

## ***Enhancing Listening Skills through Movie Clips on YouTube***

Sumonta Damronglaohapan, Erika Stevenson  
Rajamangala University of Technology Srivijaya, Songkhla, Thailand

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### **Abstract**

This paper investigates students' attitudes towards using short English movie and TV series clips on YouTube to learn English and enhance listening skills. The population were 78 third-year students from the Business Administration Faculty enrolled in English Conversation course. Clips used in this study were chosen based on a selection of skills covered in the English Conversation course curriculum. Clips and comprehension exercises were uploaded to the university's Learning Management System (LMS) and students were instructed to log in each week to watch two clips related to the week's topic and complete the exercises. Students were able to watch the clip as many times as they wished. In addition, one questionnaire was given after each clip and another given at the end of the five week project to determine students' attitudes towards their experience in using the YouTube clips. Results indicate overall positive attitudes towards using the clips to supplement classroom instruction. The majority of students strongly or slightly agreed that watching English movie and TV clips was more useful than using a textbook CD and that the clips helped them to improve their listening skills and better understand vocabulary and phrases used by native speakers. However, some students needed to watch the clips more than five times to finish the task. When analyzing the students' perceptions of each movie and TV clip as well as their general viewing preferences, it can be seen that students were most engaged by clips from comedies and least by clips from dramas.

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## **1. Introduction**

### **1.1 Background**

The process of acquiring a native language typically occurs naturally and at an early age. Language is essential for communicating in everyday situations and sharing thoughts and ideas in society. As the world has become more globalized, the ability to speak a foreign language, namely English, has become more necessary, especially in politics, science, and technology. For this reason, many countries throughout the world are making changes to their educational policy to include the learning of English in their curriculum.

Thailand is currently a member of the ASEAN Community and the establishment of the ASEAN Community in 2015 will inevitably affect Thailand in every aspect. To ensure that Thailand is prepared to be an active and contributing participant of ASEAN, the Office of Higher Education Commission (OHEC) launched the Higher Education Strategies for the ASEAN Community in 2015. The goal of the strategies is for Thai graduates to be equipped with professional skills, communication skills, and inter-cultural skills that meet international standards. One aspect of the strategy is a reform of language education in English and other languages used in ASEAN.

Currently in Thailand, English is a required subject taught first at the elementary level with the goal of providing students with a basic knowledge of using English as a foreign language and building on this knowledge at the junior and high school levels. At the post-secondary level, English is a required subject for all majors. However, in some universities such as Rajamanagala University of Technology Srivijaya, Songkhla, Thailand, there are few opportunities for students to use English in real life situations. This results in a lack of English ability despite learning English for more than ten years. It is therefore the challenge for teachers of courses such as English Conversation to improve students' listening and speaking skills.

Listening is obviously a necessary skill when communicating with others, but due to lack of real opportunities to listen to and communicate with native speakers, it is the teachers' duty to provide other learning situations to improve this skill. Traditional ways of listening to and repeating textbook CDs or recordings may not be interesting or realistic examples of communication. Teachers must look to other facets of listening that are typically enjoyable to students such as listening to music and watching movies and TV. Watching carefully chosen scenes and clips from English media can provide students with the opportunity to become engaged in both a visual and audio representation of real life situations with the natural vocabulary, phrases, slang, and intonation used by native speakers. As students become interested in the story line and characters of what they are watching, their motivation to learn English may increase.

As scenes from English movies and TV series are readily found internationally on YouTube, it was the aim of the researcher to investigate a way to enhance her students' listening skills in the English Conversation course.

### **1.2 Purpose of the Study**

1. To investigate whether watching short clips from English movies and TV series enhances students' listening skills.
2. To find out what attitudes the students have towards learning English through media clips on YouTube.

### **1.3 Context of the Study**

The participants consisted of 78 undergraduate students majoring in General Management who studied the English conversation course with the researchers in the second semester of the academic year 2012 at Rajamangala University of Technology Srivijaya, Songkhla. Participants were instructed to log in to the university's LMS to watch short media clips related to topics covered in the English Conversation course. They then completed comprehension exercises and completed a questionnaire to survey their opinion on the clip and its impact on improving their listening skills.

### **1.4 Definition of Terms**

**Listening skill** is students' ability of understanding the plot of the story, the culture, the pronunciation and the vocabulary use on the language.

**Clips** are short scenes from a movie or TV series uploaded onto YouTube.

**Enhance** is to increase in strength or amount (Longman, 1987: p 337).

**YouTube** is a video-sharing website, created by three former PayPal employees in February 2005, on which users can upload, view and share videos. The company is based in San Bruno, California, and uses Adobe Flash Video and HTML5 technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging, short original videos, and educational videos. (<http://en.wikipedia.org/wiki/YouTube>)

## **2. Literature Review**

### **2.1 Listening Skills**

Using language to communicate is a necessary part of our daily lives. Listening is one aspect of this process and is comprised of many sub-skills. First, it is important to note the distinction between listening and hearing. As Rixon (1986:28) states, "Hearing is only the recognition of sound, as we say, 'I am sorry. I did not hear exactly what you said.' Listening implies some conscious attention to the message of what was said, as when we say, 'Are you listening to me?'"

