

Effect of Windows Movie Maker on Writing Proficiency and Perceived Motivation

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Abstract

This article reports the results of an experimental study on the effectiveness of the Windows Movie Maker (WMM) tool in improving the English language writing proficiency of lawyers and increasing their motivation for learning. The participants ($n = 40$) are limited-English proficient (LEP) lawyers enrolled in an English for specific purposes (ESP) course given in eleven 4-hour sessions covering the skills of legal writing. The study employed an experimental pretest-posttest control group design whereby two intact classes were randomly assigned to control and experimental conditions. Descriptive statistics (means and standard deviations) and two Analysis of Covariance (ANCOVA) tests were used to address the questions raised in the study. Results indicated that the use of the WMM tool was effective in improving the legal writing proficiency of the participants and in increasing their motivation for learning than regular instruction.

Keywords: English as a second language (ESL), English for specific purposes (ESP), Windows Movie Maker (WMM), Legal English proficiency

Introduction

Integration of technology in the English as a second language (ESL) classroom has been an important concern for researchers and practitioners worldwide for quite some time now. In this regard, Eastman (1996) suggests that the Internet-based tools and applications make learning easy and accessible and maintains that the Internet resources might constitute a gateway to teaching English in all its forms. Similarly, Liuolienė and Metiūnienė (2012) argue that the Internet has become a very important tool in the English language classroom and technological tools currently constitute an indispensable medium for the development of language proficiency. Numerous technological innovations such as blogs, wikis, web-quests, and videos, among others, have been used to help learners acquire a

language other than their own and the benefits of these innovations in achieving the cognitive and the non-cognitive outcomes of modern ESL curricula are now well-established.

In fact, the use of videos in the language classroom is particularly important given that it provides immediate and shared context for learning as well as it gives samples of spoken language and pragmatics that would facilitate the teaching and learning process. Because of recent innovations in the domain of digital video making along with the availability of accessible and affordable equipment, and editing software, better opportunities for enhancing a variety of learning activities in ESL teaching and learning were made possible (McNulty & Lazarevic, 2012). Educators generally choose videos to facilitate the engagement of students more deeply in the subject matter and to help them save the information they have learned (Ortiz et al., 2012; Wagener, 2006).

Windows Movie Maker (WMM) is a user-friendly program which facilitates students' engagement in interactive tasks (Ohler, 2006). Making a movie provides a good learning opportunity for students since learners can use their own pictures and audio recordings or those provided by their teachers to make their own videos. WMM improves language and cultural skills as well (Ianotti, 2005, Ohler, 2006; Robin, 2008). Wagener (2006) underscored the significance of available digital video resources for language learners. Along similar lines, White et al. (2000) maintained that in comparison to printed materials, the video has multiple instructional advantages such as rich visual support, audio component, enhanced contextualization, and stronger control over the medium. These claims were empirically supported by Ortiz et al. (2012) who reported some evidence that the instructional video is an efficacious tool which can boost the fluency as well as improve pronunciation accuracy of English language learners.

Statement of the Problem

In the Lebanese context, videos in general and WMM videos in particular have not yet been used for enhancing the legal English classroom experience because of the slow digital adoption in the field of English for specific purposes. Therefore, this study attempts to identify how the Lebanese ESP learners and teachers can employ the tailored and designed WMM videos to enhance students' writing skills and boost their motivation. The study examines thoroughly the usefulness

and the challenges of integrating WMM as an educational tool in ESP classroom and its effect on students' attitudes towards ESP learning. It also provides the students with an opportunity to extend learning for students beyond the traditional classroom walls and to foster an environment where the learner is the center of the learning process.

