

The Effect of Interest-Based Movie Clips on Motivation and Oral Proficiency of Intermediate Iranian EFL Learners

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ABSTRACT

The purpose of this study was to investigate the effect of interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners. The participants of the study included 90 Iranian male and female students who were selected out of initial 150 intermediate EFL learners taking the English Unlimited Placement test. They were divided into 3 different groups: 30 in one control group, 30 in experimental group A, and the other 30 in experimental group B. One data collecting instrument (Dornyei's motivation questionnaire) as well as two assessment instruments (The English Unlimited Placement Test and IELTS Speaking tests) were utilized to examine the formulated hypothesis. In order to carry out this study, a quasi-experimental design including a pretest, treatment and a posttest was selected. The experimental group A were given a list of 20 movie clips and asked to choose only 10. But the learners in experimental group B only watched the movie clips assigned by their teacher. The control group learners did not watch any movie clips. The results of IELTS speaking post test administered at the end of the treatment revealed that movie clips significantly affected motivation of L2 learners. In addition, the data analyses of the obtained results showed that watching interest-based movie clips notably improved the L2 learners' oral proficiency.

KEYWORDS: Movie clips; Motivation; Oral proficiency

INTRODUCTION

Based on the increasing access to digital video equipment and computers in the classroom, nowadays many teachers have great opportunity to employ audio-visual materials to teach different types of learners at all levels of second or foreign language. Many researchers (Al-Seghayer, 2001; Brett, 1997; Egbert & Jessup, 1996) stated that using multimedia materials to teach in ESL classrooms have positive effects on language learning as they provide authentic and comprehensible input for the learners. As Champoux (1999) stated, movies are comfortable and familiar sources for students which can keep the students' interest in the theories and concepts for a discussion. In addition, it is claimed that using films in teaching and learning is an important factor for provoking the reflective processes and attitudes in the learners (Blasco, Moreto, Roncoletta, Levites & Janaudis, 2006). Lesser and Pearl (2008) also stated that learners' ability to retain and recall information, and general satisfaction with the learning experience were significantly higher when film was the main part of the teaching and learning activities.

Furthermore, according to Stempleski (2000), films are valuable and effective sources for teaching because they present colloquial English in real life contexts rather than artificial situations and also give the learners the opportunity of being exposed to different native speaker voices, stress, reduced speeches, slangs, accents, and dialects. The concept of motivation and defining the motivational basis of second language learning has been the purpose of many studies and arguments for many years (Clément, Dörnyei & Noels, 1994). According to Dörnyei (1994), motivation can be defined as a desire to learn a language and positive attitudes toward learning it.

Guilloteaux and Dornyei (2008) also believed that without motivation, learners with the most notable abilities cannot achieve long term goals. Besides, it is stated that EFL learners show better oral proficiency after being exposed to authentic movie clips with and without caption (Rokni & Jannati Atee, 2014).

Additionally, as Ashari and Zarrin (2014) stated, after learning English for several years at high school and university, many Iranian EFL learners still find it difficult to communicate in English which might be because of not being exposed to authentic source of English, lack of motivation, and weak oral proficiency. Accordingly, the purpose of this study was to find out the effect of interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners. In other words, this study tried to clarify the relationships that may exist between watching interest-based movie clips and any changes in motivation and oral proficiency of intermediate EFL learners.

MOTIVATION

According to Petri (2012), motivation is a force or desire that moves someone to a particular action or helps people make different choices in their lives. However, Petrides (2006) believed that motivation is a complex phenomenon and it cannot be defined by only one accepted theory. It can convey different meanings and it may be affected by cause, which is related to learner's personal goals or external motivations such as rewards or punishment; behavior, which is related to determination, learner's effort or enjoyment; and results, which are related to evaluation of proficiency and the reaction to success or failure.

However, Goebel and Brown (1981) stated that in the case of young children, motivation may be affected by the relevance of tasks to the interests and the needs of the learners. Some research focused on the material and methodology in relation to motivation but there is evidence that authentic materials generate interest in the lesson (Peacock, 1997). Williams and Burden (1999) also suggested a number of criteria which relate to task motivation and stated that the difficulty of the work should match the level of the learner's ability, the materials should provide useful structure, and they should reinforce the children's interest.

