

The Influence of Video-based Learning on Medical Students' Second Language Pragmatic Knowledge and Motivation: An Educational Intervention

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ABSTRACT

Background: Learning English is crucial for students, particularly for developing a second language (L2). This investigation seeks to determine the influence of video-based learning on the pragmatic motivation of medical students.

Methods: This study conducted an educational intervention using pre- and post-test procedures to compare the impact of two different English teaching methods, including video-based learning (intervention) and the routine method (standard pedagogical materials), on pragmatic development and general and specific pragmatic motivation. The study involved 54 medical students from Kerman University of Medical Sciences over an academic term from October 2021 to February 2022. Participants were selected using convenience sampling from two classes and then randomly assigned to intervention and control groups. A Discourse Completion Task (DCT), alongside the General Pragmatic Motivation Questionnaire (GPMQ) and Speech-Act-Specific Motivation Questionnaire (SASMQ), was used as the instrument for data gathering. Analysis was carried out using SPSS version 24, with statistical significance set at a P-value less than 0.05.

Results: Out of the 54 participants, 22 (40.74%) were male, and 32 (59.26%) were female, with a mean age of 21.5±1.5 years, ranging from 18 to 24 years. While no significant differences were noted in the groups' pre-test scores ($P>0.05$), the post-test outcomes revealed significant improvements in the intervention group across three components: pragmatic development ($P<0.001$), general pragmatic motivation ($P<0.001$), and specific pragmatic motivation ($P<0.001$).

Conclusion: Merely teaching English in the classroom may not suffice to enhance language learners' pragmatic competence. It seems that integrating videos and movies into language learning can enhance learners' proficiency in using speech acts like requests and refusals.

Keywords: Pragmatic, Speech Perception, Motivation, Video-based learning, language, English, Medical

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Introduction

Academic literature emphasizes the critical role of pragmatic competence in communication skills, highlighting the challenges faced by advanced and proficient second language learners in using linguistically appropriate expressions in everyday interactions (1-3). This challenge has prompted significant research efforts into enhancing students' Second Language (L2) pragmatic abilities and became a notable area of research interest (4, 5).

There remains a lack of consensus regarding the precise definition of pragmatics. Yule offers a more precise definition, portraying it as the message expressed by a writer/speaker and comprehended by a reader/listener (6). Ziashahabi and colleagues defined pragmatics competence as a subset of linguistics concerning how individuals employ language in their everyday interactions within various social contexts (7). Moreover, it is widely acknowledged that many pragmatics elements, such as discourse markers, discourse strategies, speech acts, and pragmatics routines, can be taught in English as Foreign Language (EFL) classes (8). Furthermore, studies suggest that students who undergo pragmatic instruction generally achieve better results than those exposed to traditional teaching methodologies (9, 10).

The primary goal of language teaching, whether in native or non-native settings, has always been to help EFL learners communicate and interact in a social context (11). Speech act theory is a part of pragmatics that examines how speakers use language structures, words, and expressions to fulfill their social roles through communication. According to Schauer (12), speech acts involve all the acts individuals carry out in everyday life via speaking, including all the actions and activities ordinarily performed and acted out by interlocutors. It has to be noticed that the understanding of speech acts depends on the contextual factors and speech elements that appear in the given environment (13). Consequently, in the EFL context, it is crucial to focus on the detailed

presentation and practice of pragmatic elements using appropriate methods and devices. In conventional teaching contexts, learners encounter the forms and structures of the target language regardless of their social and communicative needs. The teaching procedures and activities are restricted to what the pre-designed curricula and textbooks (14). Moreover, from a psychological point of view, another important criterion for success in language learning is possessing the required level of motivation. Motivation is an essential and determining factor that, along with aptitude, makes a difference in the quality of learning (15). A number of empirical studies have demonstrated that motivated EFL learners are more willing to interact and possess suitable competence for pragmatic purposes (16-20).