Research Questions

The preceding review of the extant research suggests a need for further research in order to validate the significance of using video technology in teaching and learning. Consequently, the present study aimed to examine the relative effectiveness of the WMM in improving the legal English (LE) writing proficiency of LEP lawyers and enhancing their motivation for learning English as an additional language. Specifically, the study addressed the following questions:

1. What is the relative effect of using the WMM legal videos in comparison with standard process writing instruction in improving the legal English writing proficiency of ESP learners?
2. What are the perceptions of the participants regarding the effects of using the WMM legal videos in improving their motivation for English language learning?

The study is based on the premise that video-based ESL activities contribute to the overall English language proficiency of students as well as enhance their motivation for learning. Another assumption in the present study is that the acquisition of the (LE) vocabulary will improve the writing skills of LEP lawyers who have not been frequently exposed to legal English instruction in their law schools since the majority of their law courses were given in their native language (Arabic, or French). As such, lack of the mastery of legal English terminology prevents lawyers from using legal English for reading, writing, listening, and speaking in legal contexts.

Literature Review

Theoretical Framework of the Study

The study was framed within the theory of active learning which posits that viewing a video is an ongoing, active and extremely "interconnected process of monitoring and comprehending" and it is "...a cognitive activity" that keeps developing "to promote learning" (Marshall, 2002, p. 7). Mai (2007) asserts that the

theory of active learning provides students with the opportunity to learn through observation, participation and involvement in shaping their process of learning. Videos can facilitate active learning by allowing students to obtain, apply and analyze information while communicating with their peers to make the learning process more active. Multimedia learning theory (Mayer, 2001) is another theoretical framework of the present study. Multimedia typically refers to the presentation of material in auditory/verbal and visual/pictorial forms. Mayer's (2001) cognitive theory suggests that learning is activated through (a) selecting relevant words for processing in verbal working memory, (b) selecting relevant images for processing in visual working memory, (c) organizing selected words into a verbal mental model, (d) organizing selected images into a visual mental model, and (e) integrating verbal and visual representations as well as prior knowledge (p. 54). Mayer's (2001) research indicated that the use of videos is most effective for presenting complex topics since videos can help weak students in general and visual/spatial learners in particular to comprehend difficult topics. Williams and Lutes (1960) also indicate, "An examination of the principles of learning theory validates the idea that video can be a powerful tool as an engaging delivery system, especially when used as part of an active learning approach" (p. 4). A further theoretical foundation of the study is the SLT (Situational Language Teaching) and Oral Approach (Richards & Rodgers, 2001). As such, the focus of the study urges learners to develop behaviorist skills since the meaning of a specific structure or terminology should be deduced from the situation or context in which it is introduced. Global comprehension is the objective of this theory. Thus, the use of deduction strategies in the classroom, where learners are encouraged to infer and analyze in groups while viewing the video, is crucial (Richards & Rodgers, 2001).

Video as an Interactive, Task-Based Technological Tool in ESP Learning

The use of video technology in language teaching is in compliance with the learning styles of the 21st century learners who are characterized as being technologically-savvy and digital natives. The progress and affordability of digital devices make the uses and benefits of videos recognized in all classrooms. Research has underscored the significance of the use of instructional videos and indicated an increasing trend of using a variety of digital devices in schools and colleges (Chinery, 2006; Kukulska-Hulme & Shield, 2007).

Some research (Mekheime, 2011; Joseph & Baskaran, 2011) has indicated a strong motivational role for video technology in ESL instruction. Video materials can raise cultural awareness and provide a rich and varied linguistic context (Hanson-Smith, 1999; Herron, Cole, Corrie, & Dubreil, 1999; Herron, Dubreil, Cole, & Corrie, 2000; Kitajima & Lyman-Hager, 1998; Lee, 1998). Arthur (1999) asserts, "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities" (p. 4).

Other advantages include improving the comprehensibility of spoken materials through the insertion of full or keyword captions, or through monitoring the speech pace (Shea, 2000). Videos along with definitions are more efficacious in teaching unfamiliar vocabulary than a picture along with a text definition (Al-Seghayer, 2001). The instructional videos might help students retain more information, understand concepts more rapidly, and make students more enthusiastic about what they are learning (Brooke, 2003; Shrosbree, 2008; Masats et al., 2009). Furthermore, video materials constitute authentic English input environments as they provide learners with the opportunity of grasping the dynamics of interaction (Masats et al., 2009, p. 344).

