

The effects of film-based instruction on Japanese students' attitudes toward learning English

Akiko KONDO

The purpose of this study is to investigate the effects of film-based instruction on Japanese high school students' attitudes toward learning English. The student subjects consisted of two groups: an experimental group and a control group, and they are Japanese high school students who study at a public high school in Osaka. Pre- and post questionnaires were conducted to examine the effects of the film-based instruction. Research findings indicate the positive effects on improving learner's attitudes toward learning English,

1 . INTRODUCTION

Using films has many advantages which include helping learners to have positive attitudes for learning the target language and enriching the environment in which they learn. Numerous scholars and practitioners provide a rationale for the psychological effects of using films, including 1) stimulating learners' motivation (Baltova, 1994; Edasawa, Takeuch & Nishizaki, 1990; Lin, 2002; Lonergan, 1984), 2) increasing interest in the target culture, (Baddock, 1996; Tomalin, 1986) 3) facilitating learner autonomy, Lin (2002) 4) lowering their affective filters (Lin, 2002; Wood, 1995) . and 5) maintaining their concentration (Tomalin, 1990; Balatova, 1994; Burt, 1999.

In advance of this research, a small-scale pilot project on the same topic was conducted (Kiwamoto, 2005), in which the researcher surveyed students who had received film-based instruction for one academic year, and interviewed teachers who had used films in their classes in order to investigate psychological effects of using film. The results of that pilot study supported the effectiveness of using films; however, the study did not have a control group with which to compare. Therefore, this current study investigated the language learning effects of using films, by conducting pre- and post-course surveys. These surveys were given to the students who had film-based instruction and students who did not have this form of instruction. this study.

The purpose of this study is to investigate the

pedagogical effects of using films on students' attitudes toward learning English, including learners' motivation, increasing interest in the target culture, facilitating learner autonomy, lowering their affective filters, and maintaining their concentration.

2 . METHOD

2.1 Participants

All of the student participants for this study were Japanese high school students who study English at a senior high school in Osaka, Japan. There are 950 (463 female and 487 male) students at this urban public high school. The socio-economic status of the students at this high school is middle class, and their parents are capable of financing their university education. The students who study at this competitive high school have demonstrated academic excellence at the junior high school level. To enter this high school, students need to pass the high school entrance examination with high scores. Therefore, compared to average Japanese high school students, the academic performance of the students who attend this high school is more advanced than other public high schools in this city. Upon completion of high school, the vast majority of the students at this school have the intension and aspiration of continuing their education at the university level.

Among the total student population at this school, 76 of the 310 in their last year of high school participated in this study. The ages of these participants are

seventeen and eighteen years old. All of them have studied English for three years at the junior high school level and two years at the high school level. In total, they have had five years of official English education in Japan. Although they have yet to take the TOEFL or TOEIC tests, all of these students have taken a standardized English proficiency test – The STEP Test – administered by the Society of Test of English Proficiency and authorized by Japanese Ministry of Education. The STEP Test is one of the most widely recognized English proficiency tests in Japan, and is comparable to the TOEFL test. According to their teacher, the majority of these students have passed the pre-second grade and some have passed the second grade of the STEP Test. Although the contents and testing methods of the STEP Test are different from the TOEFL, according to Nakano (2001), the pre-second grade and second-grade seem to be equivalent to 417 and 503 scale of the TOEFL.

The student subjects consisted of two groups: an experimental group and a control group. The experimental group included 23 female and 15 male students, while the control group consisted of 14 female and 24 male students (see Table 1).

Table 1. The number of students

	Male		Female		Female	
	n	%	n	%	n	%
E	15	39%	23	61%	38	100%
C	24	63%	14	37%	38	100%

The experimental group consisted of thirty-eight students who selected the elective English class in which films are used as the primary teaching and learning material. This class was offered every Monday afternoon. In addition to this elective film-based English class, the students in the experimental group took other English classes. The number of English classes they took at this school, besides the film-based class, varied depending on the student. Among the students in the experimental group, 15 out of the 38 students received 10 additional hours of English instructions a week, 20 students received 7 additional hours and 3 students received 6 additional hours.

In contrast, students in the control group studied

English only in traditional English classes, in which a government-approved high school English textbook was used as the primary teaching and learning material; films were not used. The number of English classes they took varied, just as in the experimental group. Among the students in this group, 20 out of the 38 students received 9 hours of English instructions a week, and 18 students received 6 hours.

