

USE OF AUTHENTIC VIDEO-MATERIALS TO INCREASE ENGLISH LANGUAGE LEARNING MOTIVATION

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This paper is dedicated to the authentic video-materials use to increase the English language learning motivation in higher education in Kazakhstan as one of the powerful instrument to foster and improve English proficiency to meet the requirement of the international labor market. In addition, paper argues that the authentic video-materials use is a key to success in enhancing English proficiency.

Keys: motivation, English, authentic, video-materials, use, learning strategy.

Introduction

It is known that the term ‘motivation’ derives from the Latin verb ‘movere’ which means to move. In other words, what moves the individual’s choice, engagement and carrying on some actions or activities. It is proved that the term ‘motivation’ is a multifaceted word, because in spite of its pseudo simplicity, it implies many internal concepts such as disposition, inspiration, effort, etc.

Brophy states that if the classroom management is well organized and the program is well matched to the students’ needs and abilities, then the learning process will be enjoyable, exciting, and successful. But if the students are not progressing and enjoying the learning this means that there is something wrong and missing which is ‘motivation’ [1, p.1].

Therefore, there are many diverse definitions of motivation and we

don’t still have a single definition of it. Cohen, for example, defines a motivation as “something that drives people to do what they do” [2, p.120]. Harmer agrees and adds that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something” [3, p.51]. Lee defines motivation as “the source behind behavior which provides an explanation for why people do things” [4, p.330]. Finally, Alderman describes motivation as having three functions: stimulating, directing, and pushing behavior [5, p.23].

Thus, sum up all definitions described, we have come to the conclusion that motivation includes all of the wants, wishes, efforts, abilities, potentials, engagements, and the persistence to attain and reach desired goals in a form of positive achievement.

Literature overview

Over the past decades, researchers in social psychology and education have been made a change in the definition of motivation and its application in the classroom based on different researches and experience. According to Karin Kirk Educational psychology has classified two basic kinds of motivation - intrinsic and extrinsic when students could whether intrinsically or extrinsically motivated for successful achievement. According to them “the desire that arises from the inherent interests to master, learn, and achieve something refers to intrinsic motivation. And the success in achieving specific result or outcome refers to extrinsic motivation” [6, p.2]. The distinction between the two types of motivation comes from the reasons that make the students choose to do a certain act in a specific way.

According to Harmer, intrinsic motivation refers to the internal factors that come within the individual. Students become motivated either by the desire to achieve something or by enjoying the learning process [7, p.51]. That is, intrinsic motivation comes from internal factors that motive the student language learning. For instance, if students value a task and have confidence in their abilities to do that, then “they work hard using different learning strategies and persist until finishing the task” [8, p.62-63].

It is worth noting that Vallerand and his colleagues classified three parts of intrinsic motivation: intrinsic motivation knowledge, intrinsic motivation accomplishment and intrinsic motivation simulation. The first one is built on acquiring new knowledge, the second one refers to the students that accomplish their task successfully, and the

third one refers to the motivation that leads the students to do a task because they find it interesting [9, p.323-349]. It is important to mention about Harris’ notice that the students who were deficient in intrinsic motivation can be assisted by extrinsic motivators to learn [10, p.2010].

Some recent research shows that many students perform weakly towards their coursework, input, and participation because they do not understand what they have to do or why they should do it. Teachers take a huge responsibility towards their students’ motivation to learn to get them more successful in their learning achievements. The teachers’ role is in improving their students’ self-confidence and helping them to build expectations and work hard to fulfill them.

According to Harmer “extrinsic motivation is caused by several external factors that motivate students in their needs as getting good marks to be succeed or financial rewards” [11, p.51]. Additionally, the learner wants to learn a foreign language for the sake of attaining some goals such as success, obtain high grades or to train abroad in a highly regarded university. Because students find that there is a reward for each success, they will always work hard and do the best to accomplish their achievement.

