68. Impact of Using Authentic Videos on Foreign Language Vocabulary Learning[1]

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Abstract

This study investigated the impact of authentic video use on the vocabulary reservoir of English language learners and aimed to compare the effectiveness of this technique to traditional techniques. The study included 45 students in two language classes with B1 English proficiency levels. The language context took place in a preparatory school at a foundation university in Istanbul. Half of the 45 students were chosen as the control group, and the other half became the experimental group. In the control group, the students were taught target vocabulary merely by the definitions and translations provided by the teacher. The experimental group was taught vocabulary using short excerpts from authentic videos such as different series, movies, and songs. The study lasted seven weeks. A pretest and post-test were given to both participant groups to assess their vocabulary discernment. The results of the quantitative data demonstrated that the experimental group was much more successful in their vocabulary learning process than the control group as the test fort he vocabulary recognition indicated, and each student had significant improvement in their target vocabulary knowledge, proven by the number of correct answers marked in the vocabulary test. In addition to the quantitative data, interviews with 6 open-ended questions, provided a deeper understanding of students' views about authentic video excerpts. Interviews were conducted with 10 students from the experimental group. The results indicated that students had positive attitudes toward the use of authentic video excerpts in the language classroom and expressed support for being more effective in vocabulary building.

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Otantik Video Kullanımının Yabancı Dil Kelime Öğrenimine Etkisi[4]

Öz

Bu çalışma, otantik video kullanımının İngilizce öğrenenlerin kelime dağarcığı üzerindeki etkisini araştırmış ve bu tekniğin etkililiğini geleneksel tekniklerle karşılaştırmayı amaçlamıştır. Çalışmaya iki dil sınıfında B1 İngilizce yeterlilik seviyesine sahip 45 öğrenci katılmıştır. Çalışma İstanbul'daki bir vakıf üniversitesinin hazırlık okulunda yapılmıştır. Öğrencilerin yarısı kontrol grubu, diğer yarısı ise deney grubu olarak seçilmiştir. Kontrol grubundaki öğrencilere hedef sözcükler yalnızca öğretmenin sağladığı tanımlar ve çevirilerle öğretilirken, deney grubuna farklı diziler, filmler ve şarkılar gibi otantik videolardan kısa alıntılar kullanılarak öğretilmiştir. Çalışma yedi hafta sürmüştür. Her iki katılımcı grubuna da kelime bilgilerini ölçmek için bir ön test ve son test verilmiştir. Nicel verilerin sonuçları, deney grubunun kelime öğrenme sürecinde kontrol grubuna göre çok daha başarılı olduğunu ve bu gruptaki her öğrencinin, kelime testindeki doğru cevapların sayısına bakılarak hedef kelime bilgisinde önemli bir gelişme gösterdiğini göstermiştir. Nicel verilere ek olarak 6 açık uçlu sorudan oluşan görüşmeler, öğrencilerin otantik video kullanımına ilişkin görüşlerinin daha derinlemesine anlaşılmasını sağlamıştır. Deney grubundan 10 öğrenci ile görüşmeler yapılmıştır. Sonuçlar, öğrencilerin dil sınıflarında otantik video alıntılarının kullanımına yönelik olumlu tutumlara sahip olduklarını ve kelime dağarcığı oluşturmada daha etkili olduğunu desteklediklerini göstermiştir.

Anahtar Kelimeler: Otantik Videolar, Kelime Öğrenimi, Kelime Hafızası, Dil Öğrencisi, Dil Öğrenimi

1. Introduction

Language learning is a dynamic process consisting of many different components. Along with four language skills, vocabulary is one of the most significant areas of language learning. As Cameron (2001) states, vocabulary plays a great role in acquiring the language. Research in language teaching indicates that vocabulary learning continues to be the most essential element of fluency of second language communication. Similarly, Nunan (1991) also states that vocabulary is necessary in order to be competent in the second language. Without a good vocabulary reservoir, it is unlikely to be proficient in the target language. Vocabulary learning is a complex process, which is why it is seen as a difficult endeavor by many language learners and teachers. Due to a lack of vocabulary knowledge, learners encounter problems in various other areas of the language, and they cannot convey their message when

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speaking in their second language. This is especially a major problem in countries such as Turkey, where English is learned as a second or foreign language and thus learners have limited opportunities to use the language in their daily encounters. When students have difficulty in other language areas due to their inadequate vocabulary, they tend to be unwilling to learn the language more deeply. With this in mind, vocabulary knowledge is one of the main reasons that also shapes language learner's motivation for language learning (Allen, 1983). One reason for students' inadequate vocabulary reservoirs is that teachers sometimes do not use effective vocabulary teaching techniques and stick heavily to traditional methods with pre-determined curricula or coursebooks. Despite their ease of useof these traditional approaches, they are not always motivating or practical for learners. Unfortunately, many language educators and teachers still ask their students to memorize lists of words and write vocabulary lists in their notebooks rather than providing ideas or relevant context about how to use new vocabulary in real life.

It is reassuring that more emphasis is given to vocabulary teaching these days in language classes (Cameron, 2001). In the same vein, Dogan (2009) states that despite having been neglected in the past, the significance of vocabulary knowledge has been better understood recently. As Allen (1983, p.5)) states in teacher-preparation programs today, there is more attention directed to different techniques for teaching vocabulary. This is because despite the amount of time teachers have devoted to vocabulary teaching in the traditional sense, the results still have been disappointing in many ESL classes for long periods of time. This is especially the case in countries where English is not the formal language of communication in that country. Unfortunately language learners lacked knowledge of targeted words even after long periods of teaching.

