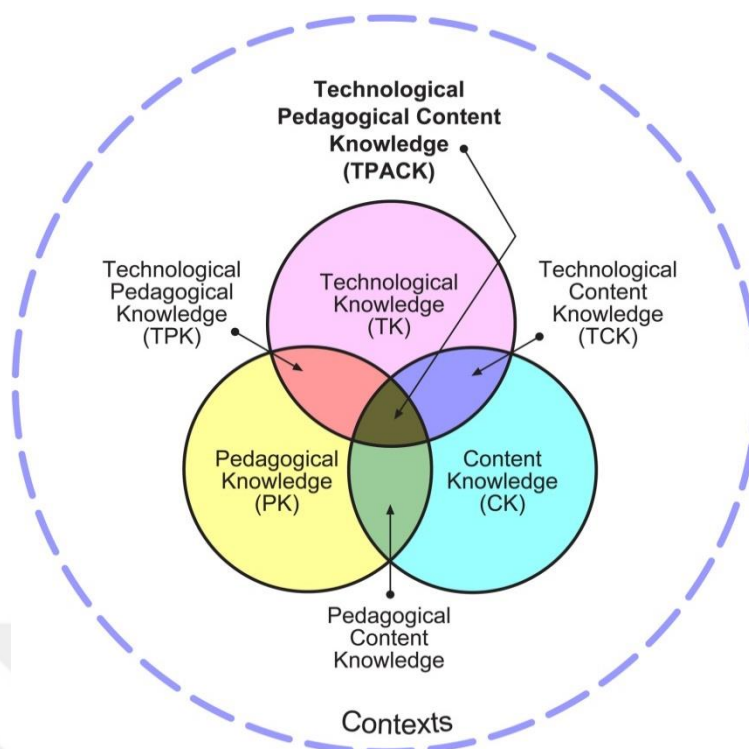


Figure 1. Contemporary issues in technology and teacher education

Source: Koehler & Mishra, 2009

The TPACK model is considered to be more of these three core elements separately, together with its significant importance given to the interaction between each type of knowledge. It aims to underly comprehensible, efficient, and skillful teaching with technology (Koehler & Mishra, 2009). Rather than focusing on the knowledge of content, pedagogy, and technology individually, they suggest that TPACK seeks to display and introduce the concepts and constructs via technologies. TPACK is also expected to solve some problems students face, focus on the previous knowledge the students have about the course content, develop new learning schemas, and reinforce and boost old learnings.

2.4.1. Accessibility to Digital Infrastructure

We can see outstanding progress in the last decades in the availability of digital infrastructure like small and highly portable computers, projectors, wireless network and increase of software applications for numerous educational purposes as L2 exercises, video viewing, evaluation, providing and creating authentic materials, sharing and cooperating (Pew Research Center, 2019). In any EFL surrounding, both teachers' and

students' accessibility to technological foundations is accepted to modify and advance the teaching and learning affairs' effectiveness and operation.

English language teachers have used videos, podcasts and films as sources of language content for a vital duration. The uprising in digital technology enables teachers to create, find and share their own short videos, worksheets, e-books, blogs and all other material needed particularly for their classrooms and students. Nowadays, to create videos or form other materials for class use, all we need could be smartphones, which are easy to access. A smartphone can do lots of things that were not done in EFL classrooms around fifty years ago. For example, creating and watching videos, recording reading texts, saving photos of visuals and any content on the board facilitate and may even accelerate the learning process. Beyond smartphones, there are more evolving technologies combining with Web 2.0 tools. Some other software applications are structured for learners to form, collaborate and comment on videos created by the group of EFL learners (Cowie & Sakui, 2020).

Technology has not always been a practical side of the classrooms, even with adequate infrastructure. There are some factors that affect the use of technology in education. Foremost, teachers need to have sufficient computer skills to consider utilizing modern digital tools in their curriculum. Some of the significant obstacles to implementing technology in English lessons are the minimal resources in devices, teachers' inadequate skills, perceptions, and attitudes towards ICT (Mumtaz, 2000). Cui and Wang (2008) assert that a severe number of ELT teachers still follow outdated books that are complex even for the natives and that students would pay attention only to complete duties like passing exams and not to benefit outside the school. They add that the language of communication in such classes is often not English but L1.

2.4.2. Technology in English Language Teaching

English language learners are expected to use several tools to improve a particular skill to learn foreign languages. Teachers' expectation of using digital devices to promote teaching and learning inside the classroom comes forth since technology becomes highly dominant in educational environments (Akyuz & Yavuz, 2015).

As we are going through a digital century, many researchers agreed that learners come face to face with their target language in various platforms from advertisements to instruction books. Digital classrooms can unify the new generation's new learning styles

with the capability of the rising digital tools to create a new generation of self-assured problem-solving students (Roberts, 2007).

From mobile phones to digital billboards, several kinds of computers and digital devices are admissible by several studies to form and present numerous inputs anytime and anywhere. Thus, observing the influence of technology in a language learning atmosphere would inevitably give substantial clues concerning the course's overall direction. According to Sharma and Barrett (2007), this technological infrastructure was better accommodated into course designs conveniently to meet the requirements. Integrating such online environments into ELT is expected to support learners, teachers, and the learning process.

Combining e-learning with traditional teaching procedures in the area of education can substantially develop students' academic performances (Condie & Livingston, 2007). E-learning platforms enable learners to find thousands of courses within a concise time with several options. Yet, it becomes difficult for them to choose the most appropriate course among the uncountable online courses worldwide since each learner has personal abilities, needs, and competencies (Xu & Zhou, 2020).

Data of a research conducted to reveal the specific skills required for teachers of live lessons finds out that prospering teaching by video conference involves overcoming a sophisticated and distinguishing mix of digital, educational and social competencies covering; conveying messages across a screen, fostering relationship among students through technology-oriented communication, improving teacher and student presence and organizing planned courses that scale up successful results in developing effective teaching outcomes (Rehn, Maor & McConney, 2018). Teachers' views on the e-teaching process revealed that they need preparation and training for the role of video conferencing and gladly desire support through both action research and professional assistance on particular pedagogic and technical instruction.

Linguists generally support the idea of exposure to the foreign language outside the classroom, which ignites permanent learning steps. Thereby, being in a digital environment during foreign language learning facilitates access to the contents that provide input. To offer and create successful classes, English language teachers commonly use different audio-visual tools, textbooks, and other stimulating and engaging activities to support the teaching process. Bajrami and Ismaili (2016, p. 502) point out that the mentioned tools and materials confirm student-centeredness, autonomy,

engagement, connectivity to a specific theme, and videos such as movies, songs, and PowerPoint presentations are widely used in EFL classrooms.

Many studies searched vocabulary learning through technological devices as *Computer Assisted Vocabulary Learning* or *Mobile Assisted Vocabulary Learning*. Vocabulary applications also became part of researches on vocabulary items. In Stockwell's (2011) study on online vocabulary learning, learners were divided into two homogenous groups of EFL learners, the pre-test results of which were close to each other. One group was provided with online vocabulary materials prepared by the teachers. The other learners were tasked to select and design their own vocabulary material and enter them into an online platform. This study's data were collected through pre and post-tests and a questionnaire to specify learners' perceptions of both measures. The group provided with vocabulary materials by the teachers achieved significantly higher (93.2%) than the other group (85.9%). Test results showed that the reason the teacher-centered class achieved higher is that learner-centered courses spent more time on the activities. Both groups' perceptions of the activities were as useful and functional.

2.4.3. Distance Education

Educational institutions, primarily higher education levels, began delivering distance live or recorded lessons in the 1990s (Lawson et al., 2010). The technology in the years of introducing the Internet did not offer high-quality groundwork of audio and video. However, in later years, platforms and tools designed specifically for educational purposes such as video conferencing arose, and rapid improvements in connection were carried through. Gilles (2008) claims that the remote learning experience is not as profitable and productive as the face-to-face learning experience as a whole. Many researchers agree that more interactive and student-centered teaching practices are required to be involved (Andrews & Klease, 1999; Burns, 2002; Mason, 1994).

Based on the convenience of the Internet, most learners have favorable perceptions of distance education, according to questionnaire survey results in Hong Kong (Zhang et al., 2005). The study results indicate that online students improve higher when applied conceptual learning is considered and that the use of e-learning can upgrade the learning process if implemented interactively (Kekkonen-Moneta & Moneta, 2002).

With distance learning becoming considerably common, learners' engagement, excitement, enthusiasm, preferences, and educational backgrounds are more

incompatible. When the differences in students' learning history and capabilities are kept in view, Aher and Lobo (2013) suggest an algorithm using the combination of two techniques. The *clustering technique* and *association rule algorithm* are supported by them to give more successful conclusions during distance education.

In their study concerning remote live lessons, Moorehouse and Beaumont (2020) implement an online course with a pre-live lesson and a post-live lesson task with young learners who are taught through a video conferencing system for the first time. Some noteworthy points the teacher had during this lesson were 'to keep the lesson simple and not to teach new topics other than the current course content, to utilize several video conferencing modes like sharing the screen, gallery view, microphone mute/unmute, raise hands, to cover the learning process with pre and post tasks' (Moorehouse & Beaumont 2020). Therefore, distance education is agreed to have various aspects to be considered such as the age of the group, the complexity of the content to be presented, the use of the features of video conferencing, tasks to be completed and shared, games to be organized and held out and students' thoughts and feelings about the online lesson. Hence, various studies show that distance education may require teachers to measure and balance multiple online classes' variants.

With the sudden integration of distance education into our lessons due to the COVID-19 pandemic, trained teachers' issues have been widely investigated on a digital basis. Numerous schools and educational institutions began using e-learning tools for live lessons like video conferencing, which is an easy and fast solution to reach remote locations economically (Rehn, Maor & McConney, 2018). Yet, teachers are not adequately trained to use instructional technology to a large extent. In their case study with eight teachers across five schools to specify the skills required to conduct successful video conference classes, Rehn, Maor, and McConney (2018) express that teachers are not primarily prepared enough to initiate and foster interaction, build up relationships and enthusiasm, operate their courses, and manage the activities and tasks.

Distance education can be conducted through a few methods being either live or asynchronous courses. Some institutions also offer *print-based* distance learning, which does not require fully-fledged digital equipment. In this case, students receive their material deliveries and attend remote examinations either online or through some other institutions' hosting. On the other hand, synchronous online learning includes the utilization of e-platforms such as Zoom. It is mainly conducted live, enabling learners to engage in the lessons, ask questions, and develop interpersonal communication similar to

face-to-face classes (Falloon, 2011; Smith, 2005). Studies on video conferencing identify that live online courses are higher-ranking to asynchronous e-learning since it creates social interaction and employs students with more chances of instant teacher feedback (Nippard & Murphy, 2007; Park & Bonk, 2007).

2.5. V-cast (short videos) Utilization as an EFL Resource

One of the commonly preferred activities that high school students appear to follow with the intent of L2 enhancing is watching v-casts (short videos) in English. As many ELLs experience it, online platforms along with Web 2.0 tools provide numerous resources to improve listening abilities. In Nagle and Sanders' study (1986), in the model of listening comprehension processing, the listener experiences both automatic and controlled processes. These processes help them synthesize meaning from oral input. Thus, the students are consciously *self-initiated* to exercise verbal input through online materials and they also go through a controlled process of interpreting the meaning.

Krashen's (1982) monitor theory highlights the difference between language acquisition and language learning regarding videos as students may be motivated to 'acquire' the target language while watching videos since little consciousness is passed on to language form. Hence, language learning is more of a conscious process, usually during formal settings with frequent attention to form. Thereby, when the content of videos is considered, we can touch upon the elements like plot, place, time and personal figures, showing us that they have more to portray than merely the language. In this respect, while students are watching v-casts, unconscious vocabulary enhancement may occur.

Regarding the recognition that we live through a digitalized age, it becomes undoubted that the participants of the study have the experience of watching online movies and videos for educational purposes either during their previous lessons or at home. Since almost all of the elementary schools in Turkey are equipped with smartboards by the Ministry of Education, we can conceive that students have a history of digital environments inside classrooms as well. About videos for educational purposes, (Bajrami, Ismaili, 2016, p 503) say that the utilization of video materials in language classrooms positively contributes to the students' cultural background information and emotional attitudes regarding the learning strategies. Therefore, while viewing the video materials, students can put themselves in the vivid atmosphere created by the video

materials and understand the pragmatics of the language used by the characters. Compared to traditional English teaching, such courses may put student-centered teaching strategies into practice.

According to Elkins (2006), the skill and vocabulary of a foreign language are learned by many students through online games and videos as well as by watching tv series and films in their L2. Thereby, students are expected to develop a vocabulary command through regular video viewing practices.

According to many books used in the ELT bachelor's curriculum, listening and reading are accepted as receptive skills in a language learning process while speaking and writing are considered productive skills. Wilkins (1984) maintains that the transfer of linguistic knowledge from receptive to productive presumably occurs through a relatively slow process, but it does exist, as the study of language acquisition presents. Thus, a high ratio of listening exposure fosters competency and effectivity in the authentic and spontaneous language production. Viewing videos might be a source of various activities and can represent a step further to discussing and improving both receptive and productive skills (Prazakova, 2020, p7).

Vandergrift (2004) assumes that learners exposed to the oral discourse learn through practice, which would automatically improve their spoken language comprehension. Listening comprehension was considered a passive activity; thus, researchers have not paid significant attention (Jung, 2003, Thompson and Rubin, 1996, Vandergrift, 2004). Recently, we can see that listening has been investigated more frequently and the results generally show us that it rises as an active process. Bentley and Bacon (1996) claim that listening plays an essential role in the second language learning process. Listening would be defined as a dynamic and interactive process during which the listener synthesizes meaning from oral input.

In his study discussing the effective use of YouTube videos for teaching the English language in classrooms, Almurashi claims that YouTube videos interconnect visual context with spoken language and encourage to comprehend their target language and enjoy the process. Furthermore, students retrieve the content of YouTube videos more efficiently. At this point, watching videos become influential in regards to the content of the course. Thus, receptive and productive sides of video viewing activities have a role in L2 input with the assistance of visual and spoken composition. When the learners can use what has been learned, this can essentially be interpreted as the receptive parts of exposure to L2 were achieved.

Videos may have more benefits for students other than speaking. They can be used as a tool to express the new vocabulary they have learned recently or to reflect or self-evaluate their listening practices such as intonation as well as watching and following any body language or cultural indication. Such uses of videos could direct students to rehearse their language production and language output and this practice becomes vital for their advancement (Swain, 1995). Teachers might also have a role of guiding on students' skill development and clarify some points for testing and evaluation. Furthermore, online courses are noteworthy to give clear and straightforward instructions instead of oral instructions in the classrooms.

Danan (2004) claims that there are various reasons for audio-visual materials strengthened with subtitles or captions to be accepted as important EFL constituents. Initially, they expand the listening and comprehension skills of English language learners. Second, with the help of visualization of what is heard, they promote L2 learning. Lastly, audio-visual materials advance language comprehension and prompt notable cognitive benefits such as significant depth of processing.

Audio-visual materials are obviously significant in supplying rich linguistic content for learners. For example, watching TV is highly accessible and motivating, the input is multimodal (both oral and visual) and the intensity of exposure is high. TV mostly plays a role in promoting acquaintance with general vocabulary through one-way communication (Koert, Leona, Molen, Rispens, Snellings and Tijms (2020).

Unlike other languages that use many prefixes and suffixes, making the words less recognizable, words in the English language mostly stand alone and become recognizable to a large extent, which helps learners notice the words more efficiently, especially in A1 and A2 levels where affixation is less needed. In this regard, vocabulary in the target language may enable teachers to present it in more distinct ways. Sharwood (1993) claims that directing the learners' notice to structure can be done through input enhancement. Thus, being exposed to the target vocabulary that is explicit and apparent may contribute to the acquisition and production of the aimed vocabulary.

Within the targeted domain, a good number of listening activities have been conducted with the help of podcasts. Various researches have been done on measuring listening competence through podcasts. Learners were exposed to unlimited virtual input, which is a significant point in EFL contexts since the classroom environments may not totally provide authentic content, native speakers, and accents. Students tended to be exposed to variable phonological bases, especially in FL environments where a number

of non-native pronunciations and accents are presented both by teachers and classmates (Best & Tyler, 2007; Flege, 2009). This reception may represent an influentially variable or even improper or mistaken model of L2 phonetic components.

Videos, compared to authentic listening, have some advantages. Language learners can pause, restart, slow down or speed up videos. They can also replay the video when needed and create an opportunity for repetition for themselves. Videos can be made multimodal with the addition of texts or subtitles (Cowie & Sakui, 2020). Multimodality helps language learners with different learning styles get the most of the watching process and can also ascertain that the learners comprehend the instructions.

Slavikova (2014), in her thesis on the use of *media in EFL classrooms*, observes that any form of media such as a magazine picture, a short video or a tablet application is utilized in EFL classrooms to bring some real-world material into the lesson. For decades, she adds, English language teachers have used various media like newspapers, movies, television and projectors along with the traditional educational media such as coursebooks, blackboards and notebooks. Nowadays, many students, due to the pandemic, have to live on a reality of media through which they perceive and follow the world.

In their study regarding the recommendation of suitable e-learning courses to learners, Xu and Zhou (2020) discuss visual and audial features of videos. They explain that the visual information contains the components of the lesson while the acoustics information influences students' listening background.

2.5.1. Authentic vs. Prepared Online Materials

One of the frequently searched themes in the field of ELT materials and resources has been authenticity. Comparisons between authentic and non-authentic materials in technology-based courses often present valuable results regarding efficient learning procedures. Authentic materials are mainly regarded as motivating roles and comfort towards cultural barriers and differences (Erbaugh et al., (2012). He also states that being exposed to authentic materials enables learners to unite with the target culture more personally rather than engaging with prepared materials of the culture to be presented explicitly through the members of the target culture's eyes such as teachers, coursebook authors, and other material developers. Furthermore, Lancouchova (2006) suggests that authentic media could also be culturally one-sided and complex to understand outside language communities. There may be a point that the material belongs to a certain period

or place, making it outdated address to a narrow district or group. Slavikova (2014) affirms that the solution to these barriers could be integrating *semi-authentic materials*, which she defines as simplified materials that appear authentic.

Online technologies have the command to enable authentic materials to be accessed faster by learners in the language courses (Erbaggio et al., 2012). They help the learners stay up to date and reach various materials that are sent and received through divergent ways of digital platforms.

Still, technology can be challenging to cope with for some teachers, which may hinder the use of online platforms in English lessons. Nevertheless, Bannister and Wilden (2013) claim that incorporating new media into English language lessons has its advantages. Bannister and Wilden's (2013) model shows that modern technology can significantly enhance traditional teaching techniques and contribute to the transition to newer and more clever teaching techniques. Figure 2 displays why such a transition needs to be supported.

SAMR (Puentedura)

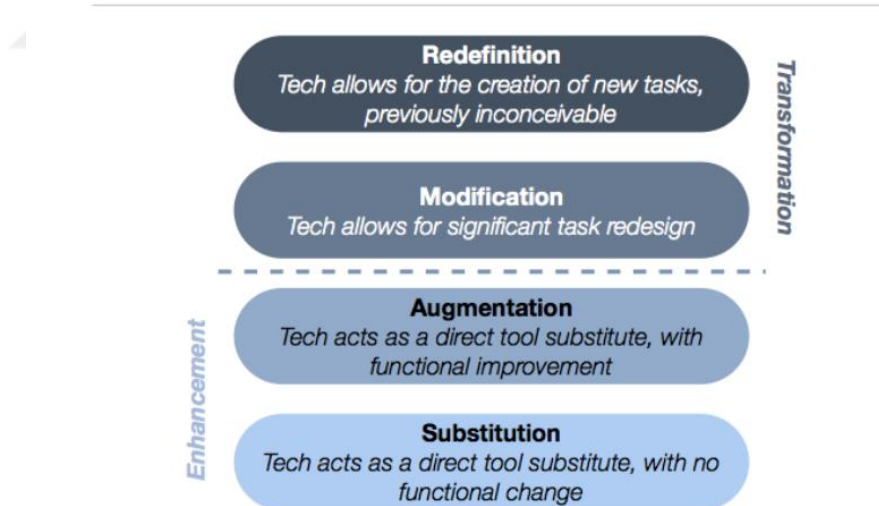


Figure 2. Modern technology

Source: Bannister & Wilden, 2013

2.5.2. The Action of Viewing

Watching in the target language can be conducted in more than one strategy like watching or without captions, with L1 subtitles or with no subtitles accompanying. Several studies are conducted to search for different effects of each. In their study

searching for the impact of video viewing with several types of captioning such as *'full captioning, keyword captioning and glossed keyword captioning'*, Perez, Peters and Desmet (2018) draw a conclusion to the gains of the learners to be mostly at the level of *form recognition*. Two hundred twenty-seven participants were grouped and viewed videos with different captioning types to examine their target words acquisition in their study. The results showed that the learners could associate a vast number of the target words with particular video clips they watched and that they could recall related information in the episodes.

