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Effects of Watching Feature Films in English Learning for Chinese College Students

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Effects of Watching Feature Films in English Learning for Chinese College Students

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Acknowledgments

Abstract

As the world is experiencing language globalization, English has been playing an important role in this transition. It is important to master English as a language skill in many non-English speaking countries. These learners, have limited authentic English language environment, and Chinese learners face particular challenges because of the differences of cultural and thinking modes. Feature films have been used to help English Language learners to get the opportunities into authentic English environment. This study aims to investigate how watching English feature films impact Chinese college students' perception on English language learning. 131 Chinese college students from different majors participated in this study. These participants completed a five-point Likert-type scale survey with 21 items. Results showed that different major college students have different opinions on how watching feature films impact their English learning. English majors and humanities/social study majors are more likely to agree that watching feature films improve their knowledge of language usage in different context comparing to their peers majored in medical science. Moreover, medical science majors are less likely to agree that watching feature films improve their knowledge of different language usage within a context comparing to other peers. Furthermore, significant differences were found in receptive skill improvement when comparisons across between majors and grades. Except English major and engineering and technology science majors, other general majors agree that watching feature films improves their receptive skill the most when they are freshman or senior, and a significant decrease showed when they are sophomore and junior.

Keyword: feature films, Chinese college students, Chinese culture, English learning.

Introduction

Nowadays the world is becoming smaller and people are experience globalization. Globalization used to refer to the world economy, but now knowledge and language are also in globalization (Dale, 2005). Because of the globalization, especially the globalization of language, English is now being widely used in many non-English-speaking countries (Mirabela, 2001), and China is one of those countries. With more foreigners coming to China and more Chinese companies having businesses internationally, English is being treated as an important language skill in China. Therefore, many Chinese students start to learn English since as young as three or four years old. However, in early years, children only learn basic words with limited access to oral English in both school and home, and English teaching used to be grammar-centered and teacher-centered (Yeung & King, 2016; Chao, Xue & Xu, 2004).

In China, students learn English in exam-orientated way (Woronov, 2008). This type of English learning results in intense pressure on students. Chinese students try to memorize vocabularies, learn various grammar rules, and recite articles that teachers ask them to. Having a good grade is the decisive element for students' admission to middle schools. English, Chinese, and Mathematics are the top three important subjects in middle school entrance exam. All together, these three subjects weight about 60% in total scores with evenly distribution among them. It is the same for high school entrance exams. In order to gain high grade in these exams, many Chinese students have to attend cram schools for extra courses on top of the basic study in schools. (Liu, 2012). A cram school is also called a tutorial center, where students get help to improve their grades in courses they do not learn well.

College entrance exam is the most important exam in Chinese students' study career, and English weights the same as Chinese and Mathematics. English, Chinese, and Mathematics weight 60% in total scores with evenly contribution among them. After Chinese students are admitted to colleges or universities, English is still an important course that cannot be ignored. English is a mandatory course for all college students no matter which field they are majored in. For example, even for students who are major in engineer, business, or liberal art, they all need to learn English through their four-year program. This helps them obtain fundamental receptive skill, speaking, reading, and writing skills. In order to guard the quality of English learning, The Department of Education requires non-English majors to pass College English Test (CET), which includes two levels, CET4 and CET6. Many colleges request CET4 certificate for graduation. In other words, a diploma will not be granted without a CET4 certificate. CET6 is not mandatory to all students, but is a higher requirement after getting CET4 certificate. For English majors, they are required to pass Test for English Majors (TEM), which includes two levels: TEM4 and TEM8. For both TEM4 and TEM8, students only have two chances to take each exam. If they fail the exam twice, they will not be able to get a certificate. When Chinese students graduate from universities, English still weighs about 30% percent of their graduate program exams. Sometimes a written test of English is prerequisite for an interview. Without good standing scores in the English test, a candidates won't be offered the opportunity for interview. For some English-related jobs, such as working in foreign trade companies, TEM8 certificate is also required for job entry.

In summary, English plays a very important role in Chinese students' study career. Unfortunately, many of them do not have the opportunity to be exposed to authentic English

materials or English-speaking environment. Using related feature films offers more opportunities for students to access authentic English materials and avoid the drawbacks that may occur because of lack of proper language environment (Seferoğlu, 2008). Furthermore, Katchen (2003) found that Chinese non-English majors from a Taiwan university are usually taught by the combination of textbooks and feature films. This teaching method provides students with more authentic language materials. Despite the growing phenomenon of teaching with feature films, there were few experimental studies about how videos impact language teaching.

Feature films are good sources to expose English language learners (ELLs) to authentic communication (Quinlisk, 2003), which will help reduce influence of the limited language environment. It also found that feelings usually come before concepts in learners, and learners often understand things through intuition first (Quinlisk, 2003). Feature film, as a new media teaching tool, is an effective way to motivate students "affective domain" (Blasco, Moreto, Blasco, Levites & Janaudis, 2015). Because of the different expectations for English and non-English majors, it is worthwhile to investigate different majors' perception on using feature films in their English learning among different majors.

In order to investigate this, a review of cultural differences is followed. Cultural differences will influence people's thinking patterns, which will affect people's writing patterns. Therefore, the knowledge of cultural differences and different writing systems between China and English speaking countries will make the root of ELLs' backgrounds be understood clearly.

