

## Students' Attitudes Towards Lessons With Video Materials

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### Abstract

In Japanese, hardware training is defined as “... demonstration and listening training ...” which refers to a course that uses film or programming. Researchers and many real-life examples show that the use of images and sounds for the human senses of sight and hearing enhances learning outcomes. This training plays a particularly significant role, especially in understanding a difficult content expressed in a foreign language. In recent years, content such as Japanese movies, plays, and anime have become popular all over the world through social media and the Internet, providing an incentive for Japanese language learners. In many countries around the world, there is a tendency to use a video as a valuable learning tool for foreign language and cultural education. On the other hand, lessons that are only based on textbooks and chalkboards lack a comprehensive learning environment for learning a new language. Audio-video training allows students to overcome some of the temporal and spatial constraints of any phenomenon, and to that extent it helps to deepen students' understanding and knowledge. Some studies have shown that learners use these videos effectively for independent learning or extracurricular learning. Using such materials in classroom settings can strengthen the “relationship between classroom and extracurricular learning,” and conducting video lessons combined with listening activities can improve the quality of teaching.

### Keywords

video lesson, approach, satisfaction, motivation

## 1. Introduction

Based on the history of the development in teaching the Japanese language to foreign students, there have been three prevalent methods in the past.<sup>1</sup> At the beginning of the period, lectures on grammar structure and translation methodologies were predominant in the learning process. Such lectures were correlated with the social and political environment of that time. Consequently, from the 1980s, various practices for pronunciation and speaking skills, such as repetition and memorization have become more popular. During both times, the learning processes were mainly instructor-centered. However, as a consequence of major developments and social research on the theory of learning a second language and the theory of language transformation, there have been many changes and shifts in improving communication-based student-centered learning methods and processes.

In Japanese, lessons aided by technological devices, which include movies and shows, are expressed as “demonstration and listening training.” Real-life practical examples and science-based research studies show that the use of images and sounds for the human senses of sight and hearing enhances learning outcomes. More specifically, this method is important for conveying meanings and contexts that are difficult to be expressed in a foreign language. In recent years, video contents such as Japanese movies, plays, and anime have become popular all over the world through social media

<sup>1</sup> Шибасаки Риэ “Япон хэлний ярианы сургалтанд видео хэрэглэх нь: ” УБ., 2007

and the Internet, providing an incentive for Japanese language learners. There is a tendency to use a video content as a valuable learning tool for foreign language and cultural education. On the other hand, lessons that are only based on textbooks and chalkboards lack a comprehensive learning environment for learning a new language. Audio-video training allows students to overcome some of the temporal and spatial constraints of any phenomenon, and to that extent it helps to deepen students' understanding and knowledge. Some studies have shown that learners use these video contents effectively for independent learning or extracurricular learning. Using such materials in classroom settings can strengthen the "relationship between classroom and extracurricular learning," and conducting video lessons combined with listening activities can improve the quality of teaching.

## **2. Research on increased video materials during Japanese lessons for Mongolian students**

There are number of schools with Japanese classes in Ulaanbaatar. It can be seen that in any bookstore, there are various Japanese textbooks, dictionaries, and video materials for Japanese learners in Mongolia. The schools that are teaching Japanese within their curriculums have all the lessons for Japanese grammar, speaking, reading, creative writing, and translation despite their differences in the number of learners, demographics, lesson hours, and lesson contents.

What level of importance do video lessons have in such classes?

To answer the above question, we have conducted a survey among the students learning Japanese on November 15th, 2017. Totally, 56 students with the levels of 1 and 2 from the Mongolian universities participated in the survey. The results show that 62.5% or 35 students answered "yes" for the question whether they have attended classes with video lessons. However, 85.7% or 30 students answered "unsatisfied" for the question about the outcome of the lessons, which brings up speculation of whether the classes used videos and provide the students with thorough lesson materials or not.

For the question about the necessity of video materials for the classes, 96.4% or 54 students answered yes, which shows a higher enthusiasm and interest of the students in lessons with videos. In other words, it shows that using video contents in class is highly effective.

Based on the survey results, it can be seen that using video contents in lessons may even be more effective than many other ways of learning. The experimental lesson was designed and conducted in order to illustrate how lessons can increase learners' enthusiasm and motivate them be using video contents including visual aids, movements, and audios while creating a real learning experience and environment.

### *Experimental lessons and analysis of the use of video materials in Japanese language teaching*

Trial period of the experimental lessons: March 12, 2018 - April 12, 2018

Twenty-four teachers of the Academy for the Promotion of Intellectual Development participated in this experimental course. The teachers did not have prior Japanese language knowledge as the center offers soroban counting tray training; therefore, they were the learners in our study.

Course Description: Video technology has the advantage of being able to pause, restart, scroll, re-show, and show with or without sound. The order of the lessons has been decided in a way that it is possible to rewatch the videos as this type of lesson needs to be shown three times.

