

The Recorded Motivational Videos to Improve the Speaking Skills of Adult Learners

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Abstract

This study aims to investigate viewpoints of the adult learners about the effects of the recorded motivational videos. The study was applied to twelve adult learners between the months of March and May in spring semester of 2019, at Muğla Sıtkı Koçman University. As to the research design, explanatory mixed methods design was implemented. The online questionnaire and semi structured interviews were utilised as instruments. Besides, the data obtained from the online questionnaire was analysed by the help of IBM SPSS Statistics 22 whereas the content analysis was utilised to categorise the data obtained from the semi-structured interviews under the pre-determined topics. In findings, it is comprehended that the recorded motivational videos have favourable impacts on the adult learners to enhance their speaking skills in the target language. Moreover, the recorded motivational videos contribute learners to increase their self-confidence, awareness of pronunciation, number of vocabulary, and motivation in the classroom.

Keywords: self-recorded videos, speaking skill, adult learners

1. Introduction

At present, English is considered as a lingua franca that contributes both native and non-native users to communicate in a common language. Moreover, it is noticed that the language is utilised for global communication by a quarter of the world population (Robson, 2013). To be

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able to convey the message in the target language, the receptive skills comprising listening and reading, and the productive skill that are writing and speaking are employed by the language users. Concerning this, it is indicated in the study of Zaremba (2006, as cited in Boonkit, 2010, p.1306) that speaking is regarded as the most significant skill in a conversation when compared with the other fundamental skills. Besides, Laver (1994) specifies that speaking skill is an essential agent for communication, and the structure of the community of today would be different if the communication was not evolved through speaking. Nonetheless, the speaking skill contains several factors that may prevent the learners of English to generate the conversation although it is obvious it is an essential skill. In accordance with Belegdair (2015), the factors such as motivation, self-esteem, and anxiety affect the speaking skill of the students psychologically that it might cause the lack of potential performance of the students in the target language. Furthermore, it is demonstrated in the study of Hwang, Huang, Shadiev, Wu, and Chen (2014) that the performing performances in public by the use of the speaking skill of English inclines the anxiety and silence of the students which lead the learners to participate the class involuntarily.

In an attempt to alleviate the unfavourable factors in English conversations, the project-based learning (PBL) is possible to be implemented into the classes which provide the student-centered education to the learners in order to accomplish the tasks autonomously. To clarify, PBL is a method which allows the learners to be able to make their decisions and complete the realistic products that are based upon certain questions or problems (Thomas, 2000). Regarding to this, it is crystal clear that the PBL provides a positive impact on the learners to learn the target language, and gain confidence and freedom to resolve the problems by themselves (Bartscher, Gould, & Nutter, 1995; Wurdinger, Haar, Hugg, & Bezon, 2007). Moreover, the use of PBL in the classroom encourages the learners to develop their critical thinking skills, and

express their viewpoints relevant to the determined tasks (Sad, 2008, p.34; Horan, Lavaroni, & Beldon, 1996, as cited in Bagherzadeh, Motallebzadeh, & Ashraf, 2014, p. 40).

Based on the properties of PBL, it might be signified that the technological tools which are also utilised outside the classroom may have a potential benefit for the learners to motivate them to enhance their speaking skills in English. In that case, it is probable to integrate the PBL with the mobile-assisted language learning (MALL) which enables the learners to accomplish their tasks with the aid of smart phones.

1.1. Mobile-Assisted Language Learning (MALL)

It has been a fact that the technology has a substantial role for reshaping the process of language learning. Furthermore, the progression in the communication technologies and the new type of information has had a broad impact on the field of English language education (Ince, 2014; Liyanage, Walker, & Singh, 2014, as cited in Toland, Mills, & Kohyama, 2016, p. 181). This development is provided by the instructors in the classroom with the integration of a common technological device which is the smart phone. Thus, an alternative learning experience which is mobile-assisted language learning (MALL) or mobile learning (m-learning) is suggested to the students to enjoy learning anytime and anywhere (Kukulka-Hulme & Shield, 2008). Besides, it is indicated in a study of Burston (2014) that MALL provides the learner-centered pedagogical approach with its application involving speaking, listening, vocabulary acquisition, reading and translation activities (p.353) as well as the “functionality” of the audio-visual recorders and computers (p.344). As to the language learning activities, MALL facilitates the learners to have “rich, real-time, collaborative, and conversational experiences, both inside and outside the classroom” (Duman, Orhon, & Gedik, 2014, p.198). Also, it is noticed that the obtainment of “self-study behaviour” and the abilities of English language have been developed in Japanese students under the favour of MALL (Kondo et al., 2012, p.178). From that point, it might be stated that the MALL involving the smart phone has a crucial impact on the learners

to improve the skills of the target language. However, it should be recalled that the process of development in language skills might rely on the assistance of the teacher to the learner with the combination of the activities.

