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# **Fostering Student Learning in a Movie-based Course Focusing on Vocabulary Acquisition and Movie Comprehension**

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## **1. Introduction**

Movies are widely used in college English classes today, be they specific movie-based classes or general English classes. Interest in using movies in the classroom is evident from research (see King, 2002; Kikuchi, 1997; Ishihara & Chi, 2004; Stempleski & Tomalin, 1990) and numerous presentations given at language conferences such as those at JALT, ATEM, KATE, and so on. The idea of learning English through movies appeals to our students, too. We often hear students say that they wish they could improve their English to the point where they can watch movies without Japanese subtitles. Perhaps such a wish may not be very realistic without having a great amount of exposure to English in an English speaking country for an extended period of time. However, even with students' limited English proficiency, we believe movies offer many benefits to students' English education when a course is designed effectively.

The purpose of this paper is twofold. First, we will outline the Cinema program at a private university in the Kanto region and discuss ways in which English is taught using a movie. Next, we will examine the positive effects of the Cinema program demonstrated by vocabulary tests and student surveys. More specifically, we would like to address the following research questions:

1. Does the course help students gain the key expressions?

2. Does the course help students better understand the movie?
3. What are the positive effects of this course from the students' perspective?

## **2. Rationale for using movies in the classroom**

In the past there has been some controversy over the use of movies in the classroom. Not every teacher or administrator held positive views about teaching with movies. Movies were simply not taken seriously as an effective pedagogical tool. King (2002) summarizes this view held by some teachers:

The use and feasibility of feature films in the classroom have inevitably evoked controversy among classroom teachers who have a curriculum to follow and limited time to allocate. Since some teachers still view movies as a medium of entertainment that has no place in a pedagogic setting, or, at most, as only outside classroom assignments or as a treat. (King, 2002:2)

On the other hand, other teachers and researchers have supported the use of movies in the classroom and pointed out advantages of using movies in academic journals. They say that movies provide “realistic and meaningful context” that is often relevant to students’ lives (King, 2002:1). Students are interested in the visual and auditory input that movies provide (Ishihara and Chi, 2004). Movies provide opportunities for vocabulary learning in a meaningful context (Gilbert, 2011). They also allow students to experience unknown cultures and to learn about issues presented in them (Fukunaga, 1998). Movies also provide non-language clues such as “facial expressions and body language” which can aide students’ comprehension (Burt, 1999:1). Captioned movies can provide “a bridge between reading skills and listening skills” (King, 2002:5) and can help students to

recognize some expressions that they might miss in rapid speech.

The real issue with the use of movies is rather how well movie-based courses are designed or how movies are used in lessons. Stempleski and Tomalin express similar views:

It is only recently that video has moved from being something that is switched on and left to present language without the teacher's intervention, to becoming a resource for classroom activities in which many different kinds of video material are exploited in a variety of ways. (Stempleski and Tomalin, 1990:4)

Teaching with movies can be challenging and time-consuming as it requires thorough preparation on the part of teachers. The preparation must begin with selecting appropriate movies (see Burt, 1999, and Sherman, 2003 for movie selection guidelines), setting teaching objectives and goals, and designing task sheets and classroom activities to help students accomplish the intended course goals. Classroom activities need to be designed with students' English proficiency and the teaching objectives in mind. For example, for lower-level students, multiple-choice comprehension questions may be more appropriate than open-ended discussion questions. In short, teachers should be able to justify the use of movies by "making the most of the film medium" with sound teaching approaches, goals and teaching materials (King, 2002:2).

### **3. Challenges in using movies**

One of the challenges we face using a movie for language teaching is the speed and complexity of the language used, which is often beyond our students' proficiency level. Nation (2008) states that, for meaning-focused instruction, learners need to be "familiar with 98% of the running words" when watching a movie. Only 2% of the unknown words may be guessed

when there are some contextual clues (pp. 22-23). Nation (2006) says that even the children's movie *Shrek* contains almost 10,000 running words (p.73). This means that many of our movie activities need to be language-focused, with vocabulary and comprehension activities that aide students' understanding of the movie.