Applying multimedia training is a very suitable training approach since it is not costly and time-consuming contrary to conventional teaching approaches in which teaching becomes time-consuming, limited, and less effective (21). Some scholars and professionals have called movies a viable resource believing that they reflect authentic contexts present an original body of actions and different linguistic models, and can be investigated as genuine sources of cultural understanding (5, 22). A study reported that videos provide reasonable and pragmatically appropriate context to introduce everyday communication in terms of request modifications and other authentic models of speech acts, which have been recognized to be communicatively and linguistically suitable and practical for the EFL audience (23). Investigation into the utilization of speech acts like invitations, requests, offers, apologies, and refusals by EFL learners has proved that EFL learners struggle to implement meaningfully and purposefully in their everyday communication and interactions with others (12, 24). Accordingly, the gap that is felt in Iran indicates the need for studies focusing on implementing video-based English teaching procedures as a step towards the pragmatic motivation and

communication development of the learners (25, 26). The current study aimed to introduce video-based teaching procedures to enhance the pragmatics competence among students majoring in medicine in generating two speech acts, namely refusals and requests. Getting the learners to speak English fluently and accurately concerning the given speech acts was one of the main objectives of this research. The author made significant efforts to bridge this gap by creating an authentic real-life environment that can facilitate the implementation of relevant speech acts.

The following questions propose the objectives of this study:

1. Do video-based English movies help medical students significantly enhance their pragmatic competence in making requests with fluent and accurate English speaking?

2. Do video-based English movies help medical students significantly enhance their pragmatic competence in making refusals with fluent and accurate English speaking?

Methods

Study Design and Setting

To develop the pragmatics competence of medical students regarding the speech acts of refusals and requests utilizing movies, an educational intervention study with a pre-test/post-test control group design was conducted during the academic year spanning October 2021 to February 2022 in Kerman University of Medical Sciences, Kerman, Iran. One group of participants was exposed to video-based learning while the other group was not. The results of both groups were then compared to each other.

Participants and Sampling

Using the convenience sampling method, the subjects were randomly allocated into two classes: intervention (video-based English movies) and control (received standard pedagogical materials). In this study, 60 medical students aged 18 to 24 who had enrolled at the university in the 2021-2022 academic year from two intact classes at Kerman University of Medical

Sciences were included. One of the inclusion criteria was possessing an equivalent level of English language proficiency. Subsequently, to determine the uniformity of participants regarding their English proficiency, the researchers administered the Oxford Quick Placement Test (OQPT). Following the OQPT results, 6 students were excluded, leaving 54 students as participants for the study. Accordingly, the researchers randomly allocated the individuals into two equally sized cohorts, namely the intervention class (N: 27) and the control class (N: 27). The recruitment details of the participants are illustrated in Figure 1.

To conduct the study, a population of 30 participants was selected based on previous studies (25), with an anticipated 20% attrition rate and a 95% confidence interval (N: 60).

$$n = \frac{(Z_{1-\alpha/2} + Z_{1-\beta})^2 [P_1(1 - P_1) + P_2(1 - P_2)]}{(P_1 - P_2)^2}$$

Intervention Procedure

Two methods of video-based training (intervention) and routine training (Control) were implemented on medical students randomly having been allocated into two groups. Prior to commencing the course, a proficiency exam in English language skills was administered to all the participants. The individuals were then randomly allocated into two groups with equal starting levels.

1. Video-based movie: First, two main English language movies were chosen to practice:

The Secret: Dare to Dream Movie (2020), was one of the movies selected for this study. It is an American drama film about a hardworking young widow struggling to raise three children alone. The movie scenario was attractive and full of actions that occurred in various everyday situations, and the language was completely informal, reflecting everyday communication. The movie's story was so interesting that it successfully attracted young people's attention and interest.

Friends Show (1994-2004), the TV series gained popularity in the United States.

