

## *Attitudes of Students Towards Lessons Using Video Materials*

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### **Abstract**

This paper examines the attitudes of students toward lessons using video materials in the context of teaching the Japanese language to foreign students. Previous teaching methods in the field have shifted from grammar lectures to communication-based student-centered learning approaches. Consequently, the use of video content has gained popularity due to its effectiveness in enhancing learning outcomes and providing real-life examples difficult to express in a foreign language. In this research study, a survey was conducted on 56 Mongolian university students learning Japanese to assess the importance of video lessons in Japanese language classes and gather students' feedback on their experiences with video-based teaching. 96.4% of students believed that video lessons were necessary, indicating a strong interest and enthusiasm for incorporating video content into their learning experience. To find the motivational factors that motivate students, a factor search was conducted on 20 questions of motivation to learn Japanese and based on these questions: Factor I-identified regulation, Factor II-intrinsic motivation, and Factor III- external regulation. The survey results suggest that the use of video materials in Japanese language lessons can be highly effective. Students expressed a preference for video-based teaching, highlighting its potential to enhance motivation and create a real learning experience. Additionally, students who attended lessons using video materials reported higher satisfaction levels. Therefore, incorporating video materials into the classroom can be an effective approach to improving students' attitudes and learning outcomes in foreign language education.

Keywords: Video Lesson, Approach, Satisfaction, Motivation

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## Introduction

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

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

In Japanese, lessons aided by technological devices, which include movies and shows, are expressed as “demonstration and listening training.” Practical real-life examples and science-based research studies show that the use of images and sounds for the human senses of sight and hearing enhances learning outcomes. More specifically, this method is important in conveying meanings and contexts that are difficult to express in a foreign language. In recent years, video content such as Japanese movies, plays, and anime has become popular all over the world through social media and the Internet, providing an incentive for Japanese language learners. There is a tendency to use video content as a valuable learning tool for foreign language and cultural education. On the other hand, lessons that are only based on textbooks and chalkboards lack a comprehensive all-around learning environment for learning a new language. Audio-video training allows students to overcome some of the temporal and spatial constraints of any phenomenon, and to that extent helps to deepen students' understanding and knowledge. Some studies have shown that learners use these video content effectively for independent learning or extracurricular learning. Using such substance in classroom settings can strengthen the “relationship between classroom and extracurricular learning,” and conducting video lessons that combine listening activities can improve the quality of teaching.

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

## ***Research on Increased Video Materials During Japanese Lessons for Mongolian Students***

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

### ***What Level of Importance Do Video Lessons Have in Such Classes?***

To answer the above question, we conducted a survey on November 15th, 2017 on students learning Japanese. All around, 56 students with levels 1 and 2 from Mongolian universities participated in the survey. The results show 62.5% or 35 students have answered “yes” when asked if they have participated in classes with video lessons. However, 85.7% of 30 students answered “unsatisfied” when asked about the outcome of the lessons, which brings up speculation of whether the classes merely showed videos and did not follow up with thorough lesson materials.

When asked about whether having lessons that use video materials is necessary, 96.4% of 54 students answered yes, which shows the enthusiasm and interest of the students in video lessons in such a way that showing video content in class is highly effective.

Based on the survey results, it can be seen that using video content in lessons may even be more effective than many other ways of learning. The experimental lesson was designed and conducted in a way that lessons can increase learners’ enthusiasm and motivate them as video content comprises visual aids, movements, and audio to create a real learning experience and environment.

### ***Experimental Lessons and Analysis Using Video Materials in Japanese Language Teaching***

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

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

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

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

One of the main criteria for choosing a video is to know how the language elements are used and incorporated into the video conversation (grammar, usage, vocabulary, etc.). It is also important to observe the frequency with which the use occurs and select a video that matches

the topic of the lesson being taught. It is possible to find specific rules, grammar, and examples of usage in real life or films; however, it is time-consuming. Therefore, we chose a video material, which was made by a professional organization, to make the Japanese language training video easier to use and understandable to the students. Additionally, materials made by the researchers, such as vocabulary words, visual aids, and exercise sheets were used alongside the textbooks.

### *Student Satisfaction Survey*

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

- The question "I wanted to learn more" was changed to "3. I became interested in relearning Japanese through videos."
- The question "I understood the meaning of the Japanese-speaking content" was changed to "9. I was able to understand the meaning of the Japanese-speaking video in a conversation lesson."

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

Table 1: Student Satisfaction Survey Questions

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

### *Analysis of the Satisfaction Factor of the Experimental Lessons (Factor Analysis)*

After the trial session, factor analysis was conducted on 20 questions about student satisfaction with the video lessons. Factor analysis (D. Chingee, 2018, p. 164) reduces the number of variables in a model or examines the relationship between variables. It was explained that the main purpose of this analysis was to replace the multi-attribute or variable factor with a few attribute variables. The Promax rotation of the Maximum Likelihood method was chosen for factor analysis. As a result, three factors emerged. This model is shown in Table 2.

Table 2: Results of the satisfaction factor analysis of Japanese language lessons

Factor number	Questions
Factor I Student effort/level of understanding ( $\alpha = .751$ )	14 I was happy to be able to communicate in Japanese in the conversation classes. 8 I was able to understand the meaning of Japanese words in the conversation classes. 9 I was able to understand the meaning of the video in Japanese in the conversation classes. 12 I tried to focus on the conversation classes.
Factor II Course Satisfaction ( $\alpha = .709$ )	6 The instructor taught me interesting things to learn in the conversation classes. 7 The content of the conversation lessons was interesting. 3 I became interested in relearning Japanese through videos.
Factor III Teacher's effort ( $\alpha = .733$ )	15 The voice of the teacher was clear in the conversation classes 17 The teacher was effective in teaching the conversation class 18 There were relevant exercises in the conversation classes

Factor I can be regarded as a question related to the level of understanding of students as it comprises questions such as, “14. I was happy to be able to communicate in Japanese in the conversation classes,” “8. I was able to understand the meaning of Japanese words in the conversation classes,” “9. I was able to understand the meaning of the video in Japanese in the conversation classes,” “12. I tried to focus in the conversation classes.”

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

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

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

Table 3: Reliability of the variable's alpha

	Factors	Alpha (Cronbach)
1	Level of understanding of students	0.75
2	Attitude to the lesson	0.78
3	Teacher's effort	0.71

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

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



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

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

## Conclusion

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

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