Second, it is useful to understand the process of listening. Rost (1991: 3) divides the process into two parts. First listeners integrate component skills such as discriminating between sounds; recognizing words; identifying grammatical group of words; connecting cues such as intonation and stress to gestures; using background knowledge; and recalling important words and ideas. Second listeners must make decisions about what is being listened to such as determining the situation; making a plan for listening; determining the important words and units of meaning; and asking if the message makes sense (Rost, 1994: 4). In addition, Rost states four principles for developing listening ability for English language learners such as the necessity of using face to face interaction; focusing on meaning and trying to learn new

and important content; working on comprehension activities; and acknowledging that listening is an internal process that cannot always be directly observed (Rost, 1991: 70).

Finally, several researchers have investigated additional factors to be considered when designing lessons for the development of listening skills of second language learners. Most are related to the special characteristics of spoken language such as colloquial language, idioms, slang, reduced forms, and shared cultural knowledge (Dunkel, 1991; Ur, 1984). In addition, the learners' perception that native speakers speak too quickly can block comprehension. Students need to be exposed to language delivered at varying rates and speeds in a natural context without pauses (Brown, 1994).

## **2.2 Audio-visual media**

Many of the special characteristics of language noted above are often not found in the standard textbook. Therefore, using media produced by and for native speakers can provide authentic examples of natural speech and can be used to augment English language lessons.

Not only can media provide real life examples of communication, it has been well-documented that audio-visuals appeal to multiple learning styles. According to Fleming's (2001) VARK guide to learning styles, learners can be classified as having one or more of the following learning preferences: *visual* (process knowledge from maps, diagrams, charts, pictures); *aural* (prefer information that is spoken or heard); *reading* (prefer to receive information via the written word); and *kinesthetic* (process knowledge through bodily sensations). Gardner (2006) adds that an important point about kinesthetic learners is that they can learn from *simulated* experiences which can be interpreted as learning from movies or other representations of real life situations.

In addition to appealing to different learning styles, audio-visual media such as movies may be effective in holding students' interest more than using textbooks or educational videos. Canning-Wilson (2000) discovered in a large-scale survey that students tended to prefer action/entertainment movies to documentaries in the classroom. She does note however, that comprehension may be due more to the visual clues than the auditory components.

Though movies may be an effective way that appeals to various learning styles, gives students authentic examples of spoken language, and holds their interest, it is important that educators think carefully about their decision to use media rather than merely put a DVD in the machine and press the play button. Canning-Wilson (2000) provides several questions language teachers should ask themselves before using a video lesson with second language learners. These include considering the benefits of using the video; determining how the visual components will enhance the auditory components; determining by whom and how the video will be selected; determining the length of segments and number of times they will be played; determining the key structures and vocabulary to be taught; and methods of measuring comprehension.

## **2.3 YouTube**

When deciding on the source of visual media to use in the classroom, educators must consider several factors such as cost, appropriateness of content, and relevance to the

learners. In 2001, Marc Prensky coined the term “digital natives” to refer to a person who has grown up with digital technology. Everyday activities for the typical teenager and young adult include on-line video games, text messaging, and using social networking sites for a variety of purposes including communicating. “Digital natives” are used to and interested in Web-based technologies. With this pattern in mind, it may be advantageous to use internet based technology in foreign language lessons. YouTube is one such option.

YouTube was founded in February 2005 by Steve Chen, Chad Hurley, and Jawed Karim as a forum for people to share short video clips online. Daily, there are more than two billion views, 51% of viewers visit the site weekly, and 52% of 18-34 year-olds share videos with other people (YouTube Facts & Figures, YouTube Fact Sheet cited in Terantino, 2011)

YouTube is a free, easy to access source of material that includes ordinary people taking videos of themselves, as well as music, documentaries, and movies produced by the entertainment industry. One can find full-length episodes of TV series and full versions of movies as well as short clips. Short clips can be found by using a topic search, making it a great resource for teachers who want to focus on specific vocabulary or language structures in the foreign language classroom.

### **3. Research Methodology**

#### **3.1 Subjects**

The population was comprised of 78 undergraduate students majoring in General Management who studied the English conversation course.

#### **3.2 Instruments**

The research instruments were:

1. 10 clips on YouTube from movies, TV series, and education material ranging from approximately two to five minutes in length:

**Movie 1:** “How to Introduce People in English” (a montage of scenes from TV series)

([http://www.youtube.com/watch?v=NeEJhW0\\_gqA](http://www.youtube.com/watch?v=NeEJhW0_gqA))

**Movie 2:** “My Big Fat Greek Wedding” (scene: parents meeting for the first time)

(<http://www.youtube.com/watch?v=3vxZHU0oijE>)

**Movie 3:** “Rat Race” (scene: giving directions)

(<http://www.youtube.com/watch?v=PfgELYaSYhM>)

**Movie 4:** “Forrest Gump” (scene: Forrest meets Jenny for the first time)

(<http://www.youtube.com/watch?v=tvKzyYy6qvY>)

**Movie 5:** “Cracking Up” (scene: ordering dinner at a restaurant)

(<http://www.youtube.com/watch?v=J5MpO9grPpk>)

**Movie 6:** “When Harry Met Sally” (scene: ordering lunch at a diner)

(<http://www.youtube.com/watch?v=cnlm2e3EN78>)

**Movie 7:** “Can I Take A Message?” (Scene 2 from ESL educational video)

(<http://www.youtube.com/watch?v=oCbG64PG4LE>)

