

**THE EFFECTS OF USING SHORT VIDEOS ON LANGUAGE
MOTIVATION AND ACQUISITION IN ENGLISH AS A
FOREIGN LANGUAGE**

Ayşe Neşe SARIŞIN

191113202

MASTER'S THESIS

Department of Foreign Languages Education

English Language and Education Master's Programme with Thesis

Advisor: Asst. Prof. Dr. Hakan DİLMAN

İstanbul

T.C. Maltepe University

Graduate School

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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir



ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



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Ayşe Neşe SARIŞIN

September, 2023

ÖZET

KISA VİDEO KULLANIMININ İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİMİNDE DİL MOTİVASYONU VE KAZANIMINDA ETKİLERİ

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Bu çalışmanın amacı derslerde kısa video kullanımının yabancı dil olarak İngilizce dili kazanımı ve motivasyonu üzerindeki etkilerini araştırmaktır. Konu ile ilgili bilgi toplamak için üç araştırma sorusu belirlenmiştir: Araştırma Sorusu 1: Öğretmenler nasıl ve neden kısa videoları kullanır? Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin motivasyonunu artırır?

Öğretmenlerin ve öğrencilerin bu konulardaki tutumlarına dair bilgi toplamak için araştırma metodu olarak, Fenomolojik Yorumlama Yaklaşımı kullanılmıştır ve kapalı ve açık uçlu sorulardan oluşan iki adet anket oluşturulmuştur. Araştırma verileri aynı özel liseden 10 öğretmen ve 20 öğrenciden toplanmıştır.

Öğretmen anketi, demografik sorular yanında ve üç araştırma sorusu ile ilgili detaylı sorular içerir: Araştırma Sorusu 1: Öğretmenler nasıl ve neden kısa videoları kullanır? Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin motivasyonun artırır?

Öğrenci anketi ise, demografik sorularla birlikte iki araştırma sorusu ile ilgili detaylandırılmış sorular içerir: Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin motivasyonun artırır?

Sonuç olarak görülmüştür ki öğretmenler zengin kaynaklı bir girdi olarak kısa videoların potansiyelinin farkındadır ve yabancı dil olarak İngilizce öğretiminde bu materyali

kullanmaktadır. Kısa videolar, bütün öğrencileri derse dahil eden iletişimsel faaliyetlere elverdiği için motivasyonu ve derste etkin olmayı sağlamaktadır. Ayrıca, kısa videoların kullanımı özellikle dinleme ve konuşma becerilerini arttırmakta, dolaylı olarak eleştirel düşünce, yazma ve okuma becerilerine katkıda bulunmakta ve gramer ile kelime bilgisini de geliştirmektedir.

Anahtar kelimeler: kısa videolar, motivasyon, ikinci dil kazanımı



ABSTRACT

THE EFFECTS OF USING SHORT VIDEOS ON LANGUAGE MOTIVATION AND ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE

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Maltepe University Graduate School, 2023

The main purpose of this study is to explore the effects of using short videos on language motivation and acquisition in English as a foreign language. Therefore, three research questions have been constructed to gather data on the subject: Research Question 1: How and why do teachers use short videos?, Research Question 2: To what extent do short videod contribute to language acquisition? and Research Question 3: To what extent do short videos increase the motivation of students?

Interpretative Phenomenological Approach as a qualitative method has been applied in order to gather data on the attitudes of teachers and students. Two questiannaires including close and open-ended questions have been designed and the data has been collected from 10 English teachers and 20 students from the same private high school.

The questionnaire for teachers has been intended to gather data on the demograhic profile and the three main research questions; Research Question 1: How and why do teachers use short videos?, Research Question 2: To what extent do short videos contribute to language acquisition? and Question 3: To what extent do short videos increase the motivation of students?

The questionnaire for students has also been aimed to collect data regarding the demographic profile and two of the research questions: Research Question 2: To what extent do short videos contribute to language acquisition? and Research Question 3: To what extent do short videos increase the motivation of students?

As a result, it has been concluded that teachers are aware of the potential of using short videos as resourceful input and exploit them to teach the target language. Moreover, it has been concluded that short videos enable inclusive and interactive activities and enhance the motivation and engagement of students. Furthermore, it has been found out that exploiting short videos in lesson especially boosts listening and speaking skills, indirectly contributes to critical thinking, writing and reading skills and improves grammar and vocabulary knowledge.

Key words: short videos, motivation, second language acquisition



GENİŞLETİLMİŞ TÜRKÇE ÖZET

KISA VİDEO KULLANIMININ İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİMİNDE DİL MOTİVASYONU VE KAZANIMINDA ETKİLERİ

İngilizce'nin yabancı dil olarak öğretiminde, dil öğrenimi, edinimi ve bunların dil öğrenme istekliliği ile ilişkisi birçok etmeden etkilenen kavramlardır. Bu alanda temel prensipler olduğu halde bilimsel araştırmalar devam etmektedir çünkü hızla gelişen teknolojinin etkisiyle yaşam tarzları, iletişim şekilleri ve dil öğrenme yöntemleri de değişmektedir.

1990'lerden sonra doğan kuşak, taşınabilir cihazlar, medya ve yaygın internet kullanımı ile önceki kuşaklardan farklı şekillerde öğrenmektedirler. Bu nedenle öğretmenlerin de değişen ihtiyaçlara ve öğrenme şekillerine göre kaynaklarını ve bunları etkili kullanma yollarını geliştirmeleri gerekmektedir.

Dil öğrenme istekliliği; ortam, metot, öğretmen tutumları, öğrenme özerkliği ve uygun kaynak kullanımı gibi birçok içsel ve dışsal etmeden etkilenmekle beraber, günümüz öğretmeni dil öğrenme istekliliği ile ilgili başka sorunlarla da karşılaşmaktadır: Yeni kuşak için teknolojinin ve medyanın etkisi ile dikkatini dağıtacak daha çok etmen mevcuttur, akademik performansları bu çeldiricilerden etkilenmektedir ve kısa sürede ihtiyaçlarını karşılayabilmeye alıştığından önceki kuşaklar kadar öğrenmek için sabır gösterememektedir.

Bu nedenlerle, kaynakların en uygun metotlarla kullanılıp yeni kuşağın değişen ihtiyaçlarına uygunluğunun sağlanması, anlamlı bir öğrenme ortamının oluşturulması ve teknolojinin öğretim programına dahil edilmesi önemlidir.

Bu çalışmada, özellikle dil öğretme amacıyla hazırlanmamış ve gerçek hayata dair kısa videoların dil öğrenme istekliliği ve dil kazanımını arttırdığı varsayılmıştır: Kısa videolar, dil girdisini işitsel ve görsel bir bağlam içinde ilgi uyandıracak şekilde sunar, dilin gerçek hayattaki kullanımını örnekler ve işitsel ve görsel unsurlar ile öğrencinin dikkat süresini artırır. Bu şekilde, kısa videolar daha olumlu bir öğrenme ortamı oluşmasını sağlar,

katılımını arttırır ve tüm öğrencilere hitap edecek iletişimsel faaliyetlere olanak sağlar. Bu varsayımla, konuyu araştırmak üzere aşağıdaki araştırma soruları hazırlanmıştır:

Araştırma Sorusu 1: Öğretmenler nasıl ve neden kısa videoları kullanır? Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin öğrenme istekliliğini arttırır?

Dil öğretmeni için öğrencinin ilgisini ve öğrenme istekliliğini üst seviyede tutarak dil öğrenme hedeflerine ulaşmak önemlidir. Bunun için de, uygun kaynakların uygun yöntemlerle uygulanması gerekmektedir.

Yapılan çalışmalar göstermektedir ki teknoloji kullanımı, öğrenme istekliliği ve dil kazanımını arttırmaktadır. Yeni nesil için teknoloji hayatın bir parçası olmuştur ve artık yazılı metinlerden çok görsel-işitsel metinlerle bilgiye ulaşım kurmaktadırlar.

Öğrenme istekliliğini arttırmak ve dikkat süresini yüksek seviyede tutmak da öğretmenler için önemlidir ve bu çalışmada kısa videoların dikkat süresini arttırmaya katkısı olacağı varsayılmıştır. Bilimsel çalışmalarda görsel-işitsel sunumların ve medya araçlarının dil öğrenimini arttırdığı yolunda bulgular vardır. Kısa videolardaki örnekleme, işitsel ve görsel öğeler, vücut dili ve mimikler anlamlandırmayı sağlayarak dil ile sosyal, psikolojik ve kültürel öğeler arasındaki ilişkileri gösterir ve öğrenmeyi kolaylaştırır. Bu nedenlerle, kısa videoların dil öğrenme istekliliği ve kazanımına ne derece katkıda bulunduğunu araştırmak önemlidir.

Araştırmalar nitelikli, zengin, kapsamlı ve müzakere edilebilen girdinin önemli olduğunu vurgular. Örneğin, Krashen (1985) dil seviyesinin biraz üstündeki kapsamlı, anlamlı ve ilgi çekici girdiye maruz bırakılan bireyin dil yeterliliğini arttırabileceğini belirtir. Ellis (2008) kalite ve nitelik olarak zengin girdinin dil kazanımını etkilediğini ve zengin kelime girdisine maruz bırakılanların kelime hazinelerini geliştirdiklerini ifade eder. Ayrıca, Hulstijn (2015), hayata dair çeşitlendirilmiş içeriğe maruz bırakılan bireylerin dil becerilerini geliştireceğini belirtir. Swain (2000) da etkileşimli ve müzakere edilebilecek girdinin önemine dikkat çeker.

Bilimsel çalışmalar, öğrenme istekliliğinin dil kazanımı üzerine etkisini vurgular. Örnek olarak; Deci ve Ryan (1985) dil öğrenme istekliliğinin özerklik, yeterlilik ve ilişkin olmak

ile alakalı olduğunu belirtir. Deci ve Ryan (1985) içsel öğrenmeye istekli bireylerin dil özerkliğinden ve mücadele etmekten zevk aldığını ve dışsal öğrenme istekliliğinin ise dış etkenlerle desteklendiğini fakat uzun vadede içsel öğrenme istekliliği ile desteklenmesi gerektiğini ifade ederler. Dörnyei (2001) de öğrenme istekliliğinin öğretmen etkisi, hedefe yönelme, anlamlılık, otantiklik, kendi kendine etkililik ve iletişim gibi birçok etmenden etkilendiğini belirtir.

Videoların eğitimsel amaçlar için kullanımı, 1960-70'lere kadar uzanır: Harmer (2001) dil laboratuvarlarının kurulmasının video kullanımına etkisinden bahseder. Garber ve Holmes (1981) videoların sözlü ve yazılı becerilere etkisini ve Thornbury (2006) videoların konuşma ve dinleme becerilerine etkisini vurgularlar. Tomalin and Stemplesky (1993) teknolojinin video kullanımına etkisinden, Dudeney ve Hockly (2007) internetin yaygın kullanımı ile bireylerin kendi videolarını üretmelerinden, Thomlinson (2008) öğretmenlerin videoları derslerine dahil etmesinden ve Mayer (2009) videoların bilişsel süreçlere etkisinden bahsederler. Kukulska-Hulme (2013) taşınabilir cihazlar ve internet etkisi ile bireysel dil öğrenme uygulamalarının başladığını ve Pegrum (2014) de öğrenci ve öğretmenlerin bu uygulamaları kullanmalarının öğrenci özerkliğine etkisinden bahseder.

Videoların dil öğretimi için kullanımı da son on yılda hız kazanmıştır (Olivier, 2019). Filmler, VCR ve televizyonlardaki videolar, çevrimiçi ve bilgisayar videoları dil derslerinde kullanılmaya başlanmıştır (Olivier, 2019). Mayer, Mathias ve Wetzell (2002) hikaye animasyonlarının bilgiyi tutma ve anlamlandırmadaki etkisini ve Giuliano, Nofar ve Edwin (2017) ise kısa videoların kısa dönem bilgisini arttırmadaki etkisini vurgularlar. Guo, Kim, ve Rubin (2014) kısa videoların klasiklerden daha çok sınırlı ilgi süresine hitap ettiğini belirtir. Sadik (2008), dijital hikaye anlatımının iletişimsel becerilere ve de Karami (2019) ise kısa videoların kelime kazanımına etkisini vurgular.

Türkiye'de de bu konuda çalışmalar mevcuttur. Taşdemir (2018) videoların salt dinleme kayıtlarına oranla dinleme becerisini daha fazla geliştirdiğini, Gökçe (2022) medya malzemesinin biliş ötesi dinleme ve kritik düşünme becerilerini arttırdığını, olumlu sınıf ortamı yarattığını ve öğrenme istekliliğini arttırdığını anlatırlar. Yükselir, Ceyhun; Kömür ve Sevki (2017) kısa videoların konuşma becerilerine katkısını ifade eder.

Kırkgöz (2018) öğrencilerin konuşma çalışmalarının video kayıtlarla incelendiği çalışmada, konuşma becerilerinin arttığını belirtmiştir. Mete (2020) kısa videoların bilişsel becerilere etkisini ifade eder. Bunun yanında, Abaylı (2001) kısa videoların dinleme, konuşma, telaffuz ve kelime bilgisine katkıda bulunduğunu belirtmiştir.

Tarihsel gelişime ek olarak kısa videoların yararlarından da bahsetmek gerekir: MacKnight (2015) kısa videoların dil öğelerini bağlam içinde verdiğini ve kontrollü olarak dil deneyimi sağladığını ifade eder. Lansford (2014) ise kısa videoların ‘Video Kuşağı’na’ hitap ettiğinden, dünyayı sınıfa taşıdığından, öğreneni etkin kıldığından, büyük bir bilgi kaynağı olduğundan, sınıf faaliyetleri için teşvik edici olduğundan ve model teşkil ettiğinden bahseder.

Kısa videoları seçerken dikkat edilmesi gereken hususlar vardır: Stemplesky (1987) dilin, içeriğinin ve ürünün kullanımdan önce kontrol edilmesini ve Moobin (2020) de videonun dersin amaçlarına uygunluğunun kontrol edilmesini ve video seçiminde öğrencinin de görüşünün alınması gerektiğini belirtir.

Videoların süresi ile ilgili farklı düşünceler olsa da, görüşler videolar ne kadar kısa olursa içeriği anlamının o kadar kolay olacağı ve kısa videoların klasik videolardan daha çok potansiyele sahip olduğu yönündedir. Olivier (2019), kısa videoların uzun olanlara göre öğrencinin daha çok ilgisini çektiğini ifade eder.

Kısa videoların nasıl kullanılacağı da önemli bir konudur: Stemplesky (1987) seviye, ilgi çekici içerik, dilsel ve tematik özellikler, videonun odağına yönelik faaliyetleri, görsel ve işitsel kalite ve öğretmenin düzeneği kullanmaya aşinalığı gibi hususlara dikkati çeker.

Kısa videoları verimli kullanmak öğretmenin yaratıcılığına bağlıdır. Örneğin, Çakır (2006) aktif izleme, ekran dondurma ve tahmin etme, sessiz izleme, ses açık görüntü kapalı izleme, tekrar ve rol yapma, tekrar canlandırma, dublaj yapma ve takip eden faaliyetler gibi uygulamaları örnek verir.

Bu çalışma özel bir liseden on İngilizce öğretmeni ve yirmi öğrenciye uygulanmıştır. Bu konulardaki tutumlara ait bilgi toplamak için niteliksel bir araştırma metodu olarak, Fenomolojik Yorumlama Yaklaşımı kullanılmıştır ve araç olarak kapalı ve açık uçlu sorulardan oluşan iki anket oluşturulmuştur.

Öğretmen anketi, demografik bilgi ve şu üç araştırma sorusu ile ilgili detaylı sorular içerir: Araştırma Sorusu 1: Öğretmenler nasıl ve neden kısa videoları kullanır? Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin motivasyonun artırır?

Öğrenci anketi ise, demografik bilgi ve şu iki araştırma sorusu ile ilgili detaylı sorular içerir: Araştırma Sorusu 2: Kısa videolar ne dereceye kadar dil kazanımına katkıda bulunur? ve Araştırma Sorusu 3: Kısa videolar ne dereceye kadar öğrencilerin motivasyonun artırır?

Sonuç olarak, öğretmenler, zengin kaynaklı bir girdi olarak kısa videoların potansiyelinin farkındadır ve eğitim ortamına olumlu katkıda bulunduğunu düşünmektedir. Bunun yanında, kısa videoların yeni kuşak öğrenme şekline hitap ettiğini ve öğrenci merkezli bir ortam hazırladığını belirtmiştir.

Öğretmenler, temayı ve dil içeriğini sunmak için ders başında, ders hedefleri ile ilgili öğrencileri etkin kılmak için ders sırasında ve özetlemek, tekrar yapmak ve geri bildirim için ders sonunda kısa videoları kullanmaktadır. Ders hedeflerine ve öğrenci ihtiyaçlarına göre farklı teknikler uygulanmaktadır. Ancak, kısa videolar sınav ve değerlendirme için fazla kullanılmamaktadır.

Öğretmenler, kısa videoların sınıf ortamında yarattığı verimliliğin uzaktan eğitimde azaldığını belirtmiştir çünkü uzaktan eğitimde teknolojik sorunlar artmaktadır ve öğrenciden geri bildirim almak daha zordur.

Karşılaşılan zorluklar olarak, öğretmenler kısa video kullanarak ders planlamanın özen gerektirdiğinden, dersin hedefleri ve öğrenci ihtiyaçlarına uygun dil ve tema içeren kısa videolar seçiminin zaman alabileceğinden ve teknolojik sorunlardan bahsetmişlerdir.

Öğrenciler de öğretmenler de, kısa videoların derse ilgi uyandırdığını ve aktif katılım sağladığını, anlamlı eğitim faaliyetlerine zemin hazırladığını ve öğrenme istekliliğini arttırdığını düşünmektedir.

Öğrenciler de öğretmenler de kısa videoların sırasıyla dinleme, konuşma, kritik düşünme, yazma ve okuma becerilerine katkıda bulunduğunu; kelime ve gramer bilgisini arttırdığını

ve videolardaki kültürel öğelerin dili daha iyi öğrenmeyi sağlayıp, görüş açılarını geliştirdiğini ve dil öğrenme isteğini arttırdığını düşünmektedir.

Kısa videoların etkinliğinin uzaktan eğitimde azaldığı öğrenciler tarafından da ifade edilmiştir ve uzaktan eğitimde kısa videoların ekran başında benzer bir faaliyet olarak çekiciliğinin azalabildiği belirtilmiştir.

Sonuç olarak, kısa videoların diğer kaynakları ile birlikte dengeli olarak uygulanması dil istekliliği ve kazanımına katkıda bulunmaktadır.



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LIST OF ABBREVIATIONS

ESL	:English as a Second Language
ELT	:English Language Teaching
S	:Student
SVs	:Short Videos
IPA	:Interpretative Phenomenological Approach
T	:Teacher

1. INTRODUCTION

With the rapid innovations in the technological field, the digital world has been taking a leading role in our private and professional lives and the new generation, who are also called digital natives, are accustomed to using different means of digital platforms in their daily routines. Correspondingly, teachers should consider the effects of technological and social developments and the demands of the learners and alter their resources, methods, techniques within their curriculum in order to facilitate and stimulate learning.

One of the challenges for language teachers is to harness their students' attention during the whole lesson and maintain the motivation during the whole lesson. Obviously, the new generation has got used to reaching the knowledge in the shortest time and it seems that they can easily be distracted and have trouble in concentrating in academic studies. Their attitudes, habits, needs and learning ways have been changing continuously due to technological innovations. Yet, it is observed that the new generation find videos appealing and prefer communicating through videos in various aspects of their lives.

In order to enhance motivation, it is assumed that the implementation of short videos could help to increase the motivation and engagement of young learners. '*A picture says a thousand words*' and our brain processes visuals faster than texts. That is why, short videos, which also include action as well as pictures, have been the subject of this study because they do not only spark interest but also engage the audience while learning a second language.

Likewise, Mayer refers to multimedia principle asserting that '*People learn more deeply with words and pictures than words alone*' (2005, p.1). Therefore, it is claimed that facilitating short videos with their audio-visual potentials in language instruction attracts various profiles of language learners, aid to raise their motivation and consequently foster their language acquisition by providing a more livened atmosphere when they are integrated into language classroom as a differentiation in blended teaching, which undeniably leads to success in language acquisition.

Another challenge for language teachers is to use the most appropriate language resources in the most effectual approach to enhance language acquisition of learners. It is observed that traditional course books written by professionals might not always appeal to the new generation on account of several reasons. Besides, language teachers' role is much more vital in this century because they do not only need to equip their students with language skills but also with the twenty-first century skills to prepare them for their future aspirations.

So as to boost language acquisition by exploiting the most convenient materials and techniques, it is assumed that because of their potential with multimodal, linguistic, cultural and audio-visual characteristics, short videos can provide the input to improve language skills of students. It is obvious that people learn more easily when they make the use of all senses. Also, both audio and visual learning play a significant role especially when they learn a foreign language. In fact, some researchers even go further stating that audio and visual inputs suppress the other senses. Similarly, Hattie & Yates (as cited in Briggs, 2014) assert that people all learn when the inputs are multi-modal and conveyed through a variety of media. Therefore, it is claimed that short videos can provide invaluable input to establish communicative and significant language activities due to their simplicity and practicality.

To sum up, it is assumed that exploiting short videos in language teaching could be favourable to boost the motivation of language learners and develop the language acquisition. Since one of the ways of interacting, communicating, and learning for the new generation is through short videos, they could be facilitated in language instruction as well. The students can both see and hear the language input in a meaningful context, and they can easily understand the relationships without words. Obviously, this does not only create the necessary interest but also supports their cognition.

To conclude, when the effects of short videos are better understood, researchers can also study on the techniques to implement them more effectively, it could become a more common practice to integrate to the curriculum as a means of blended learning. Besides, the data gathered could contribute to avoiding the misuse or inefficient use of short videos

1.1 Statement of the Problem

English Language Teaching is an area which aims to equip learners with language skills to acquire them proficiency. Within its scope, language learning, language acquisition and their relationship with motivation are some of the key concepts that are sought. Obviously, these concepts are influenced by many factors. Although there are some common viewpoints and established notions on the basic principles, the research on the field continues since the learning habits and attitudes of the individuals have been changing due to the technological innovations and the social improvements because of globalization and some other factors.

It is seen that the generation born after the mid 1990's, who are also called digital natives, are surrounded by technology with the constant presence of smartphones, mobile devices, and social media platforms in their lives. The way they communicate, consume, reach information, or get entertainment is through digital platforms, which is far more different from their ancestors. Therefore, language teachers are in search of adapting themselves to societal changes and attitudes to appeal to the new generation to foster their motivation and language acquisition in order to improve their academic performance and reach the learning outcomes.

Evidently, one of the most crucial problems in English Language Teaching is to increase motivation by exploiting the most convenient resources and deciding the most engaging tasks based on these resources because motivation and language acquisition are integrated concepts. However, language motivation is a complicated concept which is affected by several internal and external factors and some of these motivational factors can be harnessed by the language teacher providing a convenient learning environment, practical methods, and appropriate resources.

First of all, lack of relevance and authenticity in language learning materials and activities could be a pivot factor that affects the motivation of students in their academic studies. Obviously, students need to connect the language they learn in the classroom with their changing needs and experiences. Csizér & Dörnyei (2005) explain that the new generation struggles to find relevance in the traditional resources and methods to their future aspirations and current needs and they add that relevance of the content to their

personal lives increases motivation in learning a foreign language. It is inferred that being aware of the shift in professional, economic and social areas, now language teachers need to strive to establish a meaningful learning environment that address their students' interests and needs.

Besides, teacher-centered traditional approaches might decrease the motivation of language learners. Harmer (2012) emphasizes that student-centered activities is crucial to occupy students in decision-making, goal-setting and authentic-communication processes so as to improve motivation and language acquisition. It could be understood that teachers need to apply authentic tasks and materials to keep the motivation at the peak since being in the centre of attention as a teacher can reduce active participation and engagement of the students.

What is more, it could be stated that lack of student autonomy is another reason that influences motivation in language acquisition. Lamb and Wedell (2020) highlight the significance of learner autonomy based on their study. They point out that traditional settings can hinder students' autonomy to provide authentic use of language activities. Deci & Ryan (2000) argue that limited autonomy and creativity for expression can lead to decreased motivation adding that rote-memorization and passive learning can cause unwillingness to participate in learning activities. It can be deduced that providing choices for materials, activities for the future language goals might enhance intrinsic motivation.

Another factor that might discourage students from learning a language could be the lack of a positive learning environment. Richards & Rodgers (2014) argue that positive rapport can build up a comfortable and supportive environment, a positive teacher-student relationship can lead to effective communication and active listening and sincere interest in students' lives and opinions can contribute to language motivation and acquisition.

Likewise, Gay (2010) mentions that promoting a supportive and inclusive environment helps students to feel more motivated adding that embracing diversity and respecting cultural differences are significant issues. Vygotsky (1978) also highlights that encouraging students in communicative activities in meaningful settings encourages them to share their opinions and learn from their peers. It is deduced that appealing language

resources and providing interactive activities will enable communicative activities that can foster motivation and language acquisition.

Having revised some of the factors that affect the language learner, it should be considered that the language teacher and learner of this century have to face some additional motivational challenges because there is a shift in the learning ways and attitudes of the new generation.

One of the motivational challenges inherent to this century is that it seems that the new generation has so many distractions in their lives that it is not their priority to focus on their academic studies, as much as their parents. It is observed that students are easily distracted because of the interference of technology, social media platforms and online games into their lives, which diverts their attention from engaging in learning activities. Deci & Ryan, (2000) argue that digital distractions and alternative forms of entertainment diminish the intrinsic motivation of the students, which influences their improvement in acquiring language skills. It is inferred that it is crucial for language teachers to facilitate the most appropriate resources and techniques to overcome students' distractibility.

Another challenge on the way of language motivation for academic studies is the instant gratification culture, which is a new concept that is inherent in this century. While the previous generation used to struggle hard to reach knowledge, now students can get access to knowledge with just a click, thanks to the internet. Similarly, they can do their shopping immediately through online shopping platforms or can easily make friends through social media platforms. Therefore, today's learners do not have the same patience that their parents had when it took such a considerable time and effort to fulfill these activities. Duckworth et al. (2007) emphasize that immediate gratification culture can decrease the resilience and persistence in education. Similarly, Mischel, Shoda, and Rodriguez (1989) state that learning a foreign language requires sustained effort and time and a certain extent of perseverance is required when faced challenges in order to reach the long-term language goals. It is deduced that teachers should be aware of the constant gratification culture caused by technology and seek out ways to boost resilience and perseverance so as to motivate their students.

To sum up, although the relationship between motivation and acquiring a foreign language is influenced by many agents, it is even harder for language teachers of this century to decide the most appropriate resources and techniques. In order to cope with the emerging needs of the new generation, they need to establish a positive and relevant learning environment by incorporating technology in a balanced way.

1.2 Aim of the Study

The main hypothesis of this research is that exploiting short videos helps to increase the motivation and language skills of learners. Short videos addressing native speakers, which are produced to entertain rather than educate, are intrinsically motivating and give the learners a sense of accomplishment.

It is asserted that short videos provide audio-visual language input in a contextualized and engaging way. They introduce model language skills and thus language learners are exposed to diverse aspects of language such as grammar, vocabulary, intonation, pronunciation and cultural nuances. This linguistic potential of short videos provides the challenging scaffold to improve language skills.

It is also suggested that short videos provide contextualized language use, which depict real-life situations. They help learners understand how language is used in specific contexts. While watching the use of language in authentic situations, students can make connections to their own lives, which enables teachers to generate communicative interaction that provides opportunities to express themselves. Consequently, short videos could be stated to help boost comprehension skills and enhance communicative competence.

Also, it is assumed that the motivating and engaging characteristics of short videos are more effective than traditional teaching materials. They have the potential to create curiosity, captivate learners' interest and maintain it. Both challenging and facilitating features of audio-visual material supported by special effects and visual images enhance students' interest, which results in engagement. Thus, they help create a dynamic and positive learning environment and stimulate interactive activities that will enable active participation.

The objective of this study is to explore the effects of using short videos as an educational tool in teaching English as a foreign language. Therefore, initially, the attitudes of English language teachers regarding the use of short videos are aimed to be explored. In addition, the effects of short videos on language competency and skills are aimed to be investigated based on the data gathered from both the participating teachers and students. Moreover, the effects of short videos on students' motivation are aimed to be studied on the data gathered from both the participant teachers and students.

In order to address the issues mentioned above, the following three basic research questions are constructed:

Research Questions:

- 1.How and why do teachers use short videos?
- 2.To what extent do short videos contribute to language acquisition?
- 3.To what extent do short videos increase the motivation of students?

It is claimed that by analyzing the results, the study can contribute to the use of short videos in more effective ways to enhance motivation and language acquisition in foreign language acquisition. It is also asserted that the data gathered will contribute to the research in this area and make way for further research for the academicians in foreign language teaching who would like to search the efficacy of short videos in more diverse aspects.

1.3 Significance of the Study

It is significant for language teachers what kind of resources they need to implement in their classes in order to maintain learners' attention so as to keep their motivation in the highest point and achieve educational goals. In addition to deciding on the most suitable resources, facilitating these resources in the most effective way while planning their lessons is another important issue for language teachers so as to enhance language acquisition.

The current educational literature reveals that the use of various technologies contributes to motivation and consequently the language acquisition of students of English as a second or foreign language. Because of easy access to digital platforms and multimedia, the new generation tends to reach knowledge and communicate through videos rather than written texts. Therefore, it is asserted that short videos could be used to foster motivation and language acquisition in learning a second or foreign language.

As well as increasing the motivation of their students, language teachers are looking for resources and engaging techniques to enhance the attention span of their students. Although there are language teachers who complain that the attention span of the new generation has been decreasing because of the proliferation of technology, there is still an on-going-debate whether it has increased or decreased in the recent century. However, Hlas, Neyers & Molitor (2019) emphasize the correlation between the attention span and the learning success of an individual. Similarly, Conway, Kane & Engle (2018) highlight the significance of attention span on language learning and its influence on language skills. It is inferred that although the exact time span of the attentional fluctuations and the reasons behind are still debatable, attention span plays a pivot role in learning. Therefore, the contribution of attentional resources such as short videos in order to enhance motivation and language acquisition of learners is worth studying.

It is undeniable that audio-visual materials contribute to learning a foreign language. Wright (1967) explains that implementing audio-visual presentations and multimedia effectively in the classroom improves language acquisition. Also, Sinatra (1981) mentions the value of using pictures and states that pictures provide a situational context to teach vocabulary and language. In addition, he adds that all kinds of learners accumulate information more when it is linked to mental images and some bilingual or ethnic groups can get exceptional benefit from visualizing. Similarly, Rivers (1981) emphasizes the need for visual presentations and eliciting language from visual resources. Therefore, it is inferred that teachers should integrate audio-visual materials in their language instructions.

At this point, it is obvious that, of all audio-visual materials, videos could be implemented in order to increase motivation and language acquisition due to their audio-visual content.