The warm-up process of watching activities may consist of various activities supporting the learners to focus on the upcoming activity. Studies on pre-teaching mostly show that learners make more progress after the session or the total teaching scope of the particular theme. For example, in a study conducted by Pujdas and Munoz (2019) on watching 24 episodes of a TV series, they searched for the efficiency of pre-teaching of vocabulary on 74 secondary school learners. The groups that obtained pre-teaching gained significant vocabulary compared to the other groups which did not obtain any vocabulary activities before watching.

2.6. Vocabulary Enhancement Strategies

Many researchers agree that vocabulary knowledge is a considerable aspect that eases reading comprehension and many other target language skills. Ahour and Dogolsara (2015) state that a good vocabulary repertoire enhances future academic achievement and the learners' efficiency of thinking and communication. Since all four language learning skills include both the reception and vocabulary production, which makes vocabulary a significant part to emphasize. So, the instruction of vocabulary is generally formed as more than definitions of single words.

When students face new vocabulary in their target language, it is often the word that is unfamiliar to them, the conceptions are most familiar and the learners aim to gain the terms to the conceptions in their mother tongues during the vocabulary learning process. To address such concepts, Stahl (1999) suggests certain instructional strategies comprising word-based activities such as studying on synonyms and antonyms, providing examples and non-examples, forming new sentences using new words, categorization of words in parts of speeches or reading texts and expressing new words with their own

sentences and definitions. With all these instructional strategies in order, students are expected to develop a better vocabulary command in their L2.

According to Leal Alvez and de Oliveira (2014), certain drawbacks may hinder EFL learners' vocabulary acquisition process. These variables are affected by the socio-economic, ideological and cultural status of learners at some points and as well as their characteristics of learning competence.

Studies that deal with social media, such as the use of Facebook, Instagram, YouTube, or entertaining media such as (multiplayer) digital games, listening to music, watching TV shows present beneficial associations between English vocabulary knowledge and extramural English media exposure (Puimege and Peters, 2019, Sylven & Sundqvist, 2012). Extramural English (EE) has a connection to the English that students are exposed to in an informal setting with no conscious learning purposes. In her Ph.D. study, Sundqvist (2009) searched for any connection between Swedish teenagers' time spent on *English-mediated* plays and activities outside the school and their vocabulary command and pronunciation competency. During this research, she was unable to entitle the concept that the study was searching for. *Extramural*, in etymology, is a compound word with the prefix *extra* and the stem *mural*. Extra can be defined as 'addition or outside,' and *mural* means 'wall' of Latin origin (Sylven & Sundqvist, 2012). According to the *Oxford English Dictionary records*, the word *extramural* stands for 'outside the walls or limits. So, in extramural English, purposeful focus on English learning is not targeted by the learners. Still, they happen to touch or take part in English unintentionally while being occupied with something else.

Some other expressions and idioms are proximately associated with EE, such as *out-of-class learning* (Benson, 2011, p.139), referring to activities not immediately linked to education. Here, the distinction between *learning* and *acquisition* by Krashen (1981) may raise a point of view towards EE. He interprets *learning an L2* under a conscious and explicit formal instruction while *acquiring an L2* as picking up the language subconsciously or implicitly with the help of exposure and input (Krashen, 1981).

Extramural English exposure and motivation may have prominent connections in that the activities outside the formal settings tend to be more arbitrary, which could attract learners' attention but fosters no conscious or deliberate goal to achieve, so motivation is assumed to follow EE since it can appear at very early ages of a child before they become aware of a basis or aim to learn a second language (van Koert, Leona, van der Molen, Rispen, Snellings & Tijms, 2020).

Studies related to EE, especially with young learners, are paid considerable attention. Richards (2015) suggests that factors such as the accessibility of resources and materials, the type of and the volume of extramural English exposure determine the contribution and outcomes of EE exposure. Additionally, researches that examine the influence and the results of popular media such as watching movies or videos, listening to music, playing digital games, and using social media like Facebook, Instagram, and YouTube present confirming relations between EE entertaining media and English language vocabulary (Puimege & Peters, 2019).

Benson (2011) offers a model of the L2 learning and teaching process that takes place outside the formal teaching settings. This model consists of four aspects; *location*, *formality*, *pedagogy*, and *locus of control*. Location refers to both the physical, social and pedagogical correspondence among the students. The second aspect is formality, which signifies how the learning environment is shaped and designed as *formal*, *non-formal*, and *informal*. The third dimension is pedagogy which differentiates between *self-instruction* and more *naturalistic* learning. The last one, locus of control measures the level of control that students have over their own learning and the other factors that may control their learning. Benson also suggests a dissimilarity between out-of-class learning and extracurricular learning. Out-of-class learning is defined as non-official activities that are performed by the learners autonomously. On the other hand, extracurricular learning involves extra activities at school but is regarded as separate from regular classes.

Gary (1939) states that vocabulary is a considerable instrument of interchanging ideas and going through new experiences. Accordingly, learners' repertoire of words in their L2 may help them initiate new practices and step further to involvements. He also adds that the evolvement of humanity is parallel to the expansion of their vocabulary.

Hunt and Beglar (1998) suggest some vocabulary learning approaches, *incidental acquisition*, *intentional learning*, and *independent strategy development*. Among these approaches, incidental vocabulary acquisition is respected as a substantial part of vocabulary learning in second language learning.

As Nation (2001) defined, incidental vocabulary acquisition aids vocabulary acquisition by contributing to the learners' meaningful context. In that case, incidental vocabulary acquisition would be more probable to occur while the learners' attention is on other foreign-language features. Therefore, vocabulary growth often appears incidentally while learners are doing other cognitive exercises. And in the case of video viewing, the learners' focus is more likely to be on the plot than the language structure.

In many EFL environments, most teachers notice that the learners find vocabulary learning to be the easiest when presented with the equivalent meaning in their mother tongues. Some teachers may find it either time-consuming or a temporary way of learning. This style tends to be abstract or non-durable since the association of words or a related context may not exist. Retrieval of vocabulary is considered to have relations with tasks and meaningful context. Read (2004) notes that if teachers provide students with target vocabulary items through activities, tasks and reading texts which include the target words, this helps them to acquire the target words and retrieve them when needed.

According to Staehr (2008), the learners' background vocabulary reservoir might impact the extent of the vocabulary they will acquire. Thus, listening proficiency can be related to the learners' previous vocabulary knowledge, which would inevitably be valid through video watching, where listening through video viewing also occurs. Therefore, learners with an extensive vocabulary background are expected to acquire more oral input words since they can grasp a wider part of the audial input. It becomes explicit that listening comprehension through vocabulary learning has significant implications and strong correlations over vocabulary knowledge.

The extent to which lexical knowledge is developed through v-cast viewing by means of listening and watching simultaneously may rely on the learners' previous vocabulary knowledge and the type of watching activity, whether supported or not. Many researchers search for pre-teaching of the vocabulary to come in the activity to positively affect the content's comprehension. Schmidt (1990) suggests that vocabulary learning during listening can be improved by making the lexical items distinctive, drawing attention to phonological, orthographic and semantic aspects of vocabulary. Thus, when the items stand alone accompanying the sound and image, it can be claimed that learners' focus follows the needed notices.

Previous studies indicate that learners' command of vocabulary in the target language demonstrates success in listening and efficient vocabulary improvement (Staehr, 2009). Vocabulary size may also present an estimation of learners' general L2 proficiency (Horst et al., 1998).

Tanriverdi and Apak (2008) claim that reading newspapers in the target language assists students in improving their current vocabulary size, lexical items, and idiomatic expressions strengthening their skills in interpreting, synthesizing, analyzing, and evaluating cultural texts along with the perception of simple facts. Thus, reading in the

target language becomes of substantial importance in improving vocabulary and some other essential skills in L2.

In their study investigating for vocabulary uptake of L2 learners through video viewing input, adding different types of L2 captioning, Perez, Peters and Desmet (2018) explain that learners' covariate vocabulary reservoir is considerably interrelated to vocabulary learning and lexis scores, which means the greater the vocabulary size is, the better they score in particular vocabulary tests. In this study, respecting the content and words of the videos, 102 out of 118 students reported that they focused on the video content while 58 students mentioned that they also focused on particular words.

L2 listeners may also need to pay attention to some other parameters while interpreting the spoken language. As contextual information, gestures, tone of voice and facial expressions provide more data for better comprehension (Zhang & Graham, 2020).

2.6.1. Productive Usage of Lexicon in EFL

As claimed by many researchers, new vocabulary goes through some stages to eventually be used when needed. Gass (1988) observes that new lexical elements may become integrated into the learner's mental lexicon, internalized in time and become obtainable for receptive and productive communicative purposes.

As Wesche and Paribakht (1994) explain, although novel vocabulary items are partially integrated, the last changes in the mental lexicon may not be complete. The internal representations of lexical items go through a gradual change in an *information processing framework* over time, and the learners manage progressively complex representations with the same processing capacity. This change leads the learner from the internalized vocabulary items to *procedural* knowledge, which helps use strategies to process the input data to operationalize for use (Anderson, 1982, Hulstijn, 1990 et al.).

In second language research, the role of the lexicon has a significant place. Gass (1988) states that lexicon is argued mainly as a minor issue of other discussions rather than a major issue with considerable functions in second language learning. In the same manner, Smith (1984) points out that investigation of lexicon influences other research areas. For instance, in discussions of the lexicon, Tarone (1983) presents specific lexical strategies such as *word coinage* (for creating new words to communicate), *borrowing* (direct translation from mother tongue), *use of a native language word in L2*.

Vocabulary is not expected to stand alone without context, so the issue of context has been studied frequently along with vocabulary. Blum-Kulka and Levenston (1987)

emphasized the cruciality of the lexicon in context pragmatically. They investigated the use of lexical and grammatical indicators with the learners of two separate languages, Hebrew and English. By a majority, Hebrew learners differed from Hebrew native speakers from the point of two measures. The first is *orientation*, which can be defined as the tendency to use particular subjects in everyday speech as in ‘*Can you do it?, Can I borrow...?, Can we clean the kitchen?*’. The other is an *external modification*, which indicates the presence or absence of data about a particular act, as in ‘*I missed the class yesterday; could I borrow your notes?*’.

The nature of vocabulary learning has not been discovered precisely so far; yet, we know that L2 vocabulary learning requires special focus and instantaneity compared to L1. Comprehending and using a word comes after several components of word knowledge and grows up in time naturally (Schmitt, 2000). Thus, the form and meaning connection arises to be of prime significance since vocabulary learning can sometimes be considered as isolated and memorized knowledge of the meanings of some forms (Nagy, 2005).

Two main vocabulary learning ways are agreed upon: *intentional* and *incidental* vocabulary learning (Robinson, 2001, p.271). Intentional vocabulary learning is defined as a planned action that focuses on undertaking lexical knowledge to memory to be retrieved when needed, and whereas incidental vocabulary learning is defined as the side aspect of any everyday activity or event that leads the learner to implicit learning or *acquisition* of some words. Incidental learning mostly comes out outside of the learner’s language studies and he/she ends up with new words in L2. Thus, intentional vocabulary learning can be implemented through various learning strategies and techniques based on learning approaches such as using flashcards, fill-in-the-blank exercises, matching words, guessing words, etc. However, incidental learning does not occur at a certain time or place, and it often happens while the learner is busy with something else.

One of the critical steps to notice is that the whole words of a language do not come up with equal importance and usefulness. To measure this, the frequency can be a very distinctive tool. A small pool of words in any language are frequently used, which are called high-frequency words and build the majority of the continuously needed words in a context while a number of words occur uncommonly and make up the low-frequency words (Schmitt & Schmitt, 2012). Many researchers comply with the hypothesis that vocabulary learning can be formed and shaped by the frequency of words (Laufer and Nation, 1999; Read, 2004). Accordingly, learning and teaching of lexis are expected to

follow particular stages from frequent to less frequent and uncommon words in the target language, similar to L1 vocabulary learning.

Karakoç and Köse (2017) state that vocabulary awareness needs to be integrated into the students' learning process. Some ways to create vocabulary awareness in an EFL setting can be intentional exposure to low-frequency words in the classroom, encouraging students to receive high-frequency words through reading and enlightening them about the vocabulary learning strategies.

Using the words learned in L2 in a context may be a challenging phase for language learners yet one of the most rewarding stages. On the other hand, when learned through task-based activities, which require higher levels of generativity, unfamiliar words are retained for more extended periods of time (Joe, 1995). In this way, information gap activities and such practices probably enable learners to remember their lexicon in the target language and retrieve it when needed. This reveals that learners who are engaged in production tasks retain target words more than those who have been involved in recognition activities like fill-in-the-blank, matching or true-false. This can be because such activities lead the learners to a recurrence of particular words during the activities.

2.6.2. Producing Target Vocabulary in Writing Performance

Higginbotham and Reid (2018) express that an expansive distinction is generally made between *receptive* and *productive* vocabulary knowledge. They add that L2 learners have significantly more words accessible and obtainable to them at a receptive degree (words they can comprehend when heard or read) than words at a productive level (words they can produce in writing or speaking). This differentiation is claimed to influence how vocabulary is measured in an L2 learning context. For instance, if we aim to test to which extent learners can use lexicon their writing competently, then using a productive vocabulary test would be sensible. In that very point, Schmitt (2010, p.173) asserts that the assessment and evaluation of receptive and productive vocabulary differentiate too. He notes that the difficulty in measuring these two sides of vocabulary knowledge emerges. The tester knows the correct answer with a receptive measure in advance, while the tester cannot foresee the words that the test-taker will produce within a productive measure. Thus, different evaluation tools or ways may better to be implemented in measuring receptive or productive vocabulary.

To measure productive vocabulary, various alternatives have been proposed in the last decades. Meara and Bell (2001) offer the *P Lex* program which measures text sophistication and is similar to the lexical frequency profile in that it counts the words although in a different way. Another option can be the *Lex30* by Meara and Fitzpatrick (2000) that uses word connection responses for a measure of productive vocabulary. Despite several promising solutions to this field, there is no universally agreed measure of productive vocabulary in the target language.

Nation (1994) argues that there are two primary varieties of frequency words in the vocabulary level. One type is recognized as *General Service List*, which includes basic or most frequent vocabulary, and the other type is referred to as *Academic Word List* and *Technical Term List*. He adds that university-level coursebooks involve around 10% academic vocabulary out of the word list. These vocabulary levels comprise three levels which are high, low-frequency, and technical words. Nation (2001) defines high-frequency words as words that occur in the entire text types and impose 80% of a section such as *days, message, clock, decision*, etc. Nonetheless, low-frequency words are of a broad group of words that appear rarely and take place in a very small portion of a text. Technical vocabulary is also one part of the low-frequency words that are used in a particular area.

Lexical diversity is agreed to be defined by many researchers as composite use of a variety of words in writing. Lexical diversity tends to be a very strong forecaster of writing quality (de Haan & van Esch, 2005; Grobe, 1981 et al.). Laufer (1994) assumes that the competency to diversify lexicon in discourse necessitates a large vocabulary reservoir. Thus, a vast vocabulary size can be the basis for high-quality writing in the target language.

Based on the list of *specialized vocabulary* which was raised by Coxhead (2000) and contained 570 word families that most frequently appear in academic texts, it is asserted that knowing such words would help the learners level up to comprehend a critical part of the texts and contribute to creating a basis for English for academic purposes (Nation, 2001). By word families, it is meant that a word, for example, *specify*, as well as its inflections, *specified, specifies*, and *specifying*, and derivations (e.g., *specification*) are included.

Laufer and Nation (1995) assert that the proportion of word types is associated with proficiency degrees. Hence, they can be considered as a measure of productive vocabulary knowledge.

Lexical frequency profile, which was proposed by Laufer and Nation (1995), has been used as a measure for productive vocabulary and utilizes a digital program to compare essays with word lists. Many studies used lexical frequency profiles to measure lexical productivity. Morris and Cobb (2004) revealed profound correlations between the two L2 training courses with 112 teacher trainees. The scores of the essays written the participants on two training courses were $r=0.37$; 0.34 . The ongoing use of lexical frequency profile over the past two decades strengthens the belief that today, it is accepted as a standard scale of productive vocabulary knowledge.

Assessing and analyzing vocabulary knowledge can be dealt with through several kinds and evaluation sources (Nur, 2015). Most researchers prefer using computers to analyze and evaluate the lexicon level with some sorts of software analysis or statistics tools (Nur, 2015). The main reason is preserving and providing validity and reliability.

In most prior studies, Higginbotham and Reid (2018, p.7) explain the text length of the writing task, restricted to 300 words, did not give the learners an equal opportunity to introduce their lexical competency. They also assert that the participants' texts include only five to six percent academic words, and this leads the analysis to be based upon around 20 words in a whole text. However, Laufer (1995) discusses that texts longer than 200 lexical items create stable statistics. Yet, it becomes a question as to whether a generalization can somehow be made on such small samples of written pieces.

Malvern et al. (2004, p.156) argue that the writing quality is straightly linked to the *complexity of narrative structure*, and the length of a text becomes a concern here. He expresses that short texts do not provide the writers with sufficient opportunity to demonstrate the variety of skills that could make the texts to be considered high-quality ones. Based on another viewpoint, longer texts enable students to discuss issues in a more in-depth aspect, and as their debate turns to be more complex, they will demand more advanced language, and this will capacitate their academic language (Higginbotham & Reid, 2018).

Another point related to the text quality in previous studies is that the tasks producing the texts are usually on general topics for a foreknown audience. Thus, the task choice influences the level and type of vocabulary to be aroused (Read, 2000, p.199). Therefore, to measure the depth and quality of learners' academic writing, the tasks would be preferable to require them to search an issue, review their points and clearly convey their messages.

A considerable number of studies have investigated feedback features to student writing in the target language (Cohen, 1987). The outcomes of these research indicate that teachers' comments on student writing are often authoritative and negative compared to the positive comments (Stern & Solomon, 2006). Previous researches show that teachers put more emphasis on the traditional viewpoint of writing, such as spelling, grammar and punctuation, than the content of the written pieces (Connors & Lundsford, 1988). Some studies have also observed different focuses on feedbacks to prosperous or unprosperous learners' writings. Cohen (1987) points out that while the teacher comments on message and organization in the feedback to advanced writing texts, the comments to less successful student papers are mostly related to external aspects, such as grammar, form, spelling, and mechanics.

Previous studies have shown that specific textual characteristics influence teachers' evaluation and judgment of student writings (Scannell & Marshall, 1966). To exemplify, when the criteria are to assess only the content and its relations and the text includes several errors in structure, grammar, spelling, and design, the teachers may tend to evaluate more negatively on relatively successful essays concerning content (Rezaei & Lovorn, 2010). Teachers fail to independently assess the mechanical and formal, structural side of written pieces and differentiate between grammatical errors and the value of content (Vögelin, Jansen, Keller & Möller, 2018).

Other similar manipulations are observed in studies conducted on the assessment of pre-service teachers' writings. Vögelin et al. (2019) found out that texts with a relatively good lexical range and tastefulness were evaluated fundamentally more optimistic concerning the papers' vocabulary and grammar, and design. Moreover, several researches' findings support that measurements in English as a second language are predominately concentrated on the content and message in student writings while composing a totalitarian assessment (Weigle, 2002).

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter commences with information regarding the study's overall design, the setting of the study, participants and sampling, data collection process and data collection tools, the procedure of the analysis, reliability and validity of data analysis. In the later stages, the fundamental rationale that ascertains the employment of each instrument and phase is given.