1.2. The Assistance of the Teacher

In the tasks or the activities, teachers are required to monitor the developmental process of the students. Also, it should be reminded that the creativity of the students in in both PBL and MALL by the utilisation of the smart phones depends on the enhancement of the activities designed by the teachers (Gromik, 2012, p.229). As for the tasks which are associated with the self-video records, the teacher supplies the basic information about what is demanded from the tasks, demonstrates the instances that have been accomplished, yet provides no further training sessions for the video recordings on the smart phone. In the face of the assistance of the teacher, it is clear that teacher is a facilitator to create the social interaction, participation, and experience (Murphy, 1997).

In that case, the teachers are in demand to be engaged to observe and reflect on the behaviours and outcomes of the students to provide the efficient teaching (Richards, 1990, p.37). In other words, the mission of the teachers is not to control and treat the students, but observe and provide feedback about the language performance of the students with the combination of the technology.

When considering the literature review, it is noted that the studies related to the recorded videos to encourage the learners to produce utterances in English have been published in both national and international articles. However, the motivational videos recorded by the academicians who are the adult learners have not been investigated in the literature. Therefore, this study aims to discover the effects of the recorded motivational videos on the adult learners by the help of an online questionnaire. Furthermore, the study investigates to uncover the notions of the learners

about the video recordings by help of semi-structured interviews. Therefore, this study inquires the answers to the following questions:

1. Following the data obtained from the questionnaire and semi-structured interviews, what are the viewpoints of the adult learners about the effects of the recorded motivational videos?

2. Literature Review

2.1. Language Learning

It is safe to indicate that the speaking skill is probable to be interrelated with the constructivist learning that encourages the learners to take the active roles autonomously when discovering, and tackling with the problems by the experiences. It is also supported with the ‘zone of proximal development’ (ZPD) by Vygotsky (1986, as cited in Encalada & Sarmiento, 2019). Regarding to the ZPD, the development of this zone is evolved through the social interaction which emerges in the active users of the language naturally.

When taking into consideration of English as a foreign language, the language learning classes should present the opportunities for the learners by comprising the natural interactions with the use of communicative tasks and activities (Richards, 1990, p.78). Nonetheless, it is necessary to remind the students about what has been ascertained in the classroom once they are outside the classroom. Therefore, the smart phone as a technological device might be beneficial for the learners in order to overcome the deficiencies in the determined classes. Besides, the smart phones provide the learners to record their videos to listen and reflect to their own mistakes which may encourage the students to produce the utterance in English appropriately. In relation to this, it is signified in the study of Pica (1987, as cited in Gromik, 2015, p.67) that the self-produced videos encourage the learners to have a reflection on their speech performances to enhance their learning mechanism to repair their utterance as an output. In addition to this, Long

(2009) indicates that “students cannot learn (as opposed to learn about) target forms and structures on demand, when and how a teacher or a textbook decree that they should, but only when they are developmentally ready to do so” (p.378).

2.2. The Audio and Video Recordings

It is understood in several studies that the smart phone technology enables the learners to advance in the skills, and have advantages with the use of video recordings. Therefore, it might be remarked that the monotony of the traditional education system is decreased by the help of stimulating and enjoyable classes with the recorded video tasks (Sad, 2008). In relation to this, the learners of English are required to produce the digital storytelling performances by recording their videos in a study of Gromik (2015). The result of the study demonstrates that the perceived confidence of the student by the smartphone-based video recordings has been developed. Similarly, Schultz and Quinn (2014) declare that the video-production projects recorded by the students have provided them to create the “authentic experience” in the target language. In another study of Gromik (2009), the students are demanded to produce weekly-video diaries and deliver their self-videos via blip.tv. As a result, the students gain motivation and have the responsibility for the project-based tasks which have been accomplished in the target language. Also, it is stated by the fifty percent of the EFL students that the peer-reviews on the smart phone video diaries have motivated the learners to develop the quality of their videos in the target language. In another study, Berney and Schlau (1989) indicate that the project relevant to the videotape recordings facilitates the language learning, creativity, confidence, and motivation of the students. In addition to this, Soto et al. (2017) remark the tasks relevant to the video recordings provide the Ecuadorian students to have the academic achievements as well as the development of their motivation in the target language. Furthermore, it is stated in the study of Jeremy (2015, as cited in Ho & Hong, 2019, p.179) that

camera has a significant role as the students work collaboratively by using the language in the process and the product of a video or audio recording.