In fact, the latest studies reveal that students like learning through videos because they find their real-life content attractive (Canning-Wilson, 2000). She expresses that students' comprehension based on the videos could be inferred to the visual elements rather than the auditory components. Evidently, not only students but also teachers enjoy using videos in their lessons. Hemei (1997) states that videos can make the meaning clearer by establishing the relationships in a way which is difficult to express with words and videos illustrate the relationships between the language components and the psychological, social and cultural elements. Therefore, it is assumed that short videos appeal to both teachers and students because they make the language acquisition easier and more meaningful.

To conclude, language does not only involve words but also body language, mimics and cultural aspects are of fundamental importance in communication. Indeed, short videos do not only provide this non-verbal input but also the real content for the learners to imitate the target language. Besides, short videos might also create the medium for teachers to facilitate inclusive classroom activities. For these reasons, it is significant to gather information to what extent using short videos as a means of multimedia in English lessons affects the motivation and language acquisition.

1.4 Limitations

Obviously, videos could be used to record language lessons to replay the activities or achievements, give feedback and provide revision. Besides, they might be facilitated as a means to assign projects or assignments. Nevertheless, this research study specifically is aimed to conduct data on the use of short videos to present the target language in a natural context so as establish interactive language activities to improve motivation and language acquisition.

Although the aim of this research is to gather data on the impact of using short videos in English lessons as a foreign language, the scope of this research is limited to private high school English teachers and private high school students learning English as a foreign language. The questionnaire has been applied to ten English teachers who have been working in a private high school and twenty private high school students learning English as a foreign language. Therefore, this research is restricted in the number of participants

who have joined the study and also limited in the scope since the data gathered depends on a private high school environment.

Also, rather than traditional videos, this study is specifically focused on short videos due to their unique characteristics and the special techniques that could be implemented for them.

1.5 Key Words and Identification

Short videos: What separates short videos from traditional ones is the short duration of them with their distinctive features to construct multimedia elements in a short duration. Although there is not a common definition of short videos, they are audio-visual texts providing authentic language input that do not exceed ten minutes (Zhang, Lucas & Pedro, 2022, p2).

Motivation: It refers to the internal and external factors that drive learners to engage in the learning process, persist in their efforts, and achieve their language learning goals. It is a crucial element in language learning as it influences learners' level of enthusiasm, commitment, and eagerness to participate actively in language acquisition activities (Deci & Ryan, 1985).

Second language acquisition: It refers to the subconscious intuitive process of acquiring a language while learning is more conscious and explicit involving formal instruction and rule-based knowledge. Yet, it is used interchangeably to emphasize the dynamic and interactive nature of these processes. *Input Hypothesis*, which posits that comprehensive input is crucial for language acquisition, can be applied to both naturalistic and instructional settings, and it emphasizes that language acquisition is a more powerful and effective way of becoming proficient in language learning (Krashen, 1985).

English language teaching: It refers to the teaching of English as a second or foreign language to learners who are typically non-native speakers of English. ELT involves the systematic instruction of English language skills, including speaking, listening, reading, and writing, as well as grammar, vocabulary, and pronunciation. (Richards & Rodgers, 2014).

2. LITERATURE REVIEW

2.1 Introduction

This chapter is aimed to provide the background information for the relation between language acquisition and input, the significance of motivation in language acquisition and the importance of the use of short videos in ELT. The significance of using short videos is studied in terms of historical evolution, reasons to use, criteria to choose, duration and how to use them. Finally, some practical techniques to use short videos are presented.

2.2 Language Acquisition and Language Input

Second or foreign language acquisition is a complicated process which requires individuals to learn and acquire proficiency in a language other than their native language and it requisites the use of language in various settings like social interactions, educational environments or professional fields. Along with several factors such as motivation, engagement, age, aptitude or learning styles; also, the quality and quantity of language input, which is oral or written linguistic data the individual is exposed to, contribute to second or foreign language acquisition.

Being exposed to '*comprehensive input*' enables learners to develop their language competence, internalize linguistic rules and consequently produce accurate and fluent output. Krashen (1985) emphasizes the importance of comprehensive input, which refers to the language input that learners can understand with non-verbal contextual clues without much support or translation, in his *Input Hypothesis*. He suggests that when individuals are exposed to meaningful and engaging context that is slightly beyond their level of language proficiency, they can build up their language skills and competency. It is deduced that the quality of input performs a fundamental role in language acquisition.

There is empirical study that supports Krashen's *Input Hypothesis* that quality and quantity input helps individuals acquire language naturally and make progress in their language learning process. Ellis (2008) also reveals that the learners who are exposed to enhanced vocabulary input improve their vocabulary knowledge more than the ones who

receive regular input. It is understood that, by tailoring the language input, the learning outcomes could be improved.

Research also indicates that diversity of input such as dialogues, written texts or multimedia resources influences the language outcomes. For instance, Hulstijn (2015) highlights that ample exposure to authentic, real-life target language enhances the language competency. It is inferred that resources with rich linguistic potential contribute to the development of language skills.

In addition to its diversity, it is crucial that the language input is '*interactive*'. Swain (2000) refers to '*interactive language input*' in the '*Interactionist Perspective*' as negotiation of meaning and opportunities for output. She suggests that language learners should be engaged in collaborative dialogues in order to negotiate meaning so as to produce language rather than simply comprehend it. Apparently, this notion is so significant to appreciate the significance of the language resources in providing engaging opportunities to facilitate language learning.

To conclude, being exposed to varied, comprehensive, ample and quality input, learners will internalize the rules and structures, acquire fluency and accuracy and progress in their language learning process. Obviously, short videos can provide this valuable input by contextualizing the language, engaging the learners with real-life exposure and visual support can also foster comprehension and engagement.

2.3 The Importance of Motivation in Language Acquisition

Acquiring a second or foreign language is a dynamic process which is affected by various factors like personal differences, cultural backgrounds, classroom environment or teacher-student relationships. Yet, it is indisputable that motivation has a significant role to affect the students' willingness to participate in language learning activities. Indeed, motivation in language acquisition refers to both internal and external factors that lead individuals to persist in their efforts or persevere during difficulties to achieve their language goals.

Language motivation in ELT can be studied through several perspectives. According to Deci and Ryan's *Self Determination Theory* (1985), motivation is influenced by three

needs: *autonomy, competence and relatedness*. Autonomy is the need to have control over the provided opportunities in the learning process and be able to make choices. Competence is the need to feel competent and feel a sense of achievement in language progression. Finally, relatedness is the need to connect to others in a meaningful social relationship in the learning context. It is deduced that learners should be given autonomy on their language journey, they should feel satisfied with their progress and this learning process should be meaningful for them.

Motivation in ELT can be classified into two categories: *intrinsic motivation*, which refers to the innate willingness or personal interest to participate in language activities, and *extrinsic motivation*, which requires all the external factors that affect the engagement of the learners in their language learning process. Deci & Ryan (1985) explain that intrinsically motivated learners enjoy their autonomy and facing the challenges. On the other hand, although extrinsic motivation can initially be stimulated by rewards, recognition or approval, it cannot be maintained in the long term unless it is supported by intrinsic motivation. It is gathered that both intrinsic and extrinsic motivation are integrated concepts that boost language acquisition.

Both intrinsic and extrinsic motivation can be fostered in many ways. Deci & Ryan (1985) emphasize that exploiting meaningful learning materials that attract personal interests, encouraging learner's autonomy, creation and expression can boost intrinsic motivation. As for extrinsic motivation, teachers can provide approval, feedback or meaningful rewards. It is intuited that the function of the teacher to enhance intrinsic and extrinsic motivation of the students is of utmost importance.

Motivation in ELT can be affected by several factors. Dörnyei (2001) lists them as teacher influence, goal-orientation, relevance and authenticity, self-efficacy and social interaction. The teacher's enthusiasm, attention and feedback affect students' motivation, along with the classroom environment, the techniques and methods used in the instruction. Besides, setting clear and achievable goals for certain language skills or examinations in the short and long terms also lead to a sense of achievement as a goal-orientation. In addition, when the learners are exposed to authentic language which is convenient to their needs and interests, their motivation increases as well. Also, when

learners feel confident and competent in their learning process, their motivation enhances. Finally, activities that require social interaction and collaboration with both peers and the teacher help foster the motivation in the language acquisition process. It might be deduced that teachers need to be conscious of their own attitudes, their students' needs and exploit the most efficient techniques in order to reach their short and long term language goals.

Having revised the significance and effects of motivation on language acquisition, it can be deduced that short videos could be evaluated as powerful resources to enhance the intrinsic motivation in second or foreign language acquisition. As for intrinsic motivation, short videos can not only create enjoyment, curiosity and satisfaction with their engaging potential and authentic content but also evoke the learners' emotions. If the students are allowed to choose the video content that is appropriate to their needs and language goals, this can provide them the autonomy over their language learning process as well.

It could also be concluded that short videos can be exploited to improve extrinsic motivation. Establishing task-based activities based on short videos can create a sense of achievement for their language goals. Besides, integrating gamification elements like badges and rewards into the lesson can lead to a collaborative atmosphere in the language environment. What is more, getting feedback based on the task-based activities around the short videos can foster extrinsic motivation. When the learners see the real-life use of the target language and engage in task-based activities, they appreciate the value of the language skills they have been learning. Therefore, teachers can foster both intrinsic and extrinsic motivation by incorporating short videos appropriately.

2.4 History of Short Videos in Language Acquisition and Motivation

The last decade has witnessed a growth in the number of research carried out regarding the potential of videos in multimedia areas. Current literature also corresponds to the increase in the use of videos for both teaching and learning and a wide academic domain (Bull & Bell, 2010; Cooper, Higgins & Beckmann, 2017; Holtzblatt & Tschakert, 2011; Giannakos, 2013; Jordan et al., 2015; Olasina 2017 as cited in Olivier, 2019). Film projections, video materials on VCRs and televisions, computer-based videos and online videos are used in classrooms in different disciplines and levels (Bonthuys, 1994; Evans,

2005; Holzblatt & Tschakert, 2011; Stroydom, 1993; Zhang, Zhou, Brigges, & Nunamaker, 2006 as cited in Olivier, 2019).

In fact, the history of the research on the use of videos in language classrooms dates back to the 1960's and 1970's when documentaries and short films were exploited in order to improve language skills. Educational films were primarily used to introduce cultural aspects, provide visual context and supplement classroom instruction. Harmer (2001) states that the studies gained speed when language laboratories with video equipment started to be used to enhance language learning.

With the advent of video cassette recorders in the late 1970's and early 1980's, language teachers were able to facilitate recorded materials in their lessons. Garber & Holmes (1981) mention the impact of videos on oral and written skills in their research in 1981. Besides, Thornbury (2006) states that video-based language learning programmes, which consisted of scripted dialogues and role-plays in real-life situations in order to improve speaking and listening skills, made the teachers to facilitate the video sources more flexibly in their instructions.

From then on, with the impact of the digital innovations, both online platforms and the common use of DVD's enabled the teachers to easily get access to video materials. Tomalin and Stemplesky (1993) discuss the effect of digital technology to enable teachers to have authentic and cultural input to make interactive activities possible.

This was followed by the boom of interactive multimedia technologies, which led to much more interactive language activities. The widespread use of the internet, the websites like Youtube enabled people to broadcast videos with comprehensive input which could be exploited in learning a foreign language (Dudeny & Hockly, 2007). Naturally, language teachers started to integrate various online sources like documentaries, news or short clips so as to expose their students to language (Thomlinson, 2008). Similarly, Mayer (2009) emphasizes the impact of multimedia videos in cognitive processes to engage learners in communicative activities rather than passive viewing.

Next, the emergence of mobile devices and the prevalent use of on-line platforms contributed to the easy access of videos for both language teachers and learners in 2010's.

The widespread use of mobile technology caused on-the-go, micro-learning language applications for individuals, which provided interactive language practice with short videos at the same time (Kukulka-Hulme, 2013). Godwin-Jones (2011) highlights the importance of mobile technology in allowing the learners to reach video resources to learn a foreign language. This ease of access to mobile means did not only lead the teachers but also the students to produce and share their own short videos, which contributes to learner autonomy as well (Pegrum, 2014).

Having viewed the history of videos in English Language Teaching, it is worth mentioning the transformation from traditional videos to shorter videos in the last decade and their outstanding benefits to provide a dynamic learning environment such as improving comprehension, providing engagement and enabling language output:

First of all, it was revealed that the learners can concentrate on the content more easily and comprehend more effectively due to the concise content of short videos compared to traditional videos. Mayer, Mathias, and Wetzell (2002) state that the visual elements and narrative aspects of narrated animation videos help learners to retain the information and consequently comprehend the key concepts. Besides, in 2007 it was confirmed that short videos in education led to improvements in short-term-knowledge (Giuliano, Nofar & Edwin, 2017).

In addition to enhancing comprehension, it was acknowledged in the last decade that short videos also contribute to the engagement of learners. Guo, Kim, and Rubin (2014) emphasize that short videos draw students' attention more than traditional videos because they can address the limited attention span of learners enabling them to engage in the instructional activities for a longer time.

By fostering engagement and comprehension, short videos have also been appreciated for introducing more productive language output. Sadik (2008) highlights that digital storytelling, which is a kind of digitized short video, enables language teachers to set up interactive activities and engage learners in active ways, which consequently enhances communicative skills.

In addition, the current literature reveals that using short videos contributes to vocabulary knowledge. Karami (2019) states the positive effects of audio-visual materials on vocabulary knowledge based on the study he carried out. He concludes that the vocabulary knowledge of the second/foreign language learners can be fostered incidentally through short videos by watching and hearing the words at the same time.

As well as the studies carried out around the world, there has also been a growth of interest in the field of studies regarding the effectiveness of short videos in Turkey, where this study takes place. Obviously, the discussions and results of the research are worth illustrating here. However, although it is observed that there has been valuable research on the use of videos in English Language Teaching in Turkey, it is clear that the research specifically on short videos is insufficient.

To start with, one of the studies presents that video-mediated listening activities are far more effective than audio-only materials. Taşdemir (2018) reveals in his study that the listening scores of the group who have been provided video-input are higher than the one provided audio-only material aligning with multimodal approach, comprehensible input theory and cognitive theory of multimedia learning.

Another study displays that short videos do not only improve listening comprehension but also increase the students' interaction by making them more active and creative. Gökçe (2022) emphasizes that the use of multimedia materials improves metacognitive listening strategies and critical listening skills by enabling to comprehend better. She also concludes that they reduce anxiety and foster motivation.

Besides listening, the literature displays that the implementation of videos as an instructional input contributes to the speaking skills of language learners. Yükselir, Ceyhun; Kömür & Sevki (2017) state that the students who watched online videos taken from YouTube, BBC, VOA and TED in their instructions scored higher in their speaking exams than the ones who did not, concluding that online videos are effective in improving the speaking ability of students.

As for the effect of videos on speaking skills, it is noted that Kırkgöz (2011) states that there has been a remarkable enhancement in the oral skills of the students based on the

research which required the viewing and critically evaluating of video-recordings of the speaking tasks of the students.

There is also research that supports that the implementation of videos enhances reasoning skills of the students in language acquisition. Mete (2020) reveals in her study that using videos as an educational tool improves cognitive skills at the applying, analyzing and evaluating levels according to Bloom's Revised Taxonomy.

Furthermore, Abaylı (2001) concludes that the students believe that video materials are especially effective in improving listening, speaking, pronunciation and vocabulary knowledge and also the teachers agree with the helpfulness and effectiveness of video classes.

To sum up, an overall view of the research conducted in Turkey displays that both the teachers and the students have positive reactions for the use of videos in language classrooms.

2.5 Reasons to Use Short Videos

Presenting multiple sources of information, short videos inevitably grab the attention of the audience because visual aspects, special audio effects and even written texts included or subtitles stimulate the brain.

Short videos can also expose students to real people in real situations. When the students can relate themselves with the information they are exposed to, they can easily focus on the content. Besides, this rich content of the short videos enables the language teachers to set up meaningful and communicative activities such as further debate or written tasks recycling the vocabulary and the related concepts or enabling the use of the target structure. Due to these characteristics, the current literature presents that short videos have several advantages.

To illustrate, MacKnight states that the main linguistic advantage of videos is to present of chunks of language within a context, which enables students to experience language in a controlled environment. Providing a complete picture, video is capable of providing a range of both linguistic and semi-linguistic skills

such as highlighting language functions, pinpointing non-verbal signals, showing relationships between linguistic and paralinguistic features (MacKnight, 2015, pp.1-15).

Similarly, Lansford (2014) argues that there are six reasons to use videos in ELT classrooms:

First of all, he emphasizes, *'Video speaks to Generation V, which means Generation Video'* adding that teachers can facilitate them in their classes since the new generation routinely communicate via video chats and are used to interacting in this way. It can also be added to his statement that, as well as communicating, especially young people are accustomed to reaching the knowledge through TikTok, Instagram or You tube videos with the ubiquity of mobile devices.

Secondly, he states *'Video brings the outside world into the classroom'* explaining that videos are produced for real world communicative purposes and these authentic materials can be pedagogically adapted to ELT. It can be inferred that providing real-life context, short videos can scaffold the base to improve language skills.

In addition, he argues *'Video engages learners'* emphasizing that when video is considered as a text, teachers can design lessons using this source of information to grab students' attention. Indeed, it is understood that videos are much more appealing than the printed texts that are conventionally used by most teachers.

Also, *'Video is a great source of information'* arguing that even without the audio portion of the video, instead of grading the input of the video, teachers can grade their language activities. Obviously, it is concluded that boundless activities can be set up based on the creativity of the instructor and the lesson goals.

Moreover, he explains *'Video provides stimulus for classroom activities'* delineating that usually, reading is considered as a source to improve academic skills like summarizing, paraphrasing or giving opinions, yet video as a text,

which is full of information, can be exploited to develop critical thinking skills. Indeed, it can be deduced that the learners can process the information they receive from the videos and can communicate in a meaningful way by analyzing and making inferences.

Finally, he points out *'Video provides a good model for learner output'* indicating that as well as being the source of input, learners can both perform the videos in class and produce their own videos as an output. In fact, it can be deduced that in this way the teacher does not have to be the focal point of the lesson, and this will also enable the teacher to watch the student's performance and give the necessary feedback (Lansford,2014).

To conclude; short videos are valuable resources to enhance motivation and language acquisition. Because of the linguistic potential, they expose the learners to real life situations and present a model for language input. Moreover, they can engage learners and lead them to participate in interactive classroom activities as a means of communication which students are already familiar with.

2.6 Criteria to Choose Short Videos

Even though it is obvious that the implementation of short videos contributes to foreign language acquisition and motivation, choosing the appropriate short video requires meticulous preparation for teachers. Otherwise, it is inevitable that some classroom issues occur. Choosing the appropriate short video with the most suitable content regarding the theme or language structure is crucial as Stemplesky and Moobin indicate below:

Stemplesky emphasizes checking the language, content and production before exploiting the videos in class: The material should include the linguistic elements that students are about to study in class. As for the content, the language and the topic of the video should attract the attention of students. It should represent the culture of the target language, too. Moreover, the language in the video should be authentic and contextualized (Stemplesky,1987).

It is deduced that both the teacher and the students can deliberate on the language or content when the choice is appropriate.

Stemplesky (1987) also states '*the short video should also address real life situations that students are familiar with and the events in the video should associate with the situations that students could come across.*' It is inferred that the learners can relate themselves with these situations and the activities based on the short videos make sense as well.

He also highlights clarity. '*The characters in the short videos should speak clearly and slowly and there should be pauses in the interaction so that students can comprehend the message.*' He also states that the students should be acquainted with the accents in the video. Obviously, it is inferred that if students have trouble in understanding the content, they could be demotivated and lose interest.

Moreover, he draws attention to the visual features of the recording: The presentation should be straight. The production should be an appealing well-acted and directed work. The pictures and the sound of the production should be clear. Furthermore, the camera should be steady and usually focus on the speakers and there should be close-ups on the speakers (Stemplesky, 1987).

It is assumed that these visual elements will help the students exhilarate while they are watching.

Similarly, Moobin (2020) agrees with Stemplesky:

He accentuates the aims of the lesson: When choosing the appropriate short video, the topic of the short video and the objectives of the lesson should be considered. The topic of the video should address the specific needs of the students, might be coherent with the course book or else it might be a topic that students request (Moobin, 2020).

It is understood that while planning, the teacher should evaluate the cultural and linguistic content of the short video to reach a specific educational goal such as introducing vocabulary, grammar or theme.

Besides, regarding the content Moobin emphasizes whether the teacher or the student should choose the video: '*When students are assigned to choose a video clip prior to class, they might be more motivated and prepared to talk about it*'. It can be assumed

that the short videos students choose themselves are likely to reflect their own areas of interests, needs and perspectives, which could sometimes be a challenge for the teacher.

To sum up, before exploiting the short videos effectively in class, the teacher needs to spend time to evaluate the content carefully and make sure the aims of the lesson match with the features of the short video.

2.7 Duration of Videos

Obviously, traditional videos have the potential for authentic input for teaching and learning purposes. In this sense, short videos might also be some special segments, which are shortened portions of traditional videos, so as to be more effective according to the goals of the lesson considering the time constraints and the students' span of concentration. In fact, what separates short videos from the traditional ones is merely their shortness.

Since there is not a common definition of short videos and they have been a trend used especially in the last decade, researchers and academics make different comments on what the exact length of the short videos should be.

For instance, Langerstorm et al believe that the maximum length should be 12-20 minutes and Gua et al. assert that the maximum engagement time is not more than 6 minutes (as cited in Zhang, Y, Lucas M & Pedro, L, 2022)

It is obvious that long videos might make the students tired and they can get distracted. For instance, Moobin (2020) argues that when long videos are used, students can lose attention and get demotivated especially when they struggle to keep up with the language in a difficult script.

Furthermore, short videos are agreed to be more engaging than long videos (Fife, 2016; Gillespie, 2007; Holtzblatt & Tschakert, 2011; Rush & Stott, 2014 as cited in Olivier, 2019).

To sum up, what all researchers compromise is that the shorter the video, it is better to understand the content. With their educational content, short videos provide a higher

quality medium with their concise appealing content and technical features to teach a foreign language than traditional videos.

In this study, the term '*short videos*' refers to video clips such as news items, short documentaries, advertisements, music videos, trailers of films or any other authentic videos that don't exceed ten minutes. It is assumed that they can provide the necessary input to establish creative and interactive language activities with an elaborated lesson planning.

2.8 How to Use Short Videos

Apparently, due to the multimodal linguistic potential, efficacy, easy access and dissemination, the implementation of short videos in teaching and learning a foreign language has risen. Yet, while using them to motivate learners, develop and assess language skills or get feedback on their performances, the teacher should keep some points in mind. Depending on the goals of the lesson, the special needs and interests of students and the features of the equipment and the content of the short video, there are several issues that need to be considered.

Stemplesky (1987) summarizes these issues as follows:

Initially, the content of the short video should be suitable for the language level of students. So as not to overwhelm low-level students with the dense medium of the video, a short segment of the video could be exploited.

Moreover, the content of the short video should be rich enough to appeal the students' interests. The redundancy of the content might cause students to lose interest.

Next, students should get familiarized with the theme and the linguistic elements of the short video. They should be given opportunities to view the video repeatedly by assigning them various tasks so that they get over the vocabulary, define the characters or deal with other aspects of the video thereafter.

Also, the teacher should set up purposeful activities and highlight the focal point of the lesson. Students should be urged to view the video actively by assigning purposeful and challenging tasks to focus on varied aspects of the video.

Moreover, students should be told what to look for in the video before viewing the video so that they will know what to pay attention on while watching the video.

In addition, the teacher should evaluate the audio-visual quality of the short video viewing the video beforehand several times to get familiar with the material. The video script available or script made by the teacher might be used as reference for the language items presented in the video and could be distributed to students, as well.

Also, the teacher should also be familiarized with the machinery. Knowing the video equipment to be used in class will save the valuable class time and prevent the teacher from losing time while searching for a specific scene, which might cause students to lose interest (Stemplesky, 1987).

Overall, it is obvious that exploiting short videos does not require a passive viewing activity but a process of active watching and engagement which is supervised by the teacher. It is crucial that facilitating short videos in instruction should lead to inclusive activities. As a facilitator, while implementing short videos as an aid, the teacher should control the learning environment, give clear instructions, check the input and evaluate the output in order to benefit them in the most appropriate way and achieve the goals of the lesson.

2.9 Practical Techniques to Exploit Short Videos

Apparently, language teachers can integrate short videos into their curriculum in several ways depending on their creativity and the aims of the lesson. As long as their educational purpose is kept in mind, teachers can exploit them in many ways in order to improve language acquisition and motivation of their students. Çakır (2006) summarizes various practical techniques for video implication:

Active Viewing: In this technique, the teacher writes some questions on the board in accordance with the level of the students so that they can take notes viewing the video or answer the questions orally after viewing. The teacher can also prepare cue sheets or guides for more detailed specific comprehension questions.

Freeze Framing and Prediction: In this technique, the teacher pauses the screen to draw attention to a specific scene, focus on the emotions, facial expressions, body language or reactions. At this point, the teacher can teach some words or expressions, ask specific questions, call the students' attention to a particular point, have them predict or deduce information about the characters or events.

Silent Viewing: In this technique, the teacher plays the video with the sound off so as to raise interest, stimulate thought and develop anticipation skills. Especially when viewing the video for the first time, the teacher can pause the video at intervals, have the students guess what might be happening, what the characters could be saying, what might have happened or what may happen next. Afterwards, the video is played with the sound on, and they can compare their deductions and predictions with what is actually happening.

Sound on and Vision off Activity: By removing the visual element of the video, the students can only hear the dialogues in the video and try to predict or reconstruct what might have really been happening in the video.

Repetition and Role-play: Especially when the video consists of difficult language points, first the video is replayed with pauses for individual or choral repetitions until they comprehend the scene. Then, they are asked to role-play the scene as much as they can remember. When they become competent, they are required to improvise and role-play their own version of the situation.

Reproduction Activity: After viewing a section of the video, the students are asked to reproduce what is being said, describe the situation, write or retell what has happened, which could be a challenging activity that needs to be guided by the teacher.

Dubbing Activity: In this technique, the teacher plays some scenes of the video with the sound off and the students are asked to create their own dialogues to fill in the scene, which could be applied for higher level students.

Follow-up Activity: After the students watch the video, they are asked to discuss some points regarding the topic in order to improve their oral, sharing and co-operative skills (Çakır, 2006).

Obviously, the teachers can alter these techniques in various ways according to the lesson goals and characteristics of their students. As they try and experience them, they will elaborate their lesson plans within their curriculum.



3. METHODOLOGY

This chapter consists of the choice of the methodology, why this method has been used, the description of the setting and participants of the research, data collection tools and the data analysis procedure respectively.

3.1 Research Questions

Research Question 1: *How and why do teachers use short videos?*

Research Question 2: *To what extent do short videos contribute to language acquisition?*

Research Question 3: *To what extent do short videos increase the motivation of students?*

3.2 Research Design

As the design of this research, qualitative research design has been chosen. Qualitative research involves interpretive naturalistic approaches to the world, which means that qualitative researchers study things in their natural settings in an attempt to make sense of or interpret phenomena in terms of meanings people bring to them (Denzin & Lincoln, 2011, p.3 as cited in Creswell, 2013).

Qualitative studies have diverse choices of approaches such as ethnography, grounded theory, phenomenology, case-studies and narrative-related ones. As for the approach of the qualitative study, *Interpretative Phenomenological Approach (IPA)* has been utilized in this research. By conducting IPA, it is aimed to gather the common features of the phenomena based on the experiences of the individuals in a specific group. By interpreting the narratives of the feelings and the experiences of the participants, this research tries to seek a detailed definition of the related phenomena. Throughout the study, the researcher is aware that it is crucial to consider the notion *epoche'*, which will allow the researchers to describe the things as themselves and set aside their natural attitudes and all the assumptions they have about the world around (Langridge, 2007, p.17 as cited in Yüksel, 2015).

For this study, ten teachers willing to join the research have been given a semi-conducted questionnaire including close and open-ended questions in order to gather data on the

attitudes of teachers on the effects of using short videos in teaching English as a foreign language. On the other hand, twenty students willing to join the research have been given a semi-conducted questionnaire with close and open-ended questions to gather data on the attitudes of students on the effects of using short videos in teaching English as a foreign language.

The teachers willing to participate have been given the questionnaire in English and the students willing to participate have been given the questionnaire in Turkish, which later has been translated to English assuming that they can express themselves more clearly in their native language. The questionnaires have been sent to the participants via e-mails and expected to last 30-45 minutes to complete. The questionnaire designed for the teachers includes sociodemographic information such as gender, age and experience of the teachers and open-ended questions on the attitudes of teachers on the use of short videos in teaching English. On the other hand, the questionnaire prepared for the students consists of sociodemographic information such as gender, age and how long they have been learning English and open-ended questions on the attitudes of students on the use of short videos in teaching English. The sample questionnaires are given in Appendix 1 and Appendix 2.

3.3 Participants

The population of the study consists of ten teachers and twenty students from a Turkish private high school with three campuses in different cities. The school has a preparation class which aims to instill both productive and receptive speaking skills in English as a foreign language and critical thinking skills to enable their students to follow Math and Science curriculum, which are instructed in English language, in the 9th, 10th, 11th and 12th grades.

Therefore, the students have to follow at least a twenty-hour-a-week English curriculum in the Preparation class, which is followed by at least a ten-hour-a-week English curriculum in the 9th grade. In the 10th and 11th grade, the students are exposed to at least a four-hour English curriculum every week and in the 12th grade, the students have at least a two-hour-a-week English curriculum. As mentioned before, in addition to their

English curriculum, the students are required to study Math and Science lessons in English instructional medium as well.

So as to gather data, ten random teachers who were willing to contribute to the study from the aforementioned private high school were sent a semi-conducted questionnaire on the attitudes of teachers on the use of short videos and their opinions on the effects of using short videos on the motivation and the language acquisition via e-mail in the 2020-2021 academic year in the second term.

Also, twenty students were sent a semi-conducted questionnaire on the students' attitudes on the effects of using short videos on motivation and language acquisition via e-mail in the same academic year. The participants have been selected via a purposive sampling method, which includes four preparation classes, four 9th grade, four 10th grade, four 11th grade and four twelfth grade students.

For ethical requirements, the participants have been provided a consent form informing them that the data gathered will be kept confidential and solely used for this specific research. In addition, another consent form from the students' parents who are eighteen years old has been received.

3.4 Data Collection

3.4.1 Data collection tools

In order to search the effects of using short videos on language acquisition in English as a foreign language, two main collection tools have been applied:

The first tool is the semi-conducted questionnaire for teachers and is attached in Appendix 1 as *Questionnaire for Teachers*. Also, the second tool to gather data is the semi-conducted questionnaire for students and it is attached in Appendix 2 as *Questionnaire for Students*.

3.4.2 Data collection procedure

The semi-structured questionnaires designed for teachers and the students are the main data collection tools utilized for this research. In addition to the questions intended to

gather sociodemographic information, the semi-conducted questionnaire intentionally designed for teachers covers three themes:

Research Question 1: How and why do teachers use short videos?

Research Question 2: To what extent do short videos contribute to language acquisition?

Research Question 3: To what extent do short videos increase the motivation of students?

