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## 〈論文〉

# The Application of Entertaining, One-Point Videos as Motivational Learning Material in Remedial English Education

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### *Abstract*

Some people find learning a second language difficult. One possible reason is lack of interest or poor motivation by the learner. Applying Keller's ARCS model of motivation, we developed a series of short movies using simple overhead video-capture and stop-motion video techniques, designed to motivate students to achieve a more positive outcome in English language learning. Each movie is short and focuses on a simple topic that can be explained in just a few minutes using an entertaining, infographic approach. The movies are uploaded to a dedicated Internet web site, and are supplemented by online exercises. To evaluate the effectiveness of the series, a pilot survey containing eight questions was given to 14 students acting as volunteer testers. The results of the study show that 93% of the students enjoyed the activity and felt more confident, and 86% reported experiencing positive learning outcomes from using the video series.

### 要旨

第2国語を学習することは難しいと感じる人もいる。考えられる理由の一つは学習者の興味の欠如または動機の弱さである。ケラーによる動機付けの ARCS モデルを応用して、英語学習において学生により確かな学習成果を達成するよう動機付けるために設計された、簡単なオーバーヘッドビデオキャプチャーとストップモーションビデオ技術を用いた一連のショートムービーを私たちは開発した。それぞれのムービーは短く、面白いインフォグラフィックアプローチを用いて数分で説明できる簡単な題材に焦点を当てている。ムービーはそのために作られたインターネットのウェブサイトアップロードされ、関連するオンラインの練習問題が提供される。本教材の効果を測定するために、14人の被験者の学生を対象に、本教材から8つの問題を用いてパイロット調査をおこなったところ、93%の学生がその活動を楽しんだと同時に、86%の学生が本教材によって肯定的な学習効果を経験したと解答した。

### **Key Words:**

L2 motivation, remedial English education, one-point videos, humor

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## 1 Introduction

The use of traditional “chalk and talk” as a primary teaching method tends to foster an environment where students are fundamentally passive recipients of information. In such classes, “second language” (L2) learners who need to complete an English course to gain credit for graduation may be unmotivated or disinterested in the subject. Learners are often “turned off” and appear “out of reach, disengaged, or uninvolved” (Sosa and Casanave, 2007). Teachers are faced with the problem of how to effectively get the students back on task, or more precisely, how to motivate them to study.

In this digital age, where technology is becoming an increasingly integral part of students’ personal and academic lives, it seems appropriate to find or create learning materials and/or methods that capitalize on this reality, and are consequently more likely to capture students’ attention. Using an iPad or iPod in the class as a learning medium is no longer unusual, just as web sites, LMS’s or blogs are commonly being used in various, creative ways. Making the most of new technologies potentially offers a way to improve the motivation of disinterested students or those who demonstrate poor second-language learning ability.

To this end, we have developed a series of short, entertaining one-point videos and associated online exercises to help motivate English language learning and improve basic English skills. The series was constructed using a systematic motivational design process, John Keller’s ARCS model, and its effectiveness was tested in a pilot program, using 14 unpaid learners who volunteered to evaluate the program. Their feedback was gathered and analyzed. The object of creating the series was to test the credibility and efficacy of such a tool as an L2 motivator, and ascertain whether such a methodology could likely motivate unenthusiastic and/or low performance students and promote positive learning outcomes in English as a foreign language (EFL) study. The target audience was university students, but the content and teaching methodology seem appropriate for other beginners or low level students.

## 2 The Role of Motivation

Gee (2003) claims that learning cannot occur without motivation. Motivation, however, is a multi-faceted, notion and definitions such as those posited by Romando (2007) which see motivation as “an internal drive that activates behavior and gives it direction” provide little clue as to how material or teaching styles can be made to “activate” the appropriate behavior to give it “direction”. Recently, in fact, much of the literature and published research on L2 motivation has changed its focus from promoting motivation to avoiding demotivation. This is summarized by Christophel & Gorham (1995), who claimed that motivation is most strongly affected not by what teachers do, but what they don’t do, asserting that an absence of “demotivators” is significantly more effective in producing positive learning outcomes than the presence of “motivators”. Research in second language acquisition often identifies the teacher as a major source and the primary cause of demotivation (Falout & Falout, 2005).

