

USE OF FILMS IN LISTENING COMPREHENSION PRACTICE¹

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I. INTRODUCTION

Recent rapid progress in educational technology has enabled language teachers to use audio and visual aids very easily in the classroom. Video, which can provide both audio and visual components of the spoken language simultaneously or independently, offers countless possibilities for language teaching and learning. Many papers have been published concerning the advantages and disadvantages of video, techniques and materials for using video, and so forth (Riley, 1981; Willis, D., 1983; Willis, J., 1983; Lonergan, 1984; Allan, 1985; Parks, 1986; MacWilliam, 1986; etc.).

As MacWilliam claims that most of the books about video in the language classroom seem anecdotal or take the form of generalized observation, the amount of empirical research on the suitability and effectiveness of this medium is very limited. To our knowledge, only a few studies have been reported on the use of commercial films made originally for entertainment (henceforth, films) for teaching listening comprehension to learners of English as a foreign language. We should know more about whether films are really useful materials, what advantages and disadvantages they have, how they should be presented to the students, and what kinds of supplementary materials are necessary.

This paper will review briefly the previous literature on the use of films for listening comprehension practice and report two

studies to see whether films are good teaching materials or not, whether films good for advanced students are helpful in the same way to beginning students of English or not, and how films should be used in the classroom.

II. FILMS IN LISTENING COMPREHENSION: REVIEW OF THE LITERATURE

A. Advantages and disadvantages of commercial films

A commercial film made to entertain an audience of native speakers has superior advantages as a tool for teaching listening comprehension. First, a film is one of the most authentic materials that teachers can provide in a classroom situation. Films bring "real" lives into the classroom, and have the same benefits as the use of other realia such as restaurant menus or bus timetables (Lonergan, 1984).

The second advantage of using films is that they motivate students to listen to the language. Films were originally made for entertainment, so they are interesting and enjoyable. They are made to impress audiences. They have stories. They are smooth and professional compared to many video materials made for teaching English. They can entertain students more and immerse them more without strain in a real situation where the target language is used, compared to video materials made with so many educational purposes that they become boring.

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Allan (1985) says that the students viewing a film in the classroom will bring the same expectation of having fun as they have when they watch films at a movie theater or on a TV screen at their homes, and that teachers can encourage this positive attitude by using films in a flexible way. Morley and Lawrence (1972) also says that viewing films is an intellectually challenging and motivating experience for students and teachers alike.

Third, films offer visual contexts so that the students can understand by watching situations what the pronoun is indicating or what the speaker really wants to convey. Therefore, students are not exposed to the danger of listening to too explicit language that is often used in audio tapes, such as;

A waiter helping a head waiter to prepare a room for a party, and who has already brought in two lots of flowers, would hardly announce to the head waiter who is standing watching the proceedings in the middle of the room;

"I have some more flowers here. What shall I do with them?"

Instead, the waiter would be more likely to say simply;

"And what about these?" or "And where can these go?"

(Willis, J., 1983:31)

Riley (1981) says that through watching TV students can be exposed to semi-real communication in face-to-face interaction.

Fourth, films offer socio-cultural information that underlies the communication taking place, and this information is much easier to teach using a visual medium. For example, students will be taught how to respond not only verbally but also paralinguistically - how to let the speaker know that the listener is following a conversation, that he agrees or disagrees with the speaker, or that he wants to change the topic or leave the conversation - through

body, spatial, and gestural movement, which are culture- and language-specific and difficult to teach without visual aids. (Rubin, 1984)

Last, another important advantage of the use of films is that they provide meaningful contexts and vocabulary with natural language spoken at natural speed. Recently, more and more experts in the field of listening comprehension have insisted on the importance of exposure to natural expressions and natural flow of speech. (Rost, 1988)

Although films have many advantages as mentioned above, there are some disadvantages, too. Lonergan (1984) warns of the danger of the entertaining features of films. Normal viewing of films is mostly for entertainment and requires no special actions, but in a language classroom, students have to participate in learning activities. They have to grasp the whole meaning quickly, pick up specific information, or take dictation of phrases and sentences. However, instructors using films often complain that students do not listen to the text provided carefully but just watch as entertainment, so that their comprehension is very superficial.

The naturalness of the language used in a film is thought to be a serious problem by some language teachers. They think the language in a film is too difficult and too rapid for most foreign language learners who have limited linguistic competence. Therefore, they think films are suitable materials only for advanced students; for the intermediate and elementary levels, they prefer materials in which the language is controlled and graded for these learners. (Palomo, 1940; Travis, 1947; Morley and Lawrence, 1971; etc.).