On the other hand, in addition to the questions designed to gather sociodemographic information, the semi-structured questionnaire prepared for students covers two themes:

Research Question 2: To what extent do short videos contribute to language acquisition?

Research Question 3: To what extent do short videos increase the motivation of students?

The allocation of the questions is displayed in the table below:

Table 1.The Allocation of the Questions

	Demographic Questions	Theme 1	Theme 2	Theme 3	Question about Timing	Total
Question Type	Close-ended	Open-ended	Open-ended	Open-ended	Open-ended	
Teachers	5	9	4	2	1	21
Students	4	—	9	6	1	20

3.5 Data Analysis Procedure

The design of the analysis involves first analyzing the semi-conducted questionnaire for teachers and then the semi-conducted questionnaire for the students. Therefore, in this respect, first demographic information gathered from the semi-conducted questionnaires for the teachers is explained in order to reveal information about the demographic features of the participants. Then, regarding the semi-conducted questionnaire for the teachers, the

codes and categories for Research Question 1: How and Why do Teachers Use Short Videos?, Research Question 2: To What Extent do Short Videos Contribute to Language Acquisition? and Research Question 3: To what Extent do Short Videos Increase the Motivation of Students? are displayed in pie charts.

Later, regarding the semi-conducted questionnaire for the students, the demographic information related to the students is mentioned to give information about the demographic information of the participant students. Then, the codes and categories, depending on the semi-conducted questionnaire for students for Research Question 2: To What Extent do Short Videos Contribute to Language Acquisition? and Research Question 3: To What Extent do Short Videos Increase the Motivation of Students? are displayed in pie charts.

While analyzing the answers of the questionnaires, the pie charts are designed according to '*Frequency Analysis*'. In this way, frequency distribution of the data is organized into various categories regarding the number of times a particular response occurs instead of focusing on the number of individuals that provide the answers so that the distribution of the responses could be summarized and interpreted within the dataset.

The data gathered from the questionnaires is provided below:

3.5.1 Data gathered from semi-conducted questionnaire for teachers

The results of the first data collection tool that is the Semi-conducted Questionnaire for Teachers are provided below. Initially, the results of the questions regarding the demographic questions are explained so as to shed light on the characteristics of the language teachers participating in the research. Then, it is followed by the results of the questions classified into three themes:

Research Question 1: How and Why do Teachers Use Short Videos?

Research Question 2: To What Extent do Short Videos Contribute to Language Acquisition?

Research Question 3: To What Extent do Short Videos Increase the Motivation of Students?

In order to gather the data regarding each theme, the answers related to the theme are analyzed according to the *Interpretative Phenomenological Approach*. The way the participant teachers have narrated their answers have been classified based on the common features and illustrated in pie charts to enable interpretation possible.

3.5.1.1 Data gathered from demographic questions for teachers

The questions 1-3 have been designed to display the demographic features of the participating students and the data displays that 90 % of the participants who answered the questionnaire are female and 10 % of the participants are male. Also, it is seen that 50 % of the participants' ages are between 25-35, 30 % are between 46-55 and 20 % of them are 56 and over. In addition, it is displayed that 30 % of the participants have been teaching for 1-5 years, 20 % of them for 6-10 years and 50 % of them have been teaching for 16 and more years.

3.5.1.1.1 Data gathered from the questions for teachers related to research question 1: how and why do teachers use short videos?

The questions 4-15 have been designed to gather data from the participating teachers regarding Theme 1: How and Why do Teachers Use Short Videos? In this chapter, first each question asked to the teachers is stated and displayed with a pie chart, and then analyzed.

Do you ever use short videos in your lessons?

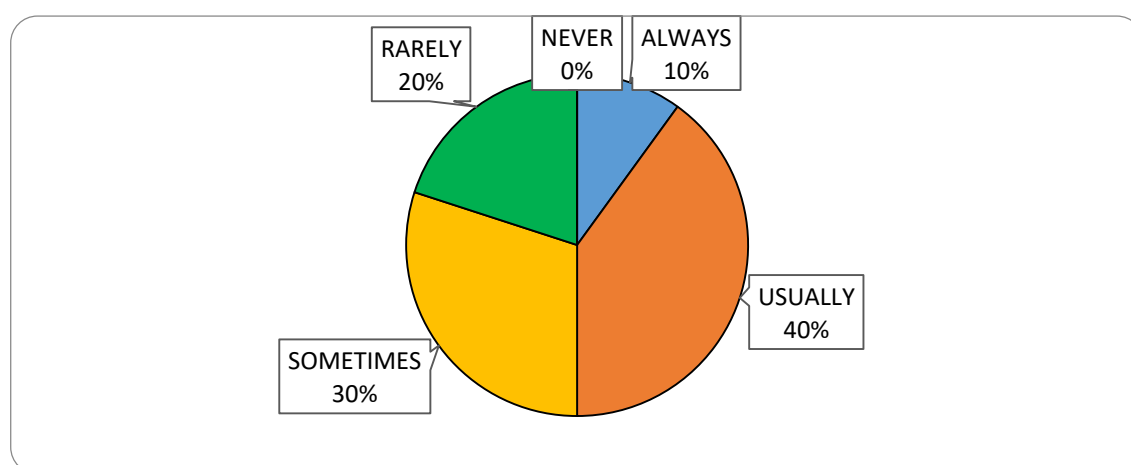


Figure 1. Teachers' Use of Short Videos in Lessons

Figure 1 above compares the use of short videos among the participant teachers. It shows that 10 % of the teachers always benefit SVs in the lessons, 40 % of them usually use SVs in lessons. 30 % of them sometimes use SVs in lessons and 20 % of them rarely use SVs in the lessons and there is no teacher who does not use SVs in lessons.

How often do you use short videos?

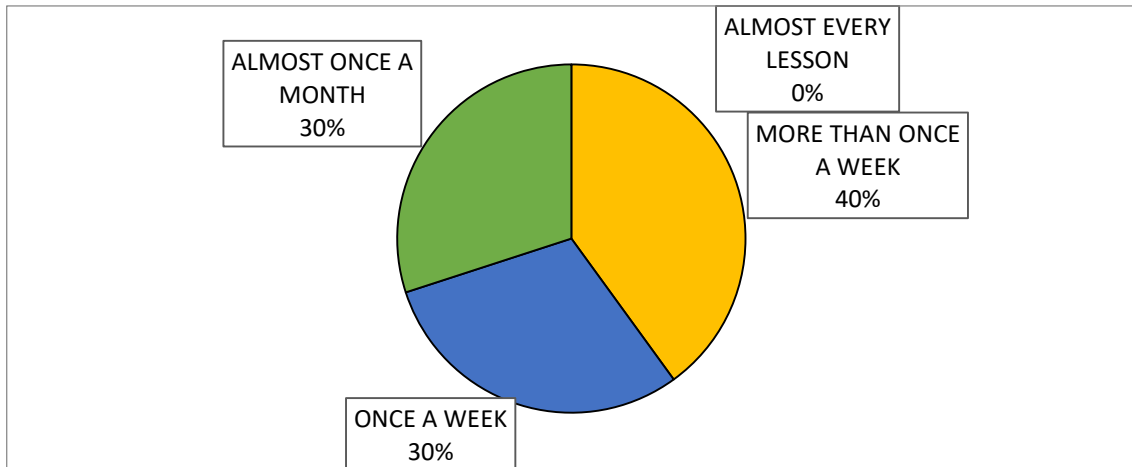


Figure 2. Frequency of the Use of Short Videos by Teachers

Figure 2 above reveals that 40 % of the participant teachers utilize SVs more than once a week, 30 % of them utilize them once a week and 30 % of them use SVs almost once a month.

What kind of short videos do you use?

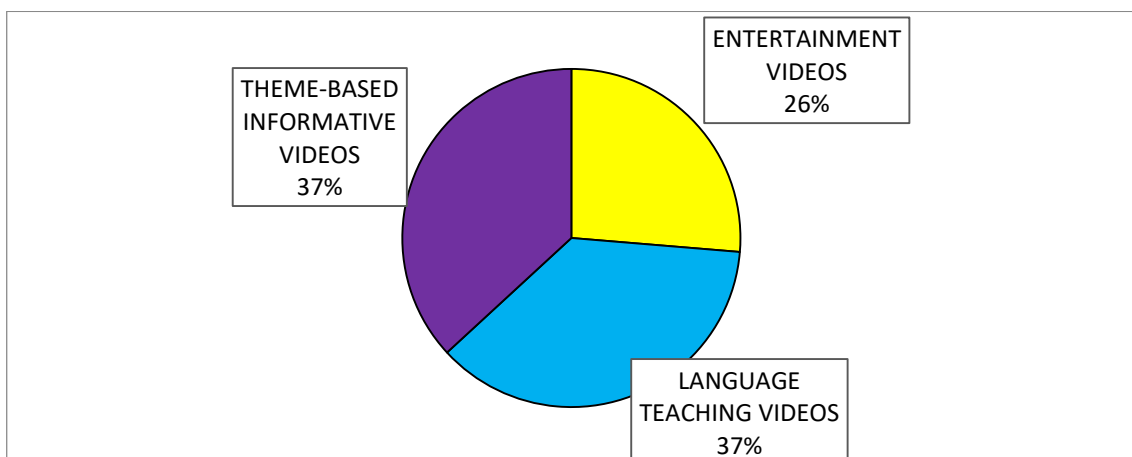


Figure 3. Kinds of Videos Used by Teachers

In Figure 3, it is displayed that 26 % of the teachers use entertainment videos in their lessons. The kinds of entertainment videos are movie clips (T1, T5), classic black and white film clips (T1), you tube videos (T1, T6), songs (T2), clips from series (T5). T3 states that she sometimes utilizes short videos just for fun.

It is also observed that when the participants are asked what kind of videos they use, rather than state the kind of the video, 37 % of the teachers put into words that they use language teaching videos such as;

“videos related to my lesson” (T3),

“videos related to the unit” (T4, T8),

“videos based on the structures or speaking topic” (T5),

“videos included in the course book” (T6, T7),

“Vo-screen application which enables students to understand what is mentioned there”
(T6)

and

“videos that suit my curriculum need” (T9)

In addition, it is displayed that 37 % of the participant teachers benefit from theme based informative videos such as documentaries (T1, T4, T6, T8, T9), news programmes (T1, T2, T10), Ted Ex videos (T1). For instance;

“For example, there is a reading about chocolate and before the class I choose a documentary in line with the reading text to increase the motivation and to catch the attention of the students” (T6).

How do you choose the appropriate video clip for your lesson?

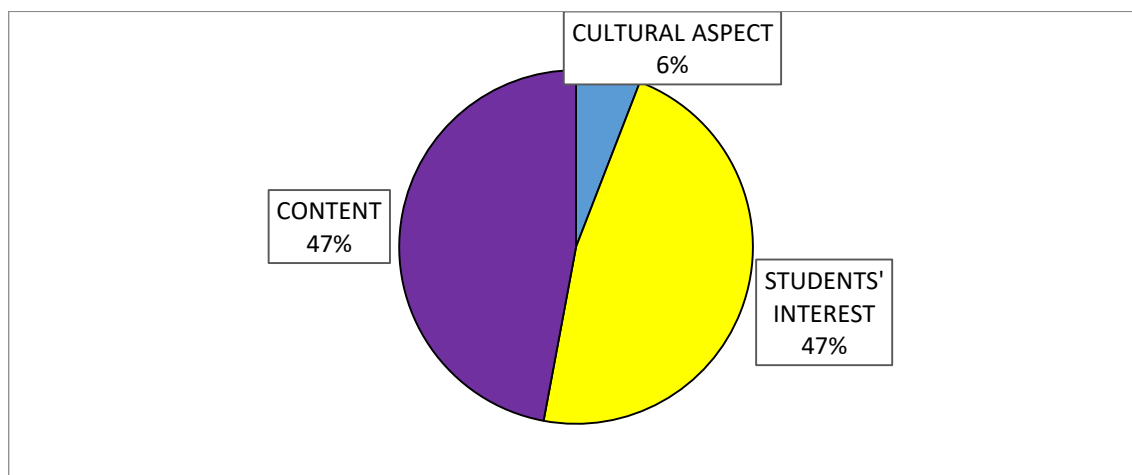


Figure 4. Teachers' Choice of Short Videos

As Figure 4 displays, 47 % of the participant teachers state that they consider students' interest when they choose the SVs (T1, T3, T4, T5, T6, T7, T8, T9). They indicate that students' motivation, needs, interests and appropriateness of the video to the age group and to the lesson objectives are important factors:

T7 states that she chooses “*up to date ones*” (T7).

T9 says “*I spend some time before the lesson to see that it is good enough for the students to catch their attention or to inspire*” (T9).

Likewise, T4 states “*I always watch the videos before the class in order not to show inappropriate videos during the lesson*” (T4).

and T6 also says “*I watch the clip just to make sure that is appropriate for the lesson and for the students' needs*” (T6).

In addition, T1 comments. “*I especially use current news or songs chosen by the students*” (T1).

T4 gets off “*I accept my colleagues' recommendations and try to use the selected ones if it is suitable for my class*” (T4).

T5 emphasizes “I choose parts from students’ favorite series or films” (T5).

In addition, it is displayed that 47 % of the participants pay attention to the content of SVs (T1, T3, T5, T6, T7, T8, T9, T10). They remark that they search the net for SVs that are related to language objectives of the lesson and examine the content, vocabulary level, the new information included in the video to reinforce the topic:

During lesson planning, a scene might pop up from a movie/series that I’ve watched before, or I simply ‘google’ the target structure and find some ideas from the net. If the lesson is basically for speaking and listening skills, a documentary or Ted Ex talks would be just fine (T6).

Finally, 6 % mentions considering the cultural elements of SVs;

That is T1, who emphasizes “Above all, videos help to foster cultural knowledge and as a language is the mirror of a culture, this is an incredible resource” (T1).

Do you use short videos as pre-activities? Can you give examples.

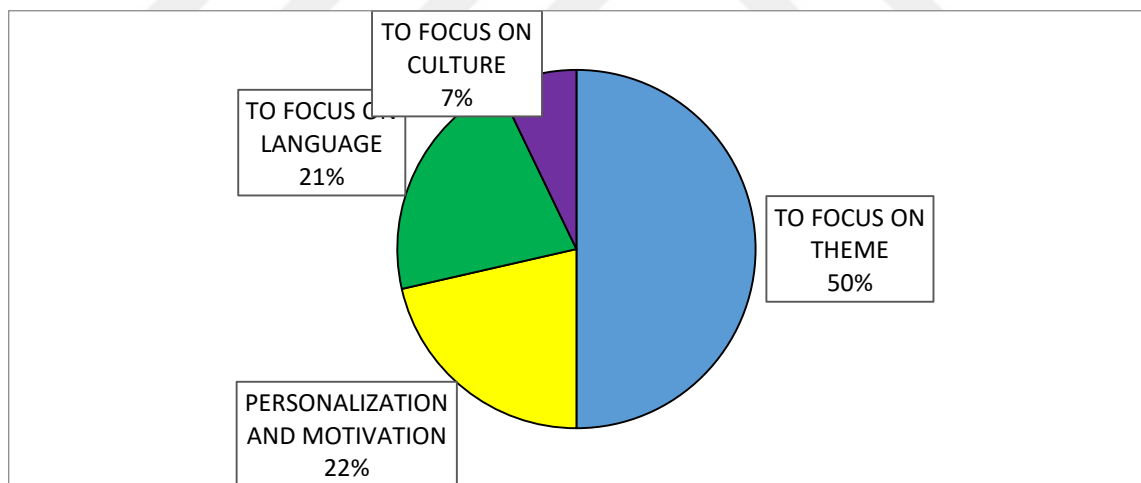


Figure 5. Teachers’ Use of Short Videos as a Pre-activity

As Figure 5 represents, all of the participant teachers explain that they make use of SVs as pre-activities in their lessons. 50 % of them (T1, T2, T3, T6, T7, T8, T9) indicate that they use SVs to focus on the theme of the lesson:

T1 remarks “I might use a documentary or TEDx video to reinforce a topic, to introduce a subject” (T1).

Also, T2 remarks *“I sometimes use songs to introduce a new topic”* (T2).

Before reading a passage, I use a short video related to that passage for my students to have idea about the content. Let’s assume the passage is talking about Taj Mahal and I show the video about Taj Mahal before the class. (T3).

In English course books each unit has a theme and before starting the unit or lesson I use a video in parallel with that theme and for example, if there is a reading text about micro homes, I will find a video about it and we watch them in the class before starting the lesson (T6).

Likewise, T7 states *“For example the topic is famous tourist attractions in Sydney, we watch an official video about Sydney”* (T7).

T8 says *“For example before a reading comprehension activity. I make the students watch a video relevant to the text”* (T8).

T9 remarks *“I use them to introduce a topic or give them some framework in their heads for what they are about to learn. For example, if the topic is about seasons, I use a video related to seasons”* (T9).

Moreover, 22 % of the teachers state that they make use of SVs for personalization and motivation. (T5, T6, T10):

T5 indicates *“I may begin my lesson with a clip and then I ask some questions about it not to check the comprehension but to personalize the topic so that the students speak eagerly”* (T5).

T6 puts into words *“I use SVs to make students think and talk about their prior knowledge’ and she adds ‘Images and videos are stimulants that make students remember their prior knowledge. Or they help arouse curiosity about the subject”* (T6).

Also, T10 words *“I use short videos for reading, to arouse curiosity or warm-up”* (T10).

There are also 21 % teachers who state that they benefit SVs to focus on language. (T1, T4, T6):

T1 comments “*I could use a movie clip to focus on structure, intonation and colloquial language. I might use any of these mediums to listen for specific information, dialogue creation and (sound off) notetaking*” (T1).

Similarly, T4 phrases “*For example when teaching if clauses, I choose a video in which speakers use conditionals*” (T4).

T6 also indicates “*Sometimes I make an opening with a song which includes sentences we are going to learn grammatically*” (T6).

Finally, 7 % express benefiting from SVs to focus on the cultural aspect of language:

T1 indicates “*I might use a news programme to teach the importance of general culture and to demonstrate that English can be a tool for developing knowledge too*” (T1).

Do you use short videos as while-activities?

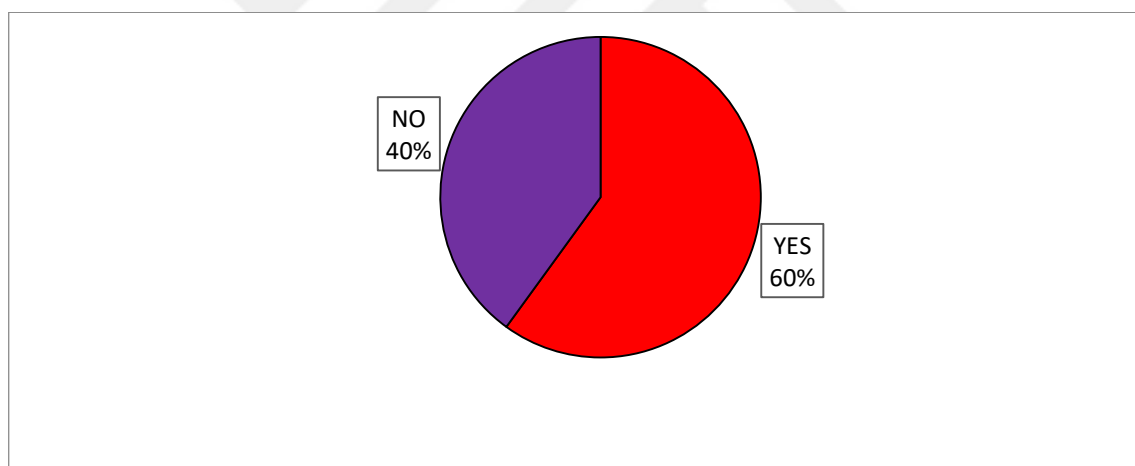


Figure 6. Teachers’ Use of Short Videos as While-activities

As Figure 6 represents, 60 % of the participants explain that they make use of SVs for while-activities (T1, T2, T3, T4, T8, T10):

T1 phrases “*Students make notes, answer questions, correct/record information*” (T1).

T2 expresses “*I use news videos such as CNN to practise speaking or song lyrics for listening practice*” (T2).

T3 also remarks “*I do video-clip activities during some classes and after watching videos students answer some questions related to the video*” (T3).

T4 phrases “*For example when studying the theme environment, students read a passage, speak about it and then watch a video related to the theme*” (T4).

T8 similarly brings out “*I also use them before MYON, Digital Reading Platform, to catch the students’ attention*” (T8).

Finally, T10 explains that she benefits from short videos and states “*For use of English or it can be a video lesson with follow-up work sheets*” (T10).

Meanwhile, it is observed that 40 % of the participants remark that they do not make use of SVs as while-activities:

T5 explains “*I do not usually use them as a mid-activity but if I did so that would be for comprehension skills*” (T5).

Do you use short videos as post-activities? Can you give examples.

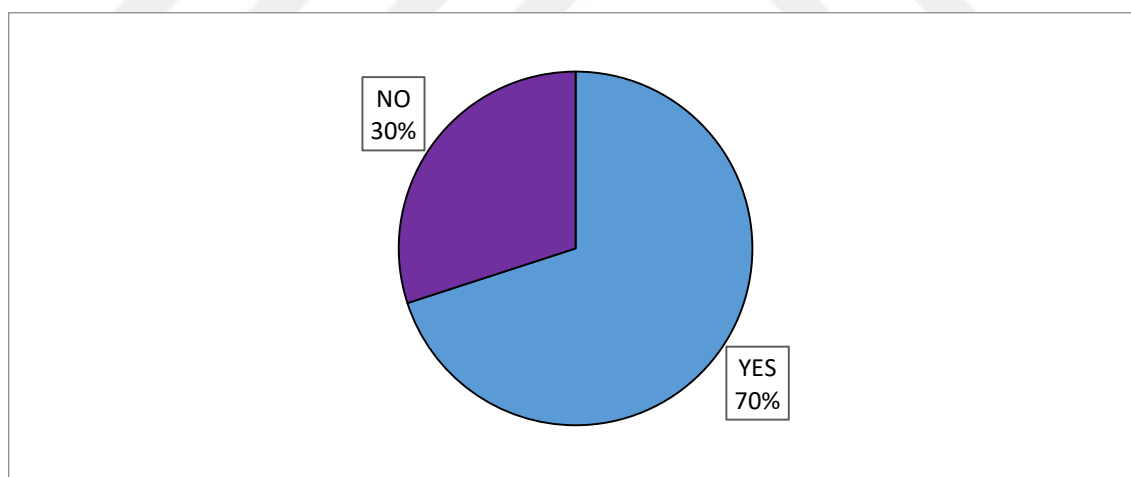


Figure 7. Teachers’ Use of Short Videos as While-activities

As it is illustrated in Figure 7, 70 % of the participant English teachers comment that they make use of SVs as post-activity (T1, T4, T5, T6, T7, T9, T10):

T1 explains “*I would use various WH questions or have students ask each other, perhaps set a timeline task, students do test creation, Venn diagram completion or short biography completion*” (T1).

Likewise, T4 words “*After the completion of a unit, students can watch a video and then do an activity like true false*” (T4).

Also, T5 articulates “*I may find a video/documentary related to the topic and to summarize the lesson I have at the end*” (T5).

I mostly use songs as post activities. I choose the songs that include the sentences or vocabularies we learn. I give handouts on which the lyrics are written with blanks. Students listen and fill in the blanks. It might seem a simple and old practice but it still works (T6).

Next, T7 comments “*Yes, so the students can visualize things and understand better*” (T7).

T9 also phrases “*(...) especially when I want to show them how they can use the topic we learnt in real life*” (T9).

Just as importantly, T10 reveals that she utilizes short videos “*for use of English*” (T10).

However, 30 % of the participants admit that they do not utilize SVs as post-activities (T2, T3, T8):

T2 expresses “*I do not often use short videos as post-activities’ adding ‘I sometimes use them at a point after reading and before discussions*” (T2).

Also, T8 states “*I rarely use short videos as post-activities*” (T8).

How do you plan your lessons with short videos? Can you give examples.

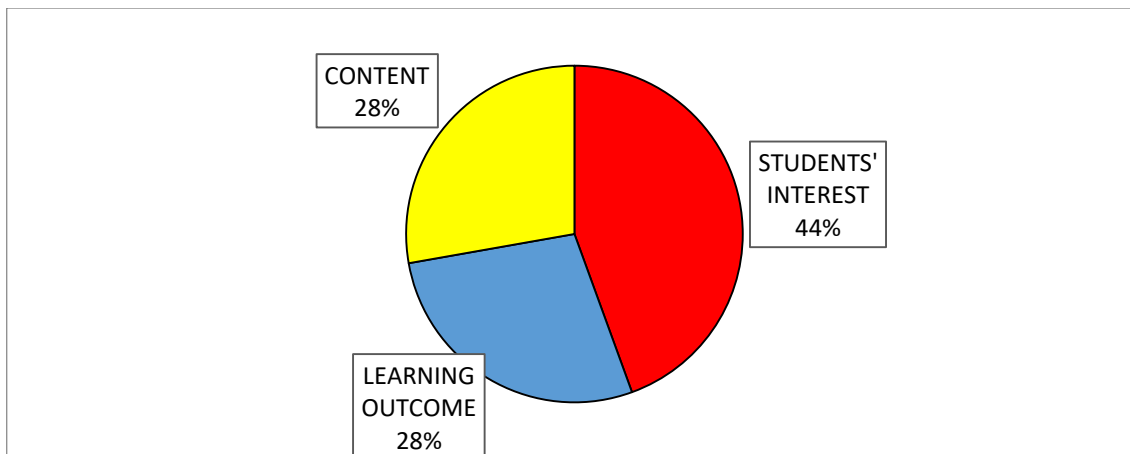


Figure 8. Planning Short Videos by Teachers

As Figure 8 reveals, it is seen that 44 % of the teachers consider student’s interest when they plan their lessons with SVs (T1, T2, T4, T5, T6, T7, T8, T10):

For instance, T1 comments “*Considerable planning can be necessary as you need to focus on students’ ability, needs, interests and motivation’ and he goes on saying that the video should be ‘appealing’*” (T1).

T2, for example, indicates “I use songs as a warm-up activity” (T2).

Likewise, T4 phrases “*I look for videos which are appropriate for the students’*”, “*interest’*” and she adds “*I would like to stimulate their learning’*” (T4).

T5 also expresses “*Using short videos, I can engage the students’*” (T5).

T6, similarly, remarks “*Before starting the lesson I make students watch the video to arouse curiosity’*” (T6).

As an example, T7 explains “*When there is a reading about Route 66, I tell my students to imagine that they hire a motorbike and ride on this road by showing all the things on this route in a video’*” (T7).

T8 also remarks “*I generally prefer to use them at the beginning of the lesson to attract attention’*” (T8).

Lastly, T10 puts into words *“I use short videos at the start of the lesson for warm-up and at the end of the lesson to get students’ attention when I think they feel tired”* (T10).

It is illustrated that another factor that teachers contemplate is the learning outcome of SVs and 28 % of the participants express their concern on this issue (T1, T4, T5, T6, T9):

To start with, T1 articulates *“There has to be a pre-planned learning outcome, and this should be measurable”* (T1).

T4 states *“Students are given either a fill-in-the blank worksheets or true-false questions and after watching the video, the outcome is checked”* (T4).

T5, also remarks *“I ask some questions about it and also let them produce more questions; they can also ask Qs to their peers. I cover the structure with individual and peer work practice”* (T5).

T6 articulates *“I plan to revise what we have learnt in a colorful way”* (T6).

Lastly, T10 indicates *“Mostly I integrate them in my lesson trying to make them use the target language effectively”* (T10).

In addition to these, 28 % of the participant English teachers believe that evaluating the content of the video is important while planning a lesson (T1, T2, T3, T4, T7):

T1 states that *“I make sure the content is appropriate”* (T1).

T2 explains *“For example, I use a song about cities or a certain city before a unit on city life”* (T2).

Likewise, T3 phrases *“According to the topic of that day’s class, I search for videos on Google, and I usually start the course with the video”* (T3).

T4 indicates *“I check the language content of the short video”* (T4).

Similarly, T7 indicates *“I look for a video related to the topic of reading text”* (T7).

What do you think the challenges of using short videos are?

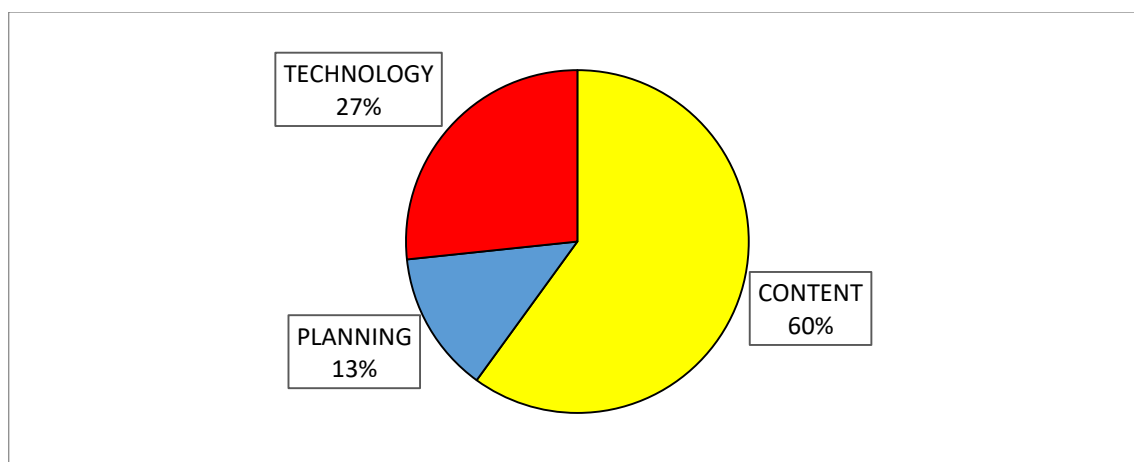


Figure 9. Teachers' Perception of the Challenges of Using Short Videos

Viewing Figure 9, it is clear that 60 % of the participants admit that one of the challenges of using SVs is selecting the video with the suitable content (T1, T2, T3, T4, T5, T6, T7, T9, T10):

T1 expresses *“Some teachers may not completely view the content of the chosen video and could embarrass themselves and their students as a result”* (T1).

T2 comments *“It is a challenge to find links with lesson material”* (T2).

T3 believes *“If the content of the video is irrelevant or boring, they may not be into it too. Plus, you should choose the correct video for your students' interests”* (T3).

T4 states that language can be difficult, and students may find them boring'.

If the clip is from a website, pop up ads may cause a problem- so I suggest downloading' and she adds 'The video should be seen by the instructor to check the needs and appropriateness. Even if the instructor is well sure that the video will create a proper environment for learning, students may struggle understanding it or they simply don't like it (T5).

Similarly, T6 brings out *“You should watch the whole video in case there are inappropriate things (such as discrimination elements etc.) in it. They should be age appropriate. They should be topic-related”* (T6).

T7, likewise, remarks *“There can be nudity, bad language, racism etc. A teacher must watch the video before using it”* (T7).

Also, T9 states *“Short videos do not lend itself to every topic, this is the biggest problem, I guess”* (T9).

Just as importantly, T10 believes *“The content might be inappropriate, not age appropriate”* (T10).

