



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية



ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal Of Language Studies

Contents available at: <http://jls.tu.edu.iq>

The Effect of Using Motivational Videos in Teaching Language

Enas Flah Aied*

College of Education for Human Sciences, Tikrit University

E.mail enas-falah@tu.edu.iq

Keywords: video Teaching Language motivation	Abstract: This study examined the language learning and motivational effects of a video project, including students' perceptions of the processes, and the impact of peer evaluations. In this study many online materials and integrating music and pictures is used to illustrate their ideas. It showed that the language learning effects were more obvious in the low proficiency group than in the high proficiency one. Results from t-test analyses of pre- and post- motivation questionnaires showed that students increased their learning motivation, and interview data showed that students felt that making videos boosted their confidence and improved their technological capability. An examination of peer assessments of videos showed that they promoted peer learning and encouraged self-reflection. This study's findings support the adoption of video projects with lower proficiency students in order to stimulate language production.
Article Info	
Article history: -Received :11/4/2019 -Accepted : 20/5/2019 Available online 30/6/2019	

* **Corresponding Author:** Enas Flah Aied ,E-Mail: enas-falah@tu.edu.iq

Tel: 009647723530829 • **Affiliation:** Tikrit University, College of Education for Human Sciences - Iraq.

أثر استخدام الدوافع في فيديوهات تعليم اللغة

م. ايناس فلاح عايد

كلية التربية للعلوم الانسانية ، جامعة تكريت

الكلمات المفتاحية :	الخلاصة:
- الفيديو - تدريس اللغة - التحفيز	تختبر هذه الدراسة أثر التحفيز الفيديوي على تعلم اللغة ، متضمنا أدراك الطالب لهذه العملية ومرحلة التقييم الفردي لهم . تتضمن هذه الدراسة العديد من المواد المباشرة كالموسيقى و الصور التي تعرض للطلبة والتي تستخدم لتوضيح هذه الفكرة . تعرض هذه التقنية كدليل واضح للطلبة ذوو المستويات الضعيفة اكثر من ما تعرض للطلبة ذوو المستوى العالي . وقد لوحظ من خلال الامتحان القبلي والامتحان البعدي لدى الطلبة أن هذه التقنية من شأنها زيادة دافعية الطلبة على التعلم وتمكن الطالب من الحصول على قدر كافي من الثقة للتعلم . تساهم نتائج هذه الدراسة فعالية استخدام هذه التقنية على تعزيز انتاج تعلم اللغة .
تاريخ البحث :	
الاستلام : 2019/4/11 القبول : 2019/5/20 التوفر على الانترنت : 30/6/2019	

1- Introduction

1-1 Statement of The Problem:

Teaching is the process by means of which learning is expected to take place .Teaching English as a foreign language (EFL, for short) constitutes an important process in the whole of educational system of Iraq .A great deal of work has been carried out to develop the field of teaching and learning EFL .Modern approaches of teaching language emphasize fluent and critical thinking rather than correctness (Ryan ,2004:1).

The focus is on learning to generate ideas and students must be encouraged to apply knowledge and make sense of material covered in class .Hence ,students should be giving a lot of practice not only in the structures of the language but also in the process of using them in real life situations . However , it has been noticed that students of English suffer from many problems when they are taught English .

Moreover , teachers of English ,at different instructional stages believe that most students lack experience in learning English . They often spend their time in many hard tasks which make language learning boring. Therefore , the EFL teacher needs to give students more practical and

student-centered strategies that give them the opportunity to learn language in good way and this may be effective for teaching some aspects of English lesson in the school curriculum especially some students come with deeply rooted psychological ones (David, 2004:28). Moreover, one of the basic principles of the modern language learning is that learning should be enjoyable. It is necessary to achieve such enjoyment through using various pleasant techniques or activities. Students must be adapted to such kind of activities that deal with their attitudes and desires. The use of motivational video technique in language material at different levels has been resulted to be of high effective values. This is one of the most important characteristic of motivational video that makes it acceptable at all levels of learners because if any teaching strategies achieve the creating motivation in learner, all other problems will drastically reduce (Chauchan, 1979:38). Hence, this research is a try to exploit motivational videos as a teaching technique in developing students' progress in English.

1.2 Aim of the Study:

The aim of the research is the empirically determining the effectiveness of using motivational videos as a technique for teaching English.

1.3 Hypotheses of the Study :

To achieve the purpose of this research, these null hypothesis are put forward:

1.3.1 There are no important differences between the scores on the Mid-year Test and those on the post-Test of the control group.

1.3.2 There is no clear differences between the scores on the Mid-year Test and those on the Post-Test of the experimental group.

1.3.3 There are no clear differences between the mean of experimental group and those of the control group on achievement test (oral and written).

1-4 Study limitation :

The limitation of the research is on the fourth year female students of preparatory or secondary schools who are studying Iraq Opportunity (Book 8) during the academic year 2017-2018.

1.5 Value of Study:

Teachers need to know various forms of classroom techniques that can be used to perform a variety of functions and they must be able to choose the most appropriate forms that enable their students to use English in social contexts. In order to teach EFL effectively at various grades of instructions, certain activities are to be added by teachers to the teaching process so as to motivate their learners and enable them to use English communicatively (Rinvoloucri, 1984:3). One of the techniques that the researcher suggests for improving students' achievement in EFL is simulation.