**Movie 8:** “Swingers” (scene: message left on answering machine)

([http://www.youtube.com/watch?v=vZChD\\_Gni8U](http://www.youtube.com/watch?v=vZChD_Gni8U))

**Movie 9:** “The Bridges of Madison County” (scene: apology)

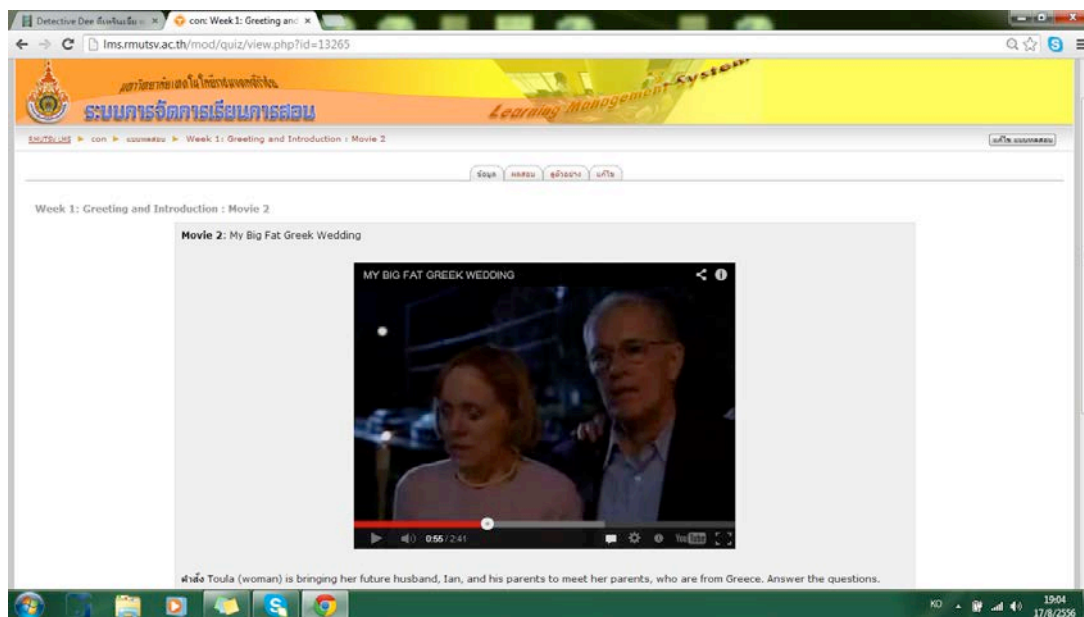
(<http://www.youtube.com/watch?v=OpyT6ysZdB4>)

**Movie 10:** “Seinfeld” (scene: a group of people make plans for the day)

(<http://www.youtube.com/watch?v=NGVSIkEi3mM&feature=related>)

## 2. Campus LMS ( Learning Management System)

Students are able to access the system at any time by logging in.



## 3. Questionnaires:

Part 1: Students' attitudes towards watching movie clips on YouTube

Part 2: Students' perceptions of the usefulness of watching movie clips as a supplemental material in an English Conversation course.

### 3.3 Data Collection

The data collection process for this study included four procedures as follows:

1. The first day of the English conversation class, teachers administered all five sets of the first part of the questionnaire to determine students' attitudes towards watching media clips on YouTube to 78 students and explained how to learn and practice their listening skill by logging in the campus LMS. The items used a 5 point Likert Scale format. All the items in the questionnaires given were explained and translated into Thai.
2. The students independently accessed the campus LMS once a week for 5 weeks.
3. The students submitted the first part of the questionnaire each week for 5 weeks.
4. In the sixth week the students completed the second part of the questionnaire in the class.

### 3.4 Data Analysis

Quantitative data was collected by means of the questionnaires. Descriptive results (percentages, frequency, and mean) were used in analysing the data.

#### 4. Findings and Discussion

The tables below show the students' attitudes towards watching the media clips; their ability to understand the vocabulary, pronunciation, and intonation; their feeling about the comprehension exercises and the frequency they needed to review the clips to complete the exercises.

Table 1: Students' attitudes towards watching each movie clip on YouTube  
Question 1: The movie clip is interesting and enjoyable.

Movie Clips	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total % (N=78)	Mean
1. How to Introduce People in English	14.10 (11)	65.38 (51)	20.51 (16)	0.00 (0)	0.00 (0)	100 (78)	3.94
2. My Big Fat Greek Wedding	35.90 (28)	48.72 (38)	15.38 (12)	0.00 (0)	0.00 (0)	100 (78)	4.21
3. Rat Race	24.36 (19)	56.41 (44)	17.95 (14)	1.28 (1)	0.00 (0)	100 (78)	4.04
4. Forrest Gump	23.08 (18)	53.85 (42)	19.23 (15)	3.85 (3)	0.00 (0)	100 (78)	3.96
5. Cracking Up	25.64 (20)	51.28 (40)	16.67 (13)	6.41 (5)	0.00 (0)	100 (78)	3.96
6. When Harry Met Sally	12.82 (10)	50.00 (39)	35.90 (28)	1.28 (1)	0.00 (0)	100 (78)	3.74
7. Can I Take A Message?	10.26 (8)	60.26 (47)	29.49 (23)	0.00 (0)	0.00 (0)	100 (78)	3.81
8. Swingers	5.13 (4)	50.00 (39)	41.03 (32)	2.56 (2)	1.28 (1)	100 (78)	3.55
9. The Bridges of Madison County	7.69 (6)	53.85 (42)	28.21 (22)	10.26 (8)	0.00 (0)	100 (78)	3.59
10. Seinfeld	16.67 (13)	52.56 (41)	24.36 (19)	5.13 (4)	1.28 (1)	100 (78)	3.78

Question 6: I can understand vocabulary.