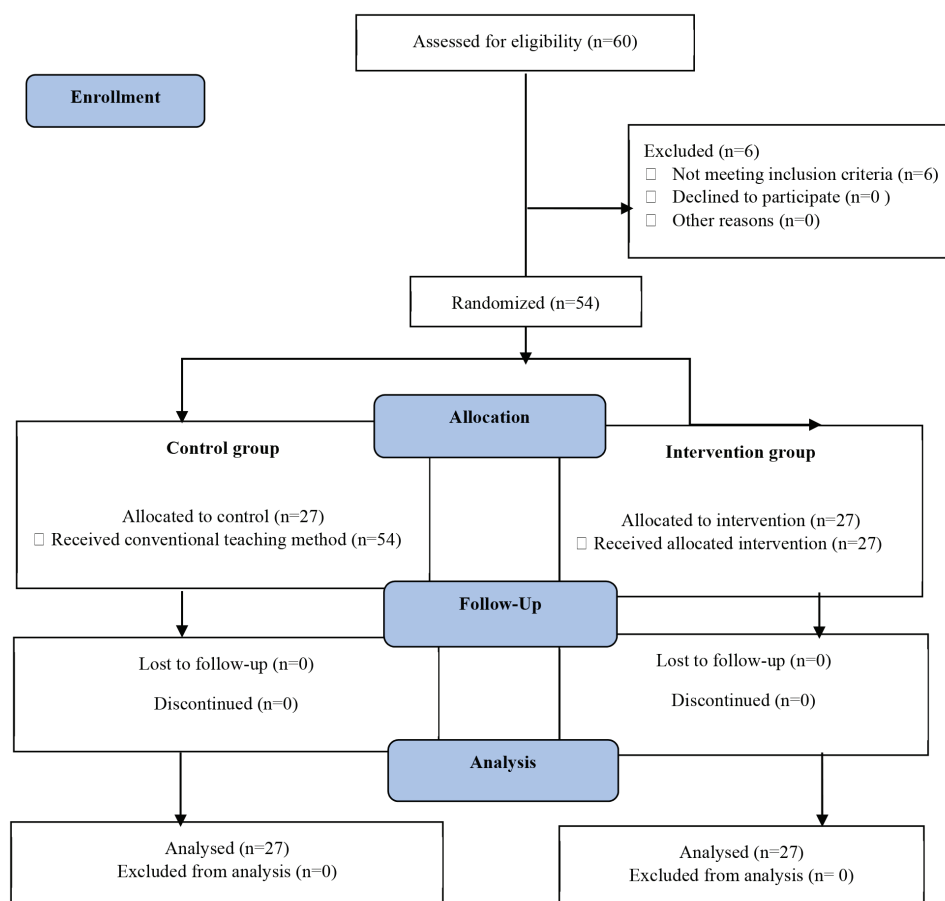


Figure 1: The participants' recruitment flow diagram

Five episodes were chosen for viewing. During a four-month period, students in the intervention group spent 10-15 minutes in each session watching and analyzing specific episodes. These episodes were chosen for their diverse dialogues depicting typical daily roles and relationships. As a result, the participants were exposed to various speech acts and informal communication commonly encountered in daily life (26). During the last session, the intervention group subjects responded to two questionnaires that investigated their motivations and their acquisition of pragmatics.

In the educational setting, films were utilized by the instructor as a means of instruction, with screenings followed by thorough discussions and analyses. This approach aimed to assist learners in comprehending the primary role and significance of speech acts, including their purpose and implications. One of the researchers served as the instructor and

coordinator of the activities, with a particular focus on the frequent communication of requests and refusal speech acts in the given movies. From time to time, the participants were required to produce their utterances following the samples produced and implemented in the movies that were observed by the teacher. Furthermore, the teacher endeavored to assess the students' comprehension of speech acts through pertinent questioning. Moreover, students were prompted to articulate their grasp of these acts in relation to the utilization of speech acts depicted in various segments of the video clips. By presenting additional supplementary scenarios, students were given more opportunities to speak and participate in discussions with both their peers and the teacher.

Control group: The control group followed conventional teaching procedures. They were not exposed to movie watching. Instead, they used their assigned textbook, *English*

for the Students of Medicine. The researcher followed the conventional teaching method, focusing mainly on reading activities. They were instructed to use their general English textbook, read the passages, and answer comprehension questions in class. There were some vocabulary and even grammar exercises to follow.