Cultural difference between China and western countries

A person's native language has strong influence on his or her thinking about abstract perspectives (Boroditsky, 2001). He found that when Mandarin speakers tried to understand an English sentence, they always thought in the Mandarin way, and they usually focus more on a word itself. Native English speakers, however, think more horizontally because the lateral spatial terms usually lead in English tense description. Moreover, Chiswick and Miller (2004) developed a scalar measure of "linguistic distance" based on American's ability to learn various languages in a fixed time period. They found that the longer linguistic distance between one's origin language and English, the less English language proficiency one's English is while other relevant variables are controlled. For example, Spanish and English belong to the same language family, so there are many similarities between them. However, Chinese and English belongs to different language families, so there are many differences between them. Therefore, Spanish-speaking people are likely to achieve higher proficiency comparing to Chinese-speaking students given the different linguistic distance.

Culture as a basic element of a nation, has great influence on how people think. Different ways of thinking contributes to different kinds of culture (Deng, 2003). Thinking modes can be divided into different types, such as visual and rational thinking, generalizing and analytic thinking, tortuous and straight thinking, backward and predictive thinking, and dialectical and logical thinking. Different types of thinking represent different thinking patterns between Chinese and western people (Wang & Chen, 2013). Due to the influence of Confucian, China is characterized as collectivist-orientated in nature. Western countries, on the other hand, value individualism (Niu, 2012). Individualism addresses the unit of

individuals, which focuses more on the development of individuals. The core unit of

collectivism, however, is the group. Individuals as a part of the society, should try to fit in the

group (Niu, 2012). Different basic cultural psychologies yield different kinds of interests such

as values, thinking modes, cognitive processes, and self-concept. People in collectivism

consider more of the duties and obligations they have in the society, while people who

believe individualism pay more attention to their own behaviors and development (Kwan,

2009). In Chinese culture, collectivistic value governs Chinese people's self-dependent and

interpersonal relationships.

Writing system difference between Chinese and English

Different culture background leads to different thinking modes in Chinese and English

people, which also leads to different writing systems (Shu, 2003). Chinese language system is

very different from the English system. English belongs to alphabetic language, Chinese, on

the other hand, is known as logographic language. Chinese character is made up with two

important components: semantic and phonetic component. The semantic component (also

called radical) is a pattern of strokes that show the meaning of Chinese characters. The

phonetic component (also called phonetic) is a pattern of strokes that provide the

pronunciation of characters (Anderson, Ku, Li, Chen, Wu, & Shu, 2013). For example, in the

character 清, the left part 氵 is radical, which means water, and the right part 青

pronounces /qing1/, is the phonetic. Radicals and phonetics can be bound or independent. In

Mandarin (Putonghua) Chinese, one word has four tones, which are integral to production

and comprehension of speech (Shu, Peng, & McBride-Chang, 2008).

Chinese belongs to morphosyllable language, which means characters map onto syllables rather than phonemes. Therefore, phonemic awareness plays a less important role on Chinese than it does on English. (Wu et al., 2009). However, morphological awareness is as important for reading in Chinese as it does for reading in English (McBride-Chang, Zhou, Wat, & Wagner, 2003; Wu et al., 2009). Morphological awareness in English helps students predict the vocabulary size and improves their reading comprehension (Kieffer & Lesaux, 2012). It does the same thing for reading in Chinese. One important feature of Chinese morphology is that it has many homophonic morphemes (Chow, McBride-Chang, Cheung, & Chow, 2008). On average, one syllable in Mandarin has more than five homophones (McBride-Chang, Zhou, Wat, & Wagner, 2003), and morphological awareness helps children to tell different meanings of homophones. With the morphological awareness, Chinese children can classify words they see in certain category based on the characters radical. For example, 姐 (elder sister) 妹 (little sister) 妈 (mother) 姑 (aunt) all have the radical 女 which represents women. Hence, children can roughly classify different characters according to their radicals. Though they can roughly classify characters, this rule is not always applicable. A Chinese character can be pronounced if it consists of radical and phonetic. However, since there are four tones in Chinese, children can only approximately rather than specific pronunciation (Shu et al., 2008). For example, 妈 (mother) is pronounced as /ma1/. The phonetic of 妈 is 马, which is pronounced as /ma3/. When the radical of 妈 changes, 骂 (scold), as a new character, is pronounced as /ma4/.

In conclusion, Chinese students have great challenges from both linguistic and cultural difference when learn English because of different cultural thinking and language system.

Learning English with feature films

Chinese teachers in English classes mostly have students read the text, listen to the tape, and recite texts and words without providing more extracurricular knowledge. This form of cramming education can only make students memorize theoretical knowledges with very little practical applications. Many schools offer English corner as an opportunity for students to practice oral English and receptive skill. Unfortunately, many ELLS don't take advantage of this opportunity. Most participants in English corner are still Chinese, so the language environment is not authentic enough. Although many Chinese students study English since very early years, they have limited access to authentic language environment (Seferoğlu, 2008). Limited teaching materials and environments disables ELLs have abundant access to authentic language environment. English feature films, on the other hand, can provide these opportunities. Feature films have various themes with everyday dialogs or any other kinds of dialogs in various contexts. In other words, feature films provide students the authentic language that they are lack of (Quinlisk, 2003). Based on different dialogs in different contexts, ELLs can improve their abilities in using certain pattern of language. Besides, they can also transfer similar film scenarios to real life, so they can practice English in daily life.

Students in China learn English skills (receptive skill, speaking, reading, and writing) separately. Chinese universities and colleges separate these English skills into different

courses with specialized textbooks and instructors so that students will learn with specific

focus. English teaching in China is sometimes ineffective because of too much concentration

on "intensive reading-analysis of words, sentences, and grammar" (Chen, 2012, p.1). Using

videos in ESL class helps students connect their learning with real-life circumstance, which

will be helpful for them to understand the content better (Quinlisk, 2003). Therefore, teaching

with feature films can not only stimulate ELLs' cognitive learning, but also be an "effective

instructional tool" (Kaur, Yong, Zin & DeWitt, 2014). Teaching English with feature films

allows teachers make teaching points clear and directly to a specific scene. Furthermore,

students can transfer life form movies to their own life, which gives them opportunities to

practice what they learn in daily life and really master the related linguistic skills (Blasco et

al., 2015).