Thus, the motivational processes are not only restricted on the individual’s potential, but also it moves to the classroom context. A classroom in which students are engaged, motivated, and directed by the teacher who is considered as the leader of the motivation process in the classroom. The classroom environment has an important part in promoting or neglecting stu-

dents' motivation. Students will tend to be pleased about the process of learning if the classroom atmosphere holds some characteristics such as being comfortable, pleasant, secured and supportive and that provides them with a sense of belonging, in which they feel valued and more respected. It is the teacher's role to make the classroom attractive and efficient through a good seating arrangement for instance. In addition to that, the teacher has to vary the types of activities in order to foster motivation and by using challenging but achievable tasks.

Moreover, it is a truth that each learner has his/her own personality, learning experiences as well as his/her own principles and beliefs. Thus, each one has his/her own features, own specific learning strategies to enhance language achievement and proficiency, in particular.

Much research has been carried out for the intention of discovering and demonstrating the characteristics of a motivated learner. For example, Skinner & Belmont define the below following characteristics of motivated learners: action takers, as they are given the opportunity; effort takers to implement learning tasks; active participators during the lesson; attentive listeners of both teacher and peers; and good self-organizers who prepare themselves before entering the class [12, p.53].

Characteristics of authentic video-materials use

There are many characteristics of videos to be used not only in class, but also at their home to develop their communicative skills (especially speaking) through listening to the native speakers. Then, the writing skill is also developed when the video is pro-

Motivational strategies give the teacher a practical approach to sustain the learning process. Dornyei describes the motivational strategies as "techniques that promote the individual's goal-related behavior, i.e. those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect [13, p.28]. In that way, motivational strategies provide the teacher with a wide range of options to become very much aware of the challenges of teaching with respect to the different strategies promoting the classroom.

Thus, the use of motivational strategies lead to greater interest in creating the basic motivational conditions especially, the teachers' creation of a pleasant atmosphere because this helps to bring the contact to classroom and ultimately makes learning and language more meaningful through focusing on enhancing the learners' attitudes and increase intrinsic interest. Finally, we believe that the teacher's personality and every day behavior in the classroom can become the most powerful motivation tool. Teachers' attempts to socialize students will have positive view and the sense of belonging to the classroom tends to be high and significant when students perceive their teachers involved with them.

vided with subtitles in English; this would help students to be sure about the spelling of new introduced vocabulary. In addition, watching English movies provide students with a chance to increase their background of the

English language outside the classroom.

Thus, video is considered as valuable because of below following reasons:

- It helps in changing and refreshing the classroom atmosphere.
- It offers the chance to practice a variety of activities and grouping works.
- It extends the discussion between the teacher and his students.

Strategies of authentic-video materials use

It is known that video materials are considered as a classroom tool which enables students not only to listen to the language but to see it, too. Moreover, videos enclose visual hints such as gestures and expressions that are considered as a guidance for students to go beyond of what they are listening in order to infer the video's content [14, p.282]. Canning explains this valuable tool as "the selection and sequence of messages in an audio-visual context" [15, p.1]. Since students are directly in contact with the video, they can easily associate between the images and the words which help them learn new vocabulary, culture, pronunciation, and even allow them to check their use of the target language. The video is a sort of communication device that enables students to view the form and speech of the language discourse from the beginning to the end by the use of authentic language and the rate of speech' speed in different contexts. Chung & Huang state that video materials use to make students' learning experience more active and interesting, similar to those that occur in the real world [16, p.554]. Thus, integrating the video material in the classes permits students via video's

- Through carrying on the discussion, video transforms the classroom from passive to dynamic one.
- It stimulates the reluctant/silent students to talk, by their active participation in the class activities.
- It helps the students and even teachers to take some rest, relax, and enjoyment.

content, to guess the information, infer/construct them, and analyze the foreign culture that is brought into their learning context.

Before utilizing the video, the teacher requires to know what this tool contains in order to take advantage of it. According to Scrivener the video's components are:

- Sound.
- Moving images; are the reflection/ interpretation of hearer' sound.
- "Rewind" button: is for the replaying the pictures again.
- "Pause" button: to stop the image at any moment.
- A volume control: to manage the sound; loud, quit, or turn it off [17, p.351].

