

LEARNERS' MOTIVATION AND ATTITUDE IN VIDEO-BASED LISTENING COMPREHENSION CLASSES. THE CASE STUDY OF IRANIAN PRE-INTERMEDIATE EFL LEARNERS

Abdullah Sarani, Saieed Moslemi Nezhad Arani

Abstract: *This paper aims at finding the consequence of video-based listening instruction on learner's motivation and attitude. The selected population for this study considered as Iranian pre-intermediate EFL (English Foreign Language) learners. Twenty "20" participants were nominated for this study. They were directed by a video-based course of listening instruction. An AMTB questionnaire (Attitude and Motivation Test Battery) administered, data was collected and discussed statistically. Results show that teaching listening on the basis of video classes has a noteworthy effect on learners' attitude and motivation. It is also advantageous psycho-linguistically; the AMTB questionnaire results confirmed that learners were highly motivated to participate in and to continue this type of course of instruction.*

Keywords: *video-based class, motivation, attitude.*

1. Motivation and Attitudes Notions

In study of Second Language Teaching and Learning (ESL) motivation has a great importance of all. Understanding learner's motivation and attitudes enables ESL teachers to scheme and to accomplish lessons in a way that promote and exploit motivation of each learner to learn English. The study pursues to conclude what makes students motivated in a video-based listening comprehension class and how do they think about this type of instruction and learning.

What makes individuals do the things they organize and in what way are they undertaking them? These two questions are both simple and stylish because motivation and attitude are two complicated and intellectual conceptions. In study of Second Language Teaching and Learning (ESL) motivation and attitude have been highly concerned. Understanding learner's motivation and attitudes will give this opportunity to modify or make our course of instruction better. In addition, according to Hargis (1989), and Ames (1992), students are the most rational assessors of courses and teacher enactment. It means students, impartially, evaluate the quality, usefulness, and general gratification of the courses. Their opinions can be used to boost educational development.

Hammerly (1982) states, among many factors which have emotional impact on second language learning, a high degree of motivation and positive attitude are the most simplifying and persuasive. Gardner and Lambert (1972) also recommend that "The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language" [8, p. 3]. These thoughts are reinforced by Dulay and Burt (1977), who claim that attitudinal variables may affect the language acquisition

process significantly. In addition, Ellis (2003) emphasizes that Second Language Acquisition (SLA) research mostly "views motivation as a key factor in second language learning" [4, p. 508].

The area of motivation is outsized to study and its literature is enormous. Motivation is steadily demarcated in the literature as the interior knowledge and determination of the individual to act [5]. Oxford and Shearin (1994) stated that motivation is "an incentive, inducement, or motive, especially for an act" [12, p. 18]. Agreeing with Cantor (1992), motivation is the interior ambition that, from birth, causes people to act. Dulay and Burt (1992) also describe motivation as "a concept that explains why people think and behave as they do" [3, p. 45]. Communal to all these descriptions is the orientation to a goal-directed focused performance or act. Applying this understanding of motivation to adult education, Wlodkowski (1999) tests the concept motivation to learn the thin which is labeled as "a person's tendency to find learning activities meaningful and to benefit from them" (p. 4). In field of second language (L2) education, Gardner (1985) defines a motivation to learn an L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" [5, p. 10].

Similar to motivation, attitudes are multifaceted and many descriptions have been used to label them. Attitudes in second and foreign language acquisition have been a point of much interest and debate in the past periods. Gardner's (1959) results indicated that the second language learners' attitudes have an essential role in progression of his or her second language acquisition. Gardner (1985) uses the term *attitude* as referring to the mental and neutral state of readiness organized through experience which applies an impact on individual's comeback to all objects and circumstances to which it is associated. Language attitude denotes to sentimental responses to the language learning circumstances. As such, this notion is measured in the AMTB (Attitude and Motivation Test Battery) by two measures, "(a) Evaluation of the language teacher, and (b) Evaluation of the language course" [5, p. 2]. In other words, attitudes towards the language learning situation may encompass attitudes towards the teacher, the class, and the schoolbooks.

2. Video and motivation

In one of the late research in using video for teaching listening comprehension, David Progosh (1996), in addition to use of video-based materials for test design and construction, believes that not only learners liked video in listening comprehension; they also preferred video-based tests over audio-based ones. It may amplify this point that learners were highly motivated with video-based materials. However, David Progosh (1996) used video as an aid in providing test materials for its design and construction. In

one part of the questionnaire that he used to measure different sub-items it was nearly related to perceiving learners motivation regarding the comparison between video-based and audio-based test features.