Tools/Instruments

The primary instrument for data gathering was the Discourse Completion Task (DCT), which was used alongside the General Pragmatic Motivation Questionnaire (GPMQ) and Speech-Act-Specific Motivation Questionnaire (SASMQ).

The DCT was used to evaluate how students use speech acts. It could elicit participants' anticipated verbal dialect, consistent with the major designs in normal discourse events (22). The DCT we utilized for evaluating the learners' pragmatic competence comprised three parts referring to the two discourse acts of requests and refusals. The task involved eight factors motivating students to either share their opinions (four items) or make requests (four items). The procedure was carried out so that participants had to explain their expressions in similar circumstances. Since the task was open-ended, a rubric adapted from Taguchi (24) for appropriateness of evaluation and rating was employed. The suitability of using the appropriate speech act was explained as the ability to implement it in a similar context. A five-point scale ranging from 1 (very poor) to 5 (very good) was added for the participants to respond to the DCT items, and the participants were subsequently rated according to the modifications offered in the rubrics. Zero would be rated for the items with no response or wrong response.

Validity and Reliability - colleagues who were experts in English were requested to function as raters. Initially, the raters individually scored the provided responses, followed by each sample being assessed by a minimum of two independent raters. Subsequently, the interrater reliability was determined utilizing Pearson's correlation

coefficient, which was found to be high ($r=0.90$). Samples with a discrepancy of two points between raters were subject to discussion among the raters. At long last, a third scorer was asked to interfere in case the contrast seemed not to be settled by the other scorers. The focus was given to those questions with a one-point distinction. The ensuing score demonstrated a pragmatic production in terms of appropriateness comparable to that of a native speaker.

The GPM and SASM Questionnaires were used to evaluate the general and specific pragmatic motivation. To evaluate the participants' pragmatic motivation, a questionnaire designed and adapted by Tajeddin and Zand-Moghadam was implemented (16). They designed two questionnaires based on two distinct types of pragmatic motivation. Initially, the researchers administered the GPMQ, which focused on L2 pragmatic motivation. It consisted of 42 items examining the participants' familiarity with the culture, speech act, meaning conveyance, and politeness strategies. The subsequent instrument was the SASMQ, comprising 6 items concerning the targeted speech acts of refusal and request. It aimed to assess students' motivation in using language forms and pertinent structures indicative of their inclination to employ specific speech acts appropriately. Learners were required to specify their agreement on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree".

Validity and Reliability - To validate the instruments and their content suitability regarding their relevance to the study's objectives, a panel of faculty members specializing in linguistics, language teaching, educational program planning, and assessment was recruited. Additionally, to establish their reliability, the tests were administered twice to 15 students (from the same course within the semester) with a three-week interval between each administration. The reliability coefficient was estimated using Cronbach's Alpha, which came to be 0.88 for all tests.

Data Collection

Questionnaires were distributed to both groups before the course commencement, and post-tests were conducted immediately after the treatment had been carried out. The questionnaires were distributed to the students in-person. It should be noted that all students attended the treatment sessions, which contributed to the consistency of the outcomes.

Data Analysis

The data underwent analysis using SPSS version 24, employing a series of statistical procedures. These procedures included evaluating the normal distribution of the data using the one-sample Kolmogorov-Smirnov test, comparing the mean performance of both groups before and after the intervention using an independent sample t-test, analyzing questionnaire data descriptively (in percentage form), and comparing pre- and post-test data differences using a paired sample t-test. Significance was determined at the level of $P < 0.05$.

Ethics- This study was approved by the research committee of Azad University of Kerman and was carried out with informed consent. All participants were fully informed of the study's aim and assured of confidentiality. They were also informed that the information they provided would be kept confidential.

Results

Demographic Characteristics

Table 1 demonstrates the participants' demographic characteristics. Of 54 participants, 22 (40.74%) were male, and 32 (59.2%) were female aged 18 to 24; their mother tongue was Persian, and they possessed an intermediate level of language proficiency.