Many researchers believe that feature film, as a type of teaching tool, provides ELLs

authentic language input, and they can absorb real-life language through it (Seferoğlu, 2008;

Quinlisk, 2003; Katchen,2003). Feature films, as a type of authentic language material, not

only helps ELLs enrich their vocabulary and develop their linguistic skills, but also helps

teachers increase ELLs' learning interests, motivations, and engagements (Chen, 2012).

According to Tuncay (2014), studying English by watching feature films helps ELLs gain

knowledge of how English is used for different functions, which is more intuitive than just

reading texts from books. ELLs believe that watching feature films in English class not only

help with their language learning, but also help them learn something that's even not related

to language (Seferoğlu, 2008; Stempleski & Tomalin, 2001; Tuncay, 2014; Yeh, 2014).

Special films with a focus on vocabulary helps students learn special academic vocabulary

(Csomay & Petrovic, 2012). For example, a law theme film, *Yes, Your Honor!*, includes different academic vocabulary in law, such as your honor, jury, etc. Feature films can be used in different ways, such as discussions, writing assignments, making ELLs having access to language input, etc. (Sherman, 2003). A General English Proficiency Test (GEPT) Reading Comprehension Section test was developed by Chen (2012) to examine whether watching movies helps students with their English comprehension, and the result was positive. Except for the efficient teaching functions of feature films, teaching English with feature films can be a great fun way to take a break from rote learning and drill practice of English vocabulary learning, and replace it with something more realistic (Üner, 2009).

There is a kind of film that is produced and used specifically for teaching, for example, the films present how theoretical knowledge is used in reality related to the textbooks. King (2002) found that this kind of film aims to keep students busy, make them learn about particular detail consciously, rather than having students absorb and understand what the film is talking about. Another special type of films is the silent film. Kasper and Singer (2001) studied how students learn from silent films. They found out that students enjoyed silent films and the presented images in it helped them remember and talk about the materials easier.

Although teaching English with feature films has many benefits, watching feature films without proper information acknowledge in advance might result in inefficient learning (Ghazali, 2009). Ghazali (2009) found that most students agree that knowing the proper information from teachers in advance will help them learn better.

Method

Participants

Participants included 131 Chinese college students, who were randomly selected from different Chinese universities. Participants were from English major, natural science major, agricultural science major, medical science major, humanities/social study major, and engineering and technology science major. All the participants were native Chinese speakers. Table 1 indicated the number of participants in different majors from different grades.

Insert Table 1 here.

Instrumentation

A two-section questionnaire was used to collect data. The first section included demographic information, such age, grade level, department, and gender. The second section (Question table) included 21 items with a five-point Likert-type scale (Seferoğlu, 2008; Tuncay, 2014) about their perception on how watching feature films impact their English learning. The purpose of the questionnaire was to find out to what extent film-based teaching effects English language skills.

Procedure

The demographic information and five-point Likert-type scale (Seferoğlu, 2008; Tuncay, 2014) were developed in electronic format, and participants completed the questionnaire online. Data was collected from different majors and grades from many

Chinese universities. The questionnaire was in English. Participants were assured that their

answers would be confidential.

The questionnaire was piloted among 10 Chinese college students for reliability

before officially put into use. The Cronbach's alpha of the pilot study was .96. Therefore, it is

reliable to use for larger simple.

Data Analysis and Result

Descriptive date of all responding items were presented in Table 2. Means and

Standard Deviation were presented.

Insert Table 2 here.

Among all the items, participants tend to agree most on four items: cultural awareness;

pronunciation; English life understanding; and appreciation of filming arts. See Figure 1 for

the percentages students' perception watching feature films will improve their cultural

awareness among all participates. 81.6% participates agree (including strongly agree and

agree) on feature films improve their cultural awareness.

Insert Figure 1 here.

Figure 2 presents the percentages students' opinion on watching feature films will

improve their pronunciation among all participants. 83.2% participants agree (including

strongly agree and agree) on pronunciation improvement.

Insert Figure 2 here.

The percentages students' perception on watching feature films will improve their English life understanding is displayed in Figure 3. 81.7% participants agree (including strongly agree and agree) with this item.

Insert Figure 3 here.

Figure 4 shows the percentages students' perception on watching feature films improve their appreciation of filming arts, and the percentages for strongly agree and agree were 87.1% in total.

Insert Figure 4 here.

A series of one-way ANOVA tests were conducted to investigate Chinese college students' perception of how watching feature films impact their English learning among different majors. Among all 21 items, three statistically significant differences between groups were found. These three items are: improve knowledge of language usage in different contexts; knowledge of language usage within a context; and receptive skill. Table 3 presents the descriptive data across groups for these three items.

Insert Table 3 here.

Significant group differences were found for their opinions of how watching feature films improve their knowledge of language usage in different contexts ($F(5,125)=3.081$, $p< .05$), the Tukey post hoc tests indicated that effects differed significantly from English major and medical science major ($p< .005$), and from medical science major and humanities/social study major ($p< .05$).

Significant group differences were found for their opinions of how watching feature films improve their knowledge of how language is used in the same context ($F(5,125)=3.986$, $p< .05$)), the Tukey post hoc tests indicated that effects differed significantly from English major and medical science major ($p< .05$), from medical science major and humanities/social study major ($p< .05$), and from medical science major and engineering and technology science major ($p< .05$).