There is another problem in using films: that is, their length. It usually takes one to three hours to show a film. It is obviously too long to use in a class, so the teacher has to adapt or arrange certain parts of the film in advance for each lesson. According to

MacWilliam (1986), the optimal maximum length for the retention of information is six to seven minutes for native viewers.

Because of such faults of films as causing students to pay less attention to classroom activities and being too difficult, too rapid, or too long for the students, some language teachers believe that films are not suitable for listening comprehension practice for foreign language learners and that ELT video materials, which were specifically made for English language teaching, are more desirable.

B. Empirical studies of using films

Yoshida (1976) conducted a thorough research by using a film of a children's story and an educational film of teaching reading skills with two groups; an audio-visual (AV) group, and an audio (A) group. The subjects of his study were university students. The results were that for the children's story, the AV group received higher scores than the A group, but for the reading skills there was almost no difference between the two groups. Yoshida claims that the audio-visual medium enhances students' listening comprehension more than the audio medium alone, but he suggests that if the material is too difficult for the student to comprehend in terms of content, vocabulary, etc., there will be no difference whatever the medium is.

Hattori (1988) reports that *The Graduate*, an American movie, motivated Japanese university students quite strongly and accelerated the process of their language learning. He claims that although using a film once a week did not lead the students to great progress in listening comprehension, he found students strongly want to experience real English as found in movies instead of learning through the traditional translation method.

Although some empirical studies have proved ELT video materials and TV news broadcast for native speakers of English to

be effective as teaching materials for listening comprehension (Markson-Brown, 1985; Furukawa, 1985; Sugimori, 1985; Brinton, 1978; and Murata, 1987), there have been too few studies about using films. We need more studies on the use of films in the classroom. Therefore, we have conducted the following two preliminary studies.

III. STUDIES

<STUDY 1>

SUBJECTS

Subjects of STUDY 1 were 235 female first-year students at Doshisha Women's Junior College (DWJC), Kyoto, Japan. Their major was English and they had at least six years of English education before admission to the college. They were all Japanese between 18 and 19 years old. They were divided randomly into six classes and three groups were made out of these six classes. Group A consisted of classes #4 and 6, group B of classes #1 and 5, and group C of classes #2 and 3 (See Table 1). Homogeneity among the six classes and among the three groups was confirmed by the JACET LISTENING COMPREHENSION TEST FORM A. Statistics concerning the homogeneity tests are shown in Table 2.

Table 1. Classes, Groups, and Subjects

	Teacher X	Teacher Y	Teacher Z
Group A n=79	Class 4 n=40	Class 6 n=39	
Group B n=80		Class 5 n=39	Class 1 n=41
Group C n=76	Class 2 n=37		Class 3 n=39

Table 2. Ms, SGs, and ANOVA for Homogeneity Tests

Class	M	SD	Group	M	SD
Class 1	39.7	33.2	Group A	39.6	24.4
Class 2	36.9	22.7	Group B	44.0	30.0
Class 3	37.2	27.7	Group C	37.1	25.2
Class 4	37.2	22.0			
Class 5	48.5	26.0			
Class 6	42.1	26.7			
F (5.229) = 1.0953 NS			F (2.232) = 1.3387 NS		

METHOD

Six classes were taught by three Japanese teachers of English (2 female, 1 male) in AV Room 1 at DWJC.² Each class met twice a week for about 40 minutes. In each lesson, a part of *Love Story*, an American film, was shown on TV screens for about ten minutes and its sound track was recorded simultaneously on the students' tapes.³ Students were required to listen to this tape at home and fill in the blanks on the text prepared by the authors (i.e., partial dictation). In the next lesson, the correct answers to the partial dictation were given and explanations were offered on colloquialisms, reduced forms, body language, and cultural background in the film.

One short story of *Intermediate Stories for Reproduction* (Hill, 1965) was also recorded on every student's tape for homework. In the next lesson, ten triple-choice questions (henceforth "quiz") based on the short story were given. Answers by the students were checked on the spot through the SONY analyzer system. The quizzes were written by the authors.

Students in Group B, in addition, used the text entitled *Workbook on Rhythm and Intonation* (hence *Rhythm*; Sato, 1975). This workbook pays special attention on the

practice of English rhythm, intonation, and reduced forms. Students in this group were asked to listen at home to the audio tape that accompanies this workbook. Exercises were done in class.