Assessing Normality of Data (Kolmogorov–Smirnov test)

The researchers utilized the Kolmogorov-Smirnov test to assess the normality of the tests. The results are summarized in Table 2. The significant values for both the pre- and post-tests of the control group were above 0.180 and 0.200, respectively. Similarly, the significant values for the pre- and post-tests of the intervention class were 0.201 and 0.151, respectively. The findings indicate that the normality of the general and specific pragmatic motivation, along with the pragmatic awareness, remained acceptable. Therefore, it is justifiable to utilize parametric tests.

Analytical Findings

Table 3 displays the comparison of pre-tests across both groups, indicating no statistically significant difference in mean scores for pragmatic development. An independent sample t-test analysis revealed no significant difference in mean scores between

Table 1: Demographic characteristics of participants

Variable		Intervention group	Control group
Age	Mean	22±1.5	20±1.5
	Range	19-23	18-24
Gender	Male	13 (48.14%)	12 (44.44%)
	Female	14 (51.8%)	15 (55.55%)
Language	Native language	Persian	Persian
	English language proficiency	Intermediate	Intermediate

Table 2: Results of Kolmogorov–Smirnov test (K-S)

Groups		Kolmogorov-Smirnov		
		Statistic	df	P value
Standard pedagogical materials	Pre-test	0.174	26	0.184
	Post-test	0.169	26	0.200
Video-based English movies	Pre-test	0.123	26	0.201
	Post-test	0.175	26	0.151

Table 3: Comparison of the pre-test scores of both groups

Variables	Group	N	Mean±SD	t	P value
Pragmatic Development	Standard pedagogical materials	27	16.81±2.02	1.11	0.27
	Video-based English movies	27	16.22±1.91		
General Pragmatic Motivation	Standard pedagogical materials	27	25.52±3.74	-0.41	0.68
	Video-based English movies	27	25.89±2.82		
Specific Pragmatic Motivation	Standard pedagogical materials	27	17.41±3.50	-0.04	0.97
	Video-based English movies	27	17.44±4.14		

* SD: Standard Deviation

Table 4: Comparison of Pre-test and Post-test scores in both groups

Variable	Group	N	Mean±SD	t	P value
Standard pedagogical materials					
Pragmatic Development	Pre-test	27	16.81±2.02	-1.00	0.33
	Post-test	27	16.93±2.10		
General Pragmatic Motivation	Pre-test	27	25.52±3.74	-1.14	0.27
	Post-test	27	26.22±5.96		
Specific Pragmatic Motivation	Pre-test	27	17.41±3.50	-1.31	0.20
	Post-test	27	17.60±3.74		
Video-based English movies					
Pragmatic Development	Pre-test	27	16.22±1.91	-7.84	<0.001
	Post-test	27	18.61±0.96		
General Pragmatic Motivation	Pre-test	27	25.89±2.82	-8.60	<0.001
	Post-test	27	38±6.28		
Specific Pragmatic Motivation	Pre-test	27	17.44±4.14	-7.00	<0.001
	Post-test	27	29±9.28		

* SD: Standard Deviation

the control group's pre-test (16.81±2.02) and the intervention group's pre-test (16.22±1.91), with $t=1.11$ and $p=0.27$. Similarly, there was no significant difference in mean scores for general pragmatic motivation between the control class's pre-test (25.52±3.74) and the intervention class's pre-test (25.89±2.82), with $t=-0.41$ and $p=0.68$. Moreover, no significant difference emerged in mean scores for speech-act-specific motivation between the control group's pre-test (17.41±3.50) and the intervention group's pre-test (17.44±4.14), with $t=-0.04$ and $p=0.97$.

