INTEGRATING FEATURE FILMS WITH SUBTITLES TO ENHANCE THE

LISTENING COMPREHENSION OF STUDENTS ATTENDING COLLEGE IN

TAIWAN

A

Dissertation

Presented to the

Graduate Faculty of the

Hufstedler School of Education

Alliant International University

In Partial Fulfillment

of the Requirement for the Degree of

Doctor of Education

by

Feng-Hung (Will) Tsai

San Diego, 2010

Abstract of Dissertation

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THE PROBLEM. Poor listening skills may result in misinterpretation. Language teachers as well as researchers understand the need for improving listening skills, and the need to find the most effective way to accomplish this objective. The purpose of this study was to determine whether the use of feature films with subtitles can help improve Taiwan college students' listening comprehension.

METHOD. The researcher selected 126 Taiwanese EFL college students to participate in this study. This study used a combination of quantitative and qualitative methods. In this quasi-experimental research, there were two experimental groups (English subtitles group and Chinese subtitles group) and a control group. The quantitative analysis included the listening comprehension score test and questionnaires. A simulated intermediate-level pre-test and a post-test of the GEPT listening

comprehension tests were used to identify the proficiency level of the student participants. Moreover, additional data from the participants including the students' general background, students' and teachers' reported perceptions, and the effectiveness of using films in listening comprehension classes were analyzed and reported. Furthermore, for the qualitative analysis, 21 students (seven from each group) and six college English teachers were interviewed individually by the researcher.

RESULTS. The results of this study indicated that students in the experimental groups with either English subtitles or Chinese subtitles treatments showed higher simulated GEPT listening test scores than the control group without the subtitles treatments. However, there was no significant difference between the English subtitles group and the Chinese subtitles group. The qualitative findings showed a preference both by students and EFL teachers for using feature films and subtitles as a method of helping Taiwanese college students in their English listening comprehension. The results highlighted the effectiveness of the use of films with subtitles in promoting English learning when students are provided with well designed activities to motivate their viewing and vigorously engage in the film approach. Language learning can be fun and rewarding.

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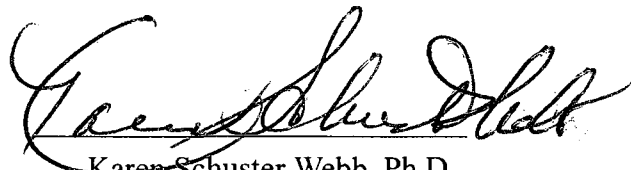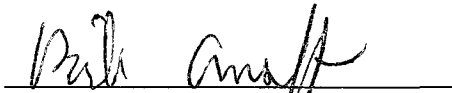
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Chapter I

STUDY OVERVIEW

To most college students in Taiwan learning a new language is challenging. Many

students explore English with curiosity about a new language and culture; however,

they may lose interest because they are unfamiliar with or unsure about a new language

or because of inappropriate teaching strategies. Learning a new language is not an easy

job, especially for young adults who have just passed their critical period of second

language acquisition. To learn a second language requires patience. Moreover, good

approaches, learning strategies, and motivation are needed to help students to

overcome the challenge of learning a new language.

English learning strategies for students at technology colleges in Taiwan have

often been ignored, because English class generally involves only two or three hours

per week for one and/or two years and it's not enough for the college students in

Taiwan. In other words, most students may not be able to achieve the intermediate

level of English proficiency of GEPT because they lack self-confidence in their English

ability and have anxiety or low interest in learning English. Finding the best methods to

assist technology college students' English learning has become an important issue

(Lin, 2002; Teng, 2002).

One of the most important tasks of English teaching in Taiwan is finding an

efficient method of teaching English listening. Improvements in technology, especially

in the area of videos provide plenty of opportunities for English learners to practice

their language learning and to assess their own progress in their listening practice.

Studies show encouraging results for the use of multimedia, including films, for L2 listening comprehension (Stempleski & Arcario, 1992; Baltova, 1994; Sherman, 2003). For example, visual and body languages of the speakers in the films not only facilitate students' understanding but also provide more clues for them while practicing listening. Feature films are made for native speakers, so in that sense video provides authentic linguistic input. At some point students in Taiwan need to be able to deal with language as it is naturally spoken. Since students in Taiwan do not live in an ESL context, films can provide to some extent a substitute for the input students cannot get outside the classroom. Thus, feature films can activate and enrich the learners' background knowledge and schemata, while stimulating the development of cultural awareness (Tomalin & Stempleski, 1993). In fact, audiovisual texts in DVD format provide a flexible resource such as dubbed soundtracks in different languages. Another advantage is the flexibility to choose between watching an entire film, a scene or extra feature with subtitles (captioned texts) or without subtitles (non-captioned texts).

Background of the Study

Today's technology provides great advantages for language learners. Students are exposed to a multimedia world. They enjoy the new advances such as the Internet and the activities it offers, such as search engines, computer games/activities designed for language practice and consolidation, English songs/music for language learning, CD-ROMs with dictionaries, grammar books and language courses, and interactive DVDs with authentic language. Films and videos have traditionally been used in the EFL learning courses, and there are many studies regarding the use of video and

multimedia such as using video as an aid to second language teaching, foreign language classroom and using DVDs in EFL classroom (Canning-Wilson, 2001; Cooper, Lavery & Rinvolucri 1991; Stempleski & Arcario 1992; Stempleski & Tomalin 2001; King 2002).

Recently, DVDs are new resources in the EFL classroom. The advantages and obstacles of DVDs as multimedia used in the classroom have been studied by Chun (1996), and King (2002), and others. In fact, audiovisual texts in digital video disc (DVD) format provide a flexible resource because they offer dubbed soundtracks in different languages. Another advantage of DVDs as compared to the cassettes and CDs is the freedom to choose between watching an entire film, and repeatedly watching scene or extra features in different languages with or without captions.

Language teachers may wonder which uses of DVDs will be most helpful for their students. There are different approaches of using DVDs depending on the pedagogical objectives, such as improving listening, speaking and/or writing skills. For example, if the objective is to bridge the gap between listening and reading skills, then the best choice is to watch the film with captions. However, for the purpose of enhancing students' listening comprehension such as guessing meaning from context, inferring from visual clues, facial expressions, voice, etc., the best way is to show the film without captions (King, 2002). Thus, the key to use this DVDs features effectively depend mainly on the teachers' understanding and ability to control and alternate the DVDs function, so that students can enhance flexibility and adaptability to different options. Another example is how to use DVDs to improve students' English writing and vocabulary. Students may watch the scene in English with no subtitles. Try to write

down any words, phrases, or a short description of what happens in the scene students understand.

Statement of the Problem

Listening comprehension plays a significant role in human communication. O'Malley & Chamot (1990) stated: "Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements" (p. 133). Poor listening skills may result in misinterpretation. Listening skill is considered one of the fundamental skills in learning English (Brown & Yule, 1983; Harmer, 1998; Schrum & Glisan, 2000).

One of the typical methods of teaching English listening courses in Taiwan is for an instructor to select a textbook with attached cassettes, CDs or DVDS, and to bring the packages into the language learning classroom and/or language laboratory for listening practice. These listening classes are once or twice a week according to the school curriculum set by the school, and each student has one or two hour of intensively practicing listening skills. In this situation, an instructor follows the lesson plans designed by the author of the textbook, in which students might have inadequate English input, and the students learning outcome is often low. The other perspective to consider when selecting material for listening classes in Taiwan is the college students' level of linguistic proficiency, age, needs and interests. Similarly, their learning strategies and cognitive styles play an important role at the moment of choosing appropriate or suitable audiovisual materials (O'Malley & Chamot, 1989; Stempleski &

Arcario, 1992; Katchen, 1996). Teaching purposes and objectives are also needed to be considered in the selection criteria.

Purpose of the Study

The purpose of this study was to determine whether the use of feature films with subtitles could help improve Taiwan college students' listening comprehension. Many teachers might like to use authentic films as part of their English teaching curriculum but a better method is needed so that this method can effectively meet the needs of English teachers and improve college students' listening skills in Taiwan. Language teachers as well as researchers understand the need for improving listening skills, and the need to find the most effective way to accomplish this objective. Multimedia technology such as DVD films plays an important part in teaching and learning listening comprehension. Teachers may be able to use multimedia technology such as DVD films with dubbed sound tracks and subtitles to motivate students, especially less-proficient listeners, to improve their English ability, and to raise their interests in learning English.

Using technology can make English teaching and learning engaging and effective. Films are entertaining, not to mention a rich source of language learning materials. In this study, the reason for using films to help students achieve listening comprehension skills was that film contents could provide rich visual and audio aids as input, and students expose to large quantities of these input. Another reason why students enjoy film learning was that they think they can acquire language in a low anxiety situation while also deriving great pleasure from the viewing activity. Because different genres appeal to different people, the students might have more motivation and less anxiety

when learning a new language. However, students need to be trained to know how to use the linguistic advantages offered by DVD films, and they might not be able to get this assistance by taking a traditional listening class. With the development and useful functions of interactive DVDs, students could improve their listening comprehension by themselves at a variety of locations such as school, home, work, etc. By watching and listening simultaneously, students might reduce boredom and frustration, which occurred more easily when students use traditional media such as cassettes and digital recorder. Therefore, this study focused on language learning using feature films. Students' listening ability progresses were monitored. Students' and teachers' perceptions of using feature films in combination with subtitles in listening practice was studied because their opinions provided rich interpretation of the study from both the students' and the teachers' perspectives.

Importance of the Study

This study used feature films in combination with subtitles as the main teaching materials in order to create an attractive learning atmosphere in which the teachers and students learned English together from the authentic socio-cultural contexts. Using films in teaching English is worthy of research. Research can apply the use of feature films to the teaching of listening, speaking, reading, and writing, and researchers can investigate the efficiency of film in language instruction. In addition, the use of films by incorporating them into the school curriculum is worthwhile to investigate. Also, researchers who use feature films, or movies, to teach English may need to pay attention to the students' attitudes toward various types of movies. In addition, combined with

different kind of teaching methods, classroom activities and group presentations may enrich English learning.

Thus, this study indicated that the use of films at a teaching tool created a learning environment with a low affective-filter, low anxiety in which the students liked English learning. From the shared teachers' experiences during the pilot study, it can be inferred to that using films to teach was motivating, and helped students in the development of language skills. Based on prior research in this area, the use of the visual influence of feature films to help college freshmen to develop their listening comprehension and to catch the central meanings of a video program was expected. Taking advantage of captions, films and DVDs' subtitles was regarded as the most convenient tool to be used in the study.

Research Questions

1. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

2. Does the use of feature films in combination with Chinese subtitles significantly improve the listening skills of experimental group B as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

3. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A (with English subtitles) as

compared to experimental group B (with Chinese subtitles) as measured by the GEPT Listening Comprehension Section test scores?

4. (a) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with English subtitles in English listening class?

    (b) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with Chinese subtitles in English listening class?

    (c) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with no subtitles in English listening class?

5. (a) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with English subtitles in English listening class?

    (b) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with Chinese subtitles in English listening class?

    (c) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with no subtitles in English listening class?

Hypotheses

1. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A (with English subtitles) and the control group (with no subtitles).

    H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A and the control group (with no subtitles).

2. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group B (with Chinese subtitles) and the control group (with no subtitles).

H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group B and the control group (with no subtitles).

3. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A (with English subtitles) and the experimental group B (with Chinese subtitles).

H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A and the experimental group B.

Methodology

The study was a quasi-experimental repeated measures design including pre-test and post-test. The data used in this study was analyzed both quantitatively and qualitatively. The methodology of this research was based on previous research as well as practical experience.

Participants

Participants were 126 college students and six English teachers (two full time and four part-time faculty members). All were from Shu-Te Technological University in southern Taiwan. The subjects were students enrolled in the elective advanced English

listening courses offered by the College of Liberal Education, Shu-Te Technological University from the fall semester to the end of the fall semester, 2009. The student subjects were not randomly assigned in the experimental and control groups because the students had free choice to choose which class they would like to attend. The students ranged in age from 18 to 23 years old and included an approximately equal number of females and males. These students started to learn English after they entered junior high school. All of the subjects have had English learning experiences for at least 6 years. Moreover, most of the subjects had the experience of using English learning equipment in a Language Lab. Therefore, the subjects had no difficulty using computers, setting up films, installing and operating related software, and so on. The six English teachers were four females and two males (two full time and four part-time faculty members). Two of them have PhD degrees, one in the area of higher education, the other in the TESOL. The four part-time teachers all have master degrees with the concentration in TESOL.

Instruments

Three instruments were utilized: (1) The General English Proficiency Test (GEPT) for intermediate level; the simulated intermediate-level test of the GEPT listening part identified the proficiency level of the subjects. Pre-test and post-test of GEPT listening comprehension test scores were evaluated to exam whether the adoption of feature film approach could significantly improve students' listening skills. (2) Two questionnaires were administered including: student questionnaires (pre-study, film experience, post-study, course experience), and teacher questionnaire (pre-study, use of film experience).

(3) Students' and teachers' interviews were further conducted to determine the perceptions of students' learning preference, needs, difficulties, and proficiencies and perceptions of teachers' teaching preference.

Procedures

The actual use of films was pilot tested in the spring semester, 2009 in order to examine whether the adoption of film-based instruction in the advanced English listening classes was applicable and feasible in the Taiwan college EFL classroom. This pilot study was used as an important indicator to the design of the formal study and determination the suitability of the experimental films. Two films clips were viewed. The first one was "Mama Mia" and did not successfully draw students' attention. The students seemed to have difficulties understanding the plot, perhaps due to the lack of background knowledge. According to some researchers, listeners need to connect the new knowledge to the background information (Rost, 2002; Chafe, 1994) in order to comprehend the new knowledge. The second film was "Eagle Eyes". Students showed much interest in and comprehend better the dialogues and plot of "Eagle Eyes". In the pilot study, a questionnaire was administered and some questions were open-ended questions in order to elicit students' opinions. The questionnaire aimed to investigate the students' general background information, students' general thoughts toward using DVD films in learning English and students' motivation for using DVD films in learning English listening.

In this quasi-experimental research, there were a control group and two experimental groups. The control group received feature film clips treatment only. The

experimental group A received feature film clips with English subtitles. The experimental group B received feature film clips with Chinese subtitles. Pre-test and post-test GEPT listening comprehension test were performed in the fall semester of 2009. The simulated intermediate-level test of the GEPT was used to identify the proficiency level of the subjects in order to determine if there were any differences before and after the experimental treatment. Two surveys gathered additional data from the students. The first survey investigated the participants' general background. The goal of the second survey was used to understand students' and teachers' thoughts and effectiveness regarding using films in listening comprehension classes. The surveys were reviewed by researcher's advisor for validity and reliability. The student survey was designed in English, and a Chinese translation version was used for students to answer in Chinese for accuracy of interpreting the questions since the students participants were not proficient English users. The teacher survey was designed and used in English because the teacher participants are proficient English users. However, if they had difficulties with any words, there were explanations to ensure complete understanding.

The treatment process took in three phases: Learning preparation stage (pre-viewing): incorporated schema building, prediction, focus on viewing and listening in which the students could activate prior knowledge and make predictions. They were ready to obtain information from visual and auditory clues and compare this information to what they already know. In this stage, tasks involved asking questions to introduce a topic or a scene, speculating about main characters and settings. The main task of this stage was to generate expectations for viewing the text by means of a pre-set

clear purpose (Brinton, 2001).

Information processing stage (while viewing): Repeat viewing film clips if needed and listening, the students selected part of the incoming information and focused on general ideas first and specific ones later on. In this stage, tasks included taking notes and work sheets, reviewing new or interesting words and expressions.

Comprehending and consolidating stage (post-viewing): Checking comprehension, analyzing language, practicing language, the students check comprehension and interpret the text. Students used their background knowledge and the new information to establish connections and relationships. The students were expected to transfer key elements of the audiovisual text to simulation of real-life situations. In this stage, tasks involved completing open-ended chunks and gapped texts, detecting main issues, carrying out role-plays, discussions and debates.

Interviews were conducted as part of the experiment because use of the interview is another effective way to explore subjects' additional personal opinions about the experiment. The interview data was analyzed and presented in four categories: benefits, difficulties, needs and suggestions in order to further explore the subjects' opinions and feedbacks. The student interviews were conducted on campus. However, teacher interviews were performed by telephone, MSN, or on campus. The interviews were audio-taped for further analysis. The scripts were saved in the computer. The interviews were transcribed and conducted in Chinese to make communication more effective and accurate.

Data Analysis

The study was a quasi-experimental design. The data used in this study was analyzed both quantitatively and qualitatively. The quantitative analysis included the listening comprehension score test and questionnaires, while the qualitative analysis was the open-ended survey questions, and interviews with target students and college language teachers.

The quantitative data was analyzed in the study using the Minitab Statistical Analysis for Windows version 14. One way ANOVA was used to analyze the significant difference between the samples. T-test was used to analyze the significant difference within the samples The Minitab Statistical software was used to calculate the ANOVA and t-test of independent samples, frequencies, means, and percentage of the responses from the subjects on the questionnaires. Two 7-point Likert-scale surveys were prepared to measure the participants' perceptions to study English using feature films. The questionnaire consisted of 12 items with responses of "strongly agree," "moderately agree," "agree," "neutral," "disagree," "moderately disagree," and "strongly disagree."

The data from survey questions and interview data used in this study were analyzed using qualitative methods. The primary data for this study included the student questionnaires, teacher questionnaires and the analysis of the interviews. After all the data was collected, the means of the two likert scale surveys were calculated. At the end all three types of data were analyzed and triangulation was achieved through the variety of data collected. Later, the researcher analyzed the entire corpus for general findings that illustrated the participants' reaction to the use of feature film in English instruction.

The general findings were inductive from the data. As more data are added, the general findings were refined by the category.

Limitations

There are some limitations with respect to the current study that may affect the interpretation of its results of the study. First, in this study the course was an elective course and the class size could not be predicted. Participants in each of the three classes were not randomly assigned to one of the three treatment groups because the students had free choice to choose which class they would like to attend.

The second limitation was concern to the participants' proficiency levels in English. Students' variable English proficiency within each group is a problematic limitation in this study. Future research design implemented with a same level of proficiency group would be more valid.

Another limitation was the amount of time the participants were given to watch the films. On average there were about four to six students absent in each week's class in the experimental groups during October and November, 2009. The reason that student's attendance rate dropped was due to the H1N1 flu.

The final concern was to choose the test for the listening comprehension test scores. Although TOEFL tests are one of the standard exams for English learners who are planning to study in the United States, the TOEFL listening test in not suitable for this study. Therefore subjects' listening comprehension test scores of Intermediate Level are drawn from the General English Proficiency Test.

Theoretical Framework

Krashen's Monitory Theory

The foundation of this study is based on the second language acquisition. The theorists and theories that support the inclusion of this study are as follows: According to Krashen, acquisition can be illustrated by the Monitory Theory. The Monitory Theory is based on a set of five interrelated hypotheses: Acquisition-learning Hypothesis, Natural order Hypothesis, Monitor Hypothesis, Input Hypothesis, and Affective Filter Hypothesis. The Input Hypothesis which attempts to explain how a learner acquires a second language, is perhaps the most important in Krashen's Monitory Theory. Krashen (1981), emphasizes that acquisition is the result of comprehensible input. He suggests that learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of competence (Krashen, 1981).

According to Krashen, many second language learners will go through what is referred to by some as a silent period when learners gradually receive and build enough comprehensible input so that they can start to produce their own structures. The input hypothesis also states that an acquirer must not be forced to speak too early. That is, a certain amount of comprehensible input must be built up before the acquirer is required to speak in a classroom (Brown, 2007). It shows that the more comprehensible the input, the greater the L2 proficiency. Krashen stated that learners will not automatically at the right level and said there will be delays in language acquisition if the input that is lack of comprehensible (Ellis, 1997). Providing consistent, comprehensible input requires a

constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level.

Comprehensible input occurs during the language acquisition process when the acquirer's affective filter is down or low. Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative role in second language acquisition. These variables include: motivation, self-confidence and anxiety. This hypothesis states that it is easier for a learner to acquire a language when he/she is not tense, anxious, or bored (Krashen & Terrell, 1983). This theory suggests that an individual's emotions can directly interfere or assist in the learning of a new language. Krashen (1981) claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Based on the theories, the ideal input is comprehensible but slightly challenging. If the input or task is too difficult, the student will give up in frustration. In order for learning to occur, there should be some feeling of success.

Schema and Cognitive Theory

Schema is a concept first introduced by Bartlett (1932) in his study of how human memory works. What a learner already knows is often referred to as their schemata. Schema is defined as "an abstract representation of a generic concept for an object, event, or situation" (Rumelhart, 1977, p. 266). Rumelhart (1980) uses the word schemata to define them as a "skeleton around which the situation is interpreted" (p.37). Schemata are essentially a person's "previously acquired knowledge structures" (Carrell & Eisterhold, 1983, p. 556). Schema theory is a cognitive science model to describe how

one views the world. Schema is therefore directly linked with background knowledge. Schema enables us to make predictions and inferences about the new experience. The description of schemata includes background knowledge, world knowledge or prior knowledge which is summarized around a theme; they are extensively used in numerous situations as a skeleton for processing incoming input; and exist in long-term memory (Carrell & Eisterhold, 1983; Nunan, 1999). Anderson et al. (1979) classifies two essential categories of schemata: Textual schemata which are related to the knowledge of the general structure or format of the discourse level conversation, and content schemata which are linked with the knowledge about different topics that is derived from the individual's life experiences (Mendelsohn, 1994).

In recent years, cognitive researchers believe that schemata are essentially advantageous to process aural input. Cognitive research has demonstrated the key role played by listeners with a focus on their active participation in the processes of listening. Cognitive researchers think that listeners make expectancies of text meaning through schemata. The closer between the aural input and the elements listeners are coming through their existing schemata, the more successful the comprehension of the aural text anticipates (Schmidt-Rinehart, 1994). Although listening comprehension is acquired gradually, it may become automatic or unconscious with practice. Unconscious or automatic processes which refer to automatic activation processes are solely the result of past learning (Posner & Snyder, 1975, p. 82, cited in Schmidt, 1990). Automatic activation processes which are occurring fast and with little effort, do not require attention or consciousness (Mousavi et al., 1995; Goh, 2000 & 2002). O'Malley and Chamot (1990) propose that once the complex processes of listening comprehension

become automatic activation processes (automatic or unconscious) because of the activation of schemata, they can be performed without or with little conscious efforts, releasing more processing capacity for new information. Therefore, listeners are able to process incoming listening tasks without or with little conscious awareness while simultaneously working their attention to other tasks.

Technology and Listening Comprehension

Technology has been used as an instructional tool for teaching English as a Second or Foreign Language to students and it has also evolved in many ways in the past ten year. Language instruction that integrates technology has become popular and has had a tremendous impact on language education. Language learning through technology has become part of life with important implications for second language acquisition (Chapelle, 2001). Many studies (Brown,2007; Chapelle et al., 1994; Ginsburg, 1998; Warchauer,1997) recommended that integration of technology can make learners' academic performance improved, their motivation promoted, and enhance learning. Researches support the methods of using video in the foreign language classroom (Markham et al., 2001; Baltova, 2000). In the study by Synder, 1988, Baltova, 1994, Weyers, 1999 also show the popularity of using videos in language learning. Video can give language learners authenticity of real life language that they can imitate for real situation. Video can produce audio and visual simulations. Video also offers visual reinforcement of the foreign language learning and can reduce students' anxiety when they are practicing listening comprehension (Arthur, 1999).

Everyone has a mix of learning styles. Some people may find that they have a

certain style of learning, with far less use of the other styles. Others may find that they use different styles in different situation. Knowing their own learning styles profit students inside and outside of an academic setting. It provides an indication as to their possible strengths and weaknesses. Students learn and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing. Teaching methods vary in different ways. Learning through seeing makes significant difference in listening comprehension. Students need to see the teacher's body language and facial expression to fully understand the content of a lesson. They may think in pictures and learn best from visual displays including: films, diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs.

Film, Input and Language Learning

In the foreign language classroom, input can be in many forms, such as materials, teachers, and students (Gass & Selinker, 2001). Conversation, chatting, viewing and learning about language, which can be teacher centered, student centered or both, can be seen as input (Bacon, 1989). There is no question that input in language learning is essential, but whether the input is a grammar course or is composed of natural dialog makes a big difference. There are different degrees of the input's authenticity (Bacon & Finnemann, 1990). Authentic input in the foreign language classroom can be the major element in the development of learners' communicative competence (Baltova, 2000; Weyers, 1999). One type of authentic input in the foreign-language classroom is film (Schrum & Glisan, 2000). Authentic film is a good source of input and unlike the other

type, it is the only input to provide real life (Lonergan, 1984; Altman, 1989; Garza, 1996). Altman (1989) and Garza (1996) indicate film is attractive because it is easy accessible, inexpensive, and manipulate. "Videos expose students to authentic learning materials and to voices, dialects, and registers other than the teacher's and provide cultural contexts for the language" (Chung, 1999, p. 297).

Film provides learners the opportunity to develop many types of competencies they need such as linguistic, cultural and functional competency (Garza, 1996; Lonergan, 1984). These competencies are needed for the language learners in order to improve their language ability. Compared to listening practice lessons without visual support, it is shown that more sound-meaning relationships are established by watching film (Altman, 1989). Film provides a context for language learning to reinforce what learners are learning in the language classroom in a authentic production (Brinton, 2001). In addition, films also improve cultural awareness by introduce authentic environments and lifestyles (Clark, 1999; Herron & Seay, 1991). According to Krashen, comprehensible input is an essential requisite for achieving comprehension, and for acquiring the ability to produce language fluency. Vanderplank (1990) thinks that language comprehension is developed when learners create meanings comprehensible input into meaningful units known as intake by which learners can receive and understand the message at a level slightly on or beyond their present competence is an increase of comprehensible input (Vanderplank, 1990 & 1996). In order to explain the extensive materials available in subtitled videos and consciousness raising, Vanderplank (1990, p.228) reshapes the model set by Krashen by inserting "attention" as the crucial factor between "input" which is language heard and received by learners and "intake"

which is language actually understood by learners and later used in situations. In this model Vanderplank thinks that subtitles are also the center of attention.

EFL Listening Strategy

Listening is the first and important part of the second language acquisition. Listening has been defined as an active process during which the listener constructs meaning from oral input (Bentley, 1997). In Nagle and Sanders's model (1986) of listening comprehension processing, the listener utilizes both automatic and controlled processes to synthesize meaning from oral input. In their model of adult L2 listening comprehension, they pointed out the importance of "rehearsal" and "practice" (conscious or subconscious) in order to facilitate long-term retention, and make up the trace decay or interference to memory. Same as to Vandergrift's Interactive-Constructivist model (1999), the listener is actively engaged in constructing meaning from a variety of contexts and input sources. A good way for the active learners become involved in controlling their own learning is by using strategies.

Canale and Swain (1980) noted in their model of communicative competence for language learners that one must be strategically competent. The "good language learner" studies of Naiman et al. (1978) and Rubin (1975) demonstrated that successful learners employ strategies while learning and using a second language. Strategies are thoughts and behaviors that learners use to help them comprehend, learn, and/or retain information (O'Malley & Chamot, 1990). Cohen (1998) defines language learning strategies as "those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language,

through the storage, recall and application of information about that language" (p.4).

There are two major classifications of learning strategies which were proposed by

O'Malley and Chamot (1990), and Oxford (1990). O'Malley and Chamot divide

strategies into three major categories pertaining to metacognitive strategies (planning,

self-monitoring and self-evaluation), cognitive strategies (repetition, grouping etc.), and

social/affective strategies (cooperative learning). In addition, Oxford (1990) further

groups strategies into two categories: indirect strategies, including: metacognitive,

affective, and social strategies and direct strategies, pertaining to: memory, cognition

and compensation strategies.

Task-Based Learning

Task-based teaching or learning can be regarded as one particular approach to

implement the broader "communicative approach". It is a teaching method that puts

tasks at the center of the methodological focus. Nunan (1999, p. 24) defines task-based

language teaching as follows: "Task-based language teaching is an approach to the

design of language course in which the point of departure is not an ordered list of

linguistic items, but a collection of tasks".

Nunn (2006) has proposed a task-based framework based on units of instruction

that leads students through tasks and exercises which may or may not focus on form

through to holistic outcomes in the form of written reports, spoken presentations, and

substantial small-group conversations that lead to decision-making outcomes. The same

unit-based model can be successfully applied to more content centered courses in the

form of flexible tasks which allow for instruction to be adapted to fit situational needs.

The research below outlines a task-based approach following the study developed by Oxford (1990), Mendelsohn (1994), Mendelsohn & Rubin (1995), Chamot (1995), and Morley (2001) in the area of listening to audio and audiovisual material. They have demonstrated that learning occurs in three phases: Learning preparation stage (Before viewing): Schema building, predication, focus the viewing and listening: the learners activate prior knowledge, make hypotheses and predictions. They are ready to obtain information from visual and auditory clues and compare this information to what they already know. Some pre-viewing tasks involve asking questions to introduce a topic or a scene, speculating about characters or settings, creating an objective for viewing or identifying specific lexical domains. The main task of this stage is to generate expectations for viewing the text by means of a pre-set clear purpose (Brinton, 2001). Information processing stage (While Viewing): Predication, Repeat viewing and listening, the learners select part of the incoming information and focus on general ideas first and specific ones later on. While-viewing tasks include taking notes, reviewing new or interesting words or expressions, re-formulating the different parts of the story, etc. Comprehending and consolidating stage (After viewing): Checking comprehension, analyzing language, practicing language, the learners check comprehension and interpret the text, i.e. they use their background knowledge and the new information to establish connections and relationships.