#### **4. Using a full-length movie to teach English in Cinema I**

##### 4.1 Context

Cinema I is a required course for first year students in six departments at our university. It is a one-credit course that meets once a week for 90 minutes for a total of 15 weeks. In Cinema I, there are six departmental groups, each of which are divided into four classes of between 25 and 30 students, based on their English proficiency test results at college entry. In addition, a number of elective Cinema I classes are offered. This study is comprised of data taken from two classes from the required Cinema I course and one class from an elective Cinema I course.

Cinema I was taught in an LL room equipped with a big screen, student computers and headphones. With the language lab software called L-Stage 3, the teacher can record movie segments and simultaneously send them to the students' computers. Students can view these movie segments repeatedly and complete comprehension or listening tasks, and also practice dialogues and record their output. Students can also use the computers to search for movie background information.

##### 4.2 The Movie used in Cinema I

In Cinema I, the movie *School of Rock* was used. The rationale for choosing this movie was as follows:

- The setting in an elite elementary school with smart children and a

jobless rocker who has posed as a substitute teacher is interesting.

- The relationship between “the teacher” and the students is easy to understand.
- The plotline is simple to follow.
- The language used in the classroom scenes is simple and easy to understand.
- The band practice in the movie is entertaining.
- The changes that take place in the main character and the children in the movie are heart-warming.
- The movie provides rich context for school-related and music-related vocabulary.
- The movie script of *School of Rock* and its listening CD are available from Screenplay. The book includes the entire script, its Japanese translation and vocabulary notes, and its accompanying listening CD contains slower and clearer speech.

#### 4.3 Course goals

We had two main goals in Cinema I: Improving language skills and gaining cultural understanding. To help students improve their listening and vocabulary skills to aide their understanding of the movie, the following objectives were set:

1. Learning basic vocabulary and expressions used in the movie
2. Improving listening skills for specific information
3. Improving speaking skills using short dialogues
4. Understanding other cultural perspectives
5. Understanding the movie background information

Each teacher designed teaching materials using the movie script to fit his or her teaching goals so that the difficulty level of classroom tasks could be adjusted according to the English level of each class.

#### 4.4 Course syllabus

The movie was divided into 10 chapters. In the first class, half of the movie was shown with Japanese subtitles, followed by some simple questions about the characters in the movie. The reason for this initial Japanese support was that the fast-spoken English in the movie was beyond our students' English proficiency level. Once students could get the gist of the movie and the plotline, we could focus on more specific language and information in the following classes. This view was shared by Ishihara and Chi (2004). They write:

The first, and probably the most common, problem is that learners may feel overwhelmed by the authentic language used in the film .....because this video has been around for some time, there is the possibility that learners might have seen it in their native languages. If so, these learners can be asked to focus in greater detail on, for example, the language used in the film. Such students could be used to assist other learners... (Ishihara and Chi, 2004:5)

From Week 2 to Week 7 (including reviewing and catching-up), one movie segment per class was shown with English subtitles, and was explored in detail with various classroom activities. In Week 8, the latter half of the movie was shown with Japanese subtitles. The remaining chapters were shown again with English subtitles, approximately one chapter per class from Week 9 to 13. We allotted one class for dialogue practice, presentations, and/or movie research practice, and one class for reviewing.

#### 4.5 Tasks and activities

Designing appropriate tasks is crucial in promoting students' active class engagement. Willis (1983) emphasizes "active viewing" by providing

activities that facilitate students' comprehension of the information. Willis says:

The important thing is that the activity should provide the opportunity for purposeful viewing; it should create a need for students to be actively involved in processing the information they receive. That is to say, an activity should demand an outcome which represents a useful achievement on the part of the students. (Willis, 1983:50)

Willis also states that these activities should not be limited to understanding information but they should have practical use.

