The Effects of Movie-Based Learning Project on Student's English Learning Motivation

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Abstract: Due to the difference in language systems between Korean and English, students in an EFL environment may have difficulties understanding Native English speakers. The purpose of this study aims to explore the effects of a movie-based learning project on student's English learning motivation. Also, this study examines student's affective factors that can help student's communication abilities. During the spring semester of 2016, a survey sample of 32 students was chosen for the study. All participants took part in a movie-based learning project and were grouped to complete the project cooperatively during the class. These 32 students were enrolled in advancedpractical English as a 3 h credit elective. A paired-sample t-test was used in order to compare the results of the two motivation questionnaires. Also, the Pearson correlation coefficient was used within groups to investigate the relationship among participant's self-efficacy, English learning motivation and grade obtained as a result of doing the movie-based learning project. According to the research findings and results of the present study, a movie-based learning project can be integrated into the curriculum to facilitate student's motivation in English learning. With regards to student's self-efficacy, students with different self-efficacy levels obtained different grades in the movie-based learning project. The results of this study support the notion that movie-based learning has advantages for student's English learning motivation and cooperative learning. Future research is suggested in order to explore the effects of a movie-based learning project on student's motivation and how it varies depending on the age of the learner. Further, studies may show to what degree a movie-based learning project can be considered as an appropriate activity to enhance student's motivation in English learning.

Key words: Movie-based learning project, student's affective factors, English learning motivation, student's self-efficacy, cooperative learning

INTRODUCTION

As the society weare living in is calleda global community, the cultural, informational and knowledge based exchange processes are more active than ever and the correlation between countries is increasing in strength. Because of this globalization, the ability to communicate in English has become even more important. Therefore, it is imperative that English classes emphasize communication skills. To achieve this, there should be more opportunities to communicate in English. However, opportunities to communicate in English are not common. Using only text books, it is really difficult to be exposed to and learn authentic, practical expressions. Research supports the ideathat learning sentence structures without context is not very helpful in developing student's practical communicative ability (Choi, 2000). Class materials are crucial because they are the only means bywhich students can gain exposure to an English environment (Myoung, 2002). In this sense, a movie based learning project is a possible way to compensate for this lack of context. Communicative teaching methods with authentic materials can help student's communicative ability (Shim and Baik, 1997).

With the evolution of technology and computers in this century, digital media are common in our daily life. As time goes by digital media are widely used for educational purposes. A great number of studies are beginning to investigate how digital media can help as tools for language learning. The role of digital media technology in English learning has been important as it can play a valuable role in assimilating language and culture education and give authentic materials to students in an EFL environment (Garrett, 1991).

The purpose of this study is to find methods of successful communication through a movie-based English project which helps students overcome their language difficulties and increase their motivation. Also, this study examines learner's affective factors which can assist students in improving their communication abilities.

Movie-based materials for English classes have already been previously designed by other

experts. Communicative Language Teaching (CLT) is the basis of using movie-based materials. The goal of learning English is to communicate in English. "The goal of CLT should not be understanding language structures but using language for communication" (Widdowson, 1978). Also, CLT focuses on teaching methods that emphasize the development of student's communicative competence (Hymes, 1972).

In the case of class activities, they should be student-centered rather than teacher-centered. That is teachers should prepare various activities and give motivation for students to participate actively. Teacher's roles in communicative language learning are that of helpers and facilitators. In the EFL environment, most teachers choose ready-made materials for their classes and therefore selecting proper materials is very important. Thus, teaching English using movies is widespread and very effective (Richards and Rodgers, 2001).

Several previous studies showed the advantages of using movies in English learning. First, it can motivate students to participate in their class activities (Eccles and Wigfield, 1995) and students may even enjoy learning English. Second, movies can offer authentic English (Lee, 2005) and real discourse situations. Dialogues in English text books are mostly written to focus on grammar and language concepts (Lee, 2005). It is difficult for students to keep themselves motivated with such dialogues. Third, movies can offer useful expressions, both verbal and nonverbal. Students have a chance to learn how to create their own expressions based on the fixed ones (Sinclair, 1991). Fourth, students can learn about different cultures in different countries from movies by observing manners of speech and proper speech acts (Rho, 2010). Finally, movies can offer strong audio-visual effects to the students. Kwon and Kwon (2002) supported this saying "students can make use of language more easily with audio-visual aids".

According to previous studies, movies are effective class materials to improve and develop student's communication skills. They keep students motivated, offer authentic useful verbal and nonverbal expressions including cultural awareness and provide powerful audio-visual effects.

Most importantly, movies can offer motivation. In today's classroom, motivation plays a key role in learning. There are two types of motivation: instrumental and integrative motivation. Instrumental motivation is related to practical personal goals such as good scores on a test, passing exams having a job and so on. However, integrated motivation is to assimilate into other cultures and display an interest in learning other languages. Therefore, integrated motivation has a tremendous

influence in learning English. Without any motivation, learning English is impossible even with great teachers, great curricula and any other great tools or environments. According to Dornyei (1998), motivation is the basic power for students to learn a language. Also, motivation is an unconscious element to encourage students in successful language learning (Gardner, 1985). Motivation usually comes from a combination of student's needs and goals to achieve (Eccles and Wigfield, 1995). In other word, it relies on expectation and the value of the goals. In this sense, it is more accurately termed 'efficacy' (Zimmerman, 2000). Efficacy represents student's expectations for their goals. Self-efficacy is important and cannot be ignored because it strongly affects student's efforts.