Table 4 shows the comparison between pre-test and post-test scores within the control group, indicating no significant difference in mean scores for pragmatic development (pre-test: 16.81±2.02, post-test: 16.93±2.10), with $t=-1.00$ and $p=0.33$. Similarly, no significant difference was detected in mean scores for general pragmatic motivation within the control group between the pre-test (25.52±3.74) and post-test (26.22±5.96),

with $t=-1.14$ and $p=0.27$. Additionally, no significant difference in mean scores for specific pragmatic motivation within the control group between the pre-test (17.41±3.50) and post-test (17.60±3.74) was observed ($t=-1.31/P=0.20$). Conversely, the intervention group displayed a significant difference in mean scores for pragmatic development between the pre-test (16.22±1.91) and post-test (18.61±0.62), with $t=-7.84$ and $P<0.001$. Furthermore, the researchers observed a significant difference in mean scores for general pragmatic motivation between the pre-test (25.89±2.82) and post-test (38±6.28) in the intervention group, with $t=-8.60$ and $P<0.001$. The results also established a significant difference in mean scores for specific pragmatic motivation between the pre-test (17.44±4.14) and post-test (29±9.28) in the intervention group, with $t=-7.00$ and $P<0.001$.

As shown in Table 4, the independent sample t-test analysis conducted on post-tests

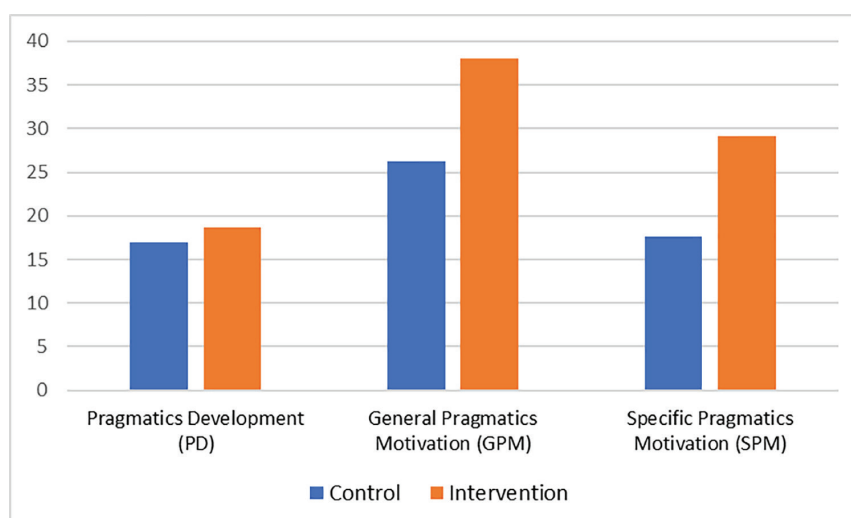


Figure 2: Comparison of post-test between intervention and control groups

revealed a significant difference in the mean scores for pragmatic development between the control (16.93 ± 2.10) and intervention classes (18.61 ± 0.96), with a t-value of -3.80 and a P value of <0.001 . Concerning the general pragmatic motivation, there was a significant difference in the mean scores between the control class (26.22 ± 5.96) and the intervention one (38 ± 6.28) in the post-tests, with a t-value of -7.07 and a p-value of <0.001 . Similarly, regarding the specific pragmatic motivation, a meaningful difference existed between the post-tests' mean scores of the control (17.60 ± 3.74) and intervention classes (29 ± 9.28), with a t-value of -5.93 and a P-value of <0.001 . Figure 2 provides a visual comparison of the two classes based on the post-test outcomes.

Discussion

This research sought to investigate the effect of video-based learning on the pragmatic competence of medical students, specifically focusing on their ability to generate logically satisfactory forms of requests and refusals. The study's discoveries bolstered the adequacy of video-based learning as an instructing material for developing the pragmatic competence of medical learners since they represented reasonable and communicative circumstances that ordinarily happen in the real world.