Course Materials: A series of daily video lessons on learning Japanese through everyday adventures and activities of Erin, a girl studying in Japan.

One of the main criteria for choosing a video is to know how the language elements are being used and incorporated into the video conversation (grammar, usage, vocabulary, etc.). It is also important to observe the frequency of the usage and select a video that matches the topic of the lesson being taught. It is possible to find specific rules, grammar, and examples of usage in real life or films; however, it is time-consuming. Therefore, we chose a video material, which was created by a professional organization, to make the Japanese language training video easier for the students to use and more understandable. Additionally, materials developed by the researchers, such as vocabulary words, visual aids, and exercise sheets were used alongside the textbooks.

### *Student Satisfaction Survey*

Satisfaction survey questions about experimental lessons were taken from the "classification assessment question" developed by Hoshino and Muta [2003]3 and the dissatisfaction scale of Ando (2000) "English language-related dissatisfaction". The lesson evaluation was divided four 4 sections: 7 questions for the lesson approach, 7 questions for the students' level of understanding, 2 questions for the communication matters, and 4 questions for the teacher's efforts. A total of 16 questions were selected and revised, which include:

- The question "I wanted to learn more" was changed as "I became interested in relearning Japanese through videos."

- The question "I understood the meaning of the Japanese-speaking content" was changed as "I was able to understand the meaning of the Japanese-speaking video in a conversation lesson."

For each evaluation question there were five levels of answers: 1- don't think so at all, 2- don't think so much, 3- don't agree at all, 4- think so, and 5- absolutely think so. In addition, there were five open-ended for their impressions of the lessons aided by video materials. The table below shows the survey questions for the satisfaction level of the Japanese language lessons.

**Table 1. Student Satisfaction Survey Questions**

No	Questions	Factors
1	I used to wait for the next conversation lessons	1
2	I was satisfied with the conversation lessons	1
3	I became interested in relearning Japanese through videos	1
4	I enjoyed watching videos and speaking in the conversation classes	1
5	The atmosphere in the conversation classes was good	1
6	The instructor taught me interesting things to learn in the conversation classes	1
7	The contents of the conversation lessons were interesting	1
8	I was able to understand the meaning of Japanese words in the conversation classes	2
9	I was able to understand the meaning of the video in Japanese in the conversation classes	2
10	I understood the content of the conversation lessons well	2
11	I tried to speak in Japanese	2
12	I tried to focus on the conversation classes	2
13	I tried to memorize Japanese words	2
14	I was happy to be able to communicate in Japanese in the conversation classes	2
15	The voice of the teacher was clear in the conversation classes	3
16	The conversation material was appropriate	3
17	The teacher was effective in teaching the conversation classes	3
18	There were relevant exercises in the conversation classes	3
19	The teacher was trying to make the students speak during the conversation classes	4
20	The conversation lesson was easy to read as the teacher wrote it on the board	4

*Analysis of the satisfaction factor of the experimental lessons (Factor analysis)*

After the trial session, factor analysis was conducted based on the above student satisfaction survey questions about the video lessons. Factor analysis (D. Chimgee, 2018, p. 164) reduces the number of variables in a model or examines the relationship between variables. It was explained that the main purpose of this analysis was to replace the multi-attribute variable factor with a few attribute variables. The promax rotation of the Maximum Likelihood method was chosen for factor analysis. As a result, three factors emerged. This model is shown in Table 2.

**Table 2. Results of the satisfaction factor analysis of Japanese language lessons**

Factor number	Questions
Factor I Student effort / level of understanding ( $\alpha = .751$ )	14 I was happy to be able to communicate in Japanese in the conversation classes 8 I was able to understand the meaning of Japanese words in the conversation classes 9 I was able to understand the meaning of the video in Japanese in the conversation classes 12 I tried to focus on the conversation classes
Factor II Course Satisfaction ( $\alpha = .709$ )	6 The instructor taught me interesting things to learn during the conversation classes 7 The content of the conversation lessons was interesting 3 I became interested in relearning Japanese through videos
Factor III	15 The voice of the teacher was clear in the conversation classes

Teacher's effort ( $\alpha = .733$ )	17 The teacher was effective in teaching the conversation class 18 The conversation class exercises were relevant
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The Factor I can be regarded as a question related to the level of student understanding as it comprises questions such as, "14. I was happy to be able to communicate in Japanese in the conversation classes," "8. I was able to understand the meaning of Japanese words in the conversation classes," "9. I was able to understand the meaning of the video in Japanese in the conversation classes," "12. I tried to focus on the conversation classes."

The Factor II can be more related to the lesson approach, as it includes questions such as, "6. The instructor taught me interesting things to learn in the conversation classes" and "7. the content of the conversation lessons was interesting."