Movie Clips	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total % (N=78)	Mean
1. How to Introduce People in English	30.77 (24)	51.28 (40)	15.38 (12)	2.56 (2)	0.00 (0)	100 (78)	4.10
2. My Big Fat Greek Wedding	32.05 (25)	51.28 (40)	16.67 (13)	0.00 (0)	0.00 (0)	100 (78)	4.65
3. Rat Race	17.95 (14)	47.44 (37)	30.77 (24)	3.85 (3)	0.00 (0)	100 (78)	3.79

	(14)	(37)	(24)	(3)	(0)	(78)	
4. Forrest Gump	17.95 (14)	43.59 (34)	33.33 (26)	5.13 (4)	0.00 (0)	100 (78)	3.74
5. Cracking Up	30.77 (24)	38.46 (30)	30.77 (24)	0.00 (0)	0.00 (0)	100 (78)	4.00
6 When Harry Met Sally	15.38 (12)	43.59 (34)	38.46 (30)	1.28 (1)	1.28 (1)	100 (78)	3.71
7. Can I Take A Message?	11.54 (9)	61.54 (48)	24.36 (19)	2.56 (2)	0.00 (0)	100 (78)	3.82
8. Swingers	14.10 (11)	57.69 (45)	24.36 (19)	2.56 (2)	1.28 (1)	100 (78)	3.81
9.The Bridges of Madison County	11.54 (9)	51.28 (40)	28.21 (22)	6.41 (5)	2.56 (2)	100 (78)	3.63
10. Seinfeld	7.69 (6)	52.56 (41)	33.33 (26)	5.13 (4)	1.28 (1)	100 (78)	3.60

Question 7: I can understand pronunciation and intonation.

Movie Clips	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total % (N=78)	Mean
1. How to Introduce People in English	29.49 (23)	47.44 (37)	21.79 (17)	1.28 (1)	0.00 (0)	100 (78)	4.05
2. My Big Fat Greek Wedding	33.33 (26)	44.87 (35)	21.79 (17)	0.00 (0)	0.00 (0)	100 (78)	4.12
3. Rat Race	20.51 (16)	50.00 (39)	25.64 (20)	3.85 (3)	0.00 (0)	100 (78)	3.87
4. Forrest Gump	17.95 (14)	43.59 (34)	32.05 (25)	6.41 (5)	0.00 (0)	100 (78)	3.73
5. Cracking Up	20.51 (16)	44.87 (35)	33.33 (26)	1.28 (1)	0.00 (0)	100 (78)	3.85
6 When Harry Met Sally	11.54 (9)	47.44 (37)	35.90 (28)	3.85 (3)	1.28 (1)	100 (78)	3.64
7. Can I Take A Message?	5.13 (4)	60.26 (47)	30.77 (24)	3.85 (3)	0.00 (0)	100 (78)	3.67
8. Swingers	14.10 (11)	50.00 (39)	26.92 (21)	7.69 (6)	1.28 (1)	100 (78)	3.68
9.The Bridges of Madison County	8.97 (7)	51.28 (40)	28.21 (22)	6.41 (5)	2.56 (2)	100 (78)	3.50
10. Seinfeld	3.85 (3)	65.38 (51)	26.92 (21)	2.56 (2)	1.28 (1)	100 (78)	3.68

Table 2 Number of the students' views of Movie Clips on YouTube



No. of Time Movie Clips	1	2	3	4	5	More than 5	Unfinished task	Total % (N=78)
1. How to Introduce People in English	24.36 (19)	17.95 (14)	17.95 (14)	11.54 (9)	10.26 (8)	10.26 (8)	7.69 (6)	100 (78)
2. My Big Fat Greek Wedding	39.74 (31)	25.64 (20)	15.38 (12)	6.41 (5)	2.56 (2)	1.28 (1)	8.97 (7)	100 (78)
3. Rat Race	33.33 (26)	16.67 (13)	15.38 (12)	11.54 (9)	3.85 (3)	3.85 (3)	15.38 (12)	100 (78)
4. Forrest Gump	29.49 (23)	15.38 (12)	16.67 (13)	7.69 (6)	2.56 (2)	6.41 (5)	21.79 (17)	100 (78)
5. Cracking Up	51.28 (40)	16.67 (13)	12.84 (10)	5.13 (4)	0.00 (0)	2.56 (2)	11.54 (9)	100 (78)
6. When Harry Met Sally	24.36 (19)	25.64 (20)	20.51 (16)	10.26 (8)	2.56 (2)	3.85 (3)	12.82 (10)	100 (78)
7. Can I Take A Message?	10.26 (8)	35.90 (28)	24.36 (19)	7.69 (6)	3.85 (3)	5.13 (4)	12.82 (10)	100 (78)
8. Swingers	19.23 (15)	19.23 (15)	12.82 (10)	7.69 (6)	2.56 (2)	6.41 (5)	32.05 (25)	100 (78)
9. The Bridges of Madison County	24.36 (19)	26.92 (21)	20.51 (16)	5.13 (4)	5.13 (4)	3.85 (3)	14.10 (11)	100 (78)
10. Seinfeld	21.79 (17)	21.79 (17)	15.38 (12)	8.97 (7)	7.69 (6)	1.28 (1)	23.08 (18)	100 (78)