MOTIVATION IN SECOND LANGUAGE ACQUISITION

In second language acquisition (SLA), motivation refers to the desire and effort to learn a second language and positive attitudes toward learning it (Dornyei, 1994). Many researchers have been broadly investigated motivation in SLA (Lamb, 2007; Melendy, 2008; Wu, 2003). As Nakanishi (2002) stated, in second language learning theories, motivation can be defined in relation to two factors which are the needs of the learners and their attitudes towards the second language, and the second language community. Learners are motivated if they need to learn the language in order to achieve a goal or if they want to communicate with speakers of the target language and learn about the country where the language is spoken (Nakanishi, 2002). In addition, motivation in second language learning is related to various aspects of personality and emotion (Petrides, 2006).

Like the other types of learning, SLA does not occur in isolation. Different factors are involved in SLA, that one of these factors is motivation (Babae, 2012). However, in SLA, motivation refers to the attempt and desire to learn a language and positive attitudes toward learning it (Dornyei, 1994).

Studying motivation is important in SLA, as it is believed that without sufficient motivation, even learners with the most abilities cannot achieve long-term goals (Babae, 2012). In other words, suitable curricula and good instruction might not be enough to guarantee success and students also need to have a degree of motivation (Guilloteaux & Dornyei, 2008).

According to Ebata (2008), motivation creates successful second language (L2) speakers by making them self-confident. Furthermore, motivation can lead learners to continue learning even after they accomplish a specific goal.

Various studies have been done on motivation in SLA (Ajibade & Ndububa, 2008; Balkir & Topkaya, 2009; Guilloteaux & Dornyei, 2008; Lamb, 2007; Liu, 2007; Melendy, 2008; Wang, 2008; Wu, 2003). However, more research seems necessary in this area because of the important effect of motivation on SLA.

MOVIE CLIPS

According to Baltova (1994), audiovisual material with its rich context is a powerful instructional tool known to have a motivational and affective impact on viewers, which in turn facilitates auditory processing. Using films or videos as a learning source has gained a great deal of attention from researchers and has been successfully used to different educational applications (Yang, Huang, Tsai, Chung, & Wu, 2009). Some researchers (Mackey & Ho, 2008; Mayer & Moreno, 2002; Rose, 2003) stated that multimedia learning materials are more useful than traditional paper-based instruction. Accordingly, Brett (1995) stated that videos which provide visual, contextual,

and non-verbal input provide foreign language learners with simultaneous visual and aural stimuli which can make up for any lack of comprehension resulting from listening alone. Some previous studies (Choi & Johnson, 2007; Mackey & Ho, 2008) have also revealed that such videos are highly accepted by learners during the learning process. Furthermore, some researchers (Al-Seghayer, 2005; Brett, 1995; Egbert & Jessup, 1996) presented strong evidence that multimedia have useful effects on language learning because of their rich and authentic comprehensible input.

MOTIVATION AND MOVIE CLIPS

When the L2 learners face with the authentic language in real situations, they find a new language that is different from their textbooks. An encounter that can significantly brought the real world and the virtual world back together through the process of watching different types of movies. Thus, movies can enhance students learning motivation.

Using movies in English teaching shows that movies are highly useful resources in the EFL classroom for a number of reasons. Eken (2003) suggested that movies can be used to increase students' critical thinking skills. Brown and Smith (2007) also stated that using movies in English teaching can affect the learners' awareness of pragmatic usage. In addition, it is claimed that using movies in teaching English can affect students' motivation (Deci, 1975), and improve comprehension-based learning and fluency (Swaffar & Vlatten, 1997).

Finally, King (2002) stated that learning English through movies can balance many of the shortcomings in the EFL learning environment by bringing authentic language into real life.

ORAL PROFICIENCY

Learning to speak in an L2 is often judged to be the most significant of the language skills (Young, 1986). In fact, many L2 classes dedicate much of their time to develop students' oral proficiency (Young, 1986). Oral proficiency has over the last forty years gradually been promoted to become part of the dominant competences in language ability described in curricula and syllabi, as knowledge about language has given way to knowledge how to use language (Rosenberg, 2002). This is clear both in the curriculum and in the syllabus for English.