Findings are largely corroborative. In a Japanese context, Sakai and Kikuchi (2009) indicated two consistently top-ranking demotivating factors were “teachers’ classes being boring or monotonous” (p. 60). Potee (2002) also reported similar findings in Japan. Of the nine demotivating factors identified by Dörnyei (2001) in a European study, teacher competence, commitment, personality, and teaching method were not only identified as the most common causes of demotivation but were also responsible for 40% of the demotivation that students experience (p. 151). In a number of North American studies, Millette and Gorham (2002) and Kearney, Plax, and Allen (2002) identified the same tendencies, noting that annoying or unpleasant teacher behaviors or personalities were among the highest causes of demotivation. Furthermore, other studies have identified a host of demotivators, including overly pedantic behavior and ridicule (Arai, 2004), anger at questions and blaming students for lack of understanding (Falout & Maruyama, 2004), preferential treatment (Dörnyei, 2001) and a lack of competence, preparation, or enthusiasm (Falout & Falout, 2005). Falout, Murphey, Elwood, and Hood (2008), further noted that students identified

the teacher as the major thing they did not like or found unhelpful in both high school and junior high school grammar translation classes.

According to the literature, as the evidence shows, the teacher appears to be an extremely significant factor in the implementation or maintenance of both motivation and demotivation in a learning environment. However, the way that the learner responds to such influences also needs to be considered. Both Dörnyei (1998) and Falout & Falout (2005) noted a reduction in self-confidence of “demotivated” learners. Falout & Falout (2005) also argued that the earlier a learner is subjected to demotivational behavior, the less likely he or she will be able to control their affective states, often resulting in the learner becoming “out of reach, disengaged, or uninvolved” (Sosa and Casanave, 2007). The consequences of this are discussed at some length by Falout, Stillwell, & Murphey (2012), who noted that such behavior on the part of the learners may in turn demotivate teachers in their professional practices. Such a dilemma leads to a vicious circle, where the teacher becomes (further) demotivated and demotivating by the unenthusiastic learner’s response, thereby perpetuating the same negative behavior for all participants. The learner is a captive audience in what, at worst, is a rigid, teacher-centered, lecture-based education system marginalizing the involvement of the learner, and the teacher is consequently faced with an audience that lacks “motivation, interest, (or) purpose” (Sosa and Casanave, 2007) due to either the structure of the learning environment or behavior of the teacher.

### 3 *Systematic Motivational Design*

It has been reported that second language learning failure is strongly associated with demotivation (Hasegawa, 2004). While the literature shows that the teacher appears to be the major factor in learner demotivation, it should be noted that there are other causes. Falout, Elwood and Hood (2009) classify demotivating factors as either, external, internal or reactive. Reactive behaviors to the demotivation process could be interpreted as, amongst other things, the learner’s response

to the teacher’s behavior, but demotivators which are external of the learning environment, could easily come from sources other than the teacher, such as lesson material, delivery format, difficulty level, time of day, class composition, grades, rewards, cultural contexts or many other variables (Williams & Burden, 1997). Similarly, internal demotivating factors include such things as reduced self-confidence, dynamics of group members and hindrances to interest, curiosity or mastery. It therefore seems reasonable to assume the degree and presence of motivation or demotivation in any learning experience cannot be wholly attributed to the teacher.

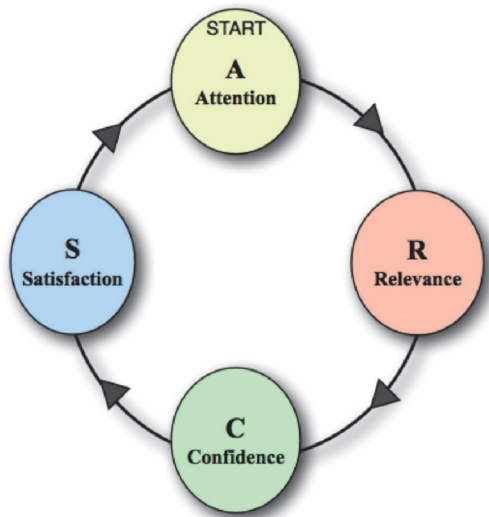
This being the case, focusing purely on decreasing demotivators, as recommended by Christophel & Gorham (1995), may be difficult and not necessarily the best approach. Increasing motivators may be more realistic. A number of studies support this approach. Yair (2000) indicated that learners are more likely to be engaged in the learning process when they are actively involved and given some choice and control in the learning process. Ushioda (2001) found that demotivated learners were able to maintain their learning by avoiding perceived demotives and adopting motivational strategies to encourage motivation. Minimizing learning failure should thus not only focus on reducing teacher-centered demotivators but should also consider the feasibility of increasing motivators.

