

Technology Enhanced Movie Presentation with Focus on Foreign Language Anxiety and PBL Skills

Yuichi ONO^{a*}, Manabu ISHIHARA^b & Mitsuo YAMASHIRO^c

^aForeign Language Center, University of Tsukuba, Japan

^bDepartment of Electrical and Computer Engineering, Oyama National College of Technology, Japan

^cInformation Science and Manufacturing Engineering, Ashikaga Institute of Technology, Japan

*ono.yuichi.ga@u.tsukuba.ac.jp

Abstract: This paper presents a new pedagogical model of movie presentation as a foreign language course employing existing technologies to enhance motivation to communicate actively in a foreign language. The “Technology Enhanced Language Learning (TELL)” technologies adopted in our study are Computer Assisted Language Learning (CALL) system, presentation or editing software, learning management system (Moodle), and so on. After illustrating the outline of the system conducted in our study and description of the lesson plan, this paper argues that the proposed course was helpful as a new approach to academic presentation course in a foreign language teaching. A questionnaire research was conducted in our study concerning students’ awareness of their “Project-based Learning (PBL)” skills and foreign language anxiety. The results of our factor analyses of significant items showed that three factors were abstracted as underlying affecting structures; they are (i) *Anxiety in the Classroom*, (ii) *Information and Computer Skills*, and (iii) *Class Engagement*.

Keywords: CALL, Presentation, Digital Storytelling, Foreign Language Anxiety, PBL

Introduction

The importance of providing students with opportunities to reflect themselves on how they progress or achieve toward their goal is emphasized in various educational settings, and this is true in the field of foreign language teaching. Previous study [1] argues that the movie production activity motivates students with great anxiety toward speaking in public on the basis of the case study carried out in a national college of technology in Japan. Some students who are fearful of speaking a foreign language in front of people sometimes prefer non-linguistic PBL activities like searching the net, discussing the issue, using the computer, designing the layout, and so on. This paper presents a course model introducing TELL and PBL and examines how their awareness of PBL skills and foreign language anxiety changes after movie production course.

1. Video Production in Foreign Language Teaching

1.1 TELL and The Role of Digital Storytelling in Foreign Language Teaching

Our course involves the use of technologies in many ways and computer-assisted teaching method is well encouraged. Recent Computer Assisted Language Learning (CALL) System is designed in terms of implementation of socio-constructivism as an integrative model ([2][3]). The merits of conducting digital storytelling in a classroom are mentioned in studies like [4][5][6][7] and [8]. As for the incorporation of computer-assisted language learning and the digital storytelling, [8] provides a detailed description on an integrated course involving technology enhanced language teaching and digital storytelling in a Japanese university. There are some studies concerning the effects of introducing digital storytelling into course curriculum on the oral proficiency and motivation to learn a foreign language ([6]). [7] and [9] carried out a collaborative digital storytelling project and showed that students' motivation increased as a result of engaging in the project. In these studies, however, each *group* creates one movie in a collaborative work, which sometimes leads to a situation where only some students did well in a group. The CALL room will make it possible to conduct individual movie making. But very few studies have dealt with the effect of digital storytelling in a CALL environment.

1.2 Foreign Language Anxiety

Anxiety has been shown to negatively influence foreign language learning including achievement ([10] and [11]) and one of the most widely used language learning anxiety indices is the Foreign Language Classroom Anxiety Scales (FLCAS). Reading, writing, as well as listening in a second language can trigger anxiety, but speaking seems to be most anxiety-provoking ([10] and [12]), perhaps because of the requisite immediacy of the response. In the case of academic-level oral PowerPoint presentation in front of people, some unaccustomed presenters speak, or even “read”, an academic level English script holding a piece of paper and operate PowerPoint at the same time, which leads to panic in front of the audience. Students who prefer movie presentation to oral presentation in general say that the course is unique and interesting, and they want to try it once more.