Today, English is one of the most spoken languages all around the world (Rönnerdahl & Johansson, 2005). According to Rönnerdahl and Johansson (2005), it has been proposed that more than 99% of all communication is spoken. Based on this claims the importance of spoken language can be found.

Bachman and Savignon (1986) stated that learning a language using only textbooks or other typical classroom materials do not develop learners' oral skills. Thus, realistically would be the most important language skill that the learners would need in real life situations.

SECOND LANGUAGE ORAL PROFICIENCY

According to Omaggio (1986), oral proficiency in second language includes the ability to communicate verbally in a functional and accurate way in the target language. Moreover, a high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts, topics, and situations.

RESEARCH QUESTIONS AND HYPOTHESES

To achieve the purpose of this study the following research questions were formulated:

1. Does watching movie clips have any significant effects on motivation of intermediate Iranian EFL learners?
2. Is there any significant difference between the effects of watching interest-based and non interest-based movie clips on motivation of intermediate Iranian EFL learners?
3. Does watching movie clips have any significant effects on oral proficiency of intermediate Iranian EFL learners?
4. Is there any significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners?

Based on the raised research questions, the following hypotheses were formulated:

1. Watching movie clips does not have any significant effects on motivation of intermediate Iranian EFL learners.
2. There is no significant difference between the effects of watching interest-based and non interest-based movie clips on motivation of intermediate Iranian EFL learners.
3. Watching movie clips does not have any significant effects on oral proficiency of intermediate Iranian EFL learners.

4. There is no significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners.

METHOD PARTICIPANTS

In order to collect the required data for this research, 150 male and female learners who were studying English as foreign language at English Speaking House Language Institute in Tehran were chosen. The learners' age range was from 18 to 40. According to the institute placement tests they were in intermediate level. However, in order to homogenize the participants and to ensure that they were at the same level, the English Unlimited Placement test by Cambridge University Press was administered by the researcher. After analyzing the results of the English Unlimited Placement test, 141 students were selected as the participants.

In the next step, the learners were given a list of twenty movie clips and asked to choose only ten movie clips which were more interesting to them. After considering the lists of movie clips, it was found that ninety-four learners selected the same 10 movie clips as their interesting choices.

Finally, four learners were omitted randomly and ninety learners were considered for the final participants of this study. The participants were divided into three different groups: thirty participants were considered as the control group, thirty participants were considered as the experimental group A, and thirty participants were considered as the experimental group B. Each thirty-participant group consisted of two different classes including fifteen learners.

INSTRUMENTS THE ENGLISH UNLIMITED PLACEMENT TEST

The English Unlimited Placement test, published in 2010 by Cambridge University Press, was used by the researcher in order to guarantee the homogeneity of the participants in this study. The test which consisted of 120 multiple choice items, gives a quick way of assessing the level of a student's knowledge of English grammar and usage.

IELTS SPEAKING TEST

One of the IELTS speaking components from the book IELTS 7 was used to assess the oral proficiency of the participants. IELTS speaking component which assesses the use of spoken English, takes about eleven to fourteen minutes to complete.

ENGLISH LEARNER QUESTIONNAIRE

English Learner Questionnaire is a survey designed by Dornyei (2010) and conducted by the School of English Studies of the University of Nottingham, UK. The questionnaire consists of four sections. The results of this survey were used to investigate the motivation among the participants of this study before and after the treatment. This questionnaire is available in English, Persian, Chinese, and Japanese. The Persian questionnaire was employed in the current study.

MOVIE CLIPS

As the movie clips were used in this study had to be standard and completely suitable for the Inter-mediate English learners, short movie clips from the book Top Notch 3 and Top Notch 2 which are designed for Inter-mediate level were selected. There are ten short movie clips in each Top Notch book. Each movie clip is approximately about ten minutes in two different scenes. The movie clips are about different topics which are discussed in different units of the book.

PROCEDURE

In order to carry out the present study, the following steps were taken: selecting the participants and distribute them in three different groups (two experimental groups, and one control group), Pre-test, Treatment, and Post-test.