Motivational video tends to correct the teacher-student asymmetry of conventional classroom and allows the introduction of exactly the type of authentic communication. In other words, there is a move away from the authority structure of the traditional classroom and students become more active (Watson, 1986:36).

The use of motivational videos technique where students are allowed to project themselves into new classroom roles helps to improve active participation and transfer of learning. Motivational videos offers an excellent opportunity to learn the language. By motivational

videos students can choose any subject from art or music to history and life will be trained in public situation (Hatch,1983:64).Through MV the attention is drawn to the importance of learners' wishes, feelings, and attitudes in the learning process. Therefore, students must be adapted to such kind of activities which lead them to critical and active thinking (Schumann,1975: 48).

Hence, the value of this study stems from the significance of the following :

1- Motivational videos in teaching is offering a lot of opportunities to EFL students to learn language through choosing any subject or situation.

2- Motivational videos is enabling learners to participate in authentic and active interaction .

3- Encouraging EFL learners to bring to classroom situations of their own skills ,experience, knowledge and to manipulate a given situation or set of data in the class.

4- Giving the opportunity to experience the pleasure of being able to communicate using English language .

5- Theoretically , the findings of this research can be useful for educationalists as well as specialists in knowing about the practical efficiency of simulation in improving students' achievement in English.

6- Such type of study is also expected to have pedagogical implications since its findings would help teachers of English to realize the actual effect of using simulation in teaching students .

7- Practically , teachers of English in the preparatory schools may use the findings of the research as an effort to improve their students' achievement in English.

8- Researchers who have an interest in this topic can refer to this study for a reliable and update sources of information for further studies on related issues .

1.6 Definitions of Basic Terms :

The following is the operational definition of :

1.6.1 Achievement:

Achievement means the extent to which the preparatory schools students have learned the English material and tasks presented to them during the experiment of this study.

1.6.2 Effectiveness :

It means the ability or the degree of success which simulation technique has in improving students' achievement in English .

1.6.3 Technique :

A technique is specific classroom activities implemented by teachers and consistent with the adapted method of teaching .

1.6.4 Motivation Technique :

Motivation is an important part of human psychology. It arouses a person to act towards a desired goal. It is a driving force which promotes action. "Motivation is an energizer of behavior". Motivation is the purpose or psychological cause of an action.

2-Theoretical Background

they both maintain that human beings struggle to understand themselves and their surroundings and that growth processes are an integral part of human motivation .

2.1 Theories of Motivation

The Social psychological period focused on the role of learners' social context and Socio interactions. During this period (1959- 1990), Gardner (1985) introduced the Socio educational model. That model exposes two factors of language learning those are: ability and motivation.

Learners who have higher level of ability and motivation will do better than the learners with lower level. Those learners are goal oriented and more attentive towards language learning. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have high ability and high or low motivation.

Ability and motivation both are related with formal and informal language learning context. Formal language learning happens through realization of language in classroom and informal language learning is learning through experience from everyday life, like learning from radio or television. Ability and motivation both are involved in formal learning context but in informal context motivation would be more involved than ability. Educational setting and cultural context both are related to motivation but are not applicable for ability. Cognitive perspectives deal with learners' mental processes that influence their motivation. Cognitive psychologist argued that, individuals thought on their own abilities, possibilities and limitations has an effect on motivation.

Regarding this, Self-determination theory focused on the learners intrinsic and extrinsic motivation. Noels and colleagues invented this theory. Intrinsic motivation is learners own desire to learn a new language and extrinsic motivation is learner's external desire to achieve a goal. It is generally accepted that, motivation is the most important part for learning a second language. Dörnyei and Ushioda (2013) have discussed about motivation in a very descriptive way. From their perspective motivation derives from the Latin verb "movera" which means „to move. Motivation influences to perform action and make some choices. They described motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are: the choice of a particular action, the persistence with it and the effort expended on it. In detail motivation helps learner choose a specific action. In that process motivation can work out to learn the language. Learners should expand their best effort to attain the goal. These three things can happen only if the learner has motivation or desire to learn. However, Motivation leads or guides the students to the possibilities. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove their potentiality. From every day conversations motivation can be defined. Students have to activate their action always. It is like a process which needs to be activated always. Students should persist towards their goal. All these actions are driven from one umbrella term motivation.

2.3 Motivation through Digital videos and YouTube.

‘Videos can be considered as the most effective and important material for student for learning the four skills (Stoller, 1993).

It is noticed using this techniques the lesson have a high motivational for learners. It will be such motivational to get material or content learning about the second language and they are getting a background about the second language (Tomalin ,1991).

Others shed the light the significance of the video as a tool to facilitate the cognitive process of learning, to the videos on TV screen that are from real life situation , like the introduction of experiences or events.

Using this technique between people is a familiar strategies of how learners practice the language, although it looks more unmoral for them, because there is a chance to supply them to watch their subject online .gives the opportunity for students to see this environment, and this encourage them to comprehend a particular speech and develop their skill understanding, as well as their self-confidence in speaking (Shrosbree 2008).

It be observed that for making data easy to understand the student must understand the body of the language. Canning main thing is that video gives motivation that give students the opportunity to make a private attitude toward the second language .