### 4 *The Motivational Design Process*

For this reason, Keller’s motivational ARCS model (Keller 1987, 1988) was adopted as a way to provide a systematic motivational design process (See Figure 1).

An acronym from the first letters of the words *attention*, *relevance*, *confidence* and *satisfaction*, the ARCS model provides a structured approach to incorporating motivational elements in learning environments, with each of four recurrent stages listing important requirements needed to stimulate and maintain the student’s motivation to learn.





**Figure 1. Keller's ARCS Instructional Design Model**

The cyclical design process assumes that if the subject material or teaching method is perceived to be interesting or valuable, the learner will be more likely to pay *attention* (the first stage) to what is being taught. Similarly, if the content is perceived as *relevant* (the second stage), the learner will be more motivated to learn and continue learning. This in turn leads to *confidence* (the third stage), as the learner comes to realize that success in both learning and understanding the new content is possible. Ultimately, paying *attention* to *relevant* learning material and gaining *confidence* through succeeding results in *satisfaction* (the fourth stage). The structural design helps the learner succeed by being able to achieve the originally desired goal, and the cyclic, self-reinforcing nature of the model arouses further motivation to learn and continue the process, with the learner being largely responsible for engendering and maintaining motivation.

### **5 Motivating the Learner: The ARCS Model**

Such a systematic reinforcement process as that epitomized by Keller's ARCS model seems like an appropriate vehicle to apply to creating and maintaining motivation in second language learning. To test the feasibility of applying such an instructional design methodology, a series of video-based, English language lessons were designed and

created using the ARCS framework as a guide.

The initial and most essential stage of the ARCS model involves gaining and maintaining the learner's attention. In our material, this is carried out by utilizing five separate features; visual appeal, humor, brevity, simplicity and unconventionality. Research has shown each of these specific features to be effective in helping students learn. One of Keller's strategies for gaining attention included utilizing sensory stimuli; incorporating visual media into the learning experience helps make the learner more attentive. Prensky (2001) has written at length how learners achieve better results using modern, visual media, just as Johnson (2012) reported increased post-task satisfaction in Japanese EFL university students using visual learning materials. Kher, Moslstad & Donahue (1999) found that students tend to perform better in subjects perceived as difficult if humor is used during the lesson. Torok, McMorris & Lin (1986) claimed that newly learned information is better retained when humor is used in the learning process, just as Gorham & Christophel (1990) remarked that learning speed has been shown to increase when the learning experience has been entertaining. In a recent British survey, Richardson (2010) noted that university students only have an average attention span of ten minutes (Richardson, 2010), outlining the importance of brevity in classes. Berge, Ramaekers and Pilot (2004) pointed out that reducing the complexity of problems to a level students can handle is probably one of the key issues of education, and as Kruse (2010) noted, the importance of variability in gaining attention is paramount in the ARCS model. Using an unconventional, visually-arousing, brief, simple, humorous delivery method, we present the learner with an attention-grabbing learning experience.

The second stage in Keller's ARCS model is based upon the learner's perceiving relevance in what they are studying to help increase motivation. Shepherd (2009) verified this, arguing that learning experiences with desirable outcomes, especially in terms of current worth and future value, are important for demonstrating relevance. A university student might, for example, associate better English ability with a greater likelihood of

gaining employment. In this way, a list of goal-oriented statements and objectives will also help the learner to visualize and evaluate their own progress. The benefits of achieving the learning goal are attractive and appealing.

The third stage of the ARCS model involves confidence, which is gained and increases as the learner senses an ability to understand the content of the learning experience. If the learner feels incapable of achieving the objectives or that it will take too much time or effort, confidence will not be gained and motivation to continue will likely decrease. For this reason, the initial attention-grabbing features (brevity, simplicity, visual appeal, humor and unconventionality) were consciously incorporated to help avoid this obstacle.