The classes in which both the experimental and control groups were enrolled were not offered or designed only for the purpose of this study. Before the researcher approached the teacher in this study to participate in this research, the teacher already decided to use films for one of her classes. Therefore, the researcher requested her cooperation and participation in this study.

2.2 Materials

2.2.1 The Surveys

The surveys were designed for the students by the researcher. The surveys included the first survey for both of the groups, the second survey for the experimental group, and the second survey for the control group. The purpose of these surveys was to investigate the psychological effects of using films; specifically, students' attitudes toward learning English. All the questions were written in the students' native language, Japanese, and they were instructed to answer the questions in Japanese. These surveys included a combination of open-ended and 5 point Likert-scale questions.

2.2.1.1 The first survey

The purpose of the first survey was to examine the subjects' ideas and attitudes about learning English at the beginning point of the semester. Both the experimental and control groups answered the same survey questions for this first survey. There were 15 questions on this survey which were used to obtain information about the students' attitudes toward learning English, as well as the demographic information, such as gender and their experience abroad. This survey consisted of questions about their self-assessment of their English skills, their preferences of learning materials, their attitudes toward the target

culture, learning English outside of the classroom, the purpose of learning English, their preferences toward watching films, and their goals.

For the Likert-scale questions, the percentage of each option and mean score were analyzed, while the responses to the open-ended questions were analyzed by grouping the responses into different categories by themes or topics of answers.

2.2.1.2 The second survey

The purpose of the second survey was to investigate how the students' attitudes and ideas about learning English have changed after they had completed fourteen weeks (one semester) of instructions.

For the second survey, each group answered different survey questions. The second survey for the experimental group included 17 questions, which consisted of the several of the same questions presented in the first survey and other questions regarding film-based instruction. This was done to examine how the film-based instruction had affected their learning attitudes. The second survey for the control group (see Appendix 5 and 6) included 13 questions which had several of the same questions presented in the first survey. These questions were included, in addition to the other questions in the survey, in order to compare the differences between their responses at the beginning and the end of the semester.

As in the first survey, for the second survey, the researcher calculated the students' responses to the Likert-scale questions to gain the percentage of each option and mean score, while the responses to the open-ended questions were analyzed by grouping the responses into different categories. In order to analyze the change and progress, the researcher compared the responses to the first survey with the second survey.

2.3 Procedures

2.3.1 Treatment

The teacher provided English instruction for both the experimental and control groups for fourteen weeks. As stated above, in addition to the required regular English classes, the students in the experimental group took the film-based English class as an elective

class. They received forty-five minutes of film-based instruction once a week. For this class, the teacher used a Hollywood movie, "Stuart Little" as the main teaching material for one semester. She showed the entire movie over fourteen sessions. The activities she used were comprehension check questions, dictations, and discussions about the topic of the movie.

On the other hand, the students in the control group received English instruction only in their regular English classes, in which the teacher used a government-approved high school English textbook as the main teaching material. For these traditional English classes, films were not used to instruct these students.

2.3.2 The surveys

In the first session of the semester, students in both groups completed the first survey. The same survey question was used for both groups. At the end of the fourteen week session, students in the control group completed the second survey about English learning, while the students in the experimental group completed the second survey about English learning involving films. Each survey took approximately ten minutes to complete.

2.3.3 Data Analysis

Microsoft Excel was used to compute the quantitative data. A t-test was used to investigate if the difference of the mean scores was statistically significant. The alpha level was specified as 0.05, as well as the common language studies (Brown, 1989; Hatch & Lazaraton 1991). In addition, although positive effects of film-based instruction were expected, and as the possibility of negative effects of the instruction cannot be completely denied, a nondirectional decision (two-tailed) was adopted for this study.

3. RESULTS

3.1 Background information of the subjects

As Table 2 shows, the majority of the students in both the experimental and the control group answered that they study English to enter universities or to get better jobs. For the question about their future plan after the completion of high school, more than 90% of

the students in both groups answered that they are going to a university.