Each of these constituents has plenty of profits; they add few more possibilities that help the teacher to facilitate the learning process. For instance, the teacher is not obliged to play the whole video and make the students watch it all; he/she can jump directly to the wanted or specific moment in order to avoid ' boring his/her students. Furthermore, videos' components offer replying the small section with accuracy and they may include

subtitles (in any language) on the screen. This may facilitate the content comprehension for many students. The video can be used throughout the whole lesson or as a part of the lesson [18, p.284-285].

Many teachers ask why we should use and integrate the video as a part of our teaching method, since we are able to manage well the classroom and get our students motivated through their positive achievement. For that reason, a lot of researchers tackled the advantages and benefits of using the video as an educative tool in the classes. The benefits of using the video can be proved by the following arguments:

- The video is the best motive in the language environment, since it offers students a new experience of real feeling of realizing learning with authentic materials. So when they comprehend the video content and the teacher's objective behind using it, they became familiar with what is happening in the native speakers' circumstances.
- Videos endow students with real language that is used by native speakers in their everyday interactions and communications. This evidence enables students to learn easily the spoken discourse that comprises sounds, utterances, and the conveyed meaning that can be coded through the non-verbal explanatory body language.
- Through watching a video, students can acquire best the cultural aspects that go together

with their foreign language in its appropriate context.

Rammal explicates more this point by stating that: "A language teaching lesson with activities aimed at helping students get oriented both in language use and in cross-cultural interactions with native speakers of English" [19, p.5]. So, videos assist students to decode the implemented meaning that can be better understood without difficulties. In addition, when students pay attention to the native speakers' pronunciation and their use of language, it may save them from feeling shy or embarrassed while speaking to native speakers. Furthermore, Harmer suggests that the video is used for many reasons and adds new positive things in the learning experience. He also points out the advantages of using this valuable tool in the following subsequent arguments:

- Seeing language-in-use and cross cultural awareness by bringing the real world into the class and offering students authentic features of the foreign language.
- The power of creation which allow students to prepare their own video-clips by using their own video cameras.
- Motivation supported by the opportunities to see and learn the language in use because when they hear and see the target language they can easily comprehend the different meanings and moods through native speaker's mime, gestures, and facial expressions.
- Getting everyone involved in learning with videos to create a sense of belonging, collaboration, and involvement through

communicative activities that are practiced either in pairs or in groups.

- Relaxation: it is obvious that the video is a source of entertainment and relaxation through

Methods of video materials use

The teacher uses and integrates the video to introduce different activities in order to improve students' communicative skills. Video playback activities that teachers rely on are divided into three general types. They are: preview, viewing, and follow-up activities. Each lesson working with the video incorporates those activities.

Preview activities

They concern what the students do before watching the video. There are four distinctive preview activities:

- Students take a look at the worksheets that they will use during watching the video.
- Students have to guess what will come from the given information or images.
- Students will discuss the topic dealt with in the video.
- The language focuses on vocabulary, function, and grammar that is mentioned in the video's content.

Viewing activities

It concerns what students do while watching a video. They are activities practiced during viewing the recording. They have many forms:

- Activities can be listening, looking or interpreting.
- The instruction of the activities might be oral or in a worksheet.
- Activities may focus specifically on grammar, vocabulary, pronunciation or functions that can

playing music after a long course, for instance, but this should not be overdone since the video is an active process [20, p.286-292].

be observed through focusing on gestures, facial expressions, and body language of the native speakers.

Follow up activities

They deal with what the students do after watching the video. The teacher has plenty of choices of activities that can be done after viewing activities. For example:

- Ask the students to write a letter from behalf of one character from the video. In that way students develop their writing skills.
- Play a scene of a video or even its continuation. Students become creators through their imagination and they are responsible for their learning. In that way students develop their speaking skills.
- Through discussion and interpretation, the teacher makes a connection between the video's content and students' real life and experiences. In that way students develop their critical thinking skills.
- Study the new language introduced in the video.
- Both teacher and students discuss and decide what should be done in the next session.