After taking the English Unlimited Placement test, and selecting ninety learners which were at the same level of language proficiency (Intermediate), and also selecting the same ten movie clips as their interest, the learners were distributed in six different classes including fifteen learners in each. Therefore, two classes including thirty students were considered as the experimental group A; two classes including thirty students as the experimental group B, and; two classes including thirty students were considered as the control group. All of the three groups were taught by the researcher. The ten separate sessions were devoted to this study in which in each

session the learners started to talk about the topic of the intended unit for ten minutes, and then they watched the movie clips for thirteen minutes, and finally they had thirteen minutes for discussion and talking more about the topic.

Each movie clip had two scenes that each scene was played three times by the researcher. For the first time, learners had to just watch the movie clips and then tell to the class what they found in general. Then, for the second time, the learners had to take notes while they were watching the video clips and after finishing the scenes, they had to talk about the details that they found. Finally, they had to watch the movie clips for the third time and after finishing them, the learners had to answer some detailed questions which the teacher asked them.

However, the teacher explained some important words or grammatical structures after watching the movie clips for the first time. Finally, all of the learners had supposed to prepare a five-minute lecture on the topic as their homework for the next session and present it in the class. However, because of time limitation, only four students had the chance to present their lectures in each session. The teacher selected them randomly at the beginning of each session and they presented their lectures.

In the pre-test step, all of the participants in two different experimental and one control groups were asked to fill out a Motivation Questionnaire (Dörnyei, 2010). Afterwards, the participants' oral proficiency was tested. IELTS speaking test was administered for all of the participants and their scores were calculated according to IELTS criteria by a Cambridge-Certified examiner. The scores were kept to be compared with the speaking test scores after the treatment. According to the speaking component of IELTS which is consisted of three different parts, in part one, the examinees were asked to answer some questions about themselves and some typical issues like family and work in four or five minutes. In part two, the test takers were given a card and they had to talk about a specific topic about two minutes and answered two related questions. In part three, more questions related to the topic in Part two were asked. This section took about four or five minutes.

The class met twice a week, ninety minutes each session. Experimental groups received the movie clips as their treatment for all the ten sessions. Each session a new movie clip on a new topic was displayed and then the participants were asked to orally mention what they had learned from the clips.

In contrast, there were no movie clips for the control group and the participants in the control group were taught according to some regular syllabus by means of the book *Top Notch 3*. The participants in this group studied the book as their material in ten separate sessions at the same semester with the two experimental groups.

After ten sessions of treatment in five weeks, the participants in the control group and experimental groups A and B were asked to fill out the same motivation questionnaire which they filled out before the treatment once again and the results were compared with the pre-test questionnaires. In addition, the participants' oral proficiency was examined again by taking an IELTS speaking test. After finishing the test, the scores calculated according to IELTS criteria by the same Cambridge-Certified examiner.

Finally, the results of the pre-test were compared with the results of the post-test in order to find any changes and demonstrate the effect of interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners.

RESULTS

PILOT STUDY RESULTS

Two instruments were used in the present study: motivation questionnaire and IELTS speaking test. In order to assess the reliability index for these two tests, a group of thirty intermediate EFL learners, who had the same characteristics to the main population of the study, participated in the piloting study. The results revealed that the reliability index for motivation questionnaire comprising fifty items was estimated .85 using Cronbach's Alpha. Besides, two experienced EFL teachers were asked to mark the oral production of the learners, and the Pearson correlation coefficient between the scores acquired by these two raters were computed as the inter-rater reliability value for the IELTS speaking test. The results (Table 1) showed that inter-rater reliability index for the IELTS speaking test was assessed as .88. Therefore, the two instruments employed in this study had acceptable reliability values.

Table 1. Reliability Statistics for the Instruments

Instrument	No. of items	Reliability Method	Reliability Index
Motivation Questionnaire	50	Cronbach's Alpha	.85
(IELTS) Speaking Test	3	Inter-rater	.88

Analysis of research questions 1 and 2

The first research question dealt with the effect of watching movie clips on motivation of intermediate Iranian EFL learners, and the second question asked if there was a significant difference between the effects of watching interest-based and non interest-based movie clips on motivation of intermediate Iranian EFL learners. In order to investigate this research question, one-way ANOVA and Post hoc Tukey HSD test were applied. Before discussing the results of one-way ANOVA on the pre-test, the mean and standard deviation of motivation measures for the experimental A ($\bar{x} = 259.07$, $SD = 95.55$), experimental B ($\bar{x} = 285.47$, $SD = 89.09$), and control ($\bar{x} = 274.73$, $SD = 107.76$) groups on the pre-test were computed (Table 2).