As cited in David Progosh (1996), video has been closely associated with listening skill by many scholars such as Mueller, 1980; Ariew, 1987; Secules, Herron, & Tomasello, 1992; Baltova, 1995 [13, p. 34]. It should never be neglected that video effectiveness covered in its ability to motivate learners as Oxford, Park-Oh, Ito, & Sumrall (1993) emphasis to aid in understanding of paralinguistic aspects of communication.

Through one of the recent studies conducted by Kretsai Woottipong (2014), he explored two dimensions of using videos for teaching listening comprehension, and measuring students' attitudes towards the use of video materials in teaching listening comprehension. He tested the effectiveness of video materials on listening comprehension of students who learn English language. Kretsai Woottipong (2014) concludes that through using video for teaching listening skill "students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skill" [17, p. 200].

In another similar study, Abdullah Sarani (2014) basically tested both the effect of video-based tasks on listening skill and on motivation and attitudes of learners. They believed that not only using video-based task course has a positive effect on students' listening skill, but also it has a significant effect on learners' motivation and attitudes.

Thanajaro (2000) determined a more related study to our present study. He, essentially, based on analysis of the class observations and interviews measured the use of realistic materials in developing listening comprehension classes. He found that the use of authentic materials such as video in ESL classrooms provides an optimistic effect on ESL students' motivation for learning a language.

2. Method

Discovering the quality of video-based task listening instruction in motivation and attitude of Iranian pre-intermediate EFL learners is the main establishment that method and procedure of this study are designed for. The researcher considered questionnaire, video-based class of listening comprehension that was administrated to a group of twenty students from the same level of proficiency.

The conducted plan for this investigation is quasi-experimental. A group of subject (participants) nominated to get on the study. This group involved twenty students. The questionnaire of Attitude and Motivation Test Battery implemented to receive learners' feedbacks to define their level of motivation and attitude towards the type of instruction through the English listening class on the basis of videos. When data prepared, they discussed

statistically and critically. However, the applicable instruments and materials for this research proposed as following; AMBT Questionnaire (Attitude and Motivation Test Battery), video-based listening comprehension class.

Procedure

The arrangement of sequences of actions through this investigation planned as following. At first place, the sample of the study was selected. This sample was included 20 Iranian pre-intermediate EFL students. These students nominated from different universities in Zahedan, Iran. Totally, ten '10' sessions of video-based listening class offered to students. At the end of the course, in the 10th session, students asked to fill the AMBT Questionnaire carefully.

Data Collection

Mean computation was taken to analyze and discuss questionnaire results on learners' motivation and attitude – Gardner's Attitude and Motivation Test Battery (1985a) – as adopted and manipulated from Hồ Vũ Khuê Ngọc (2006) accessible by appendix I.

Results and discussion

For our group, the researcher conducted a questionnaire of motivation and attitude in order to clarify the degree of learners' motivation and attitudes towards the offered course of instruction. To do so, an adapted version of Gardner's Attitude and Motivation Test Battery (1985a) mentioned in [5] was manipulated and utilized at the end of the video-based course of instruction. The following is providing a clarified vision about the so-called questionnaire statistically.

Motivation

From the results of the questionnaire, it is found that the students have motivated for different reasons to participate in such a video-based English listening course. In our AMTB (Attitude and Motivation Test Battery), motivation was provided based on 8 reasons to be selected by learners.

1	3.85	3	4.1	5	4.3	7	4.25
2	4.15	4	3.85	6	4.25	8	3.85

Table 1: The mean scores of motivation level for each reason

In view of Table 1, it is announced that the sub-item motivation number 3, and number 5 have the highest mean among other ones. For better conception, let us put Table 2.1 into a diagram.

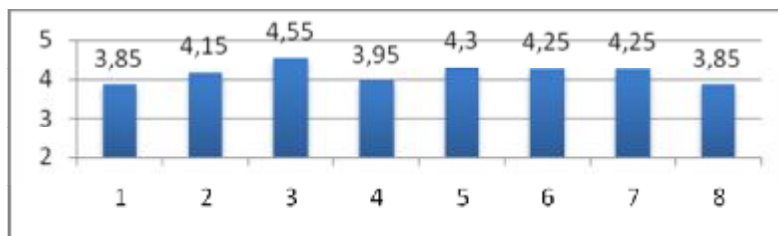


Figure 1: *Motivation for participating learners in video-based course*

Figure 1 shows that learners were mostly motivated to be involved in this video-based type of English class. The above figure conditions that participants were motivated and joined by this reasoning that “I think such video-based listening courses could be helpful for better learning”.