The most important characteristics of MV technology is how make an opportunity in which teachers must edit their videos to meet students' needs (Shrosbree 2008).

Teachers consider using the video as a denotation or to control students' manner (as cited in Snelson and Perkins 2008).

As Stoller (1993) cited that this technique can present or supply different content to be achieved by the learners to maximize their hesitation, lack of self confidence, felling unrest, support the use of the language and improve many other language skills.

Another serious thing to shed the light on it is that the time of video must be between 30 second to 5 minute (Tomalin, 1991).

2.4 Merits of Using motivational videos in the Classroom

2.4.1 Motivational videos as a warm- up technique

A warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013). According to Robertson & Acklam (2000) "warm up is a short activity for the beginning of lesson" (p.30). Kay (1995) claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008). Lassche (2005) defines that for language learning lesson a warm-up stage is the "initial orientation" (p. 83). So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English.

Using unsuitable content makes students meet complications in the educational process. students need a high degree of motivation to go a head in learning any language. Therefore teaching instruction must be motivate the students and increase learners' interest. If the students have no fun and not be interested with teaching materials, they will not learn anything but they have a great benefit if the teacher use better technique .Many experts suggested and prefer using real life materials to make student have a great degree of understanding, put in them a high level of self confidence and motivate them to develop their ability .Whereas (Hyland 2003) mentioned that there is a great benefit from using this kind of technique . It is mentioned that there are several reasons for using this kind of techniques. These are: (1) it prepares students for language learning (2) it support the need of the learner, (3) it affects their motivation in a positive way, (4) it encourages teachers to use effective teaching strategies and (5) it prepare the student for language culture real life information about culture, so we can say that this technique have a great benefit for learner

2.4.2 Motivational video as a Types from real life situation:

Teaching content are a very important in the class especially those which is available for everyone. Online website can be considerespcially watching or listening to those segmen of video of every day news of sport, economy and the situation of the country from youtube (Genhard :1996).

2.4.3 Linguistic Advantages:

What is important is shedding the light on the linguistic merits or advantages o using motivational video and how can this kind of technique effect on the learning process (Otte :2006). It is clearly noticed that using motivational materials will improve students' four skills especially listening comprehension, so many experts emphasize on the role of using this techniques. Harmer (1994)It is cited and noticed that this techniques has positive side on learners for many

reasons like : (1) supports them to make a clear production of the language. (2) encourages them to acquire the language in a fast time (3) makes them having high level of more self confident to deal with language .

Teachers may face many difficulties because he think that they cannot depend only on motivational materials for learners' skills learning, however teacher cannot depend on only traditional material in teaching they can use both: motivational and traditional material in the class (Nunan 1999),.

2.2.4 Non-linguistic Advantages:

We can say that there is a non linguistic merits for the mentioned technique too. It noticed that this technique have an excellent side for learner and it can be considered as a key for learning any subject in a particular way (Gilmore ,2007) The main point of regarding this tecnique as a key for successful learning is that because it deal with all real life situation and it give the teacher the opportunity to support and encourage their students and how to evaluate their level in learning and make them Sherman (2003).

2.7.3 Arguments against the Use of motivational videos:

Although a lot of researchers say that motivational materials have made many noticeable contribution in foreign language teaching and learning, there are some scholars who are against the use of this kind of materials thinking that they have no value. For instance, Kilickaya (2004) cited that motivational materials add a heavy task on teachers, because it may contain not easy and ambiguous vocabularies and structures which make both teacher and student will need more effort to be simplify and explain and understand by the learners, in order to make it suitable for their learners. Kienbaum et al. (1986) cited that there are no important differences in learners' achievement and progress: between learners who is using motivational materials and others who is using traditional one. Furthermore, it is a challenging matter for teachers to search for appropriate motivational materials to design duties for their learners. Miller (2005) also cited that motivational materials are "too complicated and complex and waste time to choose, and prepare." In addition, Martinez (2002) mentioned that motivational materials are considered too culturally biased and not easy to understand by learners in the classroom. He also mentioned regarding the authentic effect, that "authentic texts from one culture may give a wrong impression to students from the other, unless they are introduced or supplied in an authentic context which makes it clear what they exemplify." Kilickaya (2004) cited that using motivational materials with low level learners frustrate and not motivate them, because they lack the needed skills and vocabulary to deal with supplied text, successfully. Guariento and Morley (2001, p. 347) assert "At lower levels... the use of motivational texts may not only prevent learners from communicating with meaningful ways, but can also lead them to feel unrest, hesitate and... no motivated." In conclusion and after having revised the related literature, we can claim that the merits of using motivational materials in teaching learners in ESL classrooms decrease the disadvantages. Therefore, teachers should regard them seriously as a successful aid in teaching a foreign language.

3-Procedures

3.1 Experimental Design :

According to Christensen (1980:35) the term "experiment" refers to an objective observation of a phenomenon which is made to occur in strictly controlled situation in which one more factor is varied and the others are kept constant .

The term "design" on the other hand ,refers to the outline plan ,or strategy conceived in an attempt to obtain an answer to the research questions .Hence , it is crucial that the design should be an appropriate one as it determines the possibility of obtaining valid ,objective and accurate answer to research questions (ibid:158).