 In order to help improve the vocabulary knowledge of language learners, many language teachers try to make the vocabulary teaching process more efficient and motivating. With this in mind, new techniques and novel approaches to teaching vocabulary have emerged (Cameron, 2001). Authentic video excerpts have become one of the most common vocabulary teaching strategies in recent years. Authentic video excerpts can be found in movies, television series, shows, songs, and so on. Language educators believe that using authentic videos can make vocabulary teaching more interesting and fun, which increases successful vocabulary learning and overall initiate more effective language development. The medium of technology makes this approach all the more engaging and motivating. Furthermore, authentic videos can provide better vocabulary retention in the long term, countering the loss of learning which is very common in short-term learning. Utilizing authentic video excerpts has yet to be investigated adequately with adult learners of English due to the large focus of these studies on young learners. Therefore, the study aims to test the effectiveness of this experimentation with adult language students at a foundation university's preparatory school context. Additionally, the study seeks to explore students' attitudes toward the authentic video-use technique since motivation is one of the most crucial factors in language learning potential.

The research questions that guide the study are as follows:

1.1. Research Questions

1)Is there any difference in learners' proficiency of vocabulary (in terms of exam scores indicating the number of retained new words) when preparatory school students provided authentic video excerpts for vocabulary learning as opposed to the sole use of the coursebook by supplying direct translations or definitions for unknown vocabulary as part of the traditional teaching style ?

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2)Do the motivation levels and interests of students change when they learn traditionally versus through authentic video excerpt viewing?

3)What are the experimental group language students' attitudes toward learning vocabulary through authentic movie viewing as expressed in interviews?

1.2. Research Hypothesis

The aim of the study is to compare the effectiveness of teaching vocabulary through traditional techniques such as giving definitions and translations of new vocabulary versus using authentic video excerpts in vocabulary teaching. The study also aims to discover student attitudes and perspectives towards authentic video viewing. With this in mind, the main purposes of the research is to demonstrate that authentic video viewing in teaching vocabulary could be a more successful technique in comparison to traditional methods and students tend to have more motivation and positive attitudes towards this technique.

1. The experimental group language students, to whom authentic video excerpts have been viewed, would statistically outperform control group language students in vocabulary attainment.

2. The experimental group language students would demonstrate positive attitudes and perceptions for authentic video excerpts viewing as part of their language classes.

3. The experimental group students would reveal higher levels of motivation for language learning and vocabulary attainment.

2. Literature Review

2.1. Second Language Vocabulary and its Importance

Language learning involves the knowledge of four skills: listening, speaking, reading, and writing. In addition to these skills, vocabulary knowledge is an indispensable component of the language-learning process in general. Learners need to have a sufficient amount of vocabulary in order to express themselves in the second language effectively (Cameron , 2001). Since vocabulary is such an essential aspect of the language, a generally accepted definition needs to be provided. According to a Longman dictionary of contemporary English (2003), vocabulary is defined as "all the words that someone knows or uses" in the target language. Similarly, Hatch and Brown (1995) define vocabulary as a list or set of words for a particular language or a list or group of words that individual language speakers might use for communicational purposes.

Language teachers and learners are more aware nowadays that speakers of a language cannot be adequately competent even when having solid knowledge of grammar unless they have good vocabulary reserves as Cameron (2001) defends. Along the same lines ıf thought, Rosyidah and Giyoto (2018) state that "Vocabulary is the foundation to learn English, and vocabulary is one of the components of language; there is no language without vocabulary." Many studies have supported this claim. For example, Harmer (1991) views language structures as the skeleton of the language and vocabulary as the vital organs and the flesh. Without vocabulary knowledge, a learner's language knowledge is incomplete.

Therefore, learners need to gain an adequate amount of vocabulary to be fluent and competent speakers of the language.

Having a good vocabulary stockpile provides learners with different advantages. Broomley (1994) lists some of these as boosting the comprehension level of learners, improving achievement in the language, enhancing communication, shaping thinking, and so on. In addition to these, it is also known that a good amount of vocabulary helps learners be more competent in other language skill areas such as listening, speaking, reading and writing that would collectively support an integrative language development. With this in mind, learning vocabulary does not only mean knowing the meaning of words but it also includes a more complicated system of different pieces and aspects. Some of these factors of this complicated systen includes knowing how to pronounce a word, which words to use together, the form of the word that is appropriate to use, the occuring frequency of the word, and so on (Nation,1990). All these aspects of knowing a word indicates that vocabulary knowledge is multidimensional. Similarly, Schmitt (2000) supports the complexity of vocabulary knowledge stating that knowing the meaning of a word is not sufficient for knowing that word fully. In addition to the basic vocabulary semantics, learners also need to be familiar with the appropriate use of words in different contexts and situations. Due to its versatility, vocabulary teaching was overlooked in the past. Nevertheless, language teachers nowadays are more conscious of the significance of second language vocabulary learning and have been searching new vocabulary teaching strategies to improve the learning process. Authentic video excerpt use is one of the more recent applications that appears as a promising alternative to traditional vocabulary teaching in language classrooms.

2.2. Authentic Videos in Vocabulary Teaching

Authentic materials have become more common in language teaching and learning. Today videos are one of the most used authentic materials in the modern-day classroom. Authentic materials are materials created for real life and do not have educational considerations on its own, and yet , if chosen to be included in the language classroom, they provide a new breath and potential to vocabulary learning (Nunan, 1990). Authentic videos include various television series, movies, songs, and documentaries etc. and can be accessed fairly easily with the help of technology. Different types of videos or video excerpts can be found on many different websites, and special applicationscan be aploaded amd created to support the foreign language learning.

There are several advantages of using authentic videos and video excerpts in language classes. The first one of these advantages is that authentic videos provide learners with real language use including exmaples of the daily communication of native speakers. Since authentic videos are not created for educational purposes, they include the language that can be heard in contexts where the language is spoken as a first language. This is especially crucial for language classes in EFL contexts because learners do not have many opportunities to encounter the language use of native speakers. With the use of authentic videos, learners can be more familiar and aware of various aspects of language such as intonation, accent, and pace of speaking used by native speakers. Another benefit of authentic videos is the chance to see and learn about the culture of the target language. This is also crucial since a language and its culture cannot be separated from each other, and learners must be familiar with the target language culture. Learners can encounter different examples of jokes, direct and indirect values prevalent in authentic communicational exchanges, and traditions associated with the target culture thanks to authentic video viewing.

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Another advantage of video excerpts is the ease of pause or replay capacity of videos several times if necessary. This quality alone enables language teachers to add additional details to communicational situations, introduce questions, and initiate activities when teaching new vocabulary which all cab work to sustain students' attention. Some learners tend to be distracted during lessons, but teachers can engage them more easily by using authentic videos or video excerpts. Last of all, learners can guess the meanings of words in context with more stimulation when an authentic video is shown, which can strengthen the learning and retention of words in the long term.

It is necessary to be familiar with some techniques and ways to apply authentic videos in language classrooms in order to achieve the maximum learning outcome. Yassaei (2012) states that video activities can be divided into three stages. The first stage is the pre-viewing stage, in which some activities before watching a video can be done. The pre-viewing stage involves activities aimed at activating learners' background knowledge and grabbing their attention before the viewing even starts. The second stage as the viewing stage, which includes watching a video and engaging in some tasks related to the video (Yassaei, 2012). In addition to this, teachers can pause the video at any time to add some information or direct questions to learners on the issue. The last stage is called post-viewing stage, which asks students a to carry out some follow-up tasks or activities, such as role-play and storytelling etc. During authentic video use, teachers can apply these three stages in their classes to make authentic videos more effective and engaging for language learners.

Several other strategies can be utilized in the language classroom, such as active viewing, freeze framing and prediction, silent viewing activity, sound and vision off activity, repetition and role play, reproduction, dubbing activity, and follow-up activity (Çakır, 2006). For instance, in the freeze-framing and prediction technique, teachers can pause some parts of videos and ask students to comment on factors such as gestures and body language of speakers or can ask students to predict what may happen in the next video excerpt. Another strategy can be silent viewing activities which aims to sustain learner interest in video or video excerpts. Turning off the sound of the videos is a great example of silent viewing and enables the teacher to ask for some predictions about the video. In addition to these, teachers can also ask students to repeat words they have heard in the videos individually or in chorus through repetition or role-play techniques. This can strengthen the pronunciation accuracy for learners. Other possibilities for creative language activities may include learners acting out the scenes watched to familiarize learners with native speakers' intonation, accent, and speaking pace. The above-mentioned techniques and activities can be applied and expanded during the use of authentic video viewing depending on the class environment and English level of students to provide a more successful application of the video viewing technique. The creativity and experience of the language instructor unfolds many possibilities fort he learning environment.

Several studies have been conducted to test the effectiveness of videos in teaching vocabulary. In one study, Dogan (2009) aimed to compare the effectiveness of teaching vocabulary to students through textbooks and reading passages versus authentic videos. The study was conducted in a high school in Turkey. The results of the study demonstrated that authentic videos contributed to students' vocabulary learning process more deeply. Students who learned the target vocabulary through authentic videos had higher scores in the post-test than those who learned through their textbook. It was also found out that the students who were in the experimental group had higher levels of motivation. The results of this paper agrees with the study in question. Even earlier dated studies supported the positive outcomes of authentic video excerpts' use in the language classroom. Not only teenagers as exemplified in the previous study, but also primary school language learners are also to benefit from language learning

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supported with authentic videos. For instance, one such study investigated the effect of videos on learning vocabulary and attitudes of learners towards the technique (Köse, 2003). The study was carried out in a primary school in Turkey. The control group learned the vocabulary through coursebook and workbook, whereas the experimental group learned through authentic videos. The results of the post-test indicated that the experimental group students had much higher scores than the control group students. Moreover, it was found that the students who learned the target words through authentic videos had positive attitudes toward the technique and they found it more enjoyable and motivating.

As time went on, college level language learners started to get more attention in terms of teaching with authentic videos. The effects of watching a captioned movie clip on vocabulary learning is tested with a pretest and post-test experimental design in a study with college students (Tanrıverdi and Yüksel, 2009) Preparatory school students at a university participated in this study. The results indicated that vocabulary learning through movie clips significantly impacted students' vocabulary improvement whether they watched it with subtitles or not. The study's results also revealed that the participants made significant progress in their vocabulary knowledge after viewing the movie clip. The results of this study agrees with several recent studies that favor effective vocabulary acquisition through video-excerpts instead of traditional textbook learning alone. With the increasing focus on college level students, more studies started to be carried out in the present day as a way to improve the language learning outcomes, especially through vocabulary attainment.

2.3. Motivation for Learning

Motivation continues to be the single most important factor in the learning of pupils in general and specifically for second language learning. Motivation also impacts vocabulary learning signifantly. There are many different factors influencing the language learning and vocabulary learning process of students. Learners' motivation deserves attention from teachers and educators at all levels. Gardner (1985) defines motivation as "a desire to learn the language, feeling the enjoyment of the task and putting effort into the learning process." He also adds, "When the desire to learn the language and positive attitudes toward the goal is linked with the effort, then we have motivation." Motivation is a crucial element in language learning, and yet it is not always easy to motivate students. Teachers work very hard to motivate their learners. In order for students to be motivated, the learning environment needs to be enjoyable and engaging. This type of environment can be achieved with a teacher who tries effective techniques and different strategies to increase the quality of the learning. If students feel that language items or words are not difficult to learn, it may be a motivation source for them (Allen, 1983). Therefore, it is the teachers' responsibility to be creative and try out new approaches to keep the students stimulated. With high motivation levels, students are likely to be more successful in their learning process. Winke (2005) claims that motivated students tend to study more, find their own learning goals; they do not need constant encouragement from their teachers, and even help their classmates when they have difficulty.

Therefore, the current study also seeks to understand learners' levels of motivation and attitudes toward authentic video or video excerpt viewing as part of their language classes. With a pretest and post-test, the study aims to assess if the learning outcomes of vocabulary learning increases if video excerpt viewing is utilized. The data confirms that in addition to vocabulary gains, there is an increase in the motivation of learners as well as positive attitudes for the video-excerpt viewing experimentation. Authentic video viewing has been an increasingly popular approach that can provide sperior language learning outcomes in all language areas, especially in second language vocabulary learning.

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3. Methodology

This research consisted of both quantitative and qualitative research designs. In order to test the effectiveness of authentic video excerpts on learners' vocabulary achievement in comparison to traditional vocabulary teaching practice, 45 students were chosen to participate in the study. All students had B1 proficiency level in English, and they were preparatory school students at a foundation university in İstanbul. Half of the students were chosen as the control group, while the other half were selected as the experimental group.

A pretest and post-test were applied to compare the results of the control and experimental groups. Quantiative data was utilized in order understand which group would outperform the other. The study lasted for 7 weeks. Before the intervention, both the control and experimental groups were given a pretest. They had comparatively similar pretest results indicationg a homogenous B1 language proficiency levels. In the course of 7 weeks, the experimental group was taught vocabulary through the use of authentic videos from various movies and television series. 50 target words from different units of students' coursebook, which was Cambridge Interchange 2, were chosen based on their frequency which could also be found in The Cambridge English: Preliminary and Preliminary for Schools Vocabulary List. For each word, a minimum of 1 video from various television series, movies, and shows were presented to the students with additional instructions and explanations by the teacher. The videos were found on Youtube, edited and the subtitles were added by the researcher. They were short in duration, ranging between 10-30 seconds. The control group did not receive any treatment. They learned vocabulary through their coursebook only and the definitions were given by their instructor.

In addition to the quantative data which would provide numerical data, the study also employed qualitative data to get more in depth understanding of the experiences of experimental group participants. To collect the qualitative data about the vocabulary learning intervention, interviews were carried out with 10 participants from the experimental group who volunteered to share their experiences. The interviews were conducted through Microsoft Teams, and their transcripts were automatically recorded. The questions in the interview were aimed at finding out students' attitudes and perceptions towards using authentic video excerpts. Also, it aimed to understand if their motivation changed fort he positive or the negative. Qualitative interview data provides more layers of understanding into the individual experiences of authentic video viewing.

The interview questions were as follows:

1) Do you think videos are more useful in learning target vocabulary compared to other, more traditional techniques?Why?

2) Did you find videos more or less motivating in your learning process compared to traditional techniques?

3) Did videos engage you more in the lessons when you compare them to traditional techniques?

4) Do you think videos captured your attention, or did they distract you during the lessons?

5) Did the duration of the video excerpts affect your learning? Were shorter or longer videos more effective for your learning?

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6) How can this video-viewing technique work more effectively in your language classes?

3.1. Population and Sampling

The participants of the study were selected from an English preparatory school students in a foundation university in Istanbul in the 2022-2023 fall semester. This study included only B1 proficiency-level students. The researcher's class group became the experimental group. Another instructor taught the other class of B1 proficiency level, which became the control group. The experimental group consisted of 23 students, whereas the control group consisted of 22 students.

The quantitative data of the study was obtained through a pretest and post-test, which were both completely identical. The tests included 50 multiple-choice questions in which students were required to choose the meaning of the target vocabulary. The purpose of the tests was to find out which group was more successful in recognizing and recalling the previously learned vocabulary. Vocabulary achievement scores reflected the number of correct responses students have achieved, and these scores are assessed as the effect of authentic video excerpt use on vocabulary retention. In addition to studying the quantitative data analysis, qualitative data was also studied in order to better understand the depth of aprticipants' experience of learning through video excerpt viewing. The oral interviews were carried out with 10 volunteer participants from the experimental group. Learners' views provided deeper insights into the participants' worlds about the effect of experimental treatment for vocabulary learning.

3.2. Data Analysis

The study was a mixed research design since it involved both quantitative and qualitative data collection and analysis. For the quantitative data of the study, SPSS 25 program was utilized. Arithmetic means, and standard deviation were used in statistical analysis. While the results of the normality analysis were checked, the Shapiro-Wilk test results were considered because the sample size was fewer than 30 people (Can, 2014), and the p-value was examined. Based on the results of the Shapiro-Wilk test, it was found that normality was achieved. In this study, t-tests for related samples and unrelated samples were used in order to compare the scores of the participants in the pretest and post-test. Comparing the scores, effect size values were also taken into account. The effect sizes are interpreted as very large if the value is 0.8, whereas 0.5 is considered as large, and 0.2 is interpreted as a small effect (Morgan et al. 2004, p.91; cited in Can, 2014).

In the second phase of the study, oral interviews were conducted to collect qualitative data. The responses given to interview questions were grouped under different categories and subcategories as positive or negative. Studying the different clusters of student views systematically has given way to different overarching themes (Thomas, 2006). Qualitative data was gathered so as to support the quantitative data obtained from the tests in a more detailed manner. The experimental group participants interview transcripts are read several times by highlighting recurring words and concepts as content analysis required. According to Thomas (2006) interview data should be categorized paying attention to specific themes, concepts and words as part of the coding process. Although the quantitative data already demonstrated the effectiveness of the authentic video excerpt use, qualitative data provided a more detailed description of students' experiences for a multi-level discovery. Content analysis of the interview scripts initiated general labels from pieces of data from each participant and later they are studied in connection to other interview scripts several times for thorough analysis by noting down clusters of similar concepts. This coding and recoding manifested significant recurring themes.

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4. Findings

The inter-rater reliability of the control and experimental groups is demonstrated in the following table. The pretest and post-test results of both groups are considered in relation to the research questions. SPSS 25 program was utilized to analyze the data for the quantitative part of the research. Cronbach's Alpha Coefficient was used to determine the reliability of the test scores in the two groups of participants. According to Landis and Koch (1997), values of 0.20 and below are considered weak, values in the range of 0.21-0.40 are average, 0.41-0.61 are moderate levels, 0.61-0.80 are points with a good level of adaptation, and finally, the ones which are in the range of 0.81 and 1.00 have a very good level of adjustment. The pretest and post-test reliability coefficients of the two groups were calculated separately, and they are given below in Table 1.

Table 1. The Results of Cronbach Alpha Coefficient

		Cronbach Alpha
Control Group	Pretest	0.913
	Post-test	0.837
Experimental Group	Pretest	0.736
	Post-test	0.706

In the research, the normality was checked as well. Shapiro Wilk test results were taken into consideration in order to test the normality (Can, 2014), and the p-value was examined because the sample size was fewer than 30 participants. The Shapiro-Wilk test results indicated that normality was achieved in the study. The results of the normality test are presented in Table 2.

Table 2. Normality Test Results

		Shapiro-Wilk
Control Group	Pretest	0.570
	Post-test	0.763
Experimental Group	Pretest	0.079
	Post-test	0.570

4.1. The Findings of the Data Analysis Relating to the First Research Question

It was inquired if there was any difference in the language vocabulary proficiency of preparatory school students as they were taught with authentic video excerpts use versus traditional techniques with textbooks such as providing translation and giving L2 vocabulary definitions. In order to understand whether there is a significant difference between the pretest and post-test results of the control and experimental groups, T-tests were conducted. The results of the tests are presented below in Table 3, Table 4, Table 5, and Table 6.

Table 3. T-test Results on whether there is a significant difference between the pretest results of the control and experimental groups

	N	X̄	S	Sd	T	p
Control Group	22	25.64	8.48	43	-2.01	0.051
Experimental Group	23	29.61	4.15			

According to the T-test results, no significant difference was found between the pretest results of the control and the experimental groups. The mean score of the participants in the control group was calculated as (X=25.64), whereas the mean score of the experimental group students was (X=29.61). This demonstrated that the participants in both groups had similar achievement scores in the pretest performance.

Table 4. T-test Results on whether there is a significant difference between the post-test results of the control and experimental groups

	N	X	S	Sd	T	p
Control Group	22	26.68	8.02	43	-6.9	0
Experimental Group	23	39.78	4.22			

In this part of the data analysis, the T-test results showed that there was a significant difference between the post-test results of the control and the experimental groups. While the mean scores of the control group students were found to be X=26.68, the mean scores of the students in the experimental group were X=39.78. A major difference was observed [t(43)= -6.9, p<0.05]. The effect size (d= 2.04) indicates that this difference is considerably high.

Table 5. T-test Results on whether there is a significant difference between the pretest and post-test results of the experimental group students

	N	X	S	Sd	t	p
Pretest	23	29.61	4.15	22	-10.655	0
Post-test	23	39.79	4.22			

According to the T-test results, a significant difference was found between the pretest and post-test scores of the experimental group students. The mean score of the pretest was 29.61, and the post-test score was 39.79. [t(22)= -10.655, p<0.05). The effect size calculated as a result of the test (d= 2.22) demonstrates that this difference is very high as well.

Table 6. T-test Results on whether there is a significant difference between the pretest and post-test results of the control group students

	N	X	S	Sd	t	p
Pretest	22	25.64	8.02	21	2.06	0.052
Post-test	22	26.68	8.48			

T-test results showed that there was no significant difference between the pretest and post-test results of the control group students. The pretest score was 25.64, and the post-test was 26.68. [t(21)= 2.06, p>0.05).

In the quantitative part of the study, the item average of the students in the experimental group was calculated. It demonstrates the difference in scores between the pretest and post-test and is given below in Table 7 and Table 8.

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Table 7. Item Average of the Experimental Group Students

	X⁻	S		X⁻	S
Item 1	0.78	0.42	Item 26	0.61	0.5
Item 2	0.26	0.45	Item 27	0.22	0.42
Item 3	0.65	0.47	Item 28	0.52	0.51
Item 4	0.96	0.21	Item 29	0.17	0.39
Item 5	0.87	0.34	Item 30	0.57	0.51
Item 6	0.65	0.49	Item 31	0.61	0.5
Item 7	0.57	0.51	Item 32	0.91	0.29
Item 8	0.26	0.45	Item 33	0.83	0.39
Item 9	0.91	0.29	Item 34	0.3	0.47
Item 10	0.57	0.51	Item 35	0.26	0.45
Item 11	0.13	0.34	Item 36	0.7	0.47
Item 12	0.09	0.29	Item 37	0.83	0.39
Item 13	0.87	0.34	Item 38	0.74	0.45
Item 14	0.65	0.49	Item 39	0.22	0.42
Item 15	0.87	0.34	Item 40	0.87	0.34
Item 16	0.35	0.49	Item 41	0.74	0.45
Item 17	0.65	0.49	Item 42	0.7	0.47
Item 18	0.83	0.39	Item 43	0.43	0.51
Item 19	0.96	0.21	Item 44	0.78	0.42
Item 20	0.78	0.42	Item 45	0.7	0.47
Item 21	0.65	0.49	Item 46	0.13	0.34
Item 22	0.22	0.42	Item 47	0.57	0.51
Item 23	0.57	0.51	Item 48	0.39	0.5
Item 24	0.61	0.5	Item 49	0.78	0.42
Item 25	0.91	0.29	Item 50	0.43	0.51

Table 8. Post-test Item Mean and Standard Deviation Values of Experimental Group Students

	X⁻	S		X⁻	S
Item 1	0.91	0.29	Item 26	0.91	0.29
Item 2	0.83	0.39	Item 27	0.4	0.5
Item 3	0.78	0.42	Item 28	0.65	0.49
Item 4	0.91	0.29	Item 29	0.43	0.51
Item 5	0.96	0.21	Item 30	0.74	0.45
Item 6	0.96	0.21	Item 31	0.52	0.51
Item 7	0.96	0.21	Item 32	0.87	0.34
Item 8	0.96	0.21	Item 33	0.87	0.34
Item 9	1	0	Item 34	0.57	0.51

Item 10	0.78	0.42	Item 35	0.39	0.5
Item 11	0.43	0.29	Item 36	0.87	0.34
Item 12	0.78	0.42	Item 37	0.87	0.34
Item 13	0.91	0.29	Item 38	0.96	0.21
Item 14	0.78	0.42	Item 39	0.39	0.5
Item 15	0.83	0.39	Item 40	1	0
Item 16	0.74	0.45	Item 41	0.87	0.34
Item 17	0.91	0.29	Item 42	0.91	0.29
Item 18	1	0	Item 43	0.87	0.34
Item 19	1	0	Item 44	0.74	0.45
Item 20	0.83	0.39	Item 45	0.91	0.29
Item 21	0.91	0.29	Item 46	0.87	0.34
Item 22	0.35	0.49	Item 47	0.96	0.21
Item 23	0.87	0.34	Item 48	0.65	0.49
Item 24	0.7	0.47	Item 49	0.91	0.29
Item 25	0.96	0.21	Item 50	0.61	0.49

The comparison of the pretest and post-test results of the experimental group students demonstrated that the participants increased their achievement scores in the post-test. The results of the post-tests also indicated that the students in the experimental group had higher scores of vocabulary recognition and retaining compared to the control group students. It proved that authentic video viewing contributed to the vocabulary learning process of the learners to a greater extent, which answered the first research question.

4.1. The Findings of the Data Analysis Relating to the Second and Third Research Questions

The second and third questions of the research were related to students' attitudes and motivation toward authentic video use excerpts. They are as follows:

Do the motivation levels and interests of students change when they learn traditionally versus through authentic video viewi ng?

What are students' attitudes toward learning vocabulary through authentic movie excerpt viewing as expressed in interviews?

In order to gather responses for the above mentioned questions, interviews were conducted with 10 volunteer participants from the experimental group were conducted. The interviews consisted of 6 questions, and the participant responses are studied carefully for each question and categorized thematically as shown in Table 9.

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1)Do you think videos were more useful in learning target vocabulary compared to other traditional techniques?

Each participant in the study believed that authentic videos were much more effective in teaching vocabulary than traditional language teaching practices, such as giving definitions and translations in relation to the coursebook utilized in the class. Students thought that videos helped them understand the target vocabulary more easily and even guess the meaning from the context, making both recalling and using the learned words in the future more probable. Moreover, they are able to learn different aspects of words, such as form, pronunciation, and intonation more easily. This way they can also be more familiar with native speakers' daily language communication. Learners stated that learning vocabulary in classical or traditional ways makes the learning process tedious and that teachers need to renew the techniques and strategies they use in language classrooms for better learning potential.

2)Did you find videos more or less motivating in your learning process compared to traditional techniques?

Regarding the second interview question, learners thought that authentic video excerpts made learners substantially more motivated compared to traditional techniques. Some reasons for the boredom are stated to be due to the long duration of language classes and being distracted or bored because of monotonous techniques. However, they expressed a desire to see more inclusion of technology and visual materials, which is why authentic videos can be presumed effective in ensuring motivation and sustaining it. They stated that when an authentic video excerpt was used in language classes, they were more motivated because it was more enjoyable, and they had the opportunity to watch scenes from their favorite movies, series, or songs.

3) Did videos engage you more in the lessons when you compare them to traditional techniques?

The students expressed their unwillingness to participate and respond to the questions in language classes if more traditional coursebook teaching occurs. They shared that authentic videos helped them to be more engaged in the class, as well as encouraging them to produce language in other language activities during the lessons. For instance, after learning some target vocabulary via authentic videos at the beginning of a lesson, they were able to use the words and speak more fluently in speaking tasks. Furthermore, learners thought that their concentration was longer in duration, which initiated more engagement.

4. Do you think videos captured your attention, or did they distract you during the lesson?

Most of the learners believed that authentic videos increased their attention because they tended to feel bored when their teacher constantly explained something that they needed to check from their books. However, they expressed that they were able to focus more on the class while watching authentic videos, especially because they were familiar with some series and movies. This also helped them pay more attention so as to understand or guess the meaning of new words.

Despite the positive reflections from the study participants, some students thought that a video with a lot of unfamiliar words could be distracting for them and that they were unlikely to learn the target vocabulary when checking many words heard in the video. Also, some students indicated that if videos were too long, this distracted them. These students expressed that videos needed to be of moderate

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duration. Another point learners made was the importance of the type of authentic videos to be used in the language class. The video excerpts chosen for this research were more concentrated on series and movies, without much attention to documentaries or scientific videos.

5. Did the duration of the videos affect your learning? Were shorter or longer videos more effective?

In relation to this question, the learners expressed different views. Some learners believed that longer videos were more effective since they were able to guess and understand the meaning of target words more easily with more context enclosed. Moreover, they stated that the longer video excerpts helped them recall these newly learned words later. On the other hand, other students thought that they had a short attention span, and that is why they were able to focus on target words better and learn more effectively with shorter videos. Some learners also stated that a longer video included more new vocabulary, and the more words a video included, the more difficult it would be for them to learn the target vocabulary. So, there were different views on this issue.

6. How can this video technique work in a more effective way for you in your language classes?

Most learners stated that authentic video use was the most effective vocabulary teaching technique that had been used in their language classes. They believed that language teachers need to renew their teaching techniques and strategies to make learning easier and more successful for their learners. In addition to stating this, learners also thought that some other activities could be added to complement authentic video excerpt use. One suggestion was that learners could watch the videos before attending the language classes and get more familiar with the pronunciation of the words, the context, and the meaning before coming to the classroom. They claimed that this will help them have a stronger retention of vocabulary. Another idea was that each student in a class could find and prepare a video for each target word from different movies or series. By finding and preparing a video, it is likely that learners will learn more deeply and be able to use words later in a communicational situation. As a last suggestion, one student advised that target words found in videos can be left blank, and students could be asked to fill in the blank with an appropriate word.

As it can be understood, there could be plenty of activities and ideas to implement for authentic video use in the language classes. These activities can be improved and alternated by English language teachers. Finally, students' ideas toward authentic video use are divided into specific categories, which are noted in the following table.

Table 9. Students' Attitudes and Ideas Toward Authentic Video Use

Theme	Yes	No	Example:
Effectiveness Were videos more effective or useful compared to the traditional techniques?	10 students	0 std.	*Std 1: 'Authentic videos were much more useful because we learned how to use words in a sentence.'* *Std 5: 'Video use was the best technique to learn vocabulary for us.'*

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		Std 2: 'I was able to understand the meaning of a new word just by watching videos.'
Retention Were words more easily recalled when learned with authentic videos?	10 students 0 std.	Std 5: 'I am able to remember the words easily, thanks to videos.' Std 6: 'I easily forget vocabulary when teachers just give definitions, but seeing words in different videos helped me with it.'
Motivation Were videos more motivating compared to the other techniques?	10 students 0 std.	Std 3: 'It is boring to check the book during the whole lesson. Videos made us more motivated and excited.' Std 7: 'Seeing examples from different movies and series motivated me a lot.'
Engagement Did videos help you engage more in the lesson? Did you participate in the lessons more when a video was shown?	8 students 2 std. 8 students 2 std.	Std 4: 'Videos from my favorite series made me feel more engaged and familiar with the subjects.' Std 8: 'Videos helped me participate more in the lesson because I learned the words well and used them in other tasks, too.' Std 1: 'I tried to guess the meaning of words when we watched a video and made comments about it.' Std 10: 'Videos were interesting, but I didn't participate more. They did not have an impact on this.'
Attention Did videos make you focus more on the lesson?	7 students 3 std.	Std 2: 'When we watched a video, I was focused since I wanted to understand the scene and the words in it.' Std 4: 'Some videos were from my favorite series and movies, which made me concentrate more and become attentive.' Std 10: 'Long videos distracted me at times because my attention span is not high.' Std 3: 'When videos included many words that I didn't know,

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		it was hard to follow and concentrate on the meaning.'
		Std 2: 'Authentic videos from series and movies were really interesting, but documentaries or similar types distract me.'

Regarding the second and third research questions, it was found through the interviews that the motivation level of the students increased when they learned vocabulary through authentic videos. The interview results also indicated that the learners had positive attitudes for authentic video excerpt viewing technique and they thought it was more enjoyable and engaging than the classical teaching techniques. Also, they expressed opposing views about the length or duration of the video-scripts. Some preffered shorter video-clips whereas others inclined towards longer video-clips. Also, most students liked authentic videos in general, whereas others preffered sitcoms and films to documentaries because they were able to concentrate much more easily and felt as if they benefitted more in vocabulary learning and retention. Quantitative data is valuable for showing numerical evidence for a general inclination, but qualitative analysis provides rich data supporting quantitative findings. Studying the qualitative data brings forth different layers of nuances as data refined and resulted in deeper understanding of the phenomenon investigated. With this in mind, qualitative and quantitative data studied together supports the research discovery for more effective and trustworthy results.

5. Conclusion

The purpose of this study was to investigate the effectiveness of authentic video excerpts in vocabulary learning in the foreign language classroom and the amount of word retention of the recently learned vocabulary as a result of this treatment. This exploration was carried out by comparing the video excerpt viewing treatment of the experimental group with the traditionally taught group. Another aim of the study was to inquire about students' attitudes and ideas toward authentic video excerpt use as an alternative vocabulary teaching medium. In order to find the answers to these questions, both quantitative and qualitative data-collection tools were utilized. The quantitative data collection tools included a pre-test and a post-test, whereas the qualitative data collection tool engaged via oral interviews and a careful coding process to initiate overarching themes.

The first research question was targeted at comparing the effectiveness of authentic video excerpt use versus traditional vocabulary teaching styles. The pretest and post-test results of the control and experimental group students demonstrated that learners who learned vocabulary through authentic video viewing were actually more successful than the control group students. Moreover, the study found that the control group students had no significant improvement in their post-test scores, whereas the experimental group students had considerable improvement. Hence, the quantitative part indicated that authentic video excerpt use was more effective in teaching vocabulary and retaining the newly learned vocabulary when compared to the traditional coursebook teaching through definition giving and semantic translation of the teacher.

Regarding the second research question, it was understood that learners found authentic video excerpt utilization much more motivating and interesting than the traditional techniques. Learners stated that they did not find traditional techniques to be adequately engaging or effective. They believed that

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teachers need to complement the traditional techniques with innovations and experimentations with ore technological innovations such as the authentic video excerpt use.

The final research question was related to language students' attitudes toward authentic video viewing in vocabulary teaching and the language learning process. The responses of the students clearly demonstrated that all students were in favor of the utilization of authentic videos in language classrooms. Each of the interviewed participants expressed positive ideas and attitudes for its inclusion in the language classroom.

To conclude, authentic video excerpt use can be a more common and preferred way to teach vocabulary because it provides students with better learning potential, more efficiency in vocabulary retention, increased motivation, and fuller engagement. Thus, it is imperative that language teachers get familiar with novel language teaching strategies and experiment with authentic video excerpt use to improve interest, quality, and vocabulary learning outcomes for language learners.

Discussion

Regarding the first research question, it was found out that teaching vocabulary through authentic videos was much more effective than classical teaching styles relying solely on a coursebook and merely giving translations and definitions of target vocabulary. This demonstrates that traditional techniques are not adequately efficient in teaching vocabulary in language classrooms today. This presupposes that teachers need to come up with novel approaches and techniques if they are willing to provide better and more effective learning and knowledge retention for their students. Authentic video excerpt utilization can be one of these techniques, and yet more techniques can be tried out with experimentation to better serve their learners.

The second research question analyzed the interview responses of experimental group participants which demonstrated that the authentic video viewing technique was much more motivating for students than the traditional coursebook reliant teaching style. This is because technology and the several series and movies created a multi-modal stimuli and motivation for learners. Today's learners believe that merely giving definitions and translations of words is tedious and not engaging anymore. Language students today seek more up-to-date techniques which can save lessons from being monotonous. Similary, students' expressed authentic video excerpt viewing to be one of the most interesting classroom intervention recently, which indicated that primary teacher dependance or coursebook reliance is a concept of the past. In the modern day, authentic videos provided students with a more appealing way to learn vocabulary.

The third research question aimed to find out students' attitudes toward authentic videos. The interviews clearly indicated that the learners had positive attitudes towards this technique. The learners stated that it was much more effective in terms of vocabulary learning compared to the traditional techniques. Also, the participant responses highlighted enjoyment in the process of learning, which is what language teachers opt for. Students expressed that authentic video viewing could be used more extensively in language classrooms since they provided students with the use of daily conversation without making the process difficult or tedious.

To sum up, vocabulary learning is the backbone of language proficiency in the second language, especially it is integral for the communicational competence. Language educators and teachers owe it to

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their students to try novel approaches for teaching vocabulary and nourish the learning potential to the maximum. This research revealed that experimentation with authentic video viewing indeed increased the vocabulary retention of newly learned words which was evidenced by the vocabulary scores received from a post-test. In addition to the positive language output, language students also expressed having fun and having stronger motivation to learn and participate in the activities of the class. The spontaneity and the contextualization of authentic videos created a real life simulation for language learners. It is also necessary to pinpoint that video excerpt utilization was likely to stimulate several senses of language learners as well as triggering different multiple intelligences each student brought to the classroom. This study implied that the implementation of authentic video viewing in the language classroom can very well improve other areas of language learning and support all language skills. Thus, language teachers and educators should be ready to embrace new strategies and novel technologies in their classrooms to reach their best and their learners' best.

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