It is also realized in the figure that 13 % of the teachers comment that planning how to use SVs in the lesson could be challenging (T1, T8):

First, T1 states ‘Some teachers may not plan the lesson well and there may be some classroom management issues, especially with new classes’.

Also, T8 indicates *“It requires preparation to prevent any troubles”* (T8).

Additionally, 27 % of the participants put into words that technological problems might arise while using SVs in the lessons (T1, T4, T5, T6):

T1 brings out *“Electric can often let you down during power cuts etc. It can be time consuming to set up, the sound may not be clear”* (T1).

T4 also confirms *“The teacher can have technical problems”* (T4).

Similarly, T5 admits *“Technological problems may occur due to projection, computer or internet”* (T5).

Lastly, T6 indicates *“Sometimes there are technical challenges like sounds, download speed etc.’* and she adds *‘In order to eliminate this, the video should be watched and ready before the class”* (T6).

Can you compare the effectiveness of the use of short videos in traditional and online education?

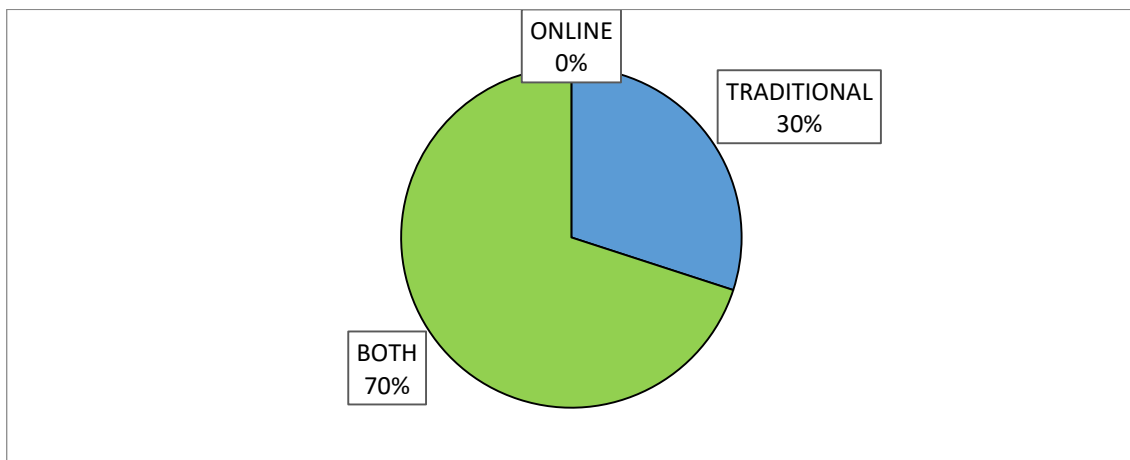


Figure 10. Teachers' Perception of the Comparison of Effectiveness of Short Videos

Figure 10 displays the comparison of effectiveness of SVs in traditional and online education. It is presented that 70 % of the participant teachers believe that effectiveness of SVs does not change in traditional or online education (T1, T3, T5, T6, T7, T8, T10):

Short videos have become essential part of my lessons in online education to support learning and interest and also in traditional education short videos have become essential for supporting teaching and learning in addition to many other resources available that you could use during kinesthetic activities adding that the concept of incorporating video into the learning environment - is in a way, being dictated by technology and the new generation, who watch videos as a daily routine (T1) .

Next, T3 remarks *“Since the students are so involved in technology these days, they are attracted to short videos and games, and anything related to technology. We can grasp their attention to the topic with short videos easily on both platforms”* (T3).

T5 also announces *“For both, when you start a video, they feel more excited about watching something rather than follow from the book, so implementing technology into the lessons leads to active learning”* (T5).

There is no difference between them. Even in online education you as a teacher are kind of a video, as you transfer knowledge via a video call. The effectiveness of short videos is the same both for traditional and online education. It arouses curiosity and it catches the attention of students in either case (T6).

Likewise, T7 thinks “*Both are the same*” (T7).

T8 says “*I do not think that there is a difference*” (T8).

Lastly, T10 also remarks “*They are effective in both ways*” (T10).

However, it is displayed that 30 % of the teachers assume that SVs are more effective in traditional education (T2, T4, T9) T4 and T9 explain the reason for this:

T4 expresses “*It is because the teacher can see the student’s reactions while watching and the atmosphere is more communicative*” (T4).

Similarly, T9 asserts “*It is because students watch it in a classroom environment, and it can be easier for them to focus on*” (T9).

It is observed that there are no teachers who argue that SVs are more effective in online education in comparison with traditional education.

Can you compare the challenges of the use of short videos in traditional and online education?

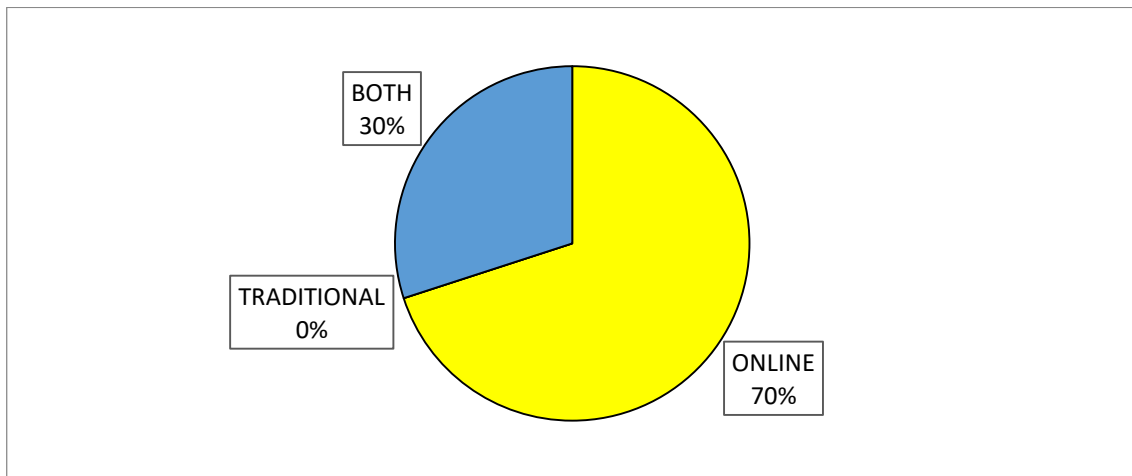


Figure 11. Teachers' Perception of the Comparison of Challenges of Short Videos in Traditional and Online Education

Figure 11 is designed to display the perceptions of the participants about the comparison of challenges of traditional education and online education. As the figure represents, 70 % of the teachers believe that it is more challenging to use SVs in online education when compared with traditional education (T1, T2, T3, T4, T5, T6, T9). On one hand, T1, T2, T3, T9 believe short videos are more challenging to use in online education due to the psychological aspect of online education:

There is obviously the management aspect too because in a classroom, you could walk around, monitor and support learners, whereas online it is almost impossible. Getting feedback from students online, is hugely challenging- depending on the age group and culture, whereas in the classroom; learners become accustomed to participating- under the watchful and motivational eyes of the teacher (T1).

T2, likewise, comments *“In online education, short videos may become just another activity involving looking at the screen! In class, it adds variety to the content, breaks monotony”* (T2).

Online education process is tougher than the traditional education since the control of the classroom is harder. You cannot make the students behave all the time in online education but in the real classroom they have to do everything together. Making them watch the short videos during online classes is not easy since they may do something else while you are playing the video (T3).

Besides, T4 asserts *“In online education there is a lot less interaction. Students do not like talking much online, so it is not as interactive as in traditional lessons”* (T4).

T9 also believes *“Short videos are more engaging in traditional education because students get tired of looking at the screen all the time while they are having online education”* (T9).

On the other hand, T1, T5 and T6 draw attention to the technological problems of online education:

T1 says *“The most important factor is the quality of the internet connection, as in many cases students are unable to see the videos that you put up. Whereas in the traditional classroom, this problem does not occur”* (T1).

In addition, T5 explains *“Sharing the video during the online lesson may have surprises because of the speed of the internet of the instructor’s or the students”* (T5).

In a classroom environment using smart boards is technically easier when it is compared to the sharing screen process. While you share your screen for a video clip the video resolution could be poor. Besides, the images and sounds might not be matched for some students due to the poor internet connection (T6).

It is revealed in the figure that 30 % of the teachers deem that the challenges of using SVs in traditional education and online education do not differ (T7, T8, T10):

T7 repeats *“It has the challenge of coming across bad language, something political or related to nudity”* (T7).

T8 expresses *“Technology can surprise us on both platforms”* (T8).

As the figure displays, there is no teacher who believes that challenges of traditional outweigh the ones in online education.

Do you use short videos for testing? If yes, what skills do you test?

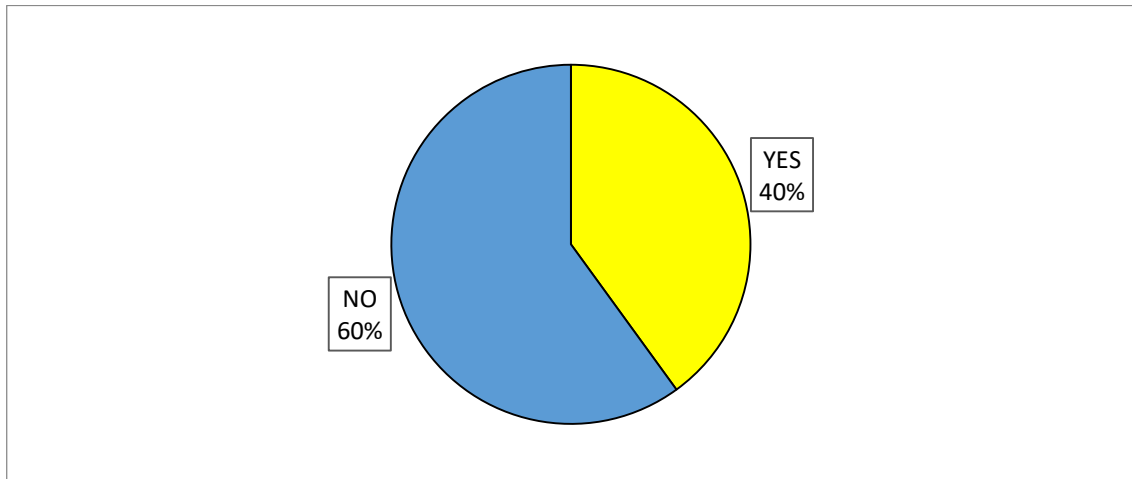


Figure 12. Teachers' Use of Short Videos for Testing

Figure 12 represents the rate of the use of SVs for testing among the participants. It is represented that 40 % of the English teachers point out that they use SVs for testing. (T6, T8, T9, T10):

T6 and T8 explain that they use SVs for testing listening comprehension.

Besides, T9 states "*I use short videos for testing speaking skills*" (T9).

Also, T9 expresses "*I use short videos to test vocabulary acquisition*" (T9).

However, it is realized that 60 % of the teachers point out that they do not use SVs for testing at all.

3.5.1.1.1.1 Data gathered from the questions for teachers related to research question 2: to what extent do short videos contribute to language acquisition?

The questions 16-18 have been designed to collect data from the participating teachers regarding Research Question 2: *To what extent do Short Videos Contribute to Language Acquisition?* and are analyzed below:

What skills do you aim to teach when you use short videos in your class? Can you give examples for each.

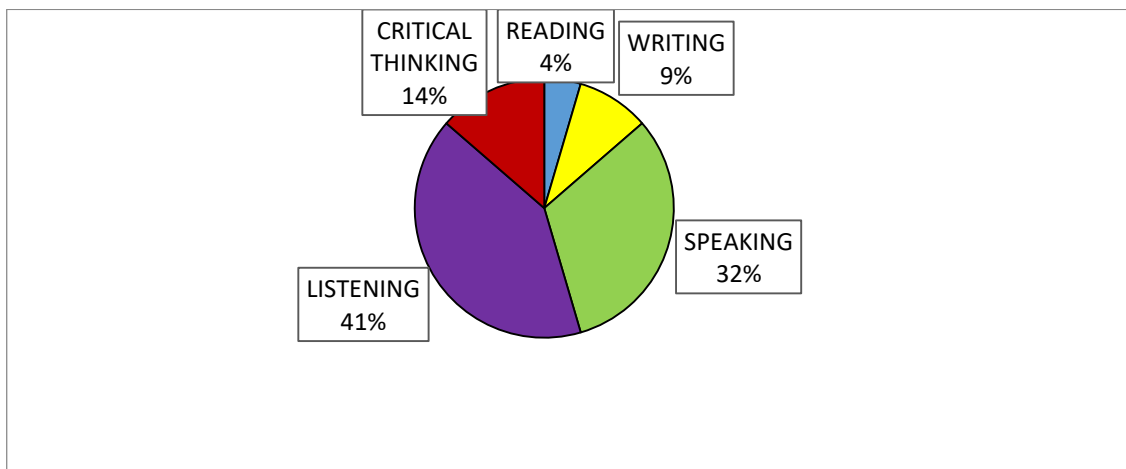


Figure 13. Skills Aimed by Teachers While Using Short Videos

The figure reveals the kinds of language skills that the teachers aim to teach while using SVs. It is evident that 41 % of the teachers state that they use SVs in order to teach listening skills (T1, T2, T3, T4, T6, T7, T8, T9, T10) and they lead class activities like listening for gist, specific purpose, comprehension questions or filling in the blanks. Furthermore, 32 % of teachers remark that they use SVs to teach speaking skills since they provide a natural discussion environment before, while and after watching the video. (T1, T4, T5, T6, T7, T8, T10). In addition, 14 % explain that they use SVs in order to teach critical thinking skills by interpreting the message, making inferences and extending the perspective (T2, T4, T6). Besides, 9 % of teachers express that they use SVs to teach writing skills such as note-taking, information completion, correction, essay writing (T1, T7). Not least of all, 4 % of teachers express using SVs to teach reading skills (T7).

What do you think the contributions and drawbacks of using short videos are in the lesson plan?

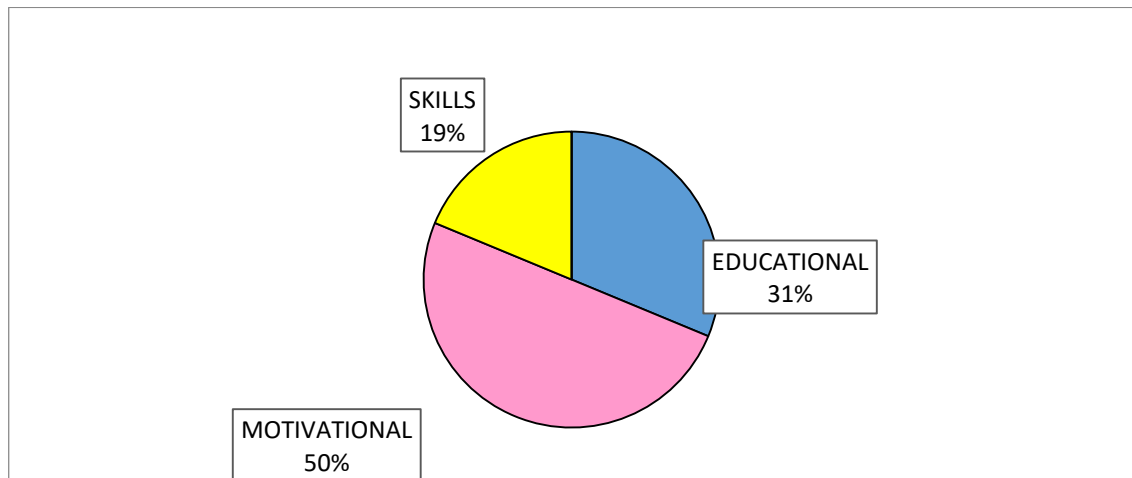


Figure 14. Teachers' Perception of the Contributions of Short Videos

The figure displays what the teachers believe the contributions of SVs in the lesson plan are. It is seen that 50 % of the teachers explain that using SVs are motivational for students (T1, T2, T3, T4, T6, T7, T9, T10);

T1 says *"They are interesting and enjoyable"* (T1).

T2 comments *"They may motivate and get the students hooked"* (T2).

T3 states *"They are 'attractive for students'"* (T3).

T4 indicates *"They grab students' attention by visual stimulation"* (T4).

T6 points out *"They enrich and vivify the lesson, increase motivation and affect the attitudes of students towards the lesson positively"* (T6).

T7 indicates *"They are motivational"* (T7).

T9 remarks *"The lesson can be more effective, enjoyable and engaging"* (T9).

Finally and importantly, T10 states *"They are especially great for visual learners. They increase student engagement and motivate students"* (T10).

Moreover, 31 % of the teachers point out the educational contribution of using SVs in the lesson (T1, T3, T5, T8, T10):

First of all, T1 remarks *“Using short videos in the lesson is educational and meaningful”* (T1).

T3 comments *“They are informative according to the topic if chosen wisely”* (T3).

T5 believes *“They present different cultures and teach real use of language”* (T5).

T10 also states *“They are informative”* (T10).

Additionally, 19 % of the teachers comment that using SVs improves skills (T4, T5, T10):

For instance, T4 argues, *“It helps develop students’ thinking, reasoning, problem solving, decision making and creative skills because teachers are not the center of the classroom any more but facilitators”* (T4).

Similarly, T5 indicates *“Using short videos improves listening and speaking skills”* (T5).

Finally, T10 states *“It helps to improve students’ listening skills”* (T10).

What do you think the contributions and drawbacks of using short videos are in the lesson plan?

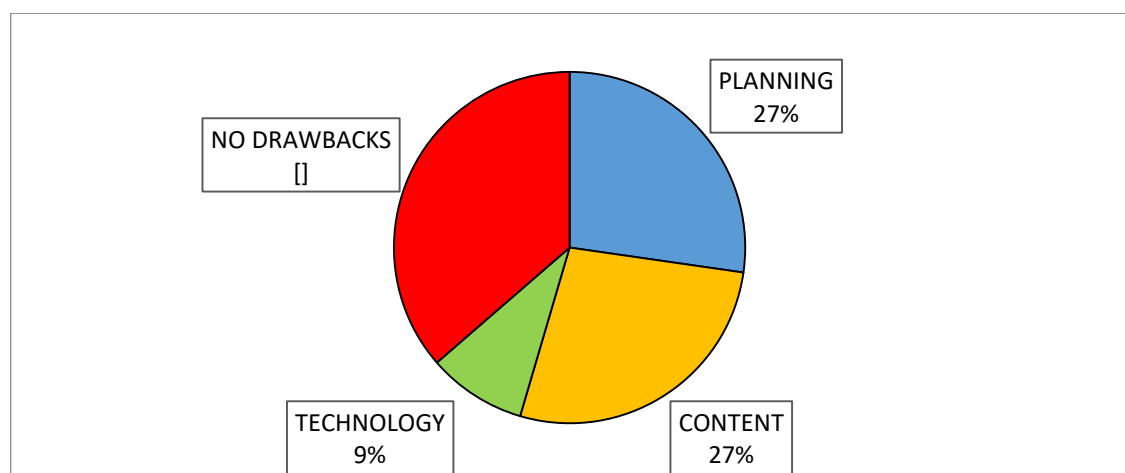


Figure 15. Teachers’ Perception of the Drawbacks of Short Videos

The figure displays what the teachers believe the drawbacks of using SVs in the lesson plan are. It is clear that 27 % of them comment that planning how to use the SVs in the lesson might be a drawback (T1, T5, T6):

To start with, T1 argues *“It is not always practical ”* (T1).

T5 also comments *“Time management is important; the instructor needs to consider all scenarios before the lesson. The length of the video and the time for covering activities must be set subtly”* (T5).

Not least of all, T6 points out *“Time management is an important issue here. You should be careful about the time spent on videos during a lesson”* (T6).

In addition, 27 % of the teachers say that choosing the appropriate content may be another drawback (T3, T4, T7):

Here, T3 points out *“If the video is too informative, it may be boring for students and they may not understand the concept”* (T3).

Also, T4 believes *“Video content may not attract every student’s attention”* (T4).

T7 also indicates *“A teacher should use his/her initiative while choosing the right video from the pool”* (T7).

Just as importantly, 9 % mention the technological drawback of using SVs in the lesson explaining that there can be technical problems such as the internet (T4).

It is displayed that 37 % do not see any drawbacks.

Do you think the outcomes of using short videos are different in traditional and online education? Can you explain.

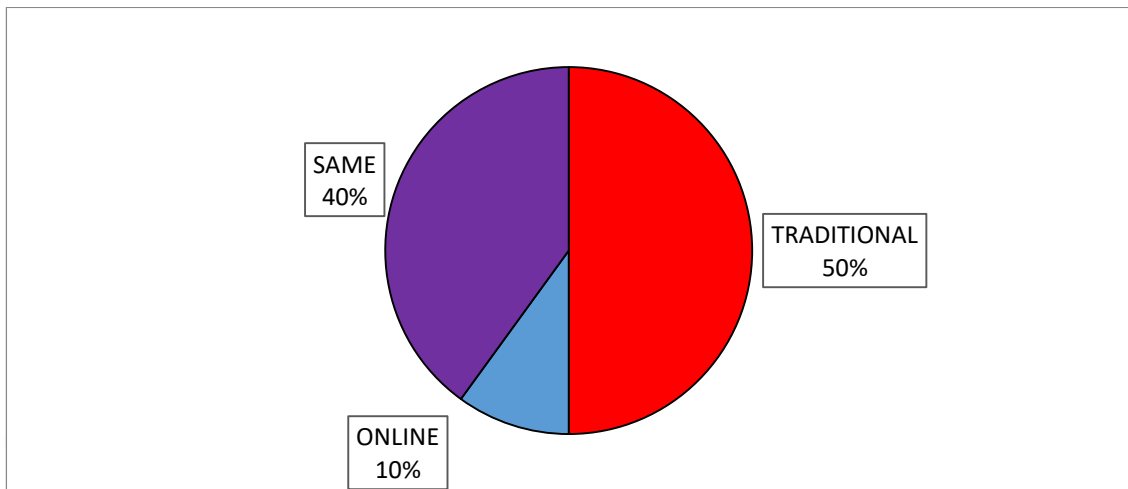


Figure 16. Teachers' Perception of the Comparison of Outcomes of Short Videos in Traditional and Online Education

The figure aims to represent the comparison of the outcomes of using SVs in traditional and online education. As seen in the chart, 50 % of the teachers state that there are more effective outcomes of using SVs in traditional education (T2, T3, T4, T5, T9):

First, T2 comments *"It loses its glamor in online education because it is just another activity in which students are looking at their computer screens"* (T2).

In traditional education short videos can be a moment to breathe for students, they are happy to watch something different or interesting. However, in online education they use computers all the time and watching short videos is not something new or interesting for them (T3).

T4, similarly, points out *"As there is not much interaction during online lessons, the class environment is more productive in traditional lessons"* (T4).

T5 phrases *"On online education we do not see the students' reactions, or we are not even sure they are following the video or not. If the students contributed on both types, the outcomes would not be different"* (T5).

Last but not the least, T9 says “*Students are more enthusiastic about watching videos when they are having traditional education*” (T9).

Yet, 10 % of the teachers, who is T1, asserts ‘In online education students can be distracted sometimes. Therefore, more space can be given to videos in online education’.

The figure also indicates that 40 % of the participant teachers comment that the outcomes of using SVs do not differ in traditional or online education.

3.5.1.1.1.1 Data gathered from the questions for teachers related to research question 3: to what extent do short videos increase the motivation of students?

The questions 19-20 have been designed to gather data by the participating teachers related to Research Question 3: *To What Extent do Short Videos Increase the Motivation of Students?* and they are analyzed as follows:

What are the reactions of your students when you use short videos in your class? Why do you think they have this effect?

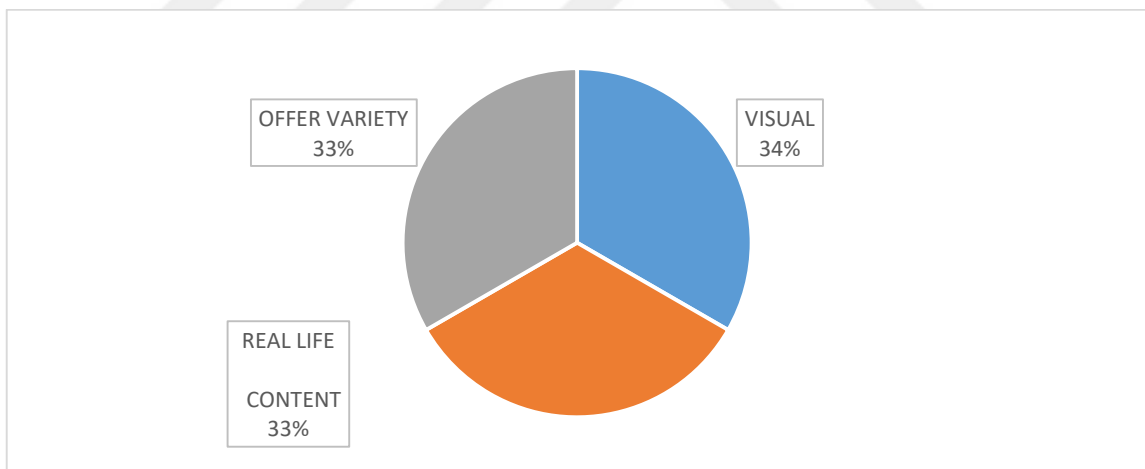


Figure 17. Teachers’ Perception of the Reactions of Students to Short Videos

Initially, it is seen that all participants comment on their students’ reactions to using SVs as positive. Figure 17, in detail, displays the reasons why the participant teachers believe using SVs has a positive effect on their students. To start with, as seen in the chart, 34 % of the teachers comment that SVs visually raise students’ attention:

For instance, T1 indicates *“They are visually appealing, and most learners have the inherent need to see/watch whilst learning”* (T1).

Similarly, T2 remarks *“Visual stimulation is motivating”* (T2).

Also, T4 points out *“Visual things are highly motivating if the videos attract attention”* (T4).

T7 also words *“They like them, seem more interested. They like to visualize everything as it is the trend of the era”* (T7).

Ultimately, T9 remarks *“They get excited because the new generation of students love short videos more than reading the textbooks”* (T9).

In addition to having visual material, 33 % of the teachers indicate that using SVs brings real life content to their instruction (T1, T3, T6, T8, T10):

First of all, T1 phrases *“It is something they can relate to in their daily lives”* (T1).

Similarly, T3 states *“I really want my students to have fun and learn something about life at the same time”* (T3).

Likewise, T6 points out *“It makes them happy, and they start to pay more attention. They are Generation Z. They have grown up with videos. This is what they are used to. So something familiar in a class makes them happier”* (T6).

Also, T8 indicates *“They watch them with interest because they consist of real life situations”* (T8).

Finally yet importantly, T10 comments *“They provide authentic information around the topic”* (T10).

It is also seen that 33 % of the participant teachers think that using SVs brings variety as a means of teaching (T1, T3, T5, T9, T10):

The most important thing is that a balanced variety of materials and methodology will help all of the various learners in our classrooms. Video is appealing to

everybody. Though the responsibility to not overuse it, lies with the teacher. Because ultimately it will lose its effectiveness (T1).

Likewise, T3 points out *“I try to choose something unusual or surprising for them to be interesting, so this changes the atmosphere”* (T3).

Besides, T5 remarks *“Students like being out of the routine”* (T5).

Similarly, T9 believes *“They add variety to classical means”* (T9).

Not least of all, T10 asserts *“It is a must for blended learning adding that it is a great variety to supplement academic content”* (T10).

What is the effect of using short videos on the students’ engagement and participation in the lesson?

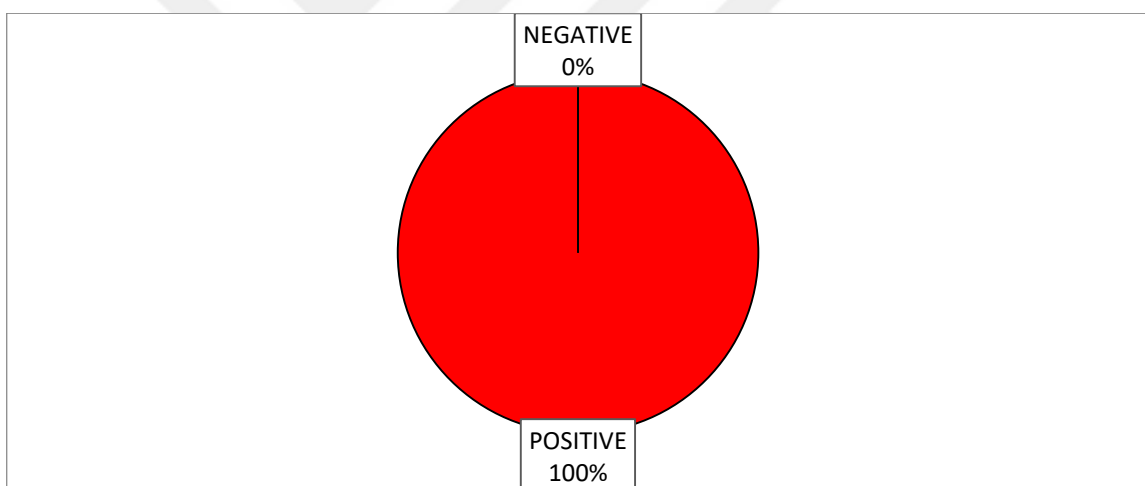


Figure 18. Teachers’ Perception of the Effects of Short Videos on Students’ Engagement and Participation

As it is displayed above, all of the participant teachers comment that using SVs in teaching English increases students’ engagement and participation in lessons;

First of all, T1 remarks *“They feel less threatened and are more excited by the nature of the activity adding that if the post activities are set up well, everybody can perform and feel good about their learning experience”* (T1).

Also, T2 comments “*Some of the students join discussions especially when it is done in class*” (T2).

Similarly, T3 points out “*Some students are good at reading, some of them are good at listening. Some of them are fond of visuals. So these students are attracted by the videos and they really like commenting on the things in the video*” (T3).

Besides, T4 explains “*It is an important motivational tool*” (T4).

T5 also states “*It has a positive effect especially for their mood, they engage more on visual exercises, plus they participate more if they have a concrete material and situation*” (T5).

Likewise, T6 thinks “*It has a positive effect on students’ engagement and participation*” (T6).

Next, T7 indicates “*They always watch videos in their daily lives to learn new things rather than searching from encyclopedias, so I think short videos promote student engagement*” (T7).

T8, similarly, believes “*There can be only positive effects*” (T8).

Besides, T9 states “*They share their own ideas, and this makes them more confident*” (T9).

Finally yet importantly, T10 argues “*Visually engaging content of short videos increases participation because they provide natural communication activities*” (T10).

3.5.2 Data gathered from semi-conducted questionnaire for students

The results of the second data collection tool that is the *Semi-conducted Questionnaire for Students* are provided below. Initially, the results of questions regarding the demographic questions are explained so as to shed light on the characteristics of the students participating in the research. Then, the results of the questions classified into two themes are displayed:

Research Question 3: To what extent do short videos increase the motivation of students?

Research Question 2: To What Extent Do Short Videos Contribute to Language Acquisition?