The "experimental design " can be defined as the name given to the type of educational research in which the investigator controls the educative factors to which a learner or a group of learners is subjected during the period of inquiry and observes the resulting achievement (Good et al ,1941:485). In order to achieve the aim of this study the Posstest only Control Group design is adopted as shown in figure (1).This design should include the following steps :

1-Selecting two groups of students , at random and assigning them to experiment and control groups .

2-Administrating the independent variable (teaching English through using motivational videos) only to the experimental group .

3-Teaching the control group the same English material as presented in the Teacher's Book (without using motivational videos) .

4-Post-testing both groups of students ,so that the type of the experimental design implemented in this study is called the " Posttest Only Control Group Design " .

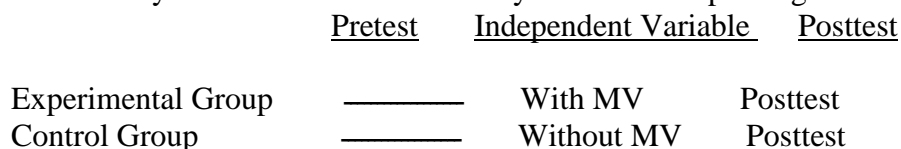


Figure (1)

The Posttest Only Control Group Design

This design is better than some other designs because no interaction effect of pretesting and treatment can occur .In this design ,only the experimental group receives the independent variable .After that ,the two groups are tested and their scores are compared to ascertain the effect of the independent variable .If the experimental group scores are greater than those of the control group ,the difference is attributed to the treatment variable effect (Issac and Michal,1977:42) .

The Sample of the Study

Group	Section	Original number of Student	Number of Repeaters	Final Number
Experimental	B	28	1	27
Control	A	24	1	23
Total		52	2	50

3.2 Instructional Material:

The instructional material of this study includes units 3 and 4 of (Book8) Iraq opportunities .These units are selected according to their sequence in Book 8 which should be taught during the period of conducting the experimental part of this study . The instruction of the two groups started in February 19th ,2012 and lasted for ten weeks ,i.e. the experiment is ended on May 1st

,2012. Within each unit there are different sub-topics which provide variety and at the same time explore the unit theme in depth.

Each unit aims at teaching the following :

- 1- Grammar through reading comprehension passages (grammar focus).
- 2- Listening and speaking and grammar through listening to phone conversation , documentaries and songs (skill focus).
- 3- Writing and speaking through communication workshops
- 4- New vocabulary (mini-dictionary).
- 5- Grammar through language problem solving.
- 6- literature .

The researcher , herself has taught the same units to the two groups of students. The experimental group is taught by adopting simulation technique as described in 3.4.1. Whereas the control group is taught without using simulation and as described in 3.4.2.

3.3 Instrument of the Study:

In order to collect the necessary information concerning the effectiveness of using motivational videos technique in teaching EFL , an achievement test has been constructed in the light of the contents and behavioural objectives of the instructional material .The achievement test is subdivided into written and oral tests as follows:

3.4. The Written Achievement Test (WAT):

An achievement test has been constructed in the light of the contents and behavioural objectives of the instructional material .Hence ,the written achievement test (WAT, for short) in its final form consists of seven different questions and each of these questions consists of two subdivisions ; A and B, according to the specified contents and behaviours stated in table (5) .

The first question, section A is about writing four lines from Blake poem. Section B consists of five items related to poetry .Question 2, section A consists of five sentences with blanks about telephone making suggestion .Section B consists of five words to be determined whether they are accountable or unaccountable.Question 3 section A consists of three sentences with blanks and filling it with the suitable writer of virtual writer .Section B consists of five words and completing it with suitable completion .The fourth question section A is about matching five words with its synonyms .Section B consists of five sentences with blanks and filling it with the correct verbs.

The fifth question section A consists of five sentences with blanks to be filled it with the suitable words .Section B is about matching questions with its suitable response . The sixth question is about completing sentences with the correct alternative. Section B is about writing the number of questions in column A that goes with the correct answer in column B .The seventh question section , A is about completing the sentences with the correct verb of "going to " , "will" or "won't" . Section B includes sentences to be completed with "another –other –the other – second –both –neither –all) as shown in Appendix (C).

Table (5)
The Specifications of the Contents and Behaviours
Of the Written Achievement Test (WAT)

No. of Item	Contents	Behaviours	Score
1-5	Literature spot	To name the poem writer and four	5

		lines of the poem.	
6-10	Literature spot	To answer the given questions	5
11-15	Suggestions	To make suggestion by writing the appropriate expressions	5
16-20	Countable and uncountable words	To put C in front of the countable words and U in front of the uncountable ones.	5
21-25	Writers of virtual reality	To fill in the blanks with a suitable writer of virtual reality	5
26-30	Key words	To complete the wards with a suitable completion.	5
31-35	Internet words definitions	To match between the number of internet words and the letters of the items	5
36-45	Verbs	To fill in the blanks with the correct verbs	5
46-50	vocabularies memorization	Completing the sentences with the correct vocabularies	5
51-56	grammatical structures	Using the correct grammatical structures through matching the questions with the best responses	5
56-60	adjectives and adverbs	To complete the sentences with the correct alternatives (adjectives or adverbs).	5
61-65	Questions related to reading comprehension passage	To write the number of the question in column A that goes with the correct answer in column B	5
66-69	Futures Words	To complete the sentences with the correct forms of "going to", "will" ,or "won't"	5
69-74	another ,other, the other, second ,both, neither, all	To complete the sentences with (another –other-the other-second-both-neither-all)	5

3.5.2 The Oral Achievement Test :

The researcher has also constructed an oral achievement test (OAT, for short) which includes two questions as shown in Appendix (D). The first question consists of a paragraph and five related items . Testees are required to read a paragraph and do the five items orally . The second question includes a recorded dialogue with three items . Testees listen to the two roles of the dialogue and do the related items also orally.