Table 2. The purpose of studying English

	a	b	c	d	e	f	g	h	z
E	n 9	12	3	9	1	1	0	0	1
	% 23.7%	31.6%	7.9%	23.7%	2.6%	2.6%	0.0%	0.0%	2.6%
C	n 9	10	1	3	1	2	5	1	6
	% 23.7%	26.3%	2.6%	7.9%	2.6%	5.3%	13.2%	2.6%	15.8%

a = entering a university

b = getting a better job

c = to look cool

d = to communicate with English speakers

e = they have English classes at school

f = to broaden their horizons

g = traveling or studying abroad

h = it is interesting

z = no response

In response to the question of whether they think learning English is beneficial for them or not, all the students (74 students) who participated in this study agreed that it is beneficial for them. Furthermore, the reasons why they believe English is beneficial are as follows: to communicate with more people around the world (42.1%), to enter university and to get a better job (26.3%), and to broaden their horizons (10.5%) (see Table 3).

Table 3. The advantages of studying English

	a	b	c	d	e	f	g	h	z
E	n 10	4	16	1	1	1	1	0	3
	% 26.3%	10.5%	42.1%	2.6%	2.6%	2.6%	2.6%	0.0%	7.9%
C	n 12	2	11	3	0	1	2	2	4
	% 31.6%	5.3%	28.9%	7.9%	0.0%	2.6%	5.3%	5.3%	10.5%

a = entering a university and getting a better job

b = broaden their horizons

c = to communicate with English speakers

d = traveling or studying abroad

e = to avoid being looked down upon

f = English is an international language

g = to enjoy English films and novels

h = to look cool

z = no response

3.2 Results of the questions regarding motivation

3.2.1 Whether they enjoy learning English

First, in regard to whether they enjoy studying English, Table 4 shows that both of the groups had positive attitudes toward learning English at the beginning of the semester. Table 5 illustrates the results of the students' responses of the same question asked in the second survey at the end of the semester. Comparing each score on the first and the second survey reveals that the experimental

group increased, while the control group decreased. Examining the mean scores of each group by the t-test (df=36) indicates that the increases displayed by both groups between the first and second survey were not statistically significant (see Table 6).

Table 4. Whether the students enjoy learning English (the first survey)

	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	n 5	17	11	3	2	3.53	1.01
	% 13.16%	44.74%	28.95%	7.89%	5.26%		
C	n 5	12	13	6	2	3.32	1.07
	% 13.16%	31.58%	34.21%	15.79%	5.26%		

Table 5. Whether the students enjoy learning English (the second survey)

	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	n 11	12	9	4	1	3.76	1.09
	% 28.95%	31.58%	23.68%	10.53%	2.63%		
C	n 6	7	16	4	4	3.19	1.17
	% 15.79%	18.42%	42.11%	10.53%	10.53%		

Table 6. T-test for the mean scores on enjoying learning English

	mean		SD		gain	t	p
	pre	post	pre	post	pre-post	pre-post	pre-post
E	3.53	3.76	1.01	1.09	0.23	1.96	0.06
C	3.32	3.29	1.07	1.17	-0.03	-0.40	0.69

3.2.2 Whether the students enjoy traditional English classes at school

Next, the results of the questions regarding the students' views on traditional English classes at school, which does not include the film class, are described. Both groups were asked whether they like English classes at school on the first and the second survey. Table 7 shows the results of the first survey, and the Table 8 shows results for the second survey. The mean scores of both groups seem to have decreased. As the result of the t-test (df=36) shows (see Table 9), the decrease of the mean score in the experimental group on the post-test was statistically significant. Thus, this reveals that the experimental group's view of traditional English classes changed from positive to negative.

Table 7. Whether the students enjoy English classes at school (the first survey)

	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	n 4	15	12	5	2	3.37	1.02
	% 10.53%	39.47%	31.58%	13.16%	5.26%		
C	n 2	9	16	7	4	2.95	1.04
	% 5.26%	23.68%	42.11%	18.42%	10.53%		

Table 8. Whether the students enjoy English classes at school (the second survey)

		strongly agree		neutral	strongly disagree		Mean	SD
		agree	disagree		agree	disagree		
E	n	1	6	14	13	3	2.70	0.94
	%	2.63%	15.79%	36.84%	34.21%	7.89%		
C	n	6	1	16	9	5	2.84	1.21
	%	15.79%	2.63%	42.11%	23.68%	13.16%		

Table 9. T-test for the mean scores on enjoying English classes at school

	mean		SD		gain	t	p
	pre	post	pre	post			
E	3.37	2.70	1.02	0.94	-0.67	-3.21	0.00*
C	2.96	2.85	1.04	1.21	-0.11	-0.64	0.52