In the learning situation, the students are expected to transfer key elements of the audiovisual text to simulation of real-life situations. It is especially beneficial to introduce variety of approaches in order to create different tasks for the learners' different learning strategies and cognitive styles. The tasks assigned to the listener will

greatly affect the overall success of language learning with film input.

Definition of Terms

Authentic Films

A film produced by a native for a native audience. " It intended for use by native speakers of the language and thus not tailored to a particular language-learning curriculum" (Hadley, 2001, p. 140). For this study, it refers to a DVD (not a VHS, or other video format) that is authentic.

Aural Learning Style

This style involves learning by listening. Aural learners learn more effectively through their ears. If a student has the aural learning style, he or she likes to work with sound and music and has a good sense of pitch and rhythm.

Drama Films

Dramas films are life situations involving intense character development and interaction and usually plot-driven presentations.

EFL

EFL refers to English as a foreign language which is not a medium of everyday communication (Oxford & Shearin, 1996).

GEPT, General English Proficiency Test

The General English Proficiency Test is a test of English language proficiency and was administered beginning in 2002 in Taiwan. The GEPT was first developed by the Language Training and Testing Center in 1999 and was commissioned by Taiwan's Ministry of Education. The GEPT ranks English learners according to their English proficiency. There are four levels of the test currently being administered: elementary, intermediate, high-intermediate, and advanced. The superior level (fifth) was administered once and then suspended, pending further need.

Listening Comprehension

This is the ability to extract meaning from a foreign or second language through aural stimuli. According to Richards and Schmidt (2002), listening comprehension is the process of understanding speech in a L1 or L2.

Multi-Media Technology

Multi-media refers to the use of audio-visual aids such as VCDs, DVDs, CD-ROMs, LCD projectors, the Internet, wireless computer devices, media retriever systems and sound systems. Multi-media technology is used to provide students with sound and visual effects to support English teaching in the language curriculum.

Subtitles

On-screen text contains word for word textual representations of the dialog in the film. "...on screen text in the students' native language combined with a second language

soundtrack" (Markham et al. 2001, p. 440)

Task-Based Approach

Nunan defines the task-based approach as follows: "Task-based language teaching is an approach to the design of a language course in which the point of departure is not an ordered list of linguistic items, but a collection of tasks". Task-based language teaching provides learners with opportunities to experiment with and explore language through tasks designed to engage learners in authentic, practical and functional use of language for meaningful purpose.

Visual Learning Style

The style involves learning by seeing. Visual learners learn more effectively through their eyes. Visual learning style learners prefer using pictures, images, and spatial understanding.

Chapter II

REVIEW OF LITERATURE

Multimedia technology plays an important part in teaching and learning listening comprehension. Teachers can use such technology to motivate students, especially less-proficient listeners, to improve their English ability, and raise their interest in learning English. Through the use of films can make English teaching and learning engaging and effective. With the development and useful functions of interactive DVDs, students can improve their listening comprehension by themselves at a variety of locations, such as at home or at work. By watching and listening simultaneously, students can reduce the boredom and frustration which may occur more easily when students use traditional media such as cassettes and digital recorder. Therefore, this study focus on language learning using feature films in DVDs. Student's and teacher's perceptions of using DVDs in listening practice will be studied because it will provide rich interpretation of the study both from the students' and the teachers' perspectives.

Second Language Acquisition

Krashen's Monitor Theory

The foundation of this study is based on current theories of second language acquisition. Krashen's studies in the natural acquisition of language are built upon five basic hypotheses (1981). According to Krashen, acquisition can be illustrated by the Monitory Theory. The Monitory Theory is based on a set of five interrelated hypotheses:

Acquisition-Learning Hypothesis, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis, and Affective Filter Hypothesis. According to Krashen and Terrell (1983), language acquisition is the "natural way to develop linguistic ability, and is a subconscious process. Children are not necessarily aware that they are acquiring language. Children are only aware that they are communicating" (p. 26). It is different from the process of language learning, which is best described as "knowing about" language, or the "formal knowledge" of a language (p.26).

The Acquisition-Learning Hypothesis is the most fundamental of all the hypotheses in Krashen's theory (1981). According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system' in the Acquisition-Learning Hypothesis. The 'acquired system' requires meaningful interaction in the target language natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge of the language. The Monitor Hypothesis explains the relationship between acquisition and learning. According to Krashen, the 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. The Natural Order Hypothesis is the acquisition of grammatical structures follows a 'natural order' which is predictable. This order seemed to be independent of the learners' age, L1 background, or exposure conditions. Although the agreement between individual

acquirers was not definitely sure, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

The Input Hypothesis, which attempts to explain how a learner acquires a second language, is perhaps the most important in Krashen's Monitory Theory. Krashen (1981) emphasizes that acquisition is the result of comprehensible input. He suggests that learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of competence (Krashen, 1981). According to Krashen, many second language learners will go through what is referred to by some as a silent period when learners gradually receive and build enough comprehensible input so that they can start to produce their own structures. The input hypothesis also states that an acquirer must not be forced to speak too early. That is, a certain amount of comprehensible input must be built up before the acquirer is required to speak in a classroom (Brown, 2007). It shows that the more comprehensible the input, the greater the L2 proficiency. The Input Hypothesis also claims that listening and reading comprehension are of primary importance in language acquisition, with speaking ability emerging naturally and in time, when the acquirer has achieved a feeling of competence through exposure to enough comprehensible input (Krashen & Terrell, 1983, p.32). There are two important hypotheses concerning listening comprehension in this study.

Comprehensible Input

The Input Hypothesis states that an acquirer must not be forced to speak too early. That is, a certain amount of comprehensible input must be built up before the acquirer is required to speak in a classroom (Brown, 2007). It claims that the more comprehensible

the input, the greater the L2 proficiency. Krashen states that learners will not automatically be at the right level. There will be delays in language acquisition if the input lacks of comprehensibility (Ellis, 1985). Providing consistent, comprehensible input requires a constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level. How can a language learner move from stage i (one's current level of competence) to stage i+ *1* (the next level) and comprehend input that has not yet been acquired? Krashen & Terrell (1983) suggest that language teachers provide context and extra linguistic information, and add visual aids to help the learner comprehend i+ *1* structure. If language learners receive sufficient comprehensible input, then i+ *1* will happen automatically. The input can become more comprehensible through the support of audio listening, visual images and various subtitles.

Affective Filter Hypothesis

Comprehensible input occurs during the language acquisition process when the acquirer's affective filter is down or low. The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative role in second language acquisition. These variables include: motivation, self-confidence and anxiety. This hypothesis states that it is easier for a learner to acquire a language when he/she is not tense, anxious, or bored (Krashen & Terrell, 1983). Some researchers specify that students with stronger motivation, a good self-image, and optimal attitudes can perform better in second language acquisition. Circumstances of low anxiety likewise will serve to facilitate language acquisition. This theory suggests that an individual's emotions can

directly interfere with or assist in the learning of a new language. Krashen (1981) claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Krashen and Terrell (1983) claim that only when the affective filter is low input can become more comprehensible, and competence can also be acquired. When language learners have the positive attitudes toward the language, they can be more open to the input. Students with better motivation and positive self-images will search for and receive more input. Based on the theories of Krashen and others, the ideal input is comprehensible but slightly challenging. If the input or task is too difficult, the student will give up in frustration. In order for learning to occur, there should be some feeling of success.

Schema and Cognitive Theory

Language learners need to connect the new knowledge to the background information (Rost, 2002; Chafe, 1994) in order to comprehend the new knowledge. Schema is a concept first introduced by Bartlett (1932) in his study of how human memory works. What a learner already knows is often referred to as their schemata. Schema is defined as "an abstract representation of a generic concept for an object, event, or situation" (Rumelhart, 1977, p. 266). Rumelhart (1980) uses the word schemata to define them as a "skeleton around which the situation is interpreted" (p.37). Schemata are essentially a person's "previously acquired knowledge structures" (Carrell & Eisterhold, 1983, p. 556).

Schema theory is a cognitive science model to describe how one views the world.

Schema is therefore directly linked with background knowledge. Schema enables us to make predictions and inferences about the new experience. Schemata include background knowledge, world knowledge or prior knowledge which is summarized around a theme. They are extensively used in numerous situations as a skeleton for processing incoming input; and exist in long-term memory (Carrell & Eisterhold, 1983; Floyd, Carrell, 1987; Nunan, 1999). Anderson et al. (1979) classifies two essential categories of schemata: Textual schemata which are related to the knowledge of the general structure or format of the discourse level conversation, and content schemata which are linked with the knowledge about different topics that is derived from the individual's life experiences (Carrell & Eisterhold, 1988; Weissenrieder, 1987; Mendelsohn, 1994).

In recent years, cognitive researchers believe that schemata are essentially advantageous to process aural input. This could be explained as the listeners' activating the schemata to their short-term memory in order to understand the given information. Carrell and Eisterhold (1988) stated that "A text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge" (p. 76). Therefore, each listener has his own schema, which has been built or constructed by his own life experience, and learning experience. That schema functions in language comprehension was been explicitly explained by Carrell and Eisterhold, (1988).

Cognitive researchers think that listeners make expectancies of text meaning through schemata. The closer between the aural input and the elements listeners are coming through their existing schemata, the more successful the comprehension of the

aural text anticipates (Faerch & Kasper, 1986; Markham & Latham, 1987; Schmidt-Rinehart, 1994). Although listening comprehension is acquired gradually, it may become automatic or unconscious with practice. Unconscious or automatic processes which refer to automatic activation processes are solely the result of past learning (Posner & Snyder, 1975, p. 82, cited in Schmidt, 1990). Automatic activation processes which are occurring fast and with little effort do not require attention or consciousness (Mousavi et al., 1995; Goh, 2000 & 2002). O'Malley and Chamot (1990) propose that once the complex processes of listening comprehension become automatic activation processes (automatic or unconscious) because of the activation of schemata. They can be performed without or with little conscious efforts, release more processing capacity for new information. Therefore, listeners are able to process incoming listening tasks without or with little conscious awareness while simultaneously working their attention to other tasks.

According to schema theory, comprehending a text refers to an interactive process between the listener's background knowledge and the text. Therefore, "efficient comprehension requires the ability to relate the textual material to one's own knowledge" (Carrell & Eisterhold, 1988, p. 76). Rost (2002) states, "a main function of activating appropriate schemas in comprehension is allowing the listener to induce the presence of people, events and things that are not explicitly referred to in the text" (p. 63). Related to this point, the implicit information inside the content might be drawn out from particular designed activities, like task or group work. For example, DVD films would provide a real-life listening course with plenty of information, which students could relate to their life experience.

Transfer and Interference

Transfer can mean "the carry-over or generalization of learned responses from one type of situation to another", especially "the application in one field of study or effort of knowledge, skill, power, or ability acquired in another" (*Webster's Third New World International Dictionary*, 1986). By linguistic transfer, we mean what the learners carry over to or generalize in their knowledge about their native language to help them learn to use a target language. Transfer is an important factor in language learning at all levels. Typically learners begin by transferring sounds (phonetic transfer) and meanings (semantic transfer), as well as various rules including word order and pragmatics. However, as learners progress and gain more experience with the target language, the role of transfer typically diminishes (Hinkel, 2005).

Ellis (1997) refers to interference as 'transfer', which he states the influence that the learner's L1 exerts over the acquisition of L2. It appears to be much more difficult for an adult to learn a second language that is as well as the first language. There are difficulties that a second language learner has with the phonology, and listening ability of L2 are due to the interference of habits from L1. Interference can occur during listening practice with visual aids. When learning with visual aids, Mayer and Moreno (2002) recommend the presentation of visual aids with their corresponding words to be at the same time rather than presenting them separately. They caution that too many extraneous visuals can cause learner interference and should be avoided. However, according to Ross (2000), if students are aware of the differences, language interference, transfer and intervention from their own language are likely to be reduced.

Attention

Effective language instruction means different activities and limiting classroom

lecture. Every second of class time should not be filled with lecturing and writing on the

board or the overhead (Felder & Henriques, 1995). Studies show that after 15 to 20

minutes of lecture a student's attention has been declined significantly. Burns (1985)

studied attention spans of students and found that the first three to five minutes of a

lecture the students are "settling down" (p. 49), but still students paid attention to the

most information from the first five minutes of lecture. The next ten minutes attention

decreases somewhat, but remains relatively steady. Attention drops to its lowest level 20

to 25 minutes after the lecture started, suggesting that after that 20 to 25 minutes period,

the teacher should switch from lecture to a different task. Ideally that task should match

the applications of the information delivered in the lecture.

Task-Based Learning, Teaching and Learning Activities

Nunan (1999) defines task-based language teaching as an approach to the

design of language course in which the point of departure is not an ordered list of

linguistic items, but a collection of tasks. Regarding the features of task-based language

teaching, Nunan (1991, p. 279) gives a summary as follows: (1) An emphasis on

learning to communicate through interaction in the target language; (2) The introduction

of authentic texts into the learning situation; (3) The provision of opportunities for

learners to focus, not only on language, but also on the learning process itself; (4) An

enhancement of the learners' own personal experiences as important contributing

elements to classroom learning. (5) An attempt to link classroom language learning with language activation outside the classroom. In a study by Doughty and Long (2003, p. 52), they refer to as methodological principles for administering a successful task-based language teaching program. The following should be considered: (1) Use tasks, not texts, as the unit of analysis. (2) Promote learning by doing. (3) Elaborate input. (4) Provide rich input. (5) Encourage inductive learning. (6) Focus on form. (7) Provide negative feedback. (8) Respect "learner syllabuses"/develop-mental processes. (9) Promote cooperative/ collaborative learning. (10) Individualize instruction.

The framework below outlines a task-based approach following research by Oxford (1990), Mendelsohn (1994), Mendelsohn & Rubin (1995), Chamot (1995), Brinton (2001), and Morley (2001) in the study of listening to audio and audiovisual material. They have demonstrated that learning occurs in three phases: pre-viewing, while-viewing, and post-viewing. Pre-viewing (Learning preparation stage): Schema building, predication, focus the viewing and listening: the learners activate prior knowledge, make hypotheses and predictions. They are ready to obtain information from visual and auditory clues and compare this information to what they already know. Some pre-viewing tasks involve asking questions to introduce a topic or a scene, speculating about characters or settings, creating an objective for viewing or identifying specific lexical domains. The main task of this stage is to generate expectations for viewing the text by means of a pre-set clear purpose. While viewing (Information processing stage): Predication, repeat viewing and listening, the learners select part of the incoming information and focus on general ideas first and specific ones later on. While-viewing tasks include taking notes, reviewing new or interesting words or

expressions, re-formulating the different parts of the story, etc. Post-viewing

(Comprehending and consolidating stage): Checking comprehension, analyzing

language, practicing language, the learners check comprehension and interpret the text,

i.e. they use their background knowledge and the new information to establish

connections and relationships.

In the learning situation, the students are expected to transfer key elements of the

audiovisual text to simulation of real-life situations. Post-viewing tasks may involve

completing multiple-choice texts, open-ended chunks or gapped texts, reconstructing

the story, detecting main issues, carrying out role-plays, discussions and debates,

writing a follow-up and doing project work. It is vital to introduce variety of approaches

in order to create different tasks for the learners' different learning strategies and

cognitive styles. The tasks assigned to the listener will greatly affect the overall success

of language learning with film input.

Learning Styles, Strategies, and Strategy Training

Some students are passive learners who have difficulty integrating new knowledge

with what they understand. One way that may help students in discovering how they

learn is to find out what their learning styles (Vail, 1992). Sequential learners acquire

language in small, connected chunks and prefer more concrete information, which they

can understand. On the contrary, global learners need to know the concepts behind the

information to understand the whole picture. Global learners may be a little slower until

they understand the whole picture, but once they do, they understand more completely

than the sequential learner (Felder & Henriques, 1995). The explicit teaching or direct

instruction teaching could be utilized to explain metacognitive strategies, or teaching students how to learn.

Discovering students' strengths in learning can help them begin to enjoy success in the classroom. Learning style inventories are available on the internet and some are free of use. Learning style inventories can help students define their learning style. In some cases students can reduce their weaknesses by discovering their strengths, but typically students need guidance in learning to find out their strengths and learning styles. Every time a project is given to a student, whether it is listening comprehension, problem solving, or memorizing, an experienced teacher can think of how to break down the project into the parts and then explicitly explain to the student how to solve and accomplish the task (Beckman, 2002). Brain research has shown that the left hemisphere of the brain is the language center and the right hemisphere is the center for visual and spatial information (Pulvermuller, 1999). Some students may be visual learners. Therefore a way to teach this type of learner is to incorporate a lot of visuals into the curriculum. It is an invaluable tool to help visual learners to both organize and review content (Burnette, 1999). Additional ways such as concept maps which a way to graphically represent a concept that is being taught and mind mapping which students create their own representation of an idea using either text, pictures or both are ways to incorporate visuals into the curriculum (Van Boxtel, et al., 2002).

Language classes could balance formal training with unstructured and open-ended conversation. Formal training may include teaching grammar and syntax. Then allow learners time to develop their own experiential responses and develop contextual meanings. Each language class should also consist of active roles for students, such as

the guided practice of the grammar just taught through informal conversation (Ellis, 1997; Felder & Henriques, 1995). In a study by O'Malley, et al. (1985), high school ESL students were randomly assigned to receive learning strategy training on vocabulary, listening, and speaking tasks. Results indicated that strategy training can be effective for integrative language tasks. Therefore, teaching students how to learn with Metacognitive strategy training is recommended of foreign language. Anderson (2002) claims using Metacognitive strategy is the most important skill foreign language learners can learn and how they can control their own thoughts and paces for optimum learning.

Chamot and O'Malley (1994) suggest that foreign language learners study their foreign language assignments, projects and tasks in a four-step problem-solving process that includes planning, self-monitoring, problem-solving and evaluation. Similarly, Oxford (1990) advocates self-monitoring and self-assessing to find foreign language learning strategies that work best for each individual. Language instruction methods using visual, auditory, and tactile presentation modes named multisensory instructions have been successful in teaching students with language learning difficulties. Language learners learning a second language are more successful with multisensory teaching strategies (Oxford, 1990). With balancing teaching strategies all types of learners can succeed because learners can learn more when classroom content is presented in a variety of modalities. Matching teaching styles to learners' learning styles has been shown by research to enhance students' achievement (Felder & Henriques, 1995). Students who have learning difficulties have also benefited from a multisensory approach to teaching foreign languages (Sparks & Ganschow, 1993).

Visual Learners

Comparison of verbal presentation with the use of nonverbal visual material (e.g., photographs, drawings, sketches, cartoons, films, and videos), language learners have a preference for visual input (Felder & Henriques, 1995; Canning-Wilson, 2001). Language teachers should not only include the liberal use of visuals during classroom instruction, but also on activities and assessments. Care must be taken that the visuals are appropriate and that they are the same or similar to what language learners have been previously exposed to during instruction (Canning-Wilson, 2001). More visuals are recommended for the foreign language classroom. Visual graphics are textual aids to help students with learning difficulties. Study supports the use of visuals in classrooms for all kinds of students (Burnette, 1999). Beginning with the research on visuals, then progressing to video and now to interactive video, advances of the technology make it possible to reach a more diverse group of language learners of different learning styles. Visuals will primarily be used by visual learners, whereas videos can be used by both visual learners and auditory learners, and now the interactive video can benefit for all three learning styles: Visual learners, auditory learners and the kinesthetic learners. Although once labeled a passive skill, listening is very much an active process of selecting and interpreting information from auditory and visual clues (Richards, 1983; Rubin, 1995).

Language Learning and Listening Process

Language learning method has several approaches such as Integrated Language

Approach, Whole Language Approach, and Process-oriented Approach. All of the methods mentioned above are based on cognitive psychology. Chen (2000) explained the language learning based on the study by Piaget, Vygotsky, and others. They state humans learn and develop language skills based on two essential activities: socialization and interaction. Thought develops simultaneously with language. For the foreign language learner, this means an integration and simultaneous development of listening, speaking, reading, and writing. Learning is a continuous process of both accommodating and adapting new information, and interaction is essential to language acquisition and retention (Chen, 2000). Instead of thinking of language as a building block of knowledge that goes into language learner's minds as is, every foreign language learner transforms, adapts, and encodes the knowledge in its own unique way.

Language learning includes knowledge and understanding of other cultures as well as sociolinguistic comparisons. Cultural knowledge is essential to communication (Floyd & Carrell, 1987). A language learner must understand the gestures and idiomatic expressions as well as historic perspectives that influence attitudes and opinions. A language learner needs to learn how to make sociolinguistic comparisons between the foreign culture and language as well as the language learner's native culture and language. These comparisons better help language learner understanding foreign language in general (Felder & Henriques, 1995). This type of learning process is now easier than ever with the resources available on the internet and videos (Mayer & Moreno, 2002).

Richards (1990) provides a clear description of how listening comprehension is achieved by native or non-native listeners. He refers to this listening process as

bottom-up and top-down processing. Bottom-up processing refers to decoding the sounds of a language into words, clauses, and sentences, and using one's knowledge of grammatical or syntactic rules to interpret the meaning of an utterance. Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to interpret meaning. In other words, using previous knowledge and experience to anticipate, predict, and infer meaning. Native speakers have a cultural advantage in top-down processing. Mendelsohn (1994) summarizes the assumptions underlying current methodology: (1) Listening materials should be based on a wide range of authentic texts. (2) Schema-building tasks should precede listening. (3) Strategies for effective listening should be incorporated into the materials. (4) Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks. (5) Learners should know what they are listening for and why. (6) Tasks should include opportunities for learners to play an active role in their own learning.

In a study by Richards (2005), he directs readers to new insights on the listening skill. In the study, Richards focuses on the expanded notion of the nature of listening in terms of language acquisition. That is, listening needs no longer to be limited to comprehension, associated with seemingly passive qualities, but further expands for the essential role it can play in second language acquisition and active learning. He states that the teaching of listening has been understood in terms of comprehension. Learners are taught to use both top-down (prior knowledge and experience) and bottom-up (linguistic knowledge) processes. Another approach is the well-accepted three-part stages to the listening text: pre-listening, listening, and post-listening. Richards points out that these stages vary greatly in style and substance,

depending on the specific purposes of the activity and particular teaching style of the developer or teacher. Listening may be taught not only as comprehension, but also as acquisition. Richards (2005) concludes that specific learning goals should determine the relevance of teaching listening as comprehension or as acquisition, or the combination of both as the basic approach to listening.

Approaches and Strategies in Listening Comprehension

Rost (2002) mentions that comprehension has been regarded as the most essential feature of listening. Comprehension has been defined as "the process of relating language to concepts in one's memory and to the references in the real world" (Rost, 2002, p. 59). A learner recognizes what he or she hears, and has the ability to connect the previous learned knowledge to the outside real world. Another explanation of listening comprehension given by Brown & Yule (1983) is that the process of listening comprehension is a process of understanding: repeating what was just heard, figuring out the meaning of an exact word, and knowing what an expression refers to. Furthermore, a listener tries to relate what he/she has heard to his/her own relevant experience in order to make his/her "own" reasonable interpretation. Listening comprehension is a complex, and a problem-solving skill (Vandergrift, 1999). In the listening process, a listener must "discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance"(Vandergrift, 1999, p. 168). In addition, researchers claim that listening process includes "recognition of sounds, knowledge of lexicon, syntax,

discourse markers, and the world, all interact with each other" (Glisan, 1988, cited by Bacon, 1989).

Brown and Yule (1983) point out that the goal of teaching listening comprehension is not to train students to know the exact meanings of each word, but to help the students grasp a thorough meaning of the whole given content. Successful comprehension will be the listener's achievement of a reasonable interpretation. Murphy (1985) indicated that more proficient listeners tended to have an open and flexible use of strategies while less proficient listeners frequently had a dependence on the text and a consistent use of paraphrase. Huang & Naerssen (1987) studied the learning strategies in speaking and listening used by EFL learners in China. They found that functional practice was the strategy that was used by successful Chinese EFL learners compared to less successful ones. Successful learners frequently employed a strategy of a willingness to take risks. O'Malley et al. (1989) found that effective listeners used self-monitoring, elaboration, and inferencing as their strategies.

Relevant to Brown and Yule's point, Rost (1990) mentioned that the teaching of listening could be divided into three aspects: selective listening, global listening, and intensive listening. Selective listening refers to provide the students a task, which has adequate information, and students try to derive some specific knowledge from the information pool. Selective listening materials are a large information context with inference cues, a well-designed task to help students receive the crucial information, and pre-teaching activities to help students prepare for the following task. Global listening aims to help students to construct a whole sense of the given content and a gist of the texts. Through listening activities, students' ability to identify the topics, or

connections and transitions between the topics, could be developed. Principles of global listening are pre-listening activities to familiarize students with the content, redundant cues for students to build the inferences about the topic, and open-ended questions. With regard to global listening, reasonable interpretations are better than correct answers. The intensive listening focuses on grammatical correctness. In a study by Rost & Ross (1991) at three different colleges in Japan, results showed that beginning listeners had a persistent pattern of asking for repetition, rephrasing or simplification, whereas more advanced listeners asked questions using information already given in the story and used backchannel communication.

Mendelsohn (1994) proposed a model of listening course in which there were units on different strategies of listening with training activities in the course. These training activities were specifically designed to give students practice in utilizing different signals and trying different strategies. Mendelsohn (1994) summarizes the assumptions of listening methodology as: (1) Listening materials should be based on a wide range of authentic texts, including both monologues and dialogues. (2) Schema-building tasks should precede listening. (3) Strategies for effective listening should be incorporated into the materials. (4) Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks. (5) Learners should know what they are listening for and why. (6) Tasks should include opportunities for learners to play an active role in their own learning.

Thompson & Rubin (1996) investigated the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of students learning

Russian in American university. They found that the students who received strategy

instruction in listening to video-recorded texts improved significantly compared to

those who had received no instruction. Vandergrift (1999) also explained how L2

listeners can use strategies to enhance their learning processes and how teachers can be

benefited by the development of listening strategies.

Other researches in L2 listening study the critical role of interactive models which

involve both bottom-up and top-down processes in comprehension (Vandergrift, 2004).

Vandergrift contributes the model of bottom-up and top-down processing in listening is

better in comprehension. Listeners could have better comprehension abilities if they are

flexible using these two skills. In addition, bottom-up skills can build up the meaning

from the phoneme level up to discourse level features as well as develop the learners'

rapid word recognition capability.

In a study in Taiwan, Chang, et al. (1995) found that more subjects used top-down

approach than bottom-up approach in EFL listening comprehension. There was not

much difference in learner's strategies between listening in a classroom and in a natural

surroundings. Proficient listeners and less proficient listeners were similar in terms of

listening strategies. Katchen (1996) asked subject to summarize their weak

self-selected listening activities and comment on their listening skills. Results indicated

that students made exciting findings about their own listening strategies and found

more listening comprehension factors. Lee's study (1997) showed that the four EFL

listening comprehension strategies most often used by subjects included asking

speakers for repetition or paraphrasing, trying to understand each word,

self-questioning for comprehension, and checking comprehension. Chen (1997) used

think-aloud procedures to identify five effective strategic patterns used by EFL listeners. The strategies included text oriented, learner oriented, exploring and testifying, wait and see, and word hooking.

L2 Learner's Listening Difficulties

Studies examining students' listening difficulties have found certain factors which cause listening difficulties, such as listeners' background knowledge, anxiety level, speech rate, and appropriateness of listening strategies (Sun, 2002). Knowing what difficulties students might encounter during the process of listening would greatly help teachers' syllabus design and help them to create a low affective-filter learning environment. According to Schema theory, much of the knowledge is organized around scripts, which helps us to interpret language of our everyday life. We recall relevant scripts, connect them with the utterances we hear, and then we can understand the meaning of them. If we lack a relevant script, comprehension would be difficult. For non-native speakers, they lack many cultural specific scripts. Moreover, many of their scripts differ from target language, which becomes more difficulties to the non-native learners. Richards (1983) stated the model of the processes involved in comprehension as follows: (1) The type of interaction or speech event in which the listener is involved is determined. (2) Scripts relevant to the particular situation are recalled. (3) The goals of speaker are inferred through reference to the situation, the script, and the sequential position of the utterance. (4) The propositional meaning of the utterance is determined. (5) An illocutionary meaning is assigned to the message. (6) This information is retained, and the form in which it was originally received is deleted (Richards, 1983).

Vogely (1998) investigated students' listening comprehension anxieties which were associated with four aspects: characteristics of input, processes related to listening comprehension, teachers' and students' personal attributes, and instructional factors. The results from the questionnaires indicated that regarding 'input' the instructors should provide varied clear, smooth, and comprehensible instruction through structured tasks, such as interactive small group activities.

Other researchers have proposed other ways of reducing listening test anxiety, for example, by teaching listening strategies and letting students have more practice (Elkhafaifi, 2005). It is better to leave enough time for students to comprehend and meanwhile reduce listening anxiety. In addition, students should be taught appropriate listening strategies, such as note taking, before a class starts. When considering personal factors, students' fear of failure could be alleviated by teachers' praise and encouragement. Regarding the instructional factors, students often like to spend more time practicing the skill of listening during class time. Oxford (1993) suggests that the climate of listening classroom should be non-threatening and positive, and affective strategies, such as deep breathing, listening to music and positive affirmation, should be used to reduce anxiety before or during a listening activity. Moreover, combining listening practice with other skills and creating a comfortable learning environment are two things teachers could try to eliminate students' listening comprehension anxiety. Arnold (2000) explored a method of reducing anxiety about a listening examination involving two stages: relaxation and visualization. The study showed that college students in Spain who experienced visualization practice made significantly fewer errors in a listening post-test than those who did not.