Significant group differences were found for their opinions of how watching feature films improve their receptive skill ($F(5,125)=2.859$, $p< .05$)). A one way ANOVA and univariate general linear test were conducted, and the results were presented in Table 4 and Figure 5.

Insert Table 4 here.

Insert Figure 5 here.

Although receptive skill improvement did not differ significantly under Tukey test, when compare receptive skill improvement with grade level, there is significant difference ($p< .05$), and majors also had significant statistically difference ($p< .05$).

Figure 5 indicated that third-grade natural science majors, second-grade agricultural science majors, third-grade medical science majors, second-year humanities science majors, first-grade engineering science majors, and fourth-grade English majors believed the least strongly that watching feature films improve their receptive skill. Among the six majors, English major is the only one that showed increasing linear.

Discussion

The results of this study indicated that most Chinese college students agreed that using feature films in English learning can improve their cultural awareness, pronunciation, English life understanding, and appreciation of filming arts. However, different majors had different opinions on how watching feature films improve their knowledge of how English is used in different contexts; knowledge of how English is used for different functions and purposes within a context; and their receptive skill.

One Chinese word may have many different English translations. Different English words may have very subtle differences, which cannot simply be shown in Chinese-English translations. Neither memorizing English vocabulary separately nor only taught by teachers can help college students understand these differences. Because of the limited authentic language environment in China, teachers are not able to take students into a rich English language environment. English feature films have many scenarios, and conversations in one context may have different purposes. College students can use this to learn how English is used for different functions and purposes within a context.

English major students are more likely to admit that watching feature films can improve their language usage in different contexts than their peers in medical science fields. This might be the result of the higher professional expectation and more learning experiences. Because of their specific academic requirements, they are also required to learn more vocabularies; to read more articles; and to do more drill exercises. This higher pressure of training enables them with a stronger English-based knowledge foundation. Hence, watching feature films makes it easy for them to find out how language is used in different contexts with the combination of what they already know. Besides, when English majors watch feature films together, they will also discuss related topics in the films, which will deepen their understanding of the usage of this type of language. In China, humanities/social study and English belong to liberal art. Although humanities/social study majors are not required as much as English majors in English ability, English is still one of the most important subjects they need to learn. They need to study harder on English than other general majors (engineering, medical, etc.) because of the importance of English. This enables them to apply what they learn with language usage in feature films. Medical science majors, on the other hand, do not have as high level of expectations as English majors and humanities/social study majors. Medical science majors learn more on medical-related academic words rather than English language usage. Moreover, medical science is a busy major with high pressure in his or her own field. So medical science majors may watch feature films only for entertainment purpose.

Medical science majors are less likely to agree that watching feature films can improve knowledge of language usage for different functions and purposes within a context than English majors, humanities/social study majors, and engineering and technology majors.

Since English majors are expected to be more professional, except for general English learning, they have specific grammar lessons, literature lesson, and writing lessons. These lessons with specific focuses improve their English skills and abilities of self-learning. High English self-learning ability enables English majors to sense the subtle differences among similar expressions. This helps them distinguish the different language usages in the same context. Because of the similar major characteristics as English majors, humanities/social study majors tend to pay more attention to detailed differences of language usage. They are more sensitive to subtle different usages within a context when they watch feature films. Engineering and technology science major is a major that may need particular academic words. Different academic words should be used for certain situations. Therefore, they have training about how to use academic words for different functions. This kind of trainings helps them have susceptibility for different language usage within the context.

Significant differences showed when receptive skill improvement is compared between majors and grades. Except English major and engineering and technology science majors, other general majors agree that watching feature films improves their receptive skill the most when they are freshman or senior, and a significant decrease was found when they are sophomores and juniors.

High school is when Chinese students have the greatest study stress. Many of them are forced to work hard because of the college entrance exams. In order to improve students' grades teachers use many drill exercises of cramming teaching methods. This kind of teaching method is stressful and boring. Once they are admitted to colleges, teachers no longer give those drill exercises every day. On the contrary, they are told by college English teachers that watching feature films is a good way to practice and improve their English. This new and interesting way of learning is different from the old boring way, so they are more willing to try this. This may explain why college students major in natural science, agricultural science, medical science, and humanities/social study agreed the most that watching feature films improved their receptive skill when they were freshmen.

When they become sophomores and seniors, they are used to the new environment, and get some friends. This distracts their attention of study, and split their time to watch feature films. At this point, most students begin to develop their personal entertainment life and reduce times of watching feature films for study. Besides, college students are required to take CET4 and CET6 during second year and third year, so they may work for these exams which focus more on memorizing related vocabulary and practicing related exercises.

When college students become seniors, they are more mature with more considerable thoughts. English is still an important subject for graduate school entrance exams and an important skill to have for job interviews. They recognize the importance of English in their life and are more willing to work hard again. This may be the reason why fourth-grade college students agree more about receptive skill improvement.

English major was different from above three general majors. Recognition of receptive skill improvement has been on the downward trend since sophomore. This might because that English majors focus on English learning all the time. The more they learn, the more they can get from watching the features films. When they learn different kinds of common language usage from feature films in first three years, the effect of watching feature films in the fourth year might not be that obvious. Engineering and technology science majors had a relatively stable trend in four years of college. This may because this major is not very close to English learning.