Table 3 Students' attitudes towards enhancing listening skill through movie clips on YouTube

For the following, make a tick in one column.	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total % (N=78)	Mean
1. Watching English movie clips helps me improve my listening skills.	38.46 (30)	47.44 (37)	12.82 (10)	1.28 (1)	0.00 (0)	100 (78)	4.23
2. Watching English movie clips helps me understand vocabulary and phrases used by native speakers.	12.82 (10)	66.67 (52)	19.23 (15)	1.28 (1)	0.00 (0)	100 (78)	3.91
3. Watching English movie clips helps me understand English speaking culture.	21.79 (17)	55.13 (43)	19.23 (15)	3.85 (3)	0.00 (0)	100 (78)	3.95
4. I would like my teacher to use more English movie clips in class.	29.49 (23)	46.15 (36)	23.08 (18)	0.00 (0)	1.28 (1)	100 (78)	4.03
5. I would prefer to watch movie clips on my own in LMS than in the classroom.	12.82 (10)	50.00 (39)	34.62 (27)	2.56 (2)	0.00 (0)	100 (78)	3.73
6. Watching English movie clips is more useful than listening to a textbook CD.	55.13 (43)	37.18 (29)	6.41 (5)	1.28 (1)	0.00 (0)	100 (78)	4.46
7. The sound of the videos on YouTube go smoothly.	39.74 (31)	34.62 (27)	15.38 (12)	3.85 (3)	6.41 (5)	100 (78)	3.97
8. I felt frustrated when watching the clips.	5.13 (4)	7.69 (6)	57.69 (45)	20.51 (16)	8.97 (7)	100 (78)	2.79
9. The clips should be longer.	2.56 (2)	15.38 (12)	35.90 (28)	14.10 (11)	32.05 (25)	100 (78)	2.42
10. The characters speak too quickly.	38.46 (30)	38.46 (30)	12.82 (10)	10.26 (8)	0.00 (0)	100 (78)	4.05

Table 4: Preferences of English movie or TV program genres

Kinds of English movie or TV program	Comedy %	Action %	Horror %	Drama %	Documentary %	Romantic Comedy %
No of the Students	67.95 (53)	50.00 (39)	25.64 (20)	21.79 (17)	15.38 (12)	42.31 (33)

There are many potential benefits of using media clips to supplement classroom instruction in a foreign language conversation course. First, learning English through movie clips can help the students improve their listening skills. As shown in Table 3, 85.9% of the participants agreed that watching English movie clips helps them improve their listening skills and 75.64% would like their teacher to use more English movie clips in class. 92.31% of the participants agreed that watching English movie clips is more useful than listening to a textbook CD. Moreover, movies can help the learners to improve listening skills because they provide learners with practice listening to different forms of intonation and pronunciation. More than 60% agreed that they understood intonation and pronunciation in all movie clips.

Second, movies can provide the opportunity for vocabulary practice. 83.33% and 82.05% of the participants agreed that they could understand vocabulary. They are usually based around a theme or topic that can provide the context for vocabulary learning. More than 20% of the students were able to correctly answer the questions on the comprehension tasks on 8 out of 10 movies in the first round. Though most of the movie clips were frequently repeated in three rounds, this repetition offers greater exposure to the words and can help to improve vocabulary acquisition. However, more than 10% of the participants were not able to finish the tasks. In addition to key vocabulary and structures, the students can learn about cultural issues of English speaking countries through movies. 62 % of the participants agreed or slightly agreed that watching the clips helped to understand vocabulary and phrases used by native speakers. Herron, Cole, Dubreil and Corrie (2000) offer evidence that showing videos in the classroom allows instructors to expose language learners to authentic cultural information. Practicing English listening skills through movies is more applicable for the students who do not get any regular English class to learn cultures in the target language.

Finally, one advantage of using clips and movies to supplement classroom instruction is the enjoyments students can experience when studying a subject that may be difficult. More than

70% of the students agreed that six of the movie clips were interesting and enjoyable. Nearly 50% or more of the students indicated that they could understand 5 of the 10 clips. Most of the participants indicated that watching English movies is an interesting and enjoyable tool for learning the language and improving their listening skills. This practice has the advantage of presenting a ‘living language’ to learners. Furthermore, watching movies over and over again can seem less monotonous because of the interesting stories of the movies.

Some people may argue that it is difficult to increase the listening skill through movie because it is difficult to understand the language, pronunciation, and intonation used by native speakers when they are speaking at a normal pace. 76.92 % agreed that the characters speak too quickly. However, if the students become used to English spoken at a natural speed, they will be trained to listen to English conversation and have better listening skill. Furthermore, the learners can learn the typical conversational styles used by native speakers.