The final stage involves the learner gaining satisfaction by successfully being able to complete a given task. As noted by White (1959), according to intrinsic motivation theory, a person feels instinctive pleasure when he/she learns something new or succeeds in a challenging task.

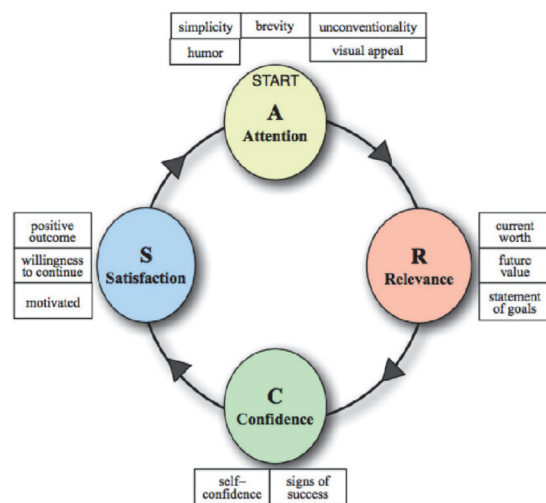
### 6 Applying the ARCS model: Short movies as motivators

With the objective of allowing meaningful, spontaneous learning to take place, by applying the ARCS model to English language learning, a platform to teach basic English through humorous one-point videos was able to be designed and created. The video series was developed in an attempt to help low proficiency, non-English major university students who demonstrated difficulty or poor motivation in learning English. Such students often hold negative attitudes towards English (Falout, Elwood & Hood, 2009), and traditional teaching techniques using orthodox materials are unlikely to reverse the negativity or improve either motivation or results. As the literature maintains, the teacher is a major source of demotivation, and if there is minimal change in teacher behavior, continued study in a conventional manner seems likely to perpetuate the same demotivating effects and poor results.

This being the case, accepting Gee's (2003) claim that learning will not take place

without motivation, and Prensky's (2001) assertion that the challenge of the educator is to engage "digital native" students via their technology, the use of short, relevant, one-point videos and associated online exercises to help in teaching basic English language skills seemed like a valid and reasonable method to successfully motivate and engage learners.

The concept of teaching basic English through humorous one-point movies was carefully designed using Keller's ARCS model to allow meaningful, spontaneous learning to take place (See Figure 2).



**Figure 2. Motivational Aspects of Keller's ARCS Model Applied to Short Movies**

Attention is attracted by short movies three minutes or less in length. They are straightforward, entertaining and concise, teaching only one basic point, just as the interface to the online exercises is also simple and user-friendly. They are also unorthodox, using simple animation techniques and figures drawn on paper.

The relevance of the material being learnt is apparent. Simple titles are shown for each movie and exercise, clearly showing the learner the target language focus, or the goal for that lesson. The associated follow-up exercises allow further practice of the lesson point, demonstrating both the relevance of the exercise itself and reinforcing the learning experience.

Attaining confidence is achieved through a gradual increase in difficulty. The movies are short and easy to understand. The online



exercises are initially very simple and enable the learner to build confidence by obtaining the correct answer. The problems gradually become more difficult, extending the student and reinforcing new understanding.

Satisfaction is likely to result when the learner has succeeded in their goal. Attention is initially piqued by a short, entertaining, unconventional movie explaining a simple English language point. The learner may realize that English is not as difficult as expected, and that not only might English be learnable, but that it might be relevant or beneficial in future life — not only for satisfying graduation requirements, but also for obtaining employment. If the learner understands the movie content and successfully completes the exercises, confidence will increase, which will satisfy the learner and likely inspire further study in that area.