As to the vocabulary, it is suggested that the students may notice the vocabulary mistakes by listening to the video recordings repeatedly (Huang, 2008, p. 377) and they might expand their theme-related vocabulary knowledge under the favour of the recordings (Kırkgöz, 2011). Also, Lys (2013) signifies that the advanced learners of German increase the word output from the average of 178.000 to 477.33 words by the help of use of iPad and the video recordings. It is also emphasised by Lys (2013) that the use of video recording feature is a beneficial tool to develop the speaking ability of the German learners.

Besides, the peer- work video recordings are potentially beneficial for the learners to enhance the phonetics articulations of pronunciation. Relevant to this, it has been realized that the digital video recordings assist the EFL students as listeners to discover the disfluency markers and common pause fillers to be developed in their speeches (Göktürk, 2016, p.83). Moreover, the studies present that the podcast recordings generated by the students provide them to be aware of the challenges and mistakes of their speeches, yet it has been realized that the conceivable increase in the pronunciation skill of the learners occurs due to the role of technology (Lord, 2008; Ducate & Lomicka, 2009).

3. Methodology

3.1. Research Design

This study was formed with the mixed-methods sequential explanatory design. In accordance with Creswell (2013, p.340), the design specified above comprises two consecutive phases that the initial phase is to collect and analyse the quantitative data, and the final phase is to shape the qualitative research questions after the interpretation of the quantitative data

3.2. Setting and Participants

This study was conducted between the months of March and May, in spring semester of 2019. The participants who were the academicians working at Muğla Sıtkı Koçman University applied for the B1 level English speaking course to attend the speaking classes. Having been tested by the school of foreign languages, 12 academicians who were appropriate for the speaking course were welcomed to the classroom. The course involved 4 female and 8 male adult learners. The age range was between 28 and 65. Besides, the departments of most academicians were distinctive from each other. Also, it was noted that the mother language of the participants was Turkish whereas only one participant utilised Turkish as a second language. However, English was utilised as a foreign language by all adult learners.

3.3. Instruments

In this study, two fundamental instruments that are questionnaire and semi-structured interview were exploited to collect data. As for the initial instrument, the questionnaire (See Appendix 2) was adapted from the study of Encalada and Sarmiento (2019). Besides, five statements relevant to the motivational videos that were used in the questionnaire was formed on Google online form, and the Likert Scale for the answers of the learners was regulated in three options such as “I agree”, “I doubt it”, and “I disagree”. Moreover, it is stated that interview is an instrument which assists the researchers to capture the data that might not be completely observable (Tanveer, 2007, p.35). Concerning this, a semi-structured interview was actualised with five adult learners to attain the qualitative data for the study. The first language of the participants was employed in order to enable the learners to comprehend the questions to reply. Besides, the main questions that were directed to the learners were as noted: (1) What do you think about probable effects of the motivational videos on the speaking skill? (2) Do you think that recording motivational videos causes certain drawbacks?

3.4. Procedure

As indicated above, the B1 level speaking course of English language was tutored by the teacher in February, and the course maintained with several activities until the end of the course. In the fifth week corresponding to the month of March, the adult learners were required to record three-minute-long motivational videos with their smart phones in the light of PBL. Moreover, the participants were demanded to create the video that had the feature to motivate the classmates about the chosen topic by the learner, and challenge another participant in the classroom by announcing the name to invite to record a motivational video for the following week of the speaking class. After the confirmation of this challenge game, the adult learners accomplished recording their three-minute-motivational videos until May. In the end of the motivational video challenge, the teacher prepared a questionnaire which was adapted from the article of Encalada and Sarmiento (2019). In order to provide the comprehensibility for the adult learners, the adapted statements were switched into Turkish by help of certain colleagues (See Appendix 1). Due to the ethical issues, the names were not asked on the online questionnaire on Google form. After the interpretation of the quantitative data obtained from the questionnaire, the teacher prepared a new instrument with the help of the colleagues that was semi-structured interview. In order to be able to make interviews with the participants, the teacher asked the learners on the WhatsApp group to be a volunteer to give more detailed information related to the study. After the acceptance of five adult learners to participate the interview session, the learners were visited in their offices individually. During the interviews, the answers of the learners to the determined questions were recorded under the favour of voice recording application.