3.6 Test Validity:

According to (Hughes :1989) a test is said to be valid if it measures what the tester wants or intends to measure .Validity of the test means what precisely does the test measure (Harris,1969:68).Madsen (1983:38) indicates that " a valid test is the one that in fact measures what it claims to be measuring ".Validity of the test also is the activity that gathers evidence to decide if the test is appropriate for a particular purpose or not (Fletcher,2003:44).

Face validity of the test (oral and written) has been ensured by a group of experts (see Appendix E). The jurors are requested to include their remarks and suggestions about the suitability of the test for the sample of this study. The notes are discussed with them and their directions and modifications are considered before putting the test in its final form. All jurors have agreed upon the validity of the test and its suitability for the testees.

3.7 Test Reliability :

Reliability is one of the basic criteria for any test. It can be defined as the accuracy and consistency of the instrument (Pumfrey, 1977:50). Oller (1979:4) states that reliability provides consistency which secures validity and indicates how much confidence we can place in our results. Reliability has to do with stability of scores for the same individuals (Lado, 1961:330).

The method used in this study is called by Alderson et al (1995:135) 'Routine double marking'. In this type, the scoring process is taken place by two scorers / rates. The testees' responses on the test (written and oral) are scored by the researcher and another scorer* and yielded reliability coefficient of 0.89. This means that the test is suitable for application due to the fact that reliability coefficient of a test would be enough and acceptable if it is not less than 0.50 (Nunnally, 1972:266). (See appendix F).

3.8 Pilot Administration of the Test :

It is a common practice that data collection instruments should be tried out before they are finally administered (Klein, 1974:129). The test (oral and written) has been administered to a twenty students from Al-Aqeeda Secondary School for Girls.

The aim of the pilot administration is to:

- 1- Secure the clarity of the test items and instructions.
- 2- make analysis for the test items to recognize the difficulty level and the power of each item.
- 3- Determine the average time required for the students to finish the whole test.
- 4- Determine the reliability of the test.

The pilot study is carried out on the 20th of April 2012. The findings indicated that the instructions of the test items are clear to testees and the average time required for all testees to do the written questions ranges between 50-60 and between 10-15 minutes for each testee of the oral questions.

3.9. Item Analysis:

The process of tests item analysis means: "checking responses constructed by all students for each item included in the test" (Oliva, 1988:15). The aim of item analysis is to reveal the difficulty and easiness level of each item and to make the necessary modification or reformulate it and exclude the unsuitable one.

After scoring the test papers of the pilot study, the testees' total scores have been ranked from the highest to the lowest in order to select the 27% of the highest scores to be put in one group (those represent an upper group) and 27% of the lowest scores to be put in the other group (those represent the lower group). This process is done in order to obtain the difficulty level as well as the discrimination power of the test items.

3.9.1 Level's difficulties (LD):

It is also called item facility; "it is a measure of the ease of a test items .The difficulty level has to do with how easy or difficult an item is from the view point of the group of students or examinees taking the test of which that item is a part " (Mosuavi,1999:193).

The DL means the percentage of the examinees who passed the test .It is calculated by determining the percentage of students who answered the item correctly divided by the total number of students .The aim behind this procedure is to select the items whose difficulty is suitable to students' level (Madsen,1983:182).

After scoring the papers ,testees' scores have been arranged from the highest to the lowest. An upper group consisting of 50 percent of the total group and lower comprising 50 percent of papers from those who received the lowest scores have been separated .

This percentage is considered the best proportion for use in item analysis .It is convenient and statically defensible to consider "good" students those whose scores place them in the upper 50 percent of the total group and to consider "poor" students those whose scores place them in the lower 50 percent of the total group (ibid).By applying the formula of item difficulty ,we can conclude that the DL of the test items mean between 0.31 and 0.76 percent which is considered a suitable DL .Bloom et al (1981:95) states that " a good spread of results can be obtained if the average difficulty of the items is around 50 to 60 percent and items vary in difficulty from 20 to 80 percent". (See appendix G).

$$DL = \frac{HC+LC}{N}$$

(Vattle,1977:38).

3.9.2 Discrimination Power (DP):

As well as knowing how difficult an item is ,it is important to know how well it distinguishes between students at different levels of ability (Alderson et al,1995:81).

After the applications of a certain discrimination formula especially intended for subjective test items ,it is found that the DP ranges between 0.32 and 0.73 percent. Ebel (1972:329) stated that when the got mean DP of an item is 0.30 and above ,the item is accepted , but if the item is less than 0.30 ,the item is weak .Therefore, the items have a satisfactory and acceptable DP. (See appendix G).

$$DP = \frac{RU-RL}{1/2T}$$

(Grounlund,1990:211).

