

行政院國家科學委員會專題研究計畫成果報告

英文影片對學習者學習動機與聽講技巧之影響：學習者為中心的教學觀

The Effects of Feature Films Upon Learners' Motivation, Listening
and Speaking Skills: The Learner-Centered Approach

計畫編號：NSC 88-2411-H-034-005

執行期限：89年08月01日至90年07月31日

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中文摘要

本研究旨在探討使用以學習者為中心之教學法，配合英文影片當教材，在大學英語聽講實習課之學習效果。主要目標在發現此種結合運用對於學習者在1). 學習動機; 2). 聽講能力; 3). 自動自發學習方面之影響。此研究假設藉由此種結合之使用，能使學習者 1). 獲得更有效的學習策略; 2.) 確定個人偏好之學習方式; 3). 設立更實際之學習目標; 4). 發展自我評鑑的技巧; 5). 獲得個人學習力強化技巧。

主要發現：

1. 聽力方面，實驗組與控制組之表現並無顯著之差別。
2. 口語方面，實驗組比控制組之表現優異。
3. 動機方面，實驗組比控制組之表現較佳。
4. 對於以影片為主之教學看法及態度方面，實驗組比控制組表現出更正面及肯定之態度。
5. 根據實驗組學生的自我評鑑，多數學生認為在聽講能力、動機與自動自發學習方面有顯著之進步。
6. 實驗組學生在接受以學習者為中心之教學法後，對於此教學法之可行性與效能有不同之正負面態度之改變。

最後，根據本研究之結果與發現，提出教學上與理論上涵義之探討。

關鍵詞：學習者為中心教學法，影片，效能，協商，諮詢，共同合作的，自我評鑑，自我導向，自動自發學習。

Key Words

Learner-centered approach, Feature film, Effects, Efficacy, Negotiation, Consultation, Collaborative effort, Self-assessment, Self-directed, Autonomy

Abstract

This research examines the *efficacy* of utilizing, in the university language class setting, a "*learner-centered approach*" in combination with a curriculum built upon video materials as the primary source of input. The specific analytical focus of this work is to determine how the combination of two relatively progressive trends in language teaching impact upon the Taiwanese student's 1.) motivation; 2.) listening performance; 3.) oral performance; 4.) sense of autonomy. This study builds upon the assumption that the combinatory influence of a collaborative classroom management style and a video-based curriculum will enable young adult learners to 1.) acquire more efficient learning strategies; 2.) identify their preferred individual learning styles; 3.) adopt more realistic academic goals; 4.) develop enhanced self-assessment skills; and 5.) attain a greater sense of "autonomy" in social, psychological and personal spheres.

This real-world setting experiment lasted for one academic year. The subjects for this study were 93 Freshmen who enrolled in two English laboratory classes at Chinese Culture University during the 2000 fall semester and 2001 spring semester over a period of 36 academic weeks.

The test instruments include: 1). two listening comprehension tests; 2). one oral

test; 3). an intrinsic and extrinsic motivation questionnaire; 4). a questionnaire on the motivation and attitude about the film-based instruction; 5). a questionnaire on the applicability of learner-centered approach; 6). self-assessment of English proficiency and attitudes; 7). interviews between the teacher and students. The statistical analyses were conducted by using the SPSS program. And one way ANCOVA was used to adjust the influence of the extraneous variable. The 0.05 level of confidence (P-value) was used as criterion level for determining the significant differences.

The findings showed there were significant differences on the oral performance and motivation questionnaire, but not on two listening comprehension tests between the experimental group and control group. And the experimental group showed more positive attitudes toward the film-based instruction than the control group. Last, the experimental group shifted their self-perceptions toward the adoption of the learner-centered approach to teaching after they actually took part in the practice.

Finally, the findings are discussed, and the theoretical and pedagogical implications are proposed.

Background and Objectives

Previous research (Lin and Fox, 1999) has proven that feature films can successfully replace the printed page as the central text in the EFL classroom. It was the author's involvement in this previous project that led her toward researching the benefits of a learner-centered approach implemented in combination with film-based instruction. Practical in-class experiences indicated the highly motivational aspects of occasionally offering learners opportunities to help in the selection of both film materials and related activities. Students enthusiastically embraced time-consuming homework film projects and activities outside the classroom. A majority of these students noted they found a great sense of achievement and acquired more self-directed learning strategies.