The Factor III is related to the teacher's diligence as it consists of questions such as, "15. The voice of the teacher was clear in the conversation classes," "17. The teacher was effective in teaching the conversation classes," and "18. The conversation class exercises were relevant"

The structure of the three factors was arranged in the distribution of the satisfaction questions; however, depending on the results of the research factor analysis, it was decided that establishing three variables was necessary. Cronbach alpha was used to test the reliability of the three-factor construction variables. Its results are shown in Table 3.

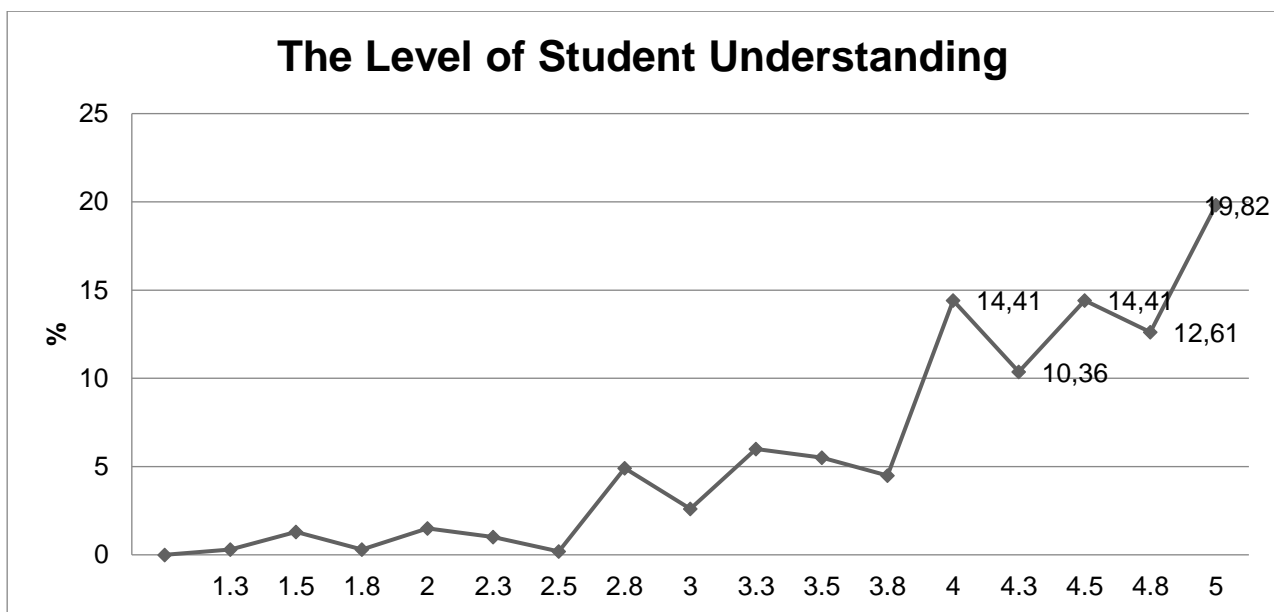
**Table 3. Reliability of the variables alpha**

	Factors	Alpha (Cronbach)
1	nts understanding	0.75
2	Attitude towards the lesson	0.78
3	Teacher's effort	0.71

Course satisfaction factor I ( $\alpha = 0.75$ ), factor II ( $\alpha = 0.78$ ), and factor III ( $\alpha = 0.71$ ) were the results, and the compatibility of the variables was considered sufficient.

The generated variable is the subscale score of the corresponding questions. The average score for each of the 24 students' variables was 4.19 (SD = 0.71), the attitudes variable was 4.21 (SD = 0.78), and the teacher's effort variable was 4.54 (SD = 0.66). Figure 1 below shows the distribution of satisfaction variables in Japanese language lessons.

**Figure 1. Distribution of Japanese language lesson satisfaction variables (%)**



In total, 71.61% of students answered 5-absolutely think so and 4-think so. Additionally, 72.53% of the students answered 5-absolutely think so and 4-think so to the distribution of responses to the lesson approach variables and the structure. It was observed that the students who attended the lesson using the video material were more satisfied.

## 5. Conclusion

The analysis of the student satisfaction (distribution correlation) shows the students' attitudes toward lessons with videos improved. Additionally, an analysis of student motivation factors was conducted, which shows three factors. To find the motivational factors that motivate students, a factor research was conducted on 20 questions of motivation to learn Japanese, and based on these questions: Factor I- regulation, Factor II-intrinsic motivation, and Factor III- external regulation. This is in line with the three factors identified in the Ando [2000] study: regulation, internal motivation, and external regulation were identified. There was a coefficient ( $r > 0.4$ ) for all variables between student motivation and class satisfaction. Therefore, it is concluded that the use of video materials had a positive effect on student learning.

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