Subjects: The subjects of this study were 32 students from a university in Korea. These students took the course of advanced practical English as an elective in the form of a 3 h credit course. The students had many opinions and ideas for the cooperative projects but it was very difficult for them to proceed, organize, manage their projects. Students were told about the projects and English presentations and that there would be questionnaires to be completed for the research.

Procedure: Before the project, the questionnaires regarding motivation towards English learning were completed. Afterwards, the class design of the movie based learning project, procedure and teaching methods including cooperative activities and presentations were explained. During their activities students could contact their teacher by e-mail and text message whenever they had questions, problems and any other concerns.

On the presentation day of the movie-based learning project, students made their presentations and were asked to do a feedback worksheet for peer feedback and corrections. After the presentation, students could express their opinions and discuss them freely with their group members first. At the end of the class the student leaders of each group gave feedback and comments.

Students also answered the motivation questionnaires. Once all students answered the questionnaires, the movie-based learning project was concluded.

Instruments: In this study, a survey in the form of a questionnaire was made to find out student's motivation in English learning. These english learning motivation questionnaires were adapted (Myoung, 2002) and were designed to investigate the differences between student participation before and after their activities. As well,

there was another questionnaire focused on self-efficacy investigation. To find out the relationship between English learning motivation and self-efficacy, the data were analyzed by SPSS to obtain the Crombach's alpha value that showed a high level of internal consistency.

Data collection and analysis: In this study, data were collected from the questionnaires. One questionnaire was done before the movie-based learning project and the other one was done after the experiment of the movie-based learning project.

A paired t-test was used to compare the two motivation questionnaires and the Pearson correlation coefficient was used within groups to investigate the relationship between participant's self-efficacy and English learning motivation during the movie-based learning project.

RESULTS

English learning motivation: The student's English learning motivation was different after the experiment of the movie-based learning project. This was evident from the test results which showed that the mean of pre-English learning motivation was lower than that of post-English learning motivation.

Table 1 shows that the significant difference between pre and post-English learning motivation questionnaires as t (92) = -4.041, p = 0.000<0.05). The result of the student's English motivation indicated that the movie-based learning project surely affected student's English motivation.

Self-efficacy: Table 2 shows the result of student's self-efficacy. The mean of student's self-efficacy is 42.77 which can influence student's decisions as the amount of learning efforts.

Correlation between student's english learning motivation and self-efficacy: Table 3 shows that the presence of a correlation between the results of post-English learning motivation and self-efficacy. As Table 3 shows the student's post English learning motivation was associated with their self-efficacy significantly as pearson r = 0.305 (0.003<0.05).

Student's perception of the movie-based learning project: Table 4 shows the results of the student's perceptions of the movie-based learning project. According to the study, students learned many vocabulary words and concepts of language usage as a result of the movie-based learning project. Students wanted to learn English actively as

Table 1: English learning motivation

English learning motivation	Mean	SD	N	df	p-value
Pre	98.34	8.01	32	92	-4.041
Post	104.00	8.34	32		

*p<0.05

Table 2: Self-efficacy

The average of student's self-efficacy	SD	N
42.77	8.66	32

Table 3: Correlation between english learning motivation and self-efficacy

Variables	Mean	SD	N	Pearson r
English learning motivation	104.00	8.34	32	0.305*
Self-efficacy	42.77	8.66	32	

*p<0.05

Table 4: Student's perception on movie based learning project

Student's perception	Strongly agree (%)	Agr (%)	Neut (%)	Strongly disagree (%)	Disagree (%)
Learn lots of voc. usages	10	44	34	2	0
Active learning	14	50	23	13	0
Cooperative	31	32	20	7	0
More interesting	15	40	30	15	0
Subject participation	18	50	17	15	0
Self esteem	13	53	32	5	0
Peer feedback	20	60	18	2	0

over 60% students of the total 32 agreed. In the case of cooperative learning over 70% students of total 32 agreed. After the movie based-learning project, students agreed that English was more interesting than other courses or subjects. Also, the result of self-esteem shows that 13% of the total 32 students strongly agreed and 53% of total 32 students agreed. Students are happy to give peer feedback after the presentation as 20% students of the total 32 strongly agreed and 60% students of the total 32 agreed. Finally, this study shows that a movie-based learning project helps students become motivated and enhances their cooperation and participation.

DISCUSSION

The result of this study makes a good case for incorporating a movie-based learning project in EFL classes. First of all, a movie-based learning project facilitates student's English learning motivation. This study found that student's English learning motivation is strongly connected with student's self-efficacy which lets students make decisions regarding the amount of effort they put into participating in classes.

A movie-based learning project is a good method for gettingstudents to engage in cooperative learning during class hours and increasing the relationship among students while doing group work. Every student was asked to complete a feedback worksheet to do peer

feedback and corrections. According to the interviews done with students, peer feedback helped decrease their anxiety about making mistakes but increased their self-esteem. Also, after the presentation, students could express their opinions and discuss their ideas freely with their group members. Initially and at the end of the class the student leaders of each group gave feedback and comments to help trigger the learning motivation of their group. According to the result of student's perceptions on the movie-based learning project, over 80% of the total 32 students enjoyed peer feedback.

CONCLUSION

In conclusion, a movie-based learning project has clear advantages for student's English learning motivation and self-efficacy (Moon *et al.*, 2015) because it reduces their anxiety about making errors and it increases cooperative learning. English is a core issue for many students around the world (Myeong and Kwang, 2015) and a movie-based learning project is one appropriate learning method which can be utilized to enhance communicative learning.

The present study is somewhat limited in its generalization. First, the number of subjects should be expanded. The sample size of 32 students is insufficient for conclusive results. Therefore, further research could include a more varied and larger sample size of students and research environments.

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