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THE EFFECT OF USING VIDEO AS AN AUDIO-VISUAL MATERIAL ON FOREIGN LANGUAGE LEARNERS' LEVELS OF MOTIVATION AND ACHIEVEMENT*

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Abstract

This study was conducted in order to identify the effect of using video as an audio-visual material on foreign language learners' levels of motivation and achievement. The study was applied to 48 students attending the Preparatory Program during the 2010-2011 academic year at Amasya University. The study was conducted during the second semester of the academic year. The participants in this study completed Elementary level English course work in the first semester of the same academic year. In the second semester, they continued their English language studies at the Pre-intermediate level. The data collection instruments of this study consisted of a motivation scale and an achievement test. The motivation scale was adapted from Kürüm's (2007) motivational factors questionnaire, in accordance with the objectives of this study. The achievement test was taken from New English File Pre-Intermediate Workbook. The collected data was analyzed by using SPSS 15.0 statistical package. Independent Samples T-test and Paired Samples T-test were used to analyze the data obtained from the pre- and post-tests. As a result of these analyses, it was found that using video as an audio-visual material influenced the language learning motivation and achievement levels of the students in the Preparatory Program of Amasya University.

Keywords: Use of Audio-Visual materials, Video, Foreign Language Learning Motivation, Foreign Language Learning Achievement.

I. Introduction

Methods and techniques in English language teaching have changed in some ways during the last several decades. The focus of the language instruction has shifted from forms" of language to "functions" of language; communication and interaction aspects of language have become the focus of foreign language instruction. The aim of most language learning has become to acquire the ability to communicate with others in the target language.

In conventional approaches to English language teaching, the knowledge of the grammatical structures and the lexical items of the target language considered to be enough to learn a foreign language. Grammatical competence was believed to be the main aim of the foreign language learning. Over the years, it was realized that grammatical competence is not enough to use the language in real life situations, and in order to communicate with others appropriately, people need to develop a kind of communicative competence, as well as the grammatical competence in the target language. Therefore, a new approach, Communicative Language Teaching, has started to rule the field of English language teaching since 1970s.

Communicative Language Teaching is an approach which mainly intends the communicative competence of language learners. To develop this communicative competence, learners should be provided with real-life like situations as models in which they can see and listen to the way the native speakers communicate in their daily life. To provide these models in the foreign language classroom, teachers generally make use of various technological aids, and audio-visual materials are good examples of these technological language teaching aids. Due to the rapid development of technology, which provides language teachers and learners a wide range of choices, the variety of sources for learning language has been increasing. Technological aids play an important role in language instruction. In other words, they have become essential parts of the second/foreign language (ESL/EFL) classroom. Teaching aids such as videocassette recorders, computers, video cameras, CDs, DVDs, CD-ROMs, web-based multimedia courseware have started to become increasingly popular materials in the language classroom.

The main purpose of this study is to investigate the possible effects of audio-visual materials, particularly video, on foreign language learning motivation and achievement levels among university English preparatory class students. In other words, it analyses the likelihood of whether the use of video as

*This study has been developed from the Master thesis of the researcher.

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an audio-visual aid will be more effective in terms of motivation and success when compared to the effectiveness of audio-only instruction. In this study, audio-visual presentations are offered as alternatives to audio-only presentations in regard to their positive effects on foreign language learners' achievement and motivation levels.

One of the best known advantages of video is that it provides a visual aid. Compared to audio listening texts, video shows the setting, the speakers, and the context in which they are having the conversation. Students can see several clues about the participants, such as their age, sex, the way of dressing, social status, mood, feelings, and relationships. All of these clues can help learners to identify and recognize the register of the language used in these particular contexts (Lonerger, 1984). Hence, it is clear that video helps learners to put together an understanding of various styles and registers common in the target language.

Video, naturally, is full of valuable extra-linguistic clues. Studies have shown that exposure to visual inputs heightens learners' comprehension and retention of lexical items. (Synder&Colen, 1988, cited in Weyer, 1999: 348). Furthermore, if the visual exposure is combined with an audio component, it increases students' comprehension of a video text to a marked degree. (Altman, 1989; Baltova, 1994). In addition, many different factors may affect people's motivation in terms of education in general, and in the case of language learning, in particular. It can be suggested that audio-visual materials are one of the probable means to create and maintain motivation in terms of foreign language learning.

Research Questions:

The four questions guiding the study were as follows:

1. Is there a significant difference between EFL learners who are taught through audio-only presentations and those who are taught through audio-visual presentations in terms of their achievement levels?
2. Is there a significant difference between EFL learners who are taught through audio-only presentations and those who are taught through audio-visual presentations in terms of their motivation levels?
3. Is there a significant difference within the test group, who were taught through video as an audio-visual material, in terms of their motivation and achievement levels?
4. Is there a significant difference within the control group, who were taught through audio-only materials, in terms of their motivation and achievement levels?

At this point it would be appropriate to touch on the theoretical foundations, on which the study has been based.

2.The Role of Audio-Visual Materials in Language Teaching and Learning

In using and understanding both the native and the target language, people generally are helped by aural and visual clues such as facial expressions, gestures, mimics, stress, intonation, social settings, and cultural behaviors. Since learners of a target language will need these clues all the time for better learning of that specific language, getting help from aural and visual clues is important in language education. (Allan, 1985; Ariew, 1987; Lonerger, 1984; Tomalin, 1986). Hence, this explains why it is so important to use audio-visual materials when teaching and learning languages.

It can be said that audio and visual materials were used together in the Audiolingual Method for the first time. In substitution drills of the Audiolingual Method the teacher uses some pictures accompanying the cues. These cues are words or phrases which are used by the students to replace a word or phrase in the sentence of a dialog that they are supposed to repeat. The teacher gives these cues orally and he/she shows a picture of the cue at the same time. For example, while the teacher says "the bank", he/she points a picture of a bank at the same time. When summarizing the characteristics of the Audiolingual Method, Brown (2001:23) points out the use of tapes, language labs, and visual aids. Similarly, Richards and Rodgers (1986:57) says: "Tape recorders and audiovisual equipment often have central roles in an audiolingual course." In the following decades, with the emergence of the new approaches and methods in the field of English language teaching, the use of audio-visual materials has started to be used more widely than before. Additionally, with the developing technology, more complicated and modern versions of audio-visual aids have been used in the current practice of the Communicative Language Teaching Approach. Thus these audio-visual materials have been used in more meaningful contexts and exercises than the ones used in more traditional methods like the substitution drills in the Audiolingual Method.

The use of audio-visual materials has long been researched by a number of researchers, in terms of their different contributions to the process of language teaching and learning. Johnson (1946:404), for

instance, suggests that the field of foreign language teaching is the one in which all sorts of audio-visual materials are most vital tools for reaching both linguistic and cultural objectives. That's why the use of such materials should be considered as an essential part of language instruction and they should be carefully planned and utilized as an integral part of the course, as well.

Ager (1967: 7) contends that using diagrams, cartoons, film sequences, etc. might help to create a context in which a certain use of language is not only appropriate but also life-like. He also claims that a second language should be learned in the same way that it was learned in the learners' native language. He says: "... in the situations in which it would be natural for a native speaker to use certain forms and structures, the student should hear the native speaker actually using them."

An estimation of this reality can be seeing and listening to native speakers in a real-life situation, - going to work, using the telephone, checking-in a hotel, buying a newspaper, etc.- in short sketches or in longer dialog situations. According to Ager (1967: 7), ordinary silent or sound films, specially created to teach particular structures in particular languages, or produced as straight entertainment, are the nearest tools which can lead us to "real-life" situations. Therefore, watching and listening to native speakers using the real-life language by the help of audio-visual aids in classrooms can be quite helpful for language learners to gain a better language competence in different areas.

Çakır (2006: 1), in his article, proposes that it has been widely known that audio-visual materials are outstanding aids for provoking and facilitating the learning of a foreign language. In the same way, according to Wright (1976: 1), many media and many styles of visual presentation are useful to the language learner.

As Chastain (1988: 383) points out, a comprehension of cultural differences is needed in order to attain appropriate communication skills, tolerance, and cooperation on the learner's part, and in order to present learners with the different aspects of the target language culture to meet these needs on the instructor's part. Therefore, it is obvious that language instructors should include cultural elements in the language instruction. Several different means might be used in order to introduce these cultural elements in the language classroom.

In this respect, Allen and Valette (1977: 350), propose that audio-visual materials would be effective aids for teaching target culture in a language classroom. This effectiveness of audio-visual materials seem to be evident since such materials have the benefit of breaking the boundaries of the limited classroom setting and creating a more realistic language learning environment.

Consequently, it is clear that incorporating audio-visual materials may be a great help in creating a more real-life environment and for teaching particular language items and cultural elements in this entertaining language environment.

3. The Use of Video in Language Classrooms

More specifically, video sequences, as audio-visual materials, presenting those real life situations can be considered as good models for developing and practicing communicative competence.

Videos designed for language teaching have been used in language classes for several decades, as mediums to teach languages because of substantial advantages they offer. Today, a large number of methodologists agree on their effectiveness in language learning settings. Thus, the number of teachers incorporating video as a teaching aid into their instructional process has been rapidly increasing. It is also possible to see this tendency towards the use of video in foreign language teaching course material packages just like "New English File" videos used in the present study.

Lonergan (1984: 7) makes a broad categorization for the wide variety of sources which video materials used in language classrooms can come from:

1. Video-recordings of language-teaching broadcasts and films;
2. Video recordings of domestic television broadcasts, such as comedy programs and news programs;
3. Video recordings of specialist films and television programs;
4. Video language- teaching materials made for classroom rather than public transmission as broadcasts;
5. Self-made video films, involving the teachers and learners.

Recently, it is widely assumed, by many specialists, that the ones in the second and third categories- the more "authentic" ones- are more favorable than the others. However, according to the needs, interests, and levels of the target groups, the ones which are produced with language teaching purposes might be better tools in some occasions. In this study, the videos designed as a part of a whole language package have been used, owing to their practicability and their relevancy to the curriculum.

Due to its exceptional ability of combining sound and vision, video could be said to be an unmatched language teaching medium. Marsden claims that video provides a better context for the language use and can demonstrate the meaning of words in a better way. In addition, it can make language learning enjoyable and motivating. (1991: 51)

According to Stempleski and Tomalin, it is appropriate to use the video at every level of language learning, either as the primary constituent of an intensive course or as supplemental material for language reinforcement and skills practice. However, they also suggest that on account of its ability to motivate and to enable direct comprehension by presenting language in context, it is better to give beginners and elementary level learners priority in the use of video. (1990: 4)

With different types of activities and techniques, such as “prediction, repetition, re-enactment, silent viewing, etc.” video can plausibly help in obtaining these objectives. These techniques are going to be explained in the following sections of this study. Briefly, it is obvious that using videos with different aims, at different levels of language learning might enhance language learning. They also make unique contributions like fun and motivation to this inarguably demanding educational process.

It could be clearly seen by looking at the previous discussion topics about video, it is definitely great help to use video for language teaching purposes. Nonetheless, another important consideration about using this valuable tool is how to use it appropriately and effectively in the language classroom. Thus, in this part the language skills and competencies that can be brought in through the use of video, some selecting criteria for choosing the suitable type of video sequence, and some basic techniques for using video will be discussed.

Video in the language classroom offers exciting possibilities for language teaching and learning. Video can be used for teaching, practicing, and testing listening, speaking, reading, writing, vocabulary, grammar, and pronunciation skills. In addition, by the help of video communicative competence, cultural and cross-cultural awareness of language learners can be achieved.

There has been an obvious appeal to using video in the language classroom. Instead of the rather unembodied voice emanating from an audio player, learners are able to see the speaker and elements of the surrounding environment. (Shrosbree, 2008: 75) Thus, it can be said that video is a “multi-sensory medium” (Swaffar and Vlaten, 1997: 176)

Video has the strongest potential in teaching listening and it is the medium that is most likely to make an impact on students’ listening skills since it shows actions and images along with sounds, therefore, reinforcing listening comprehension. (Ur, 1984; O’Malley and Chamot, 1989) Some researchers claim, in their studies, that video is also very helpful for improving speaking, communicative and conversational skills. (Allan, 1985; Lonergan, 1984; Tomalin, 1986, Rifkin, 2000).

Davidson (2009: 4) proposes that videos can assist learners in developing listening performance and retention of cultural knowledge by providing multi-modal input to illustrate authentic communication situations. In brief, it is possible to use video as a teaching aid in order to obtain different linguistic, cultural, and communicative goals. Now, it is time to have a look at in which ways video could be used to obtain these objectives.

3.1. Some Basic Techniques for Using Video

It is possible to talk about some practical basic video implication techniques for language teaching purposes. What is important here is to choose the closest technique to our teaching objectives and needs. Here are some of these practical techniques and their classroom implications suggested by several specialists:

Active Viewing: Active viewing means learners’ actively participating in the video viewing activity. In other words, video viewing with instructional purposes should include learners’ taking part in the process of viewing the video, instead of just watching it as they do outside the classroom. In order to enable this active participation and encourage students to take roles in video viewing activity, they should be prepared for what will be presented on video in advance. The teacher may give some viewing guides to the students so as to help them to comprehend best what is presented in the video. This guidance also enables the students to achieve the language tasks that they are supposed to do before, while, and after viewing the video. Lonergan (1984: 31) says that watching a video presentation in a foreign language can be challenging for most students, so they need “help, guidance, and reassurance” to cope with this challenge. He suggests that teachers should select viewing tasks appropriate for the learners’ needs and abilities.

Stempleski and Tomalin (1990: 16) entitled this technique as “sound and vision on” and they recommend the following activities as adaptations of this technique:

- Students are given a list of items before viewing a sequence and have to look for them as they view.

- Students are given a list of items after viewing a sequence and have to decide which were in the sequence and which weren't.
- Students view and listen to the sequence for (e.g.) something beginning with (X), something (blue), something which rhymes with (Y), etc.
- Students are given comprehension questions before viewing a sequence and answer the questions after viewing.
- Students are told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss.
- Students are given paraphrases of dialogues before viewing and then have to match/spot the direct speech as they view.
- Students are given a cloze passage of the dialogue or of a description of the scene and have to complete gaps while/after viewing.

These versions of the related technique or other adapted forms made by the teachers relevant to their learners' needs and abilities can be used to make the learners active participants of the video viewing activities. In this way, video viewing activity can become more interesting and attractive for the learners and this also contributes to their success in achieving the language tasks more easily.

Silent Viewing (Sound off/ Vision on): As can be understood by the name, this technique includes viewing a video sequence without its sound. According to Stempleski and Tomalin (1990: 15), this technique can be used in two ways: the first way is to create activities about what students see on the screen, and the second way is to use it in activities focusing on what is being said. In the second usage, a variety of prediction tasks are generally given to the students. Stempleski and Tomalin suggest some implementation ways of this technique. They are:

- Choose scenes with short exchanges of dialogue, where the action, emotions, setting, situation, etc. (even lip movements!), give clues to what is being said. Students guess/predict the words and then compare afterwards while viewing with sound on.
- Use longer exchanges for students to guess the gist or situation rather than exact words.
- Play whole sequences for students to try and write suitable screenplays, which can then be compared with the actual soundtrack.
- Use the pause/freeze-frame control at the initial point of each exchange, for students to predict language on a line-by-line basis. These are then compared with the actual speeches.
- Students give or write a descriptive commentary of what they see.

(Stempleski and Tomalin, 1990: 15)

It is obvious that using such activities and adaptations of them in the language classroom can be great help to enable student motivation and participation in the video viewing tasks. In addition, according to Çakır (2006: 8), silent viewing stimulates students' interests, thoughts, and helps them develop deduction skills. Thus, teachers who are using video presentations in their language classroom may make use of this technique as well as the other ones presented in this section.

Sound on and Vision off Activity: Contrary to the previous technique, in this technique the students are provided only with the soundtrack of the video while they cannot see the picture. This time students are supposed to predict or reconstruct what is happening visually in the video based on the sounds they hear. Lonergan (1984:76) claims that it is really difficult to reconstruct what is really happening by just listening to the sound without seeing anything. However, he thinks that this technique can stimulate discussion among students, about the characters, the setting, the action, etc. in the video sequence they view. Therefore, this technique also can be used in a variety of ways similar to the ones which has just been proposed for the previous techniques.

Freeze Framing: This technique is, shortly, freezing a frame in a video sequence by using the pause button. Freeze framing can be used in a variety of ways. For instance, the teacher can stop at a critical point in the plot and ask students questions about the past events to check comprehension. It is also possible to ask them to predict what is going to happen next. Secondly, pausing at some suitable points for students to speculate about the characters' feelings and thoughts by looking at their facial expressions, gestures, mimics, and their body language is another advantage. Lastly, freeze framing can be used to teach particular lexical items. This time the teacher may pause the sequence before a certain word or phrase is uttered and then the teachers may ask the students to guess that certain word or phrase. The right word or phrase can be heard immediately after the student responses. Consequently, freeze framing is another useful technique that can serve well to fulfill various language teaching objectives such as presenting new vocabulary.

Repetition: Simple repetition exercises is done by freeze framing the scene with the pause button and asking students to repeat what has just been said, either individually or in groups. That kind of repetition exercises are usually used to encourage oral fluency. These are not exact communicative exercises, but they may help the students practice the articulation and the pronunciation of new vocabulary items as well as the practice of intonation and stress. Hence these exercises can be considered as a preparation for more communicative exercises.

Audio-cassettes can also provide good models for repetition drills. Nonetheless, since video combines visual cues with spoken words, it may provide the possibility to response to paralinguistic cues, such as gestures, mimics, and body language, along with the sound. This is also one of the reasons that the present study favors audio-visual aids against the audio-only ones in foreign language teaching.

As it is seen, a variety of practical activities could be used while utilizing video in the language classroom. However, these are not the only options to use with video aided instruction. As Çakır stated, this is just a selection of techniques that can be used by both teachers and students, which they can modify or develop according to their own needs and purposes.

Video-aided Role Playing: As it is widely known, role playing activities provide absolutely good practice of real life communicative situations. They are usually conducted at the end of a particular class period. This is because, role playing requires a full understanding and mastery of the vocabulary and the linguistic features presented during that particular class period and more creative communicative production of learners.

Lonergan (1990:39) claims that video presentations provide three main advantages when used as models for role play activities. The first advantage is that they enable the teachers not to waste extra class time for making explanations about the aspects of the target communicative situation which is going to be acted out by the learners. This is because; the students can see all of these aspects such as the setting, the characters, and the events of the situation in a video film. Instead, the students can use this extra time for the preparations of the role play activity.

Secondly, it is easier for the learners to understand what they are supposed to do in a role play activity by watching and listening to the target conversation on the video. The third advantage is that video aided role playing may help the learners to feel more self-confident. As we all know most learners are shy “to act the scene on their own way”. However, video gives them the chance of miming the actors in the video film, so they feel more confident when their own personalities are covered by the manners of the actors.

Finally, it is possible to add two more types of activities based on video instruction, suggested by Stempleski and Tomalin (1990:16). The first one is the “jumbling sequences” and it is briefly reordering the sections of a sequence presented in an unordered way. The second one is the “split viewing” which is a kind of information-gap activity conducted within two groups. One of these groups sees a sequence but does not hear whereas the other one hears but does not see. So, these groups exchange information after watching or listening to their parts.

Although many published video materials offer guidance for teachers, the teachers may still need to modify the video sequence itself or the activities provided together with the video according to their group of learners’ own needs and interests, their curriculum and the time available to use the video. Thus, it is important to have a well-organized lesson plan and pre-checked materials to get the utmost out of video as a teaching aid, so as to not waste time during the video utilizing process. This pre-planning may include determining the spots to use the freeze framing or deciding on which parts of the video sequence are going to be viewed with different video viewing techniques.

Another important issue is the attitude toward using the video in the language classroom and learners’ attitudes toward the target language culture. Ariew (1987), emphasizes that second language teachers who use video should deal with the issue of the target language culture. Besides, Stempleski (2002:367) suggests that whether your students consider the use of video in the language classroom as valuable and important will be determined by the attitudes you have toward that subject.

Therefore, it could be said that when deciding to use the video in our language instruction it is important to review our own pre-knowledge on the use of video and our attitude toward the target language culture and the use of video in the language teaching.

3.2. Selection Criteria of Video Sequences

While selecting the right video sequences to use as language teaching materials in the classroom, practitioners should consider some crucial concerns, such as the type, the length, and the technical quality of the target video sequence. To start with, the video recording which is going to be used should be of the

highest technical quality. If a recording is of poor quality, no matter what interest level of its material, it won't be much useful for the students.

Stempleski and Tomalin (1990: 9-11) offer some selection criteria for the video sequences used in language classes. These can be indicated by the following topics: interest, length, flexibility, language level, language items to be taught, lexis, recipes and activities, preparing worksheets, documents, presentations, planning the use of time and sharing the workload. As a summary of their ideas about those topics it can be said that video sequences chosen for use in class should be intrinsically motivating, attractive and meaningfully coherent. The length, the language level, the vocabulary, and language items they have should be consistent with the age, needs, abilities, and language and interest levels of the target groups.

In respect of selecting the right recipes and activities to use with the selected video sequence, what language items (if any) to pre-teach, what viewing task to choose, what language from the sequence to teach, and what follow-up activities to use are some issues that need to be considered by the teachers. Briefly, following the right criteria while selecting the video recording to be used is highly important in order to achieve an effective language outcome from the video-aided language instruction.

3.Methodology

This is an experimental study that examines the likely effects of audio-visual materials, particularly video, on foreign language learning motivation and achievement levels of university prep class students.

This study was conducted in the Preparatory Program of Science and Arts Faculty at Amasya University during the spring semester of the 2010-2011 Academic Year.

A questionnaire and an achievement test were administered for collecting the data. Both instruments were tried out by a pilot study first, with a group of students who were later excluded from the study.

Before the test period began, a motivational scale and a pre-achievement test were conducted to both the control and experimental groups. The test period lasted for seven weeks. Seven different practical English conversations and related activities were used during the instruction. In the control group, these conversations were presented through the class audio-CDs. On the other hand, the same conversations were presented through videos for the experimental group.

Participants

The study group of this research has been determined as 48 students in Prep-A and Prep-B classes. Prep-B was assigned as the control group and Prep-A was assigned as the experimental group. The number of the subjects in the control group was 24 and there were also 24 students in the experimental group. There were 7 male and 17 female students in the experimental group and 6 male and 18 female students in the control group. The ages of the students ranged from 18 to 21.

Data Collection

As mentioned before, the present study employed a survey design involving the administration of a questionnaire to collect data for the study. The questionnaire was adapted from Kürüm's (2007) Motivational Factors Questionnaire for the Turkish Military Academy Cadets and modified by the researcher according to the purposes of the study. Kürüm's scale was adapted from Wen's (1997) motivation scale. The whole scale has a general internal consistency (Cronbach's alpha reliability, 889), which indicates that the items in this scale produce reasonable internal consistency reliability. (Büyükoztürk, 2007: 171; Leech, 2005: 67).

The second data collection instrument of this study is an achievement test which was taken from New English File Pre-Intermediate Workbook. The achievement test includes seven parts and sixty items totally. Each part of the test aims at evaluating each week's treatment subject; namely the practical English conversations which are subject matters to teach during the treatment process of this study.

The reliability of the achievement test was accounted according to Kuder Richardson-20 (KR-20) and the reliability coefficient of the test is 0.89695 which indicates that the test has the required reliability. In order to assess the validity of the test, expert opinion was taken.

Procedure

The test period has lasted throughout the second term of 2010-2011 academic years. Seven selected practical English conversations were taught to both the control and experimental groups during seven weeks.

The control group was taught these conversations through class audio-CDs of New English File (Pre-intermediate). On the other hand, the experimental group was taught the same conversations through video sequences of New English File (Pre-intermediate). The writers of New English File Student's Book suggest "The video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and help students to role-play the situations." (Oxen den et. al., 2007: 9)

Data Analysis and Findings

The data were analyzed by using the Statistical Package for Social Sciences (SPSS) 15.0 because it is a comprehensive system for analyzing data in behavioral and educational sciences. (Leech, 2005) Independent and Paired Samples T-tests were used to analyze the test results.

The results of the statistical analyses conducted to answer the four research questions of this study showed the following findings, in brief. At this point, it would be essential to give information about the pre-test results: According to the T-test, the 'p' value (.070) demonstrated that there was not a statistically significant difference between pre-test scores of experimental and control groups ($p > .05$). In other words, both groups have almost equal achievement levels before the experiment, which is favoured in an experimental study. (Table 1).

Samely, motivation scale pre-test scores also revealed that there was not a statistically significant difference between pre-test scores of experimental and control groups (the 'p' value is .071). This result shows that the experimental and the control groups have almost the same level of motivation statistically before the implementation process.(Table 2).

Table 1 : Independent Sample T-test Analysis for Achievement Scale Pre-test Scores

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	30.08	7.92	46	-1.85	.070
Control	24	2.58	8.82			

Table 2 :Independent Sample T-test Analysis for Motivation Scale Pre-test Scores

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	63.83	6.19	46	-1.84	.071
Control	24	66.87	5.16			

As an answer to the research question one (Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels?), it was found that there is a significant difference between the EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their achievement levels. The experimental group obtained a higher degree of achievement compared to the control group. Thus it is possible to say that the first hypothesis of this study has been verified by the results of the statistical analyses. The following table shows the analysis results for the achievement levels after the instruction period.

Table 3 : Independent Sample T-test Analysis for Achievement Post-test Scores

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	38.70	7.77	46	3.03	.004
Control	24	32.29	6.83			

As an answer to the second research question of this study (Is there a significant difference between EFL learners who are taught through audio-only presentations and learners who are taught through audio-visual presentations in terms of their motivation levels?), the results have revealed that there is also a significant difference between the motivation levels that the experimental and control groups have after the test period. That is, the second hypothesis of this study has been verified by the results of the statistical analyses. The table below illustrates the analysis results for the motivation levels of both group after the instruction period.

Table 4 : Independent Sample T-test Analysis for Motivation Scale Post-test Scores

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	70.70	3.98	46	3.37	.002
Control	24	65.66	6.14			

The third research question of this study (Is there a significant difference within the experimental group who are taught through video as an audio-visual material in terms of their motivation and achievement levels?), has also been answered by the analyses results. These results showed that both the achievement and motivation levels of the experimental group have increased significantly after the experimental process. In other words, the third and fourth hypotheses of this study have been verified by the results obtained.

Table 5 : Paired Sample T-test Analysis for Achievement Pre-test and Post-test Scores within Experimental Group

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	30.08	7.92	23	-6.19	.000
Control	24	38.70	7.77			

This table shows the difference between before and after scores of achievement levels of the experimental group. It can be said that the difference is statistically significant ($p < .001$). The achievement level of the students in the experimental group has been significantly higher than their achievement level before the implementation process. The hypothesis related to a part of third research question 'Is there a significant difference within the test group, who were taught through video as an audio-visual material, in terms of their achievement level?' could be said to be verified.

Table 6 : Paired Sample T-test Analysis for Motivation Scale Pre-test and Post-test Scores within Experimental Group

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	63.83	6.19	23	-6.59	.000
Control	24	70.70	3.98			

The sixth table shows the difference between before and after scores of motivation levels of the experimental group. It seems that there is an increase in the motivation level of the experimental group after the implementation period. It seems that the related hypothesis has been verified.

Table 7: Paired Sample T-test Analysis for Achievement Pre-test and Post-test Scores within Control Group

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	25.58	8.82	23	-5.18	.000
Control	24	3.29	6.83			

The seventh table displays the the difference between before and after scores of achievement levels of the control group. The hypothesis related to the fourth research question seems not to be verified. As can be seen, there has been an increase in the achievement scores of the control group after the experiment process.

The reason for this is that the group could be made of mostly auditory learners. This has not been investigated in the study.

Table 8 : Paired Sample T-test Analysis for Motivation Scale Pre-test and Post-test Scores within Control Group

Group	N	Mean	Std. Deviation	df.	t	p
Experimental	24	66.87	5.16	23	.834	.413
Control	24	65.87	6.06			

As for the last table; it reflects the difference between before and after scores of motivation levels of the control group. The results shows that there is not a significant difference between the pre- and post-test scores of the control group. The motivation level of the control group has not significantly changed after the test period.

Finally, as an answer to research question four (Is there a significant difference within the control group who are taught through audio-only materials in terms of their motivation and achievement levels?), the results obtained show that there is a significant difference between the achievement levels of the control group before and after the test period; whereas, there is not a significant difference between their motivation levels before and after the study. Therefore, the fifth hypothesis of this study has been rejected while the sixth hypothesis has been verified by the statistical analyses results.

4. Conclusion and Discussion

The statistical analysis results related to the comparison of the achievement pre and post-test scores of the experimental and the control group showed that there was not a significant difference between the pre-test scores of the two groups, ($p=.070 > .05$). That means the two groups had statistically similar achievement levels before the treatment of this study, which is favored in an experimental study. On the other hand, the achievement post-test results showed that there was a significant difference between the scores of the two groups, ($p=.004 < .01$). The experimental group's post-test results were higher than the control group's. Thus, it is possible to say that the video presentations used during the experimental group's test process helped the students develop a higher level of achievement than the control group had. In other words, video had a positive effect on Amasya University's English Preparatory Class language learners' achievement levels.

In the same way, the results of two previous studies conducted by Secules, Herron, and Tomasello (1992) and by Herron et al. (1995) revealed that the participants who had viewed French in Action videotapes showed substantially greater listening comprehension than the students who were taught a direct method with typical classroom activities. Thus, it is possible to say that these results support the results of the present study which reveals the contribution of the video to the language learning achievement.

Different from the previous studies in the literature, the present study investigated the effect of the use of video on the students' motivation levels as well as their achievement. As a result, it was found out that the motivation levels that the control and the experimental group had before and after the test period were significantly different. The results showed that the pre-test motivation scale scores of the two groups were the same ($p=.71 > .05$). On the other hand, the motivation scale post-test results of the two groups were significantly different ($p=.002 < .01$). These results showed that the experiment process helped the students who had video presentations in the experimental group got statistically higher motivation levels than the ones in the control group who had audio-only presentations. Similarly, a research study was conducted by Bravo et. al. (2011) to explore the effects of the use of videos as educational tools which help increasing students' motivation in any discipline. According to the results of this study, the use of video has a positive effect upon students' perceptions regarding the enhancement of their learning motivation. Hence, the results of this study also support the findings of the present study in terms of the contribution of the video to the learning motivation.

We can say that videos are good tools to create and maintain student learning motivation in general. They provide an easier understanding of the related subject and more interesting and attractive input which increase student motivation. Particularly, in the field of foreign language teaching and learning, videos are extremely valuable tools in order to present good models of real-life situations to improve communicative competence. When students are provided with that kind of situations through audio-only means, it is really

challenging for them to comprehend the related input without any visual clues. For example, according to the results of an experimental study conducted by Ware (1999), the participants indicated that they were distracted when they were only listening to a lesson. They missed details about what was happening in the story and quickly became bored with the activity. They also preferred the videos to the audiocassettes because they thought that the former was more effective as a learning tool.

Thus, when compared to verbal or written form, the visual and the paralinguistic clues that video naturally provides, enhances the comprehension of the related input. This is because, visual clues really facilitates comprehension of the abstract concepts. Additionally, paralinguistic elements such as mimics, gestures, and body language, in a video sequence may help to get the most of the indirect and secondary nonverbal input the video presents. For instance, the setting, the atmosphere, the mood, the register, and the physical and social elements are usually not presented directly in written or verbal forms. Ware's (1999) study investigated whether the traditionally used audio-only or more modern audio-visual language learning laboratory activities would be more effective in helping students build skills in listening and reading comprehension in Spanish. In addition, the students' preferences were analyzed in the study.

In addition, the results of the pre and post motivation scale of the experimental group showed an increase in the group's motivation level ($p=.001 < .005$). On the other hand, the control group's motivation level was not significantly different after the test period ($p=.413 > .05$). That is to say, based on these results, it is possible to claim that the use of video may affect the university English Preparatory Class students' motivation levels in a positive way. However, it is not possible to talk about the same positive effect of the audio-CDs on the motivation.

Finally, the results of the analysis on the pre and post achievement levels of the two study groups show that both groups had better achievement levels after the treatment, ($p=.000 < .005$). These results do not contradict what this study claims about the positive effect of video on the foreign language learning achievement. The significant different occurred in the control group's achievement level may be explained by the positive effects of several other variables. For instance, the gender factor, aptitude, or interest levels of the students in the control group may have affected the students' achievement levels. The effect of these variables on language learning achievement and motivation may be explored in further studies.

To sum up, only a part of the fourth hypothesis can be rejected based on all the findings of this study mentioned above. (There is not a significant difference within the control group, who were taught through audio-only materials, in terms of their achievement levels.) . All of the other three hypotheses were verified by the results of the present study. Therefore, this study has shown that the use of video as an audio-visual material may influence the achievement levels of pre-intermediate foreign language learners at Amasya University. In addition, it has shown that the video implementation the motivation level of the same learners in a positive way, according to the statistical results on motivation levels obtained between and within study groups.

5. Suggestions For Further Research

The present study has investigated the effects of using video as an audio-visual aid on language learning motivation and achievement. It has tried to add support and different viewpoints to the relevant literature on this subject. Yet, the use of audio-visual materials in second/ foreign language learning is still one of the subjects in the field which needs further research. Therefore, the following suggestions are hoped to be starting points for further researches on this subject:

1. Another study may investigate the effect of other audio-visual materials, such as videocassette recorders, computers, video cameras, CDs, DVDs, CD-ROMs, web-based multimedia courseware.

2. Different types of video sequences, apart from the ones designed for the language teaching purposes, such as authentic movies, TV programs, and self-made video recordings, involving teachers or students may be used as language learning tools. Their effects on different variables such as aptitude, attitude, communicative competence, vocabulary and grammar teaching, and etc. may be analyzed in different studies.

3. The use of video to teach different main or secondary language skills may be investigated separately or together.

4. The use of video for other study groups, with different language proficiency levels, ages, needs, and interests, may be examined.

5. The effects of using video on different types of motivation may be explored. For instance, achievement motivation; effort motivation; intrinsic and extrinsic; integrative and instrumental motivation may be investigated in further studies.

6. The number of the subjects may be more than 24 both in experimental and control groups in order to have more valid statistical results.
7. The time of the application period may be longer than seven weeks in other studies.
8. Different and more comprehensive data collection instruments may be used to obtain more data from the subjects.
9. Different conversations and different activities, apart from the ones used in this study, may be used for the video viewing process.
10. In order to test the retention of the obtained results the tests may be conducted to the same study groups after a while.

Consequently, by changing and improving the different parts and factors of this study, more comprehensive researches may be conducted. Doubtless, many more studies are needed to collect more valuable data on the use of video and other audio-visual materials in second/foreign language teaching and learning. It is hoped that this study will shed a new light on the literature related to the subject, which is still very limited.

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