Table 2. Descriptive Statistics for Motivation Scores for the Three Groups (Pre-test)

Group	N	Mean	SD	Std. Error
Experimental A	30	259.07	95.552	17.445
Experimental B	30	285.47	89.090	16.266
Control	30	274.73	107.765	19.675

Four assumptions (i.e., interval data, independence of subjects, normality and homogeneity of variances) to use parametric independent sample *t*-test were met in this study (Field, 2009). The first assumption is met as we applied interval scale. In fact, we gave "1" point to the choice of "Strongly disagree" and "5" points to "Strongly agree" choice of the motivation questionnaire. The assumption of independence of subjects is not violated as well when "the performance of any given individual is independent of the performance of other individuals" (Bachman, 2005, p. 236). Further, we tested the assumption of normality using one-sample Kolmogorov-Smirnov test (Table 3).

Table 3. One-Sample Kolmogorov-Smirnov Test of Normality for Motivation Scores (Pre-test)

Group	N	Kolmogorov-Smirnov Z	Sig. (2-tailed)
Experimental A	30	.953	.324
Experimental B	30	.704	.704
Control	30	.815	.520

Table 3 reflects that the three sets of motivation pre-test scores for experimental A ($p = .32$, $p > .05$), experimental B ($p = .70$, $p > .05$), and control ($p = .52$, $p > .05$) groups enjoy the normality assumption. Hence, we were justified to apply one-way ANOVA, which is a parametric statistical test.

As observable in Table 4, the assumption of homogeneity of variance was not violated because the significant value associated with Levene's test (.14) is higher than .05.

Table 4. *Levene's Test of Equality of Error Variances (Pre-test)*

Levene Statistic	<i>df</i> 1	<i>df</i> 2	Sig.
1.990	2	87	.143

Table 5 summarizes the results of ANOVA that was run to compare the motivation measures for the three groups on the pre-test.

Table 5. *ANOVA for Comparing Motivation Scores for the Three Groups (Pre-test)*

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Between Groups	10576.089	2	5288.044	.553	.577
Within Groups	831731.200	87	9560.129		
Total	842307.289	89			

According to Table 5, the results of ANOVA indicated that there were no statistically significant differences ($F(2, 87) = .55, p = .58, p > .05$) in motivation measures among the three groups on the pre-test, in which our F-value is below the F-critical (3.09). Thus, the researcher concluded that the students in the three groups are at almost the same level of motivation at the outset of the study.

The results of descriptive statistics for the three groups' motivations scores on the post-test are laid out in Table 6.

Table 6. *Descriptive Statistics for Motivation Scores for the Three Groups (Post-test)*

Group	<i>N</i>	Mean	<i>SD</i>	Std. Error
Experimental A	30	352.60	75.088	13.709
Experimental B	30	340.53	85.078	15.533
Control	30	283.60	98.210	17.931

Table 6 is a display of the mean and standard deviation of motivation measures for the experimental A ($\bar{x} = 352.60, SD = 75.09$), experimental B ($\bar{x} = 340.53, SD = 85.08$), and control ($\bar{x} = 283.60, SD = 98.21$) groups on the post-test. Table 7 reflects the results of one-sample Kolmogorov-Smirnov test for checking normality assumption.

Table 7. *One-Sample Kolmogorov-Smirnov Test of Normality for Motivation Scores (Post-test)*

Group	<i>N</i>	Kolmogorov-Smirnov <i>Z</i>	Sig. (2-tailed)
Experimental A	30	1.171	.129
Experimental B	30	1.091	.185
Control	30	.583	.885

As seen in Table 7, the three sets of motivation post-test scores for experimental A ($p = .13, p > .05$), experimental B ($p = .18, p > .05$), and control ($p = .88, p > .05$) meet the normality assumption.

Based on Table 8, the assumption of homogeneity of variance was not violated for the scores on the post-test ($p = .22, p > .05$).