In addition to the listening anxiety, some studies conducted in Taiwan have examined Taiwan EFL students' listening comprehension difficulties. Teng (2002) used a 43-item Likert-scale questionnaire to investigate 95 college students' listening difficulties, focusing on four sections: listener factors, speaker factors, stimulus factors, and context factors. Students considered their "EFL proficiency" and the "clarity" of the target language. These were the two factors causing listening to be the most difficult. The researcher further stated that "teachers should design listening activities which train their students to pay attention to the overall message" (Teng, 2002, p. 532), instead of focusing on a certain words or pronunciation. Moreover, teachers may help students to understand the whole content through "the context, and encourage them to use their background knowledge to achieve better interpretation of the unfamiliar words" (p. 532).

Sun (2002) collected college students' listening diaries within a 14-week listening course. The researcher used Anderson's (1995) three-phrase model to analyze students' listening difficulties. The results indicated that students' listening difficulties resulted from problems of lower language proficiency. Moreover, due to the cultural differences between students' L1 and the target language, it was difficult for listeners to understand the given materials. Sun suggested using authentic listening materials to help students became more familiar with the context using the target language, and gradually students would be more aware of how to use the target language appropriately. From Sun's and Teng's studies, to help students overcome listening difficulties teachers could design listening activities with a context in which students have some clues such as visual stimuli to follow. Therefore, students could easily connect newly given input with their

schemata, and then, achieve comprehension of the aural output.

Curriculum Revisions in Taiwan Language Education

Besides specific strategies for weak performance of less proficient learners in Taiwan with English learning difficulties, there has been a national push in Taiwan to revise the language education curriculum to better suit the needs of all students. The shift has been promoted by many universities and institutions in emphasis from knowledge and skills to important concepts and investigative skills. Recognition of facts is being replaced with comprehension of concepts that have triggered certain events, actions, and /or reforms and examinations of methods of investigation that are normally pursued within a certain discipline. Another need of students in English learning is teaching for understanding and correct language use, which is extremely difficult in these days of high stakes testing in Taiwan English learning environment. Additional research-based methods for instructing students with needs in the language education classroom include teaching around relevant and authentic tasks especially for students with English learning difficulties, who might have experienced failure in school. Students need to experience learning that will be relevant to them outside of school and possibly motivate them intrinsically (Teng, 2002). Research indicates that teaching cognitive and metacognitive strategies for learning is a way that helps students developing themselves because they learn how to learn (Chan & Teng, 2005). Strategies that give students with English learning difficulties tasks that are conducive to social acquisition of knowledge for examples: Cooperative Learning and Peer Assisted Learning Strategies provide them with necessary support and/or scaffolding to learn in a

language education classroom (Chen, 2007). Teachers should guide classroom conversations and practices in order to help students synthesize the information they have acquired into a greater understanding of concepts, theories, and ideas. This type of content presentation is more useful than having the teacher deliver all the information in the lectures (Chu, 2003).

Technology and Language Learning

As technology becomes more and more developed nowadays, researchers have begun to consider it indispensable in facilitating the language learning process (Chapelle, et al., 1994; Warschauer, 1997; Butler-Pascoe & Wiburg, 2003). Many researchers view computers as a great tool in English teaching and learning because computer technology can offer students many opportunities for better English learning such as finding materials, updating course development, language practice, learning about computer applications, working on class project or activities, and on-line courses. Many studies (Ginsburg, 1998; Warchauer & Healey, 1998; Brown, 2007) recommended that integration of technology can make learners' academic performance improved, their motivation promoted, and enhance learning.

There are basic roles of the computer in language learning and teaching: computer as tutor for language drills or skill practice, computer as a tool for writing, presenting, and researching, and computer as a medium of global communication. There are several characteristics of ESL/EFL technology enhanced language teaching. According to Butler-Pascoe & Wiburg (2003), attributes of a successful technology-enhanced language learning includes: (1) "Provides interaction, communicative activities, and real

audiences." (p. 15), Language learning is through meaningful purpose. (2) "Supplies comprehensible input." (p. 15), There is sufficient level of stimulation cognitively and affectively. (3) "Utilizes task-based and problem-solving activities." (p, 16) (4) "Student centeredness and to promote learner autonomy" (p. 17), Students can feel free in their own students' centered environment. This will raise their self-esteem and their knowledge will be improving. (5) "Facilitates focused development of English language skills." (p. 17), Use of computer technology is generally reported to improve language skills (6) "Uses multiple modalities to support various learning styles and strategies." (p. 17), Students have the opportunity to interact in one or more of the skills and strategies. (7) "Supports collaborative learning." (p18), Students have a conscious feeling of being members of a real community. (8) "Provides appropriate feedback and assessment." (p. 19), Computer technology provides variety of assessment, immediate feedback and evaluation of student's progress.

Warschauer et al. (1996) divide the development of CALL into three distinct phases: behaviourist, communicative and integrative. Based on the communicative approach, communicative CALL focuses more on using forms. The communicative CALL programmes provide skill practice in a non-drill format, through language games, reading and text reconstruction. This approach uses the computer as a tutor. Another CALL model used for communicative activities involves the computer as stimulus that stimulates listening, reading, writing and discussions. Communicative CALL also uses the computer as a tool that enables the learner to understand and use the language. The current approach is integrative CALL, which is based on multimedia computers and the Internet. These technological developments have brought text, graphics, audio,

animation and video to be accessed on a single computer. These resources are all linked and enabling learners to navigate through CD-ROMS and the Internet at their own pace and path, using a variety of media.

Many researchers and professionals comparing traditional versus CALL instruction address that computer mediated learning formats can usually facilitate greater students' participation, motivation, create supportive learning environments, and maintain higher attention levels (Warschauer, et al., 1996).There are benefits of the pedagogical effectiveness of CALL in EFL/ESL. Based on Richard and Rodgers'views (2001) of the effective language teaching, the advantages are typically involves selecting appropriately learning materials, checking students'understanding, monitoring their learning, providing feedback, and reviewing and re-teaching when necessary. Also, it is no doubt to say that e-learning has great advantages over classroom learning. For example, Warschauer (1997) stressed five features that distinguish computer-mediated communication (CMC) from other communication media; one of which is time and place independent.

In addition, Chapelle (2001) proposed six criteria for CALL task appropriateness: (1) language learning potential, (2) learner fit takes into account "the individual differences in linguistic ability and non-linguistic characteristics.(p.55), (3) meaning focus: "the extent to which learners attention is directed toward the meaning of the language." (p.56), (4) authenticity indicates that "the need to develop learners" willingness to communicate (p.56), (5) positive impact refers to "its effect beyond its language learning potential"(p.57), (6) practicality means "how easy it is for the learners and teachers to implement a CALL task within the particular constraints of a class or

language program. "(p.57). Another area is the web-based learning. The advance of computer network and related information technology makes the web-based learning as a new learning style. This new type of learning model is pushing educational scholars to redefine the field of instructional material design and related theories of learning, especially regarding the mode of presenting material as well as the interaction between learners and materials.

Video as Audio-Visual Aids Instruments

Videos are an excellent source of aural input for language learners, providing examples of pronunciation modes, language structure and lexical items in constructive situations (Massi & Merino, 1996). Katchen (1996) points out that even dialogues that offer nonstandard or regional speech varieties still serve as exposure to authentic language use. Studies comparing the effects of using audiotapes and videotapes suggest that the use of videotapes, offering both audio and visual images, producing greater improvements in listening comprehension (Yu, 1995). Video materials can present current issues and give students explanations and opportunities to express their ideas and opinions. Therefore, a carefully chosen video can give viewers' listening practice, critical thinking and speaking skills through the practice of classroom dialogues (Stempleski & Tomalin, 1990).

Interactive assignments are a part of effective foreign language instruction that gives students the opportunity to work with their own computers on assignments. Some examples include interactive listening, interactive conversations and interactive writing assignments, and allowing students to create their own paces, conversations, and plays.

When students apply their own experiences to learning a language in these types of interactive assignments, they can internalize the language they use (Lantolf, 2000).

There are many advantages of using video as a tool to enhance English teaching. The use of video in English teaching has been studied by many researchers. The reason for the popularity of using videos in language learning is that it provides audio-visual aid. Synder (1988) conducted a study which compared two groups with different treatment using visual aids. The subjects, who had already received one-year of Spanish 1 in an American high school, were enrolled in Spanish 2. Students' I.Q scores and the grade received in Spanish 1 were obtained to show their equivalence. With each group studying the same material, there were 44 students in the comparison group, receiving limited visual aids, while the 63 students in the experimental group received additional audio-visual aids: overhead transparencies, audio-tapes and slides, pictures from magazines, magnetic board items, and games. After seven weeks of instruction which covered four chapters, the students were given a unit test, including listening comprehension, structure, and vocabulary. The results of a statistic analysis of their scores showed a positive result in vocabulary and listening comprehension. It appears that using audio-visual aids may shorten students' time span of comprehension. Synder concluded that "the audio-visual images could be directly related to their mental images without having to mediate through the primary language" (1988, p. 347).

Baltova conducted another study related to video visual aids in 1994. The subjects were from two eighth-grade classes studying French in Southern Ontario. Two experiments were performed. In experiment one, students received four different treatments for the same material, a brief French story on the VCR, separately: 13 for the

"sound-only" condition, 12 for the "video-and-sound" condition, 15 for the "silent viewing" condition, and 13 for the "no-story" condition, which means the students were not familiar with the story. At the end of the study, the subjects in the first three conditions were given a multiple-choice comprehension test, while the "no-story" group did the same test and answered the questions by common knowledge. The findings of the first experiment strongly supported the improvement of the visual channel (Baltova, 1994, p. 513). Students in the video-and-sound group performed two times better than the sound-only group. The second experiment mainly focused on the "video-and-sound" treatment and the "sound-only" treatment. There was no significant difference in second experiment between the performances of the two groups, but the students in "video-and-sound" group experienced less difficulty than those in "sound-only" group. Results of the two experiments both indicate students performed better in the "video-and-sound" group. It shows that visual images help students to interpret the given material and enhance their comprehension. In addition, it showed that "the video instruction promoted greater attention than did the audio instruction" (Baltova, 1994, p. 520).

Videos allow the learner to see rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. The use of video overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom. In language learning, video can help enhance clarity and give meaning to an auditory text. Videos can help manipulate language and at the same time be open to a variety of interpretations. Arthur (1999) claims that: "Video can give

students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning".

Integrating Technology into Listening Comprehension

Many researchers view computers as a great tool in English teaching and learning because computer technology can offer students many opportunities for better English learning. Listening activities implemented in the classroom are often accompanied by audio/video devices and supplementary materials. With the advances in computer technology, students can use VCDs, DVDs, and CD-ROMs to improve their listening skills. In addition, researches show multimedia technology motivates and encourages students to enhance their listening comprehension (Baltova,1994; Chiang, 1996; Teng, 2002). Specifically, the visual component including body languages of the speakers not only facilitate students' understanding but also provide more clues for students while they are practicing listening. Moreover, multimedia programs can be beneficial to less-proficient learners. The features of multimedia can also facilitate learners' higher levels of comprehension and recall of the materials while they are listening in the multimedia environment.

Film, Authentic Materials, and Language Learning

Authentic materials have been essential elements of language teaching. The practice for using more authentic materials is based on the assumption that "students

need to learn language as it is used by native speakers for real purposes, rather than language "invented" by linguists and textbook writers writers"(Baddock, 1996, p.20). Authentic materials provide students the chance to learn to communicate effectively in a foreign language by experiencing the language as it is used by native speakers. (Rogers & Medley, 1988). Stempleski (1992) points out that films can provide authenticity and provides real world language that is more preferable compared to newspapers, audiocassettes, pictures and other materials. Authentic films can bring real language practice, diversity, and variety to the syllabus and lively conversation into the EFL classroom (Lonergan, 1984; Stempleki, 1992). Additionally, movies are a means of teaching Western culture, customs and history (Shawback & Terhune, 2002). Film is just one example of how combining different modes of input can be used to increase student comprehension. Heron (1994) suggests "pictures, verbal descriptions, key vocabulary, pre-questioning techniques and cultural background cues" (p. 190) in conjunction with video to increase comprehension. Chapelle (2004) also indicates empirical evidence which shows that students benefit when pedagogical aids are presented in various forms such as text, audio, pictures, and video.

Weyers (1999) emphasized the effects of using authentic videos in language teaching. Two groups were in the study: 17 subjects in the control group and 20 students in the experimental group. The subjects were college students in the second semester of learning Spanish. The treatment of this study was that students in the experimental group watched two episodes per week of a soap opera, which was regarded as the authentic materials, not specifically designed for language learners. All the subjects were given a pretest in the beginning of the semester, and a post test in the

end. The result showed that students in the experimental group performed significantly better than those in the control group. It proved that the use of authentic videos helped the students in listening to Spanish. Moreover in the study by Garza (1991), Garza used selected films as the authentic video materials to teach 40 advanced students' listening comprehension in German. The results indicated that the captions with the authentic videos helped to bridge the gap between learners' reading and listening, and enhanced students' listening comprehension. Videos derived from authentic materials, such as soap operas or DVD films, really help students in listening comprehension.

Full Length Film vs. Excerpted Segments

One of the primary concerns about the use of videos in the classroom is the length of time required to use it in the classroom. The length film may last two hours or one and a half hours. Typical English class is often less than two hours. Additional time is consumed in administrative considerations, such as calling the roll or some announcements. It is no surprise that many advocates of video-based instruction advise the use of short films or excerpted segments. Shorter segments of films work well by some studies. It is better to use a short segment of video thoroughly and systematically rather than to play a long sequence, which is likely to result in less active viewing on the part of your student (Stempleski & Tomalin, 1990). The debate seems to suggest that longer viewing of film results in greater intellectual passivity and wastes time. The viewing of an entire film should be done at home or in the university multimedia center, not during the class session (Katchen, 1996). The use of a full length film in the classroom is recommended only in some circumstances, when the video fulfills the role

of substitute or stand in for a teacher who is suddenly and unexpectedly forced out of the classroom by illness or emergency (Katchen, 1999).

Whole Film.

Despite the many advantages using full-length films provided (Ryan, 1998; Stempleski & Tomalin, 2001), using them effectively can be time consuming and other constraints (Johnson, 2006). Film clips highlighting specific language, social, or cultural points can be used more efficiently. Followings are description of full-length film and excerpted segments. Whole film viewing: This activity aims at motivating student by showing the complete story, getting them involved in choosing interesting and meaningful scenes for intensive activities, and creating some questions or discussion topics for speaking activities. The rationale for getting students involved in selecting scenes and creating questions is based on the learner-centered cooperative and negotiating theories that advocate placing greater responsibility on students in the process of learning. It is important to remember that sometimes the teacher's perceptions of what is interesting and important may not necessarily match those of the students' (Linebarger, 2001).

Whole film viewing is more suitable for listening and speaking activities. However, another challenging is to design, from viewing the film. The whole film viewing activity may be regarded by some researchers (Stempleski and Tomalin, 1990; Katchen, 1996; Chiang, 1997) as too time-consuming. Shea (1995) argued that viewing complete films can result in student's recognizing: "The emotional and narrative dynamic of the video as a story about important things in human experiences, aesthetic and ethical things like

dreams, imaginations and commitment, things that drive language ultimately stimulate student to learn it in the first place".

Most students responded that use of both the entire film and abbreviated excerpts not only motivated them but also enhanced the effectiveness of their language learning (Lin, 2000). Occasional viewing can help to reach student's emotions, motivate them and to provide a quality of input for language acquisition (Krashen, 1987).

Film Clips.

The use of excerpted segments gleaned from a larger work is an alternative that many teachers justify as the incorporation of extra materials that are motivational and enjoyable, as well as economical in the provision of time for other activities (Chiang, 1997). A major criticism of this approach is that authentic films are meant to be viewed in their entirety. Segmentation prevents the film from working its magic and drawing the viewer student into an emotional realm than can prove so valuable to the overall goal of educating young adults (Shea, 1995). This is not to suggest that teachers have the right to abandon discrimination and effort. No film should be presented without laying the appropriate groundwork (Shea, 1995). Students who enter the extended viewing experience after a period of careful and sufficient preparation are exposing themselves to "mass quantities" of comprehensible input (Krashen, 1985). They are also ready to recognize the "emotional and narrative dynamic of the video as a story about important things in human experience, aesthetic and ethical thing like dreams, imaginations, and commitment; things that drive language and ultimately stimulate students to learn it in the first place" (Shea, 1995). Such an emotional interaction with

the film simply cannot be experienced through a twenty minute clip.

An activity of video in the classroom with the presentation of whole length films was most typically accepted as a break from the routine and stress of the language classroom. Abridged films are feature-length commercial films that have been edited down to 70 to 80 minutes, a time frame that enables them to be presented in a week class session for some special occasions. Or, it can be finished in two class sessions, each time viewing half of it and leaving plenty of time for relevant activities before students forgot what they have watched. Another great effect is the use of film clips, which are brief sections of action or dialogue that have been removed from the longer film while retaining their own plot-line integrity. The combined use of both abridged films and excerpts, in combination with other carefully planned classroom activities, resulted in academic effectiveness and motivational enhancement.

The viewing of the abridged films can give students a large quantity of exposures to the comprehensive input (Krashen, 1987). Since most of my students are not English major Freshmen or Sophomores the level of their listening ability ranging from low to low-intermediate, and usually the students don't spend extra time on improving their listening skills. Hopefully, the activity of viewing of the abridged films can add their exposures to the chances of input, and they can transfer the skills picked up in the classroom to their viewing experiences outside the classroom. The use of film clips enables students to partake of other in-class exercises that provide them a more complete and systematic education in the different aspects of language production. More time is also available for intensive listening comprehension, oral production and cultural awareness activities.

Additionally, listening activities can be done by viewing the film repeatedly. When viewing the clip with only English subtitles, students were not allowed to look at their scripts. The reason for such repetition of viewing is to make the authentic spoken dialogues more comprehensible. Both the frequency of repetition and showing order of different subtitles, however, can and should be adjusted according to student's proficiency levels and teacher's teaching designs.

One of the most common complaints offered by teachers who use video resources is that materials preparation is too time consuming. A study conducted by Lin (2002) showing that at least 49 percent of teachers from seven universities throughout Taiwan who responded to a survey stated that materials preparation using video resources were too time consuming. This is a reality that cannot be avoided. However, teachers can find enhancing motivation through the experience of providing a full length film in a single showing and/ or using clips taken from that same film to emphasize various authentic aspects of the target language in all its dialog. Given the high risk of burnout in the teaching field, it is always important for instructors to avoid routine and open themselves up to positive and rewarding teaching experiences (Lin, 2002).

The use of film excerpts or a full length-film is still debatable. A number of complaints arise from the showing of a feature-length film in the classroom, an experience that some say is discouraging simply because of a desire to fully focus on the linguistic aspects of the spoken dialogue, but an inability to do so. Others express dissatisfaction from the occasional experience of watching an entire film, only to have the final few minutes of the film fast-forwarded toward a conclusion in order to beat the

clock. The supporters and detractors of film use have seemingly strong and valid supporting arguments to justify their positions. The compromise solution might enable instructors to successfully use both lengthy and shortened film presentation to attain academic and motivational goals.

DVDs Applications

The function of the DVD is amazing. Even before it caught on with the average consumer, however, researchers in the fields of technology and education are praising of the new technology. Leung (1998) advocates the use of DVD equipment based on his comparison of the quality, capacity and functionality of DVDs. He also notes the functions of DVD-Audio, DVD-R, DVD-Ram and DVD-ROM. DVD was first defined as "digital video disc," and because of its versatility it was later given a nickname "digital versatile disc". Each disc can hold four hours' worth of video image. The image and audio quality are much improved. Best of all, one disc can carry many different language subtitles, many spoken languages, multi-angles, and multi-screens. Therefore, a film can be used to teach English, Chinese, Korean, French, Spanish, German, etc. Each disc includes other optional materials, such as background on the actors, director, production notes, songs, interviews with actors, etc. (Leung, 1998).

With just a few basic operating techniques, language teachers can handle the fancy and/or complicated functions of DVDs. What follows are the most useful functions necessary for the successful operation of DVD technology by language teachers. The Subtitles: This allows the user to select any of the subtitles already available on a given disc. If two or more simultaneous subtitles are needed on the screen a DVD caption

decoder will be needed. The Language: This allows for a selection of the output language type. The Advance functions: The use of this function enables the user to skip to individual scenes or chapters on the disc. Most DVDs include a scene index, providing easily location of the required scene/chapter. This function also is useful for various student-centered activities. The Scene Repeat Function: This function enables instructors to continuously repeat a single scene. This function can help produce repeated scene showings different subtitles. In doing this, instructor can play this clip as many times as he or she likes and each time you can change the subtitles. Students report that viewing a video first with different language subtitles. This technique serves to lower anxiety and increase listening comprehension. The Freeze Frame: Any frame of the film can be frozen to display an image for action or to freeze a facial expression for class discussion. Scenic moments can be frozen to allow more vocabulary building activity and the learners work to do the discussion activity of frozen scene on the screen.

The storage capacity of DVDs is larger than traditional videotapes, meaning that DVDs can store a much longer movie and the sound and picture quality can be much higher. The audience could choose any chapters immediately once they come back to the "menu." In addition, the teachers do not need to waste time to forward or rewind to an exact spot, instead, teachers could choose a specific chapter and design a particular teaching plan for the chapter which the class is going to study. This function also solves the problem of students' being interrupted, which was mentioned by Baltova (1994) in that students would become distracted after viewing the video for five or six minutes.

Subtitles Enhancements

Multi-language subtitles allow the learners to view the contents with L1 or L2

subtitles and listen to the target language audio track at the same time. One unique feature

of DVDs is that there are subtitles/ captions of different languages in DVDs. When

watching TV programs or films, subtitles are the printed version of the spoken text in

different languages, while captions appear to be the same as the original speech.

The closed caption is a form of English language subtitles attached to an English

language film, as a service for hearing-impaired television viewers in the early seventies.

In viewing, closed captions appear as the subtitle of the spoken words. The importance is

that this technique can allow teachers to create videotapes from feature-length films that

will give students the opportunity to actually read the words they are hearing as the words

are spoken. The other great advantage is the switch back and forth of the subtitles that

teachers can likewise turn off or on the Chinese subtitles, forcing students to learn how to

rely mainly on the combination of spoken and written English until someday the students

can be successfully weaned off even the English subtitles.

A number of studies undertaken at many institutions throughout America and Canada

have already demonstrated that the use of closed captioned video materials greatly

improves the reading and listening skills of native speakers with learning disabilities and

international students for whom English is a foreign language (Vanderplank, 1993).

Researchers in the field of adult education observed that native speakers worked with

closed-captioned television programs experienced increases in both reading speed and word

recognition (Goldman & Goldman, 1988). Instructors using closed captions in the EFL

environment reported that, with advanced learners the use of closed captioned materials offers benefits in terms of listening comprehension, comprehensible input, vocabulary acquisition, and reading skill (Vanderplank, 1993). These researches shows that the application of closed captioned viewing resulting in increased listening comprehension, and with proper use the closed captioned video can inspire improvements in overall speaking and communicative abilities as well. Although these studies carried out in North American and European learning environments, it might demonstrate even greater results if applied to the English learning in Taiwan, where students generally have strong reading skills.

In addition, through using DVDs the users can choose different languages for both the audio track and the subtitles. Some researchers (Garza, 1991; Chung & Chiao, 1999; Markham *et al.*, 2001; Linebarger, 2001) have discussed the effectiveness of this unique feature. In Linebarger's (2001) study, the author investigated the use of captions in children's comprehension when watching short video clips. The results showed that, in the aspect of children's word recognition, captions helped children to engage the spoken text and the printed words. Captions provided opportunities for viewers to visually recognize the printed words. Moreover, captions did help children to identify the central story line.

Focusing on college-level students, Markham et al. (2001) conducted a study to differentiate the effectiveness of three different captions in the comprehension of the same video episode. The results showed that students in the "no caption" group generated fewer thoughts in their summary writing while students with the English captions scored best. The researchers concluded that the students' proficiency would influence the sequence of receiving different captions. Lower-level students need to

follow the sequence: native captions before the target language captions.

Chung (1999) conducted a study on the effects of using captions on students'
listening comprehension in a college in Taiwan. The results approved the effectiveness
of using captions, in which it showed that the experimental group with captions scored
significantly higher than the controlled group which with no specific instruction of
captions. Moreover, Garza's study in 1991 evaluated the use of captioned video
materials in advanced foreign language learning classes. Various parts of the videos of
this study were all picked up from different genres of films, such as dramatic feature
films, light comedy feature films, news/ documentary features, animated features, and
music videos. Garza illustrated that students' listening comprehension did improve
through the captions.

Chung's and Garza's study both explained the reason why captions function in
students' listening comprehension. In addition, another study conducted in Taiwan also
aimed at evaluating college students' listening comprehension through three different
instructional methods with captions: English soundtrack with Chinese subtitles, English
captions, and the reverse one, Chinese soundtrack with English subtitles (Chung &
Chiao, 1999). Subjects of this study were divided into two groups: upper-intermediate
and lower- intermediate. The results showed that upper-intermediate students benefited
from English captions, while lower-intermediate students were the reverse. In their
study, 76% of students did not consider the use of captions as helping them to get more
understanding in the given video programs.

Language Acquisition Benefits of Using Films

Brown (1994) defined two types of motivation, intrinsic motivation which refers to learners' inner expectations to learn not for rewards or compliments from others, and extrinsic motivation which refers to learners learn not learning for themselves, but for outside reinforcement or for avoiding punishment. There is evidence that using video can increase students' motivation. In Chang's (2003) study with 334 EFL technology college students in southern Taiwan, she discovered that the students seemed to be more extrinsically than intrinsically motivated in language learning. In addition, there were significant differences in motivational intensity and intrinsic motivation by gender, major and grade in her study. There is evidence that using video can increase students' motivation. Dörnyei (1994) discussed the components of L2 motivation in three aspects: the language level, learner level, and the learning situation level. Another suggestion given by Dörnyei was to use authentic materials like visual aids to increase the attractiveness of the course content or to create interesting tasks, such as meaningful game activities for students to accomplish. In addition to the suggestion to use authentic and interesting materials, such as films in language classrooms to increase learners' motivation, studies (Chiang, 1996; Ryan 1998; Lin, 2002) have shown a positive correlation between films and students' motivation in learning. Chiang (1996) conducted a study in which students were asked to introduce their favorite movies. The subjects were 96 students from different majors in three sections of the course of Freshman Listening and Speaking Practice in a university in Taiwan. A list of movies from the language lab of the university and movies recommended by students in a questionnaire were made available to the students. A final examination in the form of a

listening test and a questionnaire with multiple choice questions and open-ended questions was given to the students. The result showed that over 80% of the students "felt" their listening comprehension did improve because they listened to the sentences several times. In addition, 77% of the students thought the activity was both "good and helpful" or "very good and helpful" and "many students commented on the questionnaire that it was very interesting to learn English by watching movies (Chiang, 1996). The study by Chiang (1996) indicates the importance of students' motivation while learning English and the process of learning was interesting.

A study conducted by Lin (2002) indicated that films did increase college students' learning motivation. Lin investigated the efficacy of utilizing a learner centered approach in combination with a curriculum built upon video materials in a university in Taiwan. In her study, students were divided into two groups, the control group and the experimental group. Materials for this study were 11 films, and two kinds of treatments were given: the control group with a traditional teaching method and the experimental group with a learner-centered approach. Results indicate significant differences between the groups in oral performance and motivation. However, there is no variation between the experimental and control groups on the listening comprehension tests results. The experimental group demonstrated positively attitudes toward film-based instruction, and perceptions toward the adoption of learner centered approach compared to control group. Another study by Ryan (1998) discussed the advantages of using films in language teaching for examples to create content-rich contexts and increase lower-motivated students' interest in learning. His research is based on observations and experiments conducted within the Japanese college. It studies some of the theory relating to language

learning and motivation. It identifies problems relating to motivation in the Japanese education system and goes on to find possible solutions to the problem. Ryan illustrates the possible solutions with a practical example of how movies may be employed in the classroom in a manner which helps language learning and further encourages motivation Ryan indicates that by giving students control over their learning, motivation and interest increase.

Summary

The availability of new technologies has opened up new ways for language instructors to use video as an instruction aid. With inspiration from interactive technologies, the field of TESOL now realizes that the medium of video can improve the quality of learning English in the EFL classroom environment. Even the most basic DVD functions are enough to gain control over video images and subtitles while motivating classroom language acquisition for students.

Studies have suggested that the use of multimedia, such as DVDs, for L2 listening comprehension is noteworthy (Baltova, 1994). For example, visual and body languages of the speakers in DVD films not only facilitate students' language communicative competence but also provide more contextual clues for them while listening. DVD films also offer authentic socio-cultural contexts to EFL students through interactive English learning activities. Moreover, DVD functions are beneficial for less-proficient learners as well as highly-proficient learners. The features of DVDs can also reinforce learners' higher levels of comprehension and recall of the texts while listening in the DVD environment. English learners, with the aid of multimedia, gain a better understanding

of what they are listening to, as compared to the traditional listening environment. While studies have reported positive outcomes of multimedia usage within EFL listening classes, little is known about the processes and strategies used toward these positive outcomes. As a result, further studies focused on EFL students' listening strategies used in the process of English learning with the aid of multimedia resources is needed. It is suggested that future studies assess the learning outcomes of using DVD and films over textbooks as the main teaching materials. Such studies can provide teachers with attractive teaching alternatives and encourage dynamic and interactive learning atmospheres for students.