In order to gather the data regarding each theme, the answers regarding the theme are analyzed according to the *Interpretative Phenomenological Approach*. The way the participant students have narrated their answers have been classified based on the common features and illustrated in figures to enable interpretation possible.

3.5.2.1 Data gathered from demographic questions for students

The questions 1-4 have been constructed to collect data on the demographic features of the participating students and it is demonstrated that 40 % of the students who have participated in the semi-conducted questionnaire for the students are male and 60 % of the participants who have participated in the questionnaire are female.

It is also seen that 15 % of the participant students are 14 years old, 45 % of them are 15 years old, 10 % of them are 16 years old, 10 % of them are 17 years old, 10 % of them are 18 years old and 10 % of them are 19 years old or over.

As for the grades of the students, 20 % of the participant students are studying in Preparation Class, 20 % of the students are studying in the 9th grade, 20 % of them are 10th grade students, 20 % of these students are studying in the 11th grade and 20 % of them are studying in the 12th grade. It is also observed that 10 % of the participant students have been studying English for 4-6 years and 90 % of the students have been learning English for 7 and more years.

3.5.2.1.1 Data gathered from the questions for students related to research question 3: to what extent do short videos increase the motivation of students?

Questions 5-7 have been aimed to gather data on the attitudes of the participating students related to *Research Question 3: To What Extent Do Short Videos Increase the Motivation of Students?* In this chapter, first each question asked to the students is stated and displayed with a pie chart, and then analyzed.

What is the first thing that comes to your mind when you hear the expression ‘watching short videos in English lessons. Do you think they are entertaining or boring? Can you explain please.

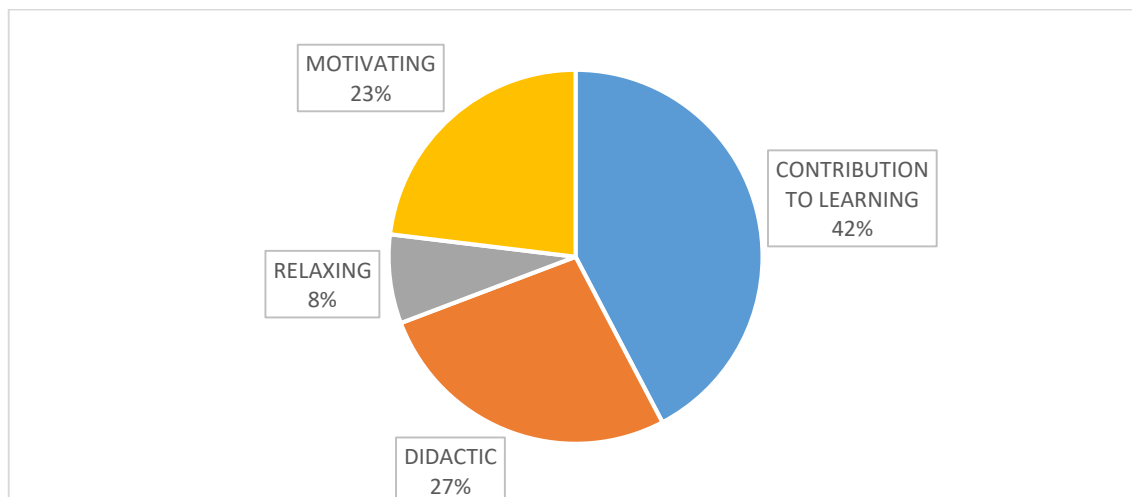


Figure 19. Students’ Perception of Short Videos

First of all, it is observed that all students believe that watching short videos in the lesson is enjoyable and none of the students states that they find watching short videos in the lesson boring. The adjectives the students use are ‘*fun, enjoyable, catchy, interesting, beneficial, entertaining, interesting, educational, informative and didactic*’.

The figure in detail displays that the participant students comment about its contribution to their learning, being didactic, motivating, and relaxing. First of all, 42 % of the students state that SVs help them learn more easily (S2, S4, S5, S7, S9, S10, S12, S15, S16, S17, S19);

To illustrate S2 states “*It helps learn the subject more easily*” (S2).

T4 explains “*Short videos enable the subject to be more unforgettable*” (T4).

S5 comments “*They help us understand visually*” (S5).

Similarly, S7 says “*It both contributes to our understanding and adds fun to the lesson*” (S7).

S9 thinks “*Visually seeing and watching things are both more enjoyable and catchier*” (S9).

S10 comments “*It is easy to remember as well as being entertaining*” (S10).

S12, as well, says “*They facilitate us to understand the lesson*” (S12).

S15 believes “*Watching short videos is interesting because they help us understand the lesson and we learn in a better way. They are both enjoyable and we learn how the language is used*” (S15).

S16 remarks “*The short videos that are added to the lesson including interesting information make us view how English is spoken in real life*” (S16).

S17 comments “*Listening to people whose native language is English causes our learning to be more effective and we don’t adhere to only one source*” (S17).

S19 also explains “*They are good in terms of sticking in mind*” (S19).

In addition to its contribution to their learning, 27 % of the students indicate that watching SVs in the lesson is didactic (S1, S3, S8, S10, S14, S17, S18):

For instance, S1 expresses “*It is fun and educational*” (S1).

S3 believes “*They are quite fun, informative and enjoyable*” (S3).

S8 points out “*Hearing the use of language from different cultures is informative*” (S8).

Also, S10 explains “*This activity is didactic and easy to remember as well as being entertaining*” (S10).

S14 also states ‘*It is didactic and enjoyable*’.

S17 argues “*We get information from the authorities that are related to the subject and listening to people whose native language is English causes our learning to be more effective and we don’t adhere to only one source*” (S17).

Similarly, S18 indicates “*Short videos are educational and informative*” (S18).

Besides, 23 % of the students believe that another reason why the students find enjoyable is that watching SVs in the lessons is motivating (S6, S7, S9, S11, S13, S20):

For example, S6 thinks *“Because they are visual, they help me focus”* (S6).

S7 comments *“It enables you to participate in the lesson”* (S7).

S9 points out *“I have always enjoyed watching short videos in the lesson and they awaken my curiosity”* (S9).

S11 comments *“They are beneficial and enjoyable since they make us pass from lecture to something different, help us grab our attention again and enable us to focus”* (S11).

S13 points out *“It attracts the students’ attention more and makes the lesson enjoyable”* (S13).

Finally, S20 indicates *“I become more active”* (S20).

Furthermore, 8 % of the participants express that watching short videos in the lesson is relaxing (S2, S16):

To illustrate; S2 states *“They help us relieve our tiredness a little bit somehow”* (S2).

Also, S20 explains *“Short videos facilitate them to have a break”* (S20).

How does watching short videos affect your participation in the lesson? Can you explain please.

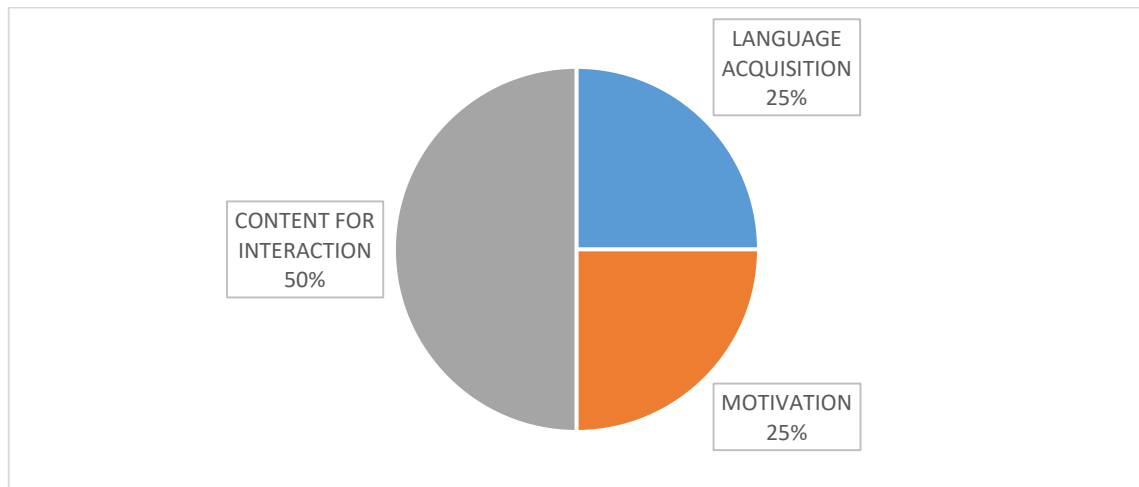


Figure 20. Students' Perception of the Effects of Short Videos on Participation

To start with, it is revealed that all participant students explain that watching SVs in the lesson affects their participation in the lessons in a positive way.

The figure in detail displays the three main reasons why the students think watching SVs increases their motivation: the comprehensive content of the videos, rise in their motivation and contribution to language acquisition. To start with, it is remarked by 50 % of the students that their participation increases because the comprehensive content of the SVs generates authentic materials to discuss the topic and make comments (S1, S2, S8, S10, S11, S13, S14, S17, S18, S20):

For instance, S1 states *“The topics in the video enable me to make comments in the lesson”* (S1).

S2 comments *“Different and interesting issues enable your active participation”* (S2).

Similarly, S8 says *“Different sources will enable us to have more discussions”* (S8).

S10 indicates *“It is an activity that I enjoy because I add my comments to my inference related to the video and they enable me to view the issues in an objective way”* (S10).

S11 argues *“Getting information from various sources improves the efficiency”* (S11).

S13 believes “*Learning new and different knowledge increases my participation*” (S13).

S14 expresses “*I am fully confident that I can answer the questions just after the video because I acquire knowledge*” (S14).

When we know that the teacher is about to ask us questions, we become more attentive. Thus, our listening skills improve more, and this becomes an integration that sharing information about a subject provides. In addition to the academic contributions of watching videos, acquiring general culture is also as much useful as the other contributions (S17).

S18 states “*The teacher doesn’t merely give a lecture. We learn in a different way. Therefore, our enthusiasm for the lesson may rise more*” (S18).

Finally, S20 says “*Watching videos and talking through them makes the lesson more active and enjoyable*” (S20).

Another reason that is stated by 25 % students is that watching SVs improves participation because it enhances the motivation of the students (S5, S6, S9, S15, S16):

To illustrate; S5 points out “*Videos attract your attention, and you unwillingly start to watch*” (S5).

S6 also believes “*I have more enthusiasm for the lesson*” (S6).

S9 thinks “*My interest and enthusiasm for the lesson and the subject increases. Therefore, I become more active and questioning. I participate in the lesson both learning and having fun*” (S9).

S15, similarly, expresses “*My participation becomes active because I can focus more*” (S15).

Not the least of all; S16 remarks “*It is a means to enable me to regain my concentration when I am distracted and enhances my concentration power*” (S16).

The third reason expressed by 25 % students why watching SVs increases participation is that it helps them to learn the language in an easier way (S3, S4, S7, S12, S19):

First of all, S3 remarks *“It helps us understand the subject better, shapes our perspective regarding the subject. As a result, our participation increases”* (S3).

S4 also comments *“It helps me learn better”* (S4).

S7 believes *“Short videos enable us to understand better”* (S7).

S12 indicates *“It increases my participation in the lesson because I understand better”* (S12).

Consequently, S19 states *“I learn the points taught at a fast pace or the ones not understood by asking the teacher”* (S19).

How does watching short videos in lessons affect your interaction with your teacher and classmates in the lesson? Can you explain, please.

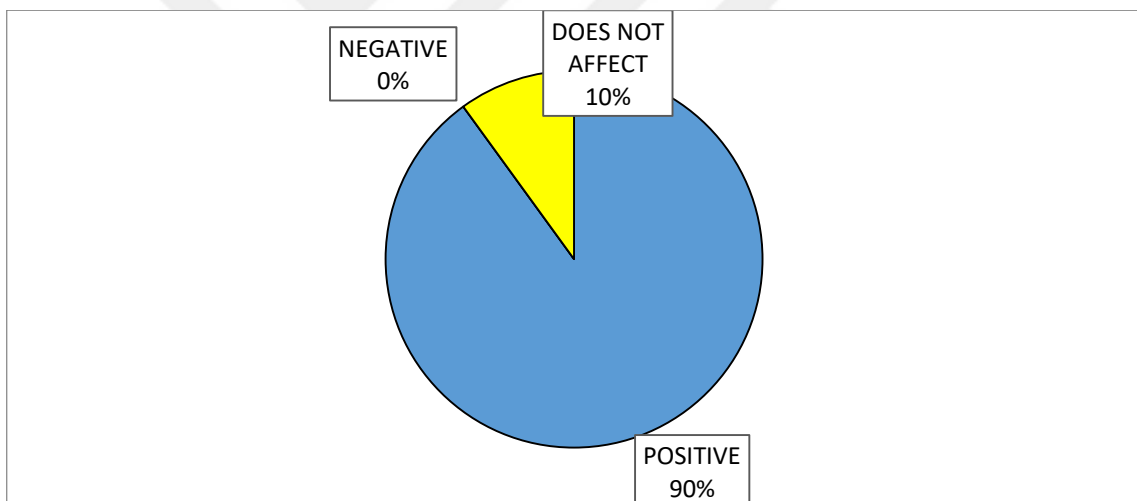


Figure 21. Students' Perception of the Effects of Short Videos on Interaction with Teacher and Classmates

The figure represents that 90 % of the students believe that watching short videos in lessons affects their interaction with their teacher and classmates in the lesson in a positive way. (S1. S3, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20):

S3 believes *“While we better understand the lesson our teacher teaches and interact in the lesson, we also start to communicate with the students, who just like us better understand the lesson and participate”* (S3).

S4 also states *“It enables someone to discuss the topic and keep in mind more”* (S4).

S5 remarks *“We focus on the lesson and watch the video. The instructor and the students start to talk about the video”* (S5).

S7 thinks *“She has more opportunity to practice”* (S7).

S9 articulates *“Discussing the things we have watched and asking each other questions gives me so much pleasure”* (S9).

Similarly, S10 comments *“Since an environment in which we discuss what we understand from the video with the other students creates both socialization and speaking opportunities, students improve their speaking skills while speaking to the other students at the same time”* (S10).

S13 thinks *“Because we receive preliminary information, we establish more effective dialogues”* (S13).

S14 says *“It may lead to question-answer activities and small discussions in English related to the videos”* (S14).

S15 comments *“It affects more if the teacher asks questions about the video, and we answer them”* (S15).

S16 phrases *“We can bring about some arguments about the video”* (S16).

S17 explains *“The teacher asking various questions to the students about the video which is related to the topic we have been studying, we can not only improve our listening skills but also express our ideas regarding the subject”* (S17).

S18 also says *“We become active and talk about the video with our peers”* (S18).

S19 believes *“It arouses more willingness to ask questions to the teacher”* (S19).

Equally importantly, S20 believes *“It empowers the relationship between the teacher and the student”* (S20).

However, 10 % of the students state that watching short videos does not affect their interaction with the teacher or the students. (S2, S8)

3.5.2.1.1.1 Data gathered from the questions for students related to research question 2: to what extent do short videos contribute to language acquisition?

The questions 8-19 have been designed to gather data from the participating students regarding Research Question 2: *What Extent do Short Videos Contribute to Language Acquisition?* In this chapter, first each question asked to the students is stated and displayed with a pie chart, and then analyzed.

How does watching short videos in lessons affect your understanding in the lesson? Can you explain please.

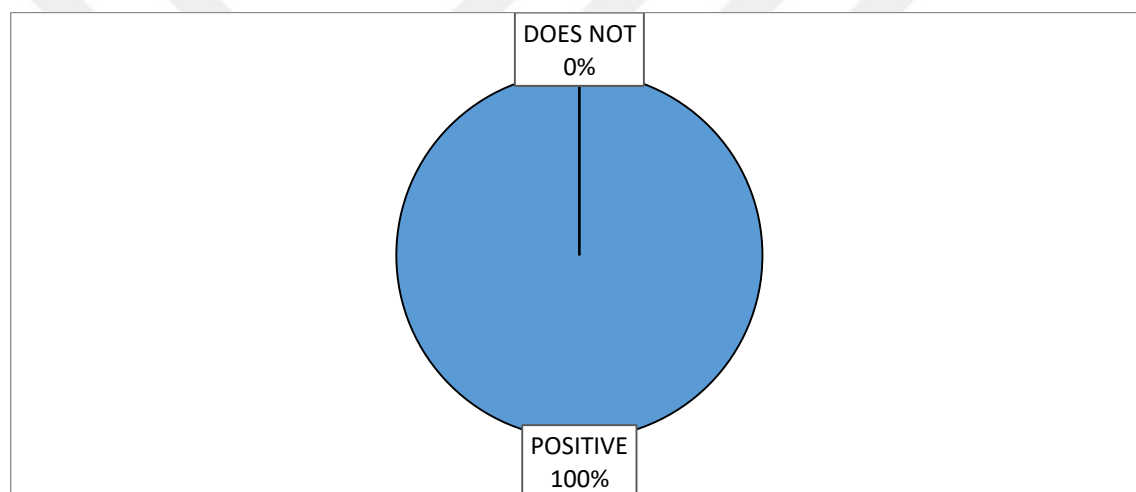


Figure 22. Students' Perception of the Effects of Short Videos on Cognition

The figure above represents that, all students participating in the questionnaire remark that watching SVs in lessons affects their understanding in a positive way:

To start with, S1 explains *"I reinforce the subject through the video"* (S1).

S3 states *"It helps us grasp the subject in a more clear and realistic way"* (S3).

S4 says *"It becomes catchier"* (S4).

S5 articulates *"I feel like concentrating more"* (S5).

S8, similarly expresses *“Watching short videos increases our understanding because I have learned plenty of vocabulary from videos”* (S8).

S9 comments *“Making sense of the lesson and the subjects has always been effective and permanent for me when visualized. Watching something and visualizing it in my mind causes me to understand better and in a shorter time”* (S9).

S10 phrases *“A video through which I add my comments and also ask the opinions of the other people helps me understand the lesson more”* (S10).

S11 states *“Listening to the subject one more time may increase permanence and may help me understand the points that I have not understood before”* (S11).

S12 words *“It enables me to focus more and makes it easier for me to understand the lesson”* (S12).

S14 believes *“Visual education is more effective and reminding than audial education”* (S14).

S15 articulates *“It enables me to learn things that I haven’t known before”* (S15).

S16 thinks *“Videos have always caused me to comprehend the lesson better because new arguments and a different approach have been applied”* (S16).

Since they are indirectly related to the subject, cultural elements are made use of in videos, evaluating comprehension using different methods sounds logical to me. I think in this way for teachers it grounds their teaching and for us it provides us to learn more easily (S17).

S18 remarks *“We can comprehend the lesson better because the video tells the subject from a different perspective”* (S18).

S19 says *“Since I have a visual memory, watching video enables me to understand the lesson better”* (S19).

Not least of all, S20 believes *“It becomes more bearable in mind”* (S20).

Do you think your motivation to watch videos in English lessons is different in traditional and online education? Can you explain.

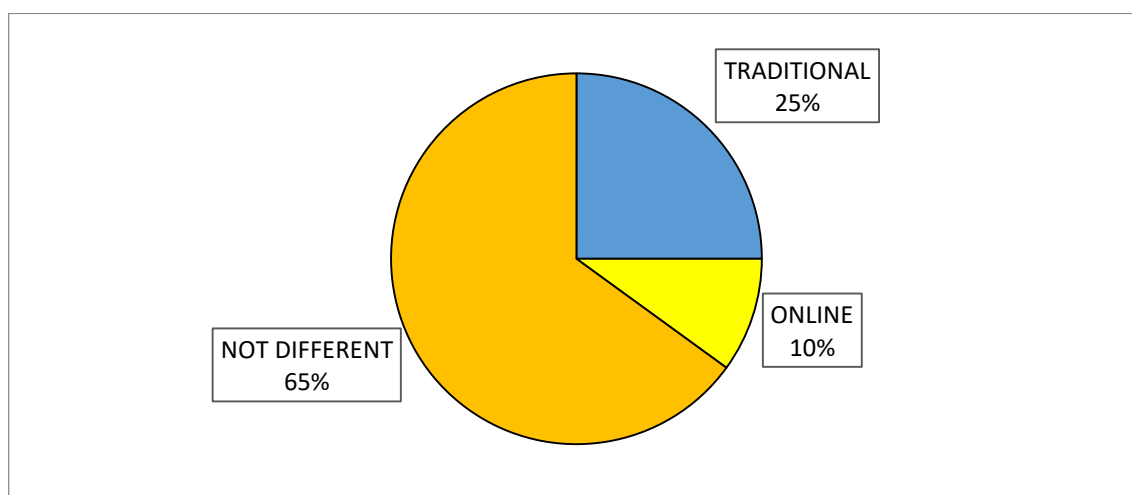


Figure 23. Students' Perception of the Comparison of the Effects of Short Videos on Motivation in Traditional and Online Education

As the figure illustrates, 65 % of the students explain that their motivation to watch SVs does not differ in traditional and online education. (S1, S2, S3, S4, S6, S8, S9, S10, S11, S12, S13, S15, S16, S17):

To illustrate, S3 remarks *"Since just like every student has a different way of learning, mine is visuality. It both appeals to me and also causes me to keep in mind and comprehend easily"* (S3).

Also, S2 thinks *"It has great outcomes if it is applied in both"* (S2).

S9 comments *"In both ways, watching videos makes learning lasting, causes to comprehend more easily and adds fun to the lesson"* (S9).

S10 phrases *"Though there is less participation in online education, this situation hasn't caused a difference in my willingness to watch videos"* (S10).

S12 believes *"There is no difference but adds that watching videos continually in online education causes to distract attention much more then"* (S12).

Yet, 25 % of the students express that their motivation to watch short videos in traditional lessons is higher than in online education (S5, S7, S14, S18, S20):

First of all, S5 personally thinks *“It is better when it is traditional, face to face, because I am usually reluctant in online education”* (S5).

S14 articulates *“While it is true that watching videos in online education puts me to sleep, it will provide participation to lessons in face-to-face education”* (S14).

S18 remarks *“When it is online, I wouldn’t like to because we already have lessons as if we are watching a video”* (S18).

Finally yet importantly, S20 comments *“Watching videos doesn’t work in online lessons”* (S20).

However, 10 % of the participants point out that their motivation to watch short videos in online education is more in online education (S11, S19):

S11 thinks *“It is more effective in online education. In fact, I cannot focus on the videos watched in a classroom environment”* (S11).

Next, S19 argues *“In a classroom environment it is more difficult to stick to the video and focus”* (S19).

Do you have any suggestions related to using short videos in the lesson? If you have, what are they?

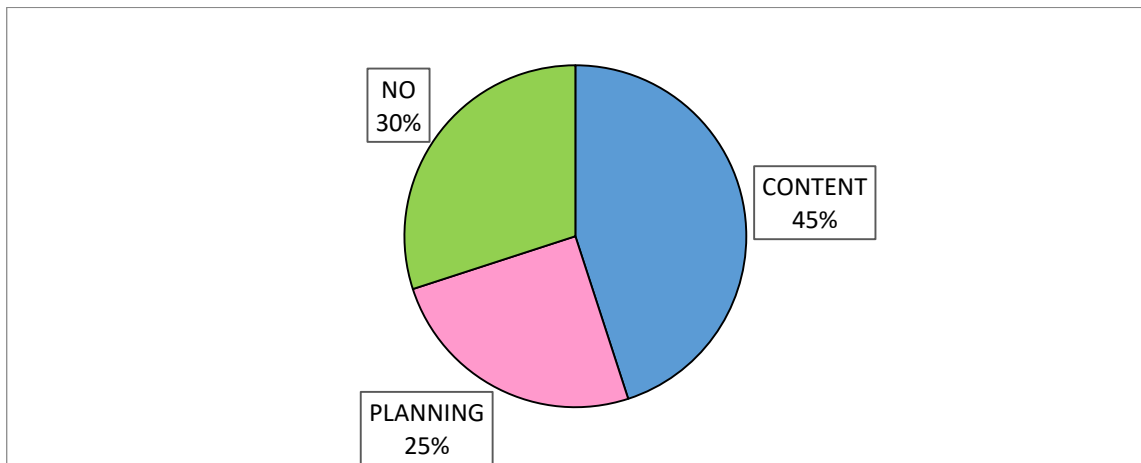


Figure 24. Students' Suggestions for the Use of Short Videos

The figure displays that 45 % of the students provide suggestions related to content of the short videos used in the lesson (S3, S4, S6, S10, S11, S14, S16, S17, S19):

First of all, S3 thinks *“The videos that connect the lesson with the topics related to the lives of the learners are more appealing”* (S3).

S4 believes *“There might be appealing visual materials in the videos”* (S4).

S6 comments *“There might be short sketches, for instance, while studying the topic of comparisons, a related sketch might be useful”* (S6).

S10 thinks *“It is suitable to watch any kind of videos that are open to discussion and appropriate to students”* (S10).

It is a content that needs to be increased in online lessons. I can see its contributions, but I think that videos with inappropriate unrelated content to the subject that pop up are not necessary. I shouldn't be thinking about getting what information to get and which is the correct one (S11).

S14 suggests *“Mutual-dialogue-videos, song lyrics, and movie clips could be played in the lesson”* (S14).

S16 states *“The videos that we can frequently see in life or daily life videos can improve us more”* (S16).

S17 argues *“The Ministry of Education should provide various resources facilitating the use of videos, so not only the schools with opportunities but also all around the country, education would be modernized”* (S17).

Not the least of all, S19 comments *“Videos with plenty of visuals that will make the lesson less complicated should be preferred”* (S19).

Moreover, 25 % of the students provide suggestions regarding the planning of the lesson (S2, S9, S13, S18, S20):

To illustrate, S2 believes *“It is a little bit unreasonable to play a video related to every subject”* (S2).

S9 remarks *“Implementations which require pausing the video and asking questions may be increased”* (S9).

S13 articulates *“They could be watched unless it is too frequent”* (S13).

S18 believes *“Videos should be watched more so that students can grasp the topic better and can consider the subject in a different perspective”* (S18).

Finally, S20 says *“The teacher should prepare an activity prior to the video”* (S20).

It is revealed that 30 % of the participants indicate that they do not have suggestions regarding using short videos in lessons.

What is the effect of watching short videos in lessons on your language learning? Can you explain.

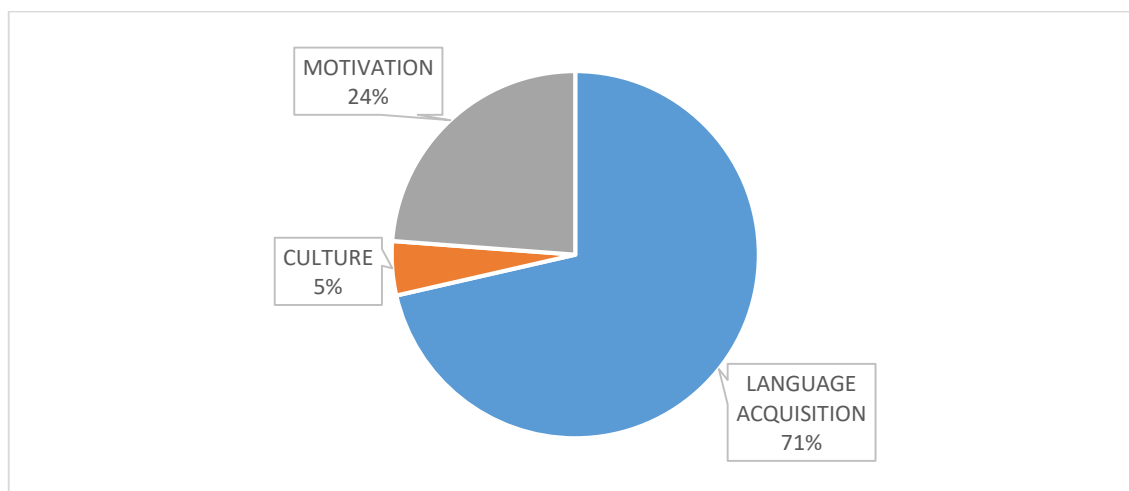


Figure 25. Students' Perception of the Effects of Short Videos on Language Learning

To start with, It is revealed that all of the students believe that watching SVs in the lesson has a positive effect on their language learning. The figure in detail displays the reasons why the participants believe it has a positive effect on their language learning.

As the figure illustrates, 71 % of the students state that short videos contribute to their language acquisition (S1, S2, S3, S4, S5, S6, S9, S11, S12, S14, S16, S17, S18, S19, S20). Of all these students, S1, S2, S12, S14, S17, S20 believe that watching SVs improve their speaking skills:

To illustrate, S1 thinks *"It helps me learn English accent"* (S1).

Also, S2 states *"It improves my pronunciation"* (S2).

S12 comments *"It contributes in terms of speaking"* (S12).

S14 states *"It contributes to learning how to pronounce"* (S14).

S17 remarks *"We develop our speaking skills through videos prepared by people who speak their native language"* (S17).

S18 comments *"We learn the accent"* (S18).

S20 comments “*We practise speaking*” (S20).

In addition to speaking skills, of all these students, S4, S12 and S16 believe that watching SVs improve their listening skills:

For instance, S4 and S16 say “*Our knowledge acquired by listening improves*” (S4, S16).

Similarly, S12 remarks “*It contributes in the sense of listening comprehension*” (S12).

As well as speaking and listening, of all these participants, S5, S9, S14 state that watching SVs improves their vocabulary:

S5 argues “*If it is with subtitles, most vocabulary becomes down cold in mind*” (S5).

S9 argues “*Since it improves lastingness, enabling me to revise vocabulary and making me learn some sentence structures, it has a positive effect*” (S9).

S14 explains “*It contributes to memorizing vocabulary easily*” (S14).

As well as speaking, listening and vocabulary improvement, of all these students, S3, S9, S11, S18, S19 believe that watching SVs contributes to learning the use of language:

I think I learn English from movies and series most and videos have the same rationale. We do not only see the speakers’ mimics and body movements, but also, we can see how they use the language in the environment they are in. At the same time, the subject becomes more memorable in our minds (S3).

S9 states “*It enables someone to learn some sentence structures*” (S9).

S11 remarks “*I can see the use of language*” (S11).

S18 also indicates “*We can see the use of language*” (S18).

Finally, S19 words “*We can see the daily usage*” (S19).

It is also displayed that 24 % of the students remark that watching short videos has a positive effect on their motivation (S6, S7, S10, S13, S15);

For instance, S6 expresses “*My enthusiasm for the lesson improves*” (S6).

S7 remarks *“I participate in the lesson more”* (S7).

S10 also states *“While learning a language active participation is important. It is not enough just to answer the questions of the teacher. Videos have a positive impact on learning a language because they can easily create this active participation medium”* (S10).

S13 comments *“I pay more attention to the lesson”* (S13).

Not the least of all, S15 says *“It increases active participation”* (S15).

In addition to all these contributions, 5 % of them, S17, expresses that watching short videos helps understand the cultural aspects of the language stating *“When we learn a language, learning about the social structure of the country whose language you learn is made possible by means of videos”* (S17).

What is the effect of watching short videos on your English-speaking skills? Can you explain.