3.2. Research Design

This study designated to search for any influence of viewing English v-casts on the vocabulary enhancement of 9th grade Turkish high school EFL learners in their written performances. It principally intended to shed light on the proficiency of learners' L2 vocabulary usage in their writing performances after a regular period of watching v-casts (short videos) both during their English language courses and at home as extramural work. Accordingly, the student groups, the teacher of whom is the researcher, were tasked with totally four writing assignments both before and after the v-cast viewing periods. The themes of the writing assignments were parallel to the syllabus of the ongoing course. In this way, we aim that the data collection process would not interfere with their course contents and course direction.

This study is composed of three phases. In the first phase, the pre-watching tasks were conducted to reveal the students' writing competencies and vocabulary command. The participants were tasked with writing assignments, and the papers were collected and filed. In the second phase, the learners watched v-casts at regular intervals and were tasked with post-viewing writing assignments. The documents were collected and grouped separately for each task. In the third phase, the results were compared to the first tasks, and differences between pre-viewing and post-viewing written texts were analyzed along with the reflection papers and the interviews with EFL teacher participants.

During qualitative data collection, semi-structured online interviews were conducted to analyze EFL teacher participants' views on utilizing v-casts in EFL classrooms with high school students. They were asked about the frequency of engaging v-casts, the topics they usually prefer in a v-cast, the time and the place they implement

it, the average length of a v-cast, the difficulties or advantages they encounter, the additional activities they do related to watching v-casts. The data was processed through thematic analysis. Braun and Clarke (2006) identify thematic analysis to identify, analyze, and report themes in qualitative data. The name ‘themes’ is a synonym for *patterns*. They also express that thematic analysis organizes and portrays the data contents specifically. At this point, Boyatzis (1998) claims that thematic analysis goes further than organizing and defining, it interprets several aspects of the research topic as well.

Furthermore, to examine the participants’ thoughts and views on the v-cast viewing process, they were asked to write reflection letters. This self-evaluation would help them comment on their own performances and v-casts’ effectiveness on their vocabulary enhancement in English and help them manage their future experiences towards videos. It would also make them realize their performances in L2 and develop self-control during the isolated video watching sessions. Since the student participants were not familiar with the reflection papers and how to complete them, they were informed about this kind of data collection tool and given information through their online classroom group created on the Whatsapp application.

Learner autonomy, from an L2-related aspect, is an attitude to learning that enables learners to build up a willingness to make considerable changes about their learning (Dickinson, 1999). He also states that learners need to be ready for this both psychologically and methodologically. They need to agree to adopt autonomy during the L2 learning process and undertake autonomy’s responsibilities.

The data collection tools employed in the research and the analysis tools utilized in analyzing the data are given in Table 1. The analysis tools were elicited from the data collection tools.

Table 1.

Research Design

<i>Research questions</i>	<i>Research tools</i>	<i>Analysis tools</i>
1. How do v-casts affect Turkish EFL 9 th grade high school learners' vocabulary enhancement in their EFL writing performances?	-pre-viewing written tasks -post-viewing written tasks	SPSS 26.0 Excel Thematic analysis MacBook Dictation
2. How do Turkish EFL teachers view the use of v-casts with high school learners in a Turkish ELT environment?	-semi-structured interviews	SPSS 26.0 MacBook Dictation Thematic analysis
3. What are the Turkish EFL 9 th grade high school learners' thoughts on the v-cast viewing process?	- learners' reflection papers	SPSS 26.0 MacBook Dictation Thematic analysis

The written data collected from the students for the first research question were grouped into two; *pre-viewing* and *post-viewing* writing texts of their own. It was analyzed with the help of SPSS 26.0, the Microsoft Excel Programme, and thematic analysis through detailed coding. The data for the second research question was collected from written scripts, and were analyzed through SPSS 26.0 and thematic analysis. The data for the third research question was collected through an interview with open-ended questions. The questions were prepared by the thesis committee and transcribed with MacBook Dictation and analyzed through SPSS 26.0, and thematic analysis.

Two themes (tasks) of writing were shared under the topics of 'environment' and 'description of places'. For each theme, the student participants had two tasks of writing with the intent of increasing reliability. To distinctively see the lexis and idiomatic phrases they use in pre and post-viewing tasks, themes were selected to be correlated to each other. As the first pre-viewing task, students were asked to write about two random locations they have been to and to compare them. As the second pre-viewing written task, the participants were asked to write about how our natural environment is harmed and how nature is affected negatively. After the pre-viewing data were collected, the teacher/researcher conducted regular v-cast viewing sessions both in the courses and through video links sent to students online. As the first post-viewing task, they were asked to write about their *dream places to visit in the future* and their plans of activities they would want to do during their visits. As the second post-viewing written task, they were

asked to write about *some solutions as to what people and governments would do to protect the environment and nature.*

To avoid memorization of the written assignments, different incentives of writing were specified within these two themes. Thus, during *pre and post-viewing* periods, the participants wrote on the same topics but with different motivations. The themes and sub-topics of the writing tasks are given in Table 2.

Table 2.

Pre-viewing and Post-viewing Writing Tasks

<i>Themes</i>	<i>Pre-viewing Tasks</i>	<i>Post-viewing Tasks</i>
<i>Description of outdoor places</i>	Describe and compare two places you have been to?	Describe your dream place to visit in the future
<i>Natural Environment</i>	Write about how our environment is damaged.	Write about solutions and ideas to protect the environment.

The intent to share different themes with two incentives was to keep track of the learners' development in vocabulary in the same themes but slightly different sides of it such as the reasons and the solutions to environmental problems. Additionally, two distinct themes' results in lexical concerns contributed to the study's validity and reliability.

All the writing tasks were collected through online tools, either Whatsapp or e-mail in a PDF of Microsoft Word form. The written data were filed in four different folders where each task was classified separately.

3.3. Mixed-Method Research Design

The methodology adopted for the study is a mixed-method research design including both qualitative and quantitative data. The mixed-method study design is a type of data collection and evaluation that enables the researcher to integrate qualitative and quantitative data to enrich the basis of the data collected for the same research questions. Creswell (2014) states that the focus of qualitative and quantitative research designs differ

in terms of accessing and interpreting the aimed core point of the data. While quantitative research focuses on the data observed or measured to assess questions about the sample population, qualitative research concentrates on the attitude or approach through which the participants or individuals interpret a situation. A mixed methods research design allows the researcher to answer the research questions that are not possible to be answered solely with quantitative or with qualitative methods on their own (Cresswell & Wisdom, 2013). Mixed methods are accepted to provide an awareness of association and incompatibilities between the qualitative and quantitative data. As a point of view to mixing the methods, the level of complication of data collection and effort to conduct the research increase since it requires more time and work to be completed.

In the current study, the motivation behind adopting a mixed-method study design is that applying one qualitative or quantitative design would be inadequate to present a distinct perspective of the investigated issues. Thus, employing both designs enables the research to outperform in answering all the research questions with intricate attention. Varied mixed-method research designs are stated in the literature, some of which are more commonly used. As mentioned earlier, the designs select the sequence of data collection as the baseline, as in explanatory sequential, exploratory sequential, parallel and nested (embedded) mixed-method types (Creswell, Plano Clark, Gutmann, & Hanson, 2003). For instance, when the quantitative data are collected and analyzed before the qualitative data, the method is explanatory. If qualitative data are collected and analyzed before the quantitative data, it becomes exploratory method design. The data can also be collected and concurrently analyzed which is referred to as parallel design.

3.4. Research Setting

This study was carried out during the 2020-2021 Academic Year at Hacı Bektaş Veli Anatolian High School, a state school in Antakya, Turkey, founded in 2020. It is a newly built institution with a capacity of around 2000 students in its total. It includes 50 classrooms, eight special-use laboratories, an indoor sports hall, a multi-purpose conference hall equipped with adequate visual and audial digital infrastructure, an everyday use library, a cafeteria, an informatics room, two counseling and guidance rooms, executive rooms and a broad garden with outdoor sports facilities. The school is in the city center which makes transportation relatively effortless.

As it welcomes its first students in this academic year (2020-2021), the enrolled students are only the 9th graders with a number of 720 in total. Students take 40 clock hours of lessons per week. Among their courses are Maths, Turkish Language and Literature, English, Chemistry, Physics, Biology, Physical Education, German, ICT, History, Geography, Religion, Information Theory, Art, Music, Guidance and Counseling, Social Activities. The participants are obliged to take four hours of English language courses in their weekly program. All the students have to follow two course books one of which contains the main course elements and the second is the supplementary book involving language drills.

Table 3.

9th Grade Students' Course Distribution Per Week

Course Name	Clock hours	%
Mathematics	6	15
Turkish Language and Literature	6	15
English	4	10
Biology	2	5
Chemistry	2	5
Geography	2	5
German	2	5
History	2	5
ICT	2	5
Information Theory	2	5
Physical Education	2	5
Physics	2	5
Religion	2	5
Art	1	2.5
Guidance and Counselling	1	2.5
Music	1	2.5
Social Activities	1	2.5
Total	40	100

The current 9th-grade students in the school as well as a number of English language teachers from several schools in Turkey who work with 9th graders and utilize

videos in their lessons, participated in the study. All the participants, the English language teacher of whom is the researcher, study with the same teacher during English courses.

Due to the Covid-19 pandemic, the 2020-2021 Academic Year's first term was completed through distance education. The participants took distant live courses via EBA (a digital platform belonging to the National Ministry of Education in Turkey) and Zoom (an online meeting platform) on planned dates and hours set by the school's administration. Both platforms enabled students and the teacher to see and hear each other, share their screen, raise hands, mute and unmute their microphones, display videos and transmit other course materials.

The learners had eight hours of classes per day starting at 8.00 am from Monday to Friday. High schools in Turkey comprise four academic years and students are supposed to join the university entrance examination at the end of the last academic year. Thus, the courses they take during high school are essential to be accepted to a faculty at a university. In the first year of high school, all the students take the same classes as the same course hours. In the second year, they have an alternative to choose four hours of preferred lessons that they intend to study and think they would be successful in later years. In the third academic year, they decide on groups of courses regarding the fields they plan to study in the future and take oriented education in the last two academic years. For instance, they select foreign languages department if they prefer studying English at the university. Students prepare for the university entrance examination during these four years.

At the beginning of the academic year, the students are emplaced in the classrooms, with forty students in each. This makes relatively crowded classrooms for the English language course. However, the first term was completed with online classes through distance education. Attendance in the classes decreased compared to the previous year due to the inadequacy of technical devices of families and students along with the ineffectiveness of the internet infrastructure in some residential areas of the city.

The English language course aims to improve the four skills, reading comprehension, listening competence, speaking and writing skills, by using students' previous knowledge of the language. Intending to develop fluent, competent and creative English users, this course invites the learners to utilize their vocabulary repertoire and structure source so far. This course also enables students to express themselves, be involved in discussions and debates confidently, and do daily authentic reading such as newspapers, subtitles, and ads to achieve simple writing pieces such as e-mails, letters,

post-it notes, and to complete simple conversations. The course teacher follows a planned syllabus with the intent of dealing with all four skills separately. Reading activities are mainly conducted with information-gap activities, which contributes to the learners' enthusiasm and motivation. Speaking activities primarily focus on daily language contents and aids them in initiating dialogues. Listening tracks, podcasts and videos both captioned and non-captioned are utilized to promote their listening competence. It is also aimed that students improve their writing skills through planned activities within guide texts that are appropriate to their immediate vocabulary and structure levels.

English language teachers who had work experience in high schools with 9th graders were interviewed through online platforms. Zoom and Microsoft Teams were utilized for the interviews. All the interviews were recorded with the consent of each interviewee. The interview data were transcribed by using the MacBook Dictation program.

3.5. Participants

Fifty-one students from 6 classes in Hacı Bektaş Veli Anatolian High School and 13 EFL teachers formed the participants. Of the student participants, 30 (58,82%) are females and 21 (41,18%) are males and teacher participants 8 females (57,14%) and 6 males (42,86%). The students' age varied between 13 and 14, which is very close to one another due to the start age at schools in Turkey. The age of teachers varied between 24 and 40. The work experience of teachers varied between 2 and 17. Participating in the study was voluntary and the researcher presented an Consent Letter for both student and teacher participants.

All the students completed their primary and elementary education in Antakya and had to pass a national examination for Anatolian High Schools' entrance. This exam included multiple-choice questions in six main courses; Mathematics, Turkish, Science, English, Social Sciences, and Religion. The examination included different numbers of questions of the mentioned courses. It consisted of twenty questions of Mathematics, Turkish and Science and ten questions of English, Social Sciences, and Religion. Students attend this exam at the end of the 8th grade and just once in their academic life. Students gain the right to enroll and study at Anatolian High Schools in Turkey with a combination of this examination's grade and their elementary school's grades. Anatolian High schools offer a relatively advanced and intense education program compared to regular high

schools. All the students come from Turkish-speaking families and some are bilinguals of Turkish and Arabic.

The researcher is the English language teacher of the students who participate in the study. Since the number of students attending online courses was limited and this made random sampling a relatively inapplicable option, therefore, the convenience sampling method was administered in the study. The EFL teachers participating in the study are the nearest teachers to the researcher in the academic work environment. Convenience sampling comprises accepting the closest individuals as volunteer participants acting as respondents in the study (Cohen & Manion, 1994).

Prior to the study, the Ethical Review Board's approval was obtained through the administration of the Social Sciences Institute at Cukurova University (see Appendix A, B, and C). This approval aims to supervise, check, and confirm behavioral research and protect peoples' rights and well-being. In addition, participants approved their acceptance in the study through a consent form before the onset of the study. The researcher explained the objectives, steps and scope of the research to the participants and assured them that their names would remain anonymous and not be used in any documents related to the study. For the student participants, since they are not 18 or over, a parental approval form regarding the students' attendance in the research was obtained from the parents. For ethical considerations, students were secured that their written scripts, reflection papers, interview records, and transcripts would be kept private and would only be utilized for scholarly purposes. They were also informed that they were allowed to quit the study at any time they wish with no restrictions. All the students conformed to participate in the study that lasted eight weeks. The teachers also volunteered to hold interviews with open-ended questions.

Since the study was conducted at a state school, the researcher needed to secure a Research Permission before the data collection process. The permission was obtained from the Directorship of National Education of Hatay Province by submitting a letter of application, the samples of the consent forms (see Appendix B, and C) and parental approval form (see Appendix A), the research proposal submitted to and accepted by the institute, and the open-ended questionnaire (see Appendix D). This permission paper aims to secure the institutions' justification, the researcher, and the participants throughout the study.

3.6. Data Collection

The data for the research questions were collected through various mediums. The triangulation of data was employed in this way. Before the intervention, a pre-test writing task was administered to the students to assess their current writing skills using vocabulary and check their lexis command in the target language. The pre-test consisted of two writing tasks with two different themes and incentives. The documents were collected through online platforms. The students watched several short videos both during the English courses and alone at home. Following the six weeks of the v-cast viewing process, a post-test writing task was applied to the students. The post-test writing was conducted with the same themes but different incentives. The aim of giving additional incentives is to eliminate the factor of retrieving the content of their previous tasks. Since the students may have different writing competencies in specific topics, the same themes were preferred in the pre and post-tests. The aim of using the same themes is to reveal the differences in vocabulary and lexis usage between the pre and post-tests.

The interviews with EFL teachers of high schools included open-ended questions and were conducted in the participants' mother tongue and recorded online. The interviews were transcribed verbatim and checked. The students were tasked with reflection papers in which they would remark their opinions and feelings of the v-cast viewing activities in their courses and comment on their experiences of the effectiveness of videos in their vocabulary command. The reflection papers were written in Turkish, the mother tongues of the student participants. The researcher kept a diary during the whole research in which any challenges and conveniences about the steps of the study were noted down.

3.6.1. Pre-test of Writing Performance

Before the intervention, students were tasked with two writing tasks. These tasks aim to reveal the students' written performances, levels, vocabulary reservoir in the target language, and lexicon command in written texts. Writing is a productive skill that requires the learners to produce a meaningful piece of a written script, retrieving and using their target word accumulation.

The pre-test writing tasks were expected to be 80-120 words long. This length was decided upon their previous performances in EFL classes. However, it is not a restricted number of words, and the participants were informed that it would be acceptable

if there were moderate changes in the extent of their texts. The topics were specified considering the participants' age, school grades, syllabus, overall levels in English, and interests as they are teenagers. Motivation to write would encourage them to share their opinions of the topic, and this would provide the ultimate data for the study as a pre-test.

The participants' history of writing focus in EFL classrooms has also been considered during data collection. Being the participants' English language teacher and a state school teacher with experience working at both elementary and high schools, it is known by the researcher that elementary schools focus more on the examination conducted at the end of the school, which affects the students' high school selection. This examination is a multiple-choice sit-down exam that assesses the learners' receptive skills rather than productive skills. As writing is a productive skill, we can foresee that the participants' history regarding writing skills in the target language may not be developed as receptive skills. Thus, their writing competencies at the time of the data collection were taken into account.

The topics of the pre-writing tasks were announced on each classroom's Whatsapp group. The instructions were in the participants' mother tongue to avoid any miscomprehension. The students were able to ask questions about the instructions either on private Whatsapp messaging or during live lessons. The tasks and paper submission were on a voluntary basis. The writing papers were received through e-mail and Whatsapp in either Microsoft Word format or PDF. The data were filed in the researcher's personal computer in two separate folders for two themes.

With some of the paper submissions, participants were instructed to note down their unknown words whose meanings were looked up and used in their texts. As there was no format on writing, the students used several styles, such as itemizing, using visuals, or preferring plain paragraphs.

The pre-test analysis and results are expected to show us the participants' current vocabulary command and how they put it into practice. The researcher also aimed to find any implications that might indicate a connection between watching short videos and vocabulary acquisition of high school students. Their level of production was compared to the post-test results after the v-cast viewing period.