When analyzing the students' perceptions of each movie and TV clip as well as their general viewing preferences, it can be seen that students were most engaged by clips from comedies and least by clips from dramas. In addition, when examining students' perceptions of the comprehension exercises, it can be seen that in 7 of the 10 clips 55% or fewer of the students agreed they were able to understand the instructions and purpose of the exercises. Additionally, for 6 of the 10 clips, less than one-half of the students agreed that the video-based exercises suited the clips. This indicates the necessity to carefully analyze media clip choices for those that are engaging and relevant to students as well as to develop exercises that suit the clips and the skill level of the students.

## **5. Conclusion**

Most people enjoy watching movies. They can often be a welcome change from the routine of learning a foreign language. For the English learners, using movies for learning English can be really nice because it can help them improving their listening and speaking skills, it can also be useful tools in the learning of vocabulary and cultures, and the great benefit to use movies for learning English is that it is entertain the learners.

It is undeniable that the use of YouTube videos in English language is a valuable resource for teachers and students (Terantino, 2011). It provides linguistic input and encourages students to engage in the target language. There are a lot of advantages of using movies for enhancing students' listening skill. We can conclude that it can help them improving their listening skill, it can also be a useful tool in the learning of vocabulary and cultures, and the great benefit to use movies for learning English is that it is entertain the learners. So, the students should learn English through movies because it is already proven that it has many advantages.

## **6. Suggestion**

It is important to realize that there are some limitations. YouTube is limited to what copyright restrictions allow. For example, after the students had finished their study for 5 weeks, the Rat Race clip (<http://www.youtube.com/watch?v=PfgELYaSYhM>) was no longer available on YouTube due to copyright infringement laws.

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## Appendix A

### Comprehension Exercises for English Conversation Course

#### Week 1: Greeting and Introduction

**Movie 1:** How to introduce people in English

([http://www.youtube.com/watch?v=NeEJhW0\\_gqA](http://www.youtube.com/watch?v=NeEJhW0_gqA))

คำสั่ง Watch the movie and put a tick (/) in table for formal and informal introductions.

Introducing yourself and other people.	Formal	Informal
Conversation 1		
Conversation 2		
Conversation 3		
Conversation 4		
Conversation 5		
Conversation 6		
Conversation 7		
Conversation 8		
Conversation 9		
Conversation 10		
Conversation 11		
Conversation 12		
Conversation 13		
Conversation 14		
Conversation 15		
Conversation 16		
Conversation 17		
Conversation 18		
Conversation 19		

**Answers: 1. Formal 2. Formal 3. Formal 4. Formal 5. Formal 6. Informal 7. Informal 8. Informal 9. Informal 10. Formal 11. Informal 12. Formal 13. Informal 14. Informal 15. Informal 16. Informal 17. Informal 18. Informal 19. Informal**

**Movie 2:** My Big Fat Greek Wedding (<http://www.youtube.com/watch?v=3vxZHU0oijE>)

คำสั่ง Toula (woman) is bringing her future husband, Ian, and his parents to meet her parents, who are from Greece. Answer the questions.

1. In the car, everyone looks

- a. happy      b. excited      c. bored      d. nervous

2. The first thing Toula's father says is

- a. Hello!      b. Welcome to my home      c. Good evening      d. Nice to meet you

3. Toula's father introduces the family. What is the most common name?

- a. Nick      b. Dan      c. Sara      d. Tim

4. What does Toula's father do to Ian's father?

- a. hugs him      b. hits him      c. sings to him      d. asks him his name

5. What does Toula's mother say?

- a. Good evening. Come in      b. Hello, I am Maria      c. So nice to meet you.      d. What is your name?

6. What does Ian's mother give to Toula's mother?

- a. pie      b. bread      c. cake      d. bbq pork

**Answers: 1. d 2. b 3. a 4. a. 5. b 6. c**

## Week 2: Giving Direction & Meeting people

**Movie 3:** rat race, giving directions scene  
(<http://www.youtube.com/watch?v=PfgELYaSYhM>)

□□□□□□ According to the movie you watch, put the number in order to follow the direction.

- .....A. Do you or do you not know where the interstate is?
- .....B. Go 5.4 miles and you're gonna go up a big hill.
- .....C. You want to go straight down here exactly 1.8 miles.
- .....D. I'll bring you exit 14. It'll save you 30 miles.
- .....E. Take the dirt road on the right. It'll take you to the interstate.
- .....F. We're looking for the interstate.
- .....G. Make a left at Tolem Pole Ranch.
- .....H. Tell them about the shortcut.
- .....I. You'll see a big yellow sign with graffiti on it.
- .....J. Now they've lost their way.

**Answers :** 1.F 2.J 3.A 4.H 5.D 6.C 7.G 8.B 9.I 10.E

**Movie 4:** Forrest Gump (<http://www.youtube.com/watch?v=tvKzyYy6qvY>)

□□□□□□ This part is about when Forrest (boy) meets Jenny (girl) for the first time. Put the events in the correct order.

- \_\_\_\_\_ A. Jenny and Forrest run to a tree.
- \_\_\_\_\_ B. Forrest and Jenny hold hands.
- \_\_\_\_\_ C. Forrest is a grown man and sits on a bench remembering.
- \_\_\_\_\_ D. Jenny and Forrest read a book together.
- \_\_\_\_\_ E. Jenny asks Forrest if he is stupid.
- \_\_\_\_\_ F. Forrest sits down.
- \_\_\_\_\_ G. Jenny invites Forrest to sit next to her on the bus.
- \_\_\_\_\_ H. Jenny asks Forrest about his legs.
- \_\_\_\_\_ I. Jenny and Forrest shake hands.
- \_\_\_\_\_ J. Jenny introduces herself to Forrest.