Whatever the kind of activity is taken, the teacher has to work hard to make students think and increase their desire to challenge by working together either

in pairs, groups, or whole class through communicative activities. With these types of activities, teachers can motivate their students and improve their communicative skills, especially speaking. The activities can vary from one teacher to another depending on his/her teaching methods, objectives, and students' needs and abilities. Unfortunately, we do still have teachers, who usually put the TV, for instance, in front of the students to watch a video. This classical way of teaching cannot go with the implementation of the video because teaching with it needs more than this 'lazy' teaching method [21, p.349]. Subsequently, the teacher's role is to change this "lazy" teaching method in order to fit the implementation needed for teaching by using the video tool.

It is true that the teacher's role has changed and continues to change from being a boss teacher, authoritarian and

dictator into becoming a leader teacher, facilitator, and inventor of learning processes. According to Stempleski incorporating videos in teaching English may become mystifying for many students; since visual element, audio experience, and spoken language are included there [22, p.364]. Teachers, of course, occupy a great role in determining whether a video's use in the classroom has affected positively or negatively students' enhancement in the language classroom. They have to select the video according to their objectives, their students' language level, and their interests' needs. Thus, teachers play an important role in preparing the students for the viewing experience, by focusing the students' attention on the content, playing and replaying the video as needed, as well to design or select viewing tasks, and follow up with suitable post viewing activities.

Developed model of authentic video-materials use to increase motivation

The developed model of authentic video-materials use to increase learning motivation considers two main strategies to be emphasized for building students' motivation and improving their speaking, listening and intercultural communicative skills is shown in Fig.1.

The first strategy will help to bridge the gap between how students live and how they learn. All up-to-date tools as gadgets (phone, tab, computer, and laptop), socials networks (Facebook, Instagram, Youtube) should be used.

The second strategy comprises 3 main strategies: pre-viewing, while-viewing and post-viewing. Pre-viewing activities focused on developing students' schema and background knowledge. It is a way for the teacher to evaluate students' knowledge and interests as well. The while-viewing stage includes tasks while watching the video; they perform tasks and activities during the video, either with or without the teacher to pause the video. And post viewing stage let students discuss, re-tell or complete exercises during this stage.