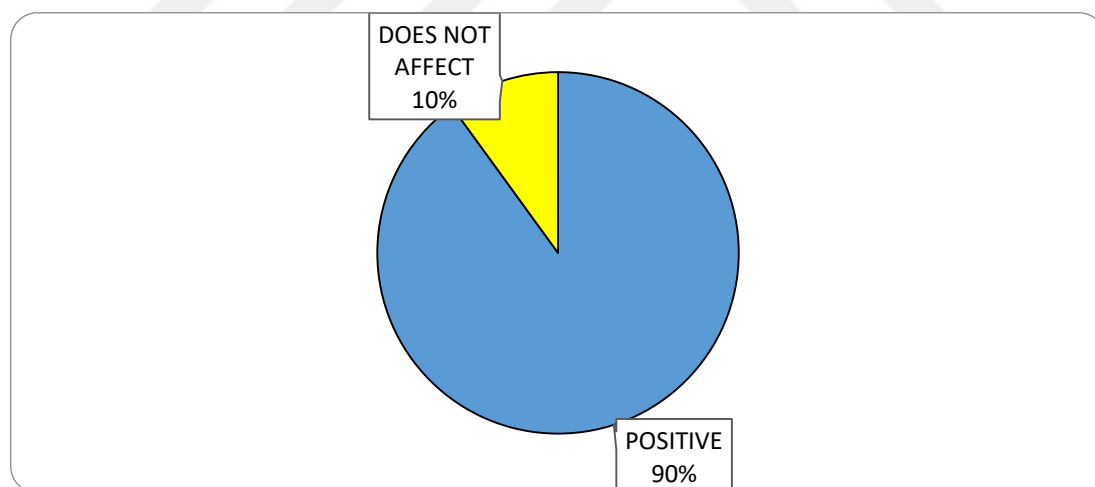


Figure 26. Students’ Perception of the Effects of Short Videos on Speaking Skills

The figure represents that 90 % of the participants indicate that watching SVs affects their speaking skills in a positive way (S1, S2, S4, S5, S6, S7, S8, S9, S10, S11, S12, S14, S15, S16, S17 S18, S20). However, 10 % of participant students indicate that watching SVs does not affect their speaking skills (S13, S19).

What is the effect of watching short videos on your English-speaking skills? Can you explain.

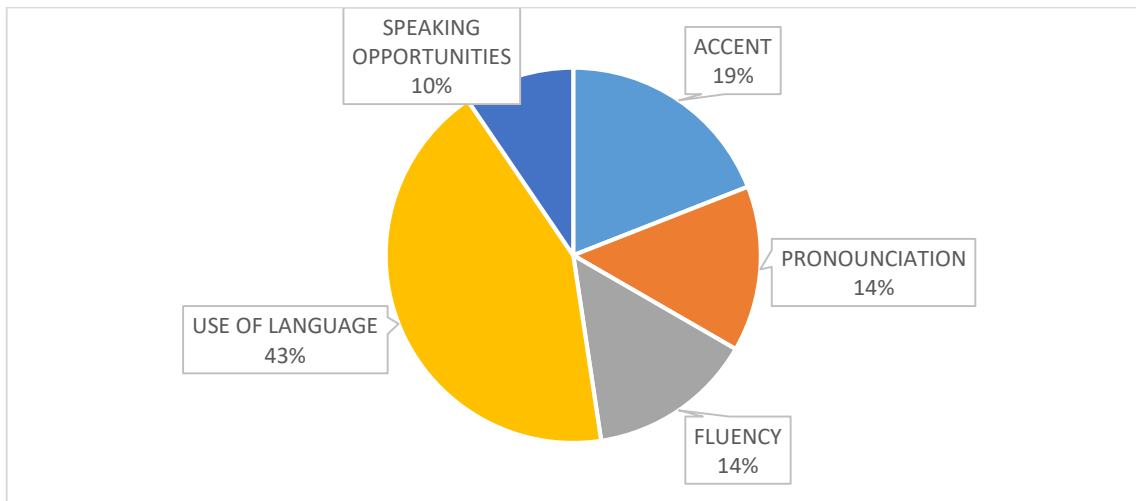


Figure 27. Explanation of Students' Perception of the Effects of Short Videos on Speaking Skills

The figure above displays the explanation of the effects of short videos on speaking according to the answers of the students who believe that watching SVs affects their speaking and the students explain that SVs contribute to improving their accents, pronunciation and fluency, demonstrate the use of language and provide speaking opportunities for them.

To start with, 43 % of the participants state that they learn the appropriate use of the spoken language by being exposed to the language in the videos (S3, S4, S7, S8, S11, S15, S16, S17, S18):

For example, S3 points out “*Seeing the movements of the mouths of the people and the use of language in that situation in the video helps us to grasp especially in the speaking aspect*” (S3).

S4 indicates “*It becomes more logical that we keep it in mind*” (S4).

S7 comments “*It is as if I am talking to a foreigner*” (S7).

S11 points out *“It is formative to listen to something that is told in English and master the terminology”* (S11).

S15 remarks *“Because we get knowledge by listening, we can produce natural sentences while speaking”* (S15).

S16 comments *“Hearing the language we learn from somebody else in the correct way helps us to get used to this language”* (S16).

S17 argues *“Most people we see in the streets have the knowledge of grammar; it is seen that their speaking skills haven’t improved. In order to gain this, while watching the media, English should be preferred”* (S17).

S18 says *“Anyway, the most effective way of learning a language is to hear the language in daily life and speak with the people around”* (S18).

The participants also mention the contribution of short videos on accent, pronunciation and fluency. Initially, 19 % of the students indicate that it improves their accent (S1, S6, S9, S18):

For instance, S6 expresses *“I think it affects us positively because the way they speak in the video and the accent they use for the words improves us”* (S6).

Also, 14 % of them point out that it helps them improve their pronunciation (S12, S14, S17):

For instance, S17 believes *“Because of videos, we improve ourselves from the most frequently used yet falsely pronounced words to various new words”* (S17).

In addition, 14 % of them remark that it develops their fluency (S2, S5, S9):

To illustrate; S9 argues *“When we learn some sentence structures audially with their accents, we can speak more fluently because our familiarity with this language increases”* (S9).

Equally importantly, 10 % of the students state that watching short videos provides speaking opportunities for them (S10, S20):

Since we can discuss the videos, we watch in class with our classmates speaking English, we improve our speaking skills while we learn about various perspectives. Of course, since our teacher also listens to us while we are talking to our peers, she contributes to this by correcting our small mistakes of the students (S10).

Also, S20 indicates “*It improves our skills, we have class discussions*” (S20).

What is the effect of watching short videos on your English listening skills? Can you explain.

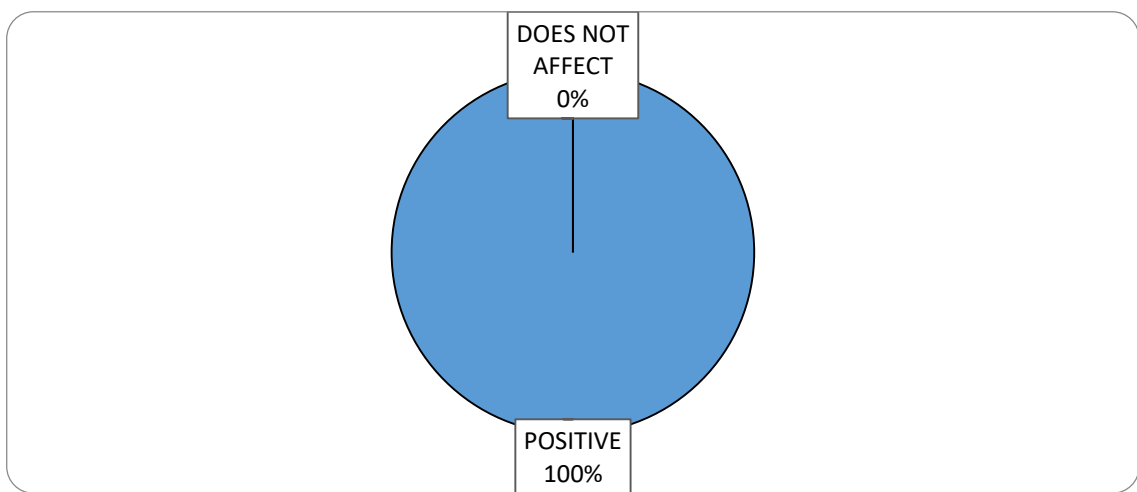


Figure 28. Students' Perception of the Effects of Short Videos on Listening Skills

The figure illustrates that all participant students believe that watching SVs contributes to their listening skills in a positive way.

What is the effect of watching short videos on your English listening skills? Can you explain.

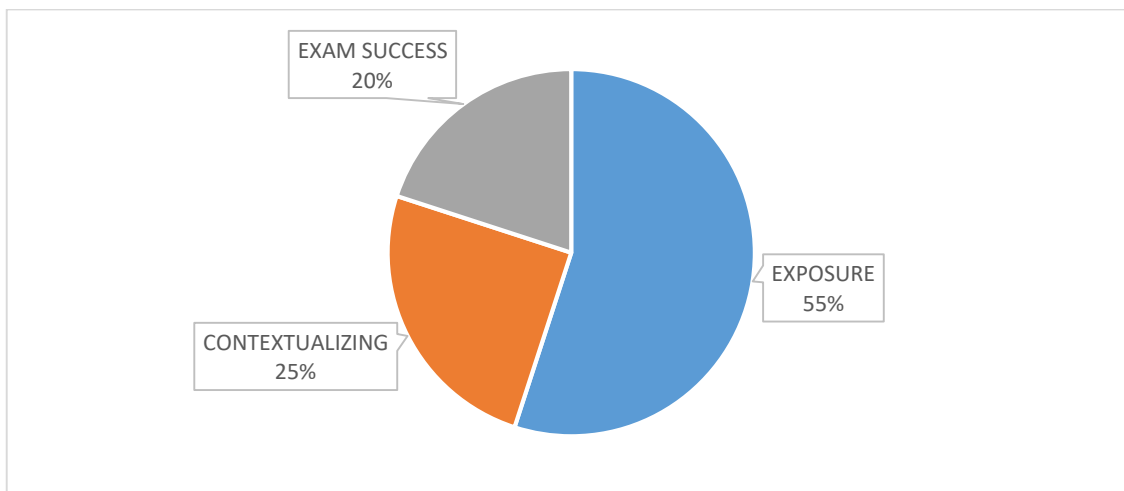


Figure 29. Explanation of Students' Perception of the Effects of Short Videos on Listening Skills

Of all these students, 55 % emphasize that their listening skills develop by being exposed to the language (S2, S4, S5, S10, S11, S12, S14, S15, S16, S18, S19):

For example, S2 and S15 indicate *"It improves our knowledge acquisition by listening"* (S2, S15).

S4 also expresses *"It becomes more memorable"* (S4).

S5 remarks *"The more we listen, the easier it becomes to understand the other person while speaking"* (S5).

S10 also indicates *"Most of the people we watch in the videos belong to different countries. This is a quality that helps hear different accents and understand different usages. As a result, It contributes to students' listening skills"* (S10).

S11 also points out *"The more interactive we are in the language, the more we can improve ourselves"* (S11).

S12 expresses *"It develops our skill to comprehend the sentences because we practise listening"* (S12).

S14 points out *“We need to translate the dialogues in our minds. This skill also becomes faster. We practise listening”* (S14).

S15 says *“We acquire knowledge by listening”* (S15).

S16 believes *“Some structures start to sound more familiar”* (S16).

Similarly, S18 explains *“We get used to listening. Anyway, the most effective way of learning a language is to hear the language in daily life and speak with the people around us”* (S18).

Finally, S19 argues *“If it is a native speaker, we can see the use of the language and practise listening”* (S19).

As well as being exposed to the English language, 25 % of the students explain that they improve their listening by contextualizing the language they have been learning (S1, S3, S7, S8, S9):

For instance, S1 indicates *“We can see how the language is used”* (S1).

S3 remarks *“Each time we watch a video and listen to the usage, the language sounds more natural”* (S3).

Besides, S7 remarks *“It contextualizes”* (S7).

S8 remarks *“It is easier and more meaningful to learn by listening”* (S8).

S9 says *“We contextualize the language, and it allows us to understand more fast-paced dialogues too”* (S9).

Furthermore; 20 % of the students believe that watching SVs improves their success in exams (S6, S13, S17, S20):

To illustrate; S6 comments *“When we get used to listening, it becomes easier to listen during the exam”* (S6).

S13 puts into words, *“Watching videos improves our listening skills. We become successful in the exams”* (S13).

S17 indicates “Because we are asked questions after the videos, we listen carefully, and our listening skill improves. In addition, since we also come across questions based on short recordings in international language level exams, it contributes in various ways” (S17).

Last of all, S20 points out “We get high scores in the exams” (S20).

What is the effect of watching short videos on your English writing skills? Can you explain.

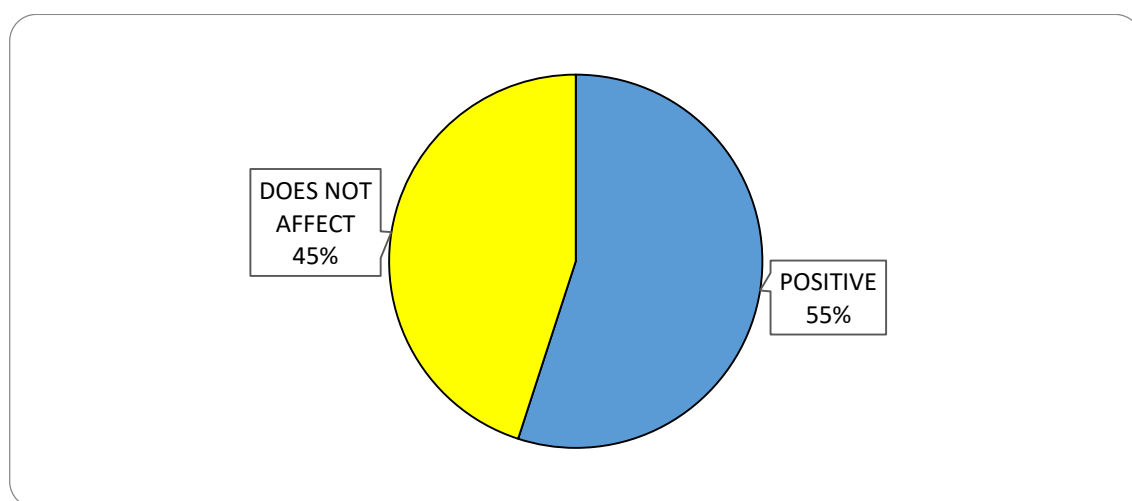


Figure 30. Students’ Perception of the Effects of Short Videos on Writing Skills

The figure represents that 55 % of the students believe that watching SVs has a positive effect on their writing skills (S3, S4, S7, S9, S10, S11, S15, S16, S17, S18, S20). Nevertheless, 45 % of the participants indicate that watching SVs does not affect their writing skills (S1, S2, S5, S6, S8, S12, S13, S14, S19).

What is the effect of watching short videos on your English writing skills? Can you explain.

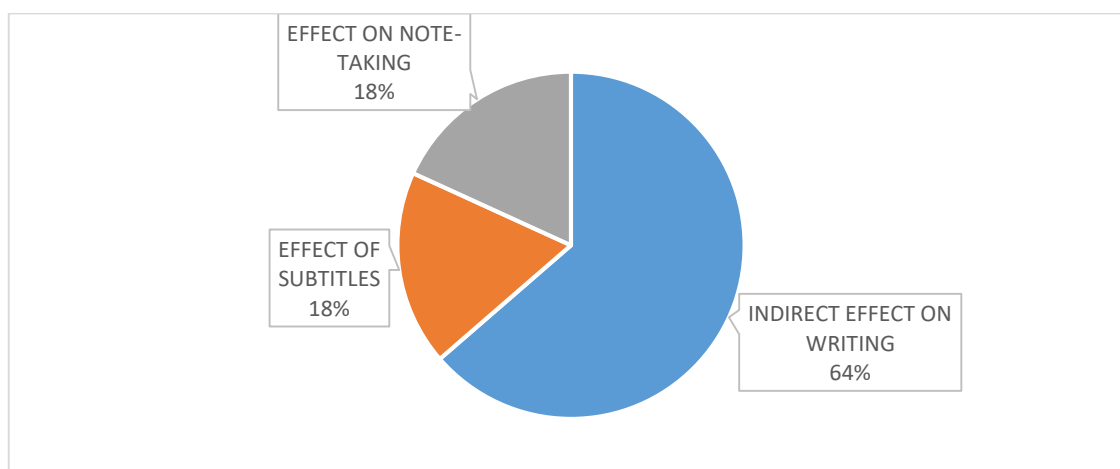


Figure 31. Explanation of Students' Perception of the Effects of Short Videos on Writing Skills

As it is represented above, of all the participants who believe that watching SVs affects their writing skills, 64 % of the students indicate that watching SVs indirectly improves their writing skills (S3, S7, S15, S16, S17, S18, S20):

To illustrate; S3 remarks *“According to me, writing is a skill that is derived from speaking. The better our speaking of the language is, the easier writing becomes for me. As we improve our speaking skill, our writing skill also improves”* (S3).

S7 believes *“It makes writing easier”* (S7).

S15, similarly says *“We acquire knowledge by listening”* (S15).

S20 also remarks *“It contributes to our writing skills”* (S20).

Especially S16, S17, S18 emphasize that the new vocabulary and concepts they come across watching the SVs contribute to their writing skills:

To illustrate; S16 believes *“As it develops our vocabulary, we will have the opportunity to write better”* (S16).

Although writing skill is considered to be a talent, trying to find the right words in order to express your thoughts in the best way and write a plain text, you need to have improved your vocabulary. Due to the videos, we learn the daily structure of the native English people and academic vocabulary, so this development affects our writing skills in a positive way (S17).

Equally importantly, S18 says “*We remember what we see and hear in the videos and learn new concepts*” (S18).

In addition to the indirect effect, 18 % of them indicate that their note-taking skills improve due to watching SVs (S10, S11):

For instance, S10 points out “*Taking notes of the parts we think is important enables students to use listening and writing skills. This also develops writing and note taking skills*” (S10).

Likewise, S11 states “*Note taking skill might improve*” (S11).

Last of all, 18 % of the participants state that the subtitles of the short videos contribute to their writing skills (S4, S9):

For instance, S4 states “*The subtitles in the videos also teach the correct spelling*” (S4).

Also, S9 points out “*When we watch the videos together with subtitles, we can keep spelling in mind together with its pronunciation more easily*” (S9).

What is the effect of watching short videos on your English reading skills? Can you explain.

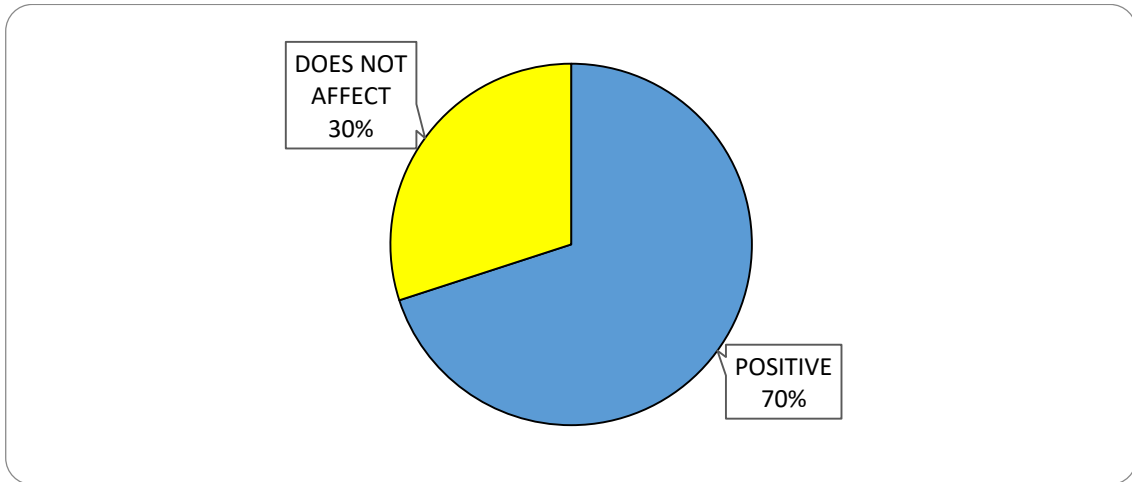


Figure 32. Students' Perception of the Effects of Short Videos on Reading Skills

The figure illustrates that 70 % of the participants state that watching SVs has a positive effect on their reading skills (S1, S2, S3, S5, S6, S7, S9, S10, S14, S15, S16, S17, S18, S20). Whereas 30 % of the participants think that watching SVs does not affect their reading skills at all. (S8, S11, S12, S13, S19)

What is the effect of watching short videos on your English reading skills? Can you explain.

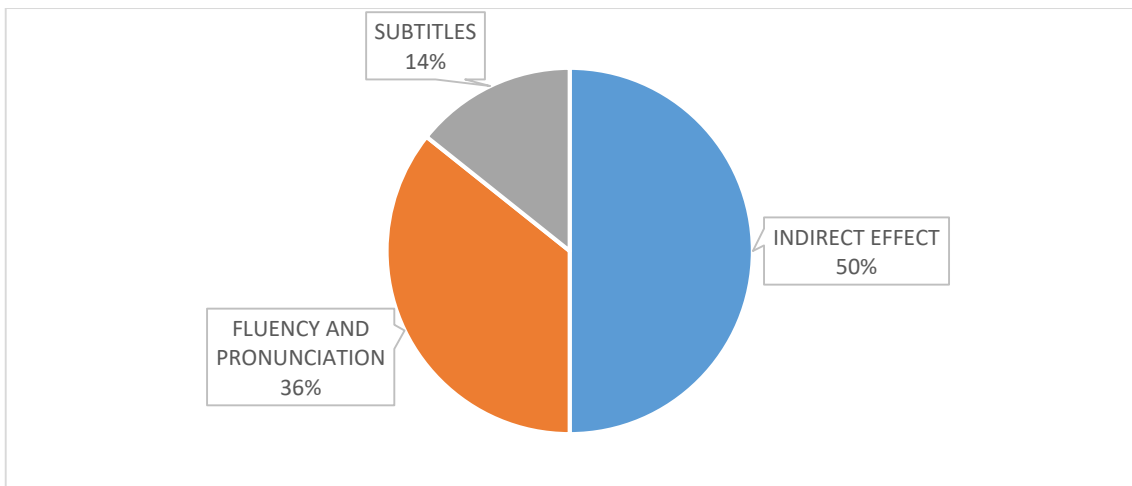


Figure 33. Explanation of Students' Perception of the Effects of Short Videos on Reading Skills

As the figure represents, of all the students who state that watching SVs affects their writing skills, 50 % claim that their reading skills are indirectly improved by the use of SVs (S1, S3, S7, S14, S15, S17, S18):

To illustrate, S1 remarks *“Reading skill is affected by the other skills”* (S1).

Just like for writing, our speaking skill also improves as we speak and write. I think they are all connected. As we improve the other skills through videos, our reading skill and fluency improves as well. The language that starts to sound more natural as it is heard from the videos comes to my mind while reading too (S3).

S7 points out *“It makes things easier. The vocabulary we learn contributes to reading skill”* (S7).

S14 also says *“As we start to comprehend faster, we will read more easily, and we will comprehend what we read”* (S14).

S15 comments *“We acquire knowledge by listening”* (S15).

I think as short video is a system based on listening, the contribution to reading skills is indirect. Whenever we come across the words we have learned in this way, we can grasp the meaning of them in the sentence without finding them strange (S17).

Likewise, S18 puts into words *“It has a great effect, and the reading skill improves a lot”* (S18).

As well as the indirect effect on writing, 36 % of the participants explain that their fluency and pronunciation in reading enhances due to the use of SVs in the lessons (S2, S5, S9, S16, S20):

To start with, S2 indicates *“It helps us read more fluently and quickly”* (S2).

S5 similarly says *“It might lead to pronouncing the words correctly”* (S5).

S9 remarks “*Since it increases the possibility of learning the words and sentences that we see and hear, our reading will improve as for speed and pronunciation*” (S9).

S16 states *As we improve our pronunciation while listening, we may have a reading skill that sounds better*” (S16).

Finally, S20 believes “*We become more fluent while reading*” (S20).

Subtitles of the SVs are also commented to contribute to reading skills by 14 % of the students (S6, S10):

To illustrate; S6 thinks “*If the videos have subtitles, it contributes to the improvement of reading a lot*” (S6).

Next, S10 believes “*Though we do not use our reading skills as much as the other skills while watching videos, we can improve our reading skill while reading the subtitles of the videos*” (S10).

What is the effect of watching short videos on your vocabulary in English? Can you explain.

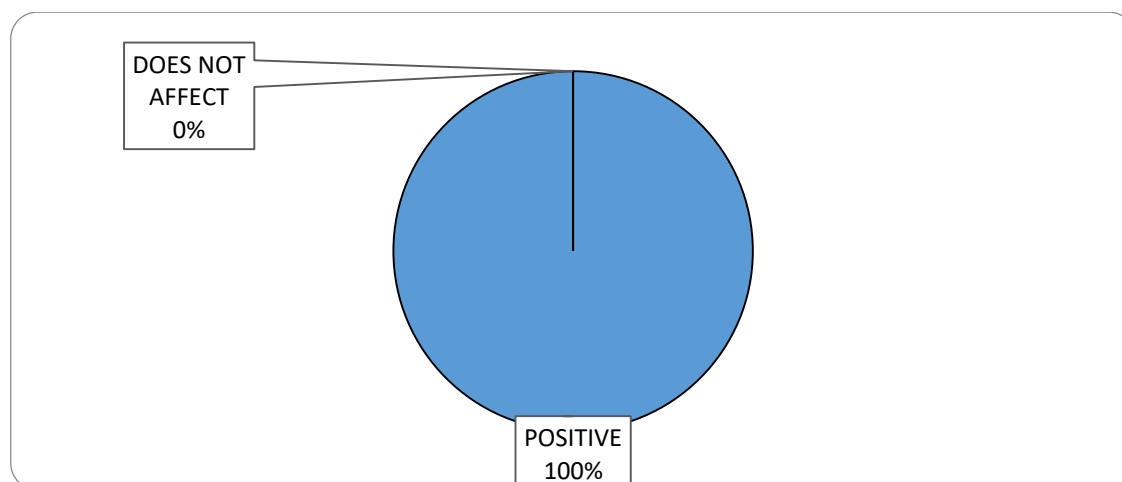


Figure 34. Students’ Perception of the Effects of Short Videos on Vocabulary

As the figure represents, all participants express that watching SVs has a positive effect on improving their vocabulary.

What is the effect of watching short videos on your vocabulary in English? Can you explain.

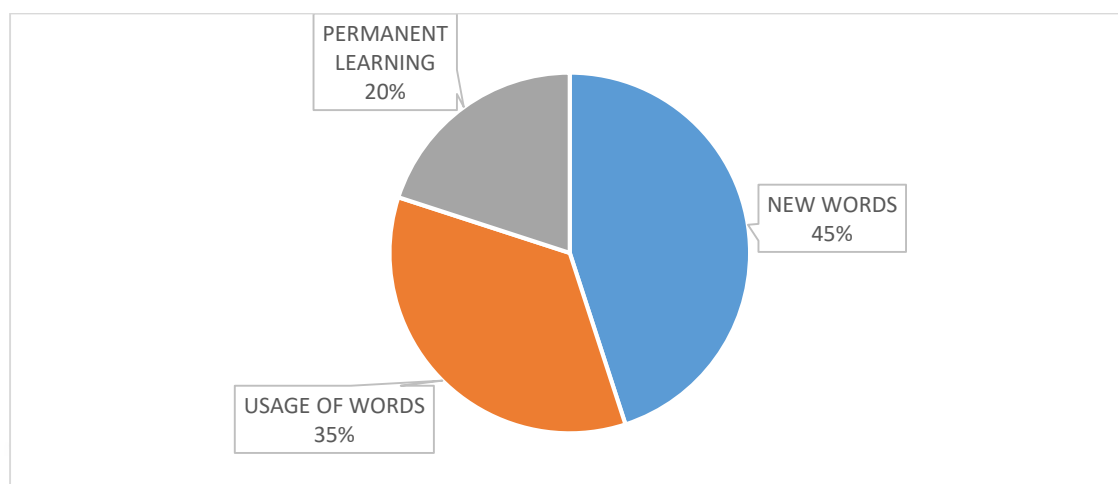


Figure 35. Explanation of Students' Perception of the Effects of Short Videos on Vocabulary

The figure above displays that 45 % of these students especially express that watching SVs help them learn new words. (S1, S4, S5, S6, S9, S13, S16, S19, S20):

For example, S1 says *"It enables me to learn new words"* (S1).

S4 believes *"If we come across new words, our vocabulary improves"*. S5 points out, *"It increases vocabulary substantially"* (S4).

S6 argues *"It affects in a positive way because we look up the words that we come across and the meanings of which we don't know in the short video"* (S6).

S9, as well, comments *"Each event, dialogue, sentence in the short videos we watch consists of separate words and phrases. Hearing and seeing improves our vocabulary"* (S9).

S13 explains *"It contributes to our knowledge in a positive way. We learn new words"* (S13).

S16 remarks *"The words frequently used by each person differ but with various videos we will naturally have the chance to hear different words used by various people"* (S16).

S19 remarks “*Coming across words from varied sources develops our vocabulary*” (S19).

Finally, S20 thinks “*It improves our vocabulary*” (S20).

As well as learning new words, 35 % of the students express that they can learn the proper use of these words through short videos (S2, S3, S8, S10, S11, S15, S17):

For example, S2 thinks “*It enables someone to make better sentences*” (S2).

S3 also believes “*It is easier to remember the words you hear in the videos. When we hear them, we learn where, in which situation and in which meaning they are used*” (S3).

S8 explains “*We can use the words we come across in the video in our daily life*” (S8).

S10 also expresses “*We can see the use of the vocabulary*” (S10).

S11 and S15 also remark “*It helps acquire the knowledge of vocabulary by listening and see the usage of the words*” (S11, S15).

Consequently, S17 indicates “*Your vocabulary does not only consist of the words you look up from the dictionary. If we can use these words in a sentence, this helps our language skills. I think videos can fulfill this effectively*” (S17).

As importantly, 20 % of them comment that their learning will be permanent and the words will be more memorable when they come across these words in SVs (S7, S12, S14, S18):

To exemplify, S7 indicates “*It makes it easy to keep in mind*” (S7).

S12 states “*It is more memorable because the words in the videos are usually accompanied by visuals*” (S12).

S14 comments “*As we listen to these words, becoming more familiar with them will be helpful for us to memorize*” (S14).

S18 believes “*We can keep the words we hear in the videos more in our minds*” (S18).

What is the effect of watching short videos on your grammar in English? Can you explain.