Students in Group C used the text named *Task Listening* (henceforth *Task*; Blundell & Stokes, 1981) in addition to the quiz and the film. This text book is famous for its task-solving orientation. Students in this group were asked to listen to the audio tape of this text at home and grasp the outline of the taped conversation. Correct answers and explanation of the contents were given in class. The treatment explained above is summarized in Table 3 according to the combination of the materials and group type. The period of STUDY 1 was nine weeks in the first semester of 1988.

Table 3. Groups and Treatments

Group	Treatment (Combination of Materials)
A	Films + Quizzes
B	Films + Quizzes + Rhythm
C	Films + Quizzes + Task

To measure students' progress in listening comprehension, the following tests were given:

- 1) JACET LISTENING COMPREHENSION TEST FORM A (hence JACET test)
- 2) VIDEO test

The JACET test was given twice. In May, the first test was conducted in AV Room with the students wearing headsets. The second test was done in a large classroom three months after the first one. Students did not wear headsets and the sound came from loudspeakers on the ceiling. We call the first test "pre-test" and the second one "post-test" in this paper. Considering the period between the two tests and the nature of the test, we believe students did not remember the contents of the test in a way that would affect the results of the post-test. Scores of the post-test and the difference in score between the two tests were treated as dependent variables in this study.

The other dependent variable was the scores on the VIDEO test conducted in July. This test was made by the authors based on a video-text called *Follow Me to San Francisco* (Griffin, 1981). In this test, our students were asked to watch a part of the video film (about ten minutes) and answer ten questions related to the contents. Questions were printed on the test sheet. This test was conducted in AV Room with the students wearing headsets. The dependent variables described above were summarized in Table 4.

Table 4. *Dependent Variables*

Dependent Variable #	Description
1	Scores on JACET test in July
2	Difference in scores between pre- and post-test
3	Scores on VIDEO test in July

Lastly, to know the effect of the treatment on the students of different levels, our subjects were divided into three levels according to their performance on the pre-test (See Table 5). Note that only two dependent variables, that is, #1 and #2 in Table 4, were used in this analysis.⁴

Table 5. *Levels, Scores, and Subjects*

Level	Score in Pre-Test	Groups and Subjects
Top	$X > 60$	A (n=17) B (n=23) C (n=14)
Mid	$59 > X > 20$	A (n=46) B (n=37) C (n=43)
Low	$X < 19$	A (n=16) B (n=20) C (n=19)

X is a score of pre-test obtained by each subject.

RESULTS

We report the descriptive statistics for the first two dependent variables in Table 6 by treatment groups. To determine what all

Table 6. *Ms and SDs for Post-Test and Difference between Pre- and Post-Test*

Group	Post-Test		Difference	
	M	SD	M	SD
A	47.9	24.8	8.3	19.6
B	53.4	28.2	9.3	17.7
C	52.2	22.1	15.2	15.8

these numbers mean, we subjected them to a one-way ANOVA using the SPSS package of statistical programs on Doshisha University's HITACHI HI-TAC computer.⁵ The results are reported in Table 7.

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Table 7. ANOVA for Difference between Pre-Test and Post-Test

SOURCE	DF	SS	MS	F
Between groups	2	2094.0897	1047.0449	3.3174
Within groups	232	73224.8209	315.6242	P < 0.05

There was no significant effect of the treatment on the scores of the post test. The F-value in Table 7, however, says there existed a significant effect of the treatment on the difference of the scores between the pre-test and the post test. To determine precisely where the difference occurred, we used the post hoc Duncan test. The test showed that a statistically significant difference existed between group A and group B and C respectively at the .05 probability level. We found no difference between groups B and C.

The descriptive statistics of the video test by the treatment groups are given in

Table 8. Ms and SDs for Video Test

Group	M	SD
A	6.0	1.8
B	6.3	1.7
C	6.1	1.7

Table 8. To measure the effect of the treatment, we performed a one way ANOVA on the scores. The F-value indicated there existed no effect of the treatment.

As we explained above, to know the effect of the treatment on the students of different levels, we divided our subjects into three levels. Table 9 shows the means and standard deviations of the first and second dependent variables for each level. We used a one-way ANOVA to determine the effect of our treatment on the scores of the post-test. The result is reported in Table 10. The table shows a significant effect existed in the top level at the probability of .05. We proceeded to the next statistical treatment, namely the post hoc Duncan test. The test showed that the top level students in group C made significantly greater progress in listening comprehension than their counterparts in group A at the probability of .05. We performed another ANOVA on the dependent variable #2. No effect of the treatment was detected.