3.6.2. V-cast Viewing Process

The v-casts for the study were specified on particular websites dedicated to producing materials in the English language of all levels. The necessary permissions were obtained from the material providers through e-mail (see Figure 3). The videos were mainly imported from <https://www.britishcouncil.org.tr/english/the-english-channel> <https://www.britishcouncil.org.tr/english/timmy-time> <https://www.youtube.com> <https://www.britishcouncil.org.tr/english>, <https://www.nationalgeographic.com/>

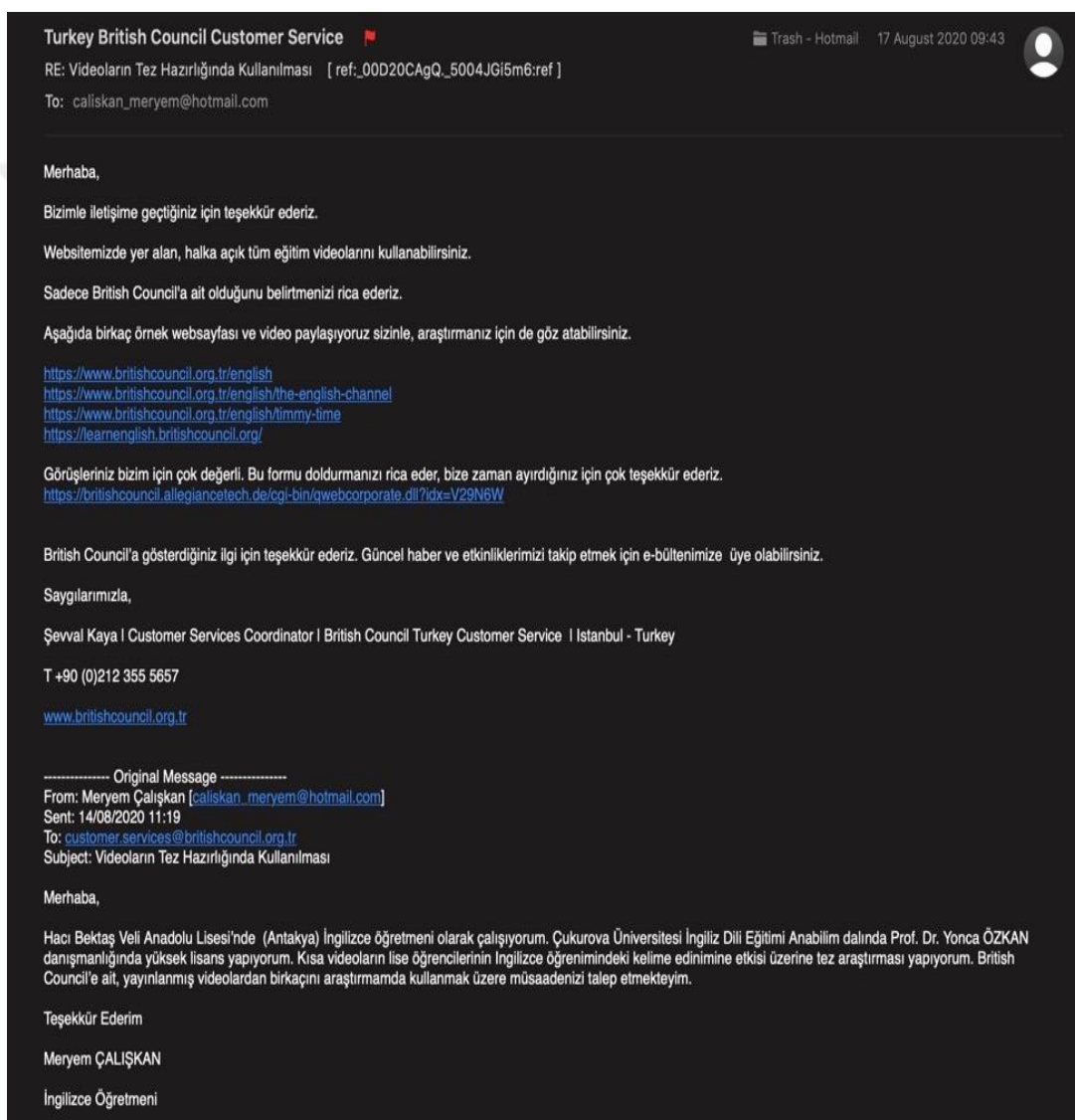


Figure 3. Permission of V-cast Utilization

The v-casts used in the study were in mixed styles in terms of subtitling. Most of them were gloss-captioned, which means the emphasized keywords were captioned only. This type of captioning provides the learners with the word's corresponding visual, guiding them to the meaning. This way, the form and meaning link can be available. Some

of them were fully captioned with the accompany of light following the speech. A small portion of the v-casts was without subtitles. These videos were relatively shorter and easier to understand with the help of shorter sentences and less lexical complexity. Since the participants' language level is an A2 level according to the CEFR, captioning was intended to make the target words more distinct and explicit. A view from Desmet, Perez, and Peters (2018) claims that two potential drawbacks of *full captioning* might be used as an improvement technique. As full captioning does not emphasize the new words, it may not lead the learners' notice the novel items in the written series of words. As a second drawback, van Zeeland and Schmitt (2013) express that full captioning does not supply the learners' salient word meaning. Thus, audio-visual materials are crucial to connecting words and meaning to foster the rapid acquisition of new vocabulary.

The length of the v-casts used for the study ranged from 3 to 12 minutes. The span of attention of teenagers was considered at that point. Longer videos might lead to a decrease in concentration and pursuit. Naturally, the more the content goes during a v-cast, the more novel words would come up, making the retrieval of newly learned words harder and thus leading to slower acquisition.

The short videos' level of difficulty was designated considering the participants' foreign language level, which is A2 in the current study. According to the official CEFR (2001) guidelines, an A2 level English learner can

- Understand sentences and commonly used phrases associated with the areas of closest and proximate relevance (e.g., basic personal information, shopping, giving an address, making social phone calls.)
- Communicate in simple and regular works and effort requiring simple information on familiar and everyday routines.
- Describe his/her brief history and environment in simple expressions and tasks in immediate relevance

Hence, the participants were exposed to the appropriate level of v-casts. Here comes the question of whether the learners' level should be the same as the level of exposure. Krashen (1982) puts forward the *i+1* theory in language acquisition which defines *comprehensible input* as *what learners know plus one*. He says that we acquire the language by comprehending the speech, which goes only a step further from what we know at the moment of exposure. For the input to be functional and beneficial for learners, he maintains as a part of his *input hypothesis*; the input needs to include *i+1* and not *i+2*

or $i+3$... which may lead to *input complexity*. Krashen's *input hypothesis* proposes that *comprehensible input is necessary* to move from *stage i* to *stage i+1*. Starting from this point, the v-casts are aimed to include what the participants already know and one step further to what they do not know yet.

Additionally, the topics of the short videos were in line with those in the syllabus of the term the study was conducted in. The reason is to run a smooth data collection process without interfering with their ELT courses' flow as it was a relatively long v-cast viewing period that lasted four weeks in total.

The researcher used v-casts both during and following the online English classes. In this way, v-cast viewing enabled in-class tasks performed during the live lessons. The participants had the chance to take instant feedback or ask questions during the v-cast viewing studies. The v-casts were stopped and replayed when needed. Since the online lessons were 30 minutes long during the pandemic, the teacher adjusted the warm-up activities and viewing accordingly. Viewing v-casts on live lessons was performed through screen sharing with a convenient sound level. The take-home videos' links were shared with participants on the WhatsApp groups. So, the learners had the opportunity to follow up the videos in an isolated place, stop at the exact point they needed, restart or re-watch limitlessly. This flexibility would also give them time to look up the meanings of vocabulary unknown to them when needed.

The selected videos were specifically designed for the use of English language learners by native speakers, which means they are not authentic videos in terms of place and events. Thus, removing the cultural barrier in authentic videos may address merely to the community where the target language is spoken.

3.6.3. Post-test Writing Performances

The post-test writing tasks had the same themes as that of the pre-test tasks but different incentives to prevent the retrieval factor in writing. The two main themes were 'describing places' and 'natural environment'. As a post-test, the participants were tasked to write a 'description of their dream place to visit in the future' and 'about solutions and ideas to protect our natural environment'. In this phase, the participants were supposed to write 80 to 120 words which is the same word number as pre-test writings. As mentioned earlier, this was not a precisely restricted number of words, and slight changes were welcomed.

The post-test writing data was collected the same way as the pre-test writings. The writing task announcement was made via the WhatsApp group of each classroom with instructions in their mother tongue to prevent any misunderstanding or not miss any details. The participants could ask questions about the instruction through private messaging or during video conference lessons. As with the pre-test writing texts, the post-test writing texts were received through e-mail or WhatsApp as Word or PDF documents and were filed separately. The participants' previous writing competencies were considered while specifying the sub-topics of post-writing tasks. The tasks were announced on WhatsApp groups the same way with the pre-test. And data were collected via e-mail or WhatsApp private messaging either in Microsoft Word format or PDF and filed on the researcher's personal computer in two separate folders for each sub-topic's hand-ins.

The researcher detected some of the hand-ins to be translated through online dictionaries or translation programs. Such detection was made based on classroom observation of the learners from the beginning of the academic year and the level of the students' English. These participants were asked to re-write the texts using their own sentences and language competencies no matter what the outcome would be. Some of the participants re-wrote their texts and submitted in the extended time provided for them. Some other participants were not able to re-write the texts and expressed that it would be challenging for them. Thus, their texts were not included in the study.

The results were analyzed through SPSS 26.0, the Microsoft Excel Program and thematic analysis through detailed coding.

3.6.4. Reflection Reports

Reflection reports were collected as a data source after the pre-test, v-cast viewing, and post-test phases of the high school EFL learners. In the reflection papers, the participants were asked to reflect on the process they went through over the writings and v-cast viewing phases. To guide the participants to reflect on the targeted issues, the researcher encouraged them by providing various inspiring themes. The participants were asked to make judgemental comments on the whole viewing experience considering the content of the v-casts, the length and comprehensibility of the short videos, the experiences during video conference classes and watch-alone activities, the procedure followed, the pre-test and post-test writing tasks, their opinions about the writing topics

and sub-topics, the impact of writing in L2, the transformative process they went through, the contribution of the process to their L2 vocabulary development. The participants reported their reflection letters and shared their valuable insights regarding these issues. The optimal goal of this data source is to interpret and evaluate the participants' experiences and ideas of the process and its effect on the main research question of the study as to understand the impact of v-casts on their vocabulary use in writing texts as well as providing a triangulation of the study.

3.6.5. Online Interviews with EFL Teachers

Following the v-cast viewing process, 13 interviews with open-ended questions were carried out with EFL teachers who have experience working with high school students and used short videos in the English classes. The questions for the interview were prepared to elicit more comprehensive data from the participants. The aim of using the interview as a data collection tool is to find out teachers' views and perceptions on v-cast viewing as a part of the EFL courses and to understand whether teachers have observed any development in students' vocabulary repertoire after EFL learners being exposed to short videos in L2. The interviews also gave information about high school teachers' thoughts about students' writing performances concerning using new words in their texts after v-cast viewing. All the teachers were asked some demographic questions at the beginning of their interviews.

Considering the gender range, the researcher conducted seven interviews with female teachers and 6 interviews with male teachers. During the v-cast viewing process, the researcher prepared a large number of interview questions to be asked during the interviews. Later, the questions were filtered out with the help of the researcher's supervisor, and 11 core questions were selected to be used in the interviews. Together with the main questions that formed the interview framework, the participants were encouraged to share their opinions and observations in detail regarding v-cast viewing and its effect on students' writing performances in terms of vocabulary acquisition.

Prior to the interviews, the participants' written consent was taken (see Appendix B and C). Due to the Covid-19 pandemic, all the interviews were conducted through the video conference program, Zoom. Appointments with the participants were arranged in advance, and they were informed about the subject and the content of the interview, briefly giving the title of the study. The interviews were in Turkish, the mother tongue of

the participants so that they could feel comfortable, express themselves in their mother tongue without any restriction, and give as many details as possible.

All the interviews were audio-recorded digitally by the researcher with the participants' permission and then transcribed verbatim using *Macbook Dictation*. The average length of the each audio recordings was 14.92 minutes. Following each recording, the audio files were saved on the personal computer of the researcher. All the transcribed data were translated into English and checked by the thesis committee.

Table 4.

The Duration and Dates of the Interviews

<i>Participants</i>	<i>Duration</i>	<i>Date</i>
Teacher I	27 minutes	February 5th, 2021
Teacher II	15 minutes	February 5th, 2021
Teacher III	14 minutes	February 5th, 2021
Teacher IV	11 minutes	February 6th, 2021
Teacher V	9 minutes	February 6th, 2021
Teacher VI	14 minutes	February 7th, 2021
Teacher VII	21 minutes	February 7th, 2021
Teacher VIII	15 minutes	February 8th, 2021
Teacher IX	11 minutes	February 8th, 2021
Teacher X	15 minutes	February 8th, 2021
Teacher XI	17 minutes	February 9th, 2021
Teacher XII	14 minutes	February 10th, 2021
Teacher XIII	11 minutes	February 10th, 2021

3.6.6. Researcher Diary

Starting from the study's planning stage, the researcher kept fieldnotes in which she noted down all the details concerning pre and post-tests, v-cast viewing period, reflection papers, and the interviews with EFL teachers. Any issues encountered throughout the research were worth writing down for the researcher to watch the process as a whole. The aim was to follow the data collection process, ensure that all data were collected smoothly with no distortion, and ensure that the provided validity and reliability conditions were protected. The researcher diary helps to access the precise and current information from the participants and trace the process in the entire run. Furthermore, participants may prefer talking about their opinions and ideas about any step of the study at a suitable moment for them.

Burgess (2006) suggests three components for a researcher's diary regarding the content. The first is a *substantive account* that requires the diary to include a detailed chronological record of the occasions noticed through observation. The second element is the *methodological account*, which explains the circumstances in the observation and the researcher's role during the observation. Finally, the diary is required to include an *analytic account* that refers to the possible questions regarding the research conduction, plans for organizing the data, and the scheme that can be adapted to analyze the data.

3.7. Procedure

The nine-week study was initiated in the tenth week of the fall term. The term started with distance education, during which the students had all of the courses through video conferencing. In the first week of the study, the first writing pre-test was administered to participants to understand their writing competency and vocabulary command. In the second week of the study, the second writing pre-test on the topic mentioned in the research design was conducted.

After the first two weeks, the students had four weeks of intense v-cast viewing period, both during their English courses and at home alone. The researcher provided the video links for watch-alone activities via each classroom's WhatsApp group. The participants viewed 26 short videos during the live courses and many more of them at home alone. The length of v-casts ranged between 3-12 minutes. In the v-cast viewing sessions during the video conference lessons, certain warm-up activities were conducted. Examples of warm-up exercises were asking and answering questions about the topic of the coming video and sharing ideas on their experiences. To remember, the topics and the sub-topics of the pre and post-test writings were parallel to the content of the v-casts. Following the viewing sessions, the participants had simple activities, mainly information gap activities, to complete about the video they had seen. Warm-up and post activities aim to create motivation for the learners and to keep them alive with a purpose to watch enthusiastically. Examples of pre-test writings can be seen in Figure 4.

Adana is a very beautiful place everywhere there are trees, buildings are large and many contributions picnic areas are comfortable and clean .Its most famous dish is kebab, and it tastes very good .Ankara is a very crowded city, a modern city .Their dinners are delicious .Adana is a less populated city than Ankara, and Ankara has more buildings than Adana.I like the food of Adana more than the food of Ankara.Ankara is a very big city Adana is not as big as Ankara. There is no sea in Ankara while there is a sea in Adana.But it's beautiful in two cities.

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If we cut down trees, natural environment will damaged . Animals homes will damaged. Forest fire if burned we have to. extinguish . Trees will damaged . Of we throw garbage into the sefa ,the sea will be polluted at sea animals will be damaged We canli eat fish healthy if we throw garbage we cannot sene a clean environment factory fummes polutes the Air .Filter attach is required . Garbage we must plastic, iron , paper , Like because New things are trans formed in everyday life . To running Water dirty Water impervious. Garbage smells when it piles up in the streets.Should be thrown in tothe treesh. . we should ise everywhere clean.

Environment good olur behavior must . Let's live with beautiful oksijen

Figure 4. Examples of Pre-test Writing Texts

In the seventh and eighth weeks of the data collection, post-test of writing texts were collected in the same way as the pre-tests. The tasks were announced via WhatsApp groups. The post-tests were filed digitally. For each post-test writing task, the participants had a one-week duration to submit their essays. Thus, the post-test process was completed in two weeks.

It should also be noted that some participants failed to submit their texts before the deadline. Therefore, the researcher provided an extension. This was experienced throughout the pre and post-tests, and the participants had one extra day to submit.

Following the post-test, the participants were asked to write reflection letters about the whole process of their v-cast viewing, any challenges, difficulties, or effortlessness. They were also welcome to share ideas on how to overcome the challenges if any. The reflection papers were asked to be submitted on the ninth week. Table 5 gives detailed information about the weekly procedure of the study.

Table 5.

Weekly Procedure of The Study

<i>Weeks</i>	<i>Actions</i>	<i>Date</i>
Week I	First Pre-test	December 14th, 2020
Week II	Second Pre-test	December 21st, 2020
Week III	V-cast viewing	December 28th, 2020
Week IV	V-cast viewing	January 4th, 2021
Week V	V-cast viewing	January 11th, 2021
Week VI	V-cast viewing	January 18th, 2021
Week VII	First Post-test	January 25th, 2021
Week VIII	Second Post-test	February 1st, 2021
Week XI	Reflection Papers and Interviews	February 8th, 2021

On the last week of the data collection, semi-structured interviews with open-ended questions with the EFL teachers were conducted. The ideas of teachers who have experience working with high schools and using v-casts in their classes are of prime importance regarding the scale of the study and further research. The current study was conducted on this basis, so the circumstances in several other schools would give an additional idea to this research's aim and a broader scope on other EFL teachers' observations. Data that was gathered from the interviews were categorized and analyzed.

3.8. Data Analysis

The data used in the analysis were elicited from various sources, including the pre and post-written texts that participants submitted before and after the v-cast viewing period, the reflection reports submitted following the post-test and the semi-structured teacher interviews completed at the end of the data collection process. The software program called *Statistical Package for the Social Sciences (SPSS) 26* and *Microsoft Excel* were employed to assess the quantitative data gathered from the pre and post-tests. The statistical data elicited from the pre-test and post-test were computed by *Excel*. The data obtained from the semi-structured teacher interviews and the reflection reports were transcribed with MacBook Dictation and analyzed through thematic analysis, and were assessed in conformity. The results were discussed in a narrative approach.

3.9. Reliability and Validity

The specialization in reality and the removal of error is the main objective of science (Murphy & Dingwall, 2003). From this standpoint, reliability and validity are two headstones of crucial notice in demonstrating the credibility of a study's research findings and the convenience of the method employed. While reliability represents to what extent a particular test or initiative, such as a questionnaire, can generate correspondent outcomes in different contexts, presuming no change has come about, validity represents whether a tool measures what is designated and meant to measure (Barnhardt, Kevorkian & Delett, 1998).

While trying to find about high school students' vocabulary command in their L2 before the implementation of v-casts, not to lead any validity concerns and to be on the safe side regarding the data employed in the research, the researcher decided on a pre-test and post-test writing to be gathered from each participant separately. To reveal the effect of viewing v-casts on the vocabulary improvement of the students' written performances, designing a pre and post-test style would uncover the differences between the performances before and after the v-cast viewing period. Considering that the students may have different interests and thus different capabilities to write in particular topics, the researcher specified two topics to be written about, which would contribute to the study's validity. As the topics were general enough for the participants to have experience, they were also open to giving details and be specified, providing us with relatively sufficient information about students' vocabulary command and reservoir in their written performances.

For the assessment of participants' written productions to be reliable, Hyland (2008) suggests that they should receive similar scores when assessed by different raters in different contexts. However, several aspects such as the type of the written piece, the physical conditions, the time provided for writing, and to some extent, the state of mood at the time of the assessment may influence the reliability of evaluation of the written scripts.

Gronlund (1998) asserts that countervailed physical conditions, clarified evaluation process, the limits on the topic, and the writing tasks' genre, the detailed evaluation rubric increases the validity and reliability. Therefore, in the current study, the topics and sub-topics on which the participants were asked to write short paragraphs were decided according to the topics they covered in their English courses.

Grading reliability is a substantial aspect of academic researches. Hyland (2008) talks about two dimensions; *inter-rater* and *intra-rater reliability*. He defines inter-rater reliability as different raters' agreement degrees on scoring the same data and intra-rater reliability as the same raters' inner degree of agreement on further data scoring. Accordingly, the researcher's intra-rater reliability was provided with compliance to widely accepted evaluation techniques of the current study's adopted data collection tools.

Bias is an important subject that may weaken and impoverish the study results or lead to doubts regarding the outcomes. Bias is commonly recognized as a negative aspect. It indicates any regular deviation from the validity or any distortion in a study's procedure that brings such deviation forward (Hammersly & Gomm, 1997). More specifically, the term 'bias' refers to a systematic error that can be employed as a tendency of researchers to gather and figure out the data to incline towards false outcomes that accompany and support expectations or presumptions (Hammersly & Gomm, 1997). Thus, proceeding through all the steps of the study by filtering out possible distortions enhances validity and strengthens reliability. Therefore, to reach reliable outcomes and eliminate any bias, all participants' written data were coded and saved digitally. The papers were anonymized by removing participants' names and filed in separate folders with research-related terms such as 'Pre-test, Interviews'. The recorded files of the interviews were transcribed, and nicknames were used for the participants to avoid any prejudgement. Reflection reports of the students were also anonymized and filed to be analyzed later.

CHAPTER IV

FINDINGS

4.1. Introduction

This study aimed to determine whether v-cast viewing enhances high school EFL learners' vocabulary and improves their writing performances. A supportive aim was to receive high school EFL teachers' opinions on v-cast viewing and its effects on students' vocabulary and writing performances. A third aim was to receive high school students' views on v-cast viewing about what they think about the v-cast viewing process and how they feel about pre and post-viewing periods regarding their vocabulary and writing competencies. To reach these aims, data gathered from several tools were analyzed and presented.

This chapter mainly aims to present quantitative and qualitative data findings first by analysis obtained through pre and post-tests, interviews, and reflections reports. For the quantitative data analysis, *SPSS 26.0* and *Microsoft Excel* were utilized, and the qualitative data were analyzed through thematic analysis. The interviews were transcribed by MacBook Dictation using the audio files.

