

comment by employing the proverb *When in Rome, do as the Romans do* [3, pp. 44-46].

As well as the role of proverbs in indirect and humorous communication, proverbs also play an important role in text organization. As part of figurative language, they can be used to begin or end a text or to change topic. Interlocutors often use proverbs to summarize and evaluate what they have been discussing and to indicate their desire to end the conversation. Their generality, acceptance as the common truths and values, fixedness and their distinctive feature of explaining abstract themes in terms of concrete situations allow proverbs to serve such functions. Through such functions, proverbs make —conversational segments appear coherent and personally meaningful

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THE EFFECT OF CONTEXT-BASED VIDEO INSTRUCTION ON LEARNING AND MOTIVATION IN A FOREIGN LANGUAGE CLASS

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Rezumat

Prezentul articol abordează rolul folosirii videourilor în cadrul unei lecții de limbă străină, ce contribuie esențial la sporirea motivației în procesul de învățare al unei limbi. Importanța folosirii

învăţării bazată pe context, oferită în mare măsură de videouri, a fost tratată de teoreticienii şi constructiviştii ce susţin ideia învăţării socioculturale.

This study implies that context-based videos in foreign language classes have the potential to enhance learners' retention and motivation. The importance of context-based learning using real world context for enhancing learning outcomes has been emphasized by sociocultural learning theorists and constructivists. The dominant idea of sociocultural learning theory is that learning is not something that happens in isolation, or is just inside the head, but is shaped by the context, culture, and tools in the learning situation [6, p. 123]. It is believed that real world contexts, where there are social relationships, tools, and engaged experiences, can make the best learning environments. This idea of sociocultural learning is based on Vygotsky's thought that all human activities take place in a cultural context with many levels of interactions, shared beliefs, values, knowledge, skills, structured relationships, and symbol systems [8, p 167]. According to Vygotsky, these interactions and activities are mediated through the use of tools, either technical or psychological, that are provided by the culture. Among various tools, the use of instructional technology has been rapidly adopted for the enhancement of interactions and activities. Constructivists believe that knowledge cannot be simply transmitted from the instructor to the learners, because the learners have not experienced all that the instructor has. Although the instructor shares an experience, learners' interpretation of that experience would be very different from the instructor's because the instructor is relating it to a different set of prior experiences. Therefore, constructivists think that learning is a process of helping learners construct their own meaning from the experiences they have by providing those experiences firsthand and guiding the meaning-making process [4, p. 178]. They think that information about the context is part of the knowledge that is

constructed by the learner to explain or make sense of the phenomenon and that what we really understand about skills and knowledge is the application of them. Constructivists argue that skills have more meaning if they are acquired initially and consistently in meaningful contexts to which they can be related [4, p. 165]. Context-based learning would be very effective and appropriate in teaching adult learners because they are already exposed to diverse contexts and are ready to learn in the context through a variety of experiences. In particular, constructivists contend that context-based learning through technology will be very effective for the enhancement of learners' knowledge construction, transfer, or application. Among the various technologies currently available, video technology is suitable for context-based learning because it can convey the information or knowledge in a more interesting way and allows the portrayal of complicated contexts. In addition, compared with expository materials, stories in video can help learners easily understand and remember the content. [4, p. 193]. A critical attribute of video is the ability to use both auditory and visual symbol systems [1, p. 415]. According to Baggett, learners can construct a mental representation of the semantic meaning of a story from either audio or visual information alone, but it appears that when presented together, each source provides additional and complementary information that retains some of the characteristics of the symbol system of origin. Baggett observed that information obtained visually was more memorable, on the basis of her finding that summaries written a week after viewing a movie were judged to be more complete than those written a week after listening to the audio-only version. Kozma also supported the fact that the visual component is memorable. He argued that simultaneous processing of auditory and visual information may aid learning. In addition, video might be superior for learning complex skills because it can expose learners to problems, equipment, and events that cannot be easily demonstrated [5, p. 209]. Video-based

instruction has the benefits of standardizing messages, so it might be able to increase the fidelity of implementing instruction. Some researchers contend that whether instruction using video technology is successful depends on how it is designed and used. Salomon found that a sample of learners rated television as an easier medium from which to learn than books. When assigned to view comparable stories from television or in print, the self-reported effort spent on learning by the group who read the stories was significantly greater than the group who viewed the television program. Both groups scored the same on a test of factual recognition, but the reading group scored higher on a test of inferences based on the story [7, p. 601]. Salomon's study implies that learners tend to fail in learning from televised instruction because they are not mentally engaged by it and are therefore passive. In other words, learning from television can be effective if learners actively process the messages from a television program. Video presentations should be designed to increase learners' mental effort and to engage learners in active learning. These tend to support constructivists' arguments that learners should be engaged in active, constructive, intentional, authentic, and cooperative learning for successful and effective learning [4, p. 203]. Research conducted by the Cognition and Technology Group at Vanderbilt University supports the constructivist argument. This group developed video-based instruction that actively engages learners in reasoning, thinking, and solving problems by exposing them to real world situations. Their research has shown that the video-based instruction is successful in enhancing students' problem-solving skills [2, p. 156]. Their work also implies how video-based instruction should be designed and used.

Motivation could be one of the most essential factors that learners should have for successful learning. The ARCS (attention, relevance, confidence, and satisfaction) model of motivation was developed in response to a desire to find more effective ways of

understanding the major influences on the motivation to learn and for systematic ways of identifying and solving problems with learning motivation. The model defines four major conditions (attention, relevance, confidence, and satisfaction) that have to be met for people to become and remain motivated [3, p. 176]. In this vein, video based instruction that provides attention, relevance, confidence, and satisfaction should be able to promote learners' motivation.

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