3.5. Data Analysis

Hereinbefore, this study contained two instruments in order to obtain both quantitative and qualitative data. Due to the distinctive instruments, the data were analysed divergently.

Initially, the statements of the questionnaire were analysed separately by the help of Google online form. The percentages of the statements were demonstrated in the pie charts. However, the pie charts provided no chance to be able to indicate how many participants chose each option. Therefore, the data of the online questionnaire were downloaded as an Excel 2010 document. Thereafter, the data on Excel were transferred to the IBM SPSS Statistics 22 in order to involve the exact statistical number in the study. Besides, the table of descriptive statistics frequencies were employed in the procedure of data analysis.

As to the semi-structured interviews, the recorded interviews were initially transcribed on Word 2016 (See Appendix 3). Subsequently, the transcriptions were shared with certain colleagues and asked if the answers of the learners were related to the pre-determined categories such as the effect of the recorded motivational videos and the viewpoints of the learners about the possible drawbacks in the process of video recordings. Following, the colleagues analysed the interview transcriptions and classified the answers under the determined categories.

4. Findings

4.1. *The Questionnaire*

In the questionnaire, five statements were presented to the adult learners in order to attain the quantitative data for the study. In regard to the answers of the learners, the data were analysed and the tables were created by the way of SPSS program. The findings are as follows.

TABLE I

Motivational videos helped me improve my speaking skill of English Language				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	12	100.0	100.0	100.0

As indicated in the Table 1, the answers of twelve adult learners to the first statement signified that the recorded motivational had a positive impact on the learners to develop their skills to produce the utterances in English language.

TABLE II

<u>I consider that I had difficulty in recording the motivational video.</u>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	16.7	16.7	16.7
	1.00	10	83.3	83.3	100.0
	Total	12	100.0	100.0	

As noticed in the second statement, the adult learners were directed to answer a relatively negative sentence which was considered that it might be reasonable for certain participants. Regarding this, it was uncovered that two learners with the percentage of 16.2% stated that recording the motivational videos were challenging whereas the rest of the learners corresponding to 83.3% disagreed that they had no difficulty in the procedure of self-video recordings.

TABLE III

<u>I felt motivated while making a speech for the motivational video.</u>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	100.0	100.0	100.0

In the third statement of the questionnaire, the adult learners were asked if they got motivated while producing speeches for their self-recorded motivational videos. As for the result, it was comprehended that all the learners with the percentage of 100% agreed that recording their own videos provided the learners to be motivated.

TABLE IV

I consider that speaking English in motivational videos contributed my professional career.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	66.7	66.7	66.7
	Doubt	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

The fourth statement was presented to the adult learners in order to discover if the self-recorded motivational videos had a contribution on the professional careers of the learners. Regarding the total answers, eight learners with 66.7% agreed that the learners had the benefits of the videos with their professional careers whereas four learners corresponding to %33.3 were unsure about whether the videos were beneficial for their professional fields.

TABLE V

I believe that the motivational video is a right choice to practise to speak English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	100.0	100.0	100.0

In the final statement, the adult learners were asked if the self-recorded motivational videos were reasonable to practise to generate the speech in English. According to the answers of the

learners, it was 100% agreeable that the motivational videos assisted learners to make practise and use the language actively.

4.2. *Semi-Structured Interviews*

Having collected the data from the questionnaire, the data were interpreted and the signified data provided the questions of the semi-structured interview to be created. The questions were fundamentally based upon the certain contents that were pre-determined under favour of colleagues of the researcher. The stated contents were the effects of the recorded motivational videos and the viewpoints of the learners about the possible challenges during the video recordings. Having determined the specific question about the study, five volunteer participants were interviewed. The answers of the participant to the relevant questions were presented below.

4.2.1. *The Effects of the Recorded Motivational Videos*

In the first interview question, the adult learners were asked the probable effects of the recorded motivational videos on their speaking skills. In response to this question, it was comprehended that the self-recorded motivational videos had the positive impact on the learners to produce the utterances in the target language. Besides, the learners indicate that the videos that were recorded assisted the learners to gain self-confidence and learn new vocabulary. The responses of the adult learners were demonstrated below.