In Cinema I, several pages of worksheets were generated for each chapter which included previewing, viewing, and post-viewing exercises. As noted by Ishihara and Chi (2004), there was more emphasis placed on “understanding input” in the previewing and viewing activities, while emphasis shifted to “output practice” in the post-viewing activity. (p. 3)

In each lesson, students engaged in a variety of exercises such as vocabulary practice, listening tasks, movie comprehension, grammar, and role-plays, but the order of these exercises varied among the three classes in this study.

#### a) Previewing Activities

In some classes, students engaged in vocabulary exercises to familiarize themselves with the new expressions used in the movie. (See appendix #1) The difficulty level of vocabulary exercises was adjusted depending on the class level. For instance, students in the lower-level class were asked to match vocabulary items with their Japanese definitions while students in a higher-level class were asked to supply the Japanese meaning of each expression. Nation (2009) points out that “before listening activities, it is worth drawing learners’ attention to some of the vocabulary that will occur and that is worth learning” by pre-teaching before meeting the words in context. He also says that in the beginning level, “the use of



first language definitions” is useful (p.135). The vocabulary exercises were followed by a listening exercise with the target vocabulary and expressions. (See appendix #2) Once the students became familiar with the meaning of the new vocabulary and expressions, they were able to better understand the dialogue despite the fast speed of the audio model. Some of these listening exercises were done as a post-viewing activity.

One of the important previewing activities was checking the meaning of comprehension questions. (See appendix #3) Students prepared themselves for the comprehension tasks by reading questions on the worksheet before watching the movie. More Japanese support with comprehension questions was given to the lower-level class. Thorough practice with vocabulary and expressions and also pre-reading of the comprehension questions helped students prepare for active movie viewing.

#### b) Viewing Activities

Each chapter segment lasted about 10 minutes. Exercises were generated from several scenes in each segment. Since students had read the questions on the task sheet, they were aware of what information they should be listening for while they were watching. Sherman (2002) advises that viewing should not be interrupted frequently nor should comprehension exercises be done while viewing because students can miss some part of the movie while writing down the answers. Instead, she suggests that comprehension exercises be done afterwards. If time allows, all of the segment can be shown without a break, and then individual scenes can be shown again to facilitate students’ understanding. With the recording feature of the L-Stage 3, this was made easier. Some students wanted to write down answers while viewing, but students were given time to complete the exercise after the viewing.

#### c) Post-viewing Activities

Students worked on multiple choice questions, short answer

questions, and/or matching questions to check their movie comprehension. (See appendix #4) Students also had access to the script if they needed to focus on the language and/or the meaning of some expressions. The comprehension questions were discussed in pairs and in class. In one class, vocabulary was dealt with thoroughly after watching the movie segment. The meaning of each key expression was reinforced through comprehension exercises.

Comprehension activities were followed by pair and class discussions on particular characters or scenes. Students were asked such questions as “What do you think about a roommate like Dewey?”, “Would you like a music teacher like Dewey?”, “What do you think about the relationship between Ned and Patty?”, “Would you like to send your children to a school like Horrace Green Prep.?” Students had many opportunities to compare and contrast their own culture with the American culture portrayed in the movie including characters’ behavior and their relationships, the school system, and teacher and student exchanges. Certainly, providing such a rich context for cultural discussion is one of the advantages of using a movie.

As for output practice, students practiced dialogues extracted from each chapter. As Willis points out, before dialogue practice, the teacher should establish appropriate “context, situation, social setting, status and roles of the characters and the register” for each situation (p.52). This was made easy as all of these are available in a movie. Listening to the audio model or repeating after the teacher, students practiced the dialogue. According to Nation (2009), memorizing useful expressions is beneficial for building early fluency (p.23). By memorizing these phrases and sentences which they can readily use in role-plays, students felt a little more comfortable engaging in such speaking activities. As for pronunciation practice, students practiced by recording their output into the computer and checking their own pronunciation. Students also practiced with their partners until they could reproduce the short dialogue with clear intonation and pronunciation. A couple of pairs were asked to demonstrate their

role-plays in class and when there was more time, all the students practiced until they could remember the dialogue by heart and demonstrated it to the teacher. Some of these dialogues provided a template for practicing more realistic situations, such as taking phone messages.