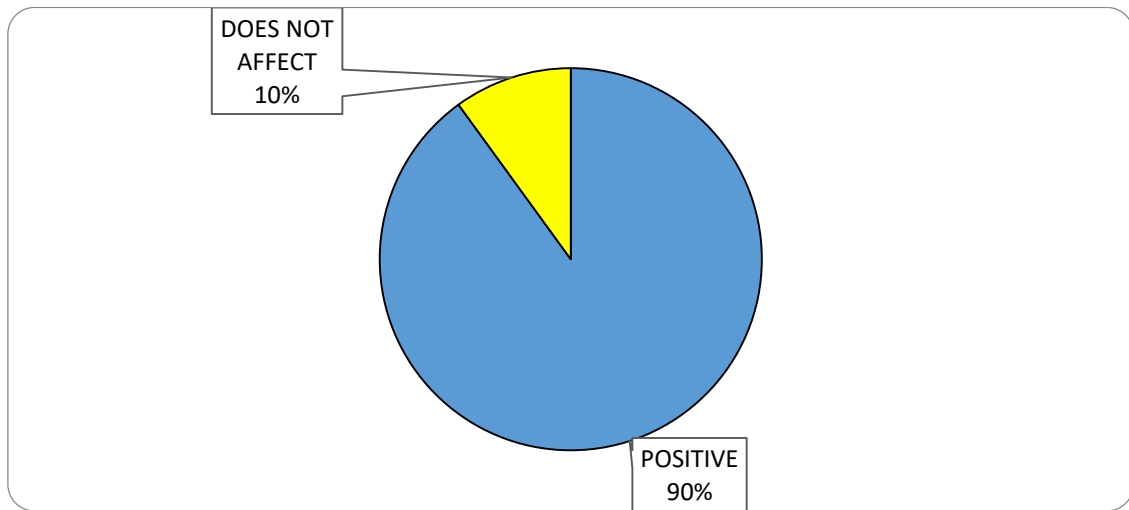


Figure 36. Students' Perception of the Effects of Short Videos on Grammar

The figure illustrates that 90 % of the participants believe that watching SVs has a positive effect on improving their grammar (S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S20). However, it is evident that 10 % believe that it does not affect the development of grammar (S1 and S19).

What is the effect of watching short videos on your grammar in English? Can you explain.

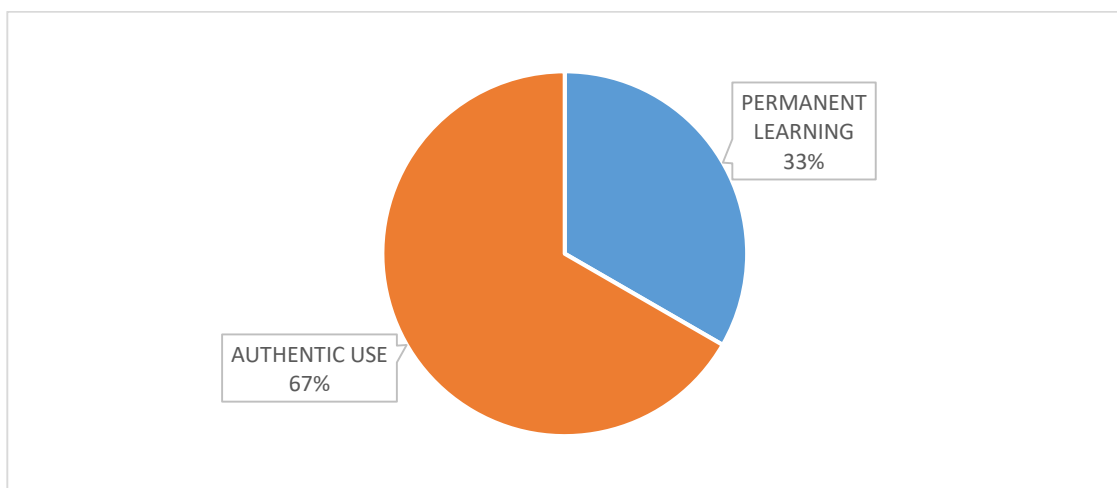


Figure 37. Explanation of Students' Perception of the Effects of Short Videos on Grammar

The figure displays that 67 % of the participating students explain that they are exposed to the authentic use of grammar by watching SVs in the lessons (S3, S5, S6, S8, S9, S10, S11, S12, S13, S14, S16, S17):

For instance, S3 states *“Since the use of the language is supported in the videos both audibly and visually, it is easier to understand which tense or grammar is used in what kind of situations”* (S3).

S5 believes *“Because we can see how and when it is used, we inevitably learn the grammar”* (S5).

S6 remarks *“I become familiar with how the rules of the English conversations are used”* (S6).

S8 thinks *“I learn not only tenses but also grammar structure usage”* (S8).

S9 says *“As our command of language improves when we hear the structures in the videos, our knowledge of grammar will improve as well”* (S9).

S10 points out *“We can learn the appropriate usage of grammar”* (S10).

Similarly, S11 comments *“The use of the structures we have learned before is seen in the videos with real life examples”* (S11).

S12 states *“The example sentences in the short videos enable our grammar to improve”* (S12).

S13 indicates *“We can see the daily use”* (S13).

S14 thinks *“As we listen to spoken language, we will also learn the use of tenses”* (S14).

S16 points out *“We can hear new structures or English sentence structure”* (S16).

Although the main emphasis of language instruction at school is grammar, most people can still make simple mistakes. The basic reason is that they cannot see the daily integration of what they have learned adequately’ adding that listening to native people can solve the problem (S17).

As well as being able to see the authentic use of grammar, 33 % of them comment that their cognition of grammar becomes more memorable and it causes permanent learning (S2, S4, S7, S15, S18, S20):

To exemplify; S2 expresses *“It improves the memorability”* (S2).

Also, S4 points out *“If it is enjoyable, it becomes more memorable”* (S4).

S7 claims *“What we have learned makes sense”* (S7).

Likewise, S15 reports *“We reinforce the grammar we have learnt”* (S15).

S18 assumes *“The subtitle texts in the video improves English grammar. It causes a permanent learning”* (S18).

Eventually, S20 utters *“Since we do not learn the grammar like a formula, we can master it in our mind”* (S20).

What do you think about the cultural elements of short videos? Do you think they play a role in your language acquisition? Can you explain.

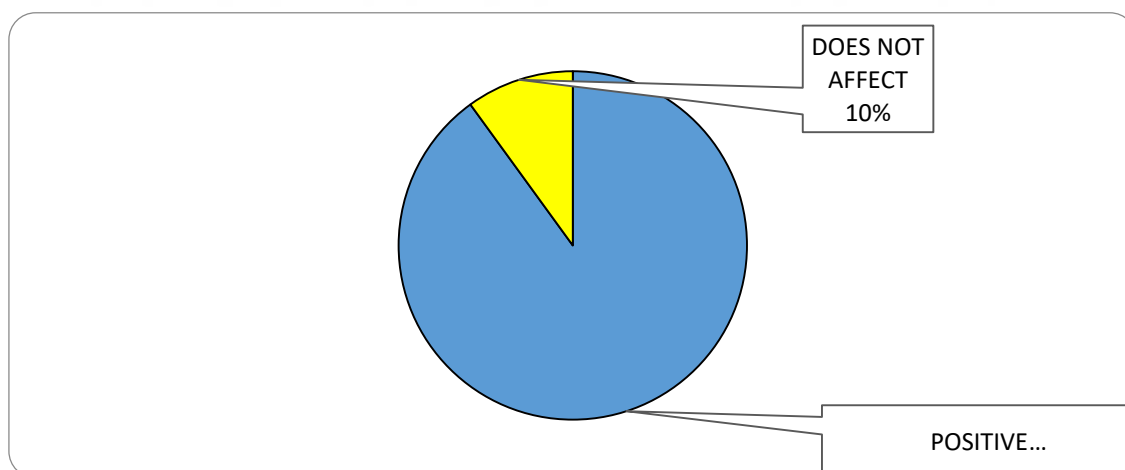


Figure 38. Students' Perception of the Effects of Cultural Elements of Short Videos

The figure illustrates that 90 % of the participants believe that cultural elements of SVs play a role in learning English as a foreign language (S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20):

To illustrate, S9 states “*The cultural elements enable us to learn about various cultures, broaden our horizon and learn new things. Of course, this affects the way we learn a language in a positive way*” (S9).

S11 remarks “*We can understand the fundamentals of a language when we have learned its culture or our interest and enthusiasm to learn may increase*” (S11).

Likewise, S15 remarks “*If I see something interesting related to cultural elements in videos, I search about this culture from an English resource*” (S15).

Something I have always advocated is that a language is not only constituted of certain rules, if you cannot adapt yourself to that culture or if you do not have knowledge, then you will have difficulty in speaking and you try to use cultural elements to be converted from your own language and that does not mean anything for that nation. Therefore, through the videos we can not only gain academic knowledge, but we can also see two people joking or the streets (S17).

Nevertheless, 10 % state that comment that cultural elements in the SVs do not play a role in learning a foreign language (S4 and S5).

Do you think there is a difference on the effect of watching short videos on you in traditional and online education? Can you explain?

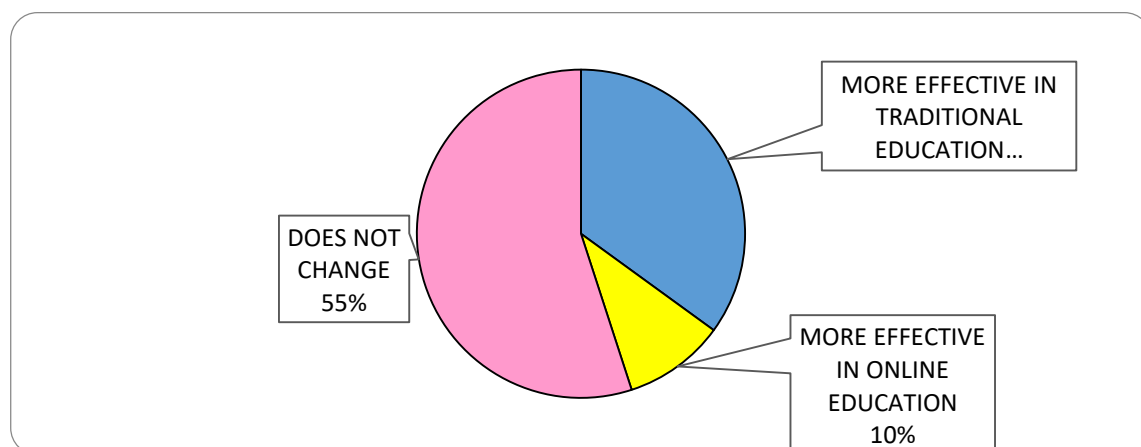


Figure 39. Students’ Perception of the Comparison of Effectiveness in Traditional and Online Education

The figure represents that 55 % of the participants believe that the effectiveness of watching SVs does not differ either in traditional or in online education (S1, S3, S4, S6, S9, S10, S12, S13, S15, S16, S17):

To illustrate; S6 thinks *“In both of them it is something that helps us to understand very well”* (S6).

S9 argues *“I think in both ways, watching videos makes learning lasting, causes comprehension more easily and adds fun to the lesson”* (S6).

S10 explains *“I have enjoyed both the videos I watch in face to face and online education equally. Though there is less participation in online education, this situation hasn't caused a difference in my willingness to watch videos”* (S10).

S12 comments *“No but watching videos continually in online education causes to distract attention much more then”* (S12).

S17 explains *“It is an activity that chains us to lessons and something that appeals to us in both online and traditional education”* (S17).

The figure also displays that 35 % of the students express that watching SVs in traditional education is more effective than in online education (S2, S5, S7, S8, S14, S18, S20):

For example, S2 indicates *“Since students are more active when they are face to face, lessons in the classroom are more fun”* (S2).

S5 also remarks *“It is more enjoyable when it is face to face because we start interacting with each other and talk with the students in the classroom”* (S5).

Similarly, S7 says *“It is more effective in the classroom”* (S7).

S14 expresses *“While it is true that watching videos in online education puts me to sleep, it will provide participation in lessons in face- to- face education”* (S14).

S18 declares *“In traditional lessons, it is useful, and I would like to watch but when it is online, I wouldn't like to because we already have lessons as if we were watching a video”* (S18).

Finally, S20 believes “*Watching videos doesn’t work in online lessons*” (S20).

The figure also represents that 10 % believe that watching SVs in online education is more effective than in traditional education (S11, S19);

For instance, S11 thinks “*It is more effective in online education. In fact, I cannot focus on the videos watched in the classroom environment*” (S11).

Similarly, S19 comments “*In a classroom environment it is more difficult to stick to the video and focus*” (S19).



4. FINDINGS AND DISCUSSION

4.1 Findings

This chapter consists of the results of the semi-questionnaire given to the teachers and the students. The findings will be analyzed in three subtitles:

Research Question 1: How and why do teachers use short videos?

Research Question 2: To what extent do short videos contribute to language acquisition?

Research Question 3: To what extent do short videos increase the motivation of students?

When each theme is analyzed, both the attitudes of the students and teachers will be compared.

4.1.1 Findings on research question 1: how and why do teachers use short videos?

The teachers' attitudes to using short videos in lessons;

It is seen that all of the teachers participating in the semi-conducted questionnaire have been using short videos in their lessons and the frequency of the use of short videos in the lesson is between more than once a week to almost once a month.

According to the results of the questionnaire, the teachers indicate that they use entertainment videos such as movie clips, classic black and white, you tube videos, songs and clips from series. In addition to these kinds of videos, the teachers explain that they exploit language teaching videos that are related to the theme or structure of the lesson. Moreover, teachers state that they use theme-based documentaries, news programmes or Ted Ex videos.

When the teachers are asked what kind of criteria they have when they choose the proper videos for their lesson, it is noticed that one of the most important factors is the students' interest. They especially indicate that they consider the students' motivation, needs, interests, up-to-datedness, appropriateness of the videos to the age of the students and

lesson objectives in order to appeal to students. Another important factor that teachers pay attention to is the content of the short videos. It is observed that the language content, vocabulary level, the new information included is considered so as to fulfill the lesson objectives. It is remarkable that only one teacher indicates that he also considers the cultural elements in the video.

It is observed that all of the teachers benefit from SVs as pre-activities while planning their lessons. Most of the teachers articulate that they implement short videos in order to focus on the theme of the lesson so that they can introduce or reinforce a topic and build up a framework in students' minds. Another reason why teachers make use of short videos as pre-activity is to generate motivation and personalize the topic in order to arouse curiosity about the subject or remind the students of their prior knowledge. The third reason to implement SVs as a pre-activity is to focus on the language content of the short videos because they would like to introduce the language component that they aim to teach in the particular lesson. Additionally, one of these teachers comment that he uses SVs so as to focus on the cultural aspect of language.

It is viewed that most of the teachers utilize SVs as while-activities too. They carry out activities like notetaking, answering questions and correcting in order to improve language skills. However, it is also noticed that there are teachers who do not implement SVs as while-activities.

As for post-activities, most of the teachers explain that they implement SVs for post-activities in their lessons. By conducting various post-activities, teachers aim to summarize the language content such as a certain grammar structure and vocabulary or reinforce the aimed theme by visualizing and displaying the use of language in real-life situations so that their students can comprehend better. Yet, there are teachers who admit that they do not often use SVs for post-activities.

When the teachers are asked how they plan to use SVs in their lessons, it appears that they have three criteria that they comply with: students' interest, the learning outcome and the content. Most of the teachers plan their lessons considering students' ability, interests and motivation and also, the appropriateness of the video so as to engage students, appeal their interest and stimulate learning. Equally importantly, some teachers

indicate that they contemplate the learning outcomes of the SVs in their lesson plans, and they plan to measure the outcomes by designing varied productive activities beforehand. Moreover, while considering the content of the SVs, the participant teachers express that they make sure the content is appropriate as for theme or structure.

When the challenges of using SVs are asked, it is viewed that it has the drawbacks of content, planning and technology. Most of the teachers indicate that the most important challenge is to get access to the video with the proper content. The most important factor is that SVs should attract the students' interest and they should have the potential to support the goals of the lesson. Also, they explain that inappropriate scenes like discrimination, racism, nudity or pop-up advertisements could be unfavorable. The next challenge that the teachers bring about is that the planning of the lesson should be made elaborately. Otherwise, classroom management issues might arise. As importantly, technology might be another drawback while using SVs. Internet connection, power-cuts, matters related to the computer or projection could cause trouble for the teacher. Therefore, precautions like downloading the video, checking the quality of the sound or resolution is required in the planning phase.

When the participant teachers are asked whether they exploit SVs for testing purposes, most of them express that they do not implement SVs for testing although there are some teachers expressing that they use SVs to test speaking and listening skills and vocabulary acquisition.

As for the comparison of the challenges of utilizing SVs in traditional and online education, most of the participant teachers explain that online lessons could pose more challenges than traditional education. They argue that class management is harder than traditional education because it is a challenge to supervise reactions, get feedback and engage the students whole lesson. In online education, it might mean another online activity for the lessons and that is why they might lose interest. Whereas in the classroom environment, watching SVs is a varied source that enables interaction in the lesson. Nevertheless, some teachers express that it is more challenging to implement them in online education due to the technological issues that are inherent in online platforms since getting access to the internet may vary for each student. Besides, sharing the screen and

the resolution of the sound or the images might not be the same for everyone. Yet, some teachers explain that the challenges do not differ in online or traditional education. Besides, no teacher expresses that using SVS is more challenging in traditional education than in online education.

4.1.1.1 Findings on research question 2: to what extent do short videos contribute to language acquisition?

The teachers' opinions on the contribution of short videos to language acquisition;

When the participants are asked what skills they aim to teach while using short videos, most of them indicate that they use them to teach listening and speaking, critical thinking, writing and reading, respectively. The type of listening activities mentioned are listening for gist, specific purpose, comprehension questions or filling-in-the-blanks. As for speaking skills, it is believed that short videos provide a natural discussion medium before, while and after watching the videos. Also, interpreting the message, making inferences, and extending the perspective are the examples regarding the critical thinking skills. Besides, note-taking, information completion, correction and essay writing are the activities that the teachers apply while teaching writing. It is noted that only 10 % of teachers mention using SVs to improve reading skills.

When the teachers are required to mention the contributions of SVs to lesson plans; motivational, educational and skill-based ones are stated respectively. To start with, having the visually attractive material, the short videos are thought to enrich the lesson, motivate the students and increase their engagement. Moreover, it is reflected that SVs' contributions are educational because they inform the learners by supplying a meaningful context for the authentic use of language and cultural aspects. Equally importantly, participant teachers emphasize the contributions of SVs on students' language and critical thinking skills.

Regarding the drawbacks of using SVs in the lessons, the teachers mention the challenges related to planning of the lesson, implementation of the appropriate content and technological issues. First of all, it might not be so practical to facilitate SVs in the lessons due to the time management regarding the length of the videos, the time spent on the activities and possible problems that might arise inherent to the use of SVs. Furthermore,

choosing the proper videos that will attract students' interest might be challenging. Lastly, technological issues like internet access are also stated as for the drawbacks.

When the teachers are asked whether the outcomes of using SVs differ in traditional and online education, most of them express that there are more effective outcomes in traditional education. It is remarked that implementing short videos adds variety to the lesson and could be more attractive in the classroom while it could be a similar activity based on the screen in online education, where it loses its glamor. Also, they argue that online education does not create as much interaction as the traditional education does and when it is online, it is an obstacle not to be able to see the students' reaction to the videos as easily as in traditional education. However, some of the participants comment that the outcomes do not change depending on the traditional and online education. It is also displayed that only 10 % believe that short videos should be used more in online education to increase the participation in online education.

The students' opinions on the contribution of short videos to language acquisition;

When the students are asked to what extent watching SVs affects their understanding in the lesson, all of them remark that it boosts their cognition. It is assumed that since the visual aspects of the SVs appeal to the learners and they contextualize the language in a meaningful way grounding their learning experience, they concentrate more and express that they comprehend better, and the concepts become more permanent in their minds.

When the participant students are required to offer their suggestions regarding using SVs in the lessons, the suggestions can be classified as for the content of the videos and the planning of the use of them. Regarding the content, they remark that the topics should be related to their own life experiences that could provide discussions. Besides, they indicate that the teacher should be careful about the inappropriate ads that pop up which are unrelated to the subject topic. Not the least of all, it is suggested that The Ministry of Education should provide various resources for the teachers so that all around the country the students would have the opportunity to get access to the videos regarding each language acquisition target. In addition to the content of the videos, their suggestions involve planning of the lessons. They believe that the frequency of the use of SVs in the

lessons should be balanced and not exaggerated and also the activities concerning the SVs should be planned elaborately.

When the student participants are asked to what extent watching SVs in the lesson affects their language learning, it is observed that all of them express that it has a positive effect. It appears that the learners believe that one of the most crucial effects on their language learning is that it improves their speaking skills since the videos do not only display how to pronounce correctly but also provide natural speaking opportunities for them. They also express that they can see how the language is used, watching the mimics and body language of the people in real life situations. Besides, they point out that they enhance their listening skills by being exposed to the language used in the videos. They remark that watching the use of vocabulary in the proper situations makes learning vocabulary more memorable and efficient. It is also commented that SVs enable the students to learn the cultural aspects of English. There are also some students explaining that watching SVs increases their motivation to learn English and their participation in the activities in the lesson.

The students are also asked about the contribution of SVs to their speaking skills and it is remarked that the great majority of them express that it improves their speaking skills pointing out that the SVs they watch do not only set a good model for the use of language appropriately developing their pronunciation, accent and fluency but also generates purposeful speaking opportunities. By watching SVs, they can correct their mistakes they make while they are speaking. Being exposed to the language in real life situations which are displayed by natives in the videos, where they can see the mimics, enables them to learn the terminology in a fundamental and lasting way and help them generate native-like natural sentences. In addition to these, SVs create a significant discussion environment in the classroom, where the instructor can observe the students' performance and give the necessary feedback.

As well as speaking skills, the participating students are requested to express the contribution of the use of SVs to their listening skills and it is evident that all of them believe that it develops their listening skills. They explain that they are exposed to the language in the videos, they can learn the language in a contextualized way and as a result

they achieve better in the exams. They point out that they improve their listening skills by watching various people from different backgrounds in the SVs since they have the opportunity to be able to hear different accents and pronunciations, and the more they listen to diverse use of language in real life situations, the more familiar they become to the language they have been learning. Furthermore, watching the SVs provides them the means to learn in a meaningful context. Not the least of all, they argue that becoming accustomed to the language by watching the videos and engaging in the related activities enable them to be more successful in the exams.

Related to the contribution of the use of SVs to writing skills, most of the students argue that it improves their writing skills. A great majority of them believe that watching SVs indirectly develops their writing skills. It is inferred that being exposed to the vocabulary, the concepts, the use of language in the videos and the gradual improvement in especially listening and speaking skills also enhance their writing abilities since all language skills are integrated. Besides, there are students that point out that subtitles of the videos improve their writing skills because they can see the correct spelling and the pronunciation at the same time. It is also reported that note-taking skill develops as well during the video-related activities.

Regarding the contribution of the use of SVs to reading skills, most of the participating students explain that it boosts their reading skills. In fact, it is mainly expressed that they can remember the language and the vocabulary they have been exposed to in the videos, the language becomes more familiar to them when their comprehension increases and consequently this affects their reading skills as well as the other skills as the language being an integrated system. By acquiring knowledge through listening, it is also remarked that their pronunciation and fluency skills in reading enhance, as well. Not the least of all, it is pointed out that reading the subtitles might play a role in improving their reading skills provided that the videos are watched with subtitles.

Subsequently, the participating students are required to make comments on the contribution of the SVs on vocabulary development and it is obvious that all of them express the efficacy of watching SVs on their vocabulary improvement. It is noted that SVs, which display varied circumstances, provide the learners the opportunity to learn

different terminology and urge them to look up the meaning. Furthermore, it is seen that hearing the appropriate usage of the vocabulary in suitable situations helps the students produce better sentences. They also indicate that since the videos are visually accompanied, it is more memorable to keep these words in mind and their learning becomes more permanent.

Next, they are required to explain the contributions of SVs to their grammar development and a great majority of them pronounce that they boost their grammar knowledge by giving them the chance to see authentic and appropriate examples of the use of grammar just like vocabulary skill. Furthermore, it is said that audible and visual features of SVs provide an inevitable way of learning grammar. Becoming accustomed to the use of grammar while listening to native people in the videos causes them to reinforce their grammar knowledge and enables permanent cognition, which could be assumed to be a much more efficient way of teaching rather than a grammar-based approach.

When the participants are asked whether the cultural elements of SVs play a role in learning English, most of them declare that they play a positive role in it. It is pronounced that SVs are accessible sources to bring about cultural aspects of different people all around the world to the classroom, which is an essential contribution to enable learning a foreign language as well as gaining new perspectives. It is also worth indicating that realizing these various cultural aspects of a foreign language inspires learners' interest to improve their language skills.

The participating students are also asked whether the effectiveness of using SVs differs according to traditional and online education and then they are required to compare the effectiveness. Obviously, most of them indicate that the level of effectiveness does not change at all, pointing out that since watching videos makes learning lasting, it causes easier comprehension and adds fun to the lesson. Yet, there is a great rate of students that claim that watching SVs in traditional education is much more effective expressing that watching SVs in the classroom provides more enjoyable, interactive and engaging activities, which spies the lesson. However, it is observed that it does not add a variety to the lesson as a screen-related activity in online education. It should also be mentioned

that a small minority (10 %) argue that it is easier for them to focus on the videos in online education.

4.1.1.1.1 Findings on research question 3: to what extent do short videos increase the motivation of students?

The teachers' opinions on the effects of short videos on the students' motivation;

When the teachers are required to describe the reactions of the students to the use of short videos in lessons, they all agree that their students show a positive response to them. According to them, it is because the visual elements of the videos raise the students' attention to the lesson, they provide real-life content to support the lesson and they provide a differentiation to the lesson plan. To start with, visual elements are motivating and appealing and help students to learn by visualizing the concepts. In addition, the new generation is accustomed to learning through videos and they prefer videos to textbooks. Besides, it is pointed out that the students can relate themselves to the real-life content of the videos and enjoy learning in a meaningful way. Finally, the participants indicate that using SVs is a tool to differentiate their instructions so that they can appeal to visual learning, be out of the routine, provide unusual or surprising information and manage to achieve blended learning.

Furthermore, when the teachers are asked how the engagement and participation of the students are affected through using SVs, they all comment that it has a positive effect. First of all, the information provided in the short videos creates a natural environment which enables all of the students to discuss and comment expressing their own ideas. Besides, SVs establish a positive mood in which the students feel less threatened and more excited. Furthermore, it is something they are accustomed to in their daily lives because the new generation tends to apply to videos instead of written materials nowadays.

When the participant teachers are asked to compare the effectiveness of SVs in traditional and online education. Most of them express that the effectiveness of implementing SVs does not change in traditional or online education. They indicate that utilizing short videos in the lessons has become essential and it should be incorporated to the lesson whether it is traditional or online since the students are accustomed to using technology in their lives

and learning through videos has become a daily routine for them. However, there are also some teachers who believe that implementing SVs is much more effective in traditional education compared to online education since the teachers can monitor the lesson more easily by following the students' reactions in the classroom environment. It is evident that no teacher believes that using SVs is more effective in online education.

The students' opinions on the effects of short videos on the students' motivation;

When the participant students are asked to express the first thing that comes to mind regarding short videos and whether they find watching them entertaining or boring, it is seen that all of the students express that they enjoy watching SVs and most of them believe that it helps them learn more easily. It is noted that visual aspects of short videos that display the real-life situations enable the students' learning experience to be more memorable and catchier. When the short videos that demonstrate appealing content are facilitated in the lesson as a varied source, the students have more fun in the lessons. Furthermore, watching the videos are informative because they are produced by the experts on a topic, they display cultural aspects, and they present how native speakers use the language. It is also realized that watching SVs increases the motivation of the students. Instead of following written materials or the lecture of the teacher, the visual content arouses curiosity, helps them grab their attention, focus and participate in the lesson. Last of all, for some students, it lessens the pressure of the lesson and creates an environment where they feel more relaxed.

When the participants are asked about the effect of SVs on their participation, all of them explain that SVs increase their participation in the lesson and three reasons are indicated. Firstly, the participants point out that the comprehensive content of SVs generates a natural environment to have discussions because the students acquire the necessary input to make comments by watching the SVs. Instead of being teacher centered, the students are able to get access to various information by watching the videos and this leads them to make inferences and share their ideas. Besides, when SVs are included in the lesson plan, students remark that this helps them regain their concentration and focus more. Thus, their motivation and willingness to participate in the lesson rises. The third reason why watching SVs increases their participation is that the students express that they feel

that they learn the language more when they watch SVs, and this results in more participation in the class activities.

The participant students are also asked about the effects of SVs on their interaction with the teacher and the other students and it is noted that a large majority of them express that SVs enhance the interaction. They believe that they can concentrate on the content more and understand the subject better, leading to their eagerness to communicate with their peers and the teacher because they can have discussions or question-answer activities in a social environment.

When the students are asked whether their motivation to watch SVs in the lessons differs according to traditional and online education, it is observed that most of the students indicate that it does not make any difference if it is traditional or online. The students express that their willingness does not change due to the visual appeal of the SVs because they cause them to learn easily and in an enjoyable way. On the other hand, some students admit that watching SVs in online education could not be as captivating as in traditional education since it does not provide sufficient interaction being a similar activity regarding looking at the screen. Yet, there is also a negligible number of students (10 %) that believe that it is easier for them to focus on the videos in online education.

4.2 Discussion

In this study, the attitudes of teachers to using short videos, the effects of using short videos on language acquisition and the effects of using short videos on the motivation of students have been examined. In this process, it can be inferred that utilizing short videos in teaching English as a foreign language has undeniably a valuable contribution on language acquisition and motivation and that teachers have been exploiting them being aware of this value. In order to find out the correlation between the use of short videos and the teachers' attitudes, language acquisition and motivation in English as a foreign language, the following research questions have been sought after:

- 1.How and why do teachers use short videos?
- 2.To what extent do short videos contribute to language acquisition?

3.To what extent do short videos increase the motivation of students?

In this process, as a start, qualitative data has been collected from both teachers and students and then the data gathered has been interpreted using thematic analysis method in line with the qualitative data. Consequently, below the findings are discussed in an attempt to make contribution to the study in this field:

4.2.1 Discussion on teachers' attitudes to using short videos in lessons

The study displays that the teachers are conscious about the contribution of short videos and have been making use of both entertainment and language teaching videos in their lessons so that they can arouse students' interest and exploit the language input as an audio-visual text while teaching language skills because they state that short videos have the potential to engage learners. This finding corresponds with the data provided in the literature review:

Guo, Kim & Rubin (2014) conclude in their research when they measured the engagement of the learners that short videos are engaging as a resource for online learning.

While the teachers are choosing the videos, they are meticulous to examine whether the theme and the language content is suitable to the students' needs and interests and learning outcomes in their lesson plans.

However, it can be indicated that choosing the appropriate video requires a challenging process in the lesson planning since they need to foresee the technological issues, unsuitable or unethical scenes that might pop up and prepare effective activities in order not to live classroom management issues. These challenges have already been mentioned in the literature review:

Stemplesky (1987) points out the significance of paying attention to the language, content, and the features of the production before facilitating the short videos in classroom. She also adds that the teacher needs to be familiar with the machinery to be used.

