An Investigation of Foreign Language Courses with and without Video Technology

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Abstract

In the twenty first century, technology has started to occupy much more place in the field of foreign language learning and teaching. Depending on widespread use of internet and technological devices, video use has become more practical and easier in foreign language classes. This study aims to investigate the difference between classes with and without video use. In order to realize this, fourth year candidate teachers of English and German Language Teaching programs have been observed. Depending on the three year longitudinal study, different aspects of video use have been investigated. Firstly, classes have been observed with no video use. Later same classes have been observed with video use. The video used has been left to candidates, so they can be teacher made, adapted or ready-made. Both observations have been rated by using two questionnaires. The results have been compared considering classes without and with video and the amount of video use within three years. For data analysis, SPSS has been used. The results indicate that, learners are more motivated and successful in classes where video is used. Besides, there is a decreasing resistance level among learners towards classes with video as the years pass. After results, finally, pedagogical implications have been presented to the readers.

Keywords: Video, practice teaching, technology, foreign language learning, foreign language teaching

1. Introduction

Instructional materials have always formed an integral place in foreign language learning and teaching. With the development of technology and technological devices, foreign language learning and teaching has gained in different perspectives. One of them is use of direct teaching materials in and out of class. Video can be considered as a practical and outstanding teaching material to be used. Video as an instructional teaching technology, has gained in a strong and determining place in foreign language

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classes and has been favoured both by teachers and learners. As Çakır says, "video is stimulating and facilitating in target language" (2006, p. 67). But, what are the reasons that make use of video that attention taking?

Video has many advantageous uses for foreign language teachers and learners (Biechele, 2006; Rössler, 2007; Sass, 2007). They will be presented here one by one. Each of the uses add different values to learning and teaching process, so they had better be considered carefully.

To start with, video presents interesting visual material to the classroom. The existence of such material in class worth considering. The reason is that not only children of twenty first century but also people from different age groups like to see motion picture in class hour. Video adds joy and adds different taste to the content (Lay, 2009). That is why, learners look for video use in teaching time.

Video has the advantage of referring to both eyes and ears. It is not only good for the use of visual learners but also remarkable for audio learners (Rybarczyk, 2012). As is known, in classes addressing to as many senses as possible is a desired fact. Video use makes it possible in this respect.

Learning a foreign language is far more different than learning grammar, syntax, phonetics and vocabulary of complete system. It requires cultural information, as well (Welke, 2007). Without mastery on target language speaking people's culture, it is hard to climb over a certain level. At this step crosscultural competence seems like of paramount importance. Therefore, as Herron, Dubrell, Cole and Corrie (2000) state, video brings culture of target language speaking people to the class for learners in economical and practical way.

In addition to the culture, by having non-verbal elements in it, video has positive side of bringing semiotic elements of target language speaking people. At this step, besides verbal communication, learners are given the chance to decode messages given in non-verbal form. Likewise, they learn to code their own messages without use of words. Thus, video gives input about mimics, gestures, eye contact, proxemics and like. The input furnishes the learners with the capacity of producing output (Akalp, 1999).

Use of video in foreign language classes is also very time saving. In certain appropriate occasions, by using video teacher saves valuable class time. This way, teaching becomes much more efficient and teacher will not struggle with other ways of teaching or exhibiting content.

Thanks to widespread use of internet, videos are available everywhere and they can be used in various ways. It is possible to find short videos that fit to different parts of the lesson for different purposes. They can be cut by the help of programs and combined when necessary. Instead of a complete movie, specific parts can be utilized. As a consequence, with very little effort, videos make life easy for a language teacher and a lesson more enjoyable for learners (Shrosbree, 2008).

Authentic videos present opportunities for learners to view and listen to accents from native speakers of different sexes, ages, cultural and educational backgrounds and regions. Learners have the chance to become familiar with phonetics and phonology of target language. This way not only their receptive skills improve but also productive skills develop in communicating with other party (Çakır, 2006).

The vocabulary used in videos are of great significance. They increase the vocabulary stock of foreign language learners. Learners gain information about daily vocabulary in addition to culturally loaded words. This fact develops their lexicon and make them more proficient in improving their communicative competence (Weyers, 1999).

Jean and Basanta (2009) point out that dialogues observed in videos exhibit exemplary conversational strategies. Foreign language learners are given the chance to improve their skills in carrying on speech by using examples. They use the input presented and apply similar ones. Generally, such activities indirectly help them be proficient in using target language.

It is evident that use of video in foreign language classes has many advantages. However, in addition to its advantages, video use may not be useful or may be disadvantageous if some significant remarks are neglected. Thus, foreign language teacher needs to be careful in using video in his class (Burger, 2010). If the following points are taken into account, disadvantages can be eliminated.

Initially, the amount of time spent in class for video needs to be worked on. Only a short period of activity time should be devoted to video use. If this time limit is violated, learners are bored and the desired aim is not reached. However, what is this magical limit? There is no clear-cut information on the length of time, but it is advised to be appropriate to the age of the learners. Young learners may lose their concentrations very easily, that is why one or two minute videos are very suitable for them. For adults, longer videos can be preferred. Yet, whole class time should not be given to the video because in connection to the video, pre- or post-activities need to placed. Thus, while arranging time flow, such facts should be dwelt on and time management must be made.

Secondly, content of the video watched should refer to the age and interest of the learners. If this is not realized, valuable class time is wasted. It is a fact that likes and dislikes of learners may be so much different from that of learners. Teachers may ask for the ideas of other teachers, other people or learners in order not to make mistakes. For surprise videos, language teachers may make observations beforehand to understand what his learners favour.

The video and the aim of the language course need to overlap as much as possible. Otherwise, watching video will be like watching any television programme but nothing else. In order to avoid this unwanted consequence, language teacher needs to make his plan for the lesson and insert the video as an integral part of it not as an artificially added section.

The level of the language in the video should match with that of the learners. If the level is lower, then the desired progress will not be reached. If the level is a lot higher than the level of the learners, then the learners may face a big gap and lose their motivation in reaching success. So, the level of the video should be either of same level with that of learners, or a bit above their levels.

The quality of the sound should be high enough to avoid misunderstandings especially if there is a testing situation. As Coniam (2000, p. 10) says "if the two speakers are of the same sex, it is difficult to differentiate". Thus, video helps us understand who is speaking and who is listening. High quality impedes misunderstandings among listeners.

In brief, when used carefully, videos are of great help both to the learners and to the teachers. In doing this, primarily teachers have to be careful about the above-mentioned fact. If they do so, they can utilize the pointed-out advantages. Therefore, much more fruitful outcomes can be observed in language classes.

1.1 Origin of videos in foreign language classes

Videos used in foreign language classes may come from different sources. The most frequently used ones are ready made videos. Such videos are available in various channels. Teachers look for these materials, and if they believe that they are the ones that meet their needs, they can be used without any change. At this step, teachers do not make any change on videos like additions, cutting or combining some scenes or like. So, they are considered as ready-made videos.

The second group of videos like the first ones. They are also produced by some people other than the teacher. The main difference between the first ones and this group is that the videos in this group are not used as they are. They are changed or adapted to the needs of the learners or the aims of the lesson. This change may include shortening by cutting some parts, adding subtitles, combining with other videos or deleting some scenes. The aim in making such changes is to fit the video to the aim of the foreign language class much more than the original form.

The third category is composed of videos made or produced by the teachers themselves. Thanks to developing technology in communication and recording devices, teachers themselves can record videos for classroom use. The materials prepared this way have the advantage of attaching the interest of the learners more than the other types because they are produced by their teacher especially for their needs.

All in all, for foreign language classes are composed of three different types. They can be ready made, adapted or teacher made. Each has its own advantage and ease of use. Language teacher can pick up the one that meets his and his class' needs more than the others.

1.2 Ways of using video in foreign language classes

The way that video is used in foreign language classes show great differences. Language teacher can make use of video and recorded material in various ways (Wehage, F. J., 1997). Some of the basic applications that can be utilized in classes are presented here as techniques (Çakır, 2006).

The most common technique is active viewing. In active viewing, the learners see the video and beforehand they are given a task like answering questions. After watching the video, answers are given. Aim is based on comprehension on viewing.

As a second techniques, while viewing the video, the teacher freezes the screen and wants learners to predict what will happen next. Basic aim to improve the imagination of the learners. They are expected to deduce information on what they have seen till the teacher freezes the screen.

A third technique is silent viewing. In this technique, the learners watch the movie with sound off for the first time. During this watching, again they are expected to imagine what the characters are talking. Later, they watch it again with voice on and check whether their guesses are correct or not.

The opposite of sound off is vision off technique. This time, learners just hear but do not see the video during the first session. They make comments like what the characters look like, how they look like. Later they watch the movie with both vision and sound on and check their guesses. Guesses can be given both individually or in groups.

Another technique requires learners to view a scene more than once and act it out in front of the class. This technique requires complete understanding of the scene they watch that is why they have to be very careful till acting out. It develops not only communicative abilities but also semiotic competence since body langue is also expected to be used.

Another activity requires follow up exercises of any kind. This can be in the form of matching, discussion or completion. What learners are expected to do is to view the video fist and discuss the follow up speaking points. This is an activity that combines listening and speaking skills in addition to idea generation like opinion gap.

In one other technique, the learners just view the video and voice the speakers on the visual cues they have at hand. In order to realise this, first they watch the video without doing anything and gain information on the general form of it. Later, they dub the video. No doubt, this is not a low-level activity and needs to be used by learners of higher level (Çakır, 2006).

One last technique is using karaoke. As is known, karaoke has wide use in some cultures. It combines music and reading with intonation, rhythm and stress. Erten (2015) points out that this electronic activity has the advantage of combining fun and language tasks in classroom. It does not only develop language skills but also improve familiarization with sounds, words, sentence structures and so on.

In brief, video can be used in foreign language classes in very different ways. It does not only add visual side to tasks but also make the activities much more meaningful by adding fun. So, teachers should be motivated to use short videos in class not only to attract the ineptest of learners but also to add variety to the activities. What they need to do at this step is to consider the previously mentioned facts to avoid undesired consequences.

2. Methodology

2.1 Research design

The manuscript is based on a three year longitudinal study which investigates teacher candidates' use of video in teaching foreign languages. For three years, prospective English and German teachers has been observed during practice teaching. The teaching includes both courses with and without video use. It aims to investigate the courses that prospective foreign language teachers prepared and applied in the classroom. Descriptive analysis was applied in this study in order to "Evaluate Prospective English and German Language Teachers' Courses with and without the Integration of Video Technology". Besides, survey research model was used in the study because "it is aimed to describe a situation which was available in the past or is still available as it is" with the survey research model (Karasar, 2005, p. 77).

2.2 Setting and participants

Evaluation of the sample courses that were prepared and presented by the participants during three academic years is the data collected for this study. This study was conducted with 186 prospective language teachers who were studying in the Department of Foreign Language Teaching in a state university in Ankara and taking Practice Teaching course during 2012-2013, 2013-2014 and 2014-2015 academic years. 49 of these participants were registered in German Language Teaching Program and 137 of them were registered in English Language Teaching Program (see Table 1).

Table 1. *Demographic Information about Prospective Foreign Language Teachers*

Major and Gender		Academic Year						Total	
		2012-2013		2013-2014		2014-2015		f	%
English	Female	20	16	69	52	48	38	137	73.6
	Male		4		17		10		
German	Female	15	11	20	16	14	11	49	26.3
	Male		4		4		3		
Total	f	35		89		62		186	100
	%	18.8		47.8		33.3			

As it can be seen in the Table 1, 35 perspective teachers in 2012-2013 academic year, 89 prospective teachers in 2013-2014 academic year, and 62 prospective teachers in 2014-2015 academic year were observed in the lessons that they prepared and presented in the schools of Ministry of National Education where they were doing their practicum and evaluated accordingly. Observation and evaluation of the courses prepared and presented by the prospective language teachers were done by the instructor of Practice Teaching course who are also the researchers of this study.

During the study, each of 186 Prospective English and German Language Teacher executed two sample lesson plan as part of Practice Teaching. While one of these courses was adapting video technology, the other one was not included video-based materials.

2.3 Instrumentation and procedure

This study aims to investigate the evaluation grades of the two courses with and without the integration of video technology and the differences between them. Quantitative research is aimed. Data was gained through two questionnaire in the form of a checklist. One of them was utilized after a class hour where video is not used. The other one was utilized after a class where video is used. The data collected for this study were analyzed through SPSS version 20.0. Firstly, the average grades of the courses' evaluation with and without the integration of video technology were examined. Significant statistical values about the evaluation grades of Practice Teaching course, frequency, and percentage distribution, as well as mean and standard deviation are presented. Besides, independent sample t-test were applied in this study in order to understand whether there is a significant difference between the evaluation grades of the students towards the two sample lessons with and without use of video technology. In other words, the problem whether the courses that were presented by the students included video-based materials or not affected the course evaluation grades was investigated with the use of independent sample t-test.

Independent sample t-test was applied for each academic year separately. The reason why independent sample t-test was preferred for this study is that the course with the integration of video-based material and the course without it are two different sample. Lastly, ANOVA was used in this study in order to understand whether there is a statistically significant difference between the practice teaching evaluation grades calculated based on the two sample courses which are with and without the use of video technology. Also, after the application of one-way analysis of variance, Post-Hoc Scheffe Test was used to see the difference between the groups.

"Foreign Language Course Evaluation Questionnaire" which was developed by the researchers was used as the data collection tool in this study. This evaluation questionnaire which is a Likert scale is consisted of 4 parts:

1. Items in this part are aimed at answering "What has been thought?". Skills that are intended to be gained in the course are stated in the first part of the questionnaire. These

skills are reading, writing, listening, speaking, vocabulary knowledge, pronunciation, grammar, and target language speaking culture knowledge (Items 1-8).

2. Items in this part are aimed at answering "How has it been taught?". Attention grasping, time management, associating the topics, effective communication, use of techniques, researches are studied in the second part (Items 9-15).

3. Items in this part are aimed at answering "How has it been learned?". Effective learning, participation level, success level, adapting to the techniques are looked for in the third part (Items 16-20).

4. Items in this part are aimed at answering "How was the success?" In this part, success grade of the prospective teachers as part of the Foreign Language Course Evaluation Questionnaire has been investigated. (Item 21). To realize this, Teaching Practice Evaluation Form has been used. This form is prepared by Turkish Higher Education Council, and fourth year teacher candidates are evaluated with respect to the content given in this content. Their strengths and weaknesses are thought to be unearthed with it. It includes items which aim to measure both field knowledge and demagogical considerations like planning, classroom management and communication.

It has been agreed that the distance between options are equal in the instrument and the borders are stated as following: Never use (1), Almost never (2), Occasionally (3), Almost every time (4) and Frequently use (5).

3. Results

Bases on the Foreign Language Course Evaluation Questionnaire, some valuable data has been reached. The number and percentage of the alternatives for each item in the questionnaire has been given in Table 2.

Table 2. *Distribution of Points toward the Prospective Teachers' Evaluation of Course with and without the Use of Video*

WITH THE COURSE MATERIAL USED, THE PROSPECTIVE TEACHER …	N	Groups	Never use (1) f (%)	Almost never (2) f (%)	Occasion ally (3) f (%)	Almost every time (4) f (%)	Frequentl y use (5) f (%)	X	SD
1. aimed at improving reading skill in foreign language teaching.	188	with video	76 (%40.8)	52 (%27.9)	19 (%10.2)	5 (%2.6)	34 (%18.2)	2.2	1.4
		without video	39 (%20.9)	52 (%27.9)	22 (%11.8)	15 (%8)	18 (%9.6)	3.0	1.5
2. aimed at improving writing skill in foreign language teaching.	188	with video	98 (%52.6)	40 (%21.5)	6 (%3.2)	11 (%5.9)	31 (%16.6)	2.1	1.5
		without video	40 (%21.5)	75 (%40.3)	18 (%9.6)	18 (%9.6)	35 (%18.8)	2.6	1.4
3. aimed at improving speaking	188	with video	72 (%38.7)	51 (%27.4)	11 (%5.9)	15 (%8)	37 (%19.8)	2.4	1.5

skill in foreign language teaching.		without video	75 (%40.3)	66 (%35.4)	23 (%12.3)	6 (%3.2)	16 (%8.6)	2.0	1.1
4. aimed at improving listening skill in foreign language teaching.	188	with video	72 (%38.7)	32 (%17.2)	34 (%18.2)	18 (%9.6)	30 (%16.1)	2.4	1.4
		without video	82 (%44)	66 (%35.4)	22 (%11.8)	5 (%2.6)	11 (%5.9)	1.9	1.0
5. aimed at improving vocabulary knowledge in foreign language teaching.	188	with video	50 (%26.8)	67 (%36)	30 (%16.1)	29 (%15.5)	10 (%5.3)	2.3	1.1
		without video	59 (%31.7)	66 (%35.4)	31 (%16.6)	18 (%9.6)	12 (%6.4)	2.2	1.1
6. aimed at improving pronunciation knowledge in foreign language teaching.	188	with video	66 (%35.4)	72 (%38.7)	37 (%19.8)	7 (%3.7)	4 (%2.1)	1.9	0.9
		without video	82 (%44)	46 (%24.7)	42 (%22.5)	7 (%3.7)	9 (%4.8)	2.0	1.1
7. aimed at improving grammar knowledge in foreign language teaching.	188	with video	52 (%27.9)	51 (%27.4)	18 (%9.6)	32 (%17.2)	33 (%17.7)	2.6	1.4
		without video	60 (%32.2)	51 (%27.4)	23 (%12.3)	17 (%9.1)	35 (%18.8)	2.5	1.4
8. aimed at improving target language speaking culture knowledge.	188	with video	77 (%41.3)	64 (%34.4)	30 (%16.1)	9 (%4.8)	6 (%3.2)	1.9	1.0
		without video	99 (%53.2)	41 (%22)	26 (%13.9)	14 (%7.5)	6 (%3.2)	1.8	1.1
9. has attracted the grasp of students' attention.	188	with video	13 (%6.9)	5 (%2.6)	19 (%10.2)	45 (%24.1)	104 (%55.9)	4.1	1.1
		without video	5 (%2.6)	53 (%28.4)	90 (%48.3)	35 (%18.8)	3 (%1.6)	2.8	0.7
10. has used the time effectively.	188	with video	13 (%6.9)	5 (%2.6)	12 (%6.4)	97 (%52.1)	59 (%31.7)	3.9	1.0
		without video	2 (%1)	28 (%15)	92 (%49.4)	55 (%29.5)	9 (%4.8)	3.2	0.7
11. associated the topics very well.	188	with video	12 (%6.4)	7 (%3.7)	21 (%11.2)	80 (%43)	66 (%35.4)	3.9	1.0
		without video	1 (%0.5)	23 (%12.3)	103 (%55.3)	51 (%27.4)	8 (%4.3)	3.2	0.7
12. communicated with the students effectively.	188	with video	12 (%6.4)	4 (%2.1)	16 (%8.6)	41 (%22)	113 (% 60.7)	4.2	1.1
		without video	0 (%0)	42 (%22.5)	103 (%55.3)	34 (%18.2)	7 (%3.7)	3.0	0.7
13. has used the techniques purposefully.	188	with video	13 (%6.9)	4 (%2.1)	12 (%6.4)	63 (%33.8)	94 (%50.5)	4.1	1.1
		without video	1 (%0.5)	23 (%12.3)	96 (%51.6)	55 (%29.5)	11 (%5.9)	3.2	0.7
14. has used suitable exercises.	188	with video	12 (%6.4)	6 (%3.2)	12 (%6.4)	78 (%41.9)	78 (%41.9)	4.0	1.0
		without	1	15	107	51	12	3.3	0.7

		video	(%0.5)	(%8)	(%57.5)	(%27.4)	(%6.4)	
15. has used suitable approaches and techniques.	188	with video	12 (%6.4)	6 (%3.2)	10 (%5.3)	70 (%37.6)	88 (%47.3)	4.1	1.1
		without video	1 (%0.5)	14 (%7.5)	116 (%62.3)	43 (%23.1)	12 (%6.4)	3.2	0.7
16. has had a productive course.	188	with video	13 (%6.9)	6 (%3.2)	22 (%11.8)	39 (%20.9)	106 (%56.9)	4.1	1.1
		without video	0 (%0)	19 (%10.2)	124 (%66.6)	38 (%20.4)	5 (%2.6)	3.1	0.6
17. has increased the participation level of the students.	188	with video	12 (%6.4)	9 (%4.8)	25 (%13.4)	20 (%10.7)	120 (%64.5)	4.2	1.2
		without video	0 (%0)	62 (%33.3)	112 (%60.2)	11 (%5.9)	1 (%0.5)	2.7	0.5
18. has increased the success level of the students.	188	with video	12 (%6.4)	10 (%5.3)	24 (%12.9)	64 (%34.4)	76 (%40.8)	3.9	1.1
		without video	1 (%0.5)	47 (%25.2)	125 (%67.2)	12 (%6.4)	1 (%0.5)	2.8	0.5
19. has had the problems with adapting the students with the techniques used.	188	with video	60 (%32.2	2 (%1)	2 (%1)	26 (%13.9)	96 (%51.6)	3.5	1.8
		without video	45 (%24.1)	17 (%9.1)	12 (%6.4)	36 (%19.3)	76 (%40.8)	3.4	1.6
20. has problems with the students about resisting the techniques used.	188	with video	60 (%32.2)	3 (%1.6)	3 %1.6)	25 (%13.4)	95 (%51)	3.4	1.8
		without video	16 (%8.6)	48 (%25.8)	4 (%2.1)	55 (%29.5)	63 (%33.8)	3.5	1.4
21. has been successful (depending on the mark gained)	188	with video	12 (%6.5)	0 (%0)	16 (%8.6)	149 (%80.1)	9 (%4.8)	3.7	1.8
		without video	0 (%)	2 (%1)	128 (%68.8)	55 (%29.5)	1 (%0.5)	3.2	0.4

When the Table 2 examined in order to "Evaluate Prospective English and German Language Teachers' Courses with and without the Integration of Video Technology", it is seen that the item "aimed at improving reading skill in foreign language teaching." (X=3) in the first part has the highest average. The second highest average is seen again in the courses without the use of video in the item "aimed at improving writing skill in foreign language teaching." (X=2.6). The highest average seen in the courses with the use of video is in the item "aimed at improving grammar knowledge" (X=2.6).

It has been found that items, "aimed at improving target language culture knowledge in foreign language teaching" (X=1.8) and "aimed at improving listening skill in foreign language teaching" (X=1.9) has the lowest average in the courses without the use of video. When we look at the courses without the use of video, the lowest average is seen in

the two items which are "aimed at improving pronunciation knowledge in foreign language teaching" (X=1.9) "aimed at teaching target language culture knowledge" (X=1.9).

In the 2nd part, the item "communicates with the student effectively" (X=4,2) has the highest average in the courses with the use of video. It has been seen that he second highest average is on the items "has attracted the students' attention", "has used the techniques purposefully" and "has used the suitable approaches and techniques" with the average X=4,1. The items "has attracted the students' attention" (X=2,8) and "has communicated with the student effectively" (X=3,0) have the lowest average in the courses without the use if video.

It is clear that the highest average is in the items "has increased the participation of the students" (X=4,2) and "has had a fruitful lesson" (X=4,1) in the courses with the use of video. The lowest average has been seen in the courses without the use of video in the items "has increased the participation level of the students" (X=2,7) and "has increased the success level" (X=2,8).

It is found that evaluation scores of the prospective foreign language teachers are higher in the courses that they made use of video technology (X=3.7) than the courses that they have not made use of video technology (X=3.2) when the fourth part is investigated.

In order to understand whether there is a significant difference between the evaluation grades of the students about the sample lessons presented using the video and without using video, an independent sample t-test was applied.

Table 3. *Independent Sample t-test Results of 2012-2013 Academic Year*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
poi nts	Equal variances assumed	105.925	.000	1.396	68	.167	.33741	.24165	-.14479	.81962
	Equal variances not assumed			1.396	39.280	.170	.33741	.24165	-.15125	.82608

As it is seen in table 3, as a result of the independent sample t -test in order to understand whether there is a difference in the 2012-2013 academic year course evaluation grades of the prospective English and German language teachers based on the material used (with video-without video), the difference between the groups was not statistically significant (t=1.396; p<0.05). This shows that there is not a significant difference between the course evaluation grades of the lessons prepared with the video-based materials and without video-based materials.

Table 4. *Independent Sample t-test Results of 2013-2014 Academic Year*

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
points	Equal variances assumed	1.112	.293	-11.233	176	.000	-.65062	.05792	-.76492	-.53631
	Equal variances not assumed			-11.233	172.366	.000	-.65062	.05792	-.76494	-.53629

As can be seen in the table 4, there is a statistically significant difference between the groups based on the results of independent sample t-test which is conducted with the aim of determining whether the course evaluation grades of the prospective German and English language teachers change based on the materials used (with video-without video) in 2013-2014 Academic Year (t=-11,233; p<0,05). This difference is in favor of the lessons with the integration of video. In this respect, course evaluation grades of the foreign language lessons with the integration of video-based materials are higher than the grades of the lessons without the video integration.

Table 5. *Independent Sample t-test Results of 2014-2015 Academic Year*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
points	Equal variances assumed	2.726	.101	-13.857	122	.000	-.81413	.05875	-.93044	-.69782
	Equal variances not assumed			-13.857	118.559	.000	-.81413	.05875	-.93047	-.69779

Table 5 shows the results of independent sample t-test which was conducted to determine if 2014-2015 academic year course evaluation grades differ according to the materials (with video-without video) that were used by the prospective German and English language teachers. Accordingly, the difference between the groups was found statistically significant (t=-13.857; p<0.05). The difference is in favor of the lessons with the integration of video-based materials in this year. As course evaluation grades of the foreign language lessons with the integration of video-based materials are higher than the grades of the lessons without the video integration, it is understood that the lessons with the use of video are more effective.