Attitude

In addition to motivation, this paper also measured learners’ attitude at the end of the instructed course. This attitude measurement, consists of ten sub-items, was included in the second part of the questionnaire. The obtained data delivered as following.

Sub-items	M	SD	Sub-items	M	SD
No. 1	3.5	0.51	No. 6	3.3	0.65
No. 2	3.9	0.30	No. 7	3.65	0.81
No. 3	3.35	0.87	No. 8	3.65	0.87
No. 4	3.7	0.71	No. 9	3.55	0.60
No. 5	3.25	0.71	No. 10	3.65	0.48

Table 2: *Means and Standard Deviations of attitude of students towards video-based English listening comprehension class - sub-items 1-10*

Table 2 points out the mean and the standard deviation of attitude sub-items from number 1 to number 10. Looking at the mean scores for all ten sub-items it clearly gives the impression that students, nearly all students, were satisfied by the administrated video-based listening course. This is why nearly all of the sub-items have owned the mean score higher than 3.5.

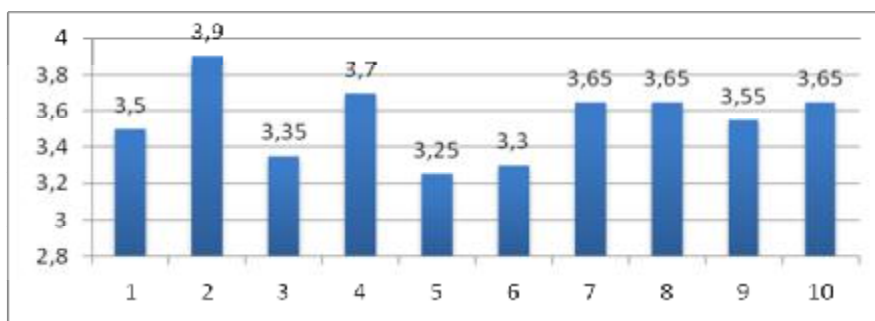


Figure 2: *Mean scores of sub-items 1-10 learners’ attitude towards video-based course*

Through Figure 2, it gives the impression that all learners are quite satisfied. For sub-item number 2 "The classroom activities (method of teaching)", based on the above figure, it is confirmed that our participants had loved their video-based listening comprehension class. However, other sub-items such as number 7 "The teacher's personality", sub-item 8 "The teacher's ability to speak English", and sub-item number 10 "Obviously, you think your listening ability is much more better than the first time you participated in this video-based course" are the other most satisfied sub-items. The point that should not be ignored here is that sub-item number 4 "Video-Based materials you are proposed during the course" has the second priority based on the Figure 2 for learners' attitude.

Discussion

In this sub-section we will provide a discussion and summarization regarding our findings related to the data obtained through giving the AMBT (Attitude and Motivation Battery Test).

The concept of motivation is highly observed by many pioneers of English language teaching methodologists. McDonough (2007) believes "motivation is a property of the learner, but it is also a transitive concept: coaches can motivate their clients, teachers can motivate their students" [p. 369]. The present study participants, learners in video-based listening class, were highly motivated to participate and to continue the course of listening on the basis of video. Since our participants' level of proficiency in English language was defined as pre-intermediate learners for this investigation, they surely have experienced different types of English listening comprehension classes before participating in so called course of instruction. Our data analysis proves this idea by McDonough (2007) that "furthermore, it is dynamic and changes over time, especially in the usually long-drawn out process of language learning" [p. 368]. It means that choice of task according to perceived difficulty, the learner's persistence in tackling a problem, level of participation in class or group activities, attention focus and span; or qualitative data such as verbal reports of self-monitoring and self-regulation all are impacted and affected through the time by different or new methods of English teaching in our classes. Results from the first part of the questionnaire which involves motivation questions, introduced us this fact that learners were in love with the type of listening comprehension class they were participating in.