For the most part, the subject used the two

discourse acts of refusal and requests, and it is evident that the intervention class performed better than the control one in employing the two discourse acts. The results show that the participants effectively enhanced their motivation to improve their pragmatic competence through their engagement with video-based learning. These findings corroborate previous research indicating the beneficial effects of instruction through movies on learners' pragmatic development (27, 28). Considering Polat and Eristi's views, foreign language movies and videos can often serve as more motivating authentic materials compared to other forms (29). They also believe such movies can be effective, entertaining, and instructive for students to improve their language proficiency. Moreover, music and setting elements can make the teaching experience and instruction enjoyable for them. More importantly, observations have been made that videos and movies offer learners additional topics and ideas for discussion, connecting these elements more closely to their lives. Therefore, when selecting video materials for classroom activities, choosing topics that align with learners' interests and proficiency level in English is essential. Nunan (30) postulates that designing suitable activities is an important consideration for any language class, and the procedure involves the selection of videos that can be classified into subsections and presented one at a time.

Instructors should design classroom activities that enhance their language proficiency. Instructors are expected to act as reflective observers to ensure learners remain focused on the course objectives. Consequently, instructors would benefit significantly from meticulously selecting video materials supporting language learners. Furthermore, teachers should exhibit greater motivation when given the opportunity to engage with video materials.

The findings align with others, having followed almost the same objectives. For instance, Omar and Razi (31) explored the influence of viewing films and television series clips on improving pragmatics competence among language learners, specifically in generating requests and refusals. It was concluded that the practice of TV series and movies considerably affects the learners' pragmatic performance. Furthermore, there is a widely held belief that pragmatics instruction should be integrated into English classroom teaching, akin to how teachers introduce other components such as reading and writing (24). Likewise, the method of instruction and teaching appears to impact the attainment of various speech acts. Most importantly, the findings confirmed that pragmatic aspects can be taught and learned (32).

The findings align with the investigation conducted by Ziashahabi et al. (7), where they sought to validate the utilization of speech acts and the improvement of pragmatic competence through implicit and explicit teaching methodologies. It was observed that the intervention class demonstrated superior performance compared to the control one. Similarly, Takahashi (33) examined the use of four input development strategies through explicit teaching with Japanese EFL learners in a quasi-experimental study. The study involved comparing request acts among native and non-native speakers alongside reading comprehension tasks to enhance request speech acts. It was established that the explicit teaching class outshone the other three classes by utilizing the four request strategies. Li and Zhoumin (34) arrived at

similar conclusions in their investigation, emphasizing that pragmatics generally cannot effectively facilitate learning without pedagogical intervention.

Limitations and Suggestions

It is essential to acknowledge several challenges and suggestions associated with this study. The selection of authentic video material is recommended to be conducted with meticulous attention to ensure alignment with the course content and the students' level of proficiency and interest. Moreover, the study's scope was deliberately limited to the practice of two types of speech acts to maintain control over various variables that could influence the study's outcomes.

Conclusion

The study findings propose that teaching pragmatic aspects by implementing movies and TV series is effective and beneficial for those who tend to acquire the authentic use of language. Moreover, the present research showed that producing speech acts could significantly develop among the participants as there was an attempt to employ explicit teaching methods integrating movies and clips. The findings also indicated that when students encounter contextualized English usage, their linguistic proficiency and motivation to understand pragmatics increase significantly due to the abundant input provided by authentic audio-visual resources. In light of these results, the researchers strongly encourage instructors to incorporate TV series, shows, and movies into their lessons to transform the teaching of pragmatics from a mundane aspect into one that promotes an engaging and captivating classroom environment.

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Authors' Contribution

All authors (FD, VJ, MT, NFR) conceptualized the study, and all were major contributors to writing the manuscript. FD performed the literature, in consultation with VJ, and assisted with MT and NFR. VJ has supervised the process. FD, MT, and NFR performed critical revisions of the manuscript. All authors approved the final manuscript.

Conflict of Interest

None declared.

Ethical Considerations

The study was carried out with informed consent, and all of the participants were fully informed of the aim and confidentiality of the study and were assured that the information they provided would be kept confidential. This study was approved by the research committee of Azad University of Kerman with the code of 201.

Funding/Support

Not applicable.

Availability of Data and Materials

The data supporting the results of this study can be accessed by the corresponding author upon reasonable request.

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