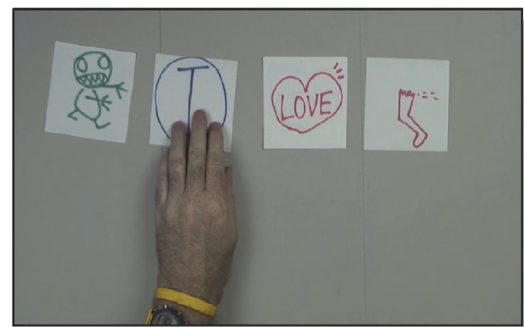
### 7 *Zombie Guy - A Series of Short One-Point Humorous Movies*

The movie format is unconventional. There are no actors, just paper, pens and roughly drawn images filmed using an overhead camera. The series is called *Zombie Guy*, and the theme is based around the adventures of a zombie character who only exists on paper.

While soundly based on Keller's ARCS model, the *Zombie Guy* platform is also founded on common sense. If the learner cannot solve a problem, understand an exercise, or complete an assignment, a loss of motivation may result. This is especially the case if the pattern of failure has been repeated over a significant period of time. Almost all students who enter university in Japan have had a minimum of six years of formal English education; three years in junior high school and three years in high school. This totals over 500 hours of English education, or around 90 hours annually in both junior and senior high school (Tanaka, 1995). However, despite the the number of classroom hours devoted to English, many students have not been able to succeed in their studies, and can barely speak or read. This increases the chances that many students harbor a negative attitude toward English language study. Continued study in a conventional manner,

using traditional methodology and orthodox materials seems likely to yield the same poor results. *Zombie Guy* offers an alternative by employing different techniques to motivate the student. Increased confidence will lead to increased satisfaction, which in turn increases the chances of changing long-entrenched negative images of English language learning.

The name *Zombie Guy* was chosen due to the prevalence of zombies in modern popular culture (Dendle, 2007). Movies using any other character could just as easily have been made, but it would have been difficult to effect the same impact. The unexpectedness of zombies allows a lighthearted approach to even such formal structures as grammar patterns — for example, with *Zombie Guy* looking at a hewn-off, bloodied leg to illustrate the sentence “I love meat”. A combination of visual and verbal humor, along with an unconventional delivery method help make the character and the target sentences or patterns memorable in an enjoyable, relaxed manner. The goal is “to give turned-off students a back door to English, to compensate for boring experiences or poor performances in the past, and to provide learners with a second chance to understand and succeed in what may have been a disliked, written-off subject” (Thollar, 2013, p.5). (See Figure 3)



**Figure 3. Infographic Representation of I Love Meat (*Zombie Guy* on left)**

### 8 *Application*

*Zombie Guy* movies are between 2 and 3 minutes in length. Each is filmed using a table, a simple overhead video-capture device and stop-motion video techniques. Editing is carried out using a simple desktop video editing suite. Sound is recorded during

filming. All action takes place within an 80 cm x 40 cm space. The *Zombie Guy* characters are drawn on 10cm x 10cm squares of white paper. White board and/or oil based markers are used to create the characters. The video camera used records in High Definition, and accordingly the finished movies have HD proportions. Edited movies are compressed and made ready for uploading.

All of the material is bundled together in a web package called the *Zombie Guy Diary*, and is located at [ochimusha.com](http://ochimusha.com). The package comprises the movies and a series of related online, or downloadable, exercises. The learner goes to the URL and logs in to the web site, a unique record being kept for each registered user. The learner then clicks on the “day” of the diary that he or she wishes to study: Each day represents a theme or learning objective, usually with a suitably zombie-like title. *Day One*, for example, is titled *I like meat*, and targets how to use first person present tense. By clicking on the topic, the video loads and the learner can watch the instructional material. After the video finishes, the learner can either watch it again, or try the exercises. These can either be completed online, or downloaded as a PDF file. (See Table 1 for a comparison of features.)

**Table 1: Comparison of Student Exercise Formats and Functions**

Functions	Online	PDF
Self-Correcting	Yes	No
Automatic Grading	Yes	No
Smile Factor	Yes	No
All Exercises	Yes	Yes
Printable	No	Yes
Downloadable	No	Yes

The online version is currently self correcting while the PDF version is downloadable and printable, but can't be completed online. The content is the same - only the appearance is

different. The printable version is probably good for homework, or for those with a slow connection or limited internet access time.

There are three different types of online exercises, each testing different skills. The first checks the learner's understanding of the word order, the second checks the learner's ability to translate a simple Japanese sentence into English, and the third involves the learner choosing the correct word, from a multiple-choice selection to complete a sentence. (See Appendix A for the PDF exercise from *Day One*.)

In terms of motivation, the online version is more effective as it is self-correcting, calculates scores, and also contains a *smile factor*. The *smile factor* describes the degree of pleasure indicated on the face of a green monster found at the end of problems in exercise one. An algorithm enables the monster's face to display various degrees of distress or pleasure, according to how correct the answer is (see Appendix B). The PDF version does not contain this motivational feature.

## 9 Student Feedback

A pilot survey containing eight statements and a free comment section was given to 14 students who were working as testers. (See Table 2.)

The purpose of the questionnaire was to verify that both the process and material were not just amusing, but also motivational and educational. Student opinions concerning movie length, appropriateness of theme, level of enjoyment, willingness to continue learning in such a way and degree of learning were also collected.

The instrument was set up in such a way that the presence of necessary requirements for motivation to occur, as specified in Keller's ARCS model, could be corroborated and evaluated. In particular, items 7, 2, 5 and 6 are respectively testing for the learner's attention being aroused, an acceptance of the relevance of the material, a feeling of confidence brought by understanding, and a statement of satisfaction from the perception of likely success.



**Table 2: Survey Questions and Items Being Tested**

	Question	Testing for
1	I have learnt something new.	Awareness of positive learning outcome
2	I would like to continue learning this way.	Acceptance of <i>relevance</i>
3	The length of the movies is appropriate.	Ability to understand content of short movie
4	The online exercises are easy to understand.	Willingness to undertake online exercises
5	I feel more confident constructing English sentences.	<i>Confidence</i> gained through understanding
6	I enjoyed this activity.	<i>Satisfaction</i> from perceived ability to succeed
7	Zombie Guy is cool!	Gaining and maintaining <i>attention</i>
8	I prefer regular classroom teaching.	Willingness to try unorthodox learning

A 4-point Likert scale was used, with respondents given the choice to *strongly agree*, *agree*, *disagree*, or *strongly disagree* with the eight statements. Neutral choice was intentionally excluded to prevent subjects who *don't know* being confused with those who *neither agree nor disagree* (Clason and Dormody, 1994). Furthermore, as noted by Schuman and Presser (1996), fatigue, reticence, uncertainty or ambivalence can lead to an over abundance of neutral responses, leading to results which are difficult to analyze or interpret. The results can be seen in Figure 4.

## 10 Results

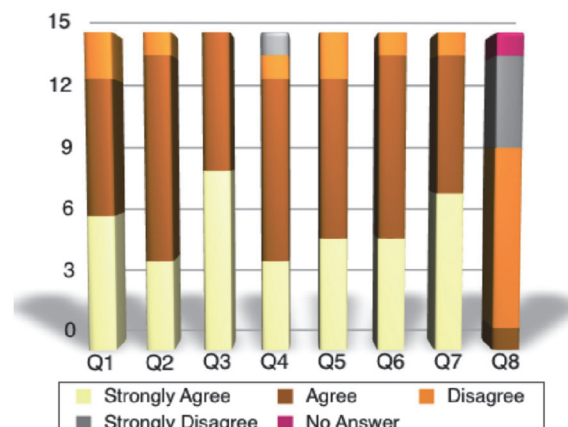
The raw data is expressed in Table 3. The

abbreviations *Agr*, *Dis*, *Str Agr* and *Str Dis* are respectively used for *Agree*, *Disagree*, *Strongly Agree* and *Strongly Disagree*.

**Table 3: Student Responses to Survey (N = 14)**

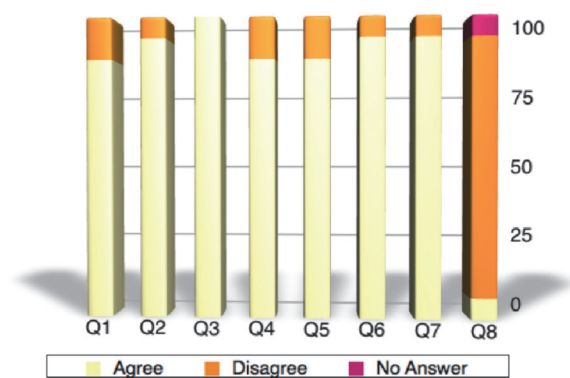
	Question	Str Agr	Agr	Dis	Str Dis
1	I have learnt something new.	6	6	2	0
2	I would like to continue learning this way.	4	9	1	0
3	The length of the movies is appropriate.	8	6	0	0
4	The online exercises are easy to understand.	4	8	1	1
5	I feel more confident constructing English sentences.	5	7	2	0
6	I enjoyed this activity.	5	8	1	0
7	Zombie Guy is cool!	7	6	1	0
8	I prefer regular classroom teaching.	0	1	8	4