* p < .01

3.2.3. The students' interests in the target culture

Table 10 provides the data of the first survey and Table 11 includes the results of the second survey. The mean scores in Table 11 show that both groups had a positive attitude toward the target culture, but the experimental group seems to have had more a positive attitude. Comparing the first survey data with the second survey data shows that the mean scores of both groups seem to have increased. This would indicate that their interest in the target culture has increased from the beginning of the semester. However, the results of the t-tests (df=36) to examine the gains of each group (see Table 12) show that the gains of both groups are not statistically significant, so no conclusions can be drawn from this.

Table 10. Interest in the target culture (the first survey)

		strongly agree		neutral	strongly disagree		Mean	SD
		agree	disagree		agree	disagree		
E	n	13	14	8	3	0	3.97	0.94
	%	34.21%	36.84%	21.05%	7.89%	0.00%		
C	n	7	5	14	8	4	3.08	1.24
	%	18.42%	13.16%	36.84%	21.05%	10.53%		

Table 11. Interest in the target culture (the second survey)

		strongly agree		neutral	strongly disagree		Mean	SD
		agree	disagree		agree	disagree		
E	n	15	13	8	1	0	4.14	0.86
	%	39.47%	34.21%	21.05%	2.63%	0.00%		
C	n	6	13	10	4	4	3.35	1.21
	%	15.79%	34.21%	26.32%	10.53%	10.53%		

Table 12. T-test for the mean scores on interest in the target culture

	mean		SD		gain	t	p
	pre	post	pre	post			
E	3.53	3.76	1.01	1.09	0.23	1.96	0.06
C	3.32	3.29	1.07	1.17	-0.03	-0.40	0.69

In addition to the above question, in the second survey, the students in both groups were asked if their interests in the target culture increased through their English instruction that they received throughout the semester. The experimental group was asked if film-based instruction was effective for them to become more interested in the target culture. On the other hand, the students in the control group were asked if were asked the traditional English class is effective for them to become interested in the culture. Table 13 shows that the experimental group had a positive attitude toward film-based instruction regarding promoting their interests in the target culture, whereas the mean score of the control group indicated that they have negative ideas about the instruction regarding interest in the target culture. Furthermore, the difference between the two groups was examined by t-test (df=72), and with an alpha level of .05, the result supports that the difference is significant, t=3.22, p=0.00 (see Table 14).

Table 13. The effects of the instruction on the students' interest in the target culture

		strongly agree		neutral	strongly disagree		Mean	SD
		agree	disagree		agree	disagree		
E	n	7	12	11	8	1	3.49	1.07
	%	18.4%	31.6%	28.9%	15.8%	2.6%		
C	n	2	7	13	6	10	2.62	1.23
	%	5.3%	18.4%	34.2%	13.2%	26.3%		

Table 14. T-test for the effects of the instruction on the students' interest in the target culture

	M	SD	difference	t	p
E	3.49	1.07	0.87	3.22	0.00*
C	2.62	1.23			

* p < .01

3.2.4 The students' willingness to communicate with English speakers

Table 15 includes the data of the first survey and Table 16 shows the results of the second survey regarding whether they are willing to communicate with English speakers. The students in both groups seem to have had high motivation for communicating with English speakers at the beginning of the semester. Comparing the mean scores of the first survey with that of the second survey revealed that the control group decreased in the mean score, while the experimental group slightly increased. However,

the t-test (df=36) indicates that the change for both groups is not statistically significant (see Table 17).

Table 15. Willingness to communicate with English speakers (the first survey)

	strongly agree					agree	neutral	disagree	strongly disagree	Mean	SD
	n										
E	26	10	2	0	0	4.63	0.59				
	%	68.42%	26.32%	5.26%	0.00%	0.00%					
C	14	17	5	1	1	4.11	0.93				
	%	36.84%	44.74%	13.16%	2.63%	2.63%					

Table 16. Willingness to communicate with English speakers (the second survey)

	strongly agree					agree	neutral	disagree	strongly disagree	Mean	SD
	n										
E	25	11	1	0	0	4.65	0.54				
	%	65.79%	28.95%	2.63%	0.00%	0.00%					
C	12	16	5	3	1	3.95	1.03				
	%	31.58%	42.11%	13.16%	7.89%	2.63%					