Table 9. Ms and SDs for Top, Mid, and Low Levels

Group	Post-Test						Difference					
	A		B		C		A		B		C	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Top	68.8	26.4	84.3	17.0	79.9	9.1	-5.3	22.9	4.1	13.9	6.6	10.9
Mid	47.7	18.0	48.2	20.3	53.1	15.7	10.0	16.2	5.9	17.0	13.8	15.8
Low	26.4	21.9	27.3	16.5	29.8	16.6	17.8	18.3	22.0	17.4	24.4	14.9

Table 10. ANOVA of Post-Test for 3 Levels

Level	DF	F	P
Top	2/51	3.2615	P < 0.05
Mid	2/123	1.1723	NS
Low	2/52	0.1683	NS

<STUDY 2>

SUBJECTS AND METHOD

Subjects of this study were the same as in STUDY 1, They were asked to fill in the questionnaire made by the authors in the last class of the first semester of 1988. Details of the questionnaire are shown in the Ap-

pendix. Note that the original version of the questionnaire was written and answered in Japanese so that our students could answer it with precision.

RESULTS

We show the results of the analysis in terms of difficulty in Table 11 a, b, and c. These tables clearly show that subjects in all three groups considered the film to be difficult to comprehend. Our subjects in group B rated *Rhythm* suitable for their practice in listening comprehension. *Task* was considered to be more difficult than *Rhythm*, but to be easier to comprehend than the film. The quiz was rated between *Task* and *Rhythm* by our subjects.

Table 11. Degree of Difficulty of the Materials

a: Group A

	DIFFICULT ————— EASY					
	5	4	3	2	1	No Ans.
Film	16.7	61.5	21.8	0	0	0
Quiz	2.7	25.6	69.2	1.3	0	1.3

b: Group B

	DIFFICULT ————— EASY					
	5	4	3	2	1	No Ans.
Film	10.0	66.3	21.3	2.5	0	0
Rhythm	7.5	13.8	70.0	6.3	0	2.5
Quiz	1.3	38.7	56.2	1.3	0	2.5

c: Group C

	DIFFICULT ————— EASY					
	5	4	3	2	1	No. Ans.
Film	15.6	66.2	16.9	1.3	0	1.0
Task	9.1	48.1	40.3	1.3	0	1.3
Quiz	1.3	40.3	57.1	1.3	0	0

unit: %

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Table 12. Degree of Interest

Group	MOST INTERESTING			LEAST INTERESTING		
	A	B	C	A	B	C
Film	70.5	65.0	55.1	14.1	6.2	11.7
Rhythm	---	12.5	---	---	63.8	---
Task	---	---	19.2	---	---	40.3
Quiz	23.1	18.8	24.4	17.9	7.5	22.1
All	3.8	2.5	1.3	2.6	16.3	0.0
No Answer	2.5	1.3	0.0	65.4	6.2	26.0

unit: %

Table 12 shows the results for “most interesting vs. least interesting”. About 65% of our subjects thought the film to be the most interesting, while some 10% of them considered it to be the least interesting. 62.2% of our subjects thought *Rhythm* to be the least interesting material of all. In Table 12, we obtained high rate of “No Answer”. We assume that there were many students who thought there were no least interesting materials at all. They did not answer, simply because there was no column for “No Least Interesting Materials”.

Table 13 explains which materials the subjects believe had contributed most to their study of listening comprehension. As

to the film, 44.9% of the subjects in group A considered it to be the most instructive one. Subjects in group B and C, on the contrary, do not seem to have thought highly in the film as a teaching material. They tended to think *Rhythm* or *Task* to be more beneficial. About 36.3% of the subjects in group B considered *Rhythm* to be the most instructive. About a third of the subjects in group C rated *Task* to be the most helpful material. The quiz was considered to be most instructive by about 30% of the subjects in every group. Here again, we obtained quite a high rate of no answers. We assume this is also because there was no column for them to choose.