3.10 Last management of the Achievement Test :

After the constructed test has correctly valid and reliable , it has been found that the sample of fifty students who are seated in two separated classrooms , A and B.

3.10.1 Last management of the Written Test:

The WAT has been administrated on the 1st of May 2012 during the first lesson of that day. The researcher has explained the instructions of the test to the students and told them that the time for conducting the test is limited .Later on ,the answer –sheets are gathered to be marked .

3.10.2 Last management of the Oral Test:

The OAT administrated on the 2nd May 2012 and lasted for ten days till 10th May 2012 . The researcher has asked each testee to read a passage and answer a group of questions and then listen to a dialogue and answer a related questions.

The tasks of the OAT were administrated individually to the selected sample of the 50 students involved in this study . Each testee is presented with the necessary instructions required

to implement a task. The testee is asked to respond orally to the presented items . All the testees' responses have been recorded on CD to help the consistency of the test.

Section Four

Analysis of Data and Discussion of Results

4.1 Analysis of Data :

In order to verify the above mentioned hypotheses ,subjects' scores of the two groups of students (experimental and control groups) on the achievement test (written and oral) have been analyzed and compared as follows:

4.1.1 Comparison of the Mid-Year and final Test Scores of the Control Group .

From Table (7) the mean scores of the control group in the mid-year exam is 69.043 whereas in the post-test it is 69.869. The t-test formula for the two dependent samples is used to show if there is any significant difference between the scores of the control group in mid-year test and those of the post-test.

The t- calculated value is 0.44 and the tabulated t-value is 2.080 at 0.05 level of significance and 21 degree of freedom which indicates that there is no significant difference between the achievement of the control group on the two tests . This means that the first hypothesis is accepted .

Table (7)

Means , Standard Deviation , t –value of the Mid – Year and the Post-test scores of the Control Group.

Variable Test	Student no.	Mean	SD	D F	Level of Significance	t .value	
Mid-year Test	23	69.043	2.45	21	0.5	CT	TV
Post-Test		69.869				0.44	2.080

4.1.2 Comparison between the Mid – Year and final Test Scores of the Experimental Group:

From Table (8) the mean scores of the experimental group in the mid – year test is found to be 69.538 , Whereas in the post test it is found to be 73.30 . The t-test formula for two dependent samples is also used to show if there is any significant difference between the scores of the experimental group in the mid – year and the post tests. The calculated t -value is found to be 5.09 and the tabulated value is 2.064 at 0.05 level of significance, and 25 degree of freedom which indicates that there is a significant difference between the two types of scores and in favour of the post –test . This statistical difference could be attributed to the influence of simulation technique in upgrading students' achievement in English . Hence , the second hypothesis is rejected.

Table (8)
Post-Test Scores of the Experimental Group .

V Test	Student Nom.	average	SD	D F	Level of Significance	T –value	
						CT	Tabulated T
Mid-year	27	69.538	2.05	25	0.5		
Post		73.307				5.09	2.064

4.1.3 Comparison between the final Test Scores of both Experimental and Control groups :

By comparing the mean scores on the post test of the experimental group which is found to be 73.307 with that of the control group, which is found to be 69.869, the T – test formula is used to find out if there is any significant difference between the mean scores of the two groups. The t – calculated value is found to be 2.07 at the level of significance 0.05 and 48 degrees of freedom as shown in table (9). This indicates that there is a significant difference between the two groups and in favour of the experimental group , i.e. the achievement of the experimental group who are taught according to simulation technique is higher than the achievement of the control group who are taught without simulation. Accordingly, using simulation in teaching English has an effective role in improving students' achievement .Therefore, the third hypothesis is rejected.

Table (9)
Mean Scores

Variable test	Student no.	Mean	SD	t .value	
Experimental	27	73.30	5.43	CT	TV
Control	23	69.86	5.92	2.07	2.00

4.2 Results findings:

We can find by analyzing collection of that the average of marks related to the experimental group is 71.15 which is higher than the average marks related to the control group that is found to be 67.307.

This indicates that students' achievement of the experimental group is better than that of the control group. It can be concluded that this experiment turned out to demonstrate significantly more learning effect for simulation technique. This can be interpreted to mean that those taught English by using simulation are more successful than those taught English without it. The findings are in favour of using simulation technique in teaching EFL for preparatory grade students.

The obtained results of the conducted experiment may be due to the following reasons:

1-With the applications of motivational videos, the instructional material offers an opportunity for students to express their ideas, thoughts and experience.

2- motivational videos give students an opportunity to make a personal use of language items that has been presented to them without the direct control of the teacher.

3-It is found that motivational videos is an enjoyable technique which enables students to learn English through enjoyment.

4-Students who motivated English activities feel happy because they achieve the main tasks of the lesson.

5-The students have opportunities for using a variety of instructional processes such as brainstorming, discussion, question and answer.

Section Five

5.1 Conclusions :

From the previous study we can conclude that :

1- motivational videos has an effective role in improving students' achievement in English

2- Language teaching can be an interesting process when teachers make the effort to explore a variety of classroom techniques available for exploitation.