**Answers:** 1. c 2. g 3. f 4. h 5. e 6. j 7. i 8. a 9. d 10. b



### Week 3: At the restaurant

**Movie 5:** Cracking Up (<http://www.youtube.com/watch?v=J5MpO9grPpk>)

□□□□□□ The waitress at this restaurant gives the guests ALL the options on the menu.  
Circle what the man orders.

1. What kind of juice does the man order?  
a. Apple    b. Pineapple    c. Watermelon
2. What kind of salad does the man order?  
a. Cesar    b. watercress    c. lettuce
3. What kind of dressing does the man order for his salad?  
a. cheese    b. German    c. vinegar & oil
4. What does the man order for the main entrée?  
a. roast beef    b. steak    c. ribs
5. What is the last question the waitress asks?  
a. dessert    b. coffee    c. how to pay the bill

**Answers: 1. a 2. b 3. c 4. b 5. c**

**Movie 6:** When Harry Met Sally (<http://www.youtube.com/watch?v=cnlm2e3EN78>)

□□□□□□ Task 1. Listen to the short clip several times and fill in the gaps in the dialog.

Waitress: Hi. What can I 1) \_\_\_\_\_ ya?

Harry (man): I'll have a number 3.

Sally (woman): I'd like the chef 2) \_\_\_\_\_, please with the oil and vinegar on the side and the apple pie a la mode.

Waitress: Chef and apple a la mode.

Sally: But 3) \_\_\_\_\_ the pie heated and I don't want the ice cream on top. I want it on the side and I want 4) \_\_\_\_\_ instead of vanilla if you have it. But if not, then no ice cream, just whipped cream, but only if it's real. If it's out of the can, then nothing.

Waitress: Not even the pie?

Sally: No just the pie but then not 5) \_\_\_\_\_.

Waitress: Uh-huh.

Sally: What?

Task 2. Choose the best answer

1. Sally is very "picky" about ordering her food. Picky means:

- a. easy going            b. nervous            c. careful            d. excited

2. After Sally orders, Harry looks at her with what kind of look?

- a. shocked            b. scared            c. romantic            d. angry

**Answers:**

**Task 1: 1. get 2. salad 3. I'd like 4. strawberry 5. heated**

**Task 2: 1. c 2. a**

#### **Week 4: Taking & Leaving a message**

**Movie 7:** Can I take a message? Scene 2

(<http://www.youtube.com/watch?v=oCbG64PG4LE>)

คำสั่ง Watch the video and then answer the following information.

1. Hello, .....

- a. I like to speak to a guest.    b. I'd like to speak to a guest.

2. How is the hotel?

- a. not very nice            b. very nice

3. Where is the hotel located?

- a. London            b. New York            c. Los Angeles

4. Her room number is.....

- a. 533            b. 514            c. 543

5. Is there any bellman?

- a. Yes            b. No

6. She wants .....

- a. king-size bedroom            b. queen-size bedroom

7. She wants.....

a. a smoking room                      b. non-smoking room

8. Is she in a wrong hotel?

a. Yes                                      b. No

9. Were the towels clean or dirty?

a. clean                                    b. dirty

10. Who can help her to move out?

a. the front desk                      b. students

**Answers: 1. b    2. a    3. c    4. b    5. b    6. a    7. b    8. a    9. b    10. b**

**Movie 8: Swingers Answering Machine Scene**

([http://www.youtube.com/watch?v=vZChD\\_Gni8U](http://www.youtube.com/watch?v=vZChD_Gni8U))

คำสั่ง The man tried to leave a message for 6 times. Please find out the following information.

1. The name of the man is.....(CIMK)

2. The woman's name is.....(KNYCI)

3. His telephone number ..... (11 numbers)

4. The woman says.....(call/again/Don't/me/ever)

**Answer : 1. MICK    2. NICKY    3. 21355546796    4. Don't ever call me again**

**Week 5: Apologizing**

**Movie 9: I apologize- The bridges of Madison County**

(<http://www.youtube.com/watch?v=OpyT6ysZdB4> )

คำสั่ง Write down the words for apologizing that you hear from the movie.

The man: You want to leave your husband.

The woman: No, 1.....

The man: 2..... 3.....

The woman: What makes you have such a question?

The man: It's stupid. 4.....

**Answers: 1. of course not 2. I'm sorry about that.3. I apologize.4. I'm sorry.**

**Movie 10:** TV Program: "Seinfeld (Mix :introductions, small talk, invitations, leave taking)

( <http://www.youtube.com/watch?v=NGVSIkEi3mM&feature=related>)

คำสั่ง In this scene, Jerry (man) is going to introduce two of his friends (Elaine-woman and her boyfriend Aaron-man) to his parents. But there is something strange about the way Aaron talks to people.

1. Elaine rings the buzzer. How does Jerry invite them into the apartment?

- a. Come in!    b. Come on up!                      c. Come on!                      d. Come here!