Table 17. T-test for the willingness to communicate with English speakers

	mean		SD		gain	t	p
	pre	post	pre	post			
E	4.63	4.65	0.59	0.54	0.02	0.30	0.77
C	4.11	3.95	0.93	1.03	-0.16	-0.73	0.47

3.2.5 Self-directed learning of English

Furthermore, the researcher investigated whether they engaged in self-directed study of English outside the classroom. As Table 18 shows, at the beginning of the semester, more than half of the students in the experimental group studied English outside of the classroom, while about 90% of the students in the control group had self-directed English study. Comparing the numbers with those of the end-of-the-semester survey (i.e., the second survey) shows that the number of the students in the experimental group who engage in self-directed study slightly increased (12.2%). Meanwhile, there was not any change in the control group.

Table 18. Self-directed learning

	pre				post				gain/Y
	Y		N		Y		N		
	n	%	n	%	n	%	n	%	
E	20	52.6%	17	44.7%	24	64.9%	13	35.1%	12.2%
C	33	86.8%	4	10.5%	34	91.9%	3	8.1%	5.0%

3.2.6 Motivation for learning English

The students were asked if they were motivated by the instruction that they had during the semester. For the experimental group, the instruction means film-based instruction. For the control group, it means

the regular English class. Table 19 indicates that both groups seem to be positive. The results of the t-test (df=72) to examine the difference of each of the mean scores for both group (see Table 20) show that the difference between the two groups was significantly different, which means that the students in the experimental group were motivated by film-based instruction more than the students in the control group were motivated by the traditional English class.

Table 19. Whether FBI is effective or the traditional English class is effective to motivate the students

	strongly agree					agree	neutral	disagree	strongly disagree	Mean	SD
	n										
E	9	14	9	2	3	3.65	1.16				
	%	29.7%	36.8%	29.7%	5.3%	7.9%					
C	5	11	9	5	7	3.05	1.33				
	%	13.2%	28.9%	23.7%	13.2%	18.4%					

Table 20. T-test for the effects of the instruction to motivate the students

	M	SD	difference	t	p
	E	3.59			
C	2.32	0.94			

* p < .05

3.3 Additional effects of film-based instruction

The above dealt with the survey questions regarding factors which affect the students' motivation for learning English. This section includes the results of the survey questions to investigate the effects of film-based instruction.

3.3.1 Whether film-based instruction increase the students' desire to watch English-language films

Table 21 is the results of the questions regarding whether film-based instruction promoted the students to watch English-language films outside the classroom. The mean score is 3.22, which is positive. However, scrutinizing the numbers of each option revealed that about 74% of the students chose neutral, which indicates that film-based instruction does not have a strong effect on increasing students' motivation to watch films in English outside the classroom.

Table 21. Whether FBI increased the students' desire to watch English-language films

	strongly agree					agree	neutral	disagree	strongly disagree	Mean	SD
	n										
E	3	3	28	2	1	3.22	0.82				
	%	7.9%	7.9%	73.7%	5.3%	2.6%					

3.3.2 The effects on the way the students watch films

Upon asking the students about watching English-language films outside the classroom, the students were asked whether film-based instruction affected the way they watched English films when they watch them outside the classroom. As the numbers in Table 22 show, 34% of the students answered that they had some change regarding the way they watch English movies, while 64% of the student gave negative responses regarding this question. Examining their answers about the change shows that most students answered that they attempted to watch and understand English-language films without using Japanese subtitles.

Table 22. The effects on the way they watch films

E	Y		N
	n	13	24
	%	34.2%	63.2%

3.3.3 The effects on the students' listening skills

In addition to the listening comprehension tests, the students were asked to provide self-assessments of their listening skills at the end of the semester, after having received their separate instructions. As with the other questions, the students in the experimental group answered the question based on their instructions through films and the control group answered based on their traditional instruction which they received for one semester. The mean scores in Table 23 indicate that the students in the experimental group perceived that their listening skills improved through film-based instruction, while the students in the control group did not feel their listening skills improved. Furthermore, the difference between the two groups was examined by the t-test ($df=72$), and the result revealed that the difference was statistically significant, $t=6.034$, $p<0.000$. (see Table 24).