4.2. Quantitative Analysis

The quantitative data were gathered through written texts submitted by the participants prior to and following the v-cast viewing process. All participants presented four texts, two for pre-viewing and two for post-viewing writing tasks. The quantitative analysis was grouped under four titles.

4.2.1. Demographic Characteristics of Student Participants

Fifty-one high school students participated in the pre and post-viewing study and were voluntary in writing reflection reports about the v-cast viewing process. 29 (56.86%) of them were female, and 22 (43.14%) were male. All the student participants were between 13 and 14 years as the grades of schools in Turkey are based on age. The information about the students' distribution by gender is presented in Table 6.

Table 6.

Students' Gender Characteristics

Gender	f	%
Female	29	56,86
Male	22	43,14
Total	51	100

4.2.2. Analysis of Pre and Post Written Data

Written data gathered from the participants were converted into quantitative form and computed through SPSS 26.0 and Microsoft Excel. Four major scales regarding vocabulary improvement were detected in the pre and post-viewing writing texts. They are CEFR based lexicon, affixation, topic-based lexicon, and word counts. Commonly used words in pre and post-tests were calculated based on the six levels in CEFR. The intensity of suffixes and prefixes used in pre and post-tests were counted analyzed. Topic-based lexicon and the word counts of the writing texts specified separately for pre and post-test written data.

4.2.3. Affixation in Pre and Post-test

The pre-test administered to the participants was evaluated regarding the usage of affixation in the writing texts. All the suffixes and prefixes recognized the pre-tests of a student, which comprises two texts in this stage, were counted separately. The numbers of affixed lexicon were entered in SPSS and calculated for 51 participants. The mean score was 14.9804, and the scores of the pre-test ranged between 3 and 27. As can be seen in Table 7, the standard deviation was found 6.55893 in the descriptive statistics of the pre-test.

Table 7.

Descriptive Statistics for Affixation in Pre-test

	N	Range	Minimum	Maximum	M	SD
Numbers of Affixed Lexicon	51	24.00	3.00	27.00	14.9804	6.55893

The post-test administered to the participants was evaluated based on the usage of affixation in the post-viewing writing texts. The entire suffixes and prefixes in the post data of participants, which comprises two texts for each student, were counted separately. The numbers of affixed lexicon were entered in SPSS and calculated for 51 participants. The mean score was 16.60, while the range was 28. The minimum and maximum numbers of affixed lexicon ranged between 5 and 33 while they were between 3 and 27 in the pre-test, implying an enhancement in using affixation after the v-cast viewing period. As shown in Table 8, the standard deviation was found 7.063 in the descriptive statistics of the post-test.

Table 8.

Descriptive Statistics for Affixation in Post-test

	N	Range	Minimum	Maximum	M	SD
Numbers of Affixed Lexicon	51	28	5	33	16.90	7.063

The pre and post-test results were correlated and compared through Paired-Samples T-Test. The Pearson correlation between the pre and post-test was .823 (2-tailed). Thus, the correlation between the numbers of affixed words used in pre and post-tests was significant at the 0.01 level as Table 9 depicts.

Table 9.

Pearson Correlation Between Pre and Post-test Regarding Affixation

	N	Mean	SD	Pearson Correlation
Pre-test	51	14.98	6.559	.823
&				
Post-test	51	16.90	7.063	.823

Paired-Samples t-test revealed that a relation between pre and post-viewing period vocabulary enhancement at the affixation basis was significant at the .002 level. The mean score was -1.84314, and the standard deviation was 4.12006. The 95 % confidence interval of the difference was -3.00192 at the lower and -.68435 at the upper level. The Cronbach's alpha value was also computed to find out the reliability coefficient of pre

and post-tests. According to the SPSS 26.0 results, Cronbach's alpha value was found as .901, which indicates that the reliability value was very high. Table 10 provides a detailed description of the t-test based on affixation usage.

Table 10.

Paired-Samples T-Test Based on Affixation

		95 % Confidence Interval of the difference					
	Mean	SD	Lower	Upper	t	df	Sig.
Pre-test							
	-1.84314	4.12006	-3.00192	-.68435	-3.195	50	.002
Post-test							

In pre and post-viewing texts, suffixes were used substantially more than the prefixes in number. Several types of suffixes and prefixes were observed. Random examples of the affixed lexicon can be seen in Table 11.

Table 11.

Examples of Affixed Lexicon in Pre and Post-test

	Suffixes	Prefixes
Pre-test	rain-y enjoy-able danger-ous visit-or fascinat-ing attract-ive chemi-cal serious-ly biologi-cal transporta-tion harm-ful	un-healthy dis-appear re-cycle
Post-test	tradition-al architect-ure culture-al relax-ing environment-al-ly conscious-ly flamm-able peace-ful forest-ation consump-tion natur-al	il-legal un-necessary re-newable

As demonstrated in the table, the participants used several types of suffixes and prefixes. *They are -ly, -able, -tion, -ful, -al, -cal, -ure, -ing, -ive, -y, -ous, un-, dis-, re-, il-*. Remarking the suffix types, we can see that most of them are adjective suffixes, while verb suffixes and adverb suffixes are less frequent.

As students have different English proficiency levels, their usage of affixed lexicon differentiated from each other. When the pre and post data were analyzed separately for each participant, it is viable to see a consistency between pre and post-viewing texts of a single student. Table 12 demonstrates random examples of participants' affixed lexicon usage in their pre and post data.

Table 12.

Examples of Affixed Lexicon Usage

	Pre-viewing	Post-viewing
	N of Affixed Lexicon	N of Affixed Lexicon
Participant 1	7	9
Participant 2	21	18
Participant 3	4	7
Participant 4	17	21
Participant 5	13	13

4.2.4. CEFR-Based Lexicon Analysis

CEFR (Common European Framework of Reference for Languages) provides a mutually accepted model for recognizing progression levels in the English language. Promoting a new design to the teaching programs, CEFR forms language proficiency on a six-level scale. The levels were identified with ‘can-do’ statements, being primarily based on a communicative approach. Lexicon was also categorized into levels A1, A2, B1, B2, C1, and C2. Thereby, word lists for each competence level were notified as to be learned in successive levels.

In this study, searching for a possible vocabulary improvement in writing skills of the participants after a v-cast viewing period, the lexicon in pre and post-tests were analyzed with regard to the six-scale levels of CEFR. Frequently used content words were counted and classified based on the word lists of levels announced by the CEFR. The three main groups, A, B, and C were prioritized during categorizing, and the lists were used as A1-A2, B1-B2, and C1-C2. Table 13 explains the numbers of the high frequency words in the mentioned three-level groups.

Table 13.

Numbers of Lexicon Grouped into CEFR Levels

	Pre-test	Post-test
A1-A2	102	73
B1-B2	43	64
C1-C2	5	13

As content words are the lexicon group to be learned before the function words, this analysis covered the possible enhancement in content words class. All types of content words; nouns, verbs, adjectives, and adverbs were incorporated into the analysis.

CEFR categorizes the levels into three main groups, *basic user*, *independent user*, and *proficient user* (CEFR, 2001). The sub-groups were formed under the mentioned categories. Thus, learners in level A1 and A2 competencies are *basic users* of English, learners in level B1 and B2 are *independent users*, while C1 and C2 define *proficient users*. As can be seen in the table, 102 of the most commonly used words in the pre-test take part in the A1-A2 word list of CEFR. This number goes down to 73 in the post-test. The number of words in the B1-B2 list was 43 in the pre-tests, while it was 64 in the post-test. Inferring from these results, a decrease in the number of A1-A2 level words and an increase in B1-B2 level words can be observed. Considering that upper-level proficiency written data would also comprise the previous level words in use, it can be said that there had been an increase in B1-B2 lexicon usage in the post-test. Though it was infrequent, C1-C2 level words were also used in pre and post-tests in relatively small numbers compared to the previous levels. This issue will be touched on in the topic-based lexicon usage section.

The decrease in A1-A2 level lexicon usage in the post-test could also demonstrate that words in level B1-B2 replaced them. Therefore, an improvement in the post-test can be mentioned regarding the learning of content words. At that point, considering the lexicon of A1-A2 level is expected to appear in all levels of written language to some extent, analyzing the variance in the latter two levels, B and C will point out to results concerning an upgrade in the vocabulary repertoire.

Regarding the values in Table 14, the results were calculated through SPSS. Paired Sample t-test and correlation coefficient values are given in Table 14.

Table 14.

Paired-Samples T-Test Based on CEFR

		95 % Confidence Interval of the difference			t	SE Mean	Sig.
	Mean	SD	Lower	Upper			
Pre-test							
&	-7.250	3.948	-13.531	-.969	-3.673	50	.035
Post-test							

Paired Samples t-test revealed that a relation between pre and post-viewing period vocabulary enhancement based on CEFR levels was significant at the .035 level. The mean score was -7.250, and the standard deviation was 3.948. The 95 % confidence interval of the difference was -13.531 at the lower and -.969 at the upper level. The Cronbach's alpha value was also computed to find out the reliability coefficient. Table15 presents the correlation coefficient and the Cronbach Alpha values.

Table 15.

Correlation and Cronbach's Alpha Value

	Correlation Coefficient	Cronbach's Alpha
Pre-test		
&	.999	.981
Post-test		

According to the SPSS 26.0 results, Cronbach's alpha value was found as .981, which indicates that the reliability value was very high. The correlation coefficient reveals that there is a high relationship between pre and post-test.

Overall, the results of CEFR based analysis show that v-cast viewing has a positive impact on the vocabulary enhancement of high school students and that they can incorporate new lexicons into their written performances. The affixed words were counted separately for each participant, and it was seen that four students used the same number of affixed words in their pre and post-viewing texts, while 11 participants' affixation usage in pre-tests was lower than their post-tests and 36 participants used more affixation in their post-tests than the pre-tests. Table 16 demonstrates random examples

of content words (nouns, adjectives, verbs, adverbs) utilized by the participants in their pre and post-tests.

Table 16.

Samples of Lexicon in Pre and Post-test

	Pre-test	Post-test
Participant 1	trip, visit, natural, forest	attraction, taste, disease, nutrition
Participant 2	city, crowded, like, lake	environment, show, waste, increase
Participant 3	famous, cheap, animal, cut,	region, save, national, awareness
Participant 4	protect, local, live, different	sculpture, beauty, survive, renewable
Participant 5	population, food, nice, keep	island, locate, civilization, atmosphere

Along with the content words, the texts involved a number of collocations in pre and post-tests as well. The levels of the lexicon forming the collocations positively differed in pre and post-tests, implying a development in the post-tests. The lexicon levels in collocations were remarked to be more in B and C CEFR levels in post-tests. Table17 gives random examples of collocations seen in pre and post-tests.

Table 17.

Samples of Collocations in Pre and Post-tests

	Pre-test	Post-test
Participant 1	historical artifacts	solar energy
Participant 2	crowded city	air pollution
Participant 3	famous food	global warming
Participant 4	sports equipment	winter months
Participant 5	beautiful panorama	natural environment

4.2.5. Topic-Based Lexicon Analysis

The participants had two themes to write about for pre and post-tests. As pre-test topics, intending to eliminate the retrieval factor, they had different sides of each theme as writing tasks. The post-test tasks were also other sub-topics of the two themes. Thus, the lexicon utilized by the participants would diversify for each theme, supporting a more transparent analysis of vocabulary in written skills.

Description of *outdoor places* and *natural environment* were the two themes. For the first theme, the participants wrote about places they had visited in the pre-test and their dream place to visit in the future as a post-test. For the second theme, they were asked to write how the natural environment is damaged in the pre-test and how to save the environment as a post-test. The vocabulary levels used in the texts were analyzed, and a variation arising from the dissimilarity of topics was found.

The frequent content words used for each topic were as expected. For example, the description of dream places to visit was written using future tense and included words regarding sightseeing, plans of excursion, and a portrait of the location to be visited. In this chapter, Theme 1 refers to the ‘description of outdoor places’, and Theme 2 refers to the ‘natural environment’. Table 18 gives the examples of frequently used topic-related content words for the two main themes classified into CEFR levels.

Table 18.

Examples of Topic-based Lexicon in Pre and Post-test

	Theme 1	Theme 2
A1-A2	museum, famous, city, travel, sea, dish, crowded, historical, picnic, visit, modern	protect, factory, river, air, health chemical, forest, natural, plastic, dangerous, plant, green, smoke
B1-B2	attraction, culture, population, neighborhood, view, build, delicious, curious, region	toxic, harmful, oxygen, recycle waste, endanger, pollute, consume, creature, survive, atmosphere
C1-C2	artifact, province	hygiene, ecosystem, contaminate

As can be observed in the table, different writing topics bring up hetero groups of lexicons in all three levels. A1-A2 level words were seen in all texts yet with various percentages, and this implies that the need for B1-B2 and C1-C2 level words alters in post-test texts, indicating a vocabulary improvement.

The possible effect of the topics on the level of the lexicon was also analyzed. The frequently used content words related to each theme were counted and grouped into levels. The level of each word for Theme 1 and Theme 2 was entered into SPSS separately. They were compared through Paired Samples t-test, and the significance value

was found. The relationship between the lexicons of the two topics and their levels based on CEFR in pre and post-tests were calculated. Table 19 demonstrates the comparison of the results from SPSS regarding the topic-based lexicon utilized for each topic.

Table 19.

Topic-Based Paired-Samples T-Test

		95 % Confidence Interval of the difference					
	Mean	SD	Lower	Upper	t	df	Sig.
Theme 1							
&	-.286	.837	-.485.	-.086	-2.858	69	.006
Theme 2							

Paired Samples t-test revealed that a relation between pre and post-viewing period vocabulary enhancement based on topics was significant at the .006 level. The mean score was -.286, and the standard deviation was .837. The 95 % confidence interval of the difference was -.485 at the lower and -.086 at the upper level. The T Test's t value was found at -2.858, and the df value was found 69. The significance value signifies that the topic factor in writing skills affects the lexicon level used in written data.

The frequency values of topic-based content words were calculated based on the three levels of CEFR. Table 20 presents the results of Theme 1's word usage percentages.

Table 20.

Topic-Based Frequencies of Theme 1

	Frequency	Valid Percent
A1-A2	40	57.1
B1-B2	25	35.7
C1-C2	5	7.2
Total	70	100

The frequency was 40 for A-level words, 25 for B-level words, and 5 for C-level words out of 70 in total. In this way, 57.1 percent of the most frequent content words related to Theme 1 were in A1-A2 level, 35.7 percent of them belonged to the B1-B2 level, and 7.2 percent were in C1-C2 level according to CEFR.

Table 21 demonstrates the frequency values and percentages of word usage based on the CEFR levels related to Theme 2.

Table 21.

Topic-Based Frequencies of Theme 2

	Frequency	Valid Percent
A1-A2	23	32.9
B1-B2	39	55.7
C1-C2	8	11.14
Total	70	100

The frequency table for Theme 1 and Theme 2 shows an increase in the number of the high-frequency lexicon in levels B and C. The frequency was 23 for A level words, 39 for B level words, and 8 for C level words out of 70. In this way, 32.9 percent of the most frequent content words of Theme 2 were in A1-A2 level, 55.7 percent was in B1-B2 level, and 11.14 percent was in C1-C2 level. The results represent a substantial improvement based on the writing topic. Thus, it can be said that the issue of writing could ascertain and require an upper level of lexicon to be used in written excerpts.

The descriptive results of the comparison between Theme 1 and Theme 2 are given in Table 22.

Table 22.

Descriptive Statistics of Topic-based Lexicon

	N	Mean	Standard Deviation
Theme 1	70	1.50	.631
Theme 2	70	1.79	.635

Seventy words were specified as the most frequent words related to both themes. The mean score for Theme 1 was found 1.50, and it was 1.79 for Theme 2. The standard deviation was .632 for Theme 1 and .635 for Theme 2. The results indicate that topic-based lexicon analysis presents a meaningful outcome regarding vocabulary usage of the student participants.

4.2.6. Word Count Analysis

The extent of the texts written by the participants was analyzed to discern any variation between the pre and post-tests. The texts of all two sub-topics of each theme were involved in the word count analysis. The number of words was obtained from the Microsoft Word documents and noted down. The arithmetic average for each sub-group was calculated, and the results were separated into pre and post-test groups.

Table 23 presents information about the word counts of pre and post-tests. The first sub-topic of each theme represents one of the pre-tests. The participants were asked to write about ‘the description of a place they visited’ and ‘the description of their dream place to visit’ about the first theme. For the second theme, they were asked to write about ‘how nature is damaged’ and ‘how can we save nature’ as two sub-topics.

Table 23.

Word Count Arithmetic Averages of Pre and Post-tests

		Arithmetic Average
Theme 1	Sub-topic 1	104.23
	Sub-topic 2	101.31
Theme 2	Sub-topic 1	80.70
	Sub-topic 2	81.60

As illustrated in the table, the pre-tests’ arithmetic averages of word count per text were 104.23 and 80.70, respectively. The post-tests’ arithmetic averages were found 101.31 and 81.60. The results suggest no substantial difference between pre and post-tests’ length in word counts. Thus, it can be said that the period of v-cast viewing did not lead to a change in point of the length of the written data.

When the results were considered on the topic basis, a remarkable difference can be noted down. While the average for Theme 1 was over a hundred for both sub-topics, it was around eighty for Theme 2. One-sample t-test was calculated separately for two themes’ arithmetic averages, and the results were demonstrated in Table 24.

Table 24.

Topic-based One-sample T-Test Analysis

	Mean	SD	95 % Confidence Interval of the difference		t	df	Sig.
			Lower	Upper			
Theme 1	102.77	2.065	84.22	121.32	70.390	1	.009
Theme 2	80.800	1.131	70.64	90.96	101.000	1	.006

As presented in Table 24, the significance value for theme 1 was very high at the level .009. The mean score was 102.77, and the standard deviation was 2.065. The 95 % confidence interval of the difference was 84.22 at the lower level and 121.32 at the upper level. The t value was 70.390 for theme 1.

The significance value for theme 2 was very high at the level of .006. The mean score was found 80.800 and the standard deviation was 1.131. The 95 % confidence interval of the difference was 70.64 at the lower level and 90.96 at the upper level. The t value was 101.000 for theme 2.

One-sample t-test results suggest that there is a relationship between the writing topic and the extent of the written data of the participants. Describing *outdoor places* and *dream places to visit in the future* could be interpreted as a more interesting or stimulating topic to write about compared to the natural environment.

4.3. Qualitative Analysis

The qualitative analysis included the implications obtained from individual interviews with EFL teachers working at high schools during the data collection or who had experience at high schools and used v-casts in their classes. The reflection reports obtained from the students were also involved in qualitative data analysis. Thematic analysis was employed to analyze the data.

4.3.1. Demographic Characteristics of Teacher Participants

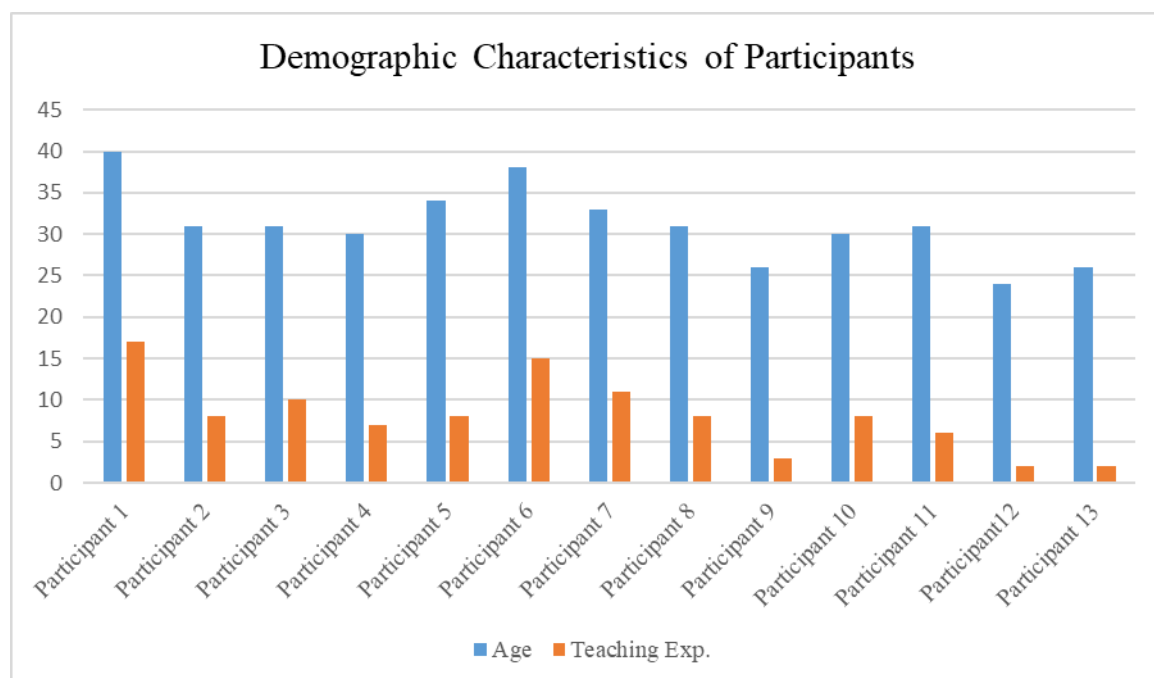


Figure 5. *Demographic Characteristics of Participants*

Thirteen EFL teachers voluntarily participated in interviews. The demographic information about the teachers who participated in interviews is given in Figure 5. Teacher participants' ages ranged from 24 to 40. Seven female and six male participants volunteered in the interviews. Ten of the teachers were graduates of the English Language Teaching Department, while two were graduates of the English Language and Literature Department, one was a graduate of the American Language and Literature department.