Methodology

Design

The study employed an experimental pretest- posttest control group design whereby two intact classes were randomly assigned to control and experimental conditions. Descriptive statistics (means and standard deviations) and two Analysis of Covariance (ANCOVA) tests were used to address the questions raised in the study.

ANCOVA was used instead of the simple t-tests in addressing the questions raised in the study because the study employed a pretest- post-test control group design. Hence, the pretest scores of the participants on the dependent variables under investigation were used as covariates in order to mathematically adjust for any possible pre-existing differences between the control and the experimental group. Meanwhile, the treatment conditions (control versus experimental) were

used as an independent variable with two levels and the post-test scores as dependent variables in the ANCOVA analysis.

Participants

The participants included a total of 40 lawyers (n =40) in an ESP class in a well-established university in the Middle East assigned to experimental and control groups (20 participants in each). All the participants were native speakers of Arabic and came from similar socio-economic backgrounds. They were studying ESP in accordance with the dynamics and procedures of the English for Lawyers program designed by the researcher and described below. The age of the participants ranged from 26 to 58 years.

Significance of the Study

The study has practical significance in enhancing the quality of legal English instruction, an area of research that is still under developed. The English for Lawyers class studied in this research is intended for lawyers who have interest in learning the LE terminology needed for drafting legal documents, carrying out negotiations, or undertaking study or work purposes. In particular, the class is for practicing lawyers and law students. The present study aimed at examining the efficacy of using the video educational tool to enable the participating lawyers to understand and assimilate the language of law in English. The English for Lawyers course adopts a content-based approach in teaching legal English. Upon completion of the course, the control and experimental participants should enhance their language proficiency in legal contexts and should develop their presentation skills employing the learned legal English terminology and structures. More importantly, the present study is significant as there is a scarcity in the studies conducted to investigate the effectiveness of legal videos as tools in such a program. The uniqueness of the program and the use of the LE terminology videos make the present study significant in the field of teaching ESP.

Instruments

Two instruments were used to collect data and measure the variables of writing achievement and motivation for learning under investigation. Specifically, a teacher-made writing assessment tool was used as a pre-test and post-test measure of ESP writing achievement. Participants were asked to perform an ESP writing

task which required writing the proceedings of a lawsuit. The writings were scored holistically according to the quality of ideas, focus, organization, word choice, and language mechanics. Three experienced teachers of ESP, each with more than ten years of in-service teaching of EFL writing were selected to evaluate the pre-writing and post-writing tasks of the participants and unanimously agreed on reporting a score on a scale of 1-10.

In addition, the participants completed a writing motivation scale which consisted of a total of 5 Likert-type items; 4 of which were positively stated and 1 item negatively stated in order to detect careless response patterns or a response set. The Cronbach α internal consistency value of the scale was .74 based on data from the present study. Pre-test and post-test composite scores were computed for each participant by adding the scores on the 5 items.

Treatment

The treatment lasted for 11 weeks at the rate of 4 contact hours of instruction per week. The ESP writing instructional component of the control group consisted of regular process ESP writing practices following instruction delivered using legal texts, Word Banks and Role Play Presentations. The ESP control writing instruction focused on enabling learners to explore their topics in order to generate ideas and conceptualize their topics, in addition to learning how to write up their ideas and revise their written products.

Meanwhile, the experimental group practiced process writing following instructions delivered using Windows Movie Maker (WMM) legal videos, in addition to legal texts and Role Play presentation procedures. "Back to Screen" and "Dubbing," adapted from Zero Prep: Ready-to-Go Activities for the Language Classroom by Pollard, Hess, and Herron (2001), were implemented to ensure the effective use of the WMM legal video. The WMM Legal videos which include a video "Civil and Criminal Cases" (see Figures 1, 2, 3, 4, 5) and Role Play presentations following the "Dubbing" and "Back to Screen" activities were the materials utilized in this study. The experimental group employed the WMM legal videos which gave them the meaning and the usage of the legal terminology along with the text.