1.3 Course Plan

The class was conducted in a CALL-utilizing compulsory class called “Integrated English” for first-year students of a Japanese university in 2011. The CALL model of the course is described in Figure 1 below. The main aim of the course is awareness of cross-cultural understanding. Since there was a flood disaster and the capital was greatly damaged in October in 2011, we picked up “Thailand” as a topic for project work in 2011. Each student made a two-minute movie about Thailand on the basis of their research on what happened in Thailand and their various impacts on Japan and the whole world. They are encouraged to include its cultural and historical aspects in their presentation. Each student went through process of group discussion and peer evaluation. The course plan is given in Table 1 below.

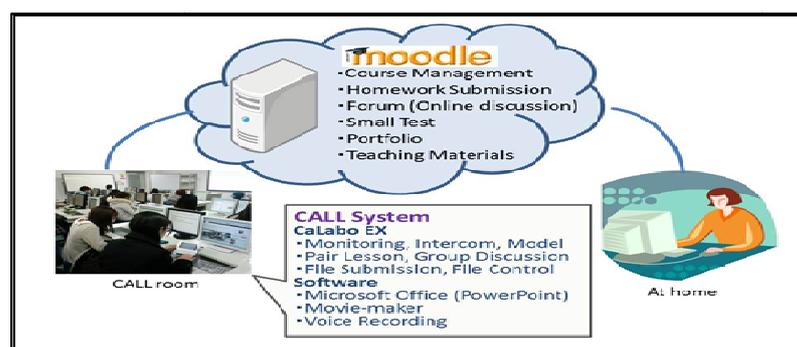


Figure 1. Outline of Our Teaching Model

Table 1. Course plan

Week	Lesson	Content	Activity	Technologies
1	Introduction of Project Work	Understanding of backgrounds of Thailand Watching news on youtube	Discussion on Thailand Decision of title	Internet browser, On-line discussion, File download
2	Searching, Organization	Completion of organization worksheet PowerPoint creation	Discussion on organization Individual work	File control/submission, Office (Excel, PowerPoint), On-line discussion
3	Recording, Edition	Sound recording Movie edition	Creation of first movie Peer-evaluation on first movie	File submission, Text-to-speech, Sound recorder, Movie maker, On-line discussion
4	Evaluation (1)	Evaluation	Completion of evaluation sheet	File control/submission, Office(Excel), CALL(Income)
5	Evaluation (2)	Evaluation	Completion of evaluation sheet	File control/submission, Office(Excel), CALL(Income)

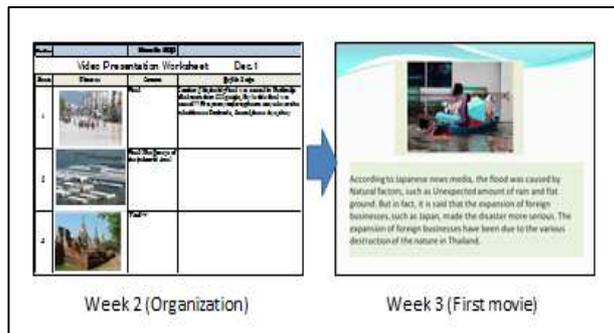


Figure 2. Development from Week 2 to 3

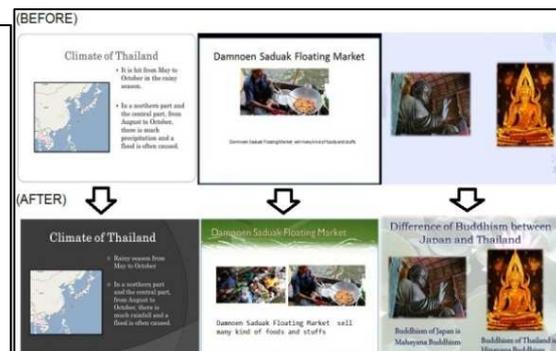


Figure 3. Students' Revisions

Collaborative session is an important component in our course plan, because their ideas are clarified, infelicities of their work or pronunciation are noticed through this session. Functions of intercom and pair/group work of CALL helped a lot to facilitate their collaborative learning. Pictures in Figure 3 above show the examples of changes of student's work before and after collaborative sessions.

2. Research

This paper tries to investigate how their awareness toward PBL skills and foreign language anxiety changed before and after the course and what factors are working on their change. A total of 40 first-year students at a national university in Japan participated in the study. The total number of students analyzed is less than this number because of absence or other reasons. All the students completed our course of movie production. The study was carried out for five weeks from November to January in 2011-2012 based on the lesson plan given in Table 1 above. The materials included instruments that have been well validated and widely used in the language learning literature. Minor modifications were made for the Japanese EFL context.