In Figure 4, each vertical bar displays the number of learner responses to each item, with the statement being indicated on the x-axis and the total number of students being indicated on the y-axis. *Strongly agrees* are displayed in pale yellow, *agrees* in brown, *disagrees* in orange and *strongly disagrees* in grey. *No answers* are crimson.



**Figure 4: Student response to survey concerning appeal of short English videos as learning material**

As can be seen, the bulk of the responses seem to agree or strongly agree with the propositions, with the exception of Item 8, which was a transposed statement. In this case, the majority disagree with the proposition, which was “I prefer regular classroom teaching”. If these responses are further simplified into either agree or disagree by combining the positive and negative responses, it is easier to visually compare the feedback. This is shown in Figure 5.

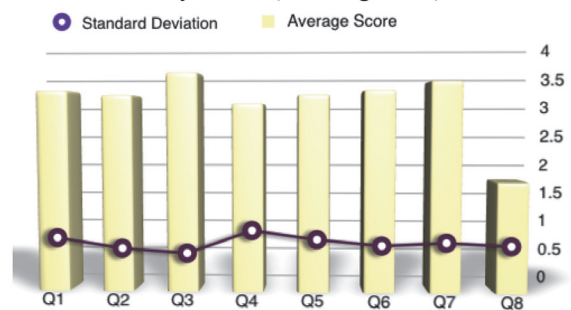


**Figure 5: Simplified student response to survey concerning appeal of short English videos as learning material**

The majority of the responses either agree or strongly agree with the first seven propositions. As noted, Item 8 is a transposed statement, with the majority disagreeing with the proposition. The results show that most of the students acting as pilot testers (86%) felt they had learnt something (Item 1). Even more (93%) agreed that they would like to continue learning the same way (Item 2). All students (100%) agreed that the movie length was appropriate, substantiating the supposition that short activities capitalize on short attention spans (Item 3). Fourteen percent of students did not like the online exercise format, and found it difficult to understand. That may be due to a lack of confidence with spelling or keyboard typing (Item 4). Most students (86%) felt more confident in constructing English sentences (Item 5). Almost all students (93%) enjoyed the activity (Item 6), and the same number also liked *Zombie Guy* (Item 7). In addition to

being descriptor testers for the ARCS model, the purpose of Items 6 and 7 was also to evaluate student feeling towards the learning as opposed to towards the character, *Zombie Guy*. No student strongly preferred regular classroom teaching (Item 8), and the majority (86%) strongly disagreed with the proposition that classroom teaching is preferable. One student was unable to respond to this item, writing in the free comment section that English was appropriate for such a platform, but that computer programming or graphic design would not be appropriate subjects to be taught in such a way. There were only two other comments; “*Zombie Guy* is fun”, and “This movie is very interesting”. The responses indicate that the format and content are an appropriate learning vehicle and are effective as motivators.

Statistically, although the sample is only small, the results are valid. If the opinions *strongly agree*, *agree*, *disagree* and *strongly disagree* are respectively coded from 4 to 1 for each level of agreement, the responses from each question can be averaged and expressed as a stacked column graph, with the questions along the x-axis and the coded scores on the y-axis. (See Figure 6)



**Figure 6: Mean, Mode, Median and SD values of agreement in 8 survey questions**

The graph clearly shows items 1 to 7 exhibit responses ranging between *agree* and *strongly agree*. The small standard deviation is a consequence of the small scatter in responses, and despite Item 8 being a negatively loaded, transposed statement, a similar standard deviation to the other items shows agreement with the general trends. An overall average of 3.3 for Items 1 to 7 (and an SD of 0.61) further demonstrates that most respondents at least agree with the propositions tested. Furthermore, the 95%



confidence interval is between a lower endpoint 2.948 and an upper endpoint 3.652, indicating the validity of the results (See Figure 7).

	Mean	Mode	Mdn	SD
Q1	3.28	4, 3	3	0.73
Q2	3.21	3	3	0.58
Q3	3.57	4	4	0.51
Q4	3.07	3	3	0.83
Q5	3.21	3	3	0.7
Q6	3.28	3	3	0.61
Q7	3.43	4	3.5	0.65
Q8	1.8	2	2	0.60

**Figure 7: Numerical Comparison of Mean, Mode, Median and SD**

### 11 Discussion

Schmidt (1990) and Sharwood-Smith (1994) argued that learning is only that part of the “input” that the learner “intakes”. If the learner has no intake, learning will likely not occur. Despite the demotivating effects that much of the literature claims the teacher may have on the learner, if the learner can successfully be motivated to intake at least some of that input, learning will occur.

Rephrasing this from the viewpoint of intrinsic motivation, applying well thought out teaching material and learning content to a systematic motivational design process, such as the ARCS model, results in a higher intake and a positive result for the learner. Using an interesting or unorthodox approach to capture the attention of the learner, and having the learner understand the relevance of the material, coupled with sufficient opportunity to gain confidence through appropriate reinforcement activities, will likely lead to satisfaction, further motivating the student and resulting in increased learning.

While the results of the survey we administered seem to show that the format and content are an appropriate learning vehicle and are effective as motivators, it should be remembered that the questionnaire was only administered as a pilot survey. The sample was intentionally small just as the items in the survey were relatively limited in scope. The objective was only to gauge learners’ opinions concerning the content and

platform, and to test the feasibility of using an instructional design model in a language learning setting. A larger sample with a broader range of survey items may be valuable, and a pretest may help in comparing both attitudes and performance after using the learning material.

### 12 Conclusion

The application of technology in English education continues to increase, fueling a demand for innovative and creative implementations using the many new technologies. As Prensky (2001) has been adamantly claiming for over ten years, the challenge of the educator is to engage “digital natives” with their technologies. Such an example has been described, and as shown by the survey results, the humorous one-point video series presented here successfully demonstrates a systematic way to motivate low performance EFL learners. The number of videos and exercises will be further increased, and a more detailed analysis using a larger sample will be undertaken at a later stage.

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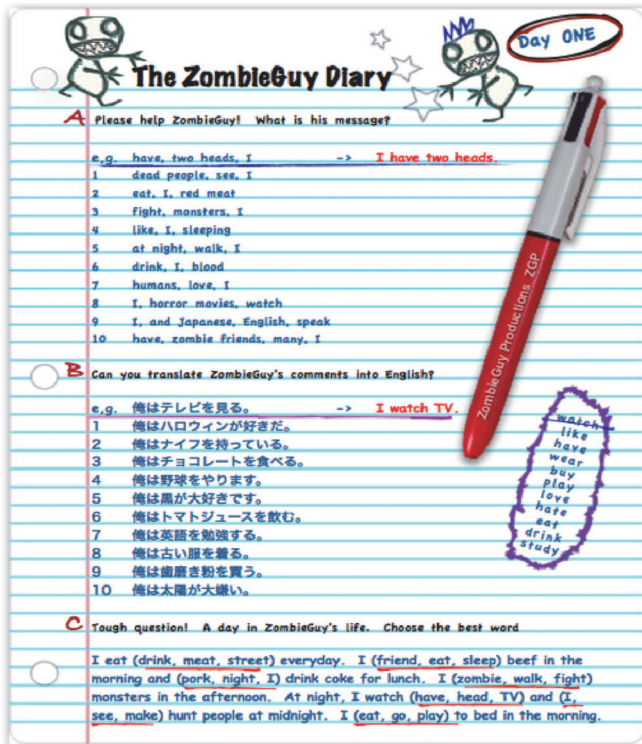
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## Appendix A

Example of the 3 sets of exercises from lesson 1 of *Zombie Guy*.

The example is taken from the PDF download.



## Appendix B

### Sample Zombie Guy Online Exercise

Screenshot of online exercise showing problems and monster showing degrees of happiness or distress according to the answer.