Apparently, implementing short videos as pre-activities is the most-preferred practice, which is articulated by all teachers, so as to generate motivation, focus on the theme or

introduce the language content. As well as pre-activities, short videos are exploited as while-activities such as note-taking, discussion and correcting. Furthermore, short videos are implemented as post-activities to summarize the aimed language content or the theme. Since the definition of these activities have not been specifically asked, we do not have data as for the quality of these activities. Yet, in the literature part, some of the practical techniques have been provided:

Çakır (2006) summarizes several techniques, which could be altered in many ways by the teachers according to the lesson goals and the needs and interests of learners: Active viewing, freeze framing, silent viewing, sound on an off activity, repetition and role-play, reproduction activity, dubbing activity and follow-up activity.

Regarding the purpose of the teachers, it is noted that the use of short videos for testing and evaluation is not common and most of the teachers admit that it is not their routine to use short videos for testing purposes. Yet, as Stemplesky (1987) expresses that there is not a single correct way to use videos in language teaching.

Another significant data is the teachers' observation of the use of short videos during online education. It is noteworthy that most of the teachers believe that implementing short videos in online education is much more challenging than traditional education. It can be interpreted that it is not as satisfactory as in a traditional classroom, where they can monitor more easily and alter the lesson by getting instant feedback from the learners, not to mention the technological matters. Besides, it is deduced that watching short videos in online education could also be another screen-related activity, which already causes tiredness inherent in online education. On the other hand, watching short videos livens the classroom atmosphere and spices the lesson plan as a varied source which increases interaction in traditional education.

4.2.1.1 Discussion on the contribution of short videos to language acquisition

Discussion on teachers' opinions on the contribution of short videos to language acquisition;

It is inevitable that the number of teachers who exploit short videos to improve various listening skills are the highest. Moreover, it is seen that teachers also facilitate short

videos to develop speaking skills because unique characteristics of short videos provide a natural discussion medium and meaningful speaking opportunities for interaction. It must be added that teachers also facilitate short videos to enhance writing and reading, respectively. The examples of the research that support that the contribution of short videos on language skills have already been stated in the literature review:

It is also observed that the teachers exploit short videos, which extend the perspectives, to boost their students' critical thinking skills. In fact, there is evidence that it is a common practice for teachers to facilitate short videos to boost 21st century critical thinking skills, which has been provided in the literature review beforehand:

Evidently, as well as the skill-based contributions, it is inferred that the teachers make use of short videos due to their motivational and educational benefits, which is likely to be caused by the visual attraction, the use of language in authentic situations and their cultural aspects.

Despite the considerable benefits, it has been indicated that short videos are not considered a practical means for teachers because of the planning phase, which requires choosing the appropriate materials as for the length, the topic, the linguistic or visual features. They should also foresee the technological issues and plan the convenient time spent on the activity and take precautions. These challenges that teachers might face have been indicated in the literature review, as well:

To illustrate; Moobin (2020) mentions possible problems that teachers might come across like choosing the suitable content, considering the objectives, addressing the needs of the learners and overcoming the technical issues.

Nevertheless, regarding online education, it is observed that most of the teachers indicate that the outcomes of implementing short videos are much more observable in traditional education because of the inherent challenges of online education such as the difficulty of creating interaction, engaging the learners and monitoring their responses and as aforementioned, the variety they provide to the lesson plan is debatable.

Discussion on students' opinions on the contribution of short videos to language acquisition

From the data gathered from the students, it is apparent that all of the students believe that watching short videos in the lessons helps them understand better because of their appealing, they can focus on the content, contextualize what they learn, see the real use of language and consequently they ground their perception. Similar evidence for the contribution of short videos to cognition has been provided in the literature review:

For instance, Mayer, Mathias & Wetzell (2020) conclude in their research that narrated animation videos foster transfer and retention skills of the learners, which complies with Mental Model Construction Theory.

The data also displays that the students definitely believe that SVs help them improve their listening skills because they are exposed to the contextualized variety of the video texts with varied pronunciations, accents and real-life events and, at the same time, they believe that the rich content of short videos enables them to have engaging listening activities. In fact, examples for the effects of short videos on listening skills have been given in the literature review:

For instance, Taşdemir (2018) concludes that video input increases listening comprehension skills and learners prefer visual materials to audio materials because they seem to lead better comprehension.

It is also remarkable that a great majority of the students indicate that by establishing a natural environment, the SVs they watch contribute to their speaking skills. It can be deduced that, in addition to being a perfect tool to create speaking opportunities, watching SVs exposes the learners to the proper use of language in authentic life situations and sets a good model for pronunciation, accent and fluency. Similar results as for the contribution of SVs to speaking skills can be seen in the literature, as aforementioned in the literature review:

To exemplify; Yükselir, Ceyhun, Kömür, Sevki (2017) conclude that using online videos in class enhances the speaking ability of the learners of English as a foreign language.

In addition to listening and speaking skills, the study reveals that most of the students believe that watching SVs improves their writing and reading skills indirectly as well, because being exposed to chunks of vocabulary, language structures and diverse

concepts, they acquire knowledge through listening, and this enables them to become familiar with the language. They believe that watching SVs contributes to their overall comprehension and consequently boosts their language comprehension. A similar result has already been mentioned in the literature review.

Abaylı (2001) concludes in his research that video classes are especially effective on students' listening, speaking, pronunciation and vocabulary knowledge and that students find video classes enjoyable, and teachers also have a positive attitude toward using videos.

The data gathered also reveals that watching the use of language in various authentic cases appropriately helps develop vocabulary and grammar knowledge. The learners do not only see the examples of the grammar and vocabulary they have learned but also are exposed to the new uses of grammar and vocabulary, which they might not have come across. That is because the visual context of the videos enables students to concentrate and participate more, which consequently reinforces their cognition. The contribution of SVs on vocabulary knowledge has already been provided in the literature review:

Karamai (2009) concludes in his research in order to find out the effects of audio-visual materials and their effects on vocabulary knowledge that audio-visual materials incidentally foster the vocabulary knowledge of the target language.

Another piece of data that is gathered is that cultural elements of the SVs play a positive role in learning a foreign language because they provide the opportunity to get to know the cultural aspects of the language and they also arouse interest in the individual to learn about different cultures and develop language skills.

Last but not least, just like the teachers, it is observed that the students also believe that watching short videos is much more effective in a traditional classroom atmosphere providing an enjoyable, interactive and engaging variety to the class activities whereas it might be an ordinary screen-related task in online education.

As for suggestions, students express that SVs related to the content of the lesson and their interests excluding inappropriate scenes should be given more place in the planning of English lessons, and appropriate video-related activities should be added in a balanced

way by not being exaggerated. Indeed, there is evidence that the overuse of technology in class can influence students in a negative way:

4.2.1.1.1 Discussion on the contribution of short videos to motivation

Discussion on teachers' opinions on the contribution of short videos to motivation;

The study obviously reveals that the teachers believe that implementing SVs increases motivation, participation and engagement of the students and that they receive positive feedback from their students. Since the new generation is accustomed to communicating and learning through videos, they feel more relaxed and less threatened to acquire knowledge through videos rather than traditional course books. Thus, a natural environment is created where the students can reflect their own opinions and experiences and personalize the content. It is observed that this learning environment contributes to their cognition as well. It must be stated that there is evidence in current literature that SVs enable to decrease stress and improve motivation as mentioned in the literature review:

For instance, Gökçe (2022) concludes that using multi-media materials for listening activities increases the interaction, affects students' interests and motivation in addition to improving listening skills and they reduce anxiety in class.

Another point that needs to be mentioned is that while using SVs, the teacher does not have to be the center of attention as a person who knows all. Teachers can appeal to the students' interest by providing unusual, surprising and attractive content.

Besides, exploiting the authentic real-life content accompanied by visuals provides differentiation to teaching and establishes ground to generate meaningful and interactive tasks to achieve learning.

It is obvious that the teachers believe that they can benefit SVs in both online and traditional education, and it is inevitable that they should take advantage of them due to the fact that technology including short videos have already become a daily routine of their students.

However, according to the data gathered, the teachers believe that when SVs are implemented in online education, the inherent drawbacks such as monitoring the students' response and managing other screen-related issues should be considered carefully.

Discussion on students' opinions on the contribution of short videos to motivation

The overall data gathered from the students indicates that they enjoy learning through SVs and that they believe that they help them learn English more easily because they create enthusiasm and interest. As a result, students can grab their attention and participate in the lesson more. Instead of depending on the teacher as an authority, SVs generate knowledge from diverse experts, display various cultures in real-life cases, provide the opportunity to witness the varied use of language as for genre, register and style.

SVs as a significant input establish the ground to have meaningful class activities and keen interactions where they can reflect their personality and make reflections in the target language with the teacher or the peers in a much more contented atmosphere.

As for the effectiveness in online education, most of the students believe that their motivation to watch SVs does not change whether it is traditional or online education due to their visually attractive content. Anyway, it should be added that it might not be as captivating as in traditional education for some individual learners since it can remain as a similar screen related activity that may not create sufficient interaction in online education.

To sum up, the data gathered in this study displays that implementing SVs has positive effects both on teachers and students and they can be facilitated as a valuable multimedia tool to increase motivation and engagement of students. As well as enhancing engagement and motivation, interactive activities based on SVs can improve overall language competency of the learner, especially in listening and speaking skills.

5. CONCLUSION AND SUGGESTIONS

This study has delved into the impact of using SVs as a resource in English as a foreign language with a particular focus on the influence on language motivation and acquisition among the new generation of learners. It aims to address the challenges faced by educators in engaging and motivating their students, who are constantly influenced by technology and alternative forms of digital entertainment, which can easily distract them.

As a potential solution, the researcher has proposed that providing quality input and designing inclusive, interactive, engaging and meaningful activities based on SVs could enhance motivation and aid language acquisition. It has been hypothesized that with their audio-visual and linguistic features, SVs could intrinsically and extrinsically foster language motivation and help to achieve language goals. It has been considered that exploring the effects of SVs on motivation and language acquisition might shed light on the perspectives of language teachers and academicians on the use of SVs as a potential resource.

To address the issue '*The Effects of Using Short Videos on Language Motivation and Acquisition in English as a Foreign Language*', the research questions have been designed to investigate how and why teachers use SVs, the extent to which they contribute to language acquisition, and the extent to which they increase student motivation.

The data has been analyzed using *Interpretative Phenomenological Approach* to identify emerging themes. Although the scope is limited to ten private English teachers and twenty students from the same private high school, the analysis of the data from the two different questionnaires administered to them has provided valuable insight into the research and several key findings have emerged. The conclusion is provided below in the following subtitles:

Teachers' attitudes to the use of short videos in English as a foreign language;

The findings indicate that teachers recognize the value of incorporating SVs as audio-visual texts to captivate and involve their students in inclusive and interactive activities.

By leveraging SVs, teachers can shift the focus from themselves and present information from authentic sources or real-life situations, fostering a diverse and inclusive learning environment.

SVs have been primarily utilized as pre-activities, effectively introducing lesson themes and language content, as well as during activities to engage students in achieving lesson objectives. Additionally, they serve as post-activities to summarize and review the covered material while obtaining valuable feedback. Notably, SVs are seen as a powerful tool to engage learners, aligning with previous research supporting their effectiveness in promoting engagement.

However, selecting appropriate videos demands careful consideration, as teachers need to ensure their suitability for students' interests, needs, and learning outcomes while addressing potential technical issues or unsuitable content. Challenges associated with video implementation have been acknowledged in the literature, highlighting the importance of thoroughly reviewing the video language, content, and production elements before integration.

Various practical techniques have been proposed to enhance video-based activities, such as active viewing, freeze framing, silent viewing, sound on and off activities, repetition, role-play, dubbing, and follow-up activities, offering teachers flexibility in tailoring activities to their specific goals and learners' preferences.

While short videos have been widely embraced as pre-activities, the use of videos for testing and evaluation remains relatively uncommon among teachers. This diversity in approach aligns with the understanding that there is no one-size-fits-all method for utilizing videos in language teaching.

Teachers also acknowledge the challenges posed by incorporating SVs into online education, as it requires additional efforts to ensure a satisfactory learning experience comparable to traditional classrooms.

Online settings may lack the ease of monitoring and obtaining instant feedback from learners, and the prevalence of screen-related activities can contribute to learners' fatigue. Nevertheless, in face-to-face settings, SVs are perceived as a valuable resource that

enriches the classroom atmosphere, encouraging interaction and diversity in the lesson plan.

In conclusion, the study illuminates the positive outlook of teachers towards SVs in instruction, emphasizing their potential to engage and motivate learners while presenting challenges that teachers should consider and address during lesson planning and implementation. The findings contribute valuable insights for educators seeking to benefit from audio-visual materials in language teaching contexts.

Teachers' and students' opinions on the effects of short videos on motivation in English as a foreign language;

The findings from both the teachers and students clearly indicate that the implementation of SVs has a positive impact on motivation, engagement, and overall learning experience in English foreign language classroom. Teachers have observed that integrating SVs enhances students' motivation and engagement, creating a more enjoyable and stress-free learning environment. By catering to students' interests, they encourage active participation and enable students to express their personal opinions freely.

The teachers' perspective reveals that SVs align well with the learning preferences of the new generation, who are accustomed to communicating and learning through multimedia. As a result, students feel at ease and less threatened by acquiring knowledge through SVs compared to traditional course books. The adoption of SVs in the classroom fosters a natural learning environment, facilitating personalized content and encouraging students to reflect on their experiences and opinions. Furthermore, previous literature supports the idea that SVs contribute to reducing stress and improving motivation, as demonstrated in several studies highlighting the benefits of multimedia materials in enhancing language skills and reducing anxiety in class.

Teachers also appreciate the fact that SVs allow them to move away from the traditional role of being the center of attention and instead, they can captivate students' interest by presenting unusual and attractive content. The use of authentic real-life content with visuals does not only promote the differentiation of teaching but also facilitates the creation of meaningful and interactive tasks that foster effective learning.

Regarding online education, teachers acknowledge the potential benefits of SVs in engaging students. However, they are mindful of certain drawbacks, such as the need for careful consideration of monitoring students' responses and managing screen-related issues.

From the students' perspective, it is evident that they thoroughly enjoy learning through SVs as they ignite their curiosity and enthusiasm. They do not only capture their attention but also enable them to focus more on the lesson content. Students appreciate the way how SVs offer diverse perspectives from various experts, showcase real-life cultural scenarios, and demonstrate different language genres, registers, and styles.

Students find SVs to be a valuable tool that promote meaningful class activities and foster an environment to express their personalities and reflections in the target language. In online education, most students believe that their motivation to watch SVs remains consistent, owing to the visually attractive content. However, it is noted that for some individual learners, the level of engagement might not be as captivating as in traditional education, as online activities may not generate sufficient interaction.

To sum up, both the teachers and students concur that SVs have a positive impact on motivation, engagement, and language competency in English as a foreign language. The incorporation of SVs into the classroom is seen as a valuable multimedia tool that enriches the learning experience, facilitates interaction, and enhances overall language skills, particularly in listening and speaking.

Teachers' and students' opinions on the effects of short videos on language acquisition in English as a foreign language;

The use of SVs in English foreign language classrooms has proven to be beneficial for both the teachers and students. The teachers have embraced SVs as valuable tools, not only for their motivational aspects but also for their educational benefits. By incorporating them into their lessons, teachers aim to foster various language skills, including listening, speaking, critical thinking, writing, and reading.

Likewise, the students have responded positively to the integration of SVs into their learning experiences. They find the contextualized content engaging, which supports their

cognitive processes and helps them solidify their language abilities. In particular, they have been instrumental in improving students' listening skills, as they offer models for pronunciation, accent, and real-life language use. Moreover, the visual nature of SVs has created a positive and enjoyable atmosphere for speaking practice.

SVs have also shown their value in enhancing writing and reading skills. It is also noted that they enhance vocabulary and grammar knowledge of the students. Through exposure to diverse language structures and vocabulary, the students acquire knowledge and improve their overall language comprehension. Furthermore, the cultural aspects depicted in them contribute to a deeper understanding of the target language and its context.

Despite the advantages of integrating SVs, teachers face challenges in implementing them effectively. Planning and selecting appropriate materials can be time-consuming, and technological issues may arise, especially in online education settings. Although they can be used in both traditional and online education, the richness they bring to traditional classrooms is more observable, as it allows for better interaction and engagement with students.

To optimize the benefits of SVs, students suggest incorporating relevant and interesting videos aligned with the lesson content and their interests avoiding excessive use as the literature displays that overusing technology can lead to distractions and hinder students' academic performance.

In conclusion, exploiting SVs has demonstrated its potential in enhancing language motivation and acquisition in English as a foreign language. Both the teachers and students acknowledge its positive impact, and they support its integration to foreign language classrooms, provided that they are thoughtfully planned and well-balanced together with other instructional methods.

Implications for ELT;

The impact of incorporating short videos as a resource in English foreign language classrooms has been explored in this study, with a specific focus on their influence on language motivation and acquisition among the new generation of learners. It is evident from the findings that short videos can play a crucial role in enhancing language

motivation and aiding language acquisition. Based on the research, several implications for English Language Teaching have emerged:

Providing Regular In-Service Training for Teachers: As short videos become an integral part of language education, it is essential that teachers receive regular in-service training. This training will help educators update themselves on the latest technological innovations and teaching methodologies, enabling them to effectively integrate short videos into their lessons.

Reinforcing Textbooks with Short Videos: Course book writers and publishers in ELT should consider enhancing their textbooks with audio-visual content. The integration of short videos into course materials can make learning more engaging, interactive, and culturally relevant, thereby fostering students' language skills and motivation.

Ministry of Education Support: To facilitate the effective use of short videos in language teaching, the Ministry of Education should support teachers with digital tools and video resources. Providing educators with the necessary technological infrastructure will encourage them to adopt innovative teaching approaches and enrich their students' language learning experience.

Supplying Educational Institutions with Technological Infrastructure: Educational institutions should be equipped with the necessary technological infrastructure to support the use of short videos in classrooms. Access to appropriate technology will enable educators to integrate audio-visual content seamlessly into their lessons, promoting language acquisition and motivation.

Enhancing Digital Literacy: Educators across all disciplines should strive to improve their digital literacy skills. A higher level of digital literacy will empower teachers to make the best use of short videos and other technological resources, fostering effective language learning and communication.

Suggestions For Further Studies;

While this study has shed light on the positive impact of short videos in EFL classrooms, there are several areas that warrant further investigation. To deepen our understanding

and maximize the benefits of implementing short videos in language education, the following suggestions for further studies are proposed:

Specific Effects of Short Videos on Language Motivation: Future studies can delve into the specific effects of short videos on language motivation. By examining various motivational factors, researchers can identify how different types of short videos influence students' intrinsic and extrinsic motivation in language learning.

Effects of Short Videos on Specific Language Skills: Researchers can conduct more specific studies to assess the effects of short videos on certain language skills, including listening, reading, speaking, writing, and critical thinking. This will help educators tailor their video-based activities to target specific language competencies.

Impact of Short Videos on Grammar and Vocabulary Knowledge: Further research should explore how short videos contribute to students' grammar and vocabulary knowledge distinctly. Understanding the effectiveness of using short videos for both grammar and vocabulary development can aid in designing more comprehensive language lessons.

Detailed Studies on Specific Activities with Short Videos: A more detailed study could be conducted to evaluate the effectiveness of specific activities involving short videos. By examining different teaching techniques and approaches, educators can refine their practices and optimize the exploitation of short videos in language classrooms.

Comparison of the effects of Short Videos in Traditional and Online Education: To address the challenges observed in incorporating short videos into online education, researchers can compare their effectiveness in traditional and online learning settings. This comparative study can offer insights into how to adapt short videos for diverse educational environments.

Research in Different Settings and with Larger Participants: To ensure the generalizability of findings, a similar research study can be conducted in various educational settings and with a larger number of participants. This will provide a broader perspective on the impact of short videos on language motivation and acquisition.

In conclusion, the present research offers valuable insights into the potential of short videos as a resource in EFL classrooms. To fully leverage the benefits of this teaching tool, it is crucial to provide ongoing teacher training, reinforce textbooks with audio-visual content, and receive support from educational authorities. Additionally, further studies are essential to explore specific effects on motivation and language skills, as well as to compare different educational settings. By addressing these implications and pursuing further research, educators can effectively cater to the needs of digitally native learners and create engaging language learning experiences aligned with the evolving technological landscape.



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APPENDICES

Appendix 1: Questionnaire for Teachers

This questionnaire has been designed to collect data on the attitudes of English teachers on the use of short videos during the lesson. The information gathered in this questionnaire will be kept confidential to satisfy ethical requirements and solely used for this research. Therefore, you are kindly asked to answer the questions sincerely in detail. In this study, the expression ‘short videos’ refers to video clips such as news items, short documentaries, advertisements, music videos, trailers of films or any other authentic videos that don’t exceed ten minutes.

(Bu anket, İngilizce öğretmenlerinin ders sırasında kısa videolar kullanımını konusunda tutumları hakkında bilgi toplamak amacıyla hazırlanmıştır. Bu ankette toplanan veriler etik kurallara açısından gizli tutulup sadece bu araştırmada kullanılacaktır. Bu nedenle sorulara ayrıntılı ve samimiyetle cevap vermeniz rica olunur. Bu çalışmada geçen ‘kısa videolar’ terimi haber klipleri, kısa belgeseller, reklamlar, müzik videoları, film fragmanları ve bunun gibi on dakikayı geçmeyen otantik videoları belirtmektedir.)

Socio-demographic Information:

0) Your name and surname (İsminiz ve soy isminiz):

1) Your gender (Cinsiyetiniz):

a) Male (Erkek) b) Female (Kadın)

2) Your age (Yaşınız):

a) 25-35 b) 36-45 c) 46-55 d) 56 and over (56 ve üstü)

3) How long have you been teaching English? Ne kadar süredir İngilizce öğretmektesiniz?)

a) less than a year (bir yıldan az) b) 1-5 years (1-5 yıl arası) c) 6-10 years (6-10 yıl arası) d) 11-15 years (11-15 yıl arası) e)16 or more years (16 ya da daha fazla)

(Theme 1. How and why do teachers use short videos?)

4) Do you ever use short videos in your lessons? (Derslerinizde kısa videoları kullanır mısınız?)

a) Yes, I always (Evet, her zaman) b)Yes, usually (Evet, genellikle) c) Yes, sometimes (Evet, bazen) d) Yes, rarely (Evet, nadiren) e) No, never (Hayır, hiçbir zaman)

5) If your answer is 'yes', how often do you use videos? (Eğer cevabınız 'Evet 'ise, ne kadar sıklıkta derslerinizde kısa videolar kullanırsınız?)

a) almost in every lesson (neredeysse her ders) b) more than once a week (haftada birden fazla) c) once a week (haftada bir) d) almost once a month (neredeyse ayda bir)

6) What kind of short videos do you use? (Ne çeşit videolar kullanırsınız)

7) How do you choose the appropriate video clip for your lesson? (Dersiniz için uygun videoyu nasıl seçersiniz?)

8) Do you use short videos as pre-activities? Can you give examples. (Kısa videoları öncesi-aktiviteleri için kullanır mısınız? Örnek verebilir misiniz).

9) Do you use short videos as while-activities? Can you give examples. (Kısa videoları sırasındaki-aktiviteler için kullanır mısınız? Örnek verebilir misiniz.)

10) Do you use short videos as post-activities? Can you give examples. (Kısa videoları sonrası-aktiviteler için kullanır mısınız? Örnek verebilir misiniz.)

11) How do you plan your lessons with short videos? Can you give examples.

(Kısa video kullandığınız dersleri nasıl planlarsınız? Örnek verir misiniz.)

12) What do you think the challenges of using short videos are? (Derste kısa videoları kullanmanın zorluklarının neler olduğunu düşünüyorsunuz?)

13) Can you compare the effectiveness of the use of short videos in traditional and online education? (Kısa video kullanılmasının geleneksel ve çevrimiçi eğitim açısından etkililiğini karşılaştırır mısınız?)

14) Can you compare the challenges of the use of short videos in traditional and online education? (Kısa videoların kullanılmasının geleneksel eğitim ve çevrimiçi eğitim açısından zorlukları nelerdir?)

15) Do you use short videos for testing? If yes, what skills do you test? (Kısa videoları ölçme ve değerlendirme için kullanıyor musunuz? Cevabınız evet ise, hangi becerileri ölçüyorsunuz?)

(Theme 2. To what extent do short videos contribute to language acquisition?)

16) What skills do you aim to teach when you use short videos in your class? Can you give examples for each. (Derslerde kısa videolar kullanırken hangi dil becerilerini geliştirmeyi amaçlıyorsunuz? Her biri için örnek verir misiniz lütfen.)

17) What do you think the contributions and drawbacks of using short videos are in the lesson plan? (Derslerde kısa videoları kullanmanın ders planına katkısı ve sakıncalarının neler olduğunu düşünüyorsunuz?)

18) Do you think the outcomes of using short videos are different in traditional and online education? Can you explain. (Derslerde kısa videolar kullanımının sonuçlarının geleneksel ve çevrimiçi eğitimde farkları olduğunu düşünüyor musunuz?)

(Theme 3. To what extent do short videos increase the motivation of students?)

19) What are the reactions of your students when you use short videos in your class? Why do you think they have this effect? (Derste kısa video kullandığımızda öğrencilerin tepkileri nelerdir? Neden böyle bir etkisi olduğunu düşünüyorsunuz?)

20) What is the effect of using short videos on the students' engagement and participation in the lesson? (Kısa videoların derste kullanımının öğrencileri derse katılımı ve aktif olmasına etkisi nedir?)

21) How long did it take you to answer these questions? (Bu sorulara cevap vermek ne kadar zamanınızı aldı?)

Thank you for your contribution and answering the questions.

(Katkınız ve soruları cevapladığınız için teşekkür ederim.)

Appendix 2: Questionnaire for Students

Bu anket, İngilizce öğrenenlerin ders sırasında kısa videolar kullanımı konusundaki görüşleri hakkında bilgi toplamak amacıyla hazırlanmıştır. Bu anketten toplanan veriler etik kurallar açısından gizli tutulup sadece bu araştırmada kullanılacaktır. Bu nedenle sorulara ayrıntılı ve samimiyetle cevap vermeniz rica olunur.

(This questionnaire has been designed to collect data on the attitudes of students who learn English on the use of short videos during the lesson. The information gathered in this questionnaire will be kept confidential to satisfy ethical requirements and solely used for this research. Therefore, you are kindly asked to answer the questions sincerely in detail.)

Bu çalışmadaki ‘kısa videolar’ ifadesi haber videoları, kısa belgeseller, reklamlar, müzik videoları, film jenerikleri ya da bunun gibi on dakikayı aşmayan otantik video kliplerini belirtmektedir.

(In this study, the expression ‘short videos’ refers to video clips such as news items, short documentaries, advertisements, music videos, trailers of films or any other authentic videos that don’t exceed ten minutes.)

0)İsminiz ve soy isminiz (Your name and surname):

1) Cinsiyetiniz (Your gender):

a) Erkek (Male) b) Kadın (Female)

2) Yaşınız (Your age):

a) 14 b)15 c)16 d)17 d) 18 e) 19 or more

3) What grade are you studying? (Kaçınıcı sınıfta öğrenim görmektesiniz?)

a) Preparation class b) 9th grade c) 10th grade d)11th grade e) 12th grade

4) Ne kadar süredir İngilizce öğrenmektesiniz? (How long have you been learning English?)

a) Bir yıldan az (Less than a year) b) 1-3 yıl (1-3 years) c) 4-6 yıl (4-6 years) d)7 ya da daha fazla (7 or more years)

(Theme 3. To what extent do short videos increase the motivation of students?)

5) ‘Derste kısa video seyretmek’ ifadesini duyunca aklınıza ilk gelen şey nedir? Sizce kısa videoları derste izlemek eğlenceli mi yoksa sıkıcı mıdır? Açıklar mısınız lütfen.

(What is the first thing that comes to your mind when you hear the expression ‘watching short videos in English lesson. Do you think they are entertaining or boring? Can you explain.)

6) Derste kısa videolar seyretmek derse olan katılımınızı nasıl etkiler? Açıklar mısınız lütfen. (How does watching short videos affect your participation in the lesson? Can you explain)

7) Derste kısa videolar seyretmek derste öğretmen ve diğer öğrencilerle iletişiminizi nasıl etkiler? Açıklar mısınız lütfen. (How does watching short videos in lesson affect your interaction with your teacher and classmates in the lesson?)

8) Derste kısa videolar seyretmek dersi anlamınızı nasıl etkiler? Açıklar mısınız lütfen. (How does watching short videos in lesson affect your understanding of the lesson?)

9) Derste kısa video izlemek konusundaki isteğiniz geleneksel ve çevrimiçi derslerde farklılık gösterir mi? Açıklar mısınız lütfen. (Do you think your motivation to watch

videos in English lesson is different in traditional and online education? Can you explain.)

10) Derste kısa videolar kullanımı ile ilgili öneriniz var mı? Varsa nedir? (Do you have any recommendations about the use of short videos in lessons? If your answer is 'Yes', what are they?)

(Theme 2. To what extent do short videos contribute to language acquisition?)

11) Derste kısa videolar izlemenin dil öğrenmeniz üzerinde etkisi nedir? Can you explain. (What is the effect of watching short videos in lesson on your language learning? Can you explain.)

12) Derste kısa videolar izlemenin İngilizce konuşma becerilerine etkisi nedir? Açıklar mısınız lütfen. (What is the effect of watching short videos on your English-speaking skills? Can you explain.)

13) Derste kısa videolar izlemenin İngilizce dinleme becerilerine etkisi nedir? Açıklar mısınız lütfen. (What is the effect of short videos may help you improve your English listening skills? Can you explain.)

14) Derste kısa videolar izlemek İngilizce yazma becerilerinize etkisi nedir? Açıklar mısınız lütfen. (What is the effect of watching short videos on your English writing skills? Can you explain.)

15) Derste kısa videolar izlemenin İngilizce okuma becerilerinize etkisi nedir? Açıklar mısınız lütfen. (What is the effect of watching short videos on your English reading skills? Can you explain.)

16) Derste kısa videolar izlemenin İngilizce kelime bilginize etkisi nedir? Açıklar mısınız lütfen. (What is the effect of watching short videos on your vocabulary in English? Can you explain.)

17) Derste kısa videolar izlemenin İngilizce gramer bilginize etkisi nedir? Açıklar mısınız lütfen. (What is the effect of watching short videos on your grammar in English? Can you explain.)

18) Videoların kültürel öğeleri ile ilgili ne düşünüyorsunuz? Bu kültürel öğeler İngilizce öğrenmenizde bir rol oynar mı? Açıklar mısınız lütfen. (What do you think about the cultural elements of short videos? Do you think they play a role in your language acquisition? Can you explain.)

19) Sizce kısa videoları İngilizce dersinde seyretmenin sizin üzerindeki etkisi geleneksel ve çevrimiçi eğitimde farklılık gösterir mi? Açıklar mısınız lütfen. (Do you think there is a difference on the effect of watching short videos on you in traditional and online education? Can you explain.)

20) Bu sorulara cevap vermek ne kadar zamanınızı aldı? (How long did it take you to answer these questions?)

Katkınız ve soruları cevapladığınız için teşekkür ederim. (Thank you for your contribution and answering the questions.)

Appendix 3: Ethics Committee Decision

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir



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Awards

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