#### 4.6 Assessment

Students' assessment was based on their class participation, test performance, role-plays, homework, successful completion of the lesson worksheets as well as an assignment such as a movie report. Students were tested on their comprehension of the movie, the vocabulary and expressions learned in each chapter, and/or listening skills in the form of dialogue completion after the audio model.

### **5. Research on students' vocabulary acquisition**

One of the goals of Cinema I is to help students improve their vocabulary. In order to investigate the first research question, whether or not the Cinema course helped the students gain the key vocabulary expressions, a pretest and a post-test were administered.

#### 5.1 Subject

The subject included students in three classes, an elective class with mixed-level students, class B, the second level, and class D, the bottom level. The results of the pretest indicated that some foreign students in the elective class had unusually high scores, indicating that they were clearly outliers in this study. These students were eliminated from this study as well as those who missed the pretest or the post-test, and the number of the subject was adjusted accordingly. For this study a total of 55 students, 14 students from the elective class, 18 students from the B class, and 23

students from the D class, were chosen.

## 5.2 Pretest and post-test

The pretest included a total of 60 vocabulary items which were randomly chosen from the vocabulary exercises and comprehension exercises which covered the first five chapters. For these tests, students were asked to complete sentences using the appropriate vocabulary items given on the test. There were six sections to this test, each consisting of ten incomplete sentences and ten choices of vocabulary items that can be used to complete the sentences. The same test was given again as the post test in mid-semester, after the target vocabulary items were covered in class.

## 5.3 Results and discussion

A Paired-samples t-test was conducted on all the students' pretest and post-test results. The results showed that the gains that the students made were statistically significant. ( $t(54) = 11.28, p < .001$ ) Class gains were also examined separately by class. In all three classes students made significant gains:  $t(17) = 5.83, p < .001$  (Class B);  $t(22) = 8.56, p < .001$  (Class D);  $t(13) = 5.26, p < .001$  (Elective Class). These results strongly indicate that the vocabulary instruction in the cinema course was effective in helping students gain the key vocabulary expressions introduced in the movie (Table 1, Figure 1).

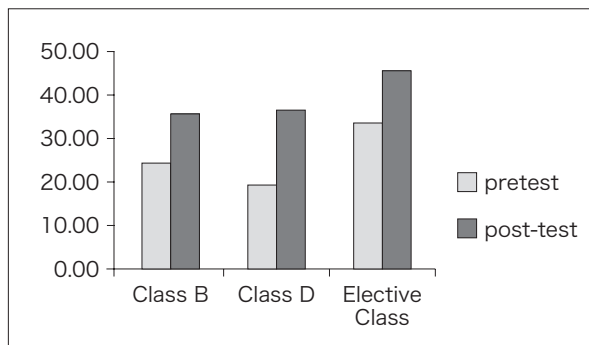
Next, the difference in vocabulary gains among the three classes was examined. In class D and the elective class, vocabulary was introduced before showing the movie while vocabulary items were taught after showing the movie in class B. To investigate the difference in performance among the three classes, one-way ANOVA was used to test if gains among these classes had any significant differences. The result showed that the difference in vocabulary gains among the three classes was not statistically significant. ( $F(2, 52) = 2.50, p < .10$ ) We can conclude that regardless of

**Table 1. Descriptive Statistics for the Pretest and the Post-test**

Class	Pretest		Post-test		Gains
	Mean	SD	Mean	SD	
B (N=18)	24.33	7.30	36.22	12.06	11.89
D (N=23)	19.22	8.51	36.96	12.12	17.74
Elective (N=14)	33.64	10.02	46.00	14.04	12.36

$p < .001$

**Figure 1. The Pretest and the Post-test Results**



whether the vocabulary activities were introduced before or after watching the movie, as long as they were introduced within a lesson, they were equally effective toward gaining new vocabulary.