The material used in the study consists of two sections:

- (1) Instrument of asking students their PBL skills used by [13] was employed in our study. The items were translated into Japanese. Question items are related to subcategories like searching, computer literacy, cooperation, planning, achievement, creativity, and so on.
- (2) A Japanese version of FLCAS ([10] and [14]) was employed for this study. Participants were presented with various statements and asked to indicate on a five-point scale (from 1: It does not apply to me at all to 5: It applies to me completely).

3. Results

All the 64 question items (30 items for (1) and 34 items for (2)) were analyzed and went through a t-test to see if there is a significant difference between pre- and post- surveys. The result was that only three out of 30 items on presentation skills showed a tendency of significance, all the items of which, interestingly, are all related to searching process with the use of computers. Moreover, about half of the items of foreign language anxiety showed significance or tendency of significance. Then, we conducted a factor analysis to observe interrelationship among clustered items in each factor. All these significant items were subject to a principal axis factor analysis with Promax rotation. Examination of the scree plot and various different solutions resulted in three factors accounting for 65.7% of the total variance (KMO=0.601) The items with factor loadings ($>|.35|$) are shown on Table 2. Factor intercorrelations between Factors 1 and 2, Factors 1 and 3, and Factors 2 and 3 are 0.08, 0.20, and 0.44, respectively.

Table 2. Factor loadings of significant items

		Factors		
		1	2	3
44	It embarrasses me to volunteer answers in my English class.	-.891	-.089	.487
51	I can feel my heart pounding when I'm going to be called on in English class	.727	.062	.101
64	I get nervous when the English teacher asks questions which I haven't prepared in advance.	.721	-.217	.411
46	I get upset when I don't understand what the teacher is correcting.	.620	-.101	.067
60	I get nervous when I don't understand every word the English teacher says.	.491	.191	.125
5	skill in clarifying problems	-.051	.805	-.018
10	skill in sorting information and necessary data	-.008	.786	.054
3	technical skills with computers	.069	.537	.274
48	I often feel like not going to my English class.	.124	.010	.596
38	I keep thinking that the other students are better at English than I am	-.024	.045	.580
36	It wouldn't bother me at all to take more English classes.	.023	.273	.511

As shown in Table 2, Factor 1 contains items concerning anxiety of speaking or understanding English in the classroom. “Anxiety in the Classroom” was labeled. Factor 2 contains items related to information skills (clarifying problems and sorting information) and computer skills. We named Factor 2 “Information and Computer Skills”. Factor 3 contains attitudes toward English class and inferiority feelings among students. Since improvement of these items may result from more awareness toward class engagement, we labeled Factor 3 “Class Engagement”.

4. Discussions

Factor 1 seems to imply that movie presentation did not cause students pressure or anxiety compared with speaking in public. However, a closer examination of Factor 1 reveals that there is one item with high negative value, which means that answering in public negatively affected students after the digital storytelling. It might be possible that the vocabulary used for video became too difficult for less-confident learners to cover and that the course did not change their attitude toward active communication in public. In order to overcome this situation, it might be necessary that the new model include Q-A practice sessions using the vocabulary used in the video.

Factor 2 implies that the CALL-based PBL activities worked well in terms of computer literacy and information skills. However, other components of PBL skills like planning, cooperation, achievement, and creativity were not affected by this course. Group movie presentation might have resulted differently. The study [14] suggests that development of self-understanding depends on theme content. We need to study further on the examination of effects possibly resulting from kinds of project theme

5. Conclusions

This paper presented our technology enhanced pedagogical model employing CALL for individual-based video presentation course. The study investigated students' awareness toward PBL skills and anxiety and showed that the course model reduced foreign language anxiety and enhanced information skills and computer literacy for the project. Decreasing foreign language anxiety is expected to enhance learner's motivation to use a foreign language. There is a high possibility that CALL-based movie production is another way to get access to academic English presentation, or improve learner's PBL skills especially for learners who do not have confidence to speak in front of people.

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