- *I find it favourable. It provides the excitement to the class. You wait for your turn excitedly and you get curious of the next week's topic. (Participant A)*
- *It is exciting, really. Participant's recording own videos is really exciting but I would like to say I wish is to continue like that. (Participant N)*
- *I mean I believe that the videos will provide the self-confidence to ourselves. I think that we speak more comfortably in the videos. (Participant D)*

- *So, it provides us to get informed. That is why, we learn a number of different words. This is another advantage of the videos. (Participant M)*

4.2.2. Possible Challenges While Recording the Motivational Videos

To the degree of the following question, the viewpoints of the participants were asked if they had challenges or insulting points related to the recorded motivational videos. Although it was expected from the learners to share their negative experiences they confronted during the self-recorded videos, all participants disagreed that the video recordings caused specific challenges or insulting points on the learners. In default of this, the learners emphasised that they learned from the mistakes of each other by virtue of the recorded videos. The answers of the learners to the question were indicated below.

- *I do not think that it is insulting. Because, we are the people being aware of the fact that we learn by our mistakes. (Participant U)*
- *No, it is beneficial, I suppose because it provides people to gain the confidence. I mean, there is a confidence about speaking by yourself during two minutes. (Participant M)*
- *There are occasionally some problems related to the pronunciation of the people. However, we fix the mistakes in the classroom. (Participant D)*

5. Discussion & Conclusion

To enlarge the data with the viewpoints of the learners about the recorded motivational videos, the semi-structured interviews and online questionnaire were implemented to twelve learners who were the academicians at Muğla Sıtkı Koçman University. In accordance with the findings of the first instrument that was online questionnaire, the following outcomes were observed.

Considering the first statement which is “motivational videos helped me improve my speaking skill of English language”, it has been comprehended that twelve learners with %100 benefit from the motivational videos recorded by the themselves. Similarly, Lys (2013) states that the

German learners of English have developed their speaking ability by the help of using the video recordings. Therefore, it is safe to remark that the integration of the technological tools may provide the learners to enhance the skills to produce the language. In the second statement of the questionnaire, two adult learners with percentage of 16.7% confirm that recording the motivational videos causes certain challenges whereas ten learner corresponding to 83.3% have no agreement related to the statement. The unfavourable answers by two participants might be the fact that the learners endeavour to take attention to minimise the pause filler to prevent the disfluency in the target language (Göktürk, 2016). As to the third statement, it is clear that all participants feel motivated while producing their speeches for the motivational videos. From this point of view, it might be supported by the study of Pica (1987, as cited in Gromik, 2015) that the self-recorded videos have the potential to reinforce and motivate the learners to generate the output in English. Concerning the fourth statement in the questionnaire, eight learners have an agreement that the videos recorded by them provide certain contributions to their professional fields. However, four learners hesitate if the recorded motivational videos are the contributing factors to their academic career. Although this statement involves the perceptions of the adult learners relevant to the doubts about the benefits of the recorded videos, the contributing factors of the recorded videos have been certified in the study of Soto et al. (2017). In accordance with the study, the video recordings provide the Ecuadorian students to develop their motivation in English as well as ensuring the academic achievements. When examining the answers of the final statement of the questionnaire, the viewpoints of twelve learners demonstrate that the recorded motivational videos enable the learners to practise the target language. Also, it is believed that the recording the self-videos is an excellent option to actualise the authentic experience in English (Schultz & Quinn, 2014). Furthermore, the participants signify that the recorded motivational videos assist them to ascertain new vocabulary in varied fields and increase the number of their vocabulary knowledge.

Considering the replies of the five participants to the semi-structured interview questions, the learners indicate that the recorded motivational videos create a positive impact on the learners that the videos provide the classes to have excitement. Besides, the majority of the learners state that self-record videos contribute them to regain their self-confidence while producing speech in the target language. In relation to this, several studies remark that the smartphone-based video recordings enhance the students' confidence and creativity in the process of the use of language (Gromik, 2015; Berney & Schlau, 1989). In the following interview question, the learners are asked if they have possible drawback during recording the motivational videos. Instead of obtaining negative experiences of the learners, the learners indicate that the recorded motivational videos are significant to comprehend and pronounce the correct version of certain words. Also, the recorded videos increase the awareness of the pronunciations skills of the learners in the target language (Lord, 2008; Ducate & Lomicka, 2009).

To sum up, the recorded motivational videos have a favourable effect on the adult learners' speaking skills in the target language. Besides, recording self-videos provide the opportunities to the learners such increasing number of vocabulary knowledge, gaining self-confidence while speaking in the target language, repairing the pronunciation mistakes, and being able to practise the language effectively.