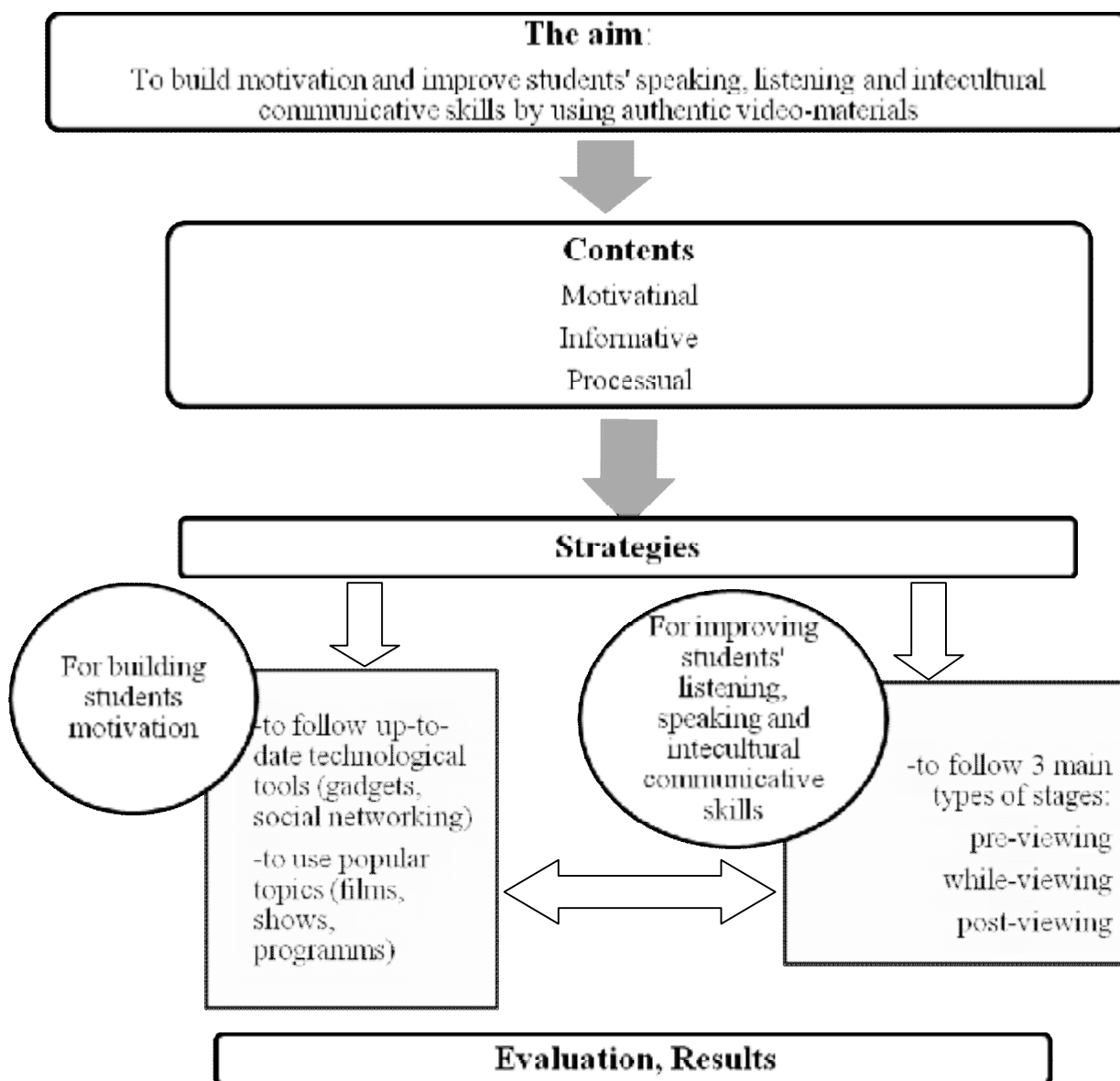


Fig.1 – Developed model of authentic video-materials use to increase motivation

Conclusion

Thus, the paper has mapped the scene of motivation by explaining and defining the major concepts associated with it. The two major types of motivation are described and defined their role in class and in learning process as well. Teaching students with the use of authentic videos motivate them to construct and comprehend the input of what the teacher is going to present. Many students consider watching a video just a moment of fun and entertainment to ignore the boredom and the lazy teaching method. Moreover, teaching with the authentic video materials

is a source of challenging that requires potential and effort to achieve positively through practicing the video's tasks. Many expertise and practitioners support teaching English classes using videos that enable them to improve their communicative and intercultural skills to be used further in their professional and personal life. Then, the developed model of authentic video-materials use to increase learning motivation is offered students the new strategies of teaching that go with their modern life style, besides helping both teachers and students in facilitating and

simplifying their teaching and learning process.

To conclude, motivation is the key element in effective learning and students have the total authority on their learning due to this affective ele-

ment. The author completes with Griffith's words that without motivation, success will be hard to come by, and the case of learning a foreign or second language is little different [23, p.19].

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Түйін

Бұл мақала видеоматериалдарды халықаралық еңбек нарығының талаптарына сәйкес ағылшын тілін меңгеру деңгейін көтеру және дамытудағы қуатты құралдардың бірі ретінде Қазақстандағы жоғары білім берудегі ағылшын тілін үйретудегі мотивацияны арттыру үшін қолдануға арналған. Сонымен қатар, аталған мақалада видеоматериалдарды қолдану ағылшын тілін меңгеру деңгейін арттырудағы жетістік кілті болатындығын дәлелдейді.

Резюме

Настоящая работа посвящена использованию аутентичных видеоматериалов для повышения мотивации обучения английскому языку в высшем образовании в Казахстане в качестве одного из мощных инструментов для развития и повышения уровня владения английским языком в соответствии с требованиями международного рынка труда. Кроме того, в статье утверждается, что использование аутентичных видеоматериалов является ключом к успеху в повышении уровня владения английским языком.