Table 13. Degree of Usefulness

Group	MOST USEFUL			LEAST USEFUL		
	A	B	C	A	B	C
Film	44.9	27.5	26.9	12.8	26.3	23.4
Rhythm	---	36.3	---	---	22.5	---
Task	---	---	29.5	---	---	20.8
Quiz	33.3	26.3	34.6	11.5	20.0	28.6
All	20.5	7.5	7.7	2.6	12.5	0.0
No Answer	1.3	2.5	1.3	73.1	18.8	27.3

unit: %

Concerning the length of a lesson, 75.6% of the subjects in group A considered the present 40-minute lesson appropriate for their practice in listening comprehension. Table 14, on the contrary, shows about half of the subjects in both groups B and C thought it rather short. This is probably because these two groups used three materials instead of the two in group A and, thus, some subjects felt pressed for time. Most of the subjects who considered the 40 minute lesson better reasoned that the present length was the limit of their concentration.

Table 14. Length of the Lesson

	A	B	C
OK	75.6	50.0	55.8
Not OK	23.1	48.8	44.2
No Answer	1.3	1.3	0.0

unit: %

Lastly, as for the presentation of the materials, Table 15 shows that 50% of the subjects in group A prefer the presentation of the materials through room speakers, while some 18% of the subjects in group C did. About 81% in group c like the materials to be presented through headsets. In group B, about 55% prefer wearing headsets and about 40% prefer the presentation through room speakers.

Table 15. Presentation of the Materials

Group	A	B	C
Room Speaker	50.0	40.0	18.2
Headset	47.4	56.3	81.1
Either will do	2.6	1.3	0.0
No Answer	0.0	2.5	0.0

unit: %

DISCUSSION AND IMPLICATIONS

The first finding of STUDY 1 is that group A, whose members used only the film and the quiz, made less progress in listening comprehension than group B and C. This is probably because most of the film used as a teaching material was rather difficult for our subjects to understand fully. Subjects in group A, thus, did not get a large amount of comprehensible input (Krashen, 1985). On the other hand, subjects in group B and C, who used easier-to-understand materials (in addition to the film and the quiz) had larger amounts of comprehensible input than their counterparts in group A. This interpretation finds support in STUDY 2. Table 11 a, b, and c say that most of our subjects considered the film to be a hard material to comprehend.

Second, as we have seen, there existed no difference in getting information through TV screens.⁶ Group A had much practice in learning how to get information through TV screens, but nevertheless did not excel the other two groups. This indicates the ability to get information through the eyes may not be developed at least by nine weeks training. The decisive answer on this issue, however, remains to be seen, because our video test consisted only of ten questions and may have been poor at discriminating the ability of the subjects,

Third, as Table 9 and 10 indicate, top-level subjects in group A showed very poor performance in the post-test. The reason for this poor performance may again be ascribed to the quality of input. As was stated above, a large portion of the film used as a teaching material was rather difficult for our students and thus was $i + X$ ($X > 2$) in Krashen's term. The only other source of input for group A students was the quiz. The quiz seems to be an ideal input for middle- and low-level students. For the top level students, however, the input was an easy one (just i or $i - X$, $X > 0$) and did not help them to develop listening comprehen-

sion ability. As for top-level students in groups B and C, *Rhythm* and *Task* respectively provided them with suitable input. In this way, the lack of good input for the top-level students in group A may have caused their poor performance on the post-test.

The subjective rating analyzed in STUDY 2 gives some implications. First, the analysis shows our subjects seem to have made a subtle distinction between interesting materials and instructive ones (Table 12 and 13). Students are often said to take an interesting material for an instructive one. The rating implies, however, that at least our subjects could discriminate helpful materials from interesting ones.

Second, the film seems to motivate students to study. The results of STUDY 2 (Table 12) shows the students thought the film to be the most interesting material of all. An interesting material is often said to accelerate highly students' concentration and eagerness in a class. Our informal observation in classes also confirmed this assertion. We can say that the film is a good teaching material for motivating students.

Third, many junior college students seem to find it difficult to concentrate on listening activities for more than forty minutes. This result could be useful information to teachers who are planning the reform of listening comprehension activities. To secure the students' maximum attention, teachers should cut their classes to about 40 minutes or use two or three materials for a change in a 90-minute lesson.

Fourth, it seems that we could change the way of presentation according to the materials. In group A, subjects could get information on the contents both through ears and eyes, while subjects in group C got information mainly through ears. To concentrate on the information through ears, a headset would be a better device.

CONCLUDING REMARKS

Before concluding, we would like to point out some shortcomings in our study. First, although we did our best to control the variables concerning the style of teaching in each class, we should admit there existed differences in teaching styles. We acknowledge that these difference might have affected the results of our study. In this connection, other intervening variables which we did not control might have had some influence on our results.⁷

Second, the period of our study, three months, is rather brief. This may exert some influence especially on our statistical analