



AMERICAN UNIVERSITY OF ARMENIA
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Degree of Master of Arts in Teaching English as a Foreign Language
(TEFL)

**The Effectiveness of Instructional vs. Authentic Video
Materials for Developing Listening Comprehension Skills**

Thesis Supervisor: Irshat Madyarov

Thesis Reader: Rubina Gasparyan

Statistics Consultant: Alexan Simonyan

by:

Gayane Shabunts

Yerevan, Armenia

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American University of Armenia

We hereby approve that this thesis

by

Gayane Shabunts

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be accepted in partial fulfillment for the requirements of the degree of

M. A. in TEFL

Committee on the Thesis

Supervisor: Irshat Madyarov, PhD

Reader: Rubina Gasparyan, MA

Catherine Buon, Ph.D.

Associate Dean

Department of English Programs

Yerevan, Armenia

2011

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Dedication

This thesis is dedicated to my mother who taught me that every wish can come true if all the steps are taken at the right moment. She taught me that studying can turn mirrors into windows. I am thankful to her for all she has done for me.

Abstract

Nowadays, technology has emerged into nearly all the spheres of our lives. Language teaching and learning is not an exception. For having new developments and for making changes to the better, there is always a need to explore, investigate and to experiment some things. The technological tools used in language teaching are not few. One of those technological tools is video, the effective use of which is claimed by many scholars.

The study tried to investigate the usefulness of the two types of video materials as compared to each other: instructional vs., authentic. As there was not much significance for the higher level of usefulness for any of these tools, it was decided to explore this issue and also to find out EFL learners' attitude toward these two tools. The experiment was conducted within one group (10 participants). The students were exposed to both instructional and authentic videos. After each video activity they were given questionnaires, and after each two videos a test was administered.

The results of the data analysis showed that there is no significant difference in the usefulness of either type of the videos, whereas the interview revealed that the participants showed greater interest towards authentic video materials.

The results of the study may be helpful to identify the students' attitude towards the video materials and also to identify the problems of implementing authentic videos in EFL settings.

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Chapter 1: Introduction

The current paper refers to a research that was carried out with the purpose of finding out the difference between the effectiveness of instructional vs. authentic video materials on EFL Armenian students' listening comprehension skills. The results of the research may allow making judgments about the usefulness of certain types of video materials in EFL settings.

After choosing the area of research several scholarly articles were examined which brought forward the two variables on which the thesis is based: video materials and listening comprehension skills. After the review the topic was narrowed down and further literature review was done. The literature review revealed the fact that there is much research been done with the purpose of evaluating the effectiveness of authentic video or instructional video on the development of students' listening comprehension skills. However, there is not enough evidence about the difference between the effectiveness of authentic and instruction video materials on EFL students language improvement, specifically on the improvement of listening comprehension. So, this study is significant as the results of it may be of use for teachers and educators, who may be interested in the development of listening skill with the help of video.

The literature review brought forward two research questions that were addressed with the help of the study:

1. What is the difference in the effectiveness of instructional vs. authentic video materials on EFL students' listening comprehension skills?
2. What is the EFL learners' attitude towards the use of instructional vs. authentic video materials in English classes?

The paper includes the following sections: Literature Review, Methodology, Results, Discussion and Conclusion, References and Appendices. Each of these chapters includes subchapters that concentrate on the specific areas of the research.

Chapter 2: Literature review

2.1 Language learning and technologies

Technology has developed greatly, and thus emerged into nearly all the spheres of our life. Language teaching and learning is also in the list of those subjects which have been affected by this development. The emergence of computers and some other technological tools could not be neglected by language teachers, language course designers, and linguists. To meet the rising requirements of the 21st century, technology has to be involved in language teaching and learning (Shrosbree, 2008). For the purpose of finding out the effectiveness of the use of technological tools in language teaching, a number of studies have been carried out. According to Fang (2010), technological tools, especially multimedia, are being increasingly accepted as a tool for language teaching. Some researchers claim that the use of multimedia tools may not only be as an alternative but also as a main source for teaching materials (Hayati & Mohmedi, 2011; Thanajaro, 2000; Unher, 2003).

Studies conducted by many scholars reveal the fact that technologies can be of great use if chosen properly. Ling (2009) brings forward the idea of fulfilling the requirements of any language course accompanying the course book with additional technological materials. He notes that for the purpose of making the learning process more effective, new tendencies should also be taken into account. Technological tools can be used in language teaching with the purpose of development of different skills (Chen, 1998; Thao, 2003; Unher, 2003). According to Shrosbree (2008) new technologies are too attractive not to be used in language teaching.

Thus, it becomes somehow obvious that the use of technologies in language teaching and learning has many proponents. However, there are some problematic aspects in the use of

technological tools in language teaching. As this research deals with listening skill, in the next section a short theoretical review of listening comprehension will be introduced.

2.2 Listening comprehension

Many scholars accept that language learning is the development of all language art skills (Ling, 2009; Chang, 2007; Unher, 2003; Keene, 2006). Some researchers even claim that the listening skill is the most important skill that should be developed for learning a language (Londe, 2009; Miller, 2005; Hayati & Mohmedo, 2011). According to Thanajaro (2000), listening comprehension is the basic skill that is involved in language learning. Rost (2001) says that listening is not only a skill area needed for language performance, but also one of the main means of learning a language. Meskill (1996) partially agrees with the idea, suggesting that listening should be paid much attention to adding that in language environment the teachers must not limit teaching the language skills only by testing it. Listening comprehension skills can be developed for communicative purposes, and not only for tests (Miller, 2003; Kusumarasyaddi, 2004; Thanajaro, 2000; Londe, 2009).

To understand the role of the listening comprehension in language teaching and learning, it is crucial to know the nature of listening. For this purpose, it is important to examine and explore the definitions suggested by different scholars and researchers. In the literature examined for the purpose of this study the definitions of listening suggested by the authors of the articles are mostly parallel to each other. Rankin (1952) and Unher (2003) describe listening as the simple comprehension of spoken language. Rubin (1990) says that listening consists of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express. Nunan (1998) supplements this

definition saying that listening is an active process of decoding and constructing meaning from both verbal and non-verbal messages. Chang (2007) suggests a more explicit and physiological definition noting that listening is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.

As the study concentrates on the usefulness of video materials for developing listening skill, probably the best definition that will be the base for evaluating students' listening comprehension skill is the following: listening consists of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express (Rubin, 1990)

In nearly all of the above mentioned definitions several terms, such as *decoding*, *constructing meaning*, and *receiving information*, are included. In some of them they are not directly noted but these terms can be noticed in the underlying meaning of the definitions. Thus, the study will concentrate on the participants'/students' ability to receive information, decode it and construct meaning around that information. To synthesize these definitions, it can be said that listening is an active process in which the listener grasps sounds from oral speech and constructs a meaning around these sounds. Listening may include not only receiving information but also responding to it (Thanjaro, 2000).

Meskill (1996) disagrees with the opinion that listening skill does not require separate attention and can be developed along with a general language course. She notes that listening comprehension must not be limited only to answering some questions. Rankin (1952) refers to their research studies and claims that listening should take 40-50% of the whole class-time. Barker (1971) also agrees with the suggestion that listening should be given enough time, noting that the role of the listening skill is crucial in a sense that it also develops speaking, vocabulary,

and also some micro skills. Kusumarasyaddi (2004) notes that listening should not be considered a passive skill. Miller (2005) agrees with this idea and also suggests teaching listening before oral skills.

Jeon (2007) notes that there should be differentiation between academic listening and conversational listening. The choice of listening materials should be highly dependent upon the purpose of the development of this skill.

2.3 Multimedia/ Video / Instructional materials

The name of the term already suggests a meaning – “multi- more than one” and “media- way of doing something”. So, “multimedia” means the combination of several means of delivering news, information, materials, etc. This may be a combination of such tools as video, audio, print, etc. (Reddi & Mishra, 2003).

Video is also considered to be a type of multimedia tool and in different papers, articles and periodicals in the definition of educational video the term authentic video was also touched upon (Unher, 2003; Shih, 2010) In those definitions there is a differentiation between authentic and fabricated (educational) videos. As the same sources suggested the purpose of their use, the effect that they can have on learning and the difficulties of their use are quite different.

As some articles and studies (Cruse, n.d.; Keene, 2006) suggest, the choice of the type of video may depend on the purpose of teaching. Reddi & Mishra (2003) mention some factors that are important to be taken into consideration when trying to implement video in language learning process:

- background of students (both educational and social)
- the level of students

- the purpose of learning
- the age group of the students
- the styles and strategies that the learners have been using before that course, etc.

As Meskill (1996) claims video as an instructional tool has been positively accepted in language teaching and learning. Instructional video is considered to be more powerful than instructional audio, and thus have better effect on language learning outcomes. Most scholars agree with this opinion noting that educational/instructional video has several advantages, such as:

- video materials increase language learners' motivation
- it may be helpful for practicing listening skill
- it reinforces the covered topics
- visual effects provide more opportunities for interpreting the content of the video
- video makes the learners work more autonomously
- it develops students' comprehension and discussion skills (Keene, 2006;

Shrosbree, 2008).

The first advantage mentioned in the list is motivation. It is a general fact that motivation is one of the main key elements in language learning. As the purpose of the study was determining the level of the skill improved owing to video activities, it is also crucial to mention that motivation for listening also may insure productive effect. As Kusumarasyaddi (2004) mentions in the results of the study conducted with the purpose of evaluating the usefulness of video in ESL classroom, video is a great tool for increasing students' motivation. So, the purpose of the study is to see how effective and motivating video activities are in language classrooms, specifically for the development of the listening skill.

As addressing the question of how to implement video in language classroom Williams and Lutes (n.d.) speak about putting the emphasis on the reinforcement of advantages, such as motivation, autonomy, etc. So they suggest the following for having higher effectiveness of video use:

- make the activities more game-like
- give clear and specific instructions
- have a purpose for watching-listening (Kusumarasyaddi, 2004)
- do pre, while and post activities (Kusumarasyaddi, 2004).

Based on the purpose of teaching, the activity range may differ. If the purpose of the video activity is to enhance students' listening skill then the main focus should be on the sound accompanied with visual effects. Intajuck (n.d.) offers an activity for developing listening skill with the help of video: students "watch" the video vision off, they predict the number of people talking, they speak about the topic discussed, they guess the place of conversation, etc.

From all the above mentioned factors it becomes obvious that video may be useful for language classroom. However, as some authors (Ling, 2009; Keene, 2006) suggest there are also some difficulties that may arise in a class where video is used. They also give some suggestions for the teachers for overcoming the difficulties:

- select an appropriate material (topic, language difficulty level, length, etc.)
- preview the video, think about appropriate tasks for the video then deliver it to the students
- depending on the purpose of viewing (listening, reading, comprehension, etc.) set the purpose and design the class (group work, presentation, etc.)
- check the technology before the class

It is clear that there are some arguments for the effectiveness of instructional video, but, there arises another question: “which video materials are considered to be instructional?” Thus, according to the definition of several scholars a video can be considered instructional if it is created for educational purposes, or it is adapted and changes are made to it with the purpose of using it in educational settings (Meskill, 1996; Londe, 2009).

2.4 Authentic video

As it is stated in the works of different scholars that language and input can be considered authentic if they are created by and for the native speakers of the target language (Miller, 2005; Heitler, 2005). Referring to the same concept, Nunan (1998) claims that the material can be considered authentic if it is produced in the process of authentic and genuine communication.

Here is a list of several sources/materials that can be considered authentic:

- TV and radio broadcasts (Heitler, 2005; Thanajaro, 2000)
- advertisements
- films and cartoons
- songs and song clips
- magazines and newspapers
- literature.

It should be noted that referring to the definition of authentic materials, the above mentioned sources can be considered authentic if they are in the target language and are created by the native speakers of the language.

In different research papers the authors speak about the main advantages and strength of authentic materials:

- genuinely language skills (Oguz & Bahar, 2008)
- expose to real life situations, and set relationship between language classroom and

outside world

- engage both teachers and learners in the language
- provide with larger cultural background of the target language
- provide intrinsic motivation.

It is reasonable to summarize that authentic materials can be effective in some cases.

However, there still remains another concern about the usefulness of authentic video in language teaching. Referring to the same concept touched upon in different research studies, it should be noted that the concept of authentic video is different from author to author. In some articles the authors refer to general authentic videos and in some articles specific types of authentic video materials are under investigation, such as films, clips, captioned videos, etc. For the purpose of this study the term “video” will be referred to as the combination of several multimedia video tools, including TV, video clips, cartoons, captioned videos”.

Taking into account the use of authentic video materials in language classroom some strengths of these tools are suggested:

- authentic video brings into the class native speech, thus developing students’ native-like listening skill
- authentic videos give the opportunity to evaluate the real life situation and the emotions of the speakers while talking’
- authentic video also raises students’ cross cultural awareness
- authentic video (films) may improve students’ comprehension (Carlos, n.d.; Ling, 2009).

According to Shrosbree (2008), video can be used effectively in language teaching and learning as it provides greater opportunities for the comprehension of the oral text. The listeners can see the speakers and the surrounding environment, which can be an important key for listening comprehension. Being a multi-sensory medium video gives the opportunity to ensure long-term listening comprehension skills.

Cruse (n.d.) claims that the use of video (including all types of authentic video materials) has been gradually increasing during the last 20 years. The explanation for this is that the effectiveness of using video in language teaching has been largely admitted as a result of different studies.

It is largely admitted that authentic visual materials, such as video clips, TV programs, films, etc., can be effectively used in language learning settings, specifically for the purpose of developing students listening comprehension skills (Ling, 2009; Thao, 2003; et al.). As Ling (2009) states audio-visual tools are considered to be more effective because they have some paralinguistic features which help the learner to comprehend the actual conversation. In the same article trying to give justification for these statements Ling (2009) claims that films and other authentic video materials are forms of communication and can be perceived not only with the help of audio but also visual aids, such as gestures, eye contact and facial expressions.

For the purpose of identifying ways and methods of developing listening comprehension skills several studies were examined. The study conducted by Rubin (1990) can serve as a good foundation for understanding the usefulness of technological tools for developing listening comprehension skills. The participants of the study were American high school students. The study aimed at evaluating the use of authentic materials in improving aural comprehension skills. This study can be considered reliable as the number of participants was large (75 participants),

and it was possible to make general judgments about the results of the experiment. Though the study was done in the field of Spanish, it is possible to make generalizations for general language teaching. The study involved three experimental and two control groups. The experimental groups were exposed to authentic video materials in Spanish. The same videos were also given to the control groups but without listening training. The results of the study revealed that authentic video materials can enhance listening comprehension if they are chosen appropriately, in regard to language choice, level, and nature of videos.

According to Chang (2007) aural comprehension is highly dependent on visual effects. He notes that visual aids help to construct meaning around aural stream. Mayer (2001, as cited in Cruse, n.d.) states that though video viewing may sometimes be considered to be a passive it is an activity that possesses high cognitive features that can promote active cognitive processing. Visual listening materials can be more effective if they are being used with a special population and in corresponding educational settings. Thus it may be said that visual listening materials can be effective for visual learners for developing communication listening skills (Jeon, 2007).

Most language teachers would agree that language learning is highly dependent on the amount of natural language students' are exposed to. Thus, the improvement of listening skill is dependent on the amount of natural speech students are exposed to (Shrosbree, 2008; Thao, 2003). As it is noted by different researchers authentic video materials are very entertaining and motivating for the students. Allan (1985, as cited in Edasawa, et al., 1989) claims that viewing authentic video in language class sets a natural environment for the students, which ensures better comprehension of the aural message. Thus, it may be noted that authentic video provides meaningful context and vocabulary in a natural context by natural speakers in natural language (Frith, 2009; Ciccone, 1995)

Some researchers state that the effect of authentic video on the development of listening comprehension is also dependent on the appropriate choice of the materials for the level of the students. They suggest using subtitled videos in low levels to simplify the process of comprehension (Edasawa, et al., 1989; Hayati and Mohmedi, 2011). Markham (1989) conducted a study for finding out the relationship between subtitled vs. non-subtitled authentic video and students listening comprehension. Though Hayati and Mohmedi (2011) state that students may also pay attention to the subtitles, they claim that this fact does not prevent the students' processing of the speech.

Sherman (2003) mentions several factors that may hinder the comprehension of the listening in an authentic video, thus suggesting not using a video with:

- a lot of speech and less actions
- speech not corresponding to the actions
- simultaneous speech of characters
- dialects and regional speech varieties
- too complicated speech, such as using old varieties of the target language

Thus, it can be summarized that the use of video materials both authentic and educational/instructional in language teaching is justified by several researchers and scholars. However, there still remains a gap in the comparison part of these two tools. So, for the purpose of this study it was decided to compare the effectiveness of instructional vs. authentic video materials on EFL learners.

Chapter 3: Methodology

This part of the thesis paper consists of three sections: Settings and Participants, Materials, Instrumentation, and Procedure. The first part will give the information about the participants of the research: their age, level, number of participants, background, etc. The second part will introduce information about the instruments that will be used for data collection. The last section of this chapter will describe the procedure, i.e. the process of distributing the questionnaires to the participants and the details of the experiment.

3.1 Research Question

For this study two research questions were formulated:

1. Is there any difference in the effectiveness of the use of instructional vs. authentic video materials on EFL students' listening comprehension skills?
2. What is the learners' attitude towards the use of instructional vs. authentic video materials in EFL classes?

For the first research question a non-directional null hypothesis was taken: *there is no difference in the effectiveness of instructional vs. authentic video materials on EFL students' listening comprehension skills.*

The two research questions relate to the same tools used in the classroom but view it from different angles: direct and indirect evidence. For finding out the difference in the effectiveness of instructional vs. authentic video materials on EFL learners' listening comprehension the results of the tests were used, whereas for the second question the attitudinal questionnaires and interview answers will be analyzed. Two types of data will be collected (qualitative and quantitative), thus directing the study towards mixed method research.

The design of the study is quasi-experimental. The participants of the study were randomly chosen. The reason for this design was the absence of a comparable control group. There was no other group of the same level and using the same materials. Thus, the study was conducted within one group, and the design of the study is quasi-experimental

3.2 Setting and participants

The participants were students at EGP (English for General Purposes) course held at American University of Armenia. It should be noted that at the beginning of the course the student were asked whether they wanted to participate in the experiment and the whole group kindly agreed to take part in the study. The number of the students was ten. Six of the participants were male and 4 were female. The age of the participants ranges from sixteen to thirty. The mea of the students' age is 25. The level of the participants was pre-intermediate "B". The class meeting frequency was twice a week, for two hours a day. The course lasted for ten weeks. Thus, the overall amount of time of the course will be 40 hours.

The teacher was to cover the course, not including the video materials. The video materials were introduced to the class by the researcher. As the experiment as conducted within one group there was not a teacher variable and the results were not affected because of that.

3.3 Materials

The materials that were used for this course include both instructional and authentic materials. The main book used in the course is called "Interchange 2". However, the instructor also used other sources for materials including Language Leader book for the pre-intermediate level. The instructional videos introduced to the class were only from Interchange book.

Interchange is a series of books including: students' book, workbook and a video book. The third edition of the book was used in these courses. Interchange series of books are published by Cambridge Press by Richards, J. (2008). The book has different levels starting from Beginner. The book is written in American English, and comprises activities for developing all language skills. For the purpose of this study the basic book for the experiment is the video book. It comprises videos that are related to the topics of the units found in the Students' book. The book provides step-by-step comprehension and conversation activities for each sequence. The Interchange 2 is designed for pre-intermediate level students. The book consists of sixteen units. For the purpose of this research the last eight units were covered, i.e. starting from Unit 9 till Unit 16 (the reason for covering the last eight units is that the course is "B" and during the "A" course the first part of the book has been covered). The distribution of the units is the same for the student's book, workbook and video activity book.

In order to conduct the experiment some video materials from authentic sources were included in the course syllabus. The authentic video materials were related to the topic and included the same vocabulary and grammatical structures as much as possible. The authentic video materials were not adapted in regard to the language and length. The materials were chosen correspondingly with the topics and students' level as much as possible.

3.4 Instrumentation

In this part of the thesis paper the detailed information about the instruments of data collection is provided. For the purpose of finding out the answer to two research questions several instruments of data collection were used: tests and survey including questionnaires and interview.

3.4.1 Tests

For the purpose of this study, Listening comprehension check tests were designed. The structure of the tests was the same across the units. All of the four tests included the same number of activities with the same requirement. Each activity in all the tests was composed of the same number of items.

The tests were composed of two activities with the following requirements:

1. You are going to listen to a podcast/audio recording about _____. You will listen to the recording twice. Circle T if the sentence is TRUE and F if the sentence is FALSE.
2. You are going to listen to a podcast/audio recording about _____. You will listen the recording twice. Choose the best ending for each statement.

The listening tests were based on the topics, vocabulary and grammar covered with the help of the videos, but included only audio recordings. As the purpose of the study was to explore the effectiveness of the two types of video materials on listening comprehension skill it was decided not to include a video in the tests.

Tests were designed for the purpose of assessing students' achievement in regard to listening skill based on certain units. Overall the number of the tests administered to the students for the purpose of this experiment is 4. Two of these tests were based on units covered with the help of authentic video materials, and the other two were based on those units which were covered with instructional video materials. The tests were based only on those units which are aimed to be evaluated. For having more objective results these short tests were based on objective assessment: multiple choice and True & False.

The tests are provided in the Appendix 4.

3.4.2 Questionnaires

The questionnaire was used as a tool for collecting data about students' attitude towards the video materials used in the class. Students were administered the same questionnaire 8 times during the course, i.e. after each video material introduced to the class. The questionnaire included statements referring to students' attitude towards the video materials covered during those two units. The questionnaire included 10 items. The questionnaire aimed at giving the students a chance to rank the effectiveness of the video material used in that class.

The questionnaire was composed of two sections. Both sections were based on Likert Scale ranging from 5 to 1. The first section was based on the following scale:

Circle your choice:

Excellent	Good	Medium	Bad	Poor
5	4	3	2	1

The second section was based on the following scale:

Circle your choice:

Very High	High	Medium	Low	Very Low
5	4	3	2	1

The full sample of the questionnaire is provided in the Appendix 1.

3.4.3 Interview

Along with the questionnaire, interview was also conducted for finding out the participants' attitude towards the materials used in the class. During the administration of the last questionnaire a consent form for participation in the interview was distributed to the participants

(the consent form was also translated into Armenian). All the participants willing to participate were involved in the interview. The interview took 5-7 minutes. For filling in the gaps and shortcomings of the questionnaire (close-ended questions, not enough choice) the participant were given a chance to give reasoning for their answers and to go as deep as they wanted in the answers of interview questions.

The consent form for the interview and the interview questions will be provided in the Appendix 2 & 3.

3.5 Procedure

As it was mentioned above the experiment was conducted within one group. The main book of the course consists of 16 units. During the course the last eight units were covered. Thus, for the purpose of this study, some units were covered with instructional video materials (Video Activity Book); the other units were covered with authentic video materials found by the researcher. For the purpose of having equal amount of time given to both types of video materials it was decided to distribute the units equally: 4 unit of instructional videos and 4 units of authentic videos. The distribution of the units among the instructional and video materials was like this:

Table 1:

The distribution of the units among the weeks and video materials among the units

<i>Units</i>	<i>Materials</i>
<i>9. Back to the Future</i>	<i>Instructional Video</i>
<i>10. I Don't Like Working on Weekends</i>	<i>Instructional Video (Progress Check)</i>

<i>11. It's Really Worth Seeing</i>	<i>Authentic Video</i>
<i>12. It Could Happen to You</i>	<i>Authentic Video (Progress Check)</i>
<i>13. Good Book, Terrible Movie!</i>	<i>Instructional Video</i>
<i>14. So That's What it Means</i>	<i>Instructional Video (Progress Check)</i>
<i>15. What Would You do?</i>	<i>Authentic Video</i>
<i>16. What's Your Excuse?</i>	<i>Authentic Video (Progress Check)</i>

After each two units the students were asked to complete the quiz (tests) based on the video materials. Though the students also get progress check tests as a part of their main course, these tests may not specifically concentrate on assessing and evaluating listening skill. Thus, for having a better understanding about their progress within those two units in regard to listening skill special listening tests were designed. At the end of the course the test results for Units 9, 10, 13, and 14 (instructional video) were compared to the test results for the Unit 11,12, 15 and 16. Thus, it will be possible to make inferences about the usefulness of each type of video material.

For getting information about participants' preferences about the types of videos used in the class, questionnaires were distributed after each video material. At the end of the course the questionnaires were analyzed and the preferences of the students were determined. For having more justified answers to the questions of the questionnaire it was decided to have an interview with those participants who agreed to take part in the interview. The interview results may allow making more general judgments about the students' preferences, and may let the researcher give probable reasons for their preferences.

The results of the questionnaire, interview, observation and test analysis will be provided in the Results and Discussion sections of the paper.

3.5.1 Analysis

As several types of instruments were used for this study both qualitative and quantitative data was obtained. The qualitative data obtained the interview was analyzed by the researcher. As Seidel (1998) suggests the qualitative data analysis has three stages: noticing, collecting and thinking. He claims that these stages occur several times during the analysis of the data. He draws the picture of this process as an analogical vehicle. During these three stages several processes take place, such as coding which helps to illuminate the important things in the data. So, during the analysis of the qualitative data obtained from this experiment these three stages were considered. The researcher tried to notice the important sections in the data, to collect them and to think of ways of interpreting them.

The quantitative data obtained from the questionnaires and tests was analyzed with the help of SPSS software. For the analysis of the test scores Wilcoxon test was used. The choice of the test was determined by the fact that the number of the participants was lower than 30. Three Wilcoxon tests were carried out for the comparison of the test results. One test was used for the comparison of First Instructional and First Authentic test results. Another one was used for the comparison of Second Instructional and Second Authentic test results. The third Wilcoxon test was carried out to compare the averages of the Instructional two tests and Authentic two tests to see the overall difference in the results. Thus it was decided to combine the scores obtained from the authentic tests (i.e., tests based on the authentic videos) and to compare to the scores obtained from instructional tests (i.e. tests based on instructional tests). The score were combined with the help of SPSS software computing the average scores of instructional test sets and authentic test sets. Thus here is a table representing the process of analysis:

Table 2:

Wilcoxon Test 1	
Instructional Test 1	Authentic Test 1
Wilcoxon Test 2	
Instructional Test 2	Authentic Test 2
Wilcoxon Test 3	
Average of Instructional Test 1 and Instructional Test 2	Average of Authentic Test 1 and Authentic Test 2

For the questionnaire analysis again Wilcoxon tests were used. Overall number of the tests for the questionnaire analysis was 9. The questionnaire results were analyzed in two ways. First, the comparison was drawn between the instructional video questionnaire results and authentic video questionnaire results. Second, the comparison was drawn across the authentic video questionnaire results. The purpose of the second comparison was to see how parallel the authentic videos were, and thus to be able to make judgments whether the results of the first comparison between instructional and authentic video based questionnaires was due to a specific unit or a specific video material.

Chapter 4: Results

4.1 Test Result Analysis

For the analysis of the obtained data 3 non-parametric Wilcoxon tests were applied:

1. Instructional 1 vs. Authentic 1
2. Instructional 2 vs. Authentic 2
3. Instructional (average 1&2) vs. Authentic (average 1&2)

The reason for using Wilcoxon tests is that the sample sizes are small: less than thirty.

1. *The comparative analysis between the first instructional test¹ results and the first authentic test¹ results:*

Table 3:

		Ranks		
		N	Mean Rank	Sum of Ranks
AUTH1 - INST1	Negative Ranks	6 ^a	3.50	21.00
	Positive Ranks	0 ^b	.00	.00
	Ties	2 ^c		
	Total	8		

a. AUTH1 < INST1

b. AUTH1 > INST1

c. INST1 = AUTH1

As we have more negative cases of AUTH1-INST1, (in fact there is no positive case) it means that the authentic test results are lower than the instructional test results of the first test.

¹ Instructional test – test based on the units covered with instructional videos

Authentic test – test based on the units covered with authentic videos

Both Instructional and Authentic test were formed with the help of instructional activities.

Table 4:

Test Statistics ^b	
	AUTH1 - INST1
Z	-2.214 ^a
Asymp. Sig. (2-tailed)	.027

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

In the comparison of Instructional 1 and Instructional 2 the probability value P is equal to .027. As we know if the probability value is smaller than .05 it means that there is a significant difference between the two test performances.

This means that there is significant difference in favor of the instructional test.

2. *The comparative analysis between the second Instructional test results and the second authentic test results:*

Table 5:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH2 - INST2	Negative Ranks	5 ^a	6.10	30.50
	Positive Ranks	5 ^b	4.90	24.50
	Ties	0 ^c		
	Total	10		

a. AUTH2 < INST2

b. AUTH2 > INST2

c. INST2 = AUTH2

We have the same number of positive and negative results we can say that neither of the sets of scores is significantly larger or smaller than the other one.

Table 6:

Test Statistics ^b	
	AUTH2 - INST2
Z	-.308 ^a
Asymp. Sig. (2-tailed)	.758

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

In the comparison of the second sets of scores the probability value P is .758, which means there is no significant difference between the Instructional second test results and the authentic second test results. 0.758 is quite larger than .05.

3. *The comparative analysis between the average of the two Instructional test results and the average of the two authentic test results:*

Table 7:

		Ranks		
		N	Mean Rank	Sum of Ranks
AUTH - INST	Negative Ranks	6 ^a	4.17	25.00
	Positive Ranks	2 ^b	5.50	11.00
	Ties	0 ^c		
	Total	8		

a. AUTH < INST

b. AUTH > INST

c. INST = AUTH

In the comparison of the averages of the two instructional and the two authentic test scores, we have both negative and positive ranks. However the number of the positive ranks is smaller than the number of negative ranks, which shows that in the overall comparison of the test scores the average of the Instructional test scores is higher than the average of the authentic test scores. Going back to the separate analysis of the first and second instructional and authentic test

scores, we can see that the fact that the negative ranks are more in the overall comparison is due to the first instructional test. In the analysis of the first test sets we saw that Auth1-Inst1 has only negative ranks, which certainly affected the final comparison results.

Table 8:

Test Statistics ^b	
	AUTH - INST
Z	-.984 ^a
Asymp. Sig. (2-tailed)	.325

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

However, in the analysis of the averages of the two instructional and the two authentic test scores, the probability value P is .325. Though this is smaller than the probability value of the comparison of the second instructional and second authentic test, here also the difference of the sets of scores is not significant.

Thus, in the analysis of the three Wilcoxon tests we have only one case where there is significant difference in favor of the instructional test scores. Anyway this difference became very small (non-significant) in the comparison of the second test score. This may be interpreted as a fact showing that the use of authentic video materials for the first two units was not very influential; whereas starting from the second cycle of the units, the authentic video materials were more successful. As a result, the overall comparison showed no significant difference between the instructional and authentic videos, whereas the first sets of scores showed significant difference in favor of the instructional one.

Thus, it can be said that the null hypothesis taken for the first research question is not rejected and there is no significant difference in the effectiveness of the instructional video

materials as compared to the authentic video materials in developing listening comprehension skill.

4.2 Questionnaire Analysis

For the analysis of the questionnaire results it was decided to combine the results of each question of each section. This means that the answers given to the first question based on Instructional video materials were combined together and were compared to the results of the same question based on the authentic video materials. The questionnaire was composed of 9 questions, the first five of which were included in the first section and the last four were in the second section. Thus, the answers given to the first question based on the instructional videos (units 9, 10, 13, 14) were added up and divided into four so as to get their average answer. The answers given to the first question based on the authentic videos (units 11,12,15,16) were also added up and divided into four so as to get their average answer. After getting the averages of the answers given to the same question for both instructional and authentic videos, the averages were compared with each other using again Wilcoxon tests. Thus here is the table introducing the analysis procedure:

Table 9:

Unit 9, section 1, question 1	Instructional units, section 1, question 1*
Unit 10, section 1, question 1	
Unit13, section 1, question 1	
Unit 14, section 1, question 1	
Unit 11, section 1, question 1	Authentic units, section 1, question 1**
Unit 12, section 1, question 1	
Unit 15, section 1, question 1	
Unit 16, section 1, question 1	

*the same was done for all other 8 questions for instructional units

**the same was done for all other 8 questions for authentic units

Thus, after this step we got 9 sets of answers for instructional videos and 9 sets of answers for authentic videos:

Table 10:

Instructional units, section 1, question 1	Authentic units, section 1, question 1
Instructional units, section 1, question 2	Authentic units, section 1, question 2
Instructional units, section 1, question 3	Authentic units, section 1, question 3
Instructional units, section 1, question 4	Authentic units, section 1, question 4
Instructional units, section 1, question 5	Authentic units, section 1, question 5
Instructional units, section 2, question 1	Authentic units, section 2, question 1
Instructional units, section 2, question 2	Authentic units, section 2, question 2
Instructional units, section 2, question 3	Authentic units, section 2, question 3
Instructional units, section 2, question 4	Authentic units, section 2, question 4

Below is the description and interpretation for each separate Wilcoxon test applied for the comparison of the questionnaire results.

Questionnaire analysis: Section 1; question 1

Q1: The quality of video material (voice, music, sounds, vision, etc.)

Table 11:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH1.1 - INST1.1	Negative Ranks	3 ^a	4.00	12.00
	Positive Ranks	4 ^b	4.00	16.00
	Ties	3 ^c		
	Total	10		

a. AUTH1.1 < INST1.1

b. AUTH1.1 > INST1.1

c. INST1.1 = AUTH1.1

As we see in the above chart, the positive ranks are in favor of authentic video materials. Thus it means that according to the answer of the students, the quality of the video materials both instructional and authentic, was equal.

Table 12:

Test Statistics ^b	
	AUTH1.1 - INST1.1
Z	-.343 ^a
Asymp. Sig. (2-tailed)	.732

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

As we look at the above chart, we see that as it could be supposed from the previous chart there is no significant difference the students' perception of the quality of the authentic and instructional video materials.

Questionnaire analysis: Section 1; question 2

Q2: The content of the video material (relevant to the content of the current Unit or not)

Table 13:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH1.2 - INST1.2	Negative Ranks	8 ^a	5.25	42.00
	Positive Ranks	1 ^b	3.00	3.00
	Ties	1 ^c		
	Total	10		

a. AUTH1.2 < INST1.2

b. AUTH1.2 > INST1.2

c. INST1.2 = AUTH1.2

As we examine the above chart we see that negative ranks are significantly more than the positive ranks. It means that most of the students thought that instructional video materials better corresponded to the content of the Unit than the authentic video materials.

Table 14:

Test Statistics ^b	
	AUTH1.2 - INST1.2
Z	-2.360 ^a
Asymp. Sig. (2-tailed)	.018

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

As we look at the P value we see that there is significant difference in the students' attitude towards the content of the video materials. As the number of the negative ranks is more, it means that the significant difference is in favor of the instructional video materials.

Questionnaire analysis: Section 1; question 3

Q3: The vocabulary of the video material (relevant to the vocabulary of the current Unit or not)

Table 15:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH1.3 - INST1.3	Negative Ranks	6 ^a	4.33	26.00
	Positive Ranks	1 ^b	2.00	2.00
	Ties	3 ^c		
	Total	10		

a. AUTH1.3 < INST1.3

b. AUTH1.3 > INST1.3

c. INST1.3 = AUTH1.3

The chart illustrates the students' attitude towards the video material in regard to their vocabulary. As we see the number of negative ranks is more than the positive ones. However, as compared to the previous question here we have 3 ties, which means that the difference in the vocabulary content is not as large as the overall content of the units according to the participants' answers.

Table 16:

Test Statistics ^b	
	AUTH1.3 - INST1.3
Z	-2.047 ^a
Asymp. Sig. (2-tailed)	.041

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

The p value is .041, which is slightly smaller than .05. Thus there is significant difference in the vocabulary of the authentic and instructional video materials in favor of the instructional video materials.

Questionnaire analysis: Section 1; question 4

Q4: The quality of the activities used with the video

Table 17:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH1.4 - INST1.4	Negative Ranks	2 ^a	8.50	17.00
	Positive Ranks	7 ^b	4.00	28.00
	Ties	1 ^c		
	Total	10		

a. AUTH1.4 < INST1.4

b. AUTH1.4 > INST1.4

c. INST1.4 = AUTH1.4

The chart shows the positive ranks are more than the negative ones. It means that more students think that the activities used with authentic video materials were of better quality than those provided in the video book used along with instructional videos. It should be noted that the activities combined with the authentic videos were designed by the researcher.

Table 18:

Test Statistics ^b	
	AUTH1.4 - INST1.4
Z	-.665 ^a
Asymp. Sig. (2-tailed)	.506

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Though the positive ranks are more than the negative ones, the difference is not very high so as to claim that there is significant difference in favor of authentic videos. However it should be noted that the P value is slightly higher than .05. Thus, there is no significant difference in the opinions of the participants about the quality of the activities used with instructional and authentic video materials.

Questionnaire analysis: Section 1; question 5

Q5: The duration of the video material

Table 19:

Ranks		N	Mean Rank	Sum of Ranks
AUTH1.5 - INST1.5	Negative Ranks	2 ^a	6.25	12.50
	Positive Ranks	7 ^b	4.64	32.50
	Ties	1 ^c		
	Total	10		

a. AUTH1.5 < INST1.5

b. AUTH1.5 > INST1.5

c. INST1.5 = AUTH1.5

The chart shows that the number of the students thinking that the duration of the authentic video material was appropriate is larger than the number of those who think that instructional video duration was better.

Table 20:

Test Statistics ^b	
	AUTH1.5 - INST1.5
Z	-1.224 ^a
Asymp. Sig. (2-tailed)	.221

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Though the previous chart shows that more students think authentic videos were of better length than instructional ones, the difference in scores is not very high. Thus, the P value is .221, which is larger than .05. So, there is no significant difference in the participants' opinion towards the length of the instructional and authentic video materials

Questionnaire analysis: Section 2; question 1

Q1: The level of the difficulty of the language of the video material

Table 21:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH2.1 - INST2.1	Negative Ranks	6 ^a	5.92	35.50
	Positive Ranks	3 ^b	3.17	9.50
	Ties	1 ^c		
	Total	10		

a. AUTH2.1 < INST2.1

b. AUTH2.1 > INST2.1

c. INST2.1 = AUTH2.1

The number of the negative ranks is more, which shows that more participants considered authentic videos to be of lower level than the instructional videos.

Table 22:

Test Statistics ^b	
	AUTH2.1 - INST2.1
Z	-1.559 ^a
Asymp. Sig. (2-tailed)	.119

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

As in the previous question, here also the P value is larger than .05. It is equal to .119 and shows that there is no significant difference in the participants' attitude towards the level of the difficulty of the language of instructional and authentic videos.

Questionnaire analysis: Section 2; question 2

Q2: The level of the difficulty of the activities used with the video.

Table 23:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH2.2 - INST2.2	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	8 ^b	4.50	36.00
	Ties	2 ^c		
	Total	10		

a. AUTH2.2 < INST2.2

b. AUTH2.2 > INST2.2

c. INST2.2 = AUTH2.2

The number of the positive ranks is more than the negative ones. Thus, it means more students thought that the activities used with authentic videos were more difficult than those used with the instructional videos.

Table 24:

Test Statistics ^b	
	AUTH2.2 - INST2.2
Z	-2.527 ^a
Asymp. Sig. (2-tailed)	.012

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The P value shows that there is significant difference in the students' attitude towards the level of the difficulty of the activities. The P value shows that significantly more participants think that the activities used with authentic videos were more difficult than those used with the instructional ones.

Questionnaire analysis: Section 2; question 3

Q3: The level of the interest towards the video materials.

Table 25:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH2.3 - INST2.3	Negative Ranks	2 ^a	4.25	8.50
	Positive Ranks	7 ^b	5.21	36.50
	Ties	1 ^c		
	Total	10		

a. AUTH2.3 < INST2.3

b. AUTH2.3 > INST2.3

c. INST2.3 = AUTH2.3

The chart shows that larger number of students was interested in the authentic video materials than in instructional video materials. The number of the positive ranks is quite larger than the number of the negative ranks.

Table 26:

Test Statistics ^b	
	AUTH2.3 - INST2.3
Z	-1.679 ^a
Asymp. Sig. (2-tailed)	.093

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Though, the above chart showed that more students expressed interest towards authentic videos, the scores are not enough high to conclude that there is significant difference. Thus, having the P value equal to .093, it becomes clear that there is no significant difference in the participants' interest towards instructional and authentic video materials.

Questionnaire analysis: Section 2; question 4

Q3: The level of the interest towards the video materials.

Table 27:

Ranks				
		N	Mean Rank	Sum of Ranks
AUTH2.4 - INST2.4	Negative Ranks	5 ^a	3.80	19.00
	Positive Ranks	4 ^b	6.50	26.00
	Ties	1 ^c		
	Total	10		

a. AUTH2.4 < INST2.4

b. AUTH2.4 > INST2.4

c. INST2.4 = AUTH2.4

The number of the positive ranks is slightly lower than the number of the negative ranks. This shows that slightly more number of students found the activities combined with instructional videos more interesting than those combined with authentic videos.

Table 28:

Test Statistics ^b	
	AUTH2.4 - INST2.4
Z	-.419 ^a
Asymp. Sig. (2-tailed)	.675

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

As the Wilcoxon test shows the P value is higher than .05. Thus, there is no significant difference in the participants' interest towards the activities used with the instructional and authentic videos.

In this section the interpretation of the comparison of the authentic video-based questionnaire results will be given. The comparison was done with the help of calculating the means of the sets of answers given to each question of the questionnaire after each authentic video material. With the help of this analysis, it will be easy to determine which videos were more liked by the participants, which ones were more difficult for their level, and which ones more corresponded to the units. Thus, here are the charts illustrating the means of the answers of all the 4 questionnaire questions.

Unit 11

Table 29:

Statistics

		U11.1.1	U11.1.2	U11.1.3	U11.1.4	U11.1.5	U11.2.1	U11.2.2	U11.2.3	U11.2.4
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0
Mean		5.0000	3.7000	4.2000	4.9000	5.0000	4.1000	4.6000	4.9000	4.7000
Std. Deviation		.00000	1.25167	.78881	.31623	.00000	1.10050	.96609	.31623	.48305

Unit 12

Table 30:

Statistics

		U12.1.1	U12.1.2	U12.1.3	U12.1.4	U12.1.5	U12.2.1	U12.2.2	U12.2.3	U12.2.4
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.1000	4.8000	4.7000	4.5000	4.5000	3.9000	4.9000	4.5000	4.6000
Std. Deviation		.87560	.42164	.48305	.52705	.52705	.99443	.31623	.52705	.51640

Unit 15

Table 31:

Statistics

		U15.1.1	U15.1.2	U15.1.3	U15.1.4	U15.1.5	U15.2.1	U15.2.2	U15.2.3	U15.2.4
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0
Mean		5.0000	5.0000	3.8000	4.6000	4.7000	2.8000	4.1000	4.7000	4.5000
Std. Deviation		.00000	.00000	.63246	.69921	.48305	.63246	.56765	.48305	.70711

Unit 16

Table 32:

Statistics

		U16.1.1	U16.1.2	U16.1.3	U16.1.4	U16.1.5	U16.2.1	U16.2.2	U16.2.3	U16.2.4
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.8000	3.5000	4.1000	4.3000	4.3000	3.5000	4.7000	4.4000	4.1000
Std. Deviation		.91894	.97183	.87560	.67495	.82327	.84984	.48305	.51640	.87560

Thus, for the first question of the questionnaire the highest score was in Units 11 and 15. This means that the participants think that the quality of the video material introduced with these units was higher than in the case of the other two units. The lowest score was obtained in Unit 16, meaning that the students considered the last video not be of high quality, this may have affected the comprehension of the content of the video, and thus affected the overall results.

According to the participants' answers the content of the video given with unit 15 mostly corresponded to the content of the unit. The lowest answers were obtained in the case of the first and last video materials.

The questionnaire results show that participants thought that the vocabulary of Unit 12 was the most relevant to the vocabulary of the unit. However, it should be noted that the answers for the other 3 units, did not differ very much.

The results of the fourth question of section one show that the participants think the activities accompanied with the first authentic video material were of higher quality than those accompanied with the other three videos. Nevertheless for this question as well the answers did not differ greatly across the units.

The answers of the fifth question of the first section show that the students thought that the first video had most appropriate duration. However, the answer means of this question for all the videos are higher than 4. This means that the other videos were also chosen of a good length.

The analysis of first question of the second section (across the authentic units) shows that the first unit was considered the most difficult one. This may be determined by the fact that the participants were never exposed to authentic videos. Thus, being introduced a new kind of video material they considered it to be of High level difficulty.

As the means of the answers given to the second question of the second section was higher than 4 it shows that the participants think that the overall level of the difficulty of all the videos did not differ from each other greatly. However, the highest score was obtained in the case of the second video (Unit 12).

The answers of the third question (section 2) show that the students showed more interest towards the first video material. However, it should be noted that the answer means for all the videos were higher than 4, which means that the students were quite interested in the authentic videos.

The last question of the questionnaire revealed that the students more liked the activities used with the first video. Nevertheless, as in the case of the previous question, here as well the answer means for all the videos are higher than 4m which means that the students mostly like and were interested in the activities used with all the authentic video materials.

As mentioned above, this comparison was done with the purpose of finding out to what extent the authentic videos are parallel to each other whether any of the videos significantly affected the results of the first comparison between instructional and authentic video materials. The reason for using the means of the scores was just to see the difference in the scores, which could provide with more or less clear image of the videos' differences.

Thus, the comparison showed that according to the participants' answers there are differences among the video materials. However, those differences are not very large so as to conclude that one of the video materials highly affected the results of the study.

4.3 Interview Analysis

This section will give the analysis of the interview questions. It will address each question separately giving the most representative answers got from the interview. As it was mentioned above the Interview was conducted with the purpose of getting more detailed answers for the students' preferences. During the interview the answers given to the questionnaires were extended and were much more detailed.

Question 1: To what extent do you consider effective the use of video materials during the course?

The answers given to this question mostly showed positive results. All of the students noted that they liked using video materials in the class. However, some of them noted that if the video material is not chosen appropriately it may cause waste of time, thus affecting the learning process. Here is an answer given by one of the participants:

"I have always thought that video materials are useful for learning English. I am a visual learner (my visual memory is stronger) and it helps me to remember the topic, the acts and details of the conversation, speech, dialogue, etc. I think that video materials are quite useful."

Overall the participants claimed that video materials are very active tools for developing listening comprehension skills. Nearly all of the participants mentioned that they would like to have videos in their further classes as well as they are used to this technique which has played a great role in language learning. Nevertheless, the participants also mentioned that although videos may be effective, they may even hinder the language learning process if they don't correspond to their needs.

Question 2: To what extent do you consider effective the use of the videos for developing listening comprehension skills?

The answers of this question are overwhelming, because most of the students considered it to be a great tool for developing listening skill. As the participants noted this was not the first time they have been exposed to videos during classes. They mentioned that videos have always been one of their best loved activities at English class. They mentioned that watching a video can be quite effective as they visualize all that they hear. They make images of the conversation in their minds. Later on they can refer to their visualized information for doing the activities. As the participants mentioned in the case of videos they have twice more chances to succeed, as they can rely on their visual memory and also mind memory, whereas in the case of audios only the second one works.

Here is an answer given by one of the students:

“Before starting learning English I could never think that videos can help me. However as I started learning English, I was exposed to video materials from the very first level. The instructor advised to watch different videos, TV programs, etc. At this level of learning English I think videos play a great role. They help us to visualize the information. I may forget the words of the audio but I will not forget their face expressions, their movements and the settings. Videos help to make guesses about what the listening can be. They help to make predictions even if we follow their face mimics, such as lips movements.”

Question 3: Which of the video did you like most? Which of the video do you remember best?

The answers given to this question varied. There were participants who mentioned instructional videos and there were some who mentioned authentic videos. The answers of this question may be determined by the participants; interest towards different topics. Some of tea students liked a video about Street Performers, because they like funny videos. Some other liked

an authentic video telling about abroad universities, as they want to study abroad. Here is an answer given by one of the participants:

“I think that all the videos were good. But, I mostly liked the one about the Universities. I think that I can get more information out of this kind of videos than of those which talk about not real funny people. However, I think that in the class we also need some fun not to have boring classes. I liked nearly all the videos.”

Question 4: To what extent do you consider effective the use of the activities used with the videos?

The answers of this question were surprising, as some of the participants noted that they may not even need activities for checking their listening comprehension if the video material is very interesting and of high quality. There were some students who noted that they liked to work also on print-outs (authentic video-based activities) as sometimes they get tired of the book and they want something new. However, there were some participants who noted:

“I think that the book can provide with more effective activities, as more people work on the creation of the book. Thus, I think book activities may be more reliable. However, I liked the activities brought by the teacher”

Question 4: Which type of the videos did you like most? (The ones from the book or the ones provided by the teacher)?

The participants' answers mostly overwhelmed. Most of them mentioned that they always like having something new in their classes. They like if some changes are brought into the classroom. It makes the learning process of effective. Here is an answer given by one of the participants:

“I like changes. I like to know something new about the world. I think that the videos given by the teacher are about the real world. I liked them, because I come to English classes, I learn English and I get information about the world around me.”

Here is another answer given by another participant:

“I like watching TV or listening to different English songs. I have great difficulties in understanding them, but sometimes when I understand even one word I get very happy. When a real video from real world is brought into the class it is great. In this case I do not have to torture myself to understand every word, as after the video we discuss it, we have activities, and, thus, we get all the information out of the video.”

Question 5: Which of the activities did you like most? Which of the activities do you remember best?

As it could be supposed from the questionnaire answers, the answers given to this question were mostly in favor of the Instructional ones. Though the students mentioned that they liked also the video activities out of the textbook, and they think they were quite useful, they also noted that they cannot correspond to their level wholly. Here is an answer given by one of the participants:

“Yes, I liked the activities provided by the teacher. Those activities were quite interesting. However, I think that the ones from the book are designed by specialists and are for language learning, and thus meet the requirements of the units in regard to the content and vocabulary.

Referring to the overall discussion of the interview answers, we can see that the answers given by the participants were the same as in the questionnaires. The explanation for the choice of the answers was nearly the same for all the students. The answers were nearly divided into

two halves, in favor of both instructional and authentic videos. For the interest towards the videos the students agreed that authentic videos are quite interesting and even more interesting than the ones from the book. However, the majority of the participants noted that the videos and activities of the books may be more reliable as they are designed by specialists and may better correspond to the grammar, vocabulary and the content of the current unit.

Chapter 5: Discussion and Conclusion

5.1 Findings and conclusion

This study aimed at finding out the difference in the effectiveness of instructional and authentic video materials on EFL learners listening comprehension skills. As the literature review showed there was a need for this kind of study, so as to find out whether there is any difference between these two types of tools. Some of the research articles examined for the literature review talked about the effectiveness of general video materials in language learning settings. As there was not enough evidence for the comparison of instructional and authentic video materials, it was decided to conduct this experiment. This study may help to shed a light upon the differences of the use of these two types of video materials.

Thus after the literature review two research questions were formulated. One of the questions addressed the effectiveness of these two tools as compared to each other and the second one addressed the participants' attitude towards the use of these two types of video materials. Here are the research questions:

1. What is the difference in the effectiveness of the use of instructional vs. authentic video materials on EFL students' listening comprehension?
2. What is the EFL learners' attitude towards the use of instructional vs. authentic video materials in EFL classes?

For the first research question a non-directional null hypothesis was taken: *there is no difference in the effectiveness of instructional vs. authentic video materials on EFL students' listening comprehension.*

The first research question was addressed with the help of four sets of tests (two of them based on instructional videos and two of them based on authentic videos). The second question was addressed with the help of attitudinal questionnaire and interview.

The data obtained from the tests was processed with SPSS software using Wilcoxon tests. Thus, the comparison showed that the first instructional and first authentic tests show significantly different results in favor of the instructional videos. This may be determined by the fact that the students were exposed to authentic video first time. However, the second tests of scores don't show significantly different results. This may either mean that students got used to authentic videos, or maybe the second authentic video choice was better than the first one. As it is nearly impossible to choose wholly appropriate videos, the quality of the videos may have also affected the results. Coming to the analysis of the averages of two sets of instructional tests and two sets of authentic tests, we see that there is no significant difference in the results. This means that neither instructional nor authentic video use is significantly more effective than the other one.

In the analysis of the questionnaire it is again obvious that there is no significant difference in the participants' attitude towards the two types of the video materials. Though there were cases when the positive ranks were larger than the negative ones (in favor of authentic videos), the difference of the scores was not high enough to conclude that there is significant difference in the participants' attitude.

The interview answers, however, show some preference of the participants in favor of authentic ones. As many of the participants mentioned authentic videos are better to use in the classroom as they are more interesting and informative. However, in the interview, as well, there was an opinion that the usefulness of these two types of videos cannot be evaluated, as each of

them has its advantages and disadvantages. As the answer to the last interview question showed, the participants mostly think that authentic videos are more interesting, informative, close to real life, whereas instructional videos better correspond to the grammar, vocabulary, and the topics covered during the class. Some of the participants also noted that the technical problems connected with authentic videos may also cause failure, such as sound problems, vision problems, etc.).

Thus, it may be noted that the study revealed that though there is no significant difference in the effectiveness of instructional vs. authentic videos, the authentic videos may be more motivating for the students. The effectiveness of the each of these two types of vides should not be neglected. As it was found out with the help of both tests and questionnaires, both of these types of videos may bring to effective teaching. As the test results and questionnaire results show, both types of videos may be quite effective. Thus, it may be concluded that the video materials may be of great use for developing EFL learners' listening skill if chosen properly and if they meet the requirements of the course.

5.2 Pedagogical Implications

As this study was unique in its nature it should be noted that the results may be quite helpful for the improvement of teaching a foreign language, specifically English. As the study had a delimitation of being conducted in a specific setting with a specific direction (Armenia EFL setting) the results may be generalized only upon this setting. EFL teacher may try to start using authentic videos as at least supplementary materials, thus exposing students to real life situations.

However, it should be noted that the choice of authentic materials may be tricky. The quality of the video, sound, the quality of the content, the appropriateness may cause some difficulties. Nevertheless, if the video maximally corresponds to the students' needs, including the grammar, and the vocabulary, it may even better influence upon their listening incomprehension skill than the instructional ones. This conclusion may be drawn from the interview results of this study. The participants noted that most of the problems were connected with the grammar and vocabulary appropriateness across the unit and the video.

If any language teacher decides to use video materials in his/her course there are several factors that should not be neglected, such as the length of the video, the nature of the video, the topic, content, vocabulary and grammar appropriateness, the level of the students, the age group, the purpose of the course, etc. It is also important to consider whether the videos are going to be mixed, i.e. instructional ones with authentic ones. In this case the videos should be more or less parallel.

As the study showed the activities also play great role in the students' interest towards the video materials. The activities should be as close to the instructional ones as possible, i.e. their structure should be the same.

As it could be noticed from the students' answers and also the test results the two types of videos (instructional and authentic) have their advantages and disadvantages. As even the students noted one of the greatest advantages of the authentic videos is that they are exposed to real life speech. However, this may also be a shortcoming, as the students may get frustrated hearing unfamiliar words, very fast speech, and also use of colloquial expressions. The use of instructional videos has an advantage of being more reliable. The instructional videos are created

for the purpose of language teaching, thus meet the students' needs better than the authentic ones.

5.3 Delimitations and Limitations

Delimitations of the study are related to the problem of narrowing down the study to a more specific area. Thus, the research only refers to EFL setting as the participants of the study are Armenian EFL learners. The results of the study may be able to be generalized upon only Armenian EFL setting particularly pre-intermediate level. However, in spite of this delimitation the study may also help to illuminate the issue of implementing video materials in other settings, as it gives a chance for presuppositions about the effectiveness of this tool in some other settings.

There are also some limitations in this research. One of the limitations is that the number of the participants is not very large and the results may not be considered wholly reliable. Another limitation is that the study is conducted within one group (but not experimental and control), and, thus, the topic variable, including the difficulty level of different units, may affect the results. However, the fact that the study is conducted within one group can be advantageous as there is neither teacher nor student variable. The next limitation may be considered the time restriction. The amount of time spent on this experiment is 40hours and it may not be enough for having fully valid data. Another limitation of the study was that the participants were not chosen randomly

5.4 Suggestions for Further Research

As the study had several limitations and delimitation, the following suggestions for further study may be given:

- to conduct the same study in two groups (experimental and control)
- to conduct the same study with larger sample
- to conduct the same study as a longitudinal research or at least to conduct it within a larger period of time.
- to conduct the same study with students of different cultures

If these suggestions are taken into consideration, the results of the experiment may be more generalizable. The results may be more reliable and may give pedagogical implications for a larger scale (such as all EFL setting, etc).

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Appendices

Appendix 1

Questionnaire

Please, rate the quality of the video materials used in the Unit according to the following criteria.

Excellent	Good	Medium	Bad	Poor
5	4	3	2	1

Circle your choice.

1. The quality of video material (voice, music, sounds, vision, etc.)	5	4	3	2	1
2. The content of the video material (relevant to the content of the Unit or not)	5	4	3	2	1
3. The vocabulary of the video material (relevant to the vocabulary of the Unit or not)	5	4	3	2	1
4. The quality of the activities used with the video	5	4	3	2	1
5. The duration of the video material	5	4	3	2	1

Very High	High	Medium	Low	Very Low
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5	4	3	2	1
---	---	---	---	---

1. The level of the difficulty of the language of the video material					
2. The level of the difficulty of the activities used with the video					
3. The level of interest towards the video material					
4. The level of interest towards the activities used with the video					

Circle your choice.

Date _____

Thank you for your kind participation.

Appendix 2

Consent form

This is an invitation to you to participate in a survey for a study in English as a foreign language. The study is held for writing my thesis paper for MA degree at American University of Armenia, Department of Teaching English as a Foreign Language. The topic of the thesis paper is “The effectiveness of instructional vs. authentic materials on EFL Armenian students’ listening comprehension”.

Your participation in the survey will only include the participation in an interview. The interview will focus on your perceptions and attitudes towards developing listening comprehension with the help of video materials. The Interview will last for about ten minutes. The interview will be audio recorded. Anything you say during the interview will remain confidential. Only the researcher will have access to the audio tapes, transcripts, and other data containing information identifying individuals. A summary of the research findings will be available upon request.

From this research study we hope to learn more about how video material assist to the development of listening skill I English-as-a-foreign-language settings. The research also aims at identifying a more effective way of teaching listening. It tries to give justifications for the use of instructional vs. authentic video materials in EFL settings.

Your signature below indicates that you have read the information and agreed to take part in the interview. Please, include your telephone number for scheduling the interview.

Signature_____ Date_____

Telephone number_____

Appendix 3

Interview questions

1. To what extent do you consider effective the use of video materials during the course?
2. To what extent do you consider effective the use of the videos for developing listening comprehension skills?
3. Which of the video did you like most? Which of the video do you remember best?
4. To what extent do you consider effective the use of the activities used with the videos?
5. Which of the activities did you lie most? Which of the activities do you remember best?

Appendix 4

Listening Test 1

Units 9 & 10

Name _____

Date _____

- 1. You are going to listen to and interview with Mr. Reynold. You will listen the recording twice. Circle T if the sentence is TRUE and F if the sentence is FALSE**

1. Mr. Reynold never forces anybody to retire.	T	F
2. The oldest employee at Reynold's is 97.	T	F
3. Reynold's pays a decent salary.	T	F
4. Employees get five week's paid holiday.	T	F
5. All the staff are over the retirement age.	T	F
6. Mr. Reynold's secretary Eddith handed in her notice because she wanted to get married.	T	F
7. Mr. Reynold has never had any reason to fire anyone.	T	F
8. Mr. Reynold's brother is going to run the business from next year.	T	F

- 2. You are going to listen to a person talking about his experience in learning English. You will listen the recording twice. Choose the best ending for each statement.**

1. He started learning English...
 - a. fourteen years ago
 - b. five years ago
 - c. four years ago
2. He couldn't learn German, because...
 - a. it was difficult for him
 - b. he didn't like the language
 - c. he didn't have much time
3. He started learning English...
 - a. before entering University
 - b. after finishing University
 - c. during the years of study at the University
4. The self-study book he got was for
 - a. a year
 - b. a month
 - c. two years
5. For him the English language is...
 - a. more difficult than German
 - b. the same level as German

- c. easier than German
- 6. He learnt words...
 - a. finding a pair for that word
 - b. translating them into his mother tongue
 - c. using them in context
- 7. When he saw unknown words, he...
 - a. guessed the meaning from the context
 - b. looked up in the dictionary
 - c. didn't bother about the meaning
- 8. He improved his speaking by...
 - a. watching English language programs
 - b. talking to his friends in English
 - c. talking with native speakers of the language
- 9. He has experience of working as a...
 - a. English teacher
 - b. translator
 - c. teacher assistant
- 10. He wanted to go to the USA to...
 - a. Study there
 - b. Visit his family
 - c. Learn English better
- 11. He thinks the best way of improving language is...
 - a. reading a lot of books in that language
 - b. talking to native-speakers
 - c. doing a lot of writing
- 12. He thinks his English is...
 - a. very bad now
 - b. quite good
 - c. the same level as native speaker's

Answer keys

Task 1

1	T
2	F
3	T
4	F
5	F
6	T
7	T
8	F

Task 2

1	c
2	b
3	c
4	a
5	c
6	a
7	b
8	c
9	b
10	a
11	b
12	b

Listening Test 2

Units 11 & 12

Name _____

Date _____



1. You are going to listen to a podcast episode about computers. You will listen to the recording twice. Circle T if the sentence is TRUE and F if the sentence is FALSE

1. Richard didn't use computer at school because he didn't have it.	T	F
2. Richard started using a computer at university.	T	F
3. It wasn't easy to use computers from the very start.	T	F
4. The purpose for using computers is the same as before.	T	F
5. Some of the computer functions (such as "SAVE", "BOLD") were difficult before.	T	F
6. The woman prefers listening to music on a computer.	T	F
7. Computers have replaced TV and cinema.	T	F
8. Computers are not good for editing pictures and MP3s.	T	F



2. You are going to listen to a podcast episode about university problems. You will listen the recording twice. Choose the best ending for each statement.

1. The woman says that there are ...
 - a. no places at universities

- b. very few places at universities
 - c. a lot of places at universities
- 2. Last year the number of courses available was...
 - a. 18100
 - b. 32000
 - c. 38000
- 3. The number of students who have already applied this year is...
 - a. 18000
 - b. 118000
 - c. 180000
- 4. Applying to university is considered to be ...
 - a. a norm in the country
 - b. a requirement for all works
 - c. realization of aims
- 5. The students who failed to get the degree course have the chance of...
 - a. starting working
 - b. starting volunteering
 - c. trying to get the degree again
- 6. Most of people take a year between school and university for...
 - a. volunteering work
 - b. making money
 - c. having a fun
- 7. Raley is a...
 - a. job agency
 - b. charity organization
 - c. University
- 8. Raley operates in...
 - a. Malaysia, Costa Rica, Nicaragua and Persia
 - b. Asia, Costa Rica, Nicaragua and Persia
 - c. Malaysia, Costa Rica, Nicaragua and India
- 9. Short time courses are ...
 - a. three and a half weeks
 - b. about ten week
 - c. five weeks
- 10. The course at Raley requires
 - a. funding

- b. university degree
 - c. job experience
11. Ten-week course costs...
- a. £1500 and flight expenses
 - b. £4000 and flight expenses
 - c. £3000 and flight expenses
12. The speakers think that students who couldn't get into university...
- a. will lose time at volunteering job
 - b. must have volunteering experience
 - c. get advantage when getting job for volunteering

Answer keys

Task 1

1	F
2	F
3	T
4	F
5	T
6	F
7	F
8	F

Task 2

1	b
2	b
3	c
4	a
5	b
6	c
7	b
8	c
9	a
10	a
11	c
12	c

Listening Test 3

Units 13 & 14

Name _____

Date _____



1. You are going to listen to a person talking about his trip. You will listen the recording twice. Circle T if the sentence is TRUE and F if the sentence is FALSE

9. He first went to Marrakech four or five years ago.	T	F
10. He stayed in Marrakech with the family of a friend.	T	F
11. They went to Marrakech on Tuesday.	T	F
12. Djemma el Fna is the name of his favorite café.	T	F
13. In Marrakech people sell food in the streets.	T	F
14. Story tellers in Marrakech speak English.	T	F
15. Jugglers' faces were painted blue.	T	F
16. He has been in Marrakech 10-12 times.	T	F



2. You are going to listen to a text about Olympic Games losers. You will listen the recording twice. Choose the best ending for each statement.

1. Shinzo Kanaguri took part in the Olympic games in...
 - a. 1921
 - b. 1912
 - c. 1920
2. Shinzo Kanaguri did not continue the race because...
 - a. it was very hot
 - b. he was hungry
 - c. he saw his family
3. Eric the Eel took part in the Olympics that took place in...
 - a. Stockholm
 - b. Seoul
 - c. Sydney
4. Eric the Eel took part in
 - a. a running race
 - b. swimming competition
 - c. driving
5. There were ... contesters in the competition.
 - a. 5
 - b. 2
 - c. 3

6. Eric the Eel did not win the competition because...
 - a. he had a false start
 - b. he couldn't reach the end
 - c. his speed was too slow
7. Eric the Eel set "a new record" for...
 - a. having the fastest speed
 - b. having the slowest speed
 - c. passing the longest distance
8. The difference between Pieter and Eric was that...
 - a. Pieter had nearly the same time record in 200 meters
 - b. Pieter had the same time in 200 meters.
 - c. Pieter was slower than Eric.
9. Eddie lived...
 - a. very close to the mountains
 - b. in the mountainous region
 - c. very far from the mountains
10. Eddie took part at the Olympics as
 - a. a distance jumper
 - b. a ski-jumper
 - c. a parachute jumper
11. He took part in...
 - a. 17 and 19 meter jumps
 - b. 19 and 70 meter jumps
 - c. 70 and 90 meter jumps
12. He couldn't win the competition because
 - a. he was afraid from height and could not jump
 - b. couldn't see the rocks during the jump
 - c. had broken his hand and couldn't jump

Answer keys

Task 1

1	F
2	T
3	F
4	F
5	T
6	F
7	F
8	T

Task 2

1	b
2	a
3	c
4	b
5	c
6	c
7	b
8	a
9	c
10	b
11	c
12	b

Listening Test 4

Units 15 & 16

Name _____

Date _____



1. You are going to listen to two people talking about the children's school life. You will listen the recording twice. Circle T if the sentence is TRUE and F if the sentence is FALSE

17. The woman thinks that children who go to a boarding school are not lucky.	T	F
18. The man thinks meeting other kids at the school doesn't help them to face problems later.	T	F
19. The woman says that parents choose boarding school for social reasons.	T	F
20. The woman thinks that the parents are supposed to educate their children.	T	F
21. The man thinks that children at the boarding school are like in a jail.	T	F
22. The man says that the parents who sent their children to boarding schools are selfish.	T	F
23. Both speakers think that nannies are not safe for children.	T	F
24. The woman thinks that boarding schools are better than hiring nannies.	T	F



2. You are going to listen to two people talking about a demonstration. You will listen the recording twice. Choose the best ending for each statement.

13. Sandra Van is...

- a government representative
- one of the organizers of the demonstration
- one of the protesters for organizing a demonstration

14. Seventy-four people ...
- a. took part in the demonstration
 - b. were against the demonstration
 - c. were arrested at the demonstration
15. Two million euros of damage was done ...
- a. to the governmental budget
 - b. to the shops and cars
 - c. to the protesters
16. The demonstration aimed at ...
- a. showing disagreement with the governmental actions in a peaceful way
 - b. fighting with the government to show disagreement
 - c. making people come together for a happy, party atmosphere
17. The demonstration ...
- a. was not allowed by the police
 - b. was not prohibited
 - c. was organized by the police
18. Sandra says that ...
- a. it is never good to break the law
 - b. breaking the law is needed sometimes
 - c. law must always be broken
19. Sandra think that ...
- a. sometimes war and fighting can bring to the aim
 - b. war and fighting can never be good for people
 - c. war and fighting do not cause any problems for people.
20. Sandra says that
- a. she has encouraged the people to fight
 - b. she thought the fighting will bring good results
 - c. she is against the people who started fighting
21. Sandra thinks that the fighting that took place during the demonstration was ...
- a. funny
 - b. unreasonable
 - c. effective
22. Sandra thinks that ...
- a. even if some people are sent the prison, the demonstration may have a success
 - b. if people are sent to prison the demonstration cannot have a success
 - c. demonstrations always end with arresting people, and it is normal

23. There were ...

- a. 30000 injured people at the demonstration
- b. 13000 injured people at the demonstration
- c. 30000 participants at the demonstration

24. The interviewer thinks that

- a. demonstration was good and purposeful
- b. demonstration did not bring any good changes
- c. demonstrators need to organize another demonstration

Answer keys

Task 1

1	T
2	F
3	T
4	T
5	F
6	F
7	T
8	F

Task 2

1	b
2	c
3	b
4	a
5	a
6	b
7	a
8	c
9	b
10	a
11	c
12	b