Table 8. *Levene's Test of Equality of Error Variances (Post-test of Motivation)*

Levene Statistic	df1	df2	Sig.
1.542	2	87	.220

Table 9 shows the results of ANOVA that was performed to compare the three groups' motivation scores on the post-test.

Table 9. *ANOVA for Comparing Motivation Scores for the Three Groups (Post-test)*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81480.089	2	40740.044	5.427	.006
Within Groups	653123.867	87	7507.171		
Total	734603.956	89			

As observable in Table 9, ANOVA detected a statistically significant difference ($F(2, 87) = 5.42, p = .006, p < .01$) in motivation scores among the three groups at the $p < .05$ level, in which F-value was above the F-critical of 3.09. Accordingly, the first null hypothesis of this study that states: "Watching movie clips does not have any significant effects on motivation of intermediate Iranian EFL learners." is rejected. Hence, it can be claimed that watching movie clips influences motivation of intermediate Iranian EFL learners.

Table 10. *Post-hoc Tukey HSD Test for Three Groups' Motivation Measures (Post-test)*

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.
Experimental A	Experimental B	12.067	22.371	.852
Experimental A	Control	69.000*	22.371	.008
Experimental B	Control	56.933*	22.371	.034

*. The mean difference is significant at the 0.05 level.

According to table 10, ANOVA just shows that a significant difference exists among the motivation measures in the three groups and it does not place the exact location of the differences. To do so, post hoc Tukey HSD test was executed; the results of which are manifested in Table 10.

Post hoc Tukey HSD test results, as appeared in Table 10, indicated that there was no significant difference ($p = .85, p > .0$) in motivation measures between the experimental group A ($\bar{M} = 352.60$), who experienced interest-based movie experimental group B ($\bar{M} = 340.53$), who received noninterest-based movie clips.

Accordingly, the second null hypothesis of this study that says "There is no significant difference between the effects of watching interest-based and non interest-based movie clips on motivation of intermediate Iranian EFL learners" is retained. Hence, we can claim that both watching interest-based and non interest-based movie clips influence motivation of intermediate Iranian EFL learners almost similarly.

Additionally, Tukey HSD test (Table 10) showed there was a statistically significant difference ($p = .008, p < .0$) in motivation scores between the experimental group A ($\bar{M} = 352.60$) and the control group ($\bar{M} = 283.60$). Besides, on the basis of Table 10, Post hoc Tukey HSD test found a statistically significant difference ($p = .03, p < .0$) in motivation measures between the experimental group B

(\bar{x} = 340.53) and the control group (\bar{x} = 283.60). It means that watching both interest-based and non interest-based movie clips affect the motivation of intermediate Iranian EFL learners.

As a result, it revealed that the students in the two groups of experimental A and experimental B expressed more motivation than those in the control group. In addition, the mean motivation score of the two experimental groups were not dramatically different; though, the mean score for experimental group was a bit larger in value.

Analysis of research questions 3 and 4

The purpose of the third research question was to explore the effect of watching movie clips on oral proficiency of intermediate Iranian EFL learners, and the fourth research question asked if there is a significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners. The researcher executed one-way ANOVA and Post hoc Tukey HSD test to answer the third and fourth research questions. Before presenting the results of inferential analysis, the related descriptive statistics for the pre-test were computed and set forth in Table 11.

Table 11. Descriptive Statistics for Oral Proficiency Scores for the Three Groups (Pre-test)

Group	N	Mean	SD	Std. Error
Experimental A	30	4.483	.608	.111
Experimental B	30	4.383	.625	.114
Control	30	4.400	.648	.118

Table 11 reflects the mean and standard deviation of oral proficiency scores for the experimental A (\bar{x} = 4.48, SD = .61), experimental B (\bar{x} = 4.38, SD = .62), and control (\bar{x} = 4.40, SD = .65) groups on the pre-test.

As Field (2009) notes, three assumptions (i.e., interval data, independence of subjects, normality and homogeneity of variances) must be met before one decides to use parametric independent sample t -test. The first assumption is not violated since we used interval scale to analyze the data. The assumption of independence of subjects is met too when "the performance of any given individual is independent of the performance of other individuals" (Bachman, 2005, p. 236). Besides, we checked the assumption of normality using one-sample Kolmogorov-Smirnov test (Table 12).