Table 6. *Results of One-Way Anova in three Academic Years*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.613	2	16.306	33.672	.000
Within Groups	88.621	183	.484		
Total	121.234	185			

When the Table 6 is examined, as a result of the application of one-way Anova which was conducted in order to determine whether the evaluation grades which were obtained by observing the lessons with and without video usage differ according to the academic years, the difference between the averages of the groups was found statistically different (F=33.672; p<0.05). Post-Hoc test was used to understand the reason of the difference. Levene Test was used to test the homogeneity of the variance in order to decide which

comparison test will be preferred, because there was homogeneity of variance, Scheffe test was preferred (L=66.715; p>.05). The results obtained are presented in the Table 7.

Table 7. *The Results of Post-Hoc Scheffe Test*

	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	1.00	2.00	-.98803*	.13884	.000	-1.3307	-.6454
		3.00	-1.15155*	.14713	.000	-1.5147	-.7884
	2.00	1.00	.98803*	.13884	.000	.6454	1.3307
		3.00	-.16352	.11512	.367	-.4476	.1206
	3.00	1.00	1.15155*	.14713	.000	.7884	1.5147
		2.00	.16352	.11512	.367	-.1206	.4476
*. The mean difference is significant at the 0.05 level.							

As seen in Table 7, after the application of one-way Anova which was used in order to identify if the course evaluation grades which were obtained by observing the lessons with and without video usage differ according to the academic years, Scheffe test was applied. As a result of Scheffe test, it is understood that there is a difference between both 2012-2013 and 2013-2014 academic years and 2012-2013 and 2014-2015 academic years. Also, the difference between 2013-2014 and 2014-2015 academic years were not found significant (p>.05).

4. Discussion and Pedagogical Implications

The results of the study reveal the fact that video use has a significant place in foreign language teaching. With the development of technology and improvements about technological devices in classes, teachers find more chance to use recorded materials in teaching foreign languages. Such materials can be ready made, adapted or teacher produced, the origin is not so much important; however, their actual use has some clear advantages.

First of all, the findings made it clear that video use increases motivation among learners. Since learners at primary, secondary and high schools are digital natives, it is impossible to motivate them with plain lockstep. Therefore, foreign language teachers need to enrich their classes with technology like video. It is evident that video has the potential of presenting great deal of information in a short period of time by considering different learner types. According to the findings, it is possible to state that, in a class where it is used, video makes learners more alert, so more effective learning may occur.

In the findings, it is also pointed out that via video use, foreign language teacher can teach language skills. Prospective language teachers have been more effective in teaching reading and writing skills with integration of video. In addition to the

mentioned two skills, via video use, grammar teaching has been successful as well as teaching of other skills.

The longitudinal study reveals the fact that each coming generation is more interested in having technology in class more than previous ones. In the observation of 2012-2013 prospective teachers, as a result of Foreign Language Course Evaluation Questionnaire, it is noticed that learners are less motivated from video use whereas this fact changes and learners' motivation go up in 2013-2014 and 2014-2015 observations. So, with each coming generation, use of video seems to be more effective and teachers are advised to use it to increase effectiveness of their class hours and success level of their students.

Short videos are time saving for busy teachers who need to catch up with syllabus they are given. It crystal clear that planning and timing are important considerations especially for state school teachers. However, thanks to available smart boards and possibility of finding appropriate videos for different aims, teachers have the flexibility to use videos for different purposes without violating their time use and changing their syllabus drastically. This was actually what the participants did in the study and the results exhibit the fact that they did not fail in motivating their students more than by using classical methods.

Compared to the class hours where video use was not utilized, 2012-2013 year showed no meaningful difference with respect to the success of the learners. By the way, success was measured by the responses of the learners given to the prospective students and points gained by candidate teachers as a result of Foreign Language Course Evaluation Questionnaire. On the other hand, 2013-2014 and 2014-2015 years made it clear that there was a significant difference between classes where video was used and was not used. The consequences can be explained with the amount of media exposure and habits of the younger generations who favour more to digital content. So, they become more motivated and be more successful.

To sum up, video use in foreign language teaching classes should be motivated by teacher trainers to teachers. Twenty first century learners be more successful and be more motivated thanks to them. It does not matter they are teacher made, adapted or ready-made, but students like to have them in class a fresh breath. They refer to learners with different learning styles and thanks to cultural elements and semiotic features, they also present advantageous qualities which make the job of foreign language teachers more efficient.

5.0 Conclusion

As a consequence, the study reveals the fact that video as an outcome of educational technology is an important consideration in foreign language teaching classes. Candidate teachers use, ready-made, adapted, or self-materials in this respect; however, the amount of the first one is definitely more than the others. Video integrated teaching especially for reading, writing and grammar has been found very effective. The three-year study

also makes it clear that video use increases the success level of candidate teachers. Besides, learners in the classes do not resist use of video as an instructional material, and this is observed in an increasing trend in the three-year research. Video technology is advised to be placed in language courses not only to increase success but also motivation of learners. Thus, for learners, future teachers and teacher, video is advised to be used.

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Appendix A. Questionnaire for courses without video use

	Never	Rarely	Occasionally	Frequently	Very Frequently
1. The prospective teacher aimed at improving reading skill in foreign language teaching.	1	2	3	4	5
2. The prospective teacher aimed at improving writing skill in foreign language teaching.	1	2	3	4	5
3. The prospective teacher aimed at improving speaking skill in foreign language teaching.	1	2	3	4	5
4. The prospective teacher aimed at improving listening skill in foreign language	1	2	3	4	5
5. The prospective teacher	1	2	3	4	5

aimed at improving vocabulary knowledge in foreign language teaching.					
6. The prospective teacher aimed at improving pronunciation knowledge in foreign language teaching.	1	2	3	4	5
7. The prospective teacher aimed at improving grammar knowledge in foreign language teaching.	1	2	3	4	5
8. The prospective teacher aimed at improving target language speaking culture knowledge.	1	2	3	4	5
9. The prospective teacher has attracted the grasp of students' attention.	1	2	3	4	5
10. The prospective teacher has used the time effectively.	1	2	3	4	5
11. The prospective teacher associated the topics very well.	1	2	3	4	5
12. The prospective teacher communicated with the students effectively.	1	2	3	4	5
13. The prospective teacher has used the techniques purposefully.	1	2	3	4	5
14. The prospective teacher has used suitable exercises.	1	2	3	4	5
15. The prospective teacher has used suitable approaches and techniques.	1	2	3	4	5
16. The prospective teacher has had a productive course.	1	2	3	4	5
17. The prospective teacher has increased the participation level of the students.	1	2	3	4	5
18. The prospective teacher has increased the success level of the students.	1	2	3	4	5

19. The prospective teacher has had the problems with adapting the students with the techniques used.	1	2	3	4	5
20. The prospective teacher has problems with the students about resisting the techniques used.	1	2	3	4	5
21. The prospective teacher has been successful (depending on the mark gained)	1	2	3	4	5

Appendix B. Questionnaire for courses with video use

A. The prospective teacher has prepared the video material on his own.	
B. The prospective teacher has adapted the video material.	
C. The prospective teacher has used a video material prepared by someone else.	

	Never	Rarely	Occasionally	Frequently	Very Frequently
1. The prospective teacher aimed at improving reading skill in foreign language teaching.	1	2	3	4	5
2. The prospective teacher aimed at improving writing skill in foreign language teaching.	1	2	3	4	5
3. The prospective teacher aimed at improving speaking skill in foreign language teaching.	1	2	3	4	5
4. The prospective teacher aimed at improving listening skill in foreign language	1	2	3	4	5

5. The prospective teacher aimed at improving vocabulary knowledge in foreign language teaching.	1	2	3	4	5
6. The prospective teacher aimed at improving pronunciation knowledge in foreign language teaching.	1	2	3	4	5
7. The prospective teacher aimed at improving grammar knowledge in foreign language teaching.	1	2	3	4	5
8. The prospective teacher aimed at improving target language speaking culture knowledge.	1	2	3	4	5
9. The prospective teacher has attracted the grasp of students' attention.	1	2	3	4	5
10. The prospective teacher has used the time effectively.	1	2	3	4	5
11. The prospective teacher associated the topics very well.	1	2	3	4	5
12. The prospective teacher communicated with the students effectively.	1	2	3	4	5
13. The prospective teacher has used the techniques purposefully.	1	2	3	4	5
14. The prospective teacher has used suitable exercises.	1	2	3	4	5
15. The prospective teacher has used suitable approaches and techniques.	1	2	3	4	5
16. The prospective teacher has had a productive course.	1	2	3	4	5
17. The prospective teacher has increased the participation level of the students.	1	2	3	4	5
18. The prospective teacher has increased the success	1	2	3	4	5

level of the students.					
19. The prospective teacher has had the problems with adapting the students with the techniques used.	1	2	3	4	5
20. The prospective teacher has problems with the students about resisting the techniques used.	1	2	3	4	5
21. The prospective teacher has been successful (depending on the mark gained)	1	2	3	4	5

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