2. Fill in the blanks

Jerry: She wants to say \_\_\_\_\_. She's with her new \_\_\_\_\_.

Mom: What's he \_\_\_\_\_?

Jerry: He's \_\_\_\_\_. A bit of a "close talker".

3. How long will Jerry's parents be in town?

- a. a few more days    b. two more days    c. three more days    d. four more days

4. Where are Jerry's parents going next?

- a. London                      b. Rome                      c. Texas                      d. Paris

5. Aaron invites everyone to the Metropolitan Museum of Art. Tick all the responses you hear.

\_\_\_\_\_ a)Are you sure?                      \_\_\_\_\_ f)Ok. Let me get my bag.

\_\_\_\_\_ b)Where is it?                      \_\_\_\_\_ g)Ok. Let me get my coat.

\_\_\_\_\_ c)I'm ready.                      \_\_\_\_\_ h)I don't think so.

\_\_\_\_\_ d)Right now.                      \_\_\_\_\_ i)I have a meeting.

\_\_\_\_\_ e)After lunch                      \_\_\_\_\_ j)I have plans.

6. Aaron and Jerry's parents leave the apartment. Fill in the blanks of the phrases they use.

- a. We're \_\_\_\_\_    b. Have a good \_\_\_\_\_                      c. See everybody \_\_\_\_\_

7. Aaron is a "close talker". A "close talker" is someone who talks too \_\_\_\_\_

- a. far away                      b. near                      c. loudly                      d. quietly

**Answers: 1. b 2. hi, boyfriend, like, nice 3. c 4. d 5. a, c, d, g, h, j 6. off, time, later 7. b**

## Media Clips

**Movie 1:** “How to Introduce People in English” (a montage of scenes from TV series)

([http://www.youtube.com/watch?v=NeEJhW0\\_gqA](http://www.youtube.com/watch?v=NeEJhW0_gqA))

**Movie 2:** “My Big Fat Greek Wedding” (scene: parents meeting for the first time)

(<http://www.youtube.com/watch?v=3vxZHU0oijE>)

**Movie 3:** “Rat Race” (scene: giving directions)

(<http://www.youtube.com/watch?v=PfgELYaSYhM>)

**Movie 4:** “Forrest Gump” (scene: Forest meets Jenny for the first time)

(<http://www.youtube.com/watch?v=tvKzyYy6qvY>)

**Movie 5:** “Cracking Up” (scene: ordering dinner at a restaurant)

(<http://www.youtube.com/watch?v=J5MpO9grPpk>)

**Movie 6:** “When Harry Met Sally” (scene: ordering lunch at a diner)

(<http://www.youtube.com/watch?v=cnlm2e3EN78>)

**Movie 7:** “Can I Take A Message?” (Scene 2 from ESL educational video)

(<http://www.youtube.com/watch?v=oCbG64PG4LE>)

**Movie 8:** “Swingers” (scene: message left on answering machine)

([http://www.youtube.com/watch?v=vZChD\\_Gni8U](http://www.youtube.com/watch?v=vZChD_Gni8U))

**Movie 9:** “The Bridges of Madison County” (scene: apology)

(<http://www.youtube.com/watch?v=OpyT6ysZdB4> )

**Movie 10:** “Seinfeld” (scene: a group of people make plans for the day)

(<http://www.youtube.com/watch?v=NGVSIkEi3mM&feature=related>)



## Questionnaire Part 2

Name.....Class.....No.....

### Questionnaire 2

Purpose: To assess students' perceptions of the usefulness of watching movie clips as a supplemental material in an English Conversation course.

Directions: Please tick the answer that most applies to you.

1. How often do you watch English TV programs?

Everyday  1-2x/week  1-2x/month  2-4x/year  Never

2. How often do you watch English soundtrack movies?

Everyday  1-2x/week  1-2x/month  2-4x/year  Never

How often do you watch....	Always	Usually	Sometimes	Seldom	Never
3. English movies with Thai subtitles?					
4. English movies with English subtitles?					
5. English movie with NO subtitles					

6. What kind of English movie or TV program do you enjoy watching? Circle all that apply.

COMEDY

ROMANTIC COMEDY

DRAMA

ACTION

HORROR

DOCUMENTARY

For the following, make a tick in one column.	5 Strongly Agree	4 Slightly Agree	3 Neutral	2 Slightly Disagree	1 Strongly Disagree
1. Watching English movie clips helps me improve my listening skills. (paralinguistics: facial expression and gesture, visuals).					
2. Watching English movie clips helps me understand vocabulary and phrases					

used by native speakers.					
3. Watching English movie clips helps me understand English speaking culture.					
4. I would like my teacher to use more English movie clips in class.					
5. I would prefer to watch movie clips on my own in LMS than in the classroom.					
6. Watching English movie clips is more useful than listening to a textbook CD.					
7. The sound of the videos on YouTube go smoothly.					
8. I felt frustrated when watching the clips.					
9. The clips should be longer.					
10. The characters speak too quickly.					

<http://www.scribd.com/doc/17701719/List-Script-bse-bahasa-inggris-cls-8-by-gie> 16p.  
<http://www.scribd.com/doc/17701698/bab7-bse-bahasa-inggris-cls-8-by-gie> 16p.  
<http://www.scribd.com/doc/17701675/bab10-bse-bahasa-inggris-cls-8-by-gie>  
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