DVD technology is increasingly gaining popularity and becoming more advanced. Language teachers must keep up with the advanced functions of DVD technology as it becomes more and more indispensable in the modern classroom. EFL teachers' use of DVD technology can enhance students learning experience and language acquisition through increasing language motivation, personal agency in the learning environment, and academic achievement. Although DVD technology is not intended to replace the language teacher, it does empower teachers with supportive teaching aids. More research is required regarding the implementation of DVDs in language learning classrooms.

Chapter III

METHODOLOGY

Overview

Language instruction that integrates technology has become popular and brings advantages to language education. Studies by Brown (2007); Chapelle, Jamieson, & Chun (1994); Ginsburg (1998); and Warchauer (1997) recommended that integration of technology can make learners' academic performance improved, their motivation increased, and learning enhanced. Research supports the methods of using video in the foreign language classroom (Baltova, 2000; Markham et al., 2001; Lin, 2002). In addition, studies have shown encouraging results for the use of multimedia, including films, for L2 listening comprehension (Stempleski & Arcario, 1992; Baltova, 1994; Sherman, 2003).

This chapter contains a discussion of the research methods employed in this study. This chapter is divided into five sections. The first section describes the research questions, hypotheses, and the overall research design. The second section begins with the instructional settings and then the sampling used in this study. The third section describes the procedures and processes. The fourth section discusses the instruments used in the data collection in this study including the simulated GEPT listening comprehension test, questionnaires, and interviews. The last section explains the methods of data analysis used in this research.

The Combination of Quantitative and Qualitative Methods

The study was a quasi-experimental repeated measures design including pre-test and post-test. The data used in this study was analyzed both quantitatively and qualitatively. The methodology of this research was based on previous research as well as the researcher's practical experience.

Research Questions

1. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

2. Does the use of feature films in combination with Chinese subtitles significantly improve the listening skills of experimental group B as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

3. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A (with English subtitles) as compared to experimental group B (with Chinese subtitles) as measured by the GEPT Listening Comprehension Section test scores?

4. (a) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with English subtitles in English listening class?

(b) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with Chinese subtitles in English listening class?

(c) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with no subtitles in English listening class?

5. (a) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with English subtitles in English listening class?

(b) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with Chinese subtitles in English listening class?

(c) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with no subtitles in English listening class?

Hypotheses

1. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A (with English subtitles) and the control group (with no subtitles).

   H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A and the control group (with no subtitles).

2. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group B (with Chinese subtitles) and the control group (with no subtitles).

   H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group B and the control group (with no subtitles).

3. Ho: There is no significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A (with English subtitles) and the experimental group B (with Chinese subtitles).

H1: There is a significant difference between the GEPT Listening Comprehension Section test scores of the experimental group A and the experimental group B.

The Pilot Study

The use of films in EFL listening classes was pilot tested by the researcher in the spring semester, 2009 in order to examine whether the adoption of film-based instruction in the advanced English listening classes was relevant and feasible in Taiwan college EFL classrooms. This pilot study was used as an important indicator in the design of the present study and in the determination of the suitability of the selected experimental films. Two films clips were viewed. The first film clip from "*Mama Mia*" did not successfully capture and hold students' attention. The students seemed to have difficulties understanding the plot, perhaps due to a lack of background knowledge. According to researchers, it is important for listeners to connect new knowledge to the background information in order to maximize their comprehension (Rost, 2002; Chafe, 1994). The second pilot study film was "*Eagle Eye*". Students showed much more interest in and comprehension of the dialogs and plot of "*Eagle Eye*". Detailed information regarding the pilot study can be found in Appendix G and results of the pilot study can be found in Appendix H.

Research Design

Sampling

Description of the Selected School.

Shu-Te University is located at Yen Chau, Kaohsiung county, in southern Taiwan. The university consists of five colleges, nine graduate schools, and 15 departments. Through its programs of instruction, research, opportunities for extended education, and collaborative relationships with private, public enterprise and governmental or nongovernmental organizations, Shu-Te University is committed to producing qualified professionals with the expanded knowledge, specialized technological skills, creativity, and experience needed for its students to meet their challenges of the future success in their careers.

The researcher selected the participants from the College of Liberal Education for the following reasons: The College of Liberal Education carries out the missions of curriculum planning and implementation for general education courses, as well as related administrative affairs. Its mission includes: planning for development directions of general education, and examining important proposals and issues related to the general education within the university. The college advocates the ideal of "holistic education" in a hope of cultivating students' humane thoughts, fundamental communication skills, workplace emotions management ability, and senses of spirituality. Based on this belief, the liberal education courses were designed and integrated into five divisions: Chinese and English Languages, Humanities and Arts,

Social Sciences, and Natural Science. English language is part of the required courses in the College of Liberal Education.

Participants.

Participants in this study were 126 college students and six English teachers (two full time and two part-time faculty members). All were from Shu-Te Technological University in southern Taiwan. The student participants were enrolled in the elective advanced English listening courses offered by the College of Liberal Education in the fall semester, 2009. The student subjects were not randomly assigned in the experimental and control groups because the students had free choice to choose which class they would like to attend. However, three sections of the advanced listening course were randomly assigned to either the control group or one of the two experimental groups. The students ranged in age from 18 to 23 years old and included an approximately equal number of females and males. These students began learning English after they entered junior high school. All of the subjects have had English learning experiences for at least six years. Moreover, most of the subjects have had the experience of using English learning equipment in a language lab. Therefore, the subjects had no difficulty using computers, setting up films, installing and operating related software, and so on.

Subjects who fail to participate in any of the pre-test, post-test, questionnaires or interviews were excluded from the final data analysis and were not be considered as valid subjects. None of the experimental and control groups were informed that they were participating in a study in order to avoid the possible "Hawthorne Effect"

described by Brown (1998). Instead, they assumed that they were engaged in their regular English curriculum.

The six English teachers were four females and two males (two full time and four part-time faculty members). Two of them have PhD degrees, one in the area of higher education, the other in the TESOL. The four part-time teachers all have master degrees with the concentration in TESOL. The English teachers were not part of the treatment provided to the student groups. They were surveyed and interviewed in order to provide insights on their experience with and attitudes toward the use of films in English language instruction. All of the teacher participants are Taiwanese English instructors referred to this research study.

Materials and Course Syllabus.

The instructional materials used in this research were two feature films. These films were chosen because of their previously demonstrated popularity with students, and/or surveys of previous students of similar age and background. DVD technology allowed the researcher to use closed captions and English or Chinese- language subtitles directly from the DVD player thereby simplifying the task of producing scripts, and other task-based supports for the class. The DVD technology enabled the viewing of differently subtitled screens, a technique that is impossible in the limited VHS format or VCD format (Lin & Fox, 1999).

Student input was welcomed by the researcher in the initial selection of feature films. The feature films listed in the course syllabus were *Déjà Vu* and *Eagle Eye*. The following considerations were carefully reviewed such as (1). the film's basic appeal to

students (2). the level and gradation of difficulty of the spoken language used in the film; (3). the level of complexity of the plot; (4). participants' learning backgrounds. (5). the potential inherent in the film for discussions and activities to the exercise of listening comprehension; and (6). the quality of spoken and visual content.

The control and experimental groups used the same film resources, and there were no variations in time of viewing and related tasks and assignments. The only differences in instruction between the control group and the experimental group were ways of administering the guided activities using the "variable" of captioning. This was not a traditional teacher-centered syllabus, instead it was a student oriented syllabus developed through the influence of previous student input, classroom activities and the researcher's teaching experience (Brown, 2007). Each of the classes met once a week for 18 weeks. Each class meeting was 100 minutes.

The samples course syllabus is demonstrated in Table 1. The course syllabus included (1) time of administering simulated GEPT listening pre-test and post-test. (2) clips selected for the groups. (3) ways of administering class activities. (4) treatments of different subtitles. (5) administering survey. (6) students and teachers interviews.

Table 1

Summary Sample Syllabus Using Feature Films

Week	Content	Goals
1	Pre-test.	Data Collection and Analysis
2	Introduction, Watch Film Clips (Déjà Vu) Background information of the Film, key Vocabulary.	Brainstorm, Identifying main characteristics. Real life listening practice, using film clips to reflect language in the real world.
3	Read film reviews, Listen to the dialogs.	Giving participants an introduction to essential listening skills, Listen for it.
4	Do silent viewing, Watch film clips and guess the meaning.	Understanding plot, Understanding main themes.
5	Watch Film Clips, Take notes, Guess meaning, Read the Scripts.	Meaningful practice of language and skills. Providing opportunities for vocabulary, cultural comparison and personalization.
6	Listen without viewing, Listen and tell classmates what happened.	Listen for it. Providing participants have the language and opportunities to communicate with confidence, and effectively.
7	Watch film clips without listening.	In Focus, review, recycle and consolidate listening skills.
8	Questions about the plot, Outside classroom practice	DVDs technology with related listening tasks allowing students the opportunities to practice

		listening skills outside classroom.
9	Administering Questionnaire.	Data Collection and Analysis
10	Introduction, Watch Film Clips (Eagle Eye) Background information of the Film, key Vocabulary.	Brainstorm, Identifying main characteristics. Real life listening practice, using film clips to reflect language in the real world.
11	Read film reviews, Listen to the dialogs.	Giving participants an introduction to essential listening skills, Listen for it.
12	Do silent viewing, Watch film clips and guess the meaning.	Understanding plot, Understanding main themes.
13	Watch Film Clips, Take notes, Guess meaning, Read the Scripts.	Meaningful practice of language and skills. Providing opportunities for vocabulary, cultural comparison and personalization.
14	Listen without viewing, Listen and tell classmates what happened.	Listen for it. Providing participants have the language and opportunities to communicate with confidence, and effectively.
15	Watch film clips without listening, Question about the plot, Listen and fill in the blanks.	In Focus, review, recycle and consolidate listening skills. DVDs technology with related listening tasks allowing students the opportunities to practice listening skills outside classroom

16	Post-test.	Data Collection and Analysis
17	Administering Questionnaire.	Data Collection and Analysis
18	Participants interview.	Perception, Data Collection and Analysis

Instruments

Three instruments were utilized: (1) The General English Proficiency Test (GEPT) for intermediate level. The simulated GEPT intermediate-level listening test identified the proficiency level of the subjects. Pre-test and post-test of GEPT listening comprehension test scores were evaluated to examine whether the adoption of feature film approach significantly improves students' listening skills. (2) Two questionnaires were administered, including: student questionnaires (pre-study, film experience, post- study, course experience), and teacher questionnaires (pre-study, use of film experience). (3) Student and teacher interviews were conducted to determine the perceptions of students' learning preference, needs, difficulties, and proficiencies and perceptions of teachers' experience using video in the listening course.

For data analysis, two 7-point Likert-scale surveys were prepared to measure the participants' perceptions to study English using feature films. The questionnaire consisted of 12 items with responses of "strongly agree," "moderately agree," "agree," "neutral," "disagree," "moderately disagree," and "strongly disagree."

The study was a quasi-experimental design. The data used in this study was analyzed both quantitatively and qualitatively. The quantitative analysis included the listening comprehension score test and questionnaires, while the qualitative analysis

was the open-ended survey questions, and interviews with target students and college English teachers.

Variables

This study involved independent variables and dependent variable as follows:

Independent Variables.

The independent variables were the feature film subtitles. There were three different levels of treatment.

1. Taiwanese EFL college students who received listening instruction using feature films with English subtitles.

2. Taiwanese EFL college students who received listening instruction using feature films with Chinese subtitles.

3. Taiwanese EFL college students who received listening instruction using feature films without subtitles.

Time with two different levels tests included pre-test and post-test.

Dependent Variable.

The dependent variable was the students' listening comprehension test scores as measure by the GEPT both before and after treatment.

Procedures

Administration of Pre-test and Post-test

The pre-test and the post-test were adopted from the simulated intermediate-level test of the GEPT listening test. The reasons for choosing this test are as follows. It is a standard test published in 2003 by The Language Training & Testing Center in Taipei, Taiwan which is to measure English learner's listening proficiency. There are three sections in the listening comprehension test of the GEPT which takes approximately 45 minutes to complete. The first section is picture description questions; the second section is question or statement response questions, and the third section is conversation dialog questions. Each section contains 20 questions and there are 60 questions total. The final score to evaluate the listening comprehension is 240 points. Furthermore, in order to maintain equivalent consistency of both the pre-test and the post-test, simulated GEPT listening exams were selected to match pre-test and the post-test.

The procedure of the administration of the pre-test and the post-test were the same. Participants were informed in advance that they were given these exams to evaluate their listening proficiency. The participants circled their answers on the test sheets. A comparison between students' scores of the pre-test and the post-test was evaluated and served as the essential indicator of the effectiveness of the treatment of this study. The pre-test of the study was conducted in September 2009, at the beginning of the fall semester. After a semester of films instruction, the post-test was conducted in January, 2010 at the end of the fall semester. There were more than 100 days' interval between the pre-test and post-test. Therefore, because the process of the post-test was the same

as the pre-test, performance on the post-test was assumed to reflect any changes in students' listening abilities after the treatment period.

Treatments

In this quasi-experimental research, there were a control group and two experimental groups. The control group received feature film clips treatment only (without subtitles). Experimental group A received feature film clips with English subtitles. Experimental group B received feature film clips with Chinese subtitles. Students were told that feature films would be used as their course learning materials, and they were provided by the teacher with various film clips, exercises and related activities designed to improve students' listening skills. The various techniques and related strategies to learn English using films were introduced and class activities were guided (Graves, 1996).

Throughout the fall semester 2009, both the control and experimental group received listening skill instructions, using the same film materials with or without subtitles. Two films clips were viewed. The first film was *Déjà Vu* which is an action and adventure film directed by Tony Scott and starring Denzel Washington, Val Kilmer, Paula Patton, and Bruce Greenwood. The second film was *"Eagle Eye"* a science-fiction, thriller, directed by D.J. Caruso and starring Shia LaBeouf, Michelle Monaghan, and Rosario Dawson. There were no variations in class time and course schedule, as each class was required to follow the semester schedule established by the university calendar.

Pre-test GEPT listening comprehension test was performed in the beginning of fall

semester of 2009, and post-test GEPT listening comprehension test was performed in the end of fall semester of 2009. The simulated intermediate level test of the GEPT was used to identify the proficiency level of the subjects in order to determine if there were any differences in listening proficiency levels between the groups at the outset of the study and within groups before and after the experimental treatment.

Process and Activities

The treatment process took in three phases. The first phase was called the learning preparation, and brainstorming stage (pre-viewing). This stage involved a variety of activities which were designed to orient the students to the content for examples, introduction to the film clips, background information of the film, key vocabulary, schema building, prediction, and focusing student viewing and listening. First, students activated prior knowledge, and make predictions. Second, students were ready to obtain information from visual and auditory clues, brainstorm, identifying main characteristics, and compared this information to what they already know. In this stage, tasks involved asking questions to introduce a scene, and speculating about main characters and settings. Students read film reviews and listen to the dialogs. The main task of this stage was to generate expectations for viewing the story by means of a pre-set clear purpose (Brinton, 2001). It was a real life listening practice, using film clips to reflect language in the real world. It gave participants an introduction to essential listening skills,

The second phase was called the information processing stage (while viewing). In this stage tasks involved watching film clips, taking notes, and guessing meaning. Students read the film scripts and practiced listening skills without viewing the film.

Students did silent viewing of film clips and guessed the meaning. The main task of this stage was for students to be aware of listening comprehension and culture knowledge. Students did meaningful practice of language and skills. This stage provided opportunities for vocabulary, cultural comparison and personalization. Through repeat viewing film clips the students focused on general ideas first and specific ones later on. In this stage, tasks also included taking notes and completing work sheets.

The third phase was called the comprehending and consolidating stage (post-viewing). In this stage, tasks involved answering question about the films, such as understanding plot, understanding main themes, checking comprehension, analyzing language, and practicing language. The students checked their comprehension and interpretation of the text. They used their background knowledge and the new information to establish connections and relationships. The students were expected to transfer key elements of the audiovisual text to simulation of real life situations. In this stage, tasks involved completing open-ended chunks and gapped texts, detecting main issues, carrying out role-plays, discussions and debates. These tasks gave the participants the language and opportunities to communicate effectively with confidence. Students reviewed recycled and consolidated listening skills. Also, DVDs technology with related listening tasks allowed students the opportunities to practice listening skills outside classroom.

Data Collection

Data was collected from (1) The simulated intermediate-level test of the GEPT listening test scores. (2) Background information survey. (3) Student learning

perception survey. (4) Teacher teaching perception survey (5) Students' and teachers' interviews. In the study, questionnaires with both closed and open questions were administered in order to elicit students' opinions.

Background Information Survey

The first questionnaires investigated the students' general background information, their general thoughts regarding using DVD films in learning English and students' motivation level when using DVD films in learning English listening.

Perception Survey

The goal of the second questionnaire was to understand students' and teachers' perceptions regarding the effectiveness of using films in listening comprehension classes. The student survey was designed in English, and a Chinese version was used for students to answer in Chinese for ease of expression and accuracy of interpreting the questions since the student participants were not proficient English users. The teacher survey was designed and used in English because the teacher participants are proficient English users. However, if they had difficulties with any words, there were explanations to ensure complete understanding.

Students' and Teachers' Interviews

Participant interviews with the experimental groups, control group and teachers were performed after the treatments. Interviews provided a deeper understanding of participant students' and teachers' opinions and gave an exploration of

student-generated ideas. In the interviews, Chinese was used between the researcher and participant students because this relieved students of some anxiety and gave them the ability to express themselves more completely and precisely. Interviews offered a deeper understanding of students' and teachers' opinions. According to McDonough & McDonough (1997), interviews also play a central role in checking the validity of other data sources.

Both the student's and teacher's interviews were conducted on campus. The interviews were audio-taped for further analysis. The data was saved in a computer. Seven students were selected from each group (control, English, and Chinese subtitles groups) for interviews. Six English teachers from the College of Liberal Education were selected for interviews including two full-time and four part-time faculty members. Although the six English teachers were not actually participating in the teaching and treatment process, their teaching perceptions and experiences served as valuable data on the use of films in English teaching. The interview data was analyzed and presented in the categories related to the use of DVD films in the listening class: benefits, difficulties, needs and suggestions. In addition, the researcher kept a reflective journal for student participants to record impressions of the teaching process as well as feedback from the participants regarding the activities and teaching materials. Reflective journals allowed researcher to record how participants felt about a film, how they identified with a particular theme, how they felt about the film dialog, how the dialog related to their lives and how they predicted or reacted to the film ending. Reflective journals were recorded by the researcher. At the end of this research, the entries were collected for analysis.

Data Analysis

Quantitative Analysis

The study quantitative data was analyzed using the Minitab Statistical Analysis

for Windows version 14. Minitab Statistical Analysis software was used to calculate the

ANOVA of independent samples, frequencies, means, and percentage of the responses

from the subjects on the questionnaires. One way ANOVA was employed to determine

significant difference between the study groups (English subtitles, Chinese subtitles,

and no subtitles) and within subjects (pre-test and post-test). Survey items measuring

additional variables were evaluated to determine if there were statistically significant

differences in responses between research groups (English subtitles, Chinese subtitles,

and no subtitles). The means and standard deviations between the experimental group

and control group were compared. The .05 level of confidence was used as the criterion

level for determining significance.

Qualitative Analysis

The data from open-ended survey questions, and interview data were analyzed

using qualitative methods. Cresswell (1998) defined qualitative analysis as: "Qualitative

research is an inquiry process of understanding based on distinct methodological

traditions of inquiry that explore a social or human problem. The researcher builds a

complex, holistic picture, analyzes words, reports detailed views of informants, and

conducts the study in a natural setting." The primary data for this study included the

student survey, teacher survey, and the analysis of the interviews. In contrast to the quantitative analysis, the qualitative research examined the patterns of meaning which emerged from the interviewing data which were presented in the participants' own words. The task of the qualitative analysis was to find patterns within those interviewing data and to present those patterns as close to the construction of the world as the participants originally experienced it.

All three types of data were analyzed and common themes identified. Triangulation was achieved through the variety of data collected. Later, the researcher analyzed the entire corpus for general findings that illustrated the participants' reaction to the use of feature film in English instruction. The general findings were inducted from the data. As more data were added, the general findings were refined by category. Also, students' and teachers' perceptions were compared to determine similarities and differences between the two.

Conclusion

Feature films with their ability to provide audio-visuals aids and authentic material help to develop a learning atmosphere with content-rich contexts and help motivate language learners' development. Therefore, in this study, feature films were selected as learning instrument and the main materials of the treatment in the study. Furthermore, feature films served as the central instructional materials, and classroom activities were developed around them. Data was collected from experimental and control groups through simulated GEPT listening comprehension tests, students and teachers films instruction perceptions surveys, and both students and teachers interviews. In this

quasi-experimental repeated measures research design including a pre-test and a

post-test, with data gathered in this study analyzed both quantitatively and qualitatively.

Chapter IV

DATA ANALYSIS

Result Overview

The purpose of this study was to determine whether the use of feature films with subtitles could help improve Taiwan college students' listening comprehension. This chapter presents the study findings utilizing the methods and procedures described in Chapter 3 to answer the research questions formulated in Chapter 3. It begins by explaining the descriptive statistics used to interpret the participants' demographic information and their perspectives on learning a foreign language using films. The second section analyzes results of the study's research questions, and a qualitative analysis and a quantitative analysis follow. The chapter concludes with a summary of the study's main results and findings.

This study was a quasi-experimental repeated measures design including both pre-test and post-test. The purpose of this research was to investigate whether or not statistically significant differences exist between using subtitles (English, and Chinese, both integrated with feature films instruction) versus no subtitles to improve Taiwanese EFL college students' listening performance. Data collection involved both quantitative and qualitative methodology. Quantitative analysis encompassed descriptive statistics, t-test and ANOVA analysis, and the qualitative analysis involved the researcher interviewing the English teachers and students. The descriptive statistics provide a brief summary of the participants' demographic information and portray their English learning experience involved in this study.

The Minitab Statistical Analysis for Windows version 14 was employed to perform the quantitative data analysis relevant to Research Question 1 to 3. The research questions were as follows:

Research Questions

1. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

2. Does the use of feature films in combination with Chinese subtitles significantly improve the listening skills of experimental group B as compared to the control group (with no subtitles) as measured by the GEPT Listening Comprehension Section test scores?

3. Does the use of feature films in combination with English subtitles significantly improve the listening skills of experimental group A (with English subtitles) as compared to experimental group B (with Chinese subtitles) as measured by the GEPT Listening Comprehension Section test scores?

4. (a) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with English subtitles in English listening class?

    (b) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with Chinese subtitles in English listening class?

    (c) What are the perceptions of Taiwanese EFL college students regarding the use of feature films with no subtitles in English listening class?

5.　(a) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with English subtitles in English listening class?

(b) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with Chinese subtitles in English listening class?

(c) What are the perceptions of Taiwanese EFL college instructors regarding the use of feature films with no subtitles in English listening class?

This chapter presents the results of statistical analyses for pre and post listening scores on a simulated GEPT tests according to the hypotheses. It also presents the results of students and English teachers surveys administered to determine the influence of an English curriculum built around films upon the learning and motivation of students. Also included is a comparison and discussion of the experimental group's language learning and their self-perceptions of the applicability of the films approach treatment. Finally, this chapter will conclude with student and teacher interviews, feedback and suggestions for the adoption of films in English learning and a look at the researcher's reflective journal and researcher's observation journal on classroom activities.

Demographic Data Findings

A total of 126 students from Shu-Te University in Southern Taiwan were selected to participate in this study. Students' demographic information, such as gender, age, length of English learning, English listening comprehension difficulties, and learning experience with films, was included in a questionnaire for the students. The

questionnaire included 17 demographic comparisons examining characteristics of the student participants. Before the simulated GEPT pre-test, data describing the demographic characteristics were analyzed by descriptive analysis.

Demographic data contained the participants' gender, age, major, college year in Stu-Te University, years of studying English in school, age the student started learning English, average time spent each week listening to English since entering the university, tools used to learn English, time spent studying English outside of class per week, time spent studying English since entering the university, and whether the student had ever visited or lived in an English-speaking country. Demographic data included participants rating the level of the difficulty in listening English comprehension, describing problems or difficulties in listening comprehension, and ranking the four English skills from most important to least important. It also contained information regarding experiences of English teachers who had previously used films to help teach English, the kinds of films participants like most, and whether students had taken the GEPT test before. The following tables and figures represent the participants' demographic information by gender, years of learning English, difficulties in English study, and films learning experience, respectively.

Demographic Data

Table 2

Demographic Information- Gender, Age, and Major

	Total		Control Group		English Subtitles Group		Chinese Subtitles Group	
	N	%	N	%	N	%	N	%
Participants	126	(100%)	41	(32%)	45	(36%)	40	(32%)
Gender								
Male	50	(40%)	12	(29%)	24	(53%)	14	(35%)
Female	76	(60%)	29	(71%)	21	(47%)	26	(65%)
Age								
19	16	(13%)	14	(34%)	2	(4%)	0	(0%)
20	52	(41%)	18	(44%)	21	(47%)	13	(32%)
21 & Up	58	(46%)	9	(22%)	22	(49%)	27	(68%)
Major								
College of								
Management	48	(38%)	22	(53%)	14	(31%)	12	(30%)
Informatics	23	(18%)	6	(15%)	11	(25%)	6	(15%)
Design	36	(29%)	5	(12%)	14	(31%)	17	(42%)
Social Science	19	(15%)	8	(20%)	6	(13%)	5	(13%)

As shown in Table 2, there were 126 students who participated. Forty-one students were in the control group, 45 students were in the English subtitles group, and 40 students were in the Chinese subtitles group. Students' ages were between 19 years old and 31 years old, with the majority being between 20 and 21 years old. The variable of gender on the questionnaire indicated that the control group included 12 males and 29 females. In the English subtitles and Chinese subtitles groups there were 24 males, 21 females, and 14 males, 26 females, respectively. The variable of major on the questionnaire indicated that control group included 22 students from the College of Management, six students from the College of Informatics, five students from the College of Design, and eight students from the College of Social Science. In the English subtitles groups there were 14 students from the College of Management, 11 students from the College of Informatics, 14 students from the College of Design, and six students from the College of Social Science. In the Chinese subtitles group there were 12 students from the College of Management, six students from the College of Informatics, 17 students from the College of Design, and five students from the College of Social Science.

Demographic Data

Table 3

Demographic Information- Taken GEPT before

	Total		Control Group		English Subtitles Group		Chinese Subtitles Group	
	N	%	N	%	N	%	N	%
Participants	126	(100%)	41	(32%)	45	(36%)	40	(32%)
Taken GEPT before								
Yes	61	(48%)	13	(32%)	21	(47%)	27	(68%)
No	65	(52%)	28	(68%)	24	(53%)	13	(32%)

As shown in Table 3, a total of 61 students in this study had taken the GEPT before: 13 students in the control group, 21 students in English subtitles group, and 27 students in Chinese subtitles group students had taken the the GEPT prior to the study.

Age when participant started learning English

Age started learning English
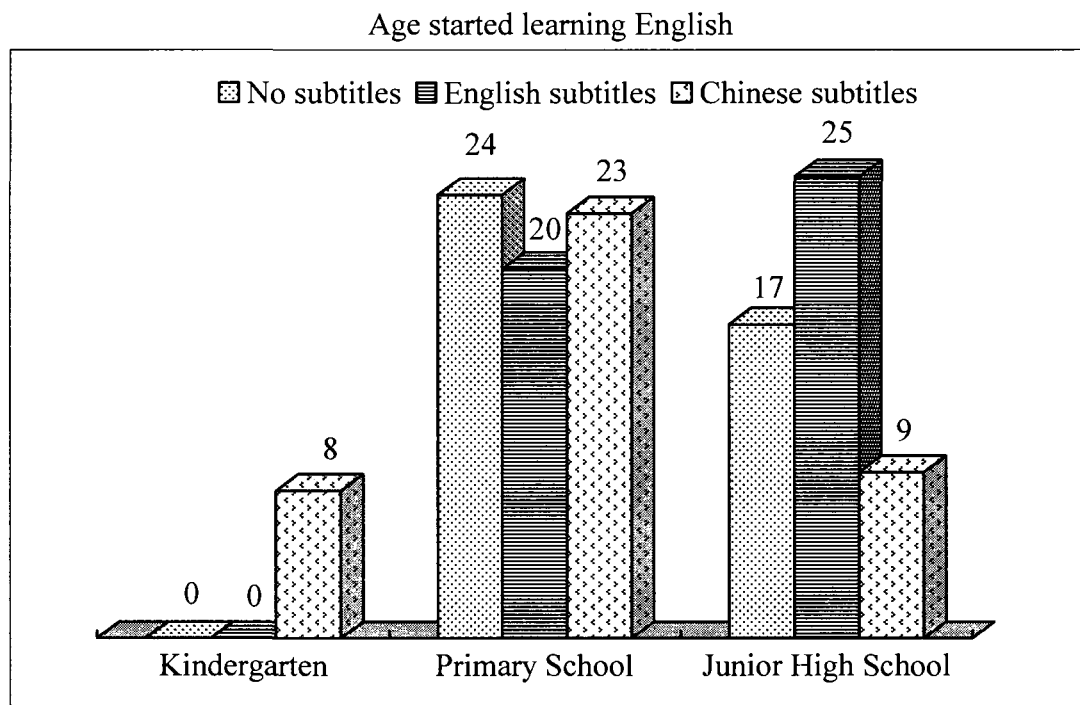
Figure 1 *Demographic Information- Participants' Age Started Learning English*

Figure 1 indicates that majority of the student participants had studied English

since they were in primary school or junior high school. That means the students   had

studied English for at leastseven years. This length of English learning was assumed to

have been sufficient for them to engage fully in the films learning approach.

