

The Effect of Interest-Based Movie Clips on Motivation and Oral Proficiency of Intermediate Iranian EFL Learners

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ABSTRACT

The purpose of this study was to investigate the effect of interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners. The participants of the study included 90 Iranian male and female students who were selected out of initial 150 intermediate EFL learners taking the English Unlimited Placement test. They were divided into 3 different groups: 30 in one control group, 30 in experimental group A, and the other 30 in experimental group B. One data collecting instrument (Dornyei's motivation questionnaire) as well as two assessment instruments (The English Unlimited Placement Test and IELTS Speaking tests) were utilized to examine the formulated hypothesis. In order to carry out this study, a quasi-experimental design including a pretest, treatment and a posttest was selected. The experimental group A were given a list of 20 movie clips and asked to choose only 10. But the learners in experimental group B only watched the movie clips assigned by their teacher. The control group learners did not watch any movie clips. The results of IELTS speaking post test administered at the end of the treatment revealed that movie clips significantly affected motivation of L2 learners. In addition, the data analyses of the obtained results showed that watching interest-based movie clips notably improved the L2 learners' oral proficiency.

KEYWORDS: Movie clips; Motivation; Oral proficiency

INTRODUCTION

Based on the increasing access to digital video equipment and computers in the classroom, nowadays many teachers have great opportunity to employ audio-visual materials to teach different types of learners at all levels of second or foreign language. Many researchers (Al-Seghayer, 2001; Brett, 1997; Egbert & Jessup, 1996) stated that using multimedia materials to teach in ESL classrooms have positive effects on language learning as they provide authentic and comprehensible input for the learners. As Champoux (1999) stated, movies are comfortable and familiar sources for students which can keep the students' interest in the theories and concepts for a discussion. In addition, it is claimed that using films in teaching and learning is an important factor for provoking the reflective processes and attitudes in the learners (Blasco, Moreto, Roncoletta, Levites & Janaudis, 2006). Lesser and Pearl (2008) also stated that learners' ability to retain and recall information, and general satisfaction with the learning experience were significantly higher when film was the main part of the teaching and learning activities.

Furthermore, according to Stempleski (2000), films are valuable and effective sources for teaching because they present colloquial English in real life contexts rather than artificial situations and also give the learners the opportunity of being exposed to different native speaker voices, stress, reduced speeches, slangs, accents, and dialects. The concept of motivation and defining the motivational basis of second language learning has been the purpose of many studies and arguments for many years (Clément, Dörnyei & Noels, 1994). According to Dörnyei (1994), motivation can be defined as a desire to learn a language and positive attitudes toward learning it.