4.3.2. Analysis of The Interview

EFL teachers' thoughts, observations, and practices related to v-cast viewing and its possible effect on high school students' vocabulary and writing skills were analyzed. Each item of the interview was examined separately.

4.3.2.1. Analysis of Item 1

The first question of the interview asked the teachers whether they preferred integrating technology into their classes. All the thirteen teachers affirmed that they like benefitting from technology and digital devices for English language teaching. They supported that technology is a great revolution and that it is a need to promote 21st-

century skills of children. They suggested that we are in an era of technology and that technology is a great assistant of EFL teachers. It was underlined that technology is an irreplaceable part of education. A teacher expressed her opinion with the following statement:

As you know, technology is a revolution in informatics. Conducting courses without technology restricts the development of the students' 21st-century skills. So, I definitely make an effort to use technology in my classes. I use resources of software, and the students like watching and reading on the smartboard. I frequently use it with 9th and 10th grades (Participant I, February, 5th, 2021).

Based on the statement above, we can say that technology has a substantial place in teachers' classes. They prefer modern ways to teach and stay up to date as the teenagers do. Teachers expressed that teenagers are good at technology use and that if these skills are completed language teaching, learning would be faster and better. The teachers also stated that the digital environment provides rich materials from visuals to audio tracks to movies, books. Thus, it was implied that technology becomes a necessary side of education rather than a single tool.

Table 25 displays a list of codes identified about technology in EFL classrooms, teachers' views and practices on digital activities, and v-casts (short videos). The frequencies of each code were given.

Table 25.

Codes Identified About V-cast Viewing

Theme	Categories	Codes
V-cast Viewing	Technology in classroom	possession of informatics skills (3)
		importance in education (2)
		provoking attention & interest (5)
		keeping in touch with students (2)
	Digital Activities	providing visual & aural materials (6)
		initiating speaking (1)
		dealing with technical problems (2)
	V-casts (short videos)	increasing motivation (5)
		creating enjoyable classes (2)
		promoting EFL teaching (4)
		enhancing vocabulary teaching (7)
		extending concentration (1)
		providing native speaker input (3)

4.3.2.2. Analysis of Item 2

When it comes to how technology is used in EFL classrooms, teachers mention several utilization positions for specific reasons. The answers to this question can be described with two questions; *what to use?* and *why?*

The teachers expressed other benefits of technology. According to their statements, technology triggers attention in a classroom in several ways, grows motivation, and can be used to grab the interest of the learners. Therefore, we can infer that teachers utilize it at versatile points. Some teachers also stated that they are good at using technical supplies, and they are good providers of digital atmosphere in their classrooms.

Diverse materials were mentioned about technology use. All of the teachers talked about visual and audio materials, especially videos, music, listening tracks, movies, and online games. Most teachers explained that they use Web2.0 tools, PowerPoint slides, and dialogues in their classes. Specific educational applications such as *Voscreen*, *Duolingo*, *Engvid*, *Quizzez*, *Kahoot*, and *Zoom* are some online platforms that appear in the classroom. British Council and MacMillian are preferred websites of teachers. Some

of the teachers submitted that they get the advantage of structured online lesson plans as well. A teacher stated her technology management with the following expression:

I do not think that we can do anything without technology in the current process. I cannot consider accessing students during distance education without technology. Thus, I endeavor to integrated technology into my lessons at my utmost capability. I benefit from Web2.0 tools, make the students play online games, translation games. I use Voscreen. As we are often in touch via WhatsApp, I send them quizzes and worksheets through applications like Quizzez (Participant XII, February 10th, 2021).

The statement above confirms the teachers' opinions. It is also apparent that they have specific preferences among technological tools and prefer practicing them with different activities.

As for the *why* part of our findings, teachers give numerous reasons and aims of blending technology with ELT. For example, it was frequently stated that attracting learners' attention, growing interest, and aiding them concentrate longer are some of the main goals of media use. The majority of the teachers used digital media as a visual and audial stimulus, a communication initiator, a creator of speaking settings, and exposure to the target language in a meaningful context. Most teachers claimed that technology eases the way they teach culture and provides native speakers' pronunciation. They supported that culture is a crucial point to be taught accurately. Two teachers specified that it is beneficial for the learners to do their own research and associate information via online platforms.

Several teachers mentioned some limitations of technology use. They agreed that technical breakdowns, lack of internet or smartboards in some classes or schools are the hindering factors of efficient use of technological devices. Most of the participants claimed that they utilize the available opportunities to the utmost extent.

4.3.2.3. Analysis of Item 3

The third item of the interview asked teachers' opinions of v-casts (short videos), their advantages, disadvantages, challenges, and procedures.

At that point, the participants agreed that v-cast viewing has more advantages than disadvantages. The benefits of v-casts on listening skills, easiness to use, drawing the learners' attention, triggering motivation, and providing concentration were pointed out. It was approved that v-casts provide native speakers' pronunciation as an interesting and

real-life material, embellish the classroom atmosphere, make the courses enjoyable and trigger communicative skills and creative thinking. Most of the participants confirmed that exposing the learners to subject-related v-casts or even recording their sentences would be catchy and ear-grabbing for the students. Concerning the difficulty of a short video, it was accepted that v-casts need to be convenient for the learners' levels. Two of the teachers mentioned that short videos could be time savers concerning their length and content. An excerpt example is given below to address the opinions of teachers on v-casts.

Firstly, I think that the advantages of v-casts are definitely more than the disadvantages. I actually haven't encountered any disadvantages either. As the students are exposed to the videos both visually and aurally, learning becomes more efficient and memorable. I think that v-casts trigger creative thinking and enhance communicative skills. Because they can re-watch a video, stop and repeat a pronunciation or a word and restart it. I think that it substantially helps in this sense (Participant XI, February 9th, 2021).

As stated above, the participants have positive thoughts of utilizing v-casts. Some disadvantages were also noted by the participants. Four participants explained that it could be difficult to find to-the-point videos which address to the needed topic. Some teachers stated that downloading or storing v-casts would be challenging. Some teachers supported that analyzing the videos can be difficult for some students.

4.3.2.4. Analysis of Item 4

The fourth item of the interview asked the participants how often they used v-casts in their classes and when they preferred to practice them. Most of the participants expressed that they do not have a precise frequency of v-cast practice, yet they use them based on the topics in the curriculum and especially during distance education. After a particular subject is presented, they prefer using short videos to provide exercises and examples of the newly learned theme. Three of the teachers explained that they view v-casts at the start of every unit in the coursebook, and two of them stated that they use it once in every four lessons.

We can deduce that the teachers do not organize an exact time for watching short videos, yet they plan their classes to be relevant to the current topic and synchronize with the course as a whole.

4.3.2.5. Analysis of Item 5

Table 26 gives a list of codes identified about vocabulary enhancement regarding pre and post-viewing exercises as well as teachers' thoughts on learners' gains from v-casts. The frequencies of each code were given.

Table 26.

Codes Identified About Vocabulary Enhancement

Theme	Categories	Codes
Vocabulary Enhancement	Pre & Post Activities	warm-up questions (3) worksheets, fill in gaps, true-false (3) discussion, question, and answer (2) personally-created v-casts (2)
	During Viewing	rich context (5) rehearsal of known vocabulary (1) permanent learning (long term memory) (2) captions or subtitles of spelling (1) pronunciation of lexicon (6) association and retrieval of the lexicon (2) cultural items (2)

The fifth item of the interview asked the participants their objectives and purposes of using v-casts. A great majority of the participants stated that their main objectives are speaking and listening. Most of them supported that exposing the learners to native speakers is required to teach them effective pronunciation. They also use v-casts very frequently to teach the current subject's vocabulary and have students practice the new vocabulary learned in the lesson. Four of the participants expressed that they prefer v-casts as a warm-up activity or during the presentation of the subject. The following statement represents teachers' aims of using v-casts:

As I have said, I use them to motivate, warm up, clarify and make a complex topic more concrete. Secondly, I aim to contribute visually to the students' learning. Additionally, I try to focus on listening and writing skills, especially when writing what is heard; I mean

dictation. Later on, I get feedback on all these from the students. As far as I can see, short videos are practical, and I get positive feedbacks (Participant III, February 5th, 2021).

As can be seen from the excerpt of participant III, teachers utilize v-casts for various purposes. Some teachers suggested that v-casts can provide a broader range of real-life contexts and be used as a discussion initiator. Some other participants supported that short videos are efficient in grabbing the attention of the learners and motivating them. Two of the participants think that v-casts are especially desirable to teach cultural themes, similarities, differences, and idioms as well.

One of the participants emphasized that the primary aim needs to be socializing the learners. She claimed that, from the point of a social constructivism approach, students should take an active role in the learning with high self-confidence and be eager to communicate with their peers.

4.3.2.6. Analysis of Item 6

The sixth item of the interview asked participants whether they used supportive activities during a v-cast viewing activity. All participants confirmed that they conduct activities accompanying the v-cast viewing sessions such as pre, while, and post activities. Most of them touched upon the vocabulary activities as a pre and post-activity. For example, presenting the coming vocabulary prior to the video to facilitate understanding and thus leading an enjoyable practice or handing out worksheets after the v-casts are the most frequently used activities by the teachers. With the post-activities, they usually intend to test what has been watched and learned. The excerpt below gives valuable clues about the activities the participants prefer doing together with the short videos.

First of all, you have a specific aim to view videos, such as improving learners' pronunciation of words or presenting a real-life context. You do some work and practice to check over to what extent you achieved your aims. For example, initiating a dialogue among students creating a similar setting to the one in the video, and mainly testing your target vocabulary related to that video can be good testers to be done after the watching session. So, I support the post-activities more (Participant VII, February 7th, 2021).

As can be interpreted from the excerpt, the participants carry on various activities to support and see the outcomes of their v-cast sessions. Some of the participants have different post-activities, such as doing role-play with a similar setting in the video or even

recording a personal v-cast, handing out worksheets with fill-in gaps, matching and vocabulary activities, and essay writing tasks. The most popular post-activity was doing discussion, thus pushing the learners to speak.

Most of the teachers suggested that they prefer presenting the complex vocabulary in the short videos before viewing it. To prepare the learners for the video, a majority of the participants expressed that they ask warm-up questions leading them to the topic of the coming v-cast. One teacher suggested that reading a dialogue can be an excellent pre-viewing activity as the video presents conversations and communication. Three of the participants did also mention while-viewing activities. They stated that they stop the video, ask triggering questions about the subsequent events, and thus create a fluent focus throughout the viewing.

4.3.2.7. Analysis of Item 7

The seventh item of the interview asked the participants whether they think that v-casts contribute to the learners' vocabulary acquisition. The entire participants agreed that v-casts help learners acquire vocabulary as there is a meaningful context, which aids in understanding the words and their usage. Most of the participants emphasized the point that v-casts assist the learners in raising ongoing learning of vocabulary with the help of visuals. They support that v-casts are rich in visuals, which facilitates moving the new knowledge to long-term memory.

Six of the teachers supported that being exposed to native speakers in short videos promotes students' pronunciation and intonation as well as assisting them to recognize more than one meaning of a word. This allows them somehow to witness the lexicon in the context. Five participants suggested that as certain words are repeated in v-casts, learners recognize the new items easier and learn faster. An excerpt that reflects the general view of the participants is presented below.

I think that v-casts enhance learners' vocabulary. We mainly learned the vocabulary from dictionaries and had only knowledge of vocabulary. However, when we encountered the lexicon in its natural setting, being exposed to the phrases on online platforms or hearing dialogues by native speakers, we comprehended them better. We were more encouraged while using the words. So, v-casts are beneficial in that learners listen to the intonation, recognize several meanings of a single word, and produce sentences using them (Participant X, February 8th, 2021).

Based on the statement of Participant X, we can state that v-casts can provide a resourceful setting for learners providing native language input, rich context, and accurate intonation and pronunciation. Thus, this facilitates vocabulary acquisition through v-cast viewing activities.

Some of the participants directed attention to the retrieval of the lexicon in later activities. They stated that learning strengthens when it is supported with connections from previous practices.

4.3.2.8. Analysis of Item 8

The eighth item of the interview asked the participants how they observe or recognize that learners gain new vocabulary from v-casts. A majority of the participants suggested that they can identify whether learning was successful if they produce the lexicon in productive skills, speaking and writing, or when students ask questions using the target words. Most of the participants explained that learners give feedback about their learnings later during random exercises or readings. A participant highlighted how he detects and identifies whether learning took place after v-cast sessions.

I can get the best and perceptible data for this at the exercises at the end of the v-casts with the learners' answers and performances. I can also understand it in writing and reading activities or, as I said, in the speaking activities I-myself initiated (Participant VI, February 7th, 2021).

Most of the participants expressed that they frequently ask questions and do post-viewing activities to check learning. Some teachers pointed out that students excitedly inform that they remember a word from the video they have seen, making connections to the point they have learned. Two of the participants stated that it could be challenging to interpret how and when they have learned a particular word as they are in continuous education, and it could be a previous learning.

4.3.2.9. Analysis of Item 9

Table 27 illustrates a list of codes identified about learners' writing skills after the v-cast viewing period, how to measure it, and teachers' thoughts and observations related to lexicon usage in written performances. The frequencies of each code are presented.

Table 27.

Codes Identified About Writing Competence

Theme	Categories	Codes
Writing Skills	How Teachers Measured	with learners' production of target lexicon (3)
		with learners' random feedback (2)
		with post-viewing activities (4)
		with learners' word association (1)
		with regular examinations (3)
		with word categorizing activities (2)
	Teachers' Thoughts and Observations	learners can produce lexicon in short writings (2)
		learners can produce lexicon in written exercises (3)
		learners need adequate input for production (2)
		production in writing depends on interest and motivation (1)

The ninth item of the interview asked the participants whether they think the learners use the lexicon acquired through v-casts in their writing performances. Most of the participants stated that they did not observe this as a direct outcome of v-cast viewing and that it is conditional on the length of the writing performance to be expected from the learners. They supported that students can complete 'fill in the blanks' exercises which require relatively simple writing, or they can write short phrases or sentences using the vocabulary they gained during the v-cast viewing, yet longer writings such as essays would be challenging for the students at high school level. Some of the teachers informed that they had not asked their students to write texts or such writing tasks as they are in levels A1 and A2 and do not possess advanced vocabulary yet. They added that if this were conducted with higher-level learners, they would produce lexicons from v-casts in their writing performances. The participants also suggested that the learners tend to misspell the words in their writings as they hear them in non-captioned v-casts. One of the participants supported that learners will use the lexicon they learned from v-casts provided that they are captioned or sub-titled.

With writing performances, if we refer to simple skills like fill in the blanks or such exercises, yes, I think that the learners utilize the words they have learned with v-casts in their written productions. Yet, it will not affect advanced writings since the words alone are not adequate for this. Writing long essays is a holistic action. Yet, I think they will use the lexicon learned from v-casts in shorter writings (Participant XIII, February 10th, 2021).

The excerpt points out the type and length of writing. As most of the teachers suggested, writing such pieces would be challenging for basic English learners and easier for learners in higher levels. Most of the participants stated that they observe the words in the v-casts used by the students in their post-viewing activities, such as dialogues, fill-in-the-blanks exercises, question and answer, and puzzles.

I think that we miss writing at some point as a country and culture. Sadly, I cannot observe that learners produce the lexicon they have learned from v-casts in their writings as they hardly ever practice writing. We do not practice writing in the class as much as we need to do. This is possibly due to the education system. Yet, the learners easily complete the post-viewing exercises after a v-cast viewing session. They utilize the lexicon they have learned with v-casts in writing parts of these exercises (Participant XII, February 10th, 2021).

Participant XII explains that writing becomes difficult to practice and achieve and that her students do not practice writing adequately. However, they do some writing in the activities following the v-cast viewing, and they produce the words in v-casts during such activities. She supports short writing chunks and sometimes whole sentences and indicates that they pass on to the production part with the newly learned lexicon.

4.3.2.10. Analysis of Item 10

The tenth question of the interview asked the participants how they measure and assess that the learners produce the lexicon learned from v-casts into their writings. A majority of the teacher participants pointed out that post-viewing exercises with small writing parts are a proper measurement. Preparing quizzes and small tests in the same topic of v-casts is another assessment preferred by the teachers. Four of the participants expressed that they specify a topic related to the v-casts and ask the learners to write a short paragraph or text about it. The teachers observed that the learners produce lexicon from videos in such writing activities rather than more extended and more challenging

tasks. Two of the participants stated that improving the writing skill is an extensive process, and this can be achieved with multiple teaching practices rather than simply v-cast viewing.

The participants' alternative assessment tools were asking the relevant lexicon in written examinations, asking open-ended questions and analyzing their written answers, or observing students' output in occasional writing activities later in English courses. Participant XIII explains her measurement ways as in the excerpt below.

Generally, word tests can be appropriate, but it is a one-way assessment. I ask the learners to write film reviews and see if they produce the expected lexicon. I prefer word matching activities for younger students, and this is also the definition of an unknown word matching with its meaning. This may depend on the age and level of the learners. I observe whether they use the lexicon in their sentences. A word map can also be used to group and categorize the words based on their meanings (Participant XIII, February 10th, 2021).

As can be interpreted from the excerpt, teachers test the effect of v-casts regarding writing performances in several ways. One of the teachers also mentioned the categorization of words. She stated that brainstorming and categorizing words related to the v-casts into synonyms and antonyms can be an efficient exercise with short writing requirements.

4.3.2.11 Analysis of Item 11

The eleventh question of the interview asked the participants whether they think that v-casts contribute to the learners' writing skills. Most of the participants had a positive perspective about v-casts and writing. However, some of them remarked some conditions about such contribution of v-casts. For example, four of the teachers supported that v-cast viewing provides multiple inputs, which promises beneficial output. They stated that such input would assist them in writing provided that it is conducted systematically. They supported that adequate input will turn into the output either verbally or in writing skills when the learners are ready. Some participants assert that when v-cast viewing activities are supported with further activities such as question and answer, fill-in-the-blanks, matching, writing simple sentences or short texts, the learners will note the new lexicon in the long-term memory and retrieve should they require them for a writing

activity. The following excerpt from Participant II explains how learners get input from a v-cast and produce output in writing.

V-casts, of course, contribute to the writing skills of students. They learn what they hear as a whole. For example, the sentence ‘What’s the matter with you?’ would be difficult to learn by merely reading or writing it down. Instead, it will be understood better when it is heard as a whole in a flow and a context just like the lyrics of a song. For instance, we do not remember, but we memorize numerous song lyrics in a rhythmical way rather than plain sentences. They will not learn the word ‘matter’ standing alone but understand the sentence ‘What’s the matter with you?’ as a whole chunk. Thus, it will appear in their writings as a unit. This is actually what we need to achieve (Participant II, February 5th, 2021).

As it is apparent from the excerpt, teachers maintain v-cast activities. They think that they contribute to writing skills when supported with other exercises and systematically presented in a rich learning setting. Three of the teachers mentioned the effect of interest and motivation about the writing skill as students see it as a challenging activity. They stated that motivated and enthusiastic students tend to engage in and achieve higher in writing activities than the other learners.

4.3.3 Analysis of Reflection Reports

The student participants were asked to write reflection reports regarding the v-cast viewing period, how they assess and view it, their perceptions of the v-casts’ effect on their vocabulary command, and their preferences of v-cast types. The reflection reports were in the participants' mother tongues as it was the best option to express themselves with all details and collect the most relevant data. Table 28 gives the codes identified in reflection reports for thematic analysis.

Table 28.

Codes Identified in The Reflection Reports

Theme	Categories	Codes
V-casts in EFL	Effects of V-casts	improving pronunciation (7)
		enhancing vocabulary (6)
		forming sentences (2)
		assisting in exams (1)
		providing practice (2)
	V-cast Preferences	culture based videos (2)
		entertaining videos (3)
		interesting topics (4)
		cartoons (2)

The common view about v-cast viewing was positive concerning their effects on students' English. Most of the participants stated that watching short videos in the English language was interesting for them. They agreed that they hadn't watched such videos so frequently in their previous English classes. The participants' motivation was observed to increase as they regularly reminded the researcher of the v-cast days. The v-casts links sent on the WhatsApp group of the groups also prompted them to explore new videos on the related videos section on YouTube. Thus, the participants were able to view various videos based on their preferences and discover new materials.

A majority of the participants explained that making sentences in English was easier compared to their previous performances after the v-cast viewing period. They expressed that comprehending the events and dialogues in the videos at the beginning of the academic year was not so smooth and effortless. Yet, they described that understanding the v-casts became more uncomplicated and thus more charming in later weeks.

Many participants touched on the positive effect of v-casts on their pronunciation, stating that they became more comfortable reading aloud after hearing numerous speeches and dialogues in videos. The researcher observed such change with particular students as the English courses with the same groups started well before the data collection process. The excerpt below explains some points regarding v-cast viewing and its outcomes in English classes.

The videos were beneficial for me. I can now understand words and sentences better. In previous years, I did not watch English videos so frequently, and my English was poor. Now we have time to watch lots of videos. I watch some cartoons in English; they are so enjoyable. They catch the interest and let you follow it. Watching videos during live lessons was fun as well. I think that v-casts have an effect on my high grades in exams.

Based on the student participants' expressions, they encounter words they have seen before, which helps them increase the memorability of the learned lexicon. They also suggest that captioned videos assist them in looking up words as they can ensure the spelling.

One of the participants pointed out that v-casts promoted the grades of sit-down examination. With the knowledge that English exams are conducted in a written style, we can infer that the present participant signs the outcome of videos on written activities.

Regarding the preferences of v-cast types, two participants stated that they favor videos with culturally rich details and components as they appear to be more engaging and attractive. From that point, we can conclude that culture covers a substantial place with teenagers in EFL learning. Some of the participants also suggested that entertaining videos and cartoons trigger attention and increase motivation.

CHAPTER V

DISCUSSION

5.1. Introduction

This study mainly aimed to explore the contributions of viewing v-casts (short videos) on the vocabulary enhancement and writing skills of high school learners in EFL classes at Hacı Bektaş Veli Anatolian High School. A second objective was to inquire about high school teachers' observations, thoughts, and experiences about the practice of v-casts in their classes and their effect on promoting the learners' vocabulary repertoire and implementing such lexicon in writing performances. The research also aimed to find out learners' thoughts on the v-cast viewing period, their effects and possible contributions on their English, and their preferences of v-cast types. A multitude of data collection tools, including pre and post-viewing writing tasks, thirteen open-ended interviews, and reflection reports, were employed to ensure the research's validity and reliability. To find out the answers, the researcher conducted a nine-week data collection process in which participants wrote pre and post-viewing texts about the topics given by the researcher and viewed several v-casts during and outside of English classes as an extramural work. In this chapter, the findings and results of the study are discussed. The research questions are discussed under separate titles and in detail.

5.2. Research Question 1: How do v-casts affect Turkish EFL 9th grade high school learners' vocabulary enhancement in EFL writing performances?

A comparison of participants' pre-tests and post-tests and the teachers' views in the interview revealed that viewing v-casts in EFL classes and as extramural work contributed to the improvement of the learners' vocabulary in the target language.

The first research question was about the v-casts' effects on learners' vocabulary development and production of such lexicon in their written performances. This research question focused on identifying the differences between the learners' written performances prior to and following the v-cast viewing period.

The quantitative data were analyzed under four aspects, one of which is affixation. The numbers of affixed lexicon were entered in SPSS and calculated for 51 participants. Affixed lexicon is an essential point in the written texts of the participants as the

recognition and usage of affixation develops at a later stage of a learner. The difference between the affixed lexicon directs to a possible result of improvement in the learners' English. The mean score was 16.60, while the range was 28. The minimum and maximum numbers of affixed lexicon ranged between 5 and 33 while they were between 3 and 27 in the pre-test, implying an enhancement in using affixation after the v-cast viewing period. The variation between the lowest and highest numbers indicates that the English competence among students differs from each other to some extent. As the results were calculated for dependent variables with pre and post-tests, the identical learners' scores were compared to their post-test performances, which increases the validity of the results.

The number of affixed words was identified in all the participants' written data. The pre and post-test results were correlated and compared through Paired-Samples T-Test. The Pearson correlation between the pre and post-test was .823 (2-tailed). Thus, the correlation between the numbers of affixed words used in pre and post-tests written data was significant at the 0.01 level. Based on the significance between pre and post-tests, we can derive that v-cast viewing affected the affixation usage in writing performances.

In pre and post-viewing texts, suffixes were found out to be used substantially more than the prefixes in number. Various types of suffixes and prefixes were observed. The result of the Paired-Samples T-Test was significant at .002 level. Based on this result, it can be inferred that there is a meaningful difference between the pre and post-tests of the participants, which can be attributed to v-cast viewing in English lessons. As mentioned before, v-casts contain visual as well as aural input, which provides listening practice in the target language. In Nagle and Sanders' study (1986), in the model of listening comprehension processing, the listener experiences both automatic and controlled processes. These processes help them synthesize meaning from oral input. Thus, the students are consciously *self-initiated* to exercise verbal input through online materials, and they also go through a controlled process of interpreting the meaning. This study shows that comprehending the affixed vocabulary in v-casts has been feasible.

The other criterion of analysis was CEFR's level-based inquiry. CEFR provides a mutually accepted model for the recognition of progression levels in the English language over Europe. Promoting a new design to the teaching programs, CEFR forms language proficiency on a six-level scale. The levels are identified with 'can-do' statements, being primarily based on a communicative approach. Thereby, word lists for each competence level were notified as to be learned in successive levels. The written data in this study was analyzed based on CEFR. The lexicon to be analyzed were specified

as content words. The word lists of three groups (A, B, and C) were used to determine the level of each word. When the results of pre-tests are interpreted, more A-level words were encountered than in post-tests. It indicates that the lexicon in the first competency level decreased, which can be examined as the written texts gained power with the words in higher levels. A profound variation was seen in the level B lexicon with around a 30 % difference. It can be supported that participants utilized B-level words more intensively compared to pre-tests. This can be defined as an improvement in content word knowledge of students related to CEFR. V-casts provided vocabulary with a context that A1 and A2 level learners can comprehend, prioritizing the content words, which facilitates comprehension at the elementary level. Addressing videos, Krashen's (1982) monitor theory pays attention to the difference between language acquisition and language learning concerning videos. Students may be stimulated to 'acquire' the target language while watching videos as little consciousness is passed on to language form. In this study, the meaning was forefront rather than the function words, which are expected to be learned at a later stage of language learning. Hence, language learning is more of a conscious process. Thereby, when the content of videos is considered, we can touch upon the elements like plot, place, time, and personal figures, demonstrating that they have more to portray than the language on its own. In this respect, while students are watching v-casts, unconscious vocabulary development on the side of content words can be said to have been occurred. Schmidt (1990) explains that vocabulary learning during listening can be promoted by making the lexical items distinctive, drawing attention to phonological and semantic aspects of vocabulary. Thus, when the items stand alone accompanying the sound and image, it can be asserted that learners focus on the required notices.

The results of level A present importance respecting the decrease in A1-A2 level lexicon usage in post-tests. It can be inferred that words in level B1-B2 replaced them. Therefore, an enhancement in the post-test can be remarked on the basis of learning content words. At that point, the lexicon of A1-A2 level is expected to appear in all levels of written language to some extent. B and C's variance in the latter two levels point out outcomes concerning an upgrade in the vocabulary repertoire. When students meet new vocabulary in their target language, it is often the word that is unfamiliar to them; the learners aim to gain the terms to the conceptions in their mother tongues during the vocabulary learning process. To address such concepts, Stahl (1999) suggests some instructional strategies containing word-based activities such as studying synonyms and

antonyms, providing examples and non-examples. With all these instructional strategies in order, learners are expected to promote their vocabulary command in their L2.

The topic-based analysis was implemented to present the differences between topics and the writing performances of the participants. The results show that different writing topics raise various groups of lexicons in all three levels. A1-A2 level words were seen in all texts yet with multiple percentages, and this implies that the need for B1-B2 and C1-C2 level words alters in post-test texts as well, indicating a vocabulary improvement. The first writing task, which asks the participants to describe places, was written with a dominant group of A-level lexicon while the second writing theme's data was analyzed to contain more B-level lexicon. Thus, it can be emphasized that the writing topics can serve as crucial agents in determining the vocabulary command of the learners. Nation (2001) proposed that incidental vocabulary acquisition aids vocabulary acquisition by contributing to the learners' meaningful context. In that case, incidental vocabulary acquisition would be more probable to occur while the learners' attention is on other foreign-language features. In this respect, when the context is *meaningful* for the participants, the theme of writing tasks can be determinant to some extent regarding the improvement of the lexicon.

The Paired Samples T-Test findings between the data of both themes were calculated. The results revealed that a relation between pre and post-test vocabulary enhancement based on topics was significant at the .006 level. It can be interpreted that the topic of writing performs an active role in the utilization of a variety of lexicon. The tasks which are to produce texts about are usually on general topics for a foreknown audience. Thus, the topic choice influences the level and type of vocabulary to be aroused (Read, 2000, p.199). Therefore, to measure the depth and quality of learners' academic writing, the tasks would be preferable to get the learners to search an issue, review their points and clearly convey their messages. One of the critical steps to mark is that the lexicon in a language is considered to be equally important and useful. To measure this, the frequency can be a very distinctive parameter. A small class of words in any language are of high frequency and build the majority of the continuously needed words in a context, while a number of words occur uncommonly and make up the low-frequency words (Schmitt & Schmitt, 2012).

The word count analysis was implemented to submit the differences between pre and post-tests of the written data. The pre-tests' arithmetic averages of word count per text were found 104.23 and 80.70, respectively. The post-tests' arithmetic averages were

found 101.31 and 81.60. The results suggest no substantial difference between pre and post-tests' length in word counts. Thus, it can be said that the period of v-cast viewing did not contribute to a meaningful difference in point of the length of the written data. Previous studies demonstrate that learners' command of vocabulary in the target language displays progress in listening and efficient vocabulary raise (Staehr, 2009). Vocabulary size may also present a judgment of learners' general L2 proficiency (Horst et al., 1998). The factor in this result can be the duration of the v-cast viewing, and the data collection process as the writing skill requires to be extended over a period of time. The teacher participants touched on this issue during the interviews. According to most participants, writing is a challenging skill to be advanced among the other skills as it demands a sufficient vocabulary input and reservoir and adequate time to be produced.

As Wesche and Paribakht (1994) state, although new vocabulary items are partially integrated and the last changes in the mental lexicon may not be complete. The internal representations of lexical items go through a gradual change in an *information processing framework* over time. Thus, the production of the newly learned lexicon can be observed in output after a certain period when the learners are ready.

The interview results conducted with the teacher participants show that technology has a crucial place in EFL teachers' classes and that they prefer modern ways to teach and stay up to date. The teachers also stated that the use of digital devices and online tools provides rich materials such as visuals, audio tracks, movies, books, and so on. Thus, it can be supported that technology becomes a necessary part of education. Octavio Kulesz (2017) suggests that a digital environment is a structured communication background where digital items direct the components and activities within the online environment.

When it comes to how technology is used in EFL classrooms, teachers speak of several utilization viewpoints for specific reasons. Many researchers confirm that there is not a single or perfect means of integrating technology into classrooms. Koehler and Mishra (2007) state that teaching in a digital atmosphere is a *complex* and *ill-structured* matter which can be overcome by implementing approaches that address teachers to bring out updated ways of understanding and adapting the complexity of the integration issue.

To sum up, qualitative and quantitative data suggest that viewing v-casts can enhance high school students' vocabulary repertoire and provide high quality and sufficient input of the target language. As they are interesting and motivating materials, short videos assist learners with concentration and focus. Viewing v-casts on specific

topics facilitate learners' recognition of affixed words and acquisition of a new lexicon. After an intense v-cast viewing period, the learners tend to acquire the main content of the videos and the vocabulary related to the topic. Based on the CEFR, the learners' written data is enriched with an upper-level lexicon in post-tests, indicating that learners integrated a new lexicon in their written tasks. While there was a positive change in the first three analysis criterion, word count did not present a variation in pre and post-tests. In this respect, it can be claimed that learners' length of writing performances may need time over the v-cast viewing period. The main difference was topic-related variation in the English level of the participants. It can be suggested that writing topics can profoundly influence the level of vocabulary the learners utilize in their written data.

5.3. Research Question 2: How do Turkish EFL teachers view the use of v-casts with high school learners in a Turkish ELT environment?

The second research question was about Turkish EFL teachers' views regarding the use of v-casts with high school learners. This research question focused on understanding teachers' opinions of digital classrooms, integrating technology in EFL lessons, utilizing v-casts, and its influences on the vocabulary command of the learners.

Teachers discuss several reasons and aims of integrating technology with ELT. For example, it was frequently stated that attracting learners' attention, growing interest, and helping them focus on the content are some of the primary goals of media use. The majority of the teachers utilized digital media as a visual and audial stimulus, as a communication initiator, a creator of speaking settings, and exposure to the target language in a meaningful context by native speakers. The findings of common studies to see the up-to-date condition of the Turkish Education System regarding the use of technology certify that the launching of digital devices into classes has been progressing; however, due to the factors that influence this process, the outcomes and developments have not reached the expected and ideal level (Yılmaz, 2011).

Based on the oral data of teachers, some limitations control technology use as well. Technical complications, lack of internet connection, or smartboards in some classes or schools are the interfering factors of proficient use of technological infrastructure. Thus, we can declare that EFL teachers have a practical approach towards employing the available opportunities to the utmost extent. Çağıltay and Çakıroğlu (2001), in the view of previous studies, maintain that teachers in Turkish schools have

mainly confirming and supportive attitudes and perceptions towards using technology in their classes. Developing ICT knowledge and skills positively triggers favorable and constructive attitudes, which may expectedly result in their utilization in many ways (Can, Karaca & Yıldırım, 2013).

Based on the elicited remarks of the participants, v-cast viewing has more advantages than disadvantages. The benefits of v-casts on listening skills, easiness to use, their attractive nature, prompting motivation, and concentration were denoted. It was affirmed that v-casts provide native speakers' pronunciation as an interesting and real-life material, embellish the classroom atmosphere, make the courses enjoyable and trigger communicative skills and creative thinking. According to Elkins (2006), the skill and vocabulary of a foreign language are learned by many students through online games and videos as well as by watching tv series and films in their L2. Thereby, participants in this study are expected to develop a vocabulary command through regular video viewing practices.

The main objectives of v-cast utilization by teachers are speaking and listening. It can be interpreted that exposing the learners to native speakers is a requirement to teach them correct pronunciation. Along with that, teachers use v-casts primarily to teach the vocabulary of their current subject in the curriculum and make students practice the new vocabulary learned in the class. Many teachers prefer V-casts as a warm-up activity or during the presentation of the subject. Swain (1995) remarks that v-casts introduce the new vocabulary that learners have learned recently or reflect or self-evaluate their listening practices such as intonation and watching and following any body language. As the teachers' expressions indicate, such uses of videos could direct students to rehearse their language and language output, and this practice becomes vital for their advancement.

Activities are conducted by the teachers accompany by v-cast viewing sessions such as pre, while, and post activities. Vocabulary activities are generally preferred as pre and post-activity. For example, presenting the target vocabulary prior to the video facilitates understanding and leads to an enjoyable practice or handing out worksheets after the v-casts are regularly used activities. Read (2004) notes that if teachers provide students with target vocabulary items through activities, tasks, and reading texts which include the target words, this helps them to acquire the target words and retrieve them when needed. Sharwood (1993) signifies that directing the learners' notice to the feature of structure can be done through input enhancement. In a study conducted by Pujdas and Munoz (2019) on watching 24 episodes of a TV series, they searched for the efficiency

of pre-teaching of vocabulary on 74 secondary school learners. The groups that obtained pre-teaching gained significant vocabulary compared to the other groups which did not obtain any vocabulary activities before watching. Thus, being exposed to the target vocabulary that is explicit and apparent can contribute to the acquisition and production of the aimed vocabulary. Learners become exposed to the lexicon through v-casts, a visual and audio material assisting them with recognizing new words and comprehension.

When the oral data of the teacher participants are examined, it can be seen that v-casts allow learners to acquire vocabulary with the support of a meaningful context and, thus, comprehension of the words along with their usage. Most of the participants stated that v-casts arouse ongoing learning of vocabulary with the help of visuals. They support that v-casts are rich in visuals, which facilitates moving the new knowledge to long-term memory. Studies that deal with social media, such as the use of Facebook, Instagram, YouTube, or entertaining media such as (multiplayer) digital games, listening to music, watching TV shows present beneficial associations between English vocabulary knowledge and extramural English media exposure (Wilde, 2019 Puimege and Peters, 2019, Sylven & Sundqvist, 2012).

Based upon teachers' expressions, asking questions frequently and doing post-viewing activities is helpful to observe learning. Some teachers pointed out that students excitedly inform that they remember a word from the video they have seen, making connections to the point they have learned. Hunt and Beglar (1998) suggest that *incidental vocabulary* acquisition is respected as a significant part of vocabulary learning in second language learning. Consequently, short videos can be said to provoke incidental learning with a rich context and meaningful input appealing to the eye and stimulating aural input.

Teacher participants pointed out the type and length of writing as noteworthy. Writing relatively long pieces would be challenging for basic English learners and easier for learners in higher levels. Most of the participants stated that they observe the words in the v-casts used by the students in their post-viewing activities, such as dialogues, fill-in-the-blanks exercises, question and answer, puzzles, and matching. In their study investigating for vocabulary comprehension of L2 learners through video viewing input, Perez, Peters, and Desmet (2018) explain that learners' covariate vocabulary reservoir is substantially interrelated to vocabulary learning and lexis scores, which means the greater the vocabulary size is, the better they score in particular vocabulary tests. Thus, it can be suggested that learners tend to acquire lexicon to a greater extent when they have an intense vocabulary input via v-casts and expand their vocabulary reservoir in this way. In

most prior studies, Higginbotham and Reid (2018, p.7) explain the text length of the writing task, restricted to 300 words, did not give the learners an equal opportunity to present their lexical competency. They maintain that the participants' texts include only five to six percent academic words, and this leads the analysis to be based upon around 20 words in a whole text. Laufer (1995) discusses that texts longer than 200 lexical items create stable statistics. In this case, the length of the writing texts is of prime notice in assessing and evaluating the vocabulary competency.

A positive perspective about the relationship between v-casts and writing was dominant among teachers. For example, they supported that v-cast viewing provides multiple inputs, and this promises beneficial output. It can be inferred that input assists the learners in their writing skills provided that it is conducted systematically. Thus, adequate input will turn into the output either verbally or in writing skills when the learners are ready. As supported in many studies, new vocabulary goes through some stages to eventually be used when needed. Gass (1988) reports that new lexical components become integrated into the learner's mental lexicon, internalized in time, and become obtainable for receptive and productive communicative purposes.