Participants' time spent each week listening to English

Time spent each week listening to English
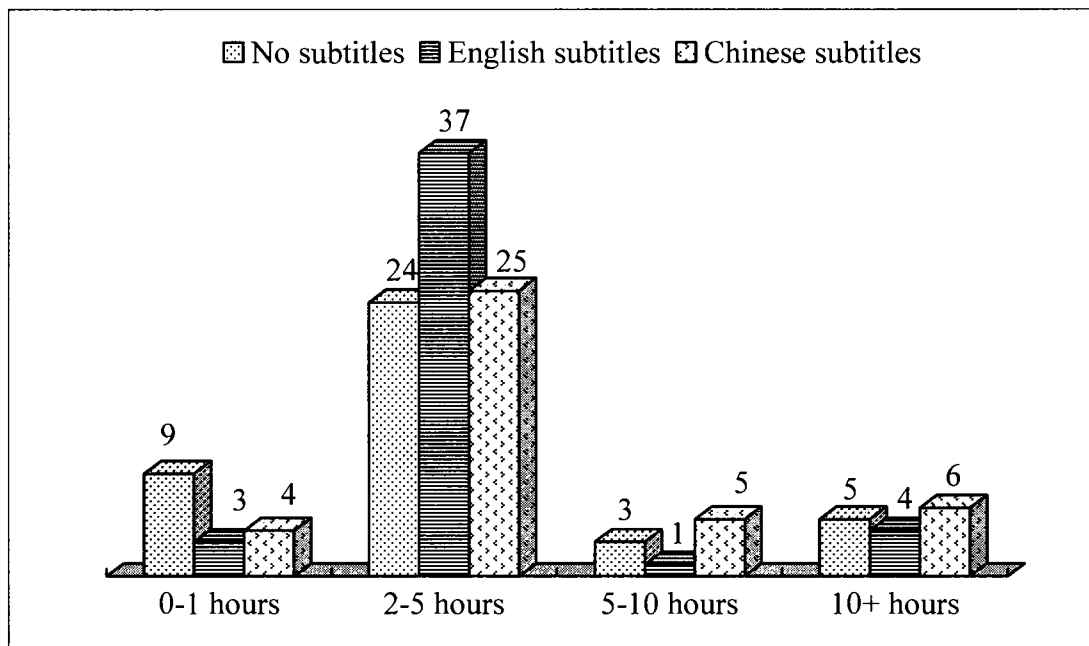
Figure 2 *Demographic Information- Participants' Time Spent Each Week Listening to*

English

As listed in the Figure 2, the majority of the student participants spent less than

five hours each week studying English.

Participants' thoughts about tools they used in leaning English
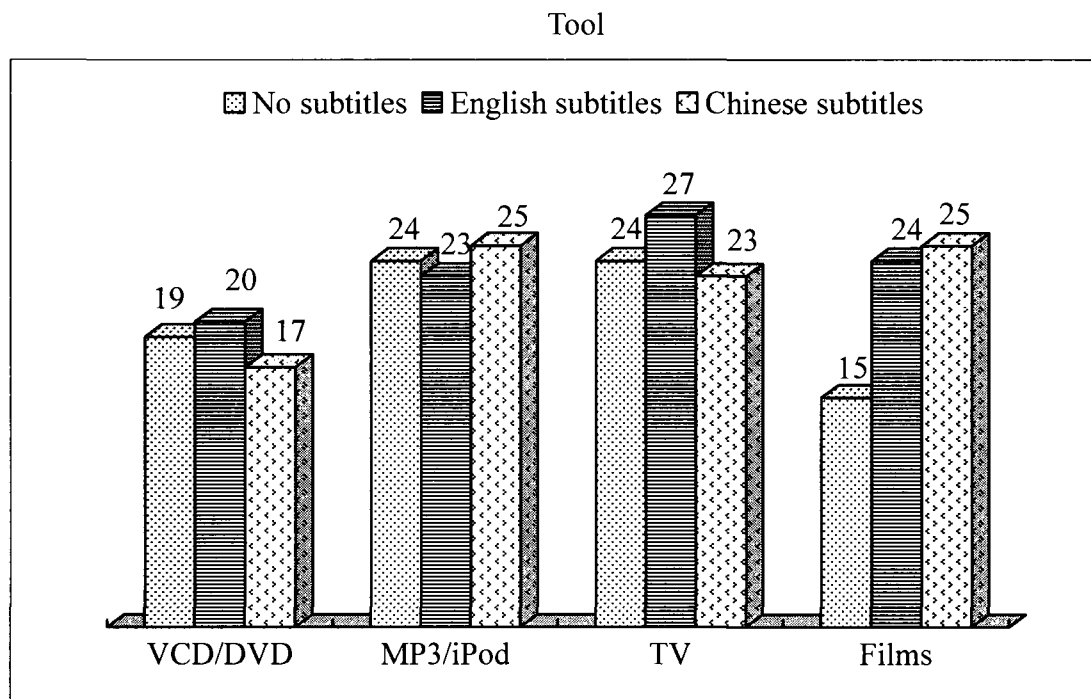
Tool

Figure 3 *Demographic Information- Participants' Thoughts About Tools They Used in Leaning English*

In terms of responding to this question, student participants chose TV programs and MP3/iPod as their major tools to learn English followed by VCD/DVD and films. It can be seen from Figure 3 that there was not much differences among the three experimental groups. TV programs were still the favorite tool of most of the students as a means of improving their English.

Participants' thoughts about problems in listening comprehension

Problems in listening English comprehension
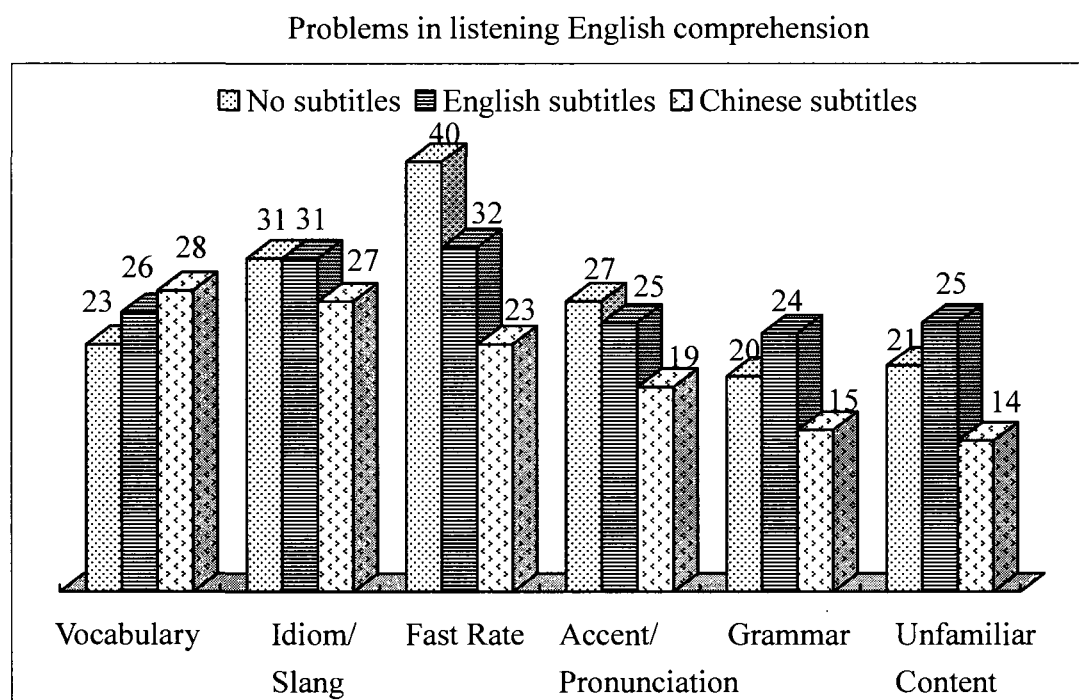
Figure 4 *Demographic Information- Participants' Thoughts About Problems in*

Listening Comprehension

As presented in Figure 4, *"-Fast Rate-"* was the problem that the student

participants thought they encountered most in English listening comprehension.

Idiom/Slang and *Vocabulary* were the second and third most frequent problems

respectively. All of the student participants expressed some problems in English

listening comprehension in the areas of accent/pronunciation, grammar, and unfamiliar

content.

The following findings, Figures 5, through 9 were taken from the Participant

Background Questionnaire (see Appendix B), which was designed to increase

understanding of the students' opinions of English learning skills. As listed in Figure 9,

student participants in this study believed that the skill of speaking was the most

important when learning English. As indicated in Figure 6, student participants believed

that listening skills were next in importance in English learning. Reading skills (Figure

5) were somewhat important to the student participants. In contrast, student participants

regarded writing skills (Figure 8) as less important to English learning, and learning

grammar was the least important (Figure 7). Speaking skills seem to receive the most

attention in English learning in Taiwan colleges, which may indicate the current trend of

learning English in Taiwan.

Participants' thoughts about reading skills

Importance of English skills （Reading）
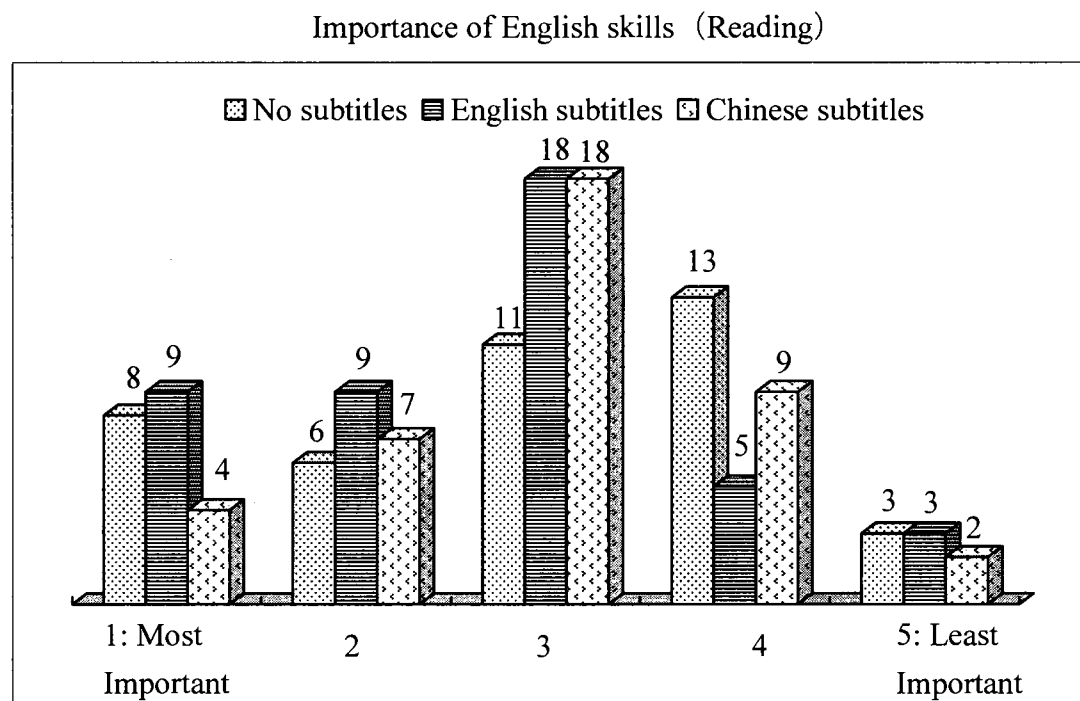
Figure 5 *Demographic Information- Participants' Thought About Reading Skills*

Participants' thoughts about listening skills

Importance of English skills（Listening）
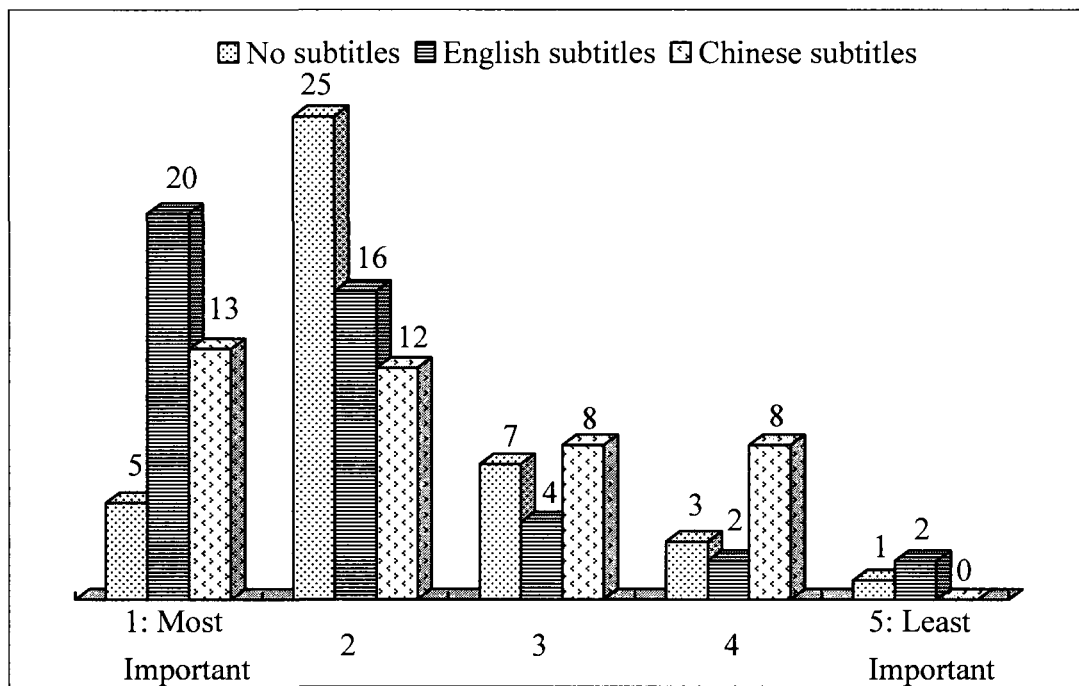
Figure 6 *Demographic Information- Participants' Thoughts About Listening Skills*

Participants' thoughts about grammar skills

Importance of English skills
(Grammar)
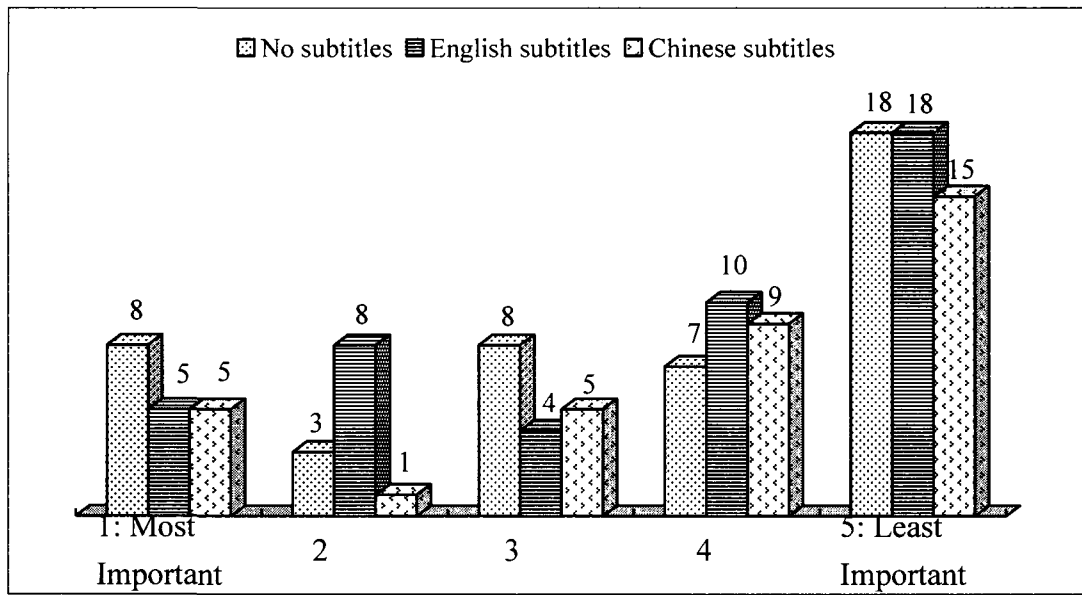
Figure 7 *Demographic Information- Participants' Thoughts About Grammar Skills*

Participants' thoughts about writing skills

Importance of English skills (Writing)
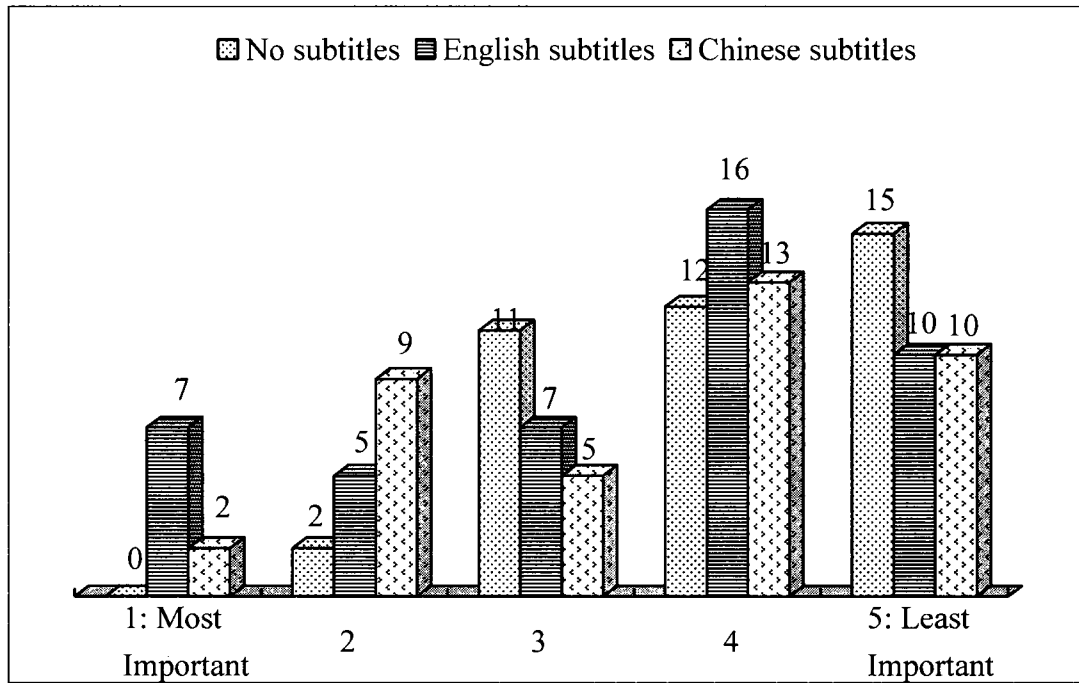
Figure 8 *Demographic Information- Participants' Thoughts About Writing Skills*

Participants' thoughts about speaking skills

Importance of English skills (Speaking)
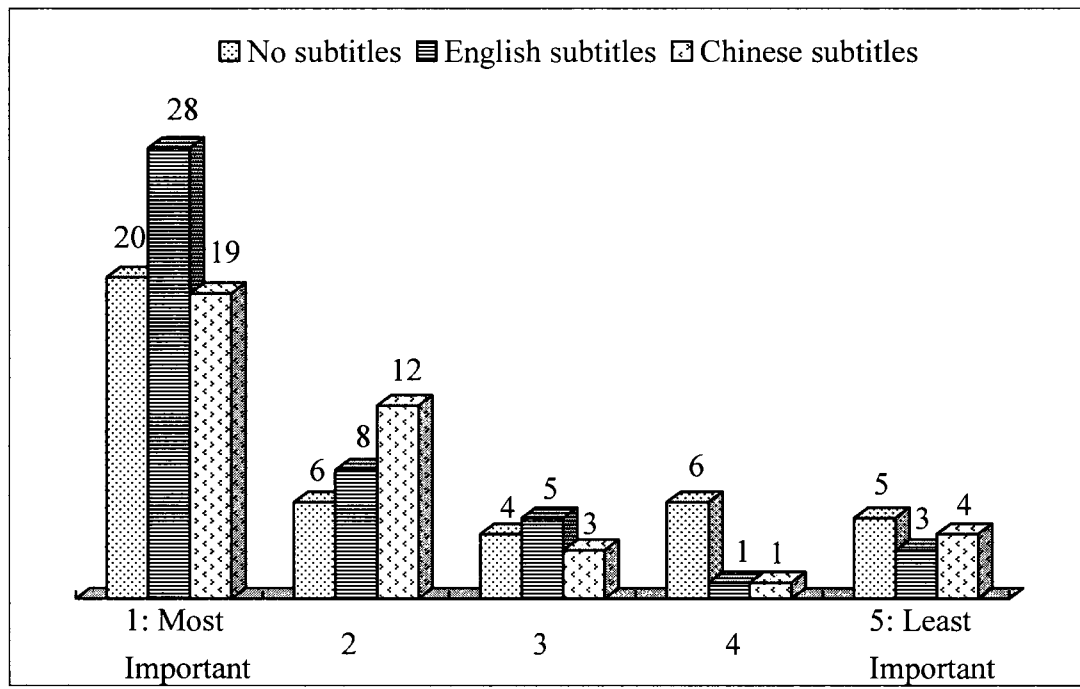
Figure 9 *Demographic Information- Participants' Thoughts About Speaking Skills*

Participants' thoughts about film types they like
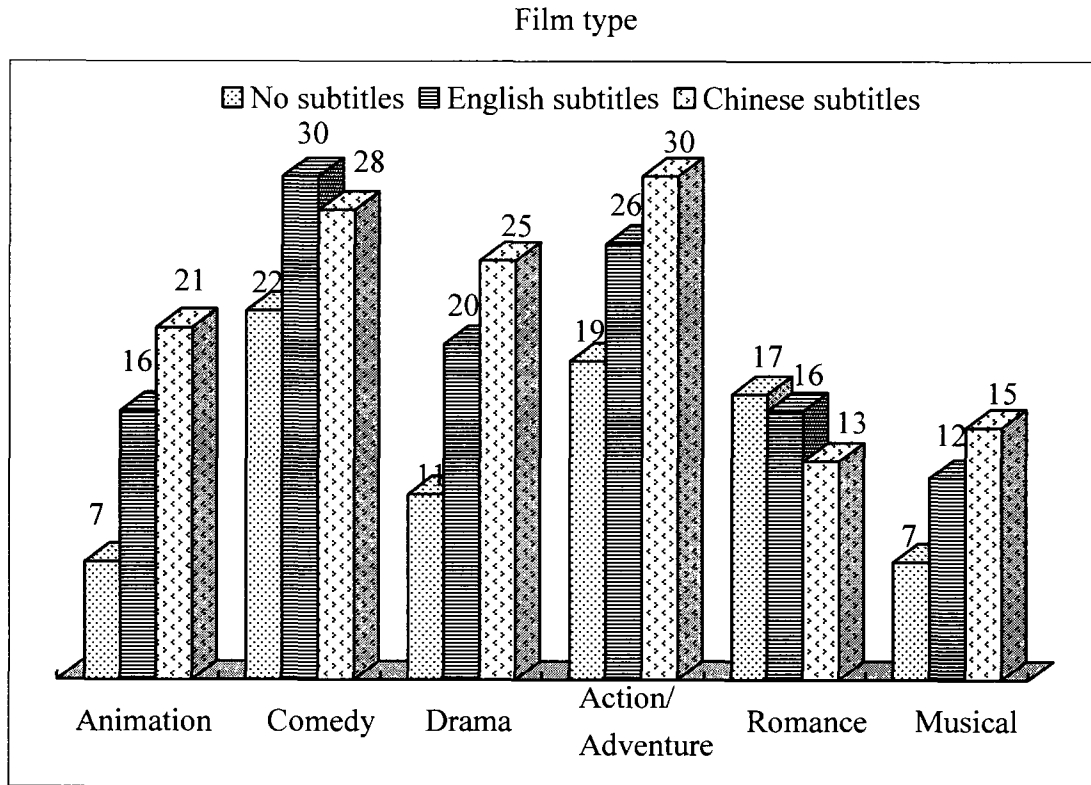
Film type

Figure 10 *Demographic Information- Participants' Thought About Film Types They Like*

As presented in Figure 10, comedy is the first choice of all three groups of student participants as the type of film they like to watch. More than two-thirds of the students from each group thought comedy films were their favorite followed by the action/adventure and animation. There was not much difference between the romance and musical films.

Participants' thoughts about improving listening skills

Importance of improving listening skills
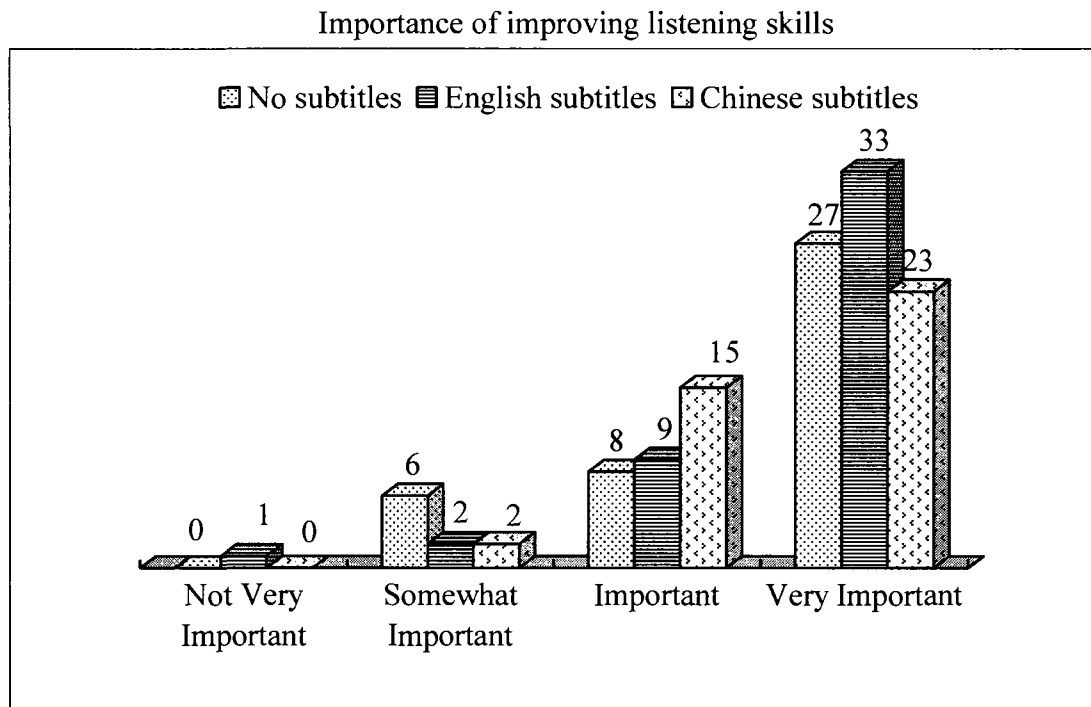
Figure 11 *Demographic Information- Participants' Thoughts About Improving*

Listening Skills

As indicated in Figure 11, student participants in the three groups consistently

pointed out the importance of improving their listening comprehension. In contrast, only

a few student participants said that improving their listening skills was "somewhat

important." This high student rating for the relevance of listening suggests that they

could be expected to be receptive to the films approach.

Quantitative Analysis

The Statistical analysis software MINITAB 14 version for Windows was employed to perform the quantitative analysis relevant to Research Questions 1, 2 and 3 as follows:

Simulated GEPT Listening Test

Table 4 presents the pre-test and post-test mean scores of the simulated GEPT listening test results by the control, English subtitles, and Chinese subtitles groups of students.

Table 4

Students GEPT Pre-test and Post-test Mean Scores

Group GEPT	Control Group	English Subtitles	Chinese Subtitles
Pre-test: Mean	129.61	123.84	124.23
Pre-test: SD	28.99	35.21	35.53
Post-test: Mean	127.98	140.16	135.55
Post-test: SD	24.53	29.67	31.48

Within Groups

Paired t-tests were used to determine within each group (control group, English subtitles group, and Chinese subtitles group) if the subtitles treatment made a difference in English listening comprehension GEPT scores.

H_0: There is no significant difference GEPT listening test scores within each group before and after subtitles treatments. $\mu_0 = \mu_1$;

H_1: There is a significant difference GEPT listening test scores within each group before and after subtitles treatments. $\mu_0 \neq \mu_1$;

Given that this study incorporates a quasi-experimental 3 group design. There is no logic in testing for significant differences between pre and post GEPT listening test scores for all students taken together regardless of group.

(1) Control Group:

Table 5 presents the simulated GEPT listening pre-test and post-test scores for the Control group.

Table 5

Paired T-test for Control 2 (post-test) – Control 1 (pre-test)

	N	Mean	SD	SE Mean
Control 2 (post-test)	41	127.98	24.53	3.83
Control 1 (pre-test)	41	129.61	28.99	4.53
Difference	41	-1.63	13.64	2.13

95% CI for mean difference: (-5.94, 2.67)

T-Test of mean difference = 0 (vs not = 0): T-Value = -0.77   P-Value = 0.45

Based on the statistical analysis above P-Value > 0.05, and thus H_0 cannot be rejected.

H_0: There is no significant difference between GEPT listening test scores before and after no subtitles treatments.

(2) English Subtitles Group:

Table 6 presents the simulated GEPT listening pre-test and post-test scores by English subtitles group.

Table 6

Paired T-test for English2 (post-test) - English1 (pre-test)

	N	Mean	SD	SE Mean
English2 (post-test)	45	140.16	29.67	4.42
English1 (pre-test)	45	123.84	35.21	5.25
Difference	45	16.31	20.39	3.04

95% CI for mean difference: (10.19, 22.43)

T-Test of mean difference = 0 (vs not = 0): T-Value = 5.37   P-Value = 0.000

Based on the statistically analysis above P-Value < 0.05, and therefore H_0 can be rejected. H_0: There is no significant difference between GEPT listening test scores before and after subtitles treatments. Therefore, the English subtitles treatments improved the GEPT listening scores.

(3) Chinese Subtitles Group:

Table 7 presents the simulated GEPT listening pre-test and post-test scores by

Chinese subtitles group.

Table 7

Paired T-test for Chinese2 (post-test)- Chinese1 (pre-test)

	N	Mean	SD	SE Mean
Chinese2 (post-test)	40	135.55	31.48	4.98
Chinese1 (pre-test)	40	124.23	35.53	5.62
Difference	40	11.33	20.49	3.24

95% CI for mean difference: (4.77, 17.88)

T-Test of mean difference = 0 (vs not = 0): T-Value = 3.49   P-Value = 0.001

Based on the statistical analysis above, P-Value < 0.05, therefore H_0 can be rejected. H_0:

There is no significant difference between GEPT listening test scores before and after

subtitles treatments. Therefore, the Chinese subtitles treatment improved the GEPT

listening scores.

Between Groups

To assess differences in the average post test scores for all groups, a series of three,

two group ANOVA's was performed. The results were used for comparison between

each group. Thus, ANOVA was calculated to determine if there was a difference in GEPT listening test gain scores between each class.

H_0: There is no significant difference in GEPT listening test gain scores for each group (Control, English subtitles, Chinese subtitles group) before and after subtitles treatments.

$\mu_1 = \mu_2 = \mu_3$

H_1: There is a significant difference GEPT listening test gain scores for each group (Control, English subtitles, Chinese subtitles group) before and after subtitles treatments.

$\mu_0 \neq \mu_1 \neq \mu_3$

(1) Control Group V.S. English Subtitles Group:

One-way ANOVA: Control Group, English Subtitles Group

Table 8 presents post-test means and standard deviation used in ANOVA testing for Control and English subtitles groups. The ANOVA test results are below in Table 9.

Table 8

Post-test Means and Standard Deviations for the Control and English Subtitles Groups

Level	N	Mean	SD
Control	41	-1.63	13.64
English	45	16.31	20.39
Total	86		

Table 9 presents the F-test evaluating the mean difference between the Control and

English subtitles groups.

Table 9

F-test Evaluating the Control and English Subtitles Groups

Source	F	P	DF
Factor	22.56	0.000	1
Error			84
Total			85

S = 17.50   R-Sq = 21.17%   R-Sq(adj) = 20.23%

Based on ANOVA analysis, P-Value < 0.05; thus there is a difference in GEPT

listening test scores between the Control Group and English Subtitles Groups.

(2) Control Group V.S. Chinese Subtitles Group:

One-way ANOVA: Control Group, Chinese Subtitles Group

Table 10 presents post-test means and standard deviation used in ANOVA testing for

Control and Chinese subtitles groups. The ANOVA test results are below in Table 11.

Table 10

Post-test Means and Standard Deviations for the Control and Chinese Subtitles Groups

Level	N	Mean	SD
Control	41	-1.63	13.64
Chinese	40	11.33	20.50
Total	81		

Table 11 presents the F-test evaluating the mean difference between the Control and

Chinese subtitles groups.

Table 11

F-test Evaluating the Control and Chinese Subtitles Groups

Source	F	P	DF
Factor	11.27	0.001	1
Error			79
Total			80

S = 17.37   R-Sq = 12.49%   R-Sq(adj) = 11.38%

Based on ANOVA analysis, P-Value < 0.05; thus, there is a difference in GEPT

listening test scores between the Control and Chinese Subtitles groups.

(3) English Subtitles Group V.S. Chinese Subtitles Group:

One-way ANOVA: English Subtitles Group, Chinese Subtitles Group

Table 12 present post-test means and standard deviation used in ANOVA testing for

English and Chinese subtitles groups. The ANOVA test results are below in Table 13.

Table 12

Post-test Means and Standard Deviations for the English and Chinese Subtitles Groups

Level	N	Mean	SD
English	45	16.31	20.39
Chinese	40	11.33	20.50
Total	85		

Table 13 presents the F-test evaluating the mean difference between the English and

Chinese subtitles groups.

Table 13

F-test Evaluating the English and Chinese Subtitles Groups

Source	F	P	DF
Factor	1.26	0.265	1
Error			83
Total			84

S = 20.44   R-Sq = 1.50%   R-Sq(adj) = 0.31%

Based on ANOVA analysis, P-Value > 0.05; thus, H_0 cannot be rejected. There is no

difference in GEPT listening test scores between the English and Chinese Subtitles

groups.

Perception Survey

The results from the student and teacher perception survey are discussed as follows: Tables 15, and 16 below show the results of the Likert scale items on the student and teacher surveys completed by 122 participants (105 students and 17 teachers). The survey questions that correspond to each question number are listed below the table. The overall mean scores for each question were calculated based on a scale from "7" indicating strongly agree to "1" strongly disagree. Students responded favorably on question 1: (using film instruction), question 9: (film learning is fun), question 11: (English learning through films in the future), and question 12 (use film outside of class). The overall mean score on these four questions was above 6.47. Question 10: (No difference using films or not using films) received the overall lowest ratings. However, it should be noted that the question #10 was written as negative form. Therefore, a low average score indicated respondents disagree strongly with the question. The other questions' overall mean scores ranged between 3.25and 6.28.

Responses to questions 12, 11, 6, and 8 were above 6.00, indicating that teachers responded favorably to films learning outside of class, and that their use in class was fun and positive. The use of films to improve English listening comprehension outside of class received the highest overall ratings (6.94), as represented by the mean of the ratings for Questions #11, #6, and #8 (6.29, 6.29, 6.12, respectively), while Questions 10, and 4 are below 3 (2.47, 2.06, respectively). "I don't like using film in my English listening class," received the lowest overall ratings.

Table 14

Student Perceptions to Likert Scale Items on the Student Survey

N= 105

Question No.	Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree	Overall Mean Score
1	0.00%	0.00%	0.00%	0.00%	3.13%	21.88%	75.00%	6.72
9	0.00%	0.00%	0.00%	0.00%	6.25%	21.88%	71.88%	6.66
11	0.00%	0.00%	0.00%	0.00%	3.13%	28.13%	68.75%	6.66
12	0.00%	0.00%	0.00%	6.25%	3.13%	28.13%	62.50%	6.47
5	0.00%	0.00%	0.00%	9.36%	6.25%	31.25%	53.13%	6.28
3	0.00%	0.00%	0.00%	6.25%	25.00%	28.13%	40.63%	6.03
8	0.00%	0.00%	9.36%	6.25%	25.00%	21.88%	37.50%	5.72
6	0.00%	0.00%	15.63%	6.25%	15.63%	25.00%	37.50%	5.63
4	0.00%	0.00%	0.00%	18.75%	37.50%	21.88%	21.88%	5.47
7	3.13%	0.00%	15.63%	15.63%	15.63%	37.50%	12.50%	5.03
2	15.63%	12.50%	34.38%	18.75%	9.36%	6.25%	3.13%	3.25
10	21.88%	21.88%	15.63%	9.36%	21.88%	6.25%	3.13%	3.19

1. I like this English listening class (using film instruction).
2. I like the way previous English listening class was taught (without film instruction).
3. This film English listening class improved my listening comprehension.
4. Being taught by the materials and activities of related film, my English listening ability has improved.
5. While practicing listening, film captions help me understand English.
6. When using film, I like English subtitles.
7. When using film, I like Chinese subtitles.
8. I listen to English and read English captions at almost the same time when using film.
9. While practicing listening, film learning is fun.
10. There is no difference using film and without film in English listening class.
11. If there were an English listening class called English learning through films in the future, I would take this course.
12. I'll use film to help me to improve my English listening comprehension outside of class.

Table 15

Teacher Perceptions to Likert Scale Items on the Teacher Survey

N= 17

Question No.	Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree	Overall Mean Score
12	0.00%	0.00%	0.00%	0.00%	0.00%	5.88%	94.12%	6.94
11	0.00%	0.00%	0.00%	5.88%	0.00%	52.94%	41.18%	6.29
6	0.00%	0.00%	0.00%	5.88%	11.77%	29.41%	52.94%	6.29
8	0.00%	0.00%	0.00%	5.88%	23.53%	23.53%	47.06%	6.12
9	0.00%	0.00%	0.00%	5.88%	23.53%	41.18%	29.41%	5.94
5	0.00%	0.00%	0.00%	17.65%	17.65%	29.41%	35.29%	5.82
1	0.00%	0.00%	5.88%	5.88%	29.41%	29.41%	29.41%	5.71
3	0.00%	0.00%	5.88%	5.88%	35.29%	41.18%	11.77%	5.47
2	0.00%	5.88%	17.65%	35.29%	23.53%	17.65%	0.00%	4.29
7	0.00%	11.77%	41.18%	17.65%	17.65%	11.77%	0.00%	3.76
10	35.29%	23.53%	17.65%	17.65%	0.00%	0.00%	5.88%	2.47
4	29.41%	47.06%	17.65%	0.00%	5.88%	0.00%	0.00%	2.06

1. I like using film in my English listening class.

2. I like my own way in teaching English listening class (without film instruction).

3. Using film in English listening class improved my student listening comprehension.

4. I don't like using film in my English listening class.

5. While practicing listening, film captions help students' understanding.

6. When using film, students like captions.

7. When using film, students like English subtitles.

8. When using film, students like Chinese subtitles.

9. While practicing listening, students think film learning is fun.

10. There is no difference using film and without film in English listening class.

11. If there were an English listening class called English learning through films in the future, I would like to teach this course.

12. I would recommend students to use film to learn English outside of class.

Qualitative Analysis

Included below are data which have been extracted from transcripts of interviews, and these are presented in order to provide deeper understanding of the issues considered in this study. Research questions 4 and 5 were qualitative and were used to reinforce the quantitative analysis. Interviews are one of the major sources of qualitative data collection. According to Cresswell (1998), an interview is a form of discourse which is shaped and organized by asking and answering questions and it is a joint product of what interviewees and interviewers talk about together and how they talk with each other. The record of an interview is a representation of that talk.

In order to investigate and deeply understand students' feedback and suggestions, student interviews and open-ended questions were administered and held between the researcher and student group representatives in this study. Face-to-face interviews with seven students each from the control group, the English subtitles group, and the Chinese subtitles group along with interviews of six college English teachers, were digitally recorded and transcribed into written format.

The results based on data analysis of student and instructor interviews include information on the following topics: Student's experience of using films to learn English as a foreign language; effects of films in student's English class and influences of student's English learning; film learning, subtitles, and activities among control, English subtitles, and Chinese subtitles group students. The other results are related to: Instructor's experience of using films to teach English as a foreign language; effects and

influences of films in English teaching; film teaching, subtitles, and activities in the

English instructors' group. Interviews were conducted in Mandarin Chinese. Based on

the students' interview results, the researcher later translated summarized student

comments and opinions. The college English instructors' interviews were conducted in

English.

Results for Research Question 4

Research Question 4 stated : What are the perceptions of the Taiwanese EFL

college students regarding the use of feature films with English subtitles in English

listening class? What are the perceptions of the Taiwanese EFL college students

regarding the use of feature films with Chinese subtitles in English listening class?

What are the perceptions of the Taiwanese EFL college students regarding the use of

feature films with no subtitles in English listening class?

Findings

Findings from Interview with Students

**Finding #1: Student's Experience Using Films to Learn English as a Foreign
Language.**

In this section, the students from the control group, English subtitles group, and

Chinese subtitles group expressed their thoughts on the use of films and the changes

they experienced. In reflecting on their experiences of learning English by using films,

students expressed the following:

Jackie mentioned her experience of learning English with films in school and

outside of the classroom.

I had some experience of learning English by watching movies.

In class, our English teacher let us watch movies after the mid-term exam. She wanted us to learn English and relax at the same time. In private, I sometimes watch English movies with Chinese subtitles at home, and train myself to listen better.

Wesley first experienced watching films in high school. His teacher had a different approach using the films to teach English.

My first experience of using movies to learn English was back in high school. I was in a home study language learning school. My teacher used English in class all the time. We were not allowed to speak Chinese in class. He also used movies in English class to teach us English, too. The movie's subtitles were sometime covered. If we couldn't understand, we raised-our hands asking for a pause. The teacher would push the pause button right away to hear our question. My teacher explained it to us. My home study teacher used movies to help us know the language; it was totally fun, enjoyable, and useful. When I was learning English in public school, it was boring. Everything included tests and homework.

Ginny worked part time at a DVD rental shop. She pointed out her experience by using DVD as a tool to learn English.

I work part-time at a DVD rental shop. When I am working, I just can hear the dialog of the movies. This is the way I learn English using films.

Mike talked about his experience both in school and cram school.

I have some experience using movies to learn English as a foreign language in

other classes including regular school class and cram school class. I remember in

one class I saw the movie *Terminal*, and I saw the TV series *Friends* in English

class. We saw the movie with no subtitles, no English and Chinese subtitles. It's

helpful for me to improve my English skill.

Jeff told about his experience using the films without subtitles to learn English.

He became more motivated with this learning approach.

My English teacher always encourages us to see the movies without subtitles. It

is just like watching an English program. It can help learning English. I felt

more motivated in learning English. It's not so stressful for me.

Lee likes movies. He said he would use Chinese subtitles first in order to

understand the content of the movie.

I watched the movie *Harry Potter and the Goblet of Fire*. I do love this movie,

so I watched it twice. I used the Chinese subtitles the first time because I could

understand the entire plot easily. The second time, I tried to use the English

subtitles to realize what the characters said in English.

Charles talked about using films to learn colloquial dialogues in the movie.

I like watch movies very much. In the movies, we can learn many colloquial

dialogues. It helps me to understand the prevalence of usage of certain

vocabulary words in English speaking countries.

Unlike the other students cited above, Blanca said she used movies as the elements to her writing class.

Blanca: Yes, when I was studying at Wenzao College , we used movies as the elements for writing and listening tests.

Elizabeth likes to use animation films to learn English.

Sometimes I try to learn English from movies, especially cartoons. It's easier. I usually watch movies in a theater or on HBO, and they're very useful in learning English.

Emily conveyed it was not easy to learn English using films. She said as a beginner she needed a lot of vocabulary in order to understand the plots.

I had only a few experience of using movies to learn English, because as a beginner, it was too hard for me to translate English to Chinese. At that time, I lacked the vocabulary to understand and follow the speed of speech in the movie. In my experience, I would suggest students to learn more vocabulary and then, watch movies to improve their pronunciation.

Ian thought students needed to have extended activities or practice after the film. He thinks it will be more beneficial in learning English.

Using a movie to learn English is always difficult at the beginning, but if we do

it everyday and practice a lot, time will prove our improvement.

I suggest that after watching a movie, students should have some conversations showing their understanding to the movie. For example: What they learned from the movie? New vocabulary? Any special things? About different cultures?

Finding #2: Beneficial Approaches and Influences of English Learning by Using Films in English Class.

Most of the students regarded using films to learn English as an effective tool in improving their listening, reading, and speaking skills. Most of students did not, however, think their writing skills improved. Students described their perceptions on how to use films and the influences of enhancing English learning. The opinions and the ways to incorporate with films into their English learning were shared and expressed as follows:

Jackie: It's fun and if I watch movies with English subtitles, it makes my reading skill improved. I can learn life conversation or terminology by using the movie's conversation. When I speak English to others, I can use more words and sentences.

Wesley: Actually it feels more familiar using language in the movie. It's close to our lives. It also brings entertainment for us.

Mike: Movies are just like a dictionary for me. I can see movies and learn English. I can understand western cultures and English words.

Several students talked about how their learning methods changed.

Daisy: I can improve my listening skill and be exposed to different kinds of accents. No pressure is the advantage. Sometimes I read the subtitles unconsciously.

In addition, Hong mentioned about the culture and fashion trends she can follow from the films.

It's relaxing. I love movies and there is no pressure. Because I have seen many movies, I can follow the new fashion and understand foreign cultures. It changes my way to remember the vocabulary. Before that I just remember the vocabulary in textbook. It's such a boring way. Now I will learn the vocabulary by watching movies, watching TV, and singing English songs.

Lee: No more memorizing by writing, it could be fun. Life is like a drama. Movies are drama and they are close to life.

Charles: I always carefully listen to movie dialogues. Watching films allows me to learn more phrases and words. Usually the way we learn English is from English textbooks. The use of films to learn English made me feel it was easier and fun to learn English. The good approaches for using movies to learn English allow you to learn faster, and they are effective and impressive.

Blanca: It's just like having a conversation with foreigners in a real situation,

practical, straight, simple and easy. Watching movies make English learning easier and enjoyable.

Elizabeth: When I hear the conversation from movies, I will read the words first, and then think what it means. It can help me learn lots of English.

In addition, two students said that they learned not only English but also cultures.

Albert: It's interesting. Because the movie has a plot, you will want to know what they are saying. If you watch movies with English captions, it can help you improve your reading skill.

Jeff: The benefit obviously is I can understand how to use another language. Also I will be able to learn more cultures and knowledge.

Wang: The first good approach is that a movie is in motion, it's not just words, by following the scenes, you can understand what is happening even you don't really understand the meaning in a conversation. The second good approach is that most movies show me some special words (like slang words) or an adage. For example, an apple a day, keeps the doctor away, or many others. The third good approach is when you watch a movie, you don't just learn English, you can learn more about other cultures not just language for example the movie *Spanglish.*

Ian talked he became more motivated and that he wanted to work harder to learn English by using films.

Unlike normal English class, watching movies to learn English gives me more passion for the language, I feel more motivated, and I want to improve my English to understand the whole movie. I think it will improve colloquial words.

Finding #3: Student's Opinions on the Challenges and Difficulties of the Films Approach.

While recognizing that benefits of films approach, the students expressed some of the difficulties of the films approach. In reflecting upon their learning experience by using the films, the students also expressed the challenges they encountered. Several noteworthy points were reported by the students, for example speech rate was too fast. It should be noted that students had different English proficiency levels. Excerpts from the interviews in this area are as follows:

Jackie: The actors and actresses in movies may come from different English speaking countries. So they have different accents which mean I may not be able to understand what they are saying. They speak too quickly, and there are many unknown words

Wang: The most difficult part of learning English using movies is to keep up with the speed of conversations. For me, I'm not good enough in English and

even though I have a pair of good ears, it is often difficult to listen in English and translate to our mother tongue in your mind. As we all know, a person often "thinks" with their mother tongue, when we face a different language, our mind automatically translates to mother language so even if we're really good in English, it still takes time for our mind to process. When we reach a higher level in English, our brain can change our thinking to English.

Ginny: I think their speaking rates are too fast. I don't even know what they are talking about in the movie. It will help me to learn quickly by their speaking, but I prefer to listen to English songs to learn English.

A student reported that leaning English by watching films was too time consuming.

Jeff: I don't have time to learn English because I have a part-time job after class. I think to learn English by watching movies must take a lot of time. Even so, I think this method is a quicker way to learn English.

One student pointed out that she could not concentrate in listening because of the subtitles distraction.

Sonia: Sometimes I would be too distracted to listen to the words or sentences. I think distraction is the biggest disadvantage.

Another student thought she would prefer to listen to English songs.

Sandy: It is too difficult for the beginner. I think listening to music is much better.

Another reason may be, two students pointed out, that they sometimes chose the "bad" words to learn.

Lee: Perhaps, we usually choose bad words to learn.

Ian: I learned too many bad words. But I like it! Although it's not good, but it's funny!

Students mentioned if the movie is boring, it would be terrible. One student mentioned that film selection was important.

Mike: If the movie is boring, I might fall asleep in class. I do not understand the movie story. It is discouraging.

Blanca: Film selection is important to the audiences, students, and teacher.

Finding #4: Student Perceptions of Using Films with Subtitles.

The students gave their reasons which kind of subtitles they preferred. The opinions and the ways they used subtitles to learn English were shared.

Students prefer English subtitles.

Some students thought English subtitles were their first choice. They stated:

Jackie: I prefer movies with English subtitles. Because we can listen and read at the same time, and we learn vocabulary and sentences by reading the English

subtitles. It not only improves my listening skill but also improves my reading skill. However, Chinese subtitles help me to understand. No subtitles help improve listening skills.

Mike: English subtitles are the best way to improve my English ability. If you use the subtitles in your native language, your learning skills become lower than others. In fact, no subtitles should be more efficient in learning English, but it is too hard for me.

Wang: I would say English subtitles benefits me the most because when I hear a new word that I don't understand, I can write it down and check it in a dictionary. Sometimes I know the word but I don't know how it was pronounced. English subtitles are always a good choice.

Wesley: People need subtitles all the time especially when their English skill is not good enough. Otherwise you need someone to explain it to you at the same time. The point is reading the subtitles and viewing the movie at the same time. It's kind of busy. The best way is listening carefully to the conversation and forgetting about the subtitles. Sometimes I miss some parts of the movie while reading the subtitles. You will get used to it when you can read faster. Subtitles are helpful but it interferes with watching the movie.

Students prefer Chinese subtitles.

Some students liked the Chinese subtitles better. They said:

Daisy: I think using Chinese subtitles are the best way to understand the movie,

but in improving my English. I think using English subtitles is the best idea.

Maggie: I think watching the movie twice, Chinese subtitles first and then

English subtitles. That way you can understand completely. Sometimes, I would

use Chinese and English subtitles both, because I can make comparison.

Elizabeth: Maybe use Chinese subtitles the first time, and use English subtitles

again. When I am watching movies I will try to listen to the conversation before

seeing the Chinese subtitles. I think I can see the movie again and again. But

choose Chinese subtitles in the movie first then watch English subtitles again

and again.

Sandy: Actually, I think Chinese subtitles are better than English subtitles.

Movies with no subtitles are too hard to understand.

Ginny: It's a little difficult with English subtitles. Sometimes, the dialogue is too

fast for me. I always use Chinese subtitles but listen to their English

conversation.

Students prefer no subtitles.

Hong reported that he would like to see the film without subtitles.

I try my best to see the movie without subtitles. The English subtitles benefit me the most.

Maria likes to watch film without subtitles because she said she could concentrate on listening to the dialogs.

Watching movies without Chinese captions can help you to concentrate on listening to conversations of movies. When you concentrate on listening to conversations, you can remember it and use it in your daily life.

Finding #5: Pre-viewing Activities of Films Approach Before Watching the Films.

Some students described their pre-viewing activities. Although students admitted the importance of pre-viewing activities, most of the students did not do any pre-viewing activities. They just came to the class. Two of the students stated:

Ginny: No. I didn't do pre-viewing activities before watching the movies. I'll come to the class and learn it from the class. I always learn after watching the movies.

Wang: Well, before watching a movie, I only check it only if it is a movie worth watching, I don't really practice or do research before watching a movie. That's why I'm always waiting to be surprised by the movie.

Some students would search the internet and read the introduction or plot. They said:

Jackie: If I'm interested in that movie, I will look for its information. First I would see the trailer of the movie and understand the basic description of the story. I usually search the movie's name on the internet and watch the Chinese version or the trailer before. Later I will watch the English version.

Wesley: Some of the movies have scripts. I'll read books first and see if I understand or not. I will read the outlines before watching it.

Daisy: I will write down the words that I don't know or download the movie after I watch it in class. I try to understand the story and background.

Lee: I will try to find the way (for example: Use the internet), so that I can get it easily such as the movie introduction or key words of this issue. I will look at the film's plot description. This helps me to know more about the content of the film.

Finding #6: Extended Activities of Films Approach After Film Viewing.

Most of students worked on the extended activities after film viewing. Many students thought of the needs of extended activities after film viewing.

Ian: I will copy down the sentences and practice sentences and grammar to remember it. If I watch movies with English subtitles, I will write down the vocabulary or sentences that I'm not familiar with, write down the words or sentences I don't understand, and figure it out.

Wesley: After viewing the movie, I will choose some favorite parts to watch again. I can discuss together with my classmates. I would practice the dialogues in the movie with my classmates.

Maggie: When I find vocabulary or idioms, I will press the pause and turn to the Chinese subtitles to memorize it. We can copy down the sentences and practice sentences and grammar to remember it.

Lee: I will try to imitate the character's speech. This makes the deepest impression on me. Speaking with a classmate we can use the conversations in the movie.

Sonia: Access the internet to search for the film dialogues to enhance reading ability and read later during my free time. A good movie makes me want to see it again and again. So I can practice it one more time.

Wang: After viewing a movie, I often watch again. It helps me to remember when, who and where someone said what. This is because our brain works better in remembering motion pictures rather than just sentences. Another way is to write down some important or useful words. This helps me in extending my vocabulary.

Results for Research Question 5

Research Question 5 stated : What are the perceptions of the Taiwanese EFL college instructors regarding the use of feature films with English subtitles in English listening class? What are the perceptions of the Taiwanese EFL college instructors regarding the use of feature films with Chinese subtitles in English listening class? What are the perceptions of the Taiwanese EFL college instructors regarding the use of feature films with no subtitles in English listening class? In this section, the English teachers expressed their approaches, thoughts, and changes in film learning.

Findings from Interview with English Teachers

Finding #1: Teacher's Experience of Using Films to Teach English as a Foreign Language.

The English language courses at Stu-Te University are required for all the students. There is a course syllabus that teachers need to follow, and there are a lot of materials to teach in one semester. Consequently, the time frame is very tight for the teachers to follow the syllabus. In the interviews, all the teachers expressed that they had experience using the films to teach English.

Teacher Wu mentioned students were excited about watching film in the English class.

Most of the students were quite excited about seeing a movie in the class, while some still got bored no matter what type of movie was shown. For those students

without basic levels of English proficiency, showing a movie may not be a good idea. The language is more relevant to students' living if the teacher picks a right title. The visual part promotes students' listening comprehension.

Teacher Brandon mentioned about the sound quality of the film.

I have chosen several movies to teach English as a foreign language and I've found them rewarding. Students are more interested in watching movies than listening to teachers lecture in class. However, sound quality needs to be kept in mind while playing a film. Poor speakers bring poor sound quality and it will reduce students' desire to watch the movie if they can't hear the dialogue clearly enough. Also if a film is wrongly chosen, students will not watch it and eventually fall asleep.

Teacher Elizabeth talked about the selection of the films.

I have been using movies in my English class. Movies are often used in the reading classes and speaking classes, and the topics or themes of the movies were mostly related to Western cultural issues. First of all, I choose the animated cartoon that is easy to understand for students and show the subtitles on the screen. After seeing the movie, I describe some words and phrases.

Teacher Cindy used the film approach for several times.

I've implemented such teaching methods in class a few times and have received almost all-positive feedback in general. Students found themselves learning

English through a lower pressure environment and fun way. A good movie can always attract an audience to sit and watch till the end. In order to fully understand the movie, students will pay more attention while viewing.

Finding #2: Teacher's Practice of Using Films to Teach English as a Foreign Language.

Concerning listening, speaking, reading, and writing skills, teachers had different views toward using films to better help students. Most teachers thought students' listening skills improved.

Teacher Wu: If the plot of the movie has something to do with the reading materials provided by the instructor, it seems that students may have a better chance to appreciate and comprehend all of the material.

One of the teachers thought students' speaking skill improved.

Teacher Elizabeth: In teaching English speaking, I would use movies to prepare my students with the necessary background knowledge in a certain topic and I have found that they were willing to speak more after watching a movie.

Regarding the reading skill, six out of seven teachers thought their students' reading skills improved. Most of the teachers did not think students' writing skill improved with one exception.

Teacher Elizabeth: Yes, particularly when they were asked to write their

reflections or opinions of a movie.

Most of the teachers thought their students would have a positive attitude and motivation towards learning English.

Teacher Michelle: That is for sure, and that is why I like to use audio-video materials in my class. I think students' English vocabulary will be enlarged too.

Teacher Brandon: Maybe. Some students who already have basic English ability might be more willing to learn. In the other hand, students who don't have basic grammar background might still show less interest in learning English.

Teacher Elizabeth: Yes, the movies that I showed them were usually comedies, so they did enjoy watching movies even though they might have assignments related to the movie.

Teacher Cindy: Definitely. I do believe that using multi-media such movies or diversified materials could increase students' motivation in learning English.

Finding #3: Teachers Perceptions of Disadvantages of the Films Approach.

Teachers described having the following disadvantages when teaching English with the film approach. They indicated the disadvantages:

Teacher Michelle: If the movie is too long (say, longer than 110 minutes), most of the students will get bored eventually. Sometimes students are not satisfied with a short clip. However, it takes time to use the whole movie in class. It also takes time for teachers to prepare for the class if movies are utilized. Teachers

need to be equipped with skills of handling such materials such as sound quality, and picture quality.

Teacher David: If I have given a task which is too difficult for students to carry out, they will lose their interest in learning English through movies. For example, I once asked my students who have less language proficiency to write down 10 sentences from the movie and each sentence had to contain more than seven words. Most students just gave up doing the task. But the same task worked well with the upper intermediate students.

Teacher Elizabeth: When I tried to use English subtitles, students have much more difficulties in understanding the film, and they would find it to be negative.

Teacher Cindy: They will feel negative toward this approach, only if they don't find the selected movie appealing, and if the language is far from their limited listening/reading comprehension. The first factor will bore them, the later one will frustrate them.

Finding #4: Teachers' Perspectives on Teaching by Using the Films.

Most teachers agree that students learn faster if they watch an interesting movie that is related to what they have been learning. Language learning could be less teacher centered. There will be no need to teach students if they can tell the teacher what they have learned from the movie. Attendance rate and the class interaction have improved.

Teacher Wu: 1. Choosing an appropriate movie. 2. Briefly explaining the plot before showing the movie. 3. Encouraging students to discuss the movie afterward. It helps a lot, and my students love to discuss the plot with me after the movie.

Teacher Michelle: Use clips to go with the purpose or the design of the course. Using movies can promote students' listening ability, enlarge students' vocabulary, and help students acquire language expressions necessary for oral communication, but not really improve students' reading or writing abilities.

Teacher David: 1. Students are highly motivated in watching a good movie. 2. The scripts of the movie are often well written. And there are so many good English sentences that are worth learning in the movies. 3. The issues or topics in the movie often give students more motivation to talk, discuss and speak more.

Teacher Brandon: Better listening ability, the possibility of motivating students to study English, avoiding just using textbooks, the blackboard, and CDs to teach in class.

Teacher Elizabeth: Watching movies in English class is not to entertain students only. Movies provide another way to help students better understand the culture, and the language use in Western countries. After watching a movie, students

became more attentive when I was doing the lecture on the movie that we saw and my teaching became more effective.

Teacher Cindy: Pick up a movie which is relevant to the target lessons in the current program. Then encourage students to brainstorm and apply the newly learned vocabulary and expressions after watching the movie. Ultimately, we are expecting them to utilize what they have learned in school work as well as daily life. Prepare a handout with questions to be answered after seeing the movie so that students have to watch it attentively. Give enough preparation reading before playing a movie and show them exactly what you expect them to find through the movie.

Finding #5: The Challenges and Constraints of Teaching EFL Students with Films.

When the researcher asked about the challenge and/or constraints of teaching EFL students with films, teachers described having the following difficulties:

Teacher Wu: A teacher must presume that his/her students are interested in that movie, and that the students should have at least a middle level of English proficiency.

Teacher Michelle: It's time demanding. It takes time to do the preparation, e.g., you have to pick the right title, watch the movie to pick useful clips, design exercises or activities for the materials, etc. However, students love it a lot.

Skills for handling such materials (you have to know how to use some specific computer software to edit your material).Time demanding – you have to design class activities or exercise by yourself.

Teacher David: 1. The teacher has to know the movie very well which means you have to see it many times yourself first, which could be tiring sometimes. 2. Because the class is more student-centered, sometimes the students will raise a question which you might not be able to answer. 3. Sometimes there are many good songs appeared in the movies and students ask you to tell them or teach them how to sing, which will be a totally nightmare for a teacher like me whose voice is absolutely horrible.

Teacher Brandon: Students might just enjoy watching movies and forget they should learn something from movies. Parents might argue that students are here to study not watch movies. School policy doesn't allow teachers to spend too much time on playing movies. Students may become too lazy to read.

Teacher Elizabeth: I am not really sure about this, but I would say it should be the type of movie. Choosing the movie that could really arouse students' interests is not easy as it is thought.

Finding #6: Teacher's Perceptions about Subtitles, and Length of Films.
Opinions among the teachers diverge regarding the subtitles and length of film.

Perhaps, because of different levels of English proficiency and time limitations, findings

in the reviews reveal some discrepancies using film subtitles. Two of the teachers

strongly recommended the English subtitles. The other two teachers gave an opposite

interpretation.

> Teacher Wu: It basically depends on the students' English proficiency. For
>
> students with lower levels, Chinese subtitles are strongly recommended. They all
>
> could be beneficial and could be inappropriate.

> Teacher Brandon: We should use Chinese subtitles at first, then English ones,
>
> and eventually no captions. I think if you do it in proper sequence it can benefit
>
> students the most.

> Teacher Elizabeth: I think Chinese subtitles benefit the students the most. But if
>
> the teacher can give students some of the important vocabulary in the movie they
>
> saw, it would also be very useful.

All of the teachers interviewed chose to use films to help students one or two

times each semester depending on the class schedule. Four out of six teachers chose

whole films for English learning. The other two teachers chose 15~20 minute film clips.

Finding #7: Teacher's Comments on Pre-viewing Activities.

In the interviews, all the six teachers agreed that pre-viewing and extended

activities are important learning activities for activating and motivating students to

review and study. Providing pre-viewing activities is a key element to activate student's

learning.

Teacher Michelle: Asking questions related to the topic of the clip or the movie. In addition, students need to familiarize themselves with some of the vocabulary in a movie.

Teacher David: Some lead-in questions or a warm-up introduction would be nice before showing the movie. For example, I ask my students a question, "What would you do if your girlfriend suffered from a short term memory loss?" before I introduced them the movie Fifty First Date.

Teacher Brandon: I think it would be more helpful if I could arrange some pre-viewing activities like giving them a handout with some dialogues at random from the film I am about to play in class, asking students to read those dialogues and look them up in dictionary before coming to class, and telling students to mark those dialogues in order while they are watching the film.

Teacher Cindy: I will prepare a handout, with key questions and give students instructions how to find them, maybe giving some rough guidelines, hints... etc. Make sure students have understood certain key words in English, otherwise, they might get lost while viewing the movie.

Finding #8: Teacher's Comments on Extended Activities.

Employing various extended activities was addressed by teachers as well.

Teacher Michelle: I always encourage my students to discuss the plot with me to check comprehension on the language used in the clips, or the content of the clips. I will ask them to write a short review or essay of what they have seen, and encourage them to speak up in class.

Teacher David: 1. Have discussions on the topics or the issues in the movie. 2. Ask students how they would react if they encountered the main actor or actress's problem. 3. Write down 10 sentences from the movie that students think are the most beautiful. 4. Hand in a summary to tell the story in their own words.

Teacher Elizabeth: I would try to do many activities after the movie. For example, role plays, group discussion, reflection writing, vocabulary learning, etc.

Teacher Cindy: Group discussion to check the answers they found from the movie viewing. Then go through the handout with questions to ensure students have spelled and said correctly the words/expressions. Then, emphasize the parts that students failed to point out, which would be the weaknesses that they have.

Results from Researcher's Reflective Journal

Similarities and differences between the classroom atmosphere, student learning motivation, student learning approach, attitudes, and student participation have been gleaned from the researcher's observation and reflective journal. Students

collaboratively used films for information analysis, such as relating the scenes of films to previous experience. Moreover, the film clips acted as vicarious experience for English learning, recognition of culture differences, and personal growth.

Pedagogical Benefits and Problems.

At the beginning of the study, the researcher took an informal poll to see which films students thought they liked to view. Many students chose feature films. From the results of the poll, the researcher selected "Eagle Eye", and "Déjà vu" for this research.

Regarding the activities in this study, the researcher first engaged students in a preliminary conversation concerning any of the general themes that the film itself was exploring. Afterwards, the researcher moved on to focus on more specific issues concerning the film's topic, illustrated by selected scenes to generate what should turn out to be a listening comprehension practice.

The researcher feels it was a success to use subtitles films in the listening class. The outcome of the post-test of GEPT listening comprehension test concurrently determined that English, and Chinese subtitles groups outperformed control group, with no subtitles. This indicated that the subtitles treatment providing a greater amount of comprehensible input and evoking more potent learning, are particularly advantageous to develop the students' foreign language listening comprehension.

Some benefits of this research are explained as follows: While the students were watching the films, they can learn language components there such as vocabulary, and pronunciation. The films assisted the students' comprehension by enabling them to listen to exchanges and see such visual supports as facial expressions and gestures

simultaneously. The benefit such as authentic language, is extremely valuable to assist the students in preparing for the participation in the real conversations because the exchanges in the films are very similar to the ones in real life in terms the rate of delivery, the choice of words and the tendency of truncations, as opposed to the exchanges in the majority of listening text-book, which may sound quite artificial.

The films present the cultural context of the conversations enhancing more appropriate use of language and preventing cross-cultural misunderstandings. Students also can learn to process text in the foreign language faster by trying to keep up with the subtitles that accompany the dialogues. Subtitles help students to follow the plot easily and can reinforce the understanding of English context expressions.

The first problem the researcher found that some students were not used to the notion of watching a movie actively, where they must participate in the viewing and learning process. Another problem the researcher noticed was that students sometimes had trouble using new vocabulary words correctly in a new sentence or really understanding new expressions or idioms.

Moreover, one of the problems the researcher encountered was the learning level of the students. In these 3 advanced listening classes with students from different colleges, this was especially difficult. In a different setting, for example with a more homogeneous group, this study might have been more successful.

In addition, the researcher found that the ideal size of film approach class is 20 and under since the class of this study was 45 and above. With a smaller class, teacher can focus on more specific problems and communicate better with each student. Finally, some students commented that although the assignment was time-consuming, it helped

them learn new expressions and vocabulary words, as well as learn about different American customs.

Classroom Atmosphere Changed.

Prior to the study, students told the researcher that they did not like English class at all. Although, they were in the language lab practicing the listening skills, their minds were somewhere outside the classroom. After the experiment, the film is proven an intrinsic motivator guaranteed to capture the attention spans of students, and it is this arresting act of arousal which can draw college students into the world of English as a foreign language, thus transforming it from an alien, boring subject into a matter of personal significance worthy of attention, engagement, and sometimes even excitement. In other words, the film serves to stimulate responsive engagement, and attract students to come to the English classroom (Oct. 7, 2009)."

Students Gained from Learning Strategies.

Some students engaged in the metacognitive process, relying on their own previous experience. After learning English by films, students can speak English to others. They can use more words and sentences (Dec. 17, 2009). Students also mentioned that film is just like a dictionary for them. The benefit obviously is they can understand how to use the other language immediately. Students change their way to remember the vocabulary. Before that they just remember the vocabulary in textbook. It's boring. Now, they can remember the vocabulary by watching films (Nov. 24, 2009)."

Student Attendance and Participation Made a Lot Differences.

In October, 2009, the N1H1 flu virus epidemic really affected the data collection process. The attendance rate declined from 85% to 60 %. The researcher had been monitoring the daily attendance very closely. In early October 2009, as many as 25 % of students were absent due to N1H1 disease. Fortunately that number was down to about 5 % in late October 2009. From the teacher's reflective journal of the experimental and control groups, some differences between the students' records of attendance, classroom atmosphere, students' participation, and students' responses could be noted. The experimental groups (English and Chinese groups) showed more regular attendance, and the classroom atmosphere seemed more interesting, active, and pleasant. Students were more willing to take active roles in participating in the activities and more willing to be exposed to different ways of learning English. The attendance rate of the control group seemed irregular, resulting perhaps from the fact that it was a Monday morning meeting. Some students could not come to the class due to the weekend activities or Monday morning syndrome. H1N1 flu could be another reason to explain the irregular attendance (Nov. 4, 2009). The differences between the students' records of attendance, classroom atmosphere, students' participation, and students' participation could account for the fact that there was no significant difference in the GEPT listening scores of the control group (Jan. 6, 2010).

Summary

Data analysis in this study included two research methods: quantitative and qualitative methods. Quantitative analysis findings showed that subtitle treatments

played a significant difference in listening comprehension GEPT scores. Among the groups (classes), there was a significant difference between the control group and the English subtitles group. There was also a significant difference between the control group and the Chinese subtitles group. However, there was no significant difference between the English subtitles group and the Chinese subtitles group. The control group received the lowest GEPT listening test scores. MINITAB 14 statistical software for Windows was used for all of the statistical analyses above. Within groups, statistical analyses used a paired t-test. Between groups statistical analyses used the one–way ANOVA.

Furthermore, the qualitative analysis generated additional details about foreign language learning and teaching from both student participants' and teachers' perspectives. Twenty-one students, seven from the control group, seven from the English subtitles group, and seven from the Chinese subtitles group, expressed their opinions about the 18 weeks of instruction using films in their listening comprehension classes. Six teachers expressed their experiences and perceptions regarding the film instruction. Due to individual student English proficiency and teacher teaching preference in films, certain discrepancies exist in student English skills and learning outcomes. However, there is general agreement that film instruction and film subtitles could be used as a learning approach to help students in English learning. Therefore, the findings of this study indicated the benefits and challenges of using films in an effort to improve Taiwanese college students' listening comprehension.

Chapter V

DISCUSSION AND CONCLUSION

This study was designed to determine whether the use of feature films with

subtitles could help improve Taiwan college students' listening comprehension. There

are five sections in this chapter. This final chapter first presents an overview of the

purpose of the study, and a review of the methodology. The next section of this chapter

is a summary of the quantitative findings and implications related to Research

Questions 1 through 3. The third section is a summary of the qualitative findings and

implications related to Research Questions 4 and 5. The next portion is the discussions

and recommendations for EFL pedagogy and limitations of the study. Finally, this

chapter concludes with recommendations for future research.

Overview of the Study

The purpose of this study was to determine whether the use of feature films with

subtitles could help improve Taiwan college students' listening comprehension. This

study used feature films in combination with subtitles as the main teaching materials in

order to create an attractive learning atmosphere in which the teachers and students

learned English together using the authentic socio-cultural contexts provided by the

films. In this study, the reason for using films to help students improve their listening

comprehension skills is that film contents can provide rich visual and audio aids as

input, and students could be exposed to large quantities of these aids. Another reason

why students enjoy film learning is that they believe they can acquire language in a low

anxiety context while also deriving great pleasure from the viewing activity. By both watching and listening simultaneously, students may reduce the boredom and frustration, which may occur more readily when students use traditional audio-only media such as cassettes recorders. Therefore, this study focused on language learning using feature films.

Review of the Methodology

The study employed a quasi-experimental design. The data used in this study were analyzed both quantitatively and qualitatively. This research included 126 student participants and 17 teachers. The quantitative analysis included the listening comprehension test scores and student questionnaires, while the qualitative analysis was the open-ended survey questions, and interviews with target students and college language teachers. The quantitative data analysis of this study utilized T-test and one way ANOVA to determine whether there was a significant difference in the simulated GEPT listening tests among the three student groups (viewing with no subtitles, with English subtitles, and with Chinese subtitles). Two 7-point Likert-scale surveys were developed to measure the participants' perceptions about studying English using feature films. The qualitative data consists of target groups interviews using open-ended questions to explore the student participants' and teachers' perceptions regarding the use of feature films in an EFL context.

Summary of Quantitative Findings

Based on the statistical analysis, the mean scores on the English subtitle group's

pre-test (M=123.84) compared to the post-test score (M=140.16) on the listening

portion of the simulated General English Proficiency Test showed that there was a

significant difference (t=5.37, p < 0.05) between the results before and after the

treatment. Therefore, the English subtitles treatments improve the GEPT listening

scores. For the Chinese subtitle treatment group, the mean scores on the pre-test

(M=124.23) when compared to the post-test (M=135.55) of the same simulated General

English Proficiency Test showed that there was a significant difference (t=3.49, p <

0.05) between the Chinese subtitle group's scores before and after the   treatment.

Therefore, the Chinese subtitles treatments improved the GEPT listening scores.

Additionally, for the no subtitles control group, the mean scores on the pre-test

(M=129.61) when compared to the post-test (M=127.98) of simulated General English

Proficiency Test showed that there was no significant difference (t=-0.77, p=0.447)

between the control group before and after the treatment. Thus, there is no significant

difference between GEPT listening test scores for the no subtitles control group before

and after treatments.

Research Question 1

Research Question 1 is restated here for convenience. "Does the use of feature

films in combination with English subtitles significantly improve the listening skills of

the experimental group A as compared to the control group (with no subtitles) as

measured by GEPT Listening Comprehension Section test scores?"

The results of Research Question 1 indicate a positive statistically significant

difference between the English subtitles group and the no subtitles control group in

Taiwanese college students' listening comprehension test scores on the simulated GEPT test. Base on ANOVA analysis of the gain scores of English subtitles group (M=16.31) compared to the control group (M=-1.63) showed that there was a significant difference (p < 0.05) between these two groups of students. The English subtitles group showed a significant difference in simulated GEPT listening test scores as compared to the control group, verifying that watching films with English subtitles improved Taiwanese EFL college students' listening comprehension.

Research Question 2

Research Question 2 is restated here for convenience. "Does the use of feature films in combination with Chinese subtitles significantly improve the listening skills of the experimental group B as compared to the control group (with no subtitles) as measured by GEPT Listening Comprehension Section test scores?"

The results regarding this research question are show a positive significant difference between the Chinese subtitles group and the no subtitles control group in Taiwanese college students' listening comprehension test scores on the simulated GEPT test. Base on ANOVA analysis of the gain scores of Chinese subtitles group (M=11.33) compared to the control group (M=-1.63) on the simulated General English Proficiency Test showed that there was a significant difference (p < 0.05) between the Chinese subtitles group and the control group students. In other words, according to statistical analysis the Chinese subtitles group students' overall simulated GEPT listening comprehension test scores significantly improved in comparison with the control group students.

Research Question 3

Research Question 3 is restated here for convenience. "Does the use of feature films in combination with English subtitles significantly improve the listening skills of the experimental group A (with English subtitles) as compared to the experimental group B (with Chinese subtitles) as measured by GEPT Listening Comprehension Section test scores?"

The results of Research Question 3 indicate that there was no significant difference between the English subtitles group and Chinese subtitles group in Taiwanese college students' listening comprehension test scores on the simulated GEPT test. Base on ANOVA analysis of the gain scores of English subtitles group   (M=16.31) compared to the Chinese subtitles group (M=11.33) of simulated General English Proficiency Test showed that there was no significant difference (p > 0.05) between the English subtitles group and the Chinese subtitles group students. Based on this statistical analysis, there was no significant difference in scores on the simulated GEPT listening test between the two subtitles groups. In other words, although using either English or Chinese subtitles improved students' GEPT listening test scores, there was no significant difference between these two subtitles treatments.

Summary of Qualitative Findings

Research Question 4

Research Question 4 is restated here for convenience. Research Question 4(a) asks "What are the perceptions of the Taiwanese EFL college students regarding the use of

feature films with English subtitles in English listening class?" Research Question 4 (b) asks "What are the perceptions of the Taiwanese EFL college students regarding the use of feature films with Chinese subtitles in English listening class?" And Research Question 4 (c) asks "What are the perceptions of the Taiwanese EFL college students regarding the use of feature films with no subtitles in English listening class?"

The results of Research Question 4 addressing the students' perceptions toward the use of features films with English, Chinese or no subtitles in English listening class, were derived from interviewing 21 of the student participants. After analysis of student responses, several similar themes emerged.

(1) Most students agree that they like learning English by using the films. They believe that they are more interested in learning English and that they become more motivated.

(2) Most students regard using films to learn English as an effective tool in improving their listening, reading, and speaking skills. However, most of the students did not think their writing skills improved.

(3) Students mentioned they can explore current trends, such as fashion, and learn about different cultures by using the feature films.

(4) Unlike the way students used to learn English from English textbooks in the classroom, the use of films to learn English made students feel it was much easier and more fun to learn English. They also think the approach of using films to learn English allows them to learn faster, more effectively and thoroughly.

(5) Although students thought the English subtitles were very difficult for them, because they were in the low English proficiency levels, they agreed that English

subtitles are the best way to improve their English ability.

(6) Some students preferred to use Chinese subtitles first and then English subtitles because they thought their English proficiency levels were low.

(7) Regarding the film pre-viewing activities, some students said they would search for the film's information on the Internet and look for the plots or the trailer.

(8) Regarding the extension activities, students mentioned they write down the vocabulary or sentences that they do not understand and figure it out. They can choose some favorite parts to watch again. They also practice the dialogues in the movie with their classmates.

(9) However, students also encounter difficulties and challenges; they mentioned the most difficult part of learning English using films keeping up with the speed of the dialogue. They believe sometimes the actors and actresses in movies came from different English speaking countries, and they have difficulties understanding different accents. Also, film selection is important for the students; they said if the movie is boring, they might fall asleep in class.

Research Question 5

Research Question 5 is restated here for convenience. Research Question 5(a): "What are the perceptions of the Taiwanese EFL college teachers regarding the use of feature films with English subtitles in English listening class?" Research Question 5(b): "What are the perceptions of the Taiwanese EFL college teachers regarding the use of feature films with Chinese subtitles in English listening class?" Research Question 5(c): "What are the perceptions of the Taiwanese EFL college teachers regarding the use of

feature films with no subtitles in English listening class?"

The results of Research Question 5 reveal the teachers' perspectives on the use of features films with English or Chinese subtitles or no subtitles, in English listening class.

(1) Most teachers agree that students are more interested in watching films than listening to teachers lecture in class. Teachers mentioned that they have received almost all-positive feedback to using films in English classes. Teachers find that students learn English through a lower pressure environment and fun.

(2) The teachers report that the language in the films is more relevant to students' lives than what is contained in the textbooks.

(3) Most teachers believe that students' listening skills improve by using films, as well as their reading skills, particularly when the reading materials were related to the films.

(4) The students should have at least an intermediate level of English proficiency.

(5) Opinions among the teachers diverge regarding the subtitles, perhaps, because students were in different levels of English proficiency. English subtitles are suitable for high English proficiency level students, and Chinese subtitles are better for low English proficiency level students.

(6) All six of the teachers agreed that pre-viewing and extended activities are important learning activities for activating and motivating students to review and study.

(7) Teachers mentioned some considerations to the use of film. For example, if the movie is too long, most of the students will get bored eventually. However, sometimes students are not satisfied with short clips. Film selection is also important.

Students might just enjoy watching movies and forget they should learn something from the films.

Discussion and Recommendations for English Teachers

The college or university level of educational system in EFL settings could benefit greatly from this study based on the following recommendations and implications as derived from the results of the current study.

Recommendation 1: Innovation of Film Instruction

In Taiwan, listening courses in most colleges are usually taught using a textbook with accompanying CDs or DVDs. Previous studies have shown that teachers should not limit their use to the CDs or videos that come with textbooks and that those electronic resources are replete with contrived conversations (Baltova, 1999). The English teachers should also look for additional videos that are more realistic from a student's perspective (Lin, 2002). As with any materials, sometimes films do not work well at first and need modification in order to fit into existing listening courses and to be used with students of different levels of English proficiency. Once films and related materials are developed, they can be used again in subsequent classes. In addition, English teachers might need to choose films according to their content and the way they can utilize that content for listening class or other activities. Ideally a listening class syllabus might have some central theme or set of related themes that are illustrated in the selected films.

Recommendation 2: Providing Various Learning Materials

The critical element of listening comprehension is the integration between the listeners' "given-background" information and the "new- focal" information. This phenomenon is described by Rost (2002) as "a mental representation of the discourse". Film selection is an important factor to consider when using the films as course materials. Films with heavy use of vulgar language, difficult language, or unusual accents in the main characters would need to be ruled out, or at least accommodated for. Choosing films that are suitable for different ages, genders, and proficiency levels is important. Feature films are enjoyable and relevant to learners' appreciation of contemporary and popular culture. Contemporary films are more appealing to students than classic ones. Comedies are popular for most of the students from low to advanced levels of English proficiency. Animated films and comedies are good choices for college students in Taiwan because plots are simple and easy to understand. Romances, less violent action, and adventure films are also good choices for college students in Taiwan.

Recommendation 3: Film selection for Different English Proficiency Levels

Finding an appropriate feature film that is suitable for a particular level of students is one of the major tasks that a teacher needs to do. The language levels and appropriateness of content for students need to be taken into account in the selection of films. Using a film that is too difficult for language learners can lead to confusion and frustration. Students may end up convinced that they will never be able to learn English. For more advanced or high proficiency students, it might be good to show whole films.

It serves as an intensive listening training course. For less advanced or low level

students, film clips are better because the problem of overload and attention extent.

Recommendation 4: Utilizing the Most of the Film Materials

With easy access to the Internet and DVD equipments, if English teachers can put

together a workable editing laboratory that will enable them to gain some control over the

films and cable television programs they want to use in their classrooms. If a film is

determined to be suitable for use in the classroom but it is too long, a teacher can make

another edition of the film. In addition, by removing much of the violence and action, a

teacher can focus attention on the points of useful dialogue. With control over the film, a

teacher can remove and/or repeat scenes endlessly for the listening practice. For example, if

a teacher finds a scene that would be perfect as a listening skills drill practice, a teacher can

edit it from the film and work only with the excerpt.

Recommendation 5: Subtitled Options

English teachers should be able to have at their fingertips the ability to play film

segments in subtitled options, English and/or Chinese. The overall concern should be

enabling the class to view the same moving image in different subtitle formats. For

example, a given film can be viewed with English or Chinese subtitles the first time to get

an understanding of the film, and then viewed without subtitles to focus on listening

comprehension. Or teachers can use films in a variety of subtitle formats such as Chinese

only, Chinese and English together, English only and /or, no subtitles at all. This method

was useful with different ability levels, and according to the different tasks teachers hope to

accomplish. For example, using the comparable English and Chinese subtitles together, students can figure out new ways to say what they already learned. Though research is still unavailable as to the value of combined subtitled formats upon language acquisition, most teachers would appreciate the opportunity to challenge students by switching off the Chinese subtitles and turning on the English subtitles.

Recommendation 6: Rearrangement of Whole Film or Film Clips

In presenting films, teachers have different options. A whole film approach or film clips approach are both feasible. A particular approach needs to be chosen in order to match a teacher's teaching objectives. The film clips approach may be useful with many types of films, videos, and TV commercials. Video websites such as YouTube clips are good choices, too. By pasting together segments from a variety of films, we can create a collection that will, through the abundance of context, visual, and verbal clues, provide students with meaningful content. By re-editing a film, and taking advantage of film clips, we can repeat a scene in a film in different formats such as once with Chinese subtitles, and immediately following with only English subtitles or none subtitles at all. For example students could be allowed to view the entire film without subtitles. But when that excerpted scene with Chinese subtitles came around again, students would be able to watch it first with the Chinese subtitles to refresh their memories, and once the scene was over the film would immediately flip back to the beginning of the scene, but this time without Chinese subtitles.

Recommendation 7: Student Language Learning Activities

Students can do pre-viewing activities by introducing a synopsis, key words,

phrases, and introduction of the film. Some websites provide introductions, and plot summary for feature films are particularly helpful resources for students. Extension activities after a film has been viewed can include identifying and clarifying difficult scenes, and checking comprehension. Feature films provide sufficient listening input with images for students. Students can take advantage of using the soundtrack of important scenes and listening to it several times for language practice. In addition, speaking skills can be improved such as engaging in a film review group discussion. Students also can record their own film review as oral practice for fluency purpose. Reading skills can be enhanced by searching on the Internet and finding information related to the films.

Discussions and Recommendations for English Learners

According to Brown (2007), a learner's own personal "investment" is related to the success of language comprehension and production of a second language. This personal investment is time, effort, and attention. Therefore, it is possible to improve the quality of learning by actively encouraging learners' self-awareness that learners are responsible for their own learning.

Recommendation 1: Provision of Stimulating Materials for the Language Learners

Feature films provide enjoyable language learning materials. Learners will benefit from the appropriate films, which are focused to students' language learning needs and proficiency levels. Feature films benefits students in various ways. Feature films are a rich source of learning and instructional materials that provide content and examples in

listening comprehension and communicative communication. From low to advanced level students, feature films are challenging and can be utilized for listening comprehension practice. A learner might have different purposes, and aim explicitly at different aspects of language learning by using feature films. An initial attempt to implement the learning of feature films for self-study may not be easy. However, with each successive attempt and increasing learning practice, learning English by using feature films can turn into a rewarding experience.

Recommendation 2: Provision of Comprehensible Input

To acquire a foreign language, a learner must receive sufficient input. Comprehensible input is necessary for a language learner to develop listening comprehension. The Input Hypothesis states that comprehensible input is required in order for language acquisition to take place (Krashen, as cited in Ellis, 1997, p. 47). This research proved that films with subtitles (English or Chinese) could provide comprehensible input for language learners. Student's listening comprehension is enhanced by using films.

Recommendation 3: Awareness Self- Learning Approach

An effective self-learning approach is the key element for a language learner to be a success. Using films is the self-learning approach that can improve learners' listening comprehension. Films are authentic materials that are rich with the reality of life. Most students surveyed in this study found using films to learn English was interesting, and they preferred this learning approach. Therefore, it is possible to improve the quality of

learning by achieving learners' self-awareness that they are responsible for their own learning.

Recommendation 4: Films Promote Student's Motivation and Accomplishment in Learning English

One important factor in learning English as a foreign language is motivation (Gardner, 1985). In foreign language settings, where most students bring with them language barriers, learning difficulties, and learning dissatisfaction, student's motivation is dependent on each other in language learning. Higher individual motivation and interest among the students will lead the way to success.

Real language that is relevant to English learners' lives, interests, and experiences is one key element in getting students to want to learn English. Films can give students sources of real language that they can imitate, they can motivate students to make use of authentic English materials, and they can lower students' anxiety when they are practicing listening comprehension skills. Furthermore, films learning practice can enhance students' listening strategies, help them acquire colloquial vocabulary and slang, teach them to pronounce words properly in different disciplines, promote active viewing, and provide stress free learning environments.

Discussions and Recommendations for Institutions

Educational institutions must be adept at providing multiple needs for student. It is better for educational institution to be flexible to meet a variety of student needs and provides resources to meet different learning styles. It means flexible schedule and

physical location. The institution should have multimedia classrooms in the language laboratory. The institution should also hold various practical workshops to those teachers interested in using the multimedia classrooms. To avoid potential problems and difficulties regarding implementing technology into the educational environment, computers, and multimedia classrooms must be made available to the students with flexible schedule. It is necessary to add the technology facilitators to the institution. Technology facilitators know more about technology than teachers do. Moreover, teachers need assistance to handle technical trouble shootings, and to deal with possible disruptions in viewing so that teachers can focus on the film approach.

Limitations of the Study

There are some limitations with respect to the current study that may affect the interpretation of its results of the study. First, in this study the course was an elective course and the class size could not be predicted. Participants in each of the three classes were not randomly assigned to one of the three treatment groups because the students had free choice to choose which class they would like to attend. A better design would involve random placement of participants from each class into the three treatment groups.