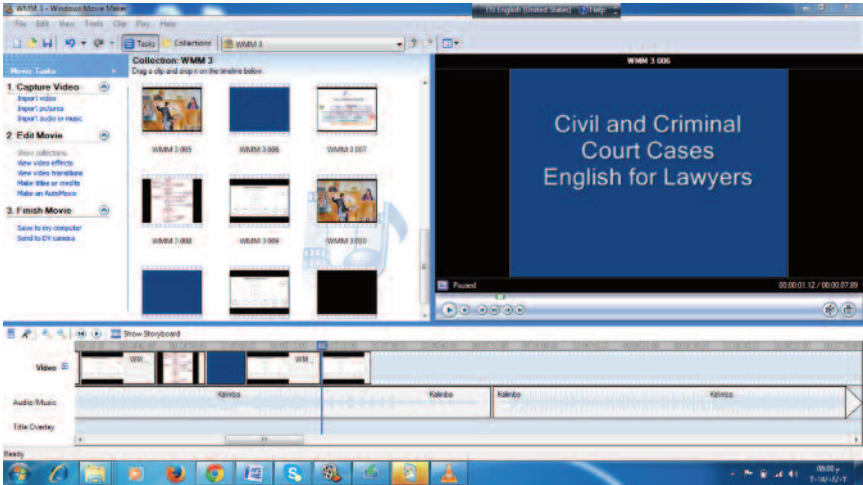


Figure 1. Sample screen from WMM Legal Video

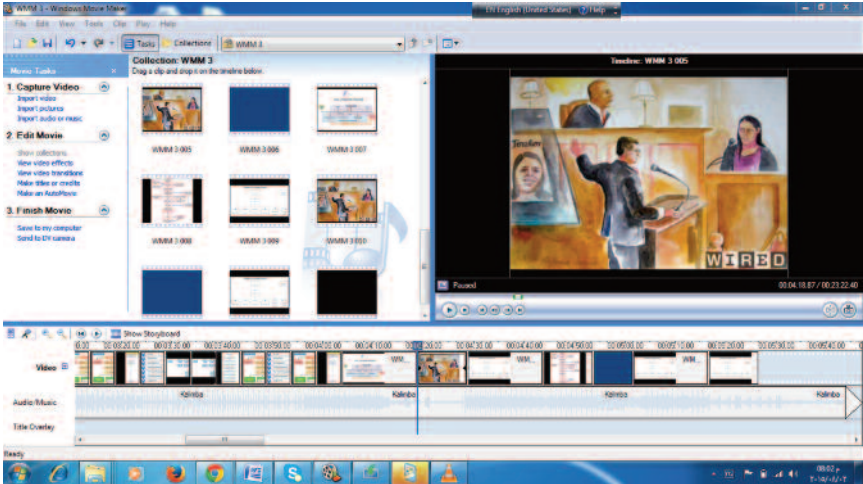


Figure 2. Sample screen from WMM Legal Video

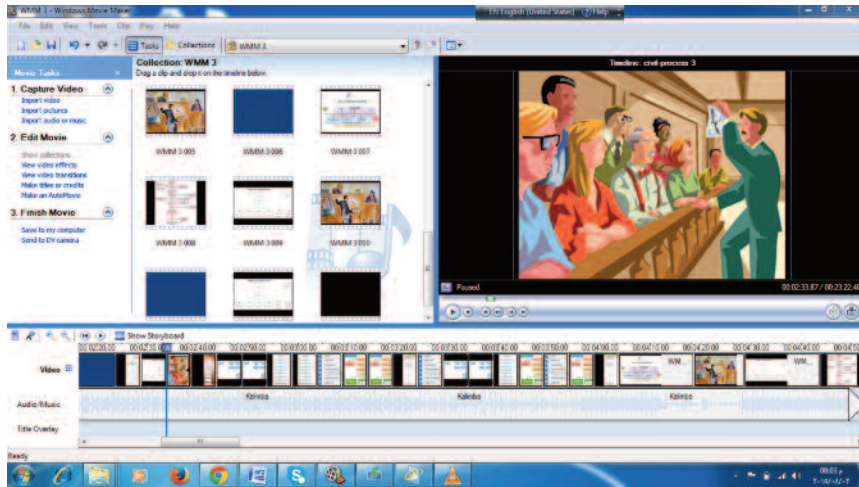


Figure 3. Sample screen from WMM Legal Video

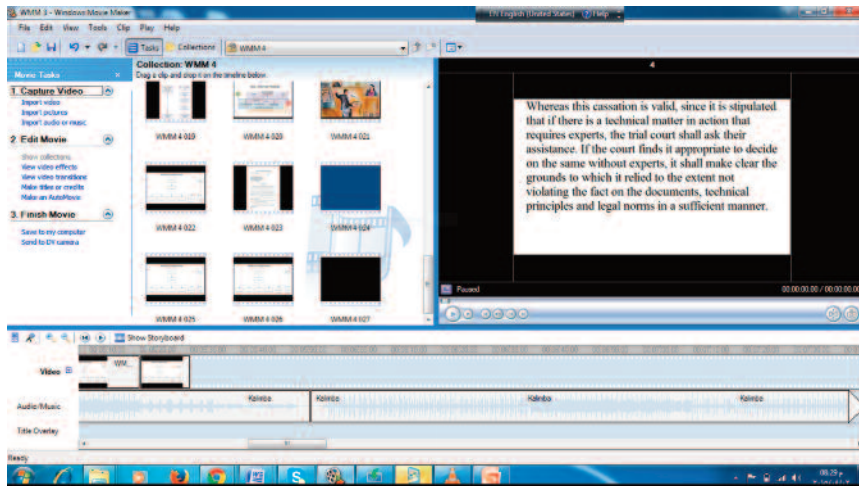


Figure 4. Sample screen from WMM Legal Video

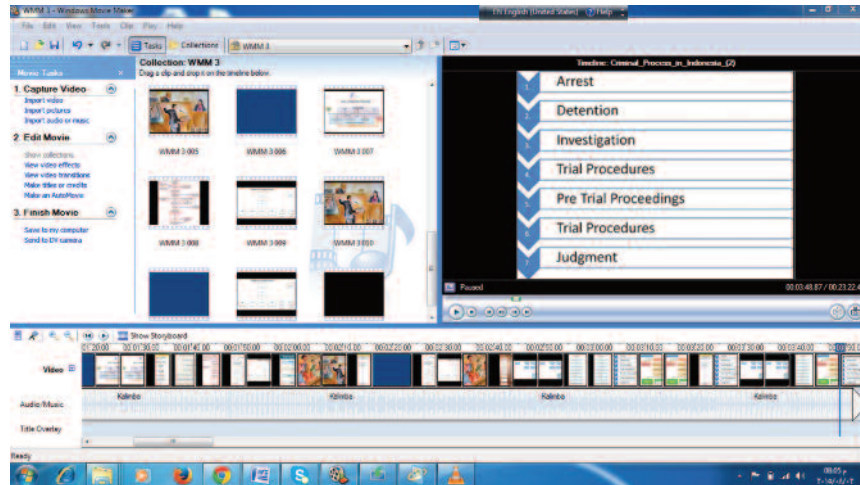


Figure 5. Sample screen from WMM Legal Video

The researcher divided the participants of the experimental group into pairs, with one group facing the screen and the other with their back to it. The participants facing the screen told the other participants what was happening in the video. Then learners switched seats to rotate roles. Next, the pairs wrote a chronological sequence of the events of the video, shared and discussed it with the other groups. Finally, all participants watched the video with sound. “Dubbing” was another activity used by the researcher to show a video without the sound but with legal terminology and pictures and to ask learners to write or to role play an imagined dialogue.