Limitation and Future Studies

Several significant differences on using feature films were shown in this study, which will help teachers use feature films with concentration, and help Chinese college students be aware of the importance of using feature films in language learning. For teachers, using feature films makes them be able to reduce the negative influence of limited authentic language resources and provide authentic materials in class. Based on results from this study, different majors have different perceptions on leaning with feature films. Except for providing authentic language materials, teachers will be able use feature films with concentration on different majors. Different scenarios in feature films can be used as visual teaching examples, which will help students learn English more intuitively and effectively. For students, using feature films in language learning expand their ways of learning, broaden their horizon, and makes them have access to English-speaking life. This study will make students be aware that watching feature films can not only be entertainments but also be a way of learning English. Survey questions in this study will help students have a rough

understanding of how using feature films may impact their language learning. Results from this study will make students pay attention to the significant differences, and it helps students watch feature films with concentration.

Although this study contained 131 participants, not equal numbers were included in each subgroup. So results based on this study is good to compare opinions from different majors, but is limited to discuss it with specific grade level. If the future study needs to compare students' perceptions from different majors and grades, data should be collected more from freshmen and sophomore, and the numbers of participants from each grade should be roughly equal. Besides, most of the participants were from humanities/social study majors and English. In future study, other majors except humanities/social study and English, and make sure average distributions from different majors.

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Appendix

Table 1

Descriptive data of participants

	Grade			
Major	Freshman	Sophomore	Junior	Senior
Natural science major				
(N=10)	0	1	3	6
Agricultural science major				
(N=14)	1	1	3	9
Medical science major				
(N=19)	1	1	4	13

Humanities/social study major (N=34)	1	2	5	26
Engineering and technology science major (N=23)	4	4	7	8
English major (N=31)	0	1	5	25

Table 2

Means (Standard Deviations) for all effects

Watching movies improve:	Natural S (N=10)		Agricultural S (N=14)		Medical S (N=19)		Humanities S (N=34)		Engineering S (N=23)		English M (N=31)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Understanding authentic language	2.20	1.03	2.14	.86	2.47	.91	2.24	.82	1.91	.73	2.10	.65
Cultural awareness	1.80	.79	1.93	.73	2.37	.90	1.85	.66	1.96	.71	1.71	.59
Language usage in different context	2.20	.92	1.93	.83	2.63	1.21	1.91	.75	1.96	.77	1.71	.69
Language usage in same context	2.40	.70	1.93	.62	2.74	1.15	2.00	.78	1.91	.90	1.81	.54
Pronunciation	1.80	.79	2.07	.73	2.16	1.12	1.71	.76	1.61	.66	1.61	.72
Receptive skill	2.30	.95	2.14	.95	2.11	1.10	1.65	.60	1.65	.71	1.58	.62

Fluency	2.60	1.08	2.00	.68	2.26	.81	2.09	.83	2.26	.81	2.00	.73
Grammar	2.90	1.10	3.00	.96	2.74	1.15	2.76	.89	2.48	.99	2.81	.75
Performative skill	2.40	.84	1.79	.58	2.21	1.18	1.91	.75	2.00	1.09	1.84	.74
Authentic language in various contexts	2.00	.67	1.86	.77	2.32	1.16	2.15	.82	1.96	.93	2.06	.63
Critical thinking	2.50	.70	2.43	.85	2.42	.96	2.41	.89	2.13	.97	2.16	.78
Translation	3.00	1.25	2.57	1.09	2.68	1.16	2.50	.83	2.48	1.12	2.42	.81
Writing	3.10	.74	2.93	.92	2.63	1.17	2.82	.97	2.74	1.14	2.71	1.10
Vocabulary	2.60	.97	2.29	.83	2.16	1.12	2.12	.84	2.09	.85	2.00	.730
English life understanding	1.90	.74	2.00	1.04	2.00	1.00	1.97	.72	1.78	.67	1.81	.79
Appreciation of filming arts	1.90	.57	2.21	.89	2.11	.99	2.12	.69	1.96	.83	2.06	.68

Classroom vs. natural	2.20	.63	1.86	.66	2.16	.96	2.15	.96	2.17	.78	1.77	.62
Interaction with peers	2.60	.70	2.43	.85	2.42	1.07	2.29	.68	2.00	.85	1.94	.63
Acquire authentic English language	2.30	.68	1.86	.53	2.32	1.29	2.06	.78	1.91	.60	1.94	.68
Understand English variation	2.20	.63	1.71	.61	2.37	1.07	2.03	.80	1.91	.73	2.06	.73
Learn language skills with fun	2.60	1.08	1.79	1.05	2.21	1.08	1.88	.77	1.78	.671	1.87	.72

Note. Natural S = natural science major, Agricultural S = agricultural science major, Medical S = medical science major, Humanities S = humanities/social study major, Engineering S = engineering and technology major, English M = English major.

Table 3

Means (Standard Deviations) for three significant effects

Watching movies improve:	Natural S (N=10)		Agricultural S (N=14)		Medical S (N=19)		Humanities S (N=34)		Engineering S (N=23)		English M (N=31)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Language usage in different context	2.20	.92	1.93	.83	2.63	1.21	1.91	.76	1.96	.76	1.71	.70
Language usage in the same context	2.40	.70	1.93	.62	2.74	1.15	2.00	.78	1.91	.90	1.81	.54
Receptive skill	2.30	.95	2.14	.95	2.11	1.10	1.65	.60	1.65	.71	1.80	.81

Note. Natural S = natural science major, Agricultural S = agricultural science major, Medical S = medical science major, Humanities S = humanities/social study major, Engineering S = engineering and technology major, English M = English major.