The second limitation was concern regarding the participants' proficiency levels in English. According to Feyton (1991), listening skills and ability may be the greatest contributor to the achievement in overall language proficiency. Students' variable English proficiency within each group is a problematic limitation in this study. Future research design implemented with a same level of proficiency group would be more

valid.

Another limitation was the amount of time the participants were given to watch the films. Earlier, it was mentioned that attention span could be a factor in this study (Lin, 2002; Rubin, 1995). On average there were about four to six students absent in each week's class in the experimental groups during October and November, 2009. The reason that student's attendance rate dropped was due to the H1N1 flu. In October and early November, 2009, the H1N1 flu outbreak caused a noticeably attendance rate drop.

The final concern was to choose the test for the listening comprehension test scores. Although TOEFL tests are one of the standard exams for English learners who are planning to study in the United States, the TOEFL listening test in not suitable for this study. Therefore subjects' listening comprehension test scores of Intermediate Level are drawn from the General English Proficiency Test, and are not comparable with students outside Taiwan. The GEPT is a well accepted testing system in Taiwan for evaluating overall English proficiency. Recently passing the Intermediate Level Test of GEPT has gradually become a pre-requisite by many universities for undergraduates before graduation. Also many government offices and private company use GEPT as a prerequisite for the positions.

Suggestions for Future Research

There are several suggestions for future research that can be drawn from and built on what has been discovered in this study.

1. Given the value of subtitles making the improvements in listening comprehension, there is still concern about whether film subtitles there are nonetheless

distracting or bothering to viewers. A common concern that is related to the use of subtitles as part of language education is that subtitles impact students' attention to the listening task. This area deserves investigation. There is also related concern as to whether subtitles create a certain degree of dependence of the language learners on the mother tongue or target language subtitles, and whether that can potentially slow down their listening comprehension skills. Therefore, it is worth investigating whether the use of subtitles to learn or practice foreign language is more of a benefit or a distraction.

2. An additional study that could be conducted might examine a comparison of the subtitles in both the L1 and the L2 in order to determine which types of subtitles are considered most helpful to the students. This study dealt with two types of subtitles, English and Chinese, but there are many other language subtitles that could use in improving the listening comprehension of the students. In future studies it will be essential to investigate which type of subtitles helps language learners more than others, taking into account the work that has already been done.

3. Moreover, the continued development of advanced electronic devices, less expensive equipment, and improved software will increase opportunities for students to use film in foreign language learning. Included in this development could be an interactive video devices and software programs that help students with special needs in different levels of English proficiency at their weakest point. Thus, advancing technology and alternative media (e.g., Youtube) should be investigated. In future studies it will be beneficial to integrate this technology grows to English teaching.

4. Another possible future research that emerged from the data in this study will be the use of feature films in a self-study environment. To what extent will using feature

films improve a student's listening comprehension when students interact with them independent of a teacher? Will students use the films by themselves outside of the classroom for self-learning? It is hoped that future research can provide language learners with guidelines and bases for them to adjust and fit film viewing to their unique needs and goals, and at the same time develop their self-directed language learning skills.

5. Furthermore, additional research should not be limited to listening skills. Instead, it could investigate the expansion of speaking and reading skills. How students can use subtitles to improve their reading comprehension, vocabulary acquisition, word, and sentence recognition can be analyzed?

Conclusion

In conclusion, this research has demonstrated that films are an effective instructional tool in helping Taiwanese college students to improve their listening skills. This research indicates that viewing films with either English subtitles or Chinese subtitles improves Taiwanese college students listening comprehension. However, it is not clear at this point which form of subtitle works better. This research does provide important guidance for future research in the area of listening comprehension. It is worthwhile for the EFL learners to contribute their time and effort to practice their listening skills via films. Film can be a very useful source and asset for the English teacher because it combines both fun and pedagogic instructions in authentic material that reflect real interaction.

Listening comprehension is an essential subject for research, and the impact of

watching films is worthy of further investigation in this area of research. There is no doubt that using feature films to improve listening skills is a beneficial and appropriate pedagogy. Films provide real life language, authentic atmosphere, and social context for students to understand to what they have listened to in a meaningful way. It is clear that Taiwanese college students enjoy watching films in the way described in this research. Using films to learn English is motivating, fun, and interesting, and these characteristics can lead students to increase their language acquisition.

It is anticipated that further research will be advanced by other researchers, classroom practitioners, and curriculum specialists, and that their findings and experiences can enhance our professional knowledge in helping foreign language learners. It is also hoped that further applied research on the use of subtitles and multiple uses of subtitles will encourage both teachers and students to make the best use of films and subtitles to enhance the students' second language listening proficiency in particular, and language learning in general.

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Appendix A

Research Consent Form

Dear participant: This research is being conducted by Feng-Hung (Will) Tsai (a graduate student) at Alliant International University, in San Diego, California. The research supervisor is Dr. Ken Kelch, professor of TESOL. The purpose is to evaluate different approaches in the teaching and learning of English listening skills. There are no risks to this study as the treatment will be a part of your course curriculum. You will be given a simulated GEPT listening test at the beginning and end of the semester.

Confidentiality: Your identity in this study will remain confidential. The only people with access to your listening test scores are the research supervisor, Dr. Kelch and researcher Feng-Hung (Will) Tsai. The results of these scores may be used by the researchers in a presentation or publication. They will not affect your course grade. Names of participants will not be used in the study, or in any presentation or publication regarding it.

Participation: Participation in this study is voluntary. If you decide to participate in this research, you will be asked to sign this consent form. You have the right to withdraw at anytime without penalty. If you withdraw from the study, you can still watch the film and participate with the class. However, your information will not be used for the research study, and your data will not be included in the analysis.

I have read and understood the information about this research and have had the

opportunity to ask questions. I understand that my participation in this study is voluntary and I can withdraw at any time. I allow the results pre- and post-test scores to be used in publication or presentation by the researcher. I have received a copy of the above consent and desire of my own free will to participate in this study.

Name: _____

Signature: _____

Date: _____

Appendix B

Participant Background Questionnaire

Dear Participants,

Thank you for your participation in this research. The purpose of this questionnaire is to better understand your English learning situation and how you practice listening comprehension inside and outside the classroom. This questionnaire is designed for academic research. There is no 'right' or 'wrong' answer to the statements. Please answer the questionnaire based on your own situation and English learning experience. Your answers will make a contribution to English teaching and learning

1. Gender: Male_____   Female_____

2. Age: _____

3. Major:_____

4. What college year are you in at Shu-Te University? _____

5. How many years have you studied English in school? _____

6. At what age did you first start learning English in school or cram school? (More than one answer is allowed)

   Kindergarten_____   Primary school_____   Junior High school_____

   Senior High_____ Junior college_____ Vocational school_____ University_____

7. On average, how much time do you spend each week listening to English since entering university (listening in English class, listening to English music, watching English movies, etc)?

   0-1 hour/week _____   2-5 hours/week _____   5-10hours/week _____

10+ hours/week _____

8. Which of the following have you used to practice English (Check all that apply):

Textbook- related VCD, DVD _____MP3/iPod _____TV program _____

Film _____

9. How much time do you study English outside of classroom per week, since entering

university?

Never _____ Less than 2 hours _____ 2 to 4 hours _____

4 to 6 hours _____ More than 6 hours _____

10. Have you ever visited or lived in an English-speaking country before?

Yes   No

If your answer is "Yes"

What was your school level at that time:

Primary school _____

Junior High school _____

Senior High school _____

University or College _____

The approximate length of this period: _____ year(s) _____ month(s).

How much did the experience of going/living abroad help your English

listening skills?

_____Not helpful at all _____Somewhat helpful _____Helpful _____Very helpful

11. According to your situation, please rate the level of the difficulty in listening

English comprehension. Indicate below the difficulty from 1 to 5. (1 =

least difficult, 5 = most difficult). _____

12. What problems or difficulties do you have in listening comprehension? (More than one answer is allowed.)

_____ Unknown Vocabulary.

_____ Unknown idioms or slang.

_____ Fast rate of speech.

_____ Unfamiliar accent/ pronunciation

_____ Complex grammar

_____ Unfamiliar content

13. Rank the following English skills from most important (1) to least important (5)

Reading _____Listening _____ Grammar _____ Writing _____

Speaking _____

How important is it for you to improve your English listening skill?

Not very important_____ Somewhat important_____ Important_____ Very important _____

14. Have any of your teachers ever previously used films to help you learn English?

None _____ A Few _____ Many_____

15. How often did your English teacher use films to teach English per semester?

Never _____ 1~ 2 times _____ 3~4 times_____ 5~6 times _____

More than 6_____

16. What kind of films do you like most (Check all that apply)?

Animation_____ Drama_____ Comedy_____

Action, Adventure _____ Romance_____ Musicals_____

17. Have you ever taken the GEPT before? Yes_____ No_____

Appendix C

Survey of Student's Perceptions of using DVD Films

Student Survey

Please answer in terms of how well the statement describes your perception. Please indicate the level from 1 to 7 in each statement.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

Statement
( )1. I like this English listening class (using film instruction).
( )2. I like the way previous English listening class was taught (without film instruction).
( )*3* .This film English listening class improved my listening comprehension.
( )*4*. Being taught by the materials and activities of related film, my English listening ability has improved.
( )*5*. While practicing listening, film captions help me understand English.
( )6. When using film, I like English subtitles.
( )7. When using film, I like Chinese subtitles.
( )8. I listen to English and read English captions at almost the same time when using film

(   )9. While practicing listening, film learning is fun.
(   )10. There is no difference using film and without film in English listening class.
(   )11. If there were an English listening class called English learning through films in the future, I would take this course.
(   )12. I'll use film to help me to improve my English listening comprehension outside of class.

Appendix D

Survey of Teacher's Perceptions of using DVD Films

Teacher Survey

Please answer in terms of how well the statement describes your perception. Please indicate the level from 1 to 7 in each statement.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

Statement
(   )1. I like using film in my English listening class.
(   )2. I like my own way in teaching English listening class (without film instruction).
(   )3. Using film in English listening class improved my student listening comprehension.
(   )4. I don't like using film in my English listening class.
(   )5. While practicing listening, film captions help students' understanding.
(   )6. When using film, students like captions.
(   )7 When using film, students like English subtitles.
(   )8. When using film, students like Chinese subtitles.
(   )9 While practicing listening, students think film learning is fun.

( )*10.* There is no difference using film and without film in English listening class.
( )*11.* If there were an English listening class called English learning through films in the future, I would like to teach this course.
( )*12.* I would recommend students to use film to learn English outside of class.

Appendix E

Semi-Structured Interview Questions for Students

Students Interview Questions

1. Please describe your experience of using films to learn English as a foreign language.

   請問你有任何利用電影來學習英文的經驗嗎? 請敘述?

2. What parts of the films approach do you think to be beneficial?

   請問利用電影來學習英文有任何好處嗎?

3. What parts of the films approach do you think you found to be negative?

   你覺得用電影來學習英文有任何缺點?

4. How has using films in your English class influenced your learning?

   請問利用電影來學習英文,如何改變你的英文學習方式?例如:更喜歡? 更容易學習或者......

5. What do you think are good approaches to using films to learn English?

   你覺得用電影來學習英文的好處是?

6. What do you feel about the challenges or difficulties of learning English using films?

你覺得用電影來學習英文的困難處有哪些?

7. Concerning subtitles, what kind of subtitles (English, Chinese or no subtitles) do you think benefits you the most?

當使用電影來學習英文，你覺得利用英文字幕、中文字幕或根本不使用字幕的學習英文效果哪種最好?

8. What kind of extended activities will you work after movie viewing?

你覺得在看完電影後，有什麼加強的方式或練習，可以幫助你更記得影片中英文句字或用法?

9. How often do you use films to learn English in one semester?

在一學期裏面，你會有多少次利用電影來學習英文，請舉例描述?

10. Do you do pre-viewing activities before watching the film? If the answer is "yes", what is it?

你是否在看電影前、做事先或相關的英文練習或看相關字的搜尋嗎?請問你如何做看電影前的學習?

11. What length of film (time) do you use often to learn English: whole film, or film clips?

當你使用電影來學習英文，請問你是整部片子看完或利用分段(電影的一段)來學習?

If you use film clips, which length(time) of films do you use often?

_____10 min _____15 min _____ 20 min _____25 min or

other _____min

如果你是利用片子的一段請問你學習的那一片段電影有多長

____10 分鐘 ____15 分鐘 ____20 分鐘____25 分鐘或____幾分鐘

12. Other comments or suggestions

其它的建議?

Appendix F

Semi-Structured Interview Questions for Teachers

Teacher Interview Questions

1. Please describe your experience of using films to teach English as a foreign language.

2. What parts of the films approach do you think the students found to be beneficial?

3. What parts of the films approach do you think the students found to be negative?

4. How has using films in your English class influenced your teaching?

5. What do you think are good approaches to using films to teach EFL (English as foreign language) students?

6. What do you feel about the challenges or difficulties of teaching EFL students using films?

7. Concerning subtitles, what kind of subtitles (English, Chinese or no subtitles) do you think benefits students the most?

8. What kind of extended activities will you work with your students after film viewing?

9. How often do you use films to teach English in one semester?

10. Do you do pre-viewing activities before showing the films to the students? If the answer is "yes", what is it?

11. What length of films (time) do you use often in your class: whole film, or film clips?

    If you use film clips, which length (time) of films do you use often?

    _____10 min _____15 min _____ 20 min _____25 min or other _____min

12. Other comments or suggestions

Appendix G

The Pilot Study

In the pilot study, two questionnaires were administered including some open-ended questions in order to elicit students' and teachers' opinions. The questionnaires aimed to investigate the students' general background information, students' and teachers' general thoughts toward using DVD films in learning English and students' motivation when using DVD films in studying English listening. In the pilot study, participants were 31 college students and six English teachers (two full time and four part-time faculty members). All were from Shu-Te Technological University in southern Taiwan. The students were in the range of 18 to 20 and included 23 female and 11 male students. The student English proficiency was rated as low intermediated to intermediated. The four English teachers were three females and one male. Two of them have PhD degrees. One of them is in the area of continuing education, and received her PhD degree from the United States. The other is in the TESOL program and received her PhD degree from the United States. The two part-time teachers all have master degrees with the concentration in TESOL and Business. One of them received her MBA from Britain, while another received his master degree in TESOL from Taiwan.

Two instruments were adopted: A student survey to explore the students' perceptions regarding the use of DVD films in English listening class, and a teacher survey to explore the teachers' perceptions regarding the use of DVD films in English listening class.

Two 5-point Likert-scale surveys were prepared to measure the participants' perceptions to study English using DVD films. The questionnaire consisted of 12 items

with responses of "strongly agree", "agree", "undecided", "disagree", and "strongly disagree". The data used in the pilot study were analyzed using qualitative methods. The primary data for this study included the student, and teacher surveys. After all the data had been collected, the means of the two Likert scale surveys were calculated.

Appendix H

The Pilot Study Results

The result from the pilot study is discussed as follows: Tables 16 and 17 below show the results of the Likert scale items on the student and teacher survey completed by 37 participants (31 students and 6 teachers). Tables 18 and 19 show the similarities and differences between teachers' and students' perceptions on the survey. The survey questions that correspond to each question number are listed below the table. The overall mean scores for each question were calculated based on "5" indicating strongly agree, and "1" strongly disagree. Students responded favorably on question 9: (Using DVDs) and question 7: (Chinese Subtitles). The overall mean score on these two questions was above 4.0. Question 10: (No difference using DVDs or not using DVDs) received the overall lowest ratings. However, the mean score of 2.29 can be converted to 3.58 if we reverse the point values to 1 (Strongly Agree), 5 (Strongly Disagree) so that this item matches the format of the other items. The other questions' overall mean scores ranged between 3.24 and 3.94.

Responses to questions 12, 9, and 1 were above 4.00, indicating that teachers responded favorably to DVDs learning outside of class, and that their use was fun and positive. The use of DVDs to improve English listening comprehension outside of class received the highest overall ratings (4.50), as represented by the mean of the ratings for Questions #9, #1, #5, #11, #3, #8, #6, and #7 (4.33, 4.17, 3.67, 3.67, 3.50, 3.50, 3.33, 3.00, respectively), while Questions 2, and 4 are below 3 (2.67, 2.17, respectively).

There was no difference in responses regarding using DVDs and without DVDs in English listening class, as they received the lowest overall ratings.

Examples of the similarity between students and teachers are found in the following: "While practicing listening, DVDs learning is fun and motivating", and "While practicing listening, DVD captions can help students understand English." A major difference between students and teachers is in the response "Using DVDs to learn English outside class can help my listening ability."

Table16

Student Perceptions to Likert Scale Items on the Student Survey

Question No.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Unanswered	Overall Mean Score
9	0.00 %	0.00 %	11.76 %	52.94%	35.29%	0.00%	4.24
7	0.00%	5.88%	0.00%	58.82%	35.29%	0.00%	4.24
5	0.00%	5.88%	11.76%	83.33%	16.67%	0.00%	3.94
11	5.88%	0.00%	29.41%	29.41%	35.29%	0.00%	3.88
8	0.00%	5.88%	29.41%	35.29%	29.41%	0.00%	3.88
3	5.88%	5.88%	16.67%	64.71%	17.65%	0.00%	3.82
4	5.88%	5.88%	5.88%	70.59%	11.76%	0.00%	3.76
1	5.88%	11.76%	0.00%	76.47%	5.88%	0.00%	3.65
12	5.88%	17.65%	23.53%	41.18%	11.76%	0.00%	3.35
2	0.00%	17.65%	41.18%	41.18%	0.00%	0.00%	3.24
6	5.88 %	29.41%	41.18%	11.76%	11.76%	0.00%	2.94
10	23.53%	35.29%	29.41%	11.76%	0.00%	0.00%	2.29

1. I like using DVDs in my English listening class.
2. I like the way the previous English listening class was taught without DVD instruction.
3. This DVD English listening class improved my listening comprehension.
4. The materials and activities that accompanied the DVDs improved my English listening ability.
5. DVD captions improved my English listening ability
6. When using DVDs, I like English subtitles.
7. When using DVDs, I like Chinese subtitles.
8. I listened to English and read English captions almost at the same time when the class used DVDs.
9. DVD learning was a fun way to practice listening.
10. There is no difference between using DVDs and not using DVDs in English listening class.
11. If there were an English listening class called English learning through DVD films in the future, I would take this course.
12. I'll use DVDs to help me to improve my English listening comprehension outside of class.

Table17

Teacher Perceptions to Likert Scale Items on the Teacher Survey

Question No.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Unanswered	Overall Mean Score
12	0.00%	0.00%	0.00 %	50.00%	50.00%	0.00%	4.50
9	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	4.33
1	0.00%	0.00 %	0.00 %	83.33 %	16.67%	0.00%	4.17
5	0.00%	16.67%	0.00%	83.33%	0.00%	0.00%	3.67
11	16.67%	0.00%	16.67%	33.33%	33.33%	0.00%	3.67
3	16.67%	0.00%	16.67%	50.00%	16.67%	0.00%	3.50
8	16.67%	0.00%	33.33%	16.67%	33.33%	0.00%	3.50
6	0.00%	16.67%	33.33%	50.00%	0.00%	0.00%	3.33
7	16.67%	16.67%	16.67%	50.00%	0.00%	0.00%	3.00
2	0.00%	50.00%	33.33%	16.67%	0.00%	0.00%	2.67
4	16.67%	66.67%	0.00%	16.67%	0.00%	0.00%	2.17
10	16.67%	66.67%	16.67%	0.00%	0.00%	0.00%	2.00

1. I like using DVDs in my English listening class.
2. I like my own way in teaching English listening class (without DVDs instruction).
3. Using DVDs in English listening class improved my student listening comprehension.
4. I don't like using DVDs in my English listening class.
5. While practicing listening, DVD captions help students' understanding.
6. When using DVDs, students like captions.
7. When using DVDs, students like English subtitles.
8. When using DVDs, students like Chinese subtitles.
9. While practicing listening, students think DVDs learning is fun.
10. There is no difference using DVDs and without DVDs in English listening class.
11. If there were an English listening class called English learning through DVD films in the future, I would like to teach this course.
12. I would recommend students to use DVDs to learn English outside of class.

Table18

Similarities between Teacher's and Student's Perceptions on the Survey

Overall Ranking (S:Student) (T:Teacher)	Question (S: Student T: Teacher)
S: 1 T: 2	S: While practicing listening, DVDs learning is fun. T: While practicing listening, students think DVDs learning is fun.
S: 3 T: 4	S: While practicing listening, DVD captions help me understand English. T: While practicing listening, DVD captions help students understand English.
S: 4 T: 5	S: If there were an English listening class called English learning through DVD films in the future, I would take this course. T: If there were an English listening class called English learning through DVD films in the future, I would like to teach this course.
S: 6 T: 6	S: Using DVDs in English listening class improved my student listening comprehension. T: Using DVDs in English listening class improved my student listening comprehension.
S: 11 T: 9	S: When using DVDs, I like English subtitles. T: When using DVDs, students like English subtitles.
S: 12 T: 12	S: There is no difference using DVDs and without DVDs in English listening class. T: There is no difference using DVDs and without DVDs in English listening class.

Table19

Differences between Teacher's and Student's Perceptions on the Survey

Overall Ranking (S:Student) (T:Teacher)	Question (S: Student T: Teacher)
S: 9 T: 1	S: I'll use DVDs to help me to improve my English listening comprehension outside of class. T: I would recommend students to use DVDs to learn English outside of class.
S: 2 T: 7	S: When using DVDs, I like Chinese subtitle T: When using DVDs, students like Chinese subtitles

Appendix I

Comparison of Student Listening Pre-test and Post-test Scores

Figure 12, 13, and 14 reports the comparison of individual student simulated GEPT listening pre-test and post-test scores in Control group, English subtitles group, and Chinese subtitles group, respectively.
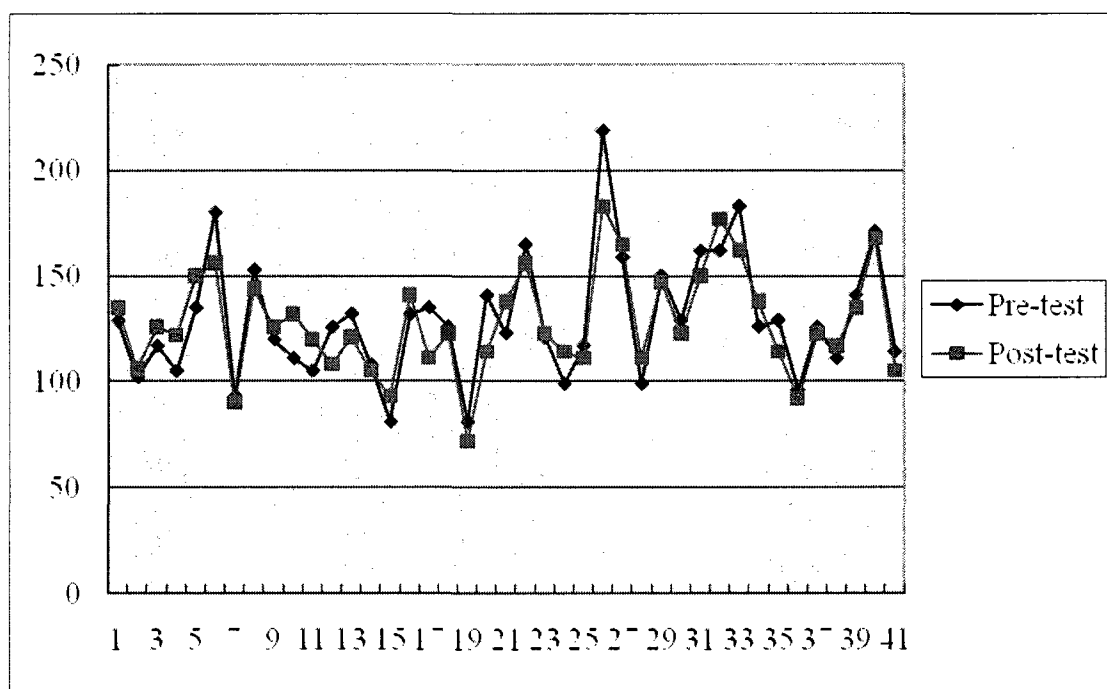

Figure 12 *Comparison of Simulated GEPT Pre-test and Post-test scores of Control Group Students*
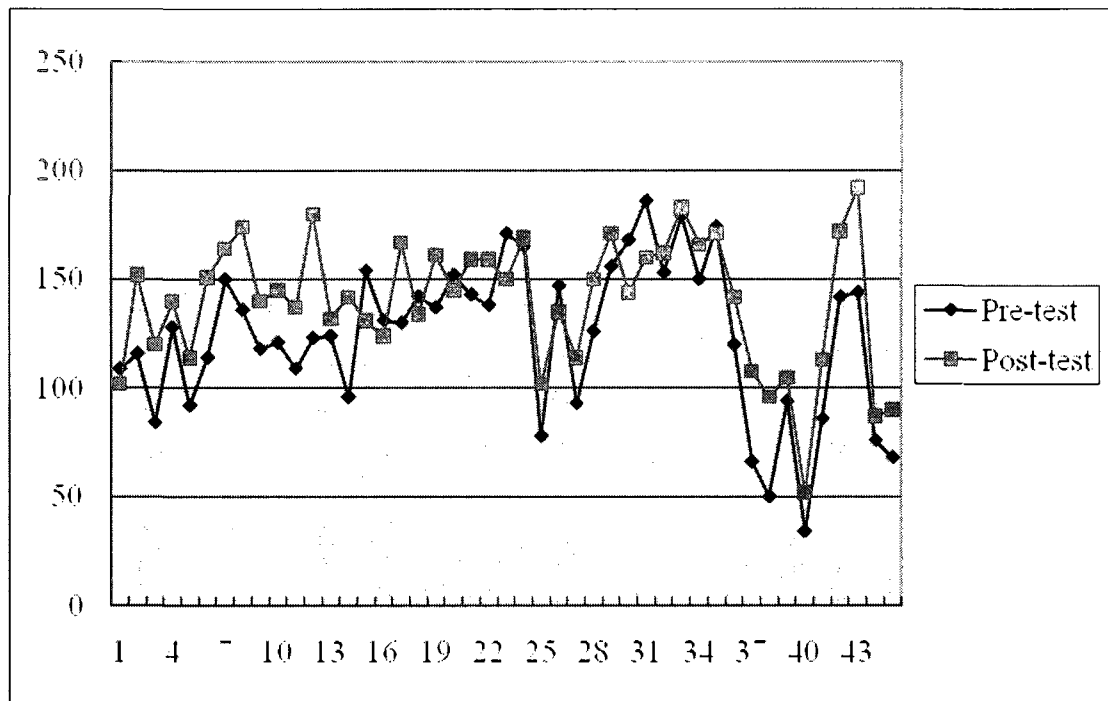
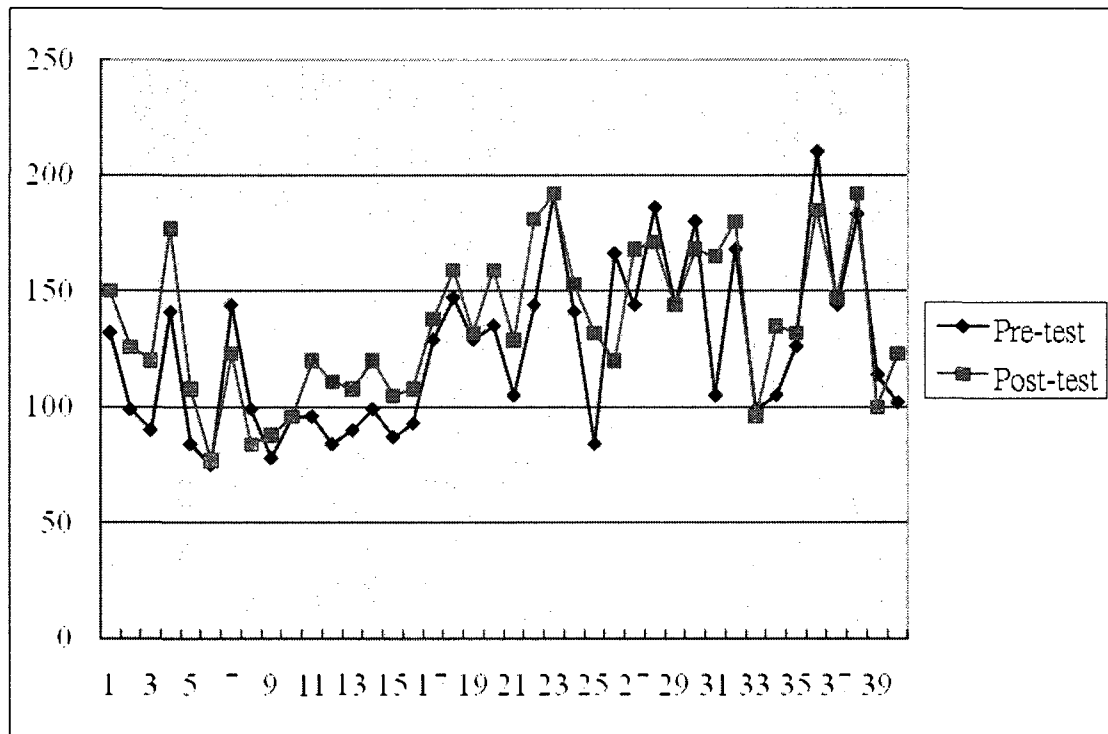Figure 13 *Comparison of Simulated GEPT Pre-test and Post-test scores of English Subtitles Group Students*

Figure 14 *Comparison of Simulated GEPT Pre-test and Post-test scores of Chinese Subtitles Group Students*