The Word Banks, along with pictures, were used in the WMM video made by the researcher and the WMM videos varied in accordance with the covered legal topic. More importantly, during the teacher-learner discussions, the researcher utilized the editing feature of WMM to add some LE terminology and structures suggested by the learners (See Figures 1,2,3,4,&5). The legal terminology videos included the basic terminology and the necessary steps that should be taken into account before, through and after filing a lawsuit. The WMM legal videos made by the teacher and edited by the teacher and the learners helped the learners to express feelings and experiences in an engaging, creative, and reachable way.

Control group participants, meanwhile, received regular instruction covering the same legal texts, word banks and writing activities given at the end of each lesson. The control group employed word bank and the text to practice process writing; following which they were asked to deliver well-structured presentations by role playing situations rooted in legal contexts. Finally, the writing assignment, the cornerstone of the role play activities, utilized the discussed legal text and the covered legal word banks.

Results

Research Question One

Descriptive statistics (mean and standard deviation) were first computed for the pre-test and post-test scores of writing proficiency by treatment conditions (control versus experimental). The mean scores of the control and experimental groups were 8.95, SD 2.12 and 10.80, SD 1.28, respectively. An Analysis of Covariance (ANCOVA) test was conducted in order to address the first question raised in the study regarding the relative effect of using WMM legal videos on writing proficiency. The pretest writing proficiency scores of the participants were used as covariates in order to mathematically adjust for any pre-existing difference between the proficiency levels of the participants in the experimental group and their counterparts in the control group. Likewise, the posttest writing proficiency scores of both groups were used as the dependent variable and the treatment conditions (control versus experimental) were used as the independent variable.

The results of the ANCOVA test, conducted to address the first study question, are shown in Table 1 below and reveal that the experimental group participants outperformed the participants in the control group $F(39,1) = 19.38$, $P = .00$, $\eta^2 = .34$. The mean scores of the control and experimental groups were 8.95, SD 2.12 and 10.80, SD 1.28, respectively.

Table 1: ANCOVA Results of Study Question 1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	493.948 ^a	2	246.974	42.004	.000	.694
Intercept	342.760	1	342.760	58.295	.000	.612
PRATTDL	3.948	1	3.948	.671	.418	.018
Treatment	455.127	1	455.127	77.405	.000	.677
Error	217.552	37	5.880			
Total	10014.000	40				
Corrected Total	711.500	39				

a. R Squared=.694 (Adjusted R Squared=.678)

Research Question Two

Regarding motivation to learn, the mean questionnaire scores of the control and experimental groups were 11.75, SD 2.42 and 18.75, SD 2.40, respectively. Table 2 below reports the ANCOVA results regarding motivation for learning.

Table 2: ANCOVA Results of Study Question 2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	55.700 ^a	2	27.827	10.827	.000	.369
Intercept	143.744	1	143.744	55.882	.000	.602
Pretest	21.745	1	21.475	8.348	.006	.184
Treatment	49.869	1	49.869	19.387	.000	.344
Error	95.175	37	2.572			
Total	4051.500	40				
Corrected Total	150.875	39				

a. R Squared=.369 (Adjusted R Squared=.335)

The results reveal that the experimental group participants which used the WMM treatment developed higher levels of motivation for learning than their counterparts in the control group: $F(39,1) = 77.40$, $P = .00$, $\eta^2 = .67$. The mean scores of the control and experimental groups were 11.75, SD 2.42 and 18.75, SD 2.40, respectively.