5.1. Limitations of the Study

As for the limitation of the study, it is safe to state that the time constraint prevented learners to record the motivational videos more than once. Also, the study was applied to twelve adult learners between the months of March and May.

5.2. Future Directions

In further studies, a long term study about the recorded motivational videos might be applied to a group of learners comprising more students to analyse the differences and similarities between the studies.

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Appendices

Appendix 1: Online Questionnaire in Turkish

Motivasyon Videosu Anketi

Değerli katılımcılar,

Dönemin son haftalarında gerçekleştirmeye başladığımız iki dakikalık motivasyon videoları hakkında 5 sorudan oluşan bir anket sizlere sunulmaktadır. Sorulara vermiş olacağınız yanıtların etik kurallar dolayısı ile gizli kalacağından emin olabilirsiniz. Katılımınız için şimdiden teşekkür ederim.

Yasemin Koyak

* Gerekli

1. Motivasyon videosu, İngilizce konuşma becerilerimi geliştirmeme yardımcı oldu. *

- Katılıyorum
- Emin değilim
- Katılmıyorum

2. Motivasyon videosunda İngilizce konuşurken zorlandığımı düşünüyorum. *

- Katılıyorum
- Emin değilim
- Katılmıyorum

3. Motivasyon videosu için konuşma yaparken kendimi oldukça motive hissettim. *

- Katılıyorum
- Emin değilim
- Katılmıyorum

4. Motivasyon videosunda İngilizce konuşma yapmamın profesyonel kariyerime katkı sağladığımı düşünüyorum. *

- Katılıyorum
- Emin değilim
- Katılmıyorum

5. Motivasyon videosunun İngilizce konuşmayı pratik etme açısından doğru bir seçim olduğunu düşünüyorum. *

- Katılıyorum
- Emin değilim
- Katılmıyorum

Appendix 2: Online Questionnaire in English

Dear Participants,

A questionnaire consisted of five questions about the two minutes- motivational videos that was launched in the last weeks of the term. You may be sure that your answers to the questions are kept private in regards to code of conduct. Thank you in advance.

Yasemin Koyak

1: Motivational videos help me improve my speaking skills in English.

Agree

Not sure

Disagree

2: I believe that I have difficulty in speaking English in motivational videos.

Agree

Not sure

Disagree

3: I felt myself motivated when making a speech for the motivational video.

Agree

Not sure

Disagree

4: I consider that speaking English in the motivational video contributes my professional career.

Agree

Not sure

Disagree

5: I think that motivational video is the right choice in order to practice speaking English.

Agree

Not sure

Disagree

Appendix 3: Semi-Structured Interviews with English Translations

Participant A

Y: How do you find the motivational videos? What do you think about effects of the motivational videos on the speaking skill?

A: I find it favourable. It provides the excitement to the class. You wait for your turn excitedly and you get curious of the next week's topic. Because, interesting topics are mentioned in the class.

Y: Absolutely.

A: For instance, we listened to an interesting topic, did not we?

Y: Yes.

A: About the numbers.

Y: Yes.

A: Very interesting, it is super or the story of Nasreddin Hodja was told which was a good one. I will have my own story for the next week.

Y: I am curious about it to be honest.

A: It will be brilliant, I have done it, prepared it. Now, I am shortening the time by editing.

Y: Perfect.

A: Everyone is psyched. Both the topic is expected and the topic interests them. Also, being curious about when the turn is yours makes the class exciting. You are always on guard.

Y: Absolutely, I think that it is fun as well.

A: It gives a novel touch to the class

Y: Exactly. Do you think that watching the videos in the classroom insults the recorder of the video or do you think that recording motivational videos causes certain drawbacks?

A: Well, it depends on the person about what is emphasized. I mean, we are adults. We know the sensitivity of the people and we behave in accordance with it.

Y: Of course.

A: I do not consider that there is something wrong. I do not think that some acts the other one on purpose at least in this age.

Y: Yes

A: It might be risky for the kids. The video should be watched by the teacher initially. Then, it should be broadcasted. You might be comfy for the adults.

Y: Is there any part that you dissatisfy about the video. I mean, is there any part that you wish not to have or say that it should not be included? Or do you think the mistakes should not be corrected?

A: No, no. It is better. The way that you correct the pronunciations mistakes in the video, write the sentences related to the mistakes is good, I guess. It is beneficial. Everyone demands it. I personally would like you to fix my mistakes so that I can be aware of them.