3- With motivational videos, English classes can become more lively, more challenging and much more rewarding.

4- motivational videos technique for language learning provides students with realistic environment in which they can develop a range of communicative and interactive skills.

5- motivational videos could be employed by teachers for encouraging students' actual interaction with English lesson activities.

6- motivational videos is an example of meaningful interactivity. Such kind of application allows teachers of English to manipulate input variable and view the results of their action.

5.2 Recommendations

On the basis of the findings and conclusions of the study, the researcher recommends the following pedagogical implications:

1- Teachers of preparatory schools should be trained well on how to employ a variety of teaching techniques, specially motivational videos, in their process of teaching EFL.

2- Teachers of English should be trained on the procedures of implementing motivational videos inside classroom settings.

3- Enjoyable, authentic materials and real life situations should be intensively practised by students mostly, in order to encourage them to study EFL and often to break the routine of learning English, and that can be introduced by using motivational videos

4- Some lesson activities could be done with the sense of competition by using motivational videos to encourage meaningful use of English.

5- EFL teachers must focus on developing students' capacities for analyzing and problem-solving, rather than passively learn English material.

6- In order to teach EFL effectively at preparatory grades of instructions, certain activities are to be added by teachers to the teaching process so as to motivate their learners and enable them to use English communicatively.

References

- Achsin, Amir. (1985) *Beberapa Metode Belajar Mengajar Mutakhir*. Ujung Pandang: IKIP Ujung Pandan.
- Alderson . (1995) *Language Test Construction and Evaluation*, 3rd printing .Cambridge :Cambridge university press.
- Allessi, S. M., & Trollip, S.R. (2001) *Multimedia for learning: Methods and Development* (3rd ed). Needham Height Massachusetts: Allyn and Bacon.
- Allwright, R. L. (1984) *The Importance of Interaction in Classroom Language Learning*. Cambridge: Cambridge university press.
- Bachman and palmer Aderian (1996). *Language Testing in Practice*. Oxford. Oxford press.
- Baker E.; Gearhart, M.; and Herman, J. (1994) *Evaluating the Apple Classrooms of Tomorrow* .Oxford :Oxford university press.
- Bambrough, P. (1994) *Simulations in English Teaching*. Buckingham: Open University press .
- Barles, J., Dras, M., Kavakli, M., Richards, D. & Tychsen, A. (2006). *An Overview of Training Simulation Research and Systems. Proceedings of the AAMAS 2005 conference workshop on Autonomous Agents & Multi Agent Systems*. Utrecht University, Netherlands
- Barton, K., & Maharg, P. (2006) E-simulations in the wild: interdisciplinary research, design and implementation of simulation environments in legal education, in D. Gibson, C. Aldrich C, M. Prensky (eds), *Games and Simulations in Online Learning: Research and Development Frameworks* , Hershey, PA: Idea Group Inc.
- Bloom ,S.,F. Madaos ,and J. Hastings.(1981) *Evaluation to Improve Learning* .New York :Mcgraw Hill.
- Bound, D., and Walker, D. (1991) *Experience and Learning: Reflection at Work*. Deakin, Victoria, Australia: Deakin University Press.
- Brown, A. (1999) " Simulated Teaching and Artificial Students: The Potential Effects of New Technologies on Teacher Education". *Journal of Research on Computing in Education*.
- Campbell, D. & Stanley, J. (1963) *Experimental and Quasi-Experimental Designs for Research*. Chicago, IL: Rand-McNally.
- Chauchan, S.S.1979.*Innovations in Teaching-Learning Process*. Vikas Publishing House.PVT LTD, New Delhi.

- Celce-Murcia, M. and MacIntosh, L. (eds). (1979) *Teaching English as a Second or a Foreign Language*. Rowley, Mass: Newbury House.
- Christensen, Larry B. (1980) *Experimental Methodology*, 2nd ed. Boston: Allyn Bacon, Inc.
- Clark Aldrich. (2009) *The Complete Guide to Simulation & Serious Game*. Pfeiffer, San Francisco.
- Dede, C. (2000) *Handbook of Distance Education*. Washington, DC: Center for Rural Education.
- Ebel, Robert L. (1972) *Essentials of Educational Measurement*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Fletcher, J.M. (2006). "Measuring Reading Comprehension", *Scientific Study of Reading*.
- Gibbs, G. (1974) *Handbook of Games and Simulation Exercises*. London: E. & F.N. Spon Ltd.
- Good, Barr, A.S. and Scates, Douglas E. (1941). *The Methodology of Educational Research*. New York: Appleton Century, Inc.
- Good, Thomas L. (1989) "The Effect of Teaching an Optimistic Note" *The Elementary School Journal*. Vol. 76, No. 6.
- Gredler, M. E. (1996). "Educational Games and Simulations: A Technology in Search of a Paradigm", in D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology*. New York: Simon and Schuster Macmillan.
- Gronlund, Norman, E. (1990) *Measurement and Evaluation in Teaching*. 6th ed. New York: Macmillan Publishing Co., Inc.
- Hatch, E. (1983) *Simplified Input and Second Language Acquisition*. Rowley, MA: Newbury House.
- Harris, David, P. (1969) *Testing English as a Second Language*. New York: McGraw Hill.
- Hill, J. L., and Lance, C. G. (2002) "Debriefing Stress". *Simulation & Gaming: An International Journal*. No place of publication.
- Hughes, A. and Iascaratou, C. (1989) *Writing English Test*. London: Longman.
- Issac, S. and B. Michal (1977) *Handbook in Research and Evaluation*. 8th Printing. New York: Robert, R. Knapp.
- Johnson, D., Johnson R. and Holubec, E. (1994). *Cooperative Learning in Classroom*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Jones, K. (1980) *Simulations: A Handbook for Teachers and Trainers*. Oxford: Kogan Page.
- _____ (1982) *Simulations in Language Teaching*. Cambridge: Cambridge University Press.
- _____ (1987) *Simulations: A Handbook for Teachers and Trainers (2nd ed.)*. New York: Nichols Publishing.
- Ken Worthy, J. (1987) *Teaching English Pronunciation*. London: Longman.
- Klein, S. P. (1974) "Procedures and Issues in the Development of Criterion Referenced Tests"