These personal experiences were positive, but they fell short of proving the

applicability of a student-centered approach applied in tandem with the experimental use of film materials. Doubt also remains regarding the feasibility of asking college students to take greater responsibility in the entire process of learning, when these students have long been used to teacher-centered learning. This is a major challenge to the adoption of the learner-centered instruction.

This study was conceived to determine the academic efficacy of a "learner-centered approach" used in combination with video materials in the Taiwanese university class setting, especially as it influences the average language learner's a.) motivation; b.) listening and oral performance; and c.) sense of autonomy.

Results and Discussion

1. There were no significant differences on two listening comprehension tests between the experimental group and the control group.
2. There was a significant difference on the oral test between the experimental group and the control group.
3. The experimental group performed significantly better than the control group on the intrinsic and extrinsic questionnaire.
4. The experimental group showed a significantly more positive attitude toward film-based instruction than the control group did.
5. The experimental group believed they had improved their listening and speaking performance, motivation and autonomy.
6. The experimental group readjusted their perceptions regarding the applicability and feasibility of learner-centered approaches.
7. Participation in the transition from a teacher-dominated classroom to one that operated on the principles of student-centeredness helped them to grow and develop their language learning awareness and skills while cultivating their self-directed language strategies.
8. Through the negotiating and cooperative mode of learning, students learned how to

work as a team to accomplish assigned tasks, thereby preparing themselves for the future workplace.

9. It was a great challenge trying to meet the needs and learning characteristics of individuals in the large class.
10. Some students were unable to adjust to or embrace the learner-centered approach.
11. The learner-centered approach demands greater effort and energy from the teacher; suggesting the need for a support group of some sort.

The following will be the discussion for the above findings:

First, the initial significant differences in the listening proficiency levels between the experimental group and the control group meant that even if the experimental group showed a greater degree of improvement than the control group, the differences would be statistically insignificant.

Second, most Taiwanese students were long used to teacher-centered instruction, resulting in more time having to be given over to explaining and training in student-centered practices. This demanded a significant amount of time from the experimental group compared to those working with the instructor pre-set teaching activities. This may account for the ambiguous differences between them.

Third, the students in the experimental group had more chances to interact with classmates or the teacher orally, and to present their assigned task before the class. These practices might account for why they improved their oral skills better than the control group.

Fourth, after getting involved more in the entire process of learning, the experimental group became more aware of their learning processes, more responsible for their own learning, and figured out more strategies for self-directed study, therefore their motivation was highly improved.

Fifth, the overall results showed that learner-centered approaches are applicable and feasible in large Taiwanese university EFL classrooms settings as long as sufficient training and guidance are given to the

students throughout the whole process.

Conclusion

The findings of this study showed there are both advantages and disadvantages for the adoption of the learner-centered approach to teaching. The learner-centered approach was not proved to be absolutely more beneficial for the improvement of the various skills than the teacher-dominated way of teaching, or fit for every individual with different learning styles and proficiencies, or appropriate for all contexts, even though it was proved still applicable and feasible in a Taiwan university EFL context. Those teachers looking for the adoption of the learner-centered approach should first arm themselves with the full understanding of the principles of this practice and make necessary adjustments according to the subjects' proficiency levels, learning styles, and different context throughout the process. Great care and planning is required of those looking to adopt various tasks for a multitude of circumstances to fit for learner-centered instruction.

Self-assessment for this project

The procedure and content for conducting this project overall follows the previous proposal, except undertaking a deeper examination and analysis of the students' degree of autonomy and empowerment after the treatment. Statistically, some results of this study did not correspond with the original expectations in the proposal. In the aspect of the listening comprehension performance, the experimental group did not outperform the control group. Nevertheless, from the students' self-assessment, they did confirm that they improved their listening, speaking, motivation and autonomy. And further, the applicability of the adoption of the learner-centered approach in the Taiwanese context was also partly confirmed.

The findings of this study can provide instructors with some guidelines and basis for them to adjust their teaching to fit students' unique need and goals, and further to develop their self-directed language

learning skills. The use of authentic film materials was proved to be highly motivating to the students in this study. Therefore, this study will expand beyond the theory of linguistics and language learning, and remain firmly centered on the pragmatics of the practice.

For academia, the use of scientifically controlled experiments in the authentic classroom context can provide data useful for researchers interested in how language acquisition can happen in a more learner-centered context. It is especially relevant to the teachers in Taiwan, as the study was undertaken in a classroom environment with more than 60 students whose language proficiency levels span both extremes of the spectrum.

Ultimately, this study can give greater insights into the successful adoption of learner-centered approaches to teaching in the Taiwanese university EFL classroom.

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