Table 23. The effects on the students' listening skills

	n	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	4	18	12	2	1		3.59	0.86
	%	10.5%	47.4%	31.8%	5.3%	2.8%		
C	0	3	15	10	9		2.32	0.94
	%	0.0%	7.9%	39.5%	26.3%	23.7%		

Table 24. T-test for the effects on the students' listening skills

	M	SD	difference	t	p
E	3.59	0.86	1.27	6.03	0.00*
C	2.32	0.94			

* $p < .01$

3.3.4 The students' affective conditions

The researcher asked two questions to investigate the students' affective conditions in the English classes. The first question asked both groups about whether they felt bored during their English class. Table 25 provides the results of this question by both the experimental and control groups. The mean scores and the percentage of each option indicate that the majority of the students in the experimental group did not feel bored in the film class. Just as the experimental group reported, the control group had more students who did not feel bored in their English class. By examining each mean score using t-test ($df=72$), the researcher found that the difference of the mean scores between the two groups is statistically significant, $t=-3.19$, $p=0.002$ (see Table 26). From this result, it seems that the students in the film class felt less bored with the English instruction than the students in the traditional English class.

Table 25. Whether the students feel bored in their English classes

	n	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	0	3	4	20	10		2.00	0.85
	%	0.0%	7.9%	10.5%	52.6%	26.3%		
C	4	6	11	10	6		2.78	1.23
	%	10.5%	15.8%	28.9%	26.3%	15.8%		

Table 26. T-test for whether the students feel bored in their English class

	M	SD	difference	t	p
E	4.22	0.71	1.52	6.51	0.00*
C	2.70	1.22			

* $p < .01$

In addition, another question was asked to investigate their comfort in their English classes; that is, "Do they feel relaxed in class?" Table 27 provides the results of this question. As it shows, there are more students who feel relaxed in the experimental group than in the control group. Moreover, the result of the t-test (see Table 28) shows that the difference of the mean scores between the two groups was statistically significant. Consequently, it indicates that the students in the film-based class feel more relaxed than the students in the

traditional English class.

Table 27. Whether the students feel relaxed in their English class

	n	strongly agree	agree	neutral	disagree	strongly disagree	Mean	SD
E	13	20	3	1	0	4.22	0.71	
	%	34.2%	52.6%	7.9%	2.8%			0.0%
C	4	4	13	9	7	2.70	1.22	
	%	10.5%	10.5%	34.2%	23.7%			18.4%

Table 28. T-test for whether they feel relaxed in their English class

	M	SD	difference	t	p
E	2.00	0.85	0.78	3.19	0.00*
C	2.78	1.23			

* $p < .01$

3.4 Summary of findings of the surveys

The overall results of the surveys revealed that the students in the experimental group had positive attitudes toward film-based instruction. Especially, film-based instruction was effective for them to become interested in the target culture, and to motivate themselves to learn English. In addition, the film-based instruction was helpful for the students to concentrate on the instruction and to feel relaxed during the instruction. Furthermore, the responses to the survey questions on improvements of listening skills through this instruction support the positive results of the listening comprehension skills.

4. DISCUSSION AND CONCLUSION

4.1 Question regarding motivation

As presented in the previous section, the results showed that the film-based instruction that the experimental group received was helpful for the students to gain positive attitudes toward learning English. In answering the question on whether the film class helped the students become motivated to learn English, about 60% of the students had positive responses, and the mean score was 3.65. When the students in the control group were asked whether the English class they had received was helpful for them to become motivated, only about 40% of students provided positive answers, and the mean score was 3.05. Therefore, the results show that there were more students in the experimental group who became more motivated to learn English than there were in the control group. In addition, the difference of the mean

scores of the two groups was statistically significant.

Furthermore, in the survey, the students in the experimental group were asked to explain why they thought the film class helped them to become more motivated to learn English. The following are responses to this open-ended question about their reasons for being motivated:

- They want to be able to understand the films without captions or subtitles.
- They feel that their listening skills are progressing by learning through films.
- By watching films, they can learn expressions which are not used in their textbooks.
- They feel it is fun to learn English through films.

In addition, the students in the control group who answered positively to the question on motivation were also asked to explain why they thought the English class they had received helped them to become more motivated. The responses that most of the students provided were quite different from that of the experimental group. The vast majority of responses in the control group mentioned factors other than the instruction they received as their motivation to learn English. The following are responses to this open-ended question:

- They felt they needed to study English for the university entrance examination.
- They thought they needed to study because their English skills were not good enough.
- They felt that their English skills progressed.

These responses are sharply different from that of the experimental group, as none of the students in the experimental group mentioned factors such as those offered by the students in the control group.

Consequently, the quantitative and qualitative data indicate that using films in English classes has positive effects on improving students' motivation for learning English; in particular, their intrinsic motivation.

4.2 Questions regarding factors affecting their motivation to learn English

After the questions about whether the instruction they received directly increased their motivation to learn English, the students were asked other questions

regarding factors which may affect their motivation for learning English, such as the following: whether they enjoy learning English, whether they are willing to communicate with English speakers, and whether they are interested in the target culture. To investigate whether there are any changes in their attitudes after the instruction, the researcher asked the same questions on the first and the second survey. As presented in the previous chapter, although the raw mean scores of most of the questions increased, the increase of the mean scores between the pre- and post-instruction of most of these questions did not prove to be statistically significant.

The reason why there was no significant change is that the students already had reasonably positive attitudes before they had the instruction. On the first survey, the mean score of the experimental group on the question asking about their willingness to communicate with English speakers was 4.63, and more than 90 percent of the students showed positive attitudes. The mean score of the same question on the second survey was 4.65, and again more than 90 percent of the students showed positive responses. Consequently, even though the mean score increased, since it was already high, the increase was not large enough to prove to be statistically significant. The same trend was observed for other questions, such as the questions of their interest in the target culture and enjoying learning English. Even though they had already quite positive attitudes, their attitudes toward learning language improved. On the other hand, the control group decreased in the mean score of some of these questions. Therefore, it is possible to conclude that the film class was somewhat effective in improving students' attitudes towards learning English.

In addition to the question which asked whether they were interested in the target culture, the students were asked if they gained more interest in the target culture through the film-based class. For this question, half of the students agreed that they gained more interests in the target culture through this form of instruction, with the mean score of 3.49. Furthermore, the control group was asked if the English class they received was effective for them to gain interest in the target culture, and the mean score was 2.62. The difference of the mean scores of both groups was considerable enough

to be statistically significant. Therefore, it is possible to conclude that film-based instruction is helpful for students to gain positive attitudes toward learning English.

4.3 Limitations of this research

Although this study provided positive results, there are several entailed limitations of this study which need to be addressed. First, the experimental period was short; only one semester. To significantly witness more considerable effects of this approach, at least one academic year will be required. In addition, the students in the experimental group were only taught through film-based instruction once a week for forty-five minutes, which I believe may not be sufficient; two or three class hours of instruction a week would be appropriate. To gain more substantial results, a longer term experiment will be required.

Furthermore, only seventy-six high school students at one high school participated in this research. Therefore, the number of the subjects was rather small. More students from various backgrounds, in addition to longer experimental period, would yield more substantial results.

As the students who participated in this study took other English classes besides the film class, the possibility of the effects by the other traditional English classes should not be denied. Moreover, depending on the student, each student received various amounts of English instruction at the school. That is, the hours of English instructions each student received at school ranged from 7 to 10. On top of the instructions they received at school, some students study English outside of school. These factors may have affected their English skills and motivation.

In addition to the above, the teacher as a factor should be noted. Although both groups were taught by the same teacher, the students had other English classes instructed by other teachers. Therefore, the students' improvement of their language skills might have been attributed to the teachers, rather than the material.

4.4 Conclusion

Although the present study includes several limitations, the findings suggest the viability and

prospects of using this type of approach to language learning and teaching. As the results of this study showed, using films can be effective to raise learners' motivation, which serves an essential role in language learning (Allwright & Bailey, 1991; Dörnyei, 2001; Nunan, 1991, 2000; Oxford, 1992). The results also revealed that using films increased students' interests in the target culture, which can be rationale for teachers to provide such a class, offering the linguistic as well as cultural aspects of the target language (Brown, 2001; Kumaravadivelu, 1994; Omaggio, 1993). Films capture the attention of the students, which also serves as rationale for teachers to use films in order to offer a class in which students do not feel bored (Ommagio, 1993; Pica, 1994).

Although this is a small-scale study, the results help teachers to reduce or get rid of their skepticism or lack of confidence about the pedagogical effectiveness of using films. For the future study, how to utilize this attractive material should be studied in order for in-service language teachers to share the benefits as this study obtained.

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