Table 4

Means (Standard Deviation) for receptive skill among different majors and grades

Measure	Natural S (N=10)		Agricultural S (N=14)		Medical S (N=19)		Humanities S (N=34)		Engineering S (N=23)		English M (N=31)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Freshman	-	.92	2.00	-	1.00	-	1.00	-	2.25	1.26	-	-
Sophomore	3.00	-	3.00	-	2.00	-	2.50	.71	1.50	.58	1.00	-
Junior	3.33	.58	2.67	.58	3.00	1.41	1.40	.55	1.71	.49	1.40	.55
Senior	1.67	.52	1.89	1.05	1.92	.95	1.65	.56	1.38	.52	1.69	.70

Note. Natural S = natural science major, Agricultural S = agricultural science major, Medical S = medical science major, Humanities S = humanities/social study major, Engineering S = engineering and technology major, English M = English major.
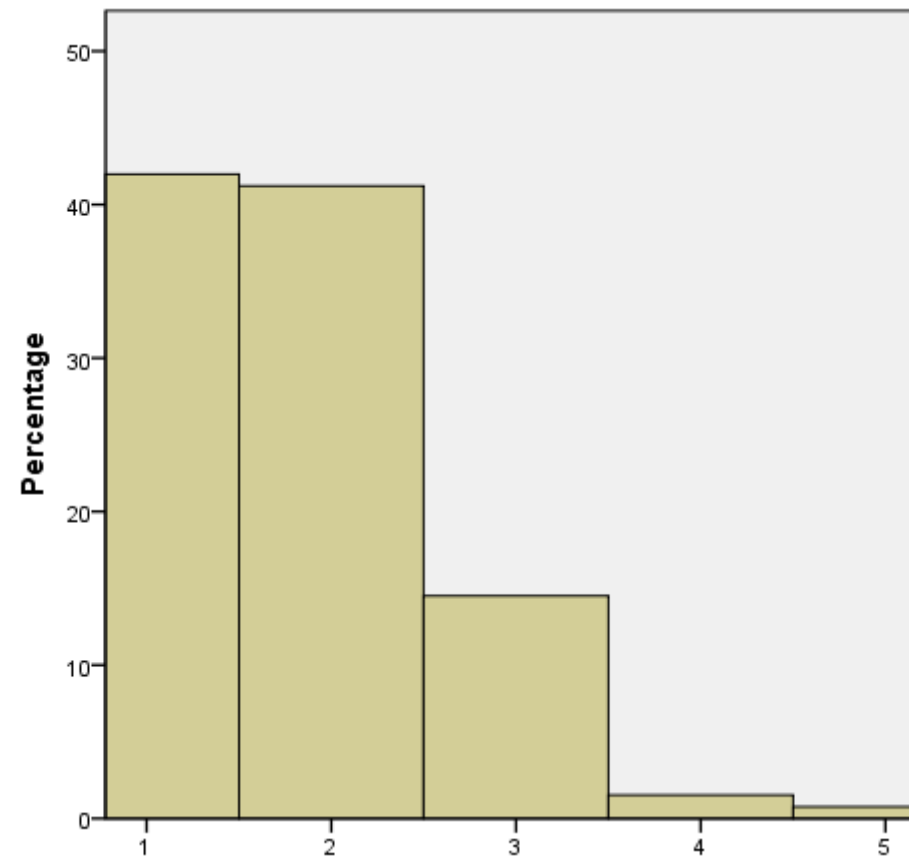
Figure 1