## **6. Students' expectations for Cinema I and their feedback**

In order to investigate the second research question (Does the course help students better understand the movie?) and the third research question (What are the positive effects of this course from the students'

perspective?), two student surveys were conducted.

### 6.1.1 Subject

A total of 77 students from class B, class D and the elective class participated in the first survey, but because some students quit or were absent, only 64 students participated in the second survey.

### 6.1.2 Open-ended Student Survey

The first survey was given at the beginning of the course and included open-ended questions in Japanese. Students were asked to write freely what they expected and what they would like to learn in Cinema I.

### 6.1.3 Results

We thought that what students expected to learn in Cinema I might be different from what they would like to learn in class. However, the responses were quite similar. Students said that they expected to learn English expressions (23), listening skills (22), vocabulary (9), pronunciation (8), reading comprehension/grammar (7), culture (3) and speaking skills (1). ( $N=73$ , No response = 4). Students said that they would like to learn English expressions (24), listening skills (17), vocabulary (16), speaking skills (7), culture (5), pronunciation (4), reading comprehension (3) and role-plays (1). ( $N=77$ ). The top three answers that the students either expected or would like to learn in Cinema I were English expressions, vocabulary and listening skills.

### 6.2.1 Term-end Student Survey

The second survey was given at the end of the term to get students' feedback on the class activities and also to find out if their expectations for

Cinema I had been met. The survey contained ten four-point Likert-scale questions with four varying categories: strongly agree; agree; somewhat disagree; and strongly disagree. These were given scores of 4, 3, 2, and 1 respectively. In addition, students were asked to name the most useful class activity among listening exercises, vocabulary and expressions, role-plays, grammar, and cultural understanding. The second survey questions were as follows:

A. Answer the questions by choosing strongly agree, agree, somewhat disagree, or strongly disagree.

A1. Do you think you have learned new vocabulary and expressions?

A2. Do you think you have improved your listening skills?

A3. Do you think vocabulary and grammar instruction in this class has helped you better understand this movie?

A4. Do you think you have gained better understanding of the foreign culture presented in the movie?

A5. Do you think your pronunciation has improved as a result of dialogue practice?

B. Did you enjoy the following class activities? Rate the activities from very enjoyable to not enjoyable at all.

B1. listening

B2. vocabulary and expressions

B3. role-play

B4. grammar

B5. movie comprehension

C. Which of the following activities was the most useful?

a. listening

b. vocabulary and expressions

c. role-play

d. grammar

e. cultural understanding

## 6.2.2 Results and discussion

1) From the students' point of view, how has Cinema I helped them?

One-way ANOVA was used to compare students' responses, and the result showed a significant difference among the answers to the ten question items. ( $F(9, 566)=19.23, p<.001$ )

The descriptive statistics in Table 2 shows high mean scores of A1 ( $M=3.11$ ) (Do you think you have learned new vocabulary and expressions?) and A3( $M=3.13$ ) (Do you think vocabulary and grammar instruction in this class has helped you better understand this movie?) and B5 ( $M=3.56$ ) (Did you enjoy movie comprehension activity?)

According to the first survey, students expected and also wanted to learn English expressions and vocabulary. The second survey confirmed that their expectations were fulfilled. Students felt that they had learned

**Table 2. Descriptive Statistics for the Survey Questions**

Questions	Minimum	Maximum	Mean	<i>SD</i>
A1	2	4	3.11	0.44
A2	1	4	2.83	0.78
A3	2	4	3.13	0.65
A4	1	4	2.98	0.63
A5	1	4	2.39	0.70
B1	1	4	2.98	0.72
B2	1	4	2.97	0.61
B3	1	4	2.67	0.79
B4	2	4	2.72	0.65
B5	2	4	3.56	0.58

$N = 64$  (A1 included one no-response)



English expressions and vocabulary, which was also supported by the gains they had made on the vocabulary post-test. Students also felt that the vocabulary/grammar instruction had facilitated their understanding of the movie. Movie comprehension activities were also enjoyable to students as the expressions they learned were helpful in doing comprehension activities.

2) Were there any correlations between the question items?

To investigate if there is any correlation between the above 10 questions, the Pearson product-moment correlation coefficient was used. Positive correlation is observed among many question items. For example, B5 (Was the movie comprehension activity enjoyable?) was positively correlated with A3 (Do you think vocabulary and grammar instruction in this class has helped you better understand this movie?) ( $r(64)=.43, p<.01$ ) and with A4 (Do you think you have gained better understanding of the foreign culture presented in the movie?) ( $r(64)=.32, p<.01$ ). Since students strongly felt that they enjoyed the movie comprehension activities and also because cultural questions were included in the comprehension activities, perhaps they felt that they were able to learn about the culture through comprehension activities in class. In addition, many other questions were positively correlated at  $p<.01$  level and  $p<.05$  level as shown in Table 3.

3) Were there any differences in students' responses to the survey questions among the three classes?

In looking at differences in students' responses among the three classes, the Scheffe post-hoc test was used. There was a statistical difference between class B and the elective class in the following 4 questions: A1; A5; B1; B2. In all of these questions, students in the elective class answered more positively than those in class B. There also was a statistical difference between classes B and D in question B5. Students in class B answered question B5 more positively than those in class D. The statistical information is given in Table 4. These differences may be due

**Table 3. The Pearson-Product Moment Correlation Coefficient for Each Question**

	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
A1	1	.559 **	.281 *	.247	.473 **	.454 **	.539 **	.377 **	.442 **	.192
A2	.559 **	1	.289 *	.090	.581 **	.357 **	.348 **	.439 **	.428 **	.041
A3	.281 *	.289 *	1	.159	.271 *	.105	.167	.323 **	.158	.433 **
A4	.247	.090	.159	1	.014	.139	.081	.179	.220	.324 **
A5	.473 **	.581 **	.271 *	.014	1	.386 **	.285 *	.204	.380 **	-.002
B1	.454 **	.357 **	.105	.139	.386 **	1	.497 **	.376 **	.427 **	.096
B2	.539 **	.348 **	.167	.081	.285 *	.497 **	1	.172	.214	.225
B3	.377 **	.439 **	.323 **	.179	.204	.376 **	.172	1	.185	-.006
B4	.442 **	.428 **	.158	.220	.380 **	.427 **	.214	.185	1	-.036
B5	.192	.041	.433 **	.324 **	-.002	.096	.225	-.006	-.036	1

(N = 64, A1 included one no-response)

\*\*  $p < .01$  (two-tailed) \*  $p < .05$  (two-tailed)

to the fact that there were many foreign students in the elective class, and their level was higher and therefore they were able to enjoy many activities more. In all three classes the score for A5 was lower than the scores for other items. This was expected as it takes time and effort to improve pronunciation, and perhaps students knew that a semester of role-play activities would not be sufficient enough to improve their pronunciation.

**Table 4. Descriptive Statistics for the Survey Questions among Classes**

classes	B		D		Elective	
Questions	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
A1	2.95	.394	3.09	.417	3.30	.470
A5	2.14	.655	2.30	.703	2.75	.639
B1	2.71	.784	2.91	.668	3.35	.587
B2	2.71	.561	3.00	.603	3.20	.616
B5	3.81	.402	3.35	.714	3.55	.510

*N* = 20 (B), *N* = 23 (D), *N* = 20 (E), *p* < .05

#### 4) Which activity was the most useful?

According to the survey, vocabulary and expressions (a) was considered the most useful class activity and was followed by the listening activity (b) in all three classes shown in the crosstabs in Table 5. After conducting the chi-square test of group independence, no difference between classes was observed. ( $\chi^2(8) = 4.91, ns$ ). The results are consistent with the other findings: Students' expectations for learning vocabulary and English expressions and listening skills were high from the beginning of the course; they had high gains in the vocabulary post-test; and they thought that they had learned much from the activities on vocabulary and expressions, which helped them with their movie comprehension.

**Table 5. Students' Response on Useful Activity**

	Question C					Total
	a	b	c	d	e	a
class B	4	9	3	2	3	21
D	8	7	3	3	2	23
Elective	7	9	2	2	0	20
Total	19	25	8	7	5	64

(a. listening b. vocabulary and expressions c. role-play d. grammar  
e. cultural understanding)

## 7. Conclusion

Movies are popular resources for language learning. In this paper, the authors introduced a movie-based course taught at a university. Suggestions for classroom activities were given including previewing activities, movie-viewing activities and post-viewing activities with focus on vocabulary and expressions, listening skills, and movie comprehension. By providing students with language support in the initial movie viewing, we were able to focus more on the language used in the movie. For those teachers who hesitate to use movies because of the complexity of their authentic English, we suggest giving language support first, and choosing appropriate scenes for language activities such as listening and comprehension tasks.

In this study our focus was placed on the acquisition of the key vocabulary and expressions in the movie. The results from the pretest and the post-test confirmed that students made significant gains in the vocabulary and expressions taught in this course. Moreover, the student surveys revealed that students felt that their expectations for learning vocabulary

and expressions in the movie were met. We also learned that students felt that vocabulary and grammar instruction in this class helped them better understand the movie, and that activities such as vocabulary and expressions, and listening skills were useful.

This study is by no means complete. In the future, students' listening skills and movie comprehension may need to be examined in relation to their vocabulary acquisition.

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## Appendix

### #1

#### Vocabulary Exercise

Complete the expressions below using the correct words in the box.

1. What is going (            )? どうしたの? (何が起こったの?)
2. It is (            ). それは、もう終わった。
3. I am in (            ). 私が責任者だ
4. We are (            ) to play. 演奏の準備ができています
5. We are (            ). 超過予約している
6. We won't take (            ) for an answer. 嫌とは言わせない
7. Call (            ). 警備員を呼びなさい
8. Would you (            ) to me? 話を聞いてくれる?
9. I (            ) an idea. 私に考えがある

listen, ready, security, over, on, overbooked, have, charge, no
--

### #2

#### Listening Exercise

Listen to the conversation and fill in the missing words.

**Dewey:** Hey, what's going (            )? Where is everyone?

**Sheila:** Uh, auditions are (            ).

**Dewey:** What? Who's in (            )?

**Dewey:** (            ). You can't leave. You haven't heard our band.

**Jeff:** Sorry, the bill is full. We're already (            ).

**Dewey:** No, no, no. Let us just play one song. We're all here. We're  
(            ) to go.

### #3

#### Comprehension Exercise

Answer the true/false questions and open-ended questions below.

1. Dewey got fired from his band. T / F
2. Patty is a substitute teacher. T / F
3. Dewey doesn't have money for the rent. T / F
4. Patty is Dewey's girlfriend. T / F
5. Spider is a new member of the band, "No Vacancy." T / F
6. Ned was not home when Ms. Mullins called. T / F
7. Teachers cannot hit students at Horace Green Prep. T / F
8. What kind of school is Horace Green Prep?
9. What time does the school end?

### #4

#### Comprehension Exercise-matching

Choose the correct answer for each question.

1. What's the name of the band Dewey used to play in? \_\_\_\_\_
2. How much money does Dewey owe Ned? \_\_\_\_\_
3. What is Patty's job? \_\_\_\_\_
4. Who is replacing Dewey? \_\_\_\_\_

- |           |               |                              |
|-----------|---------------|------------------------------|
| a. \$22   | b. \$2200     | c. the mayor of the city     |
| d. Spider | e. No Vacancy | f. an assistant to the mayor |