- . In De Gruijter , Dato N. *Contemporary Issues in Educational Testing* . Paris : Mountan.
- Kozma, R. B. (1991) *Learning with Media. Review of Educational Research*. London: Longman
- Laurel, B. (1993). *Computers as Theatre*. Addison-Wesley.
- Lederman, L. C. (1984). Debriefing: "A Critical Reexamination of the Post Experience Analytic Process with Implications for its Effective use", *Simulation & Games: An International Journal*.
- Lin , L. (2008) . "The Study of English Learners Synthesizing Process While Reading " , *Assian EFL Journal* .
- Littlewood, W. T. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Livingstone, C. (1983) *Role Play in Language Learning* . London Longman.
- Lado , Robert. (1961) . *Language Testing* . London, Longman .
- Madsen, Harold (1983) *Techniques in Testing* . London , Oxford university press.
- Maharg, P. (2006) On the edge: ICT and the transformation of professional legal learning. *Web Journal of Current Legal Issues*, 3, Special Issue on Legal Education. Retrieved Mar 31, 2008, from <http://webjcli.ncl.ac.uk/2006/issue3/maharg3.html>.
- Moseley, W. G. (2001) "Computer Assisted Comprehension of Distant Worlds": *Journal of Geography*.
- Mosavi , Seyyed A. (1999) *A Dictionary of Language Testing* 2th ed. Tahran : Rahnama Publications .
- Nunan , David (1991) *Language Teaching Methodology : A Textbook for Teachers* . New York : Prentice –Hall International LTD.
- Nunnally, J.G. (1972) . *Educational Measurement and Evaluation* . New York: McGraw.
- Oliva, p. (1988) *Developing The Curriculum* . 2nd ed. New York: Scott, Foresman .
- Penny Ur (1996) *Course in Language Teaching* . England . Cambridge University.
- Posotka, J. (1995) *Immersive training systems: Virtual reality and education and training Instructional Science* . London . Longman.
- Quellmalz, E., and Haertel, G. D. (2009). *Use of Technology-Supported Tools for Large-Scale Science Assessment: Implications for Assessment Practice and Policy at the State Level*. Washington, DC: National Research Council.
- Richards , Jack and Theodore , S. Rodgers (2001) *Approaches and Methods in Language Teaching* (2nd ed) . Cambridge university press .
- Rivoloucri , Mario (1984) *Grammar Game* . Cambridge : Cambridge University Press.
- Robertson, J. (2000). *Effectiveness of a Virtual Role-play Environment as a Preparation Activity for Story Writing*. Unpublished Doctoral dissertation. New York
- Ryan , Howard . (2004) "Why Arent Sun Students Writing Better ?"
<http://www.howardryan.net/>.

- Schumann, J. (1975) *Effective Factors and the Problem of Age in Second Language Acquisition*. UK, Cambridge press.
- Smith, S., M., (1984) *The Theater Arts and the Teaching of Second Language*. Massachusetts: Addison Wesley.
- Snow, R. E. (1989) *Aptitude-Treatment Interaction as a Framework for Research on Individual Differences in Learning*. Oxford : Uk Pergamon.
- Stevick, E. W. (1976) *Memory, Meaning and Method*. Rowley, Mass.: Newbury House.
- Taylor, Insup (1988) " Writing System and reading in G.E, Mackinon and Cary Waller, *Reading Research : Advanced in Theory and Practice* .
- Thatcher, D. (1990) *Promoting Learning through Games and Simulations*. Cambridge. Cambridge university press.
- Thomas , Orr (2002) *English for Specific Purposes* . USA .New york.
- Vattle ,R.M. (1977) *Modern Language Testing* .2th ed. New york: Harcourt, Brace and Jovanovich , inc .
- Watson, H. (1986) "Training teachers to Maintain Classroom Dialogue in Science Lessons". *Journal of EFL* .
- Whony ,M.(2001) *Language Teaching : Linguistic Theory in Practice*. Edinburg University press ,Ltd.
- Wolfe, Joseph and David Crookall (1998) *Developing a Scientific Knowledge of Simulation/Gaming*. England . Oxford press.
- Yeonhwan, Iyu,(2006). *Simulation and Second /Foreign language learning : Improving Communication Skills through Simulation*. M.A. thesis (no place of publication).