Table 12. One-Sample Kolmogorov-Smirnov Test of Normality for Oral Proficiency Scores (Pre-test)

Group	N	Kolmogorov-Smirnov Z	Sig. (2-tailed)
Experimental A	30	1.021	.248
Experimental B	30	1.077	.201
Control	30	1.084	.190

Table 12 manifests that the three sets of oral proficiency pre-test scores for experimental A (p = .24, p > .05), experimental B (p = .20, p > .05), and control (p = .19, p > .05) are normally distributed. Thus, one-way ANOVA was used as a parametric statistical test instead of Kruskal Wallis test as a non-parametric test.

Table 13 shows that the assumption of homogeneity of variance was met as the significant value associated with Levene's test (.82) was larger than .05.

Table 13. Levene's Test of Equality of Error Variances (Pre-test of Oral Proficiency)

Levene Statistic	df1	df2	Sig.
.193	2	87	.825

Table 14 contains the results of ANOVA that was performed to compare the oral proficiency measures for the three groups on the pre-test.

Table 14. ANOVA for Comparing Oral Proficiency Scores for the Three Groups (Pre-test)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.172	2	.086	.219	.804
Within Groups	34.283	87	.394		
Total	34.456	89			

ANOVA (Table 14) failed to find a statistically significant differences ($F(2, 87) = .219, p = .80, p > .05$) in oral proficiency measures among the three groups on the pre-test, in which our F-observed of .219 is less than the F-critical of 3.09. Therefore, it was discovered that the students in the three groups were almost at similar oral proficiency levels at the beginning of the study.

The results of descriptive statistics for the three groups' oral proficiency scores on the post-test are given in Table 15.

Table 15. Descriptive Statistics for Oral proficiency Scores for the Three Groups (Post-test; Scores out of 7)

Group	N	Mean	SD	Std. Error
Experimental A	30	4.967	.730	.133
Experimental B	30	4.517	.649	.118
Control	30	4.433	.5833	.1065

Table 15 is a display of the mean and standard deviation of oral proficiency measures for the experimental A ($\bar{x} = 4.97, SD = .73$), experimental B ($\bar{x} = 4.52, SD = .65$), and control ($\bar{x} = 4.43, SD = .58$) groups on the post-test.

The results of one-sample Kolmogorov-Smirnov test for checking normality assumption are summarized in Table 16.

Table 16. One-Sample Kolmogorov-Smirnov Test of Normality for Oral Proficiency Scores (Post-test)

Group	N	Kolmogorov-Smirnov Z	Sig. (2-tailed)
Experimental A	30	1.124	.160
Experimental B	30	1.023	.246
Control	30	1.120	.162

As seen in Table 16, the three sets of oral proficiency post-test scores for experimental A ($p = .16, p > .05$), experimental B ($p = .24, p > .05$), visual ($p = .16, p > .05$), and control ($p = .98, p > .05$) meet normality assumption.

Table 17 notifies that the assumption of homogeneity of variance was not violated for the scores on the post-test ($p = .40, p > .05$).

Table 17. Levene's Test of Equality of Error Variances (Post-test)

Levene Statistic	df1	df2	Sig.
.913	2	87	.405

The results of ANOVA that was run comparing the three groups' oral proficiency scores on the post-test are set forth in Table 18.

Table 18. ANOVA for Comparing Oral Proficiency Scores for the Three Groups (Post-test)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.939	2	2.469	5.718	.005
Within Groups	37.575	87	.432		
Total	42.514	89			

The results of ANOVA (Table18) revealed that there was a statistically significant difference ($F(2, 87) = 5.71, p = .005, p < .05$), in oral proficiency scores among the three groups at the $p < .05$ level, in which F-value (5.71) was lower than the F-critical (3.09). Subsequently, the third null hypothesis that says, “Watching movie clips does not have any significant effects on oral proficiency of intermediate Iranian EFL learners” is rejected. So, it is asserted that watching movie clips affects oral proficiency of intermediate Iranian EFL learners.

ANOVA just shows that there is a significant difference among the oral proficiency measures in the three groups; however, it does not recognize the precise location of the difference. To do so and test the fourth null hypothesis, post hoc Tukey HSD test was conducted; the results of which are laid out in Table19.