Discussion

The results of the present study revealed that using WMM legal videos was more effective than regular instruction in improving the writing proficiency of lawyers studying ESP. Likewise, using legal videos increased the participants' levels of motivation for learning. These findings corroborate those of Al-Seghayer (2001), Liuolienė and Metiūnienė (2012), Mekheime (2011), Joseph & Baskaran (2011), Chinnery, 2006, Kukulska-Hulme & Shield, 2007, Wagener's (2006), White et al. (2000), Maclean & White (2007), Hanson-Smith (1999), Herron, Cole, Corrie, and Dubreil (1999), and Shea (2000).

A possible explanation of the effectiveness and positive attitudes towards WMM legal videos could be that the participants were actively involved in meaningful and contextualized learning instead of being passive recipients of vocabulary lists. A further explanation could be that the teacher using WMM could selectively employ the legal terminology needed by the lawyers to perform well in a certain situation and could use a variety of pictures, visual effects, music, fonts, designs and script to enhance learners' motivation. It should also be noted that the participants were able to edit the video and, add suggested text, and enrich their vocabulary added by the teacher.

Yet, further research involving representative samples of different ESP populations and grade levels is in order to determine to what extent the findings of the present study are generalizable as well as determine the effect of context-specific factors such as gender, linguistic composition, and cultural skills on the interplay between technology and language proficiency and dispositions. Because the instructor and the students created videos in an authentic way to associate language learning with real life situations outside the language classroom, and given that the VMM technology allowed the looking for specific segments of the video, learners' interaction and engagement in learning has been enhanced significantly. Furthermore, segmenting the viewing and using clips of the legal terminology video might have provided learners with the information in manageable chunks. By incorporating hands-on activities, discussion and other types of interaction around these clips or segments, the learners might have become more successful in meeting the learning objectives of the lesson.

The findings of the study also revealed the advisability of utilizing the Closed Captioning feature of the WMM to reinforce English reading skills. Turning down

the audio could also be a good technique to use for having students engage in prediction and sequencing skills. Furthermore, the WMM software provides teachers and learners with the opportunity to make their own legal terminology videos by using the visuals which will help with learning the legal terminology used in such videos.

Finally, it should be noted that the findings of the present study contradict those of Wang and Hartley (2003), Brooke (2003), Dal (2010), Shrosbree (2008), and Masats et. al. (2009). This suggests that the effects of technology-based language instruction could be mediated by certain socio-cultural, contextual and learner-related factors, spread of technology, sense of efficacy, proficiency level, technology apprehension, and so forth.

Limitations

The study employed a relatively small sample size, which limits the generalizability of the findings into other ESP and ESL contexts. Further research involving representative samples of different ESP populations and grade levels is in order to determine to what extent the findings of the present study are generalizable. Further research might also examine the effect of context-specific factors such as gender, linguistic composition, and cultural skills on the interplay between technology and language proficiency and dispositions.

Conclusions

The WMM as a computer-assisted learning tool can be an important component in teaching ESP writing in an engaging, interactive task-based manner. As such, language teachers in general, and ESP teachers in particular, should be fully cognizant of how computer-assisted language learning tools can benefit language teaching and boost students' motivation while meaningfully contributing to the learning and educational outcomes more generally. WMM videos are highly motivating to students, especially for those who otherwise might not become participants in classrooms. Videos provide an excellent opportunity for educators to advance literacy through interactive activities such as Dubbing, Back to Screen and role play.

Recommendations

The findings of the study underscore the importance of using the WMM videos to accomplish the lesson objectives in the ESP classroom. and to engage the learners in interactive tasks. The video activities including previewing might activate the learners' prior knowledge, introduce useful, unfamiliar vocabulary, and prepare learners for new learning stage. The video post-viewing activities allow the learners to reinforce and extend their new knowledge in meaningful and functional ways. As such, ESP instructors are encouraged to use technology, in general, and the WMM, in particular in order to achieve the cognitive and non-cognitive outcomes of their curriculum.

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