Watching movies improve my awareness about cultural issues and cross-cultural comparisons
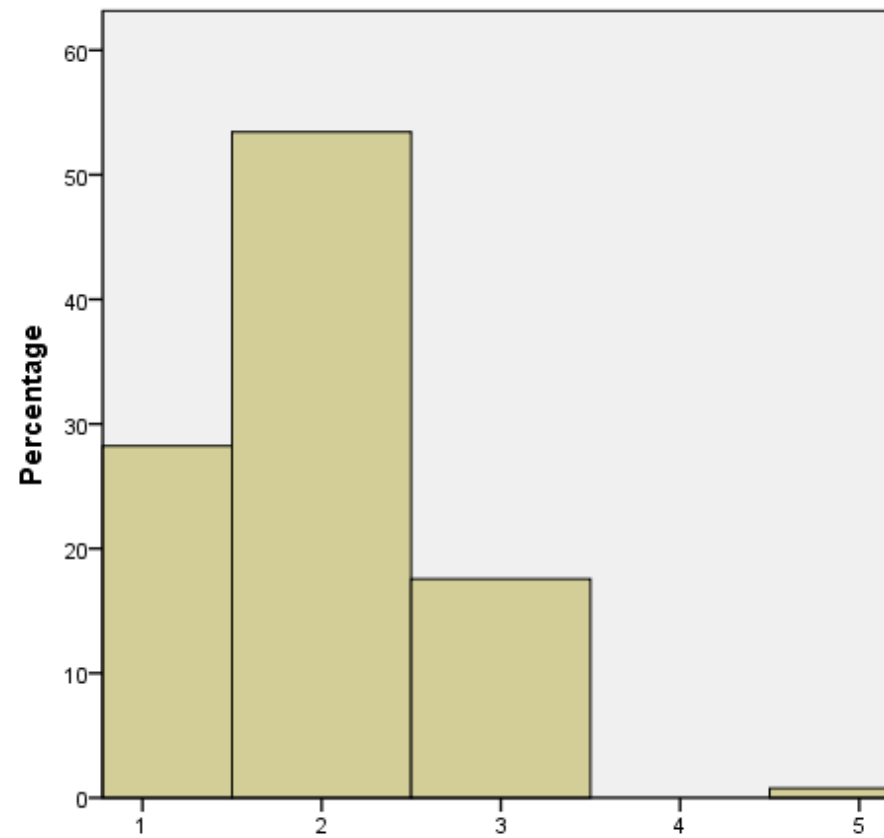
Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.
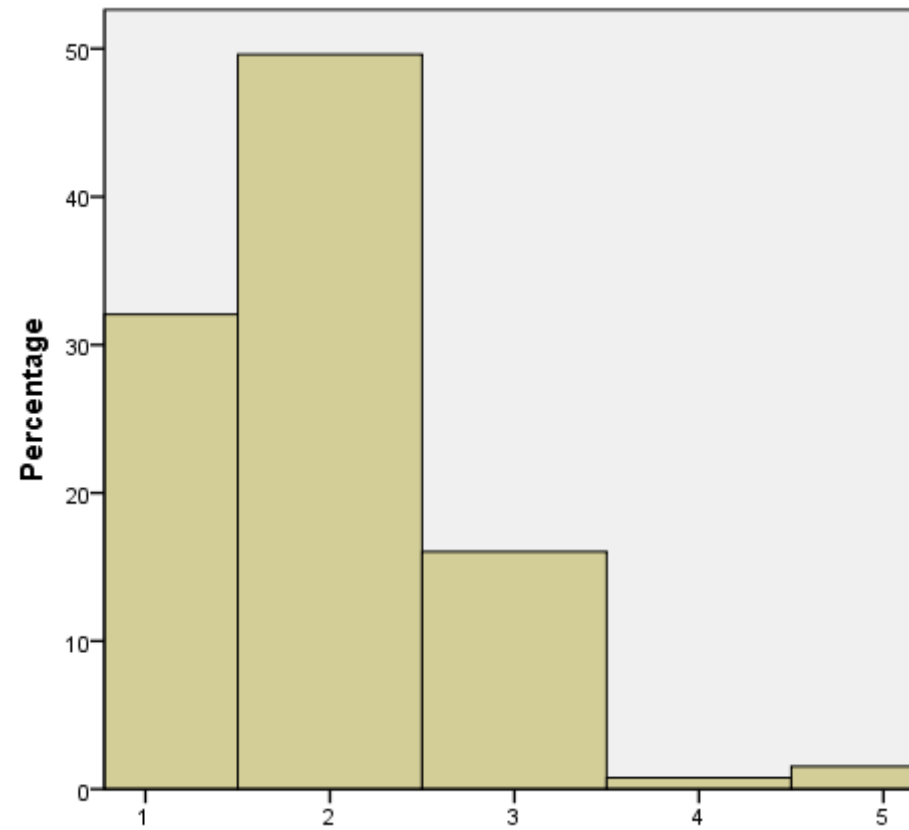
Figure 2

Watching movies improve my pronunciation

Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.
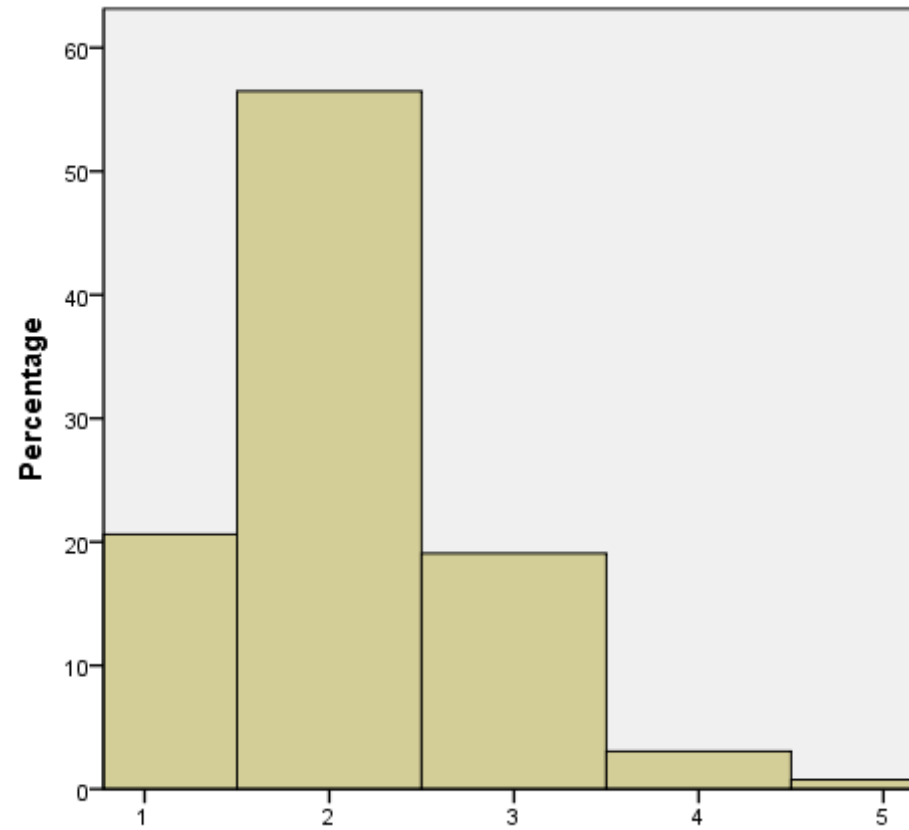
Figure 3

Watching movies improve my understanding and appreciation of life in the English country

Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.
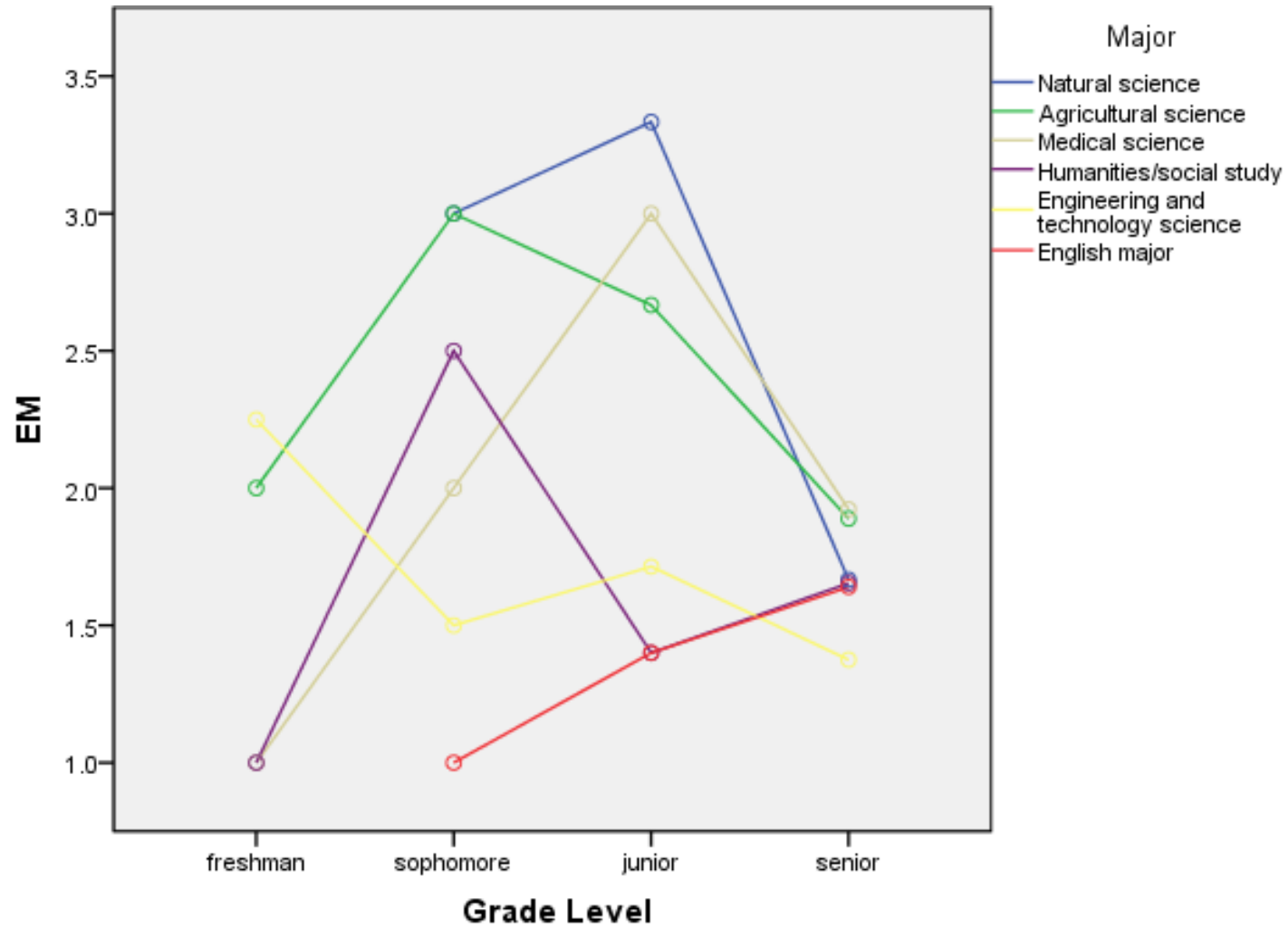
Figure 4

Watching movies improve my understanding and appreciation of the filming arts

Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

Figure 5

Watching movies improve my receptive skills

Questionnaire

This survey includes questions on your personal background and your opinions on watching movie in English learning. Any information you provide will be treated confidentially. Thank you for participating.

Section A: Demographic Information

Instruction: Please write your name and please check that applies to you the best:

A1.Name

_____

A2. Gender

☐ Male   ☐ Female   ☐ Other   _____

A3. Grade Level

☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior

A4. Major

☐ English Major   ☐ Non-English Major

A4.b. If you are a non-English major, please check the one that applies to you

☐ Natural science   ☐ Agricultural science ☐ Medical science ☐ Humanities/social study ☐ Engineering and technology science

Section B: For each of the following, please select the option that best expresses your opinion about watching movies in English help you improve the following aspects.

Watching movies in English helped me to improve my:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B1. Understanding of the authentic language used in the movie					
B2. Awareness about cultural issues and cross-cultural comparisons					
B3. Knowledge of how language is used in different contexts					
B4. Knowledge of how English is used for different functions and purposes within a context					
B5. Speaking skills and pronunciation					
B6. Receptive skill (receptive skill)					
B7. Fluency					
B8. Grammar and structure					
B9. Performative skill (speaking)					
B10. Knowledge of how the authentic language is used in various contexts and settings					
B11. Critical thinking about the English culture					
B12. Translation skill from English into mother tongue while watching non-captioned movies					

B13. Writing as an integrated skill presented as a final task after watching the movie					
B14. Vocabulary and authentic expressions					
B15. Understanding and appreciation of life in the English country					
B16. Understanding and appreciation of the filming arts					
B17. Understanding of the difference between the artificial use of English in a non-native environment (classroom) and natural use in a native environment					
B18. Interaction with peers in the English Language Teaching class					
B19. Understanding that such movies are very beneficial in acquiring the authentic aspect of the English					
B20. Understanding of how well the varieties of the English language can be demonstrated in the movies					
B21. Language skills with the fun and joy I experienced while watching the feature movies					