Table 19. Post-hoc Tukey HSD Test for Three Groups' Oral Proficiency Measures (Post-test)

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.
Experimental A	Experimental B	.450*	.169	.025
Experimental A	Control	.533*	.169	.006
Experimental B	Control	.083	.169	.876

*. The mean difference is significant at the 0.05 level.

Post hoc Tukey HSD test (Table 19) detected a statistically significant difference ($p = .02, p > .0$) in oral proficiency measures between the experimental group A ($\bar{X} = 4.97$), who experienced interest-based movie clips, and experimental group B ($\bar{X} = 4.52$), who received noninterest-based movie clips. Accordingly, the fourth null hypothesis of this study that states, “There is no significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners” is rejected. Hence, it can be claimed that there is a significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners. In fact, watching interest-based movie clips (experimental A) is more effective than watching noninterest-based movie clips (experimental B) to enhance oral proficiency of intermediate Iranian EFL learners.

Likewise, Tukey HSD test (Table19) indicated that there was a statistically significant difference ($p = .006, p < .0$) in oral proficiency scores between the experimental group A ($\bar{X} = 4.97$) and the control group ($\bar{X} = 4.43$). This implies that watching interest-based movie clips is effective to enhance oral proficiency of intermediate Iranian EFL learners.

However, Post hoc Tukey HSD test (Table 4.19) failed to find a statistically significant difference ($p = .88, p > .0$) in oral proficiency measures between the experimental group B ($\bar{X} = 4.52$) and the control group ($\bar{X} = 4.43$). That means watching noninterest-based movie clips is not effective to enhance oral proficiency of intermediate Iranian EFL learners.

Consequently, It can be stated that the students in the experimental A (watching interest-based movie clips), surpassed those in both experimental B (watching noninterest-based movie clips) and control group considering oral proficiency learning. Moreover, the mean score for the experimental B and control groups were not very different though the mean score of the experimental B was a bit larger in account.

DISCUSSION

The main purpose of this study was to investigate the effect of watching interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners. The findings of the present study revealed that watching movie clips have positive effects on motivation and oral proficiency of L2 learners. These findings that show the usefulness of watching movie clips are in line with the findings of Eken (2003) who suggested that movies can be used to increase students' critical thinking skills.

In addition, Brown and Smith (2007) found that using movies in English teaching can affect the learners' awareness of pragmatic usage. Swaffar and Vlatten (1997) also showed the usefulness of watching movie clips by conducting a research which revealed that watching movies can improve comprehension-based learning and fluency. These findings proved the efficacy of watching movie clips in L2 classes in different features.

Moreover, The findings of this study which showed watching movie clips can significantly affect the motivation of intermediate Iranian EFL learners are in line with the findings of Deci (1975) who stated that using movies in teaching English can affect students' motivation. According to the findings of this study, the importance of watching interest-based movie clips in teaching second language is improving the level of motivation and oral proficiency of EFL learners. However, since there is no other study which focused on the effects of watching interest-based movie clips on motivation and oral proficiency of L2 learners, this issue is still negotiable. Many previous studies focused on the effects of captioned and non-captioned videos on L2 learners. Therefore, the present study tried to establish a new area in L2 research by considering the differences between the effects of interest-based and non interest based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners.

CONCLUSION

This study aimed to compare the usefulness of watching interest-based and non interest-based movie clips on motivation and oral proficiency of intermediate Iranian EFL learners. As mentioned before, the obtained results of the study revealed a significant difference in motivation among the two experimental groups rather than the control group. Accordingly, it can be claimed that watching movie clips affects intermediate EFL learners' motivation. However, there was no significant difference between the effects of watching interest-based and non interest-based movie clips on motivation of intermediate Iranian EFL learners. Furthermore, considering the findings of the research, there was a significant difference in oral proficiency among the experimental groups rather than the control group. Thus, it can be stated that watching movie clips have significant effect on intermediate EFL learners' oral proficiency. In addition, the learners in interest-based group outperformed those in noninterest-based group. Therefore, it is proved that there is a significant difference between the effects of watching interest-based and non interest-based movie clips on oral proficiency of intermediate Iranian EFL learners.

Conflict of Interest

The authors declare no conflict of interest.

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