Based on the elicited data, teachers maintain v-cast activities and think that v-casts contribute to writing skills when supported with additional exercises and presented in rich learning setting consistently. The impact of motivation and interest on the writing skill can be emphasized since students recognize it as challenging. Therefore, motivated and enthusiastic students tend to engage in and achieve higher in writing activities than the other learners. When learned through task-based activities, which require higher levels of generativity, unfamiliar words are retained for more extended periods of time (Joe, 1995). In this way, information gap activities and such practices enable learners to remember their lexicon in the target language and retrieve it when needed. This reveals that learners who are engaged in production tasks retain target words to a great extent.

5.4. Research Question 3: What are the views and preferences of Turkish EFL 9th grade high school learners concerning v-cast viewing in an ELT context?

The prevailing view concerning v-cast viewing and its effects on students' English was positive. Based on the written data of the students, it can be stated that watching short videos in the English language was interesting for them. The learners agreed that they haven't watched such videos so frequently in their previous English classes. The

participants' motivation was observed to increase as they were eager to watch videos and mention this in English lessons. When noting the significance and practicality of staying online, Ozkan (2011) suggests various motives of using online tools such as blogs. For example, providing a natural audience for learners' writing contributes to the writing quality as teachers are commonly the only readers of student writing. The point of this reading is usually on structure rather than the content. Bentley and Bacon (1996) claim that listening plays an essential role in the second language learning process. Listening would be defined as an active and interactive process during which the listener synthesizes meaning from oral input.

Based on the student participants' reflections, making English sentences was easier than their previous performances after the v-cast viewing period. They expressed that comprehending the events and dialogues in the videos at the beginning of the academic year was not so smooth and effortless. In later weeks, understanding the v-casts became more straightforward and thus more appealing with feedback of achievement. Audio-visual materials are obviously significant in providing rich linguistic content for learners. For example, watching TV is highly accessible and motivating, the input is multimodal (both oral and visual), and the intensity of exposure is high. TV mostly plays a role in promoting acquaintance with general vocabulary through one-way communication (Koert, Leona, Molen, Rispens, Snellings, and Tijms (2020). Thus, watching TV can be observed as a similar material to v-casts in some ways, such as visuality, plot, and movement.

Regarding v-cast types, high school students favor videos with culturally rich details and components as they appear to be more engaging and attractive. From that point, we can conclude that culture covers a substantial place with teenagers in EFL learning. Some of the participants also suggested that entertaining videos and cartoons trigger attention and increase motivation. About videos for educational purposes, (Bajrami, Ismaili, 2016, p 503) report that the utilization of video materials in language classrooms positively contributes to the students' cultural background information and emotional attitudes regarding the learning strategies. Therefore, while viewing the video materials, students can imagine themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. Compared to traditional English teaching, such courses can put student-centered teaching strategies into practice.

Based on the student participants' expressions, they encounter words they have seen in previous learning activities, which helps them increase the memorability of the learned lexicon. They also suggest that captioned videos assist them in looking up words as they can ensure the spelling. Danan (2004) claims that there are various reasons for audio-visual materials strengthened with subtitles or captions to be accepted as necessary EFL constituents. Initially, they expand the listening and comprehension skills of English language learners. Second, with the help of visualization of what is heard, they promote L2 learning.



CHAPTER VI

CONCLUSION

6.1. Introduction

The final chapter presents an overall picture of the current study. In this chapter, the study was shortly summarized and concluded. The limitations of the research, pedagogical implications, and recommendations for further research regarding the utilization of short videos in EFL classes and their contributions to learners' vocabulary and writing performances were portrayed.

6.2. The Summary of the Study

This study designated to search for any influence of viewing English v-casts on the vocabulary enhancement of 9th grade Turkish high school EFL learners in their written performances. It principally intended to shed light on the proficiency of learners' L2 vocabulary usage in their writing performances after a regular period of watching v-casts (short videos) both during their English language courses and at home as extramural work. Accordingly, the student groups, the teacher of whom is the researcher, were tasked with totally four writing assignments, both before and after the v-cast viewing periods. The themes of the writing assignments were parallel to the syllabus of the ongoing course. In this way, it is aimed that the data collection process would not interfere with their course contents and course direction.

The nine-week study was conducted in the 2020-2021 fall term at Hacı Bektaş Veli Anatolian High School, Hatay, Turkey. The participants of the study were 51 9th grade EFL students and 13 ELT teachers who have work experience at high schools and used v-casts in their classes. Through this investigation, it was aimed (1) to reveal the effects of v-cast viewing on the learners' vocabulary, (2) to see whether there would be a difference in writing performances between the pre and post-viewing tests of the participants, (3) to explore the teachers' views and experiences regarding v-cast viewing in relation vocabulary acquisition and writing skills, and (4) to find out the views and preferences of student participants regarding v-cast viewing experience and types of short videos. Three research questions guided this study in the process of scientific evaluation.

In the procedure, intending to reach more reliable and valid findings, both quantitative and qualitative data collection tools were employed, and a quasi-experimental research design was followed. This study is composed of three phases. In the first phase, the pre-watching tasks were conducted to reveal the students' writing competencies and vocabulary command. The participants were tasked with writing assignments, and the papers were collected and filed. In the second phase, the learners watched v-casts at regular intervals and were tasked with post-viewing writing assignments. The documents were collected and grouped separately for each task. The pre and post-tests were compared, and differences between pre-viewing and post-viewing written texts were analyzed. In the third phase, the qualitative data were elicited through semi-structured interviews implemented to teacher participants and analyzed, and reflection papers of the student participants were analyzed. While *SPSS 26.0* and *Excel* were employed to analyze the quantitative data, the qualitative data were processed through thematic analysis to explore the views and experiences of participants regarding v-cast viewing in EFL classes.

6.3. Closure of the Study

The study results uncovered valuable information concerning the utilization of short videos in the English teaching process based on the research questions. The contribution of v-casts to the learners' lexicon could be observed in two aspects: a) contribution to vocabulary, b) contribution to writing performance. The results of the pre and post-tests demonstrated that v-cast viewing promoted learners' vocabulary repertoire and had positive effects on their writing skills.

The advancements in the current results were examined through four viewpoints; usage of affixation, CEFR-based analysis, topic-based analysis, and word count. The first three criteria showed clear progress. The last criterion did not show any meaningful difference between pre and post-test results. The student participants' usage of the affixed lexicon in their written scripts was enhanced compared to the pre-tests. Affixation can be looked upon as a crucial part of language learning, and improvement in affixation could give substantial clues of learning. The results of the CEFR-based analysis on the ground of content words indicated a significant development in the post-tests of the participants. As content words are the first group of lexicons to be learned in English, it can be suggested that v-casts were influential in the acquisition of content words in the target

language. The topic-based analysis uncovered valuable information about the learners' writing performances and motivations. A significant difference between the two topics' written scripts based on CEFR progress levels was marked. At this point, we can see the impact of the subject matter on the interest and eagerness of the learners to express themselves in written language. The word count analysis between pre and post-tests represented no significant distinction or any increase in the post-tests. Teacher participants' opinions on this point were valuable. Writing skill is seen as a longitudinal talent to be improved. The current study's data collection process could be insufficient to give the learners the required duration to present modification in their writing performances.

Before the intervention, the participants' written scripts included less affixed lexicon, higher-level content words based on the CEFR, and higher-level content words in the second writing topic. The total duration of v-cast viewing was four weeks due to the convenience of the study's coverage.

Along with strengthening participants' vocabulary, v-casts played a role in participants' motivation and enthusiasm as well. The data elicited from interviews revealed that visual and aural course materials can be used to draw attention and thus, increase interest and motivation. Pre and post activities are also found to be influential in triggering curiosity and engaging the group prior to or following the viewing session. Thus, writing tasks after the v-casts could support learners with a motive to write and allow producing the learned vocabulary in written scripts.

As mentioned by a majority of the teacher participants, v-casts had a considerable function in point of context. Based on numerous studies on the importance of context in foreign language learning, v-casts provide multimodal contexts from native and non-native speakers. Therefore, learning a particular word in the target language tends to occur with its pronunciation and context knowledge. Besides, if it is a sub-titled or captioned video, the learners are exposed to the word's spelling as well.

As expressed by the majority of student participants, about the preferences of v-cast types, it is seen that high school students favor videos that contain cultural items and components as they appear to them more engaging and attractive. From that point, we can conclude that culture covers a substantial place in EFL learning. Entertaining videos signified to trigger attention and increase motivation.

Guided by the research questions, qualitative and quantitative data results propose that viewing v-casts are influential in high school students' vocabulary acquisition and

provide high quality and sufficient input of the English language. As short videos are enjoyable and motivating materials, they promote learners with concentration and focus. Viewing v-casts on specific topics facilitate learners' acquaintance of affixed words and acquisition of a new lexicon. Following a continuous v-cast viewing period, the learners tend to acquire the main content of the videos and the vocabulary related to the topic. Based on the CEFR, the learners' written data enriched with an upper-level lexicon in post-tests which implies that learners integrated new vocabulary in their written tasks. It can be claimed that learners' length of writing performances may need time over the v-cast viewing period. The main difference was topic-related variation in the English level of the participants. It can be remarked that topics of writing tasks can have a considerable influence on the level of vocabulary the learners utilize in their written data.

6.4. Limitations

As in many research studies, there may have been some limitations involved in this study as well. Hacı Bektaş Veli Anatolian High School is a newly built high school, and the first students are only the 9th graders who are new to the school. 9th-grade students are graduated from different middle schools and enrolled in the current school, which means they may have varied competencies in English vocabulary and writing skills.

The research was conducted at a crowded school in the center of an urban city in Turkey which could mean generalizing the results to all other parts of the country would not be pertinent. Based on the researcher's teaching experience in several school grades and various cities, it can be declared that the schools in the rural parts of the country do not have the same resources and opportunities such as technological devices to be offered to the same grade students.

At beginning of the study, the participants had distance education due to the Covid-19 pandemic. The government declared the start of face-to-face education towards the middle of the academic year. The students had six weeks of face-to-face teaching before the quarantine decision by the ministry. Thus, the interviews with teachers were implemented through digital platforms rather than face-to-face, which would benefit in observing the participants' body language.

The two weeks of four-week v-cast viewing period was conducted face to face, and the other two weeks were during distance education. The researcher planned pre and post-viewing activities to be employed during face-to-face education. Such activities

were limited to be implemented during distance education. This may have lead to a decrease in comprehension of the v-casts.

6.5. Implications

The increasing popularity and demand for communication technology worldwide have made digital classroom research more significant as online teaching provides numerous advantages such as saving time, requiring no transportation, being more economical, and addressing a wide range of opportunities worldwide. The implications of the study can be checked on a number of aspects.

- Based on the results of viewing short videos in EFL classes, the types and qualities of v-casts prepared for educational purposes can be varied. Real-life video scripts can be edited and broadcasted for educational use to provide native speaker pronunciation and authentic settings.
- Videos can be organized and categorized into topics and levels to be delivered at an easy access across the schools' websites or the central websites of ministries of education.
- Well-organized English lessons need to integrate technology into the class and benefit from digital materials based on several previous studies. To achieve this, teachers' digital equipment and the schools are required to be provided full access.
- Using materials with high visual and audial details in real-life contexts can assist learners acquire new lexicon based on the results of the study.
- Language teachers and material providers can build their programs and contents on the outcomes of viewing v-casts in a digital classroom.

The results of this study revealed that technology has a significant place in EFL teachers' classes. Modern ways to teach and staying up to date are prioritized. It was also uncovered that the use of digital devices and online tools provides rich materials such as visuals, audio tracks, movies, books, etc. Thus, increasing the visuality of teaching, utilizing audios, and presenting evidence of the language with authentic settings would add to the quality of the learning process.

In conclusion, this study revealed some vital information in relation to the use of short videos and their contribution to vocabulary learning. Information about learners' writing performance, teachers' views and experiences in technology and v-cast use in EFL classes, students' opinions on v-cast viewing, and preferences of their varieties were obtained. Various components were found out to be influential in utilizing v-casts, vocabulary enhancement of learners, and raise of motivation. EFL teachers and multiple kinds of language teaching associations can benefit from the findings and information obtained from this study to improve teaching efficiency. The results can also help material developers and program creators in the process of producing sophisticated course content.

6.6. Recommendations for Further Research

Considering the outcomes obtained from this study regarding the integration of digital materials in classrooms and utilization of v-casts with the intend of teaching vocabulary, it can be stated that v-casts can be an effective tool when incorporated with writing skills. The study has also revealed that teachers have an enthusiastic attitude towards technology use with teenagers and v-cast practice together with pre and post-viewing activities. It was also observed that viewing v-casts increases learners' motivation and involvement, facilitating comprehension. In this respect, the study found that learners would like to have short videos as an integral part of the classes rather than merely as an outer activity. As mentioned by teacher participants, varied results could be encountered when videos with subtitles or captions are implemented. Thus, future studies employing subtitled or captioned v-casts in comparison with other videos may obtain better results.

More multifaceted studies could be developed to reach more elaborate conclusions. For example, this study was specific to the acquisition of content words in the English language. The data could be collected from various grades of high schools along with several schools to access generalizable results. A higher number of EFL teachers and learners could be included to reach a more comprehensive picture of the findings. Classroom observations and field notes could be implemented to gather in-class data and create instant feedback opportunities.

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Appendix D. İngilizce Öğretmenlerine Uygulanan Açık Uçlu Röportaj Soruları (Türkçe)

- 1) Teknolojiyi lise seviyesinde derslerinize entegre etmeyi tercih ediyor musunuz?
- 2) Teknolojiyi İngiliz Dili Eğitimi (ELT) derslerinizde nasıl kullanırsınız?
- 3) Kısa videolar (v-casts) ile ilgili fikirlerinizi paylaşabilir misiniz? Kullanımları, artıları, eksileri, zorlukları, prosedürleri vs.
- 4) Kendi derslerinizde kısa videolar (v-casts) kullanıyor musunuz? Evet ise ne sıklıkla?
- 5) Hangi amaçlarla kullanıyorsunuz?
- 6) Kısa video izlemelerine eşlik eden başka etkinlikleriniz oluyor mu? Öncesi-sonrası etkinlikleri gibi... Neler?
- 7) Kısa videolar izlemenin öğrencilerin kelime edinimini geliştirdiğini düşünüyor musunuz?
- 8) Evet ise, izledikleri kısa videolardan kelime edindiklerini nasıl gözlemliyorsunuz?
- 9) Öğrencilerin edindikleri kelimeleri yazma becerilerinde kullandıklarını düşünüyor/gözlemliyor musunuz?
 - Evet ise, yazma becerilerinde bu etkiyi / çıktıyı nasıl ölçüyorsunuz? Nelerle karşılaştınız? Örnekler verebilir misiniz?
 - Hayır ise örneklerle açıklayabilir misiniz?
- 10) Kısa videoların öğrencilerin yazma becerisinin gelişimine katkıda bulunduğunu düşünüyor musunuz?
 - Evet ise kısa videolar izlemek ile yazma becerisi performansı arasındaki ilişkiyi nasıl değerlendirirsiniz?
 - Hayır ise örneklerle açıklayabilir misiniz?

Appendix D. Open-ended Interview Questions Implemented to EFL Teachers (English)

- 1) Do you prefer integrating technology into your English classes with high school grades?
- 2) How do you use technology in your ELT classes?
- 3) Would you share your views about v-casts (short videos)? (benefits, utilizations, challenges, procedures etc.
- 4) Do you utilize v-casts (short videos) in your lessons? If yes, how often?
- 5) For what purposes do you utilize v- casts?
- 6) Do you employ activities accompanying v-cast viewing sessions in your lessons? Such as pre and post activities.
- 7) Do you think v-cast viewing improves vocabulary acquisition of students?
- 8) If yes, how do you observe students gain new words from videos they have watched?
- 9) Do you think / observe that students use the words they learned in their written performances?
 - If yes, how do you assess this output? What have you encountered?
 - If no, please provide examples.
- 10) Do you think that v-cast viewing contributes to the learners' writing performances?
 - If yes, how do you reclaim the relationship between v-cast viewing and the written performance?
 - If no, please provide examples.

Appendix E. Samples of Pre-tests

WHAT IS POLLUTION

Our natural environment!

Let's start with water pollution. The our seas if we throw garbage can see water creatures damage. We to lose waters. Development plants affacts negative. Also if we throw garbage around us, it can cause fires. Air pollution;factory smoke adversely affects oxygen in the environment. Also, so is the exhaust of the car. Adversely affect health. Light pollution;it causes serious damage to the national economy. Adversely affects all animals and people. Noise pollution;prolonged exposure to noise creates discomfort and sleep disturbance. Please be careful to avoid them!

Antakya And Reyhanlı

Antakya is more modern than Reyhanlı. While there are many places to visit in Antakya, there are not many places in Reyhanlı. In summer Reyhanlı is warmer than Antakya. Life in Antakya is more intense than Reyhanlı. The population of Antakya is higher than that of Reyhanlı. Antakya is newer than Reyhanlı. It is in the city center of Antakya. The area of Reyhanlı is smaller than Antakya. Reyhanlı is greener than Antakya. Reyhanlı is quieter than Antakya. Antakya is more lively than Reyhanlı. Antakya is safer than Reyhanlı. Reyhanlı is more boring than Antakya. Antakya is more expensive than Reyhanlı.

Appendix F. Samples of Post-tests

ARTVIN

Artvin is a very quiet and beautiful city in the Karadeniz Region. Places to visit and tourist attractions; There are many areas such as Kara göl, barhal kilisesi, cehennem dere kanyonu, maral şelalesi, Cam teras. The first thing I would do there was, I would like to meet the local people of the area, what kind of life they have and to have a Karadeniz tea and chat with them. Afterwards, I would like to visit the most beautiful tourist attractions of the region with my two closest friends and spend a week camping there. I chose this city because I was very curious about the Karadeniz'i and Artvin was a quiet city, not very crowded, and generally a natural environment.

many ideas can be executed

Save water - Turn off the tap! While brushing our teeth or washing our hands, we leave the water open unnecessarily, we can turn it off instead.

The accumulated garbage should be removed immediately, so if the garbage thrown on the ground has accumulated, we should remove the accumulated garbage immediately instead of throwing it away.

For example, we can walk instead of getting into the car if it is not far away from the car, so that we do not damage the environment with the exhaust from the car. In addition, instead of throwing items in rivers and valleys, we should put them in recycling or garbage containers and to make our life and living environment more effective because there is no life without oxygen. We can evaluate this afforestation works, planting plenty of trees helps to have a great impact on our environment, there is a lot to do as an idea, for example, feeding and watering the animals around us, protecting our living creatures, cleaning the flowing water, perfume, deodorant, etc. like not cutting down trees. Things damage our environment with less impact, it is up to people to completely correct this situation, but unfortunately, almost 99% of the people living in the world have a bad effect. :-)

Appendix G. Samples of Reflection Reports

Merhaba; Ben İngilizcede iyi olduğumu düşünüyorum. İngilizce dersimde benim için çok faydası oldu. Bilmediğim kelimeler öğrendim, daha önceden bir cümle oluşturacağım zaman cümle kuramadım ama şimdi kurabiliyorum. İngilizcem gelişti biraz daha İngilizce konuşsam veya öğrensem bir turistle konuşabilirim. Ben İngilizcenin bana çok faydası olduğunu ve İngilizcenin geliştiğini düşünüyorum. Ayrıca ben İngilizce konuşulan farklı kültürleri anlatan ve komik videoları seviyorum. İngilizce dersinde izlediğim tüm videoların bana çok faydası oldu.

Videolar bana yararlı oldu artık İngilizce kitaplarında veya başka videolarda cümleleri veya kelimeleri daha iyi anlayabiliyorum. Önceki senelerimde ing video his izlemiyordum ve İngilizcem çok kötüydü ne kadar çalışsam da düzeltmiyordum ama şimdi hem İngilizceye vakit ayırıyoruz hem de birçok video izliyoruz. Bazı videolar sıkıcı oluyor ben mesela video izlerken uzun İngilizce çizgi filmler arıyorum ve çok eğlenceli oluyor çizgi filmin okuma kapılırsun canlı derslerde de uzun video izlemek güzel olurdu. Şöyle bir durum var ki sınav notumun yüksek olmasında o videolarda küçük bir parçası olduğunu düşünüyorum.

Appendix H. Samples of V-casts Utilized in the Study