The second part of the AMBT (Attitude and Motivation Battery Test) for this paper is the attitudes of our participants towards the video-based listening comprehension class. This is what LoCastro (1994) states that "values and beliefs of a learning context influence every aspect of educational practice, including the aims of the learners, the methods, and consequently the strategies used to achieve what that setting perceives to be

a high level of competence in an L2" [p. 413]. Our attitude questionnaire results which was design based on the number 1 (less or no satisfied) to number 4 (highly or quite satisfied) showed this fact that learners' attitudes were completely positive towards the course of instruction they participated in. Cheng (2000) emphasizes students' attitudes and strategies for learning mainly have to do with situation specific factors (e.g. teaching methodologies and language proficiency level). Figure 2 in which hosts learners' attitude towards what we did in our class of listening comprehension positively and completely prove Cheng idea of attitude in our course of instruction.

However, there have been positive and remarkable attitudes and approaches by video-based English class of this study regarding teaching and learning listening comprehension with video-based tasks instruction course. The attitudes results proved that our participants were interested in communicative English teaching and learning, i.e., what TBLT (Task-Based Language Teaching) is introducing based on its task-cycle notion. Based on the above mentioned results and discussion, using task-based instruction on the basis of video for teaching listening comprehension has good effects on students' motivation.

Closing this part, the conducted AMTB (Attitude and Motivation Test Battery) demonstrated learners in video-based class of listening comprehension have had a great deal of motivation for video-based tasks course of instruction. Besides, participants' attitude showed as a positive approach towards their instructed course, since questionnaire results showed students' level of satisfaction has owned the highest level.

Conclusion

Students' motivation and attitude is noticeably improved regarding video-based course of listening comprehension. Video as a worthy listening instrument can improve the listening motivation for EFL students. Rarely does it happen that we provide our students this opportunity that they learn the course objectives through the video activities. We constantly ask our students to work with recorded conversations of people they never see. However, we can add a full innovative dimension to hearing practice in our English classrooms by using video. The setting, action, emotions, gestures, etc., that our students can perceive in a video clip, afford a central visual motivation for language production and practice.

For developing listening skill in a positive way we need to blend our English as a Foreign Language (EFL) classes with effective materials and methods of teaching. Here, the role of technology is high lightened more than before. One of these technologies is video which provides a vast variety of teaching techniques and methods for English or any other language teachers in improving listening comprehension ability.

References

1. Ames C. Classrooms: Goals, Structures, and Students Motivation. In: *Journal of Educational Psychology*, 1992, p. 261-271.
2. Cantor J. *Delivering Instruction to Adult Learners*. Toronto: Wall & Emerson, 1992.
3. Dulay D., Burt G. *Delivering Instruction to Adult Learners*. Toronto: Wall & Emerson, 1992.
4. Ellis R. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press, 2003.
5. Gardner R. C. *Motivation Questionnaire*. Canada: Edward Arnold, 1985.
6. Gardner R. C. *Social Psychology and Second Language Learning*. London: Edward Arnold, 1985.
7. Gardner R. C., Lambert W. *Motivational Variables in Second Language Learning*. In: *Canadian Journal of Psychology* 13, 1959, p. 266-272.
8. Gardner R. C., Lambert W.E. *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House, 1972.
9. Hammerly H. *The Classroom Motivational Climate*. Philadelphia: Multilingual Matters, 1982.
10. Hargis C. *Teaching Low Achieving and Disadvantaged Students*. Illinois: Thomas Publishers, 1989.
11. Ngoc, H. V. *Motivation and Attitude of Teritary Students Learning EFL in Vietnam: A case Study of Danang University*. Danang: Danang University, 2006.
12. Oxford R, Park-Oh Y., Ito S., Sumrall M. *Learning a Language by Satellite Television: What Influences Student Achievement?* In: *System*, vol. 21, 1993, p. 31-48.
13. Progosh D. *Using Video for Listening Assessment: Opinions of Test-Takers*. In: *TESL CANADA JOURNAULA REVUE TESL DU CANADA*, 1996, p. 34-44.
14. Sarani A., Zare Behtash E., Arani S. M. N. *The Effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners*. In: *Gist Education and Learning Research Journal*, 2014, p. 26-46.
15. Thanajaro M. *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*. Ph.D. dissertation. Virginia: Virginia Polytechnic Institute and State University, 2000.
16. Wlodkowski R. J. *Motivation in Adult Education*. San Francisco: Jossey-Bass Publishers, 1999.
17. Woottipong K. *Effect of Using Video Materials in the Teaching of Listening Skills for University Students*. In: *International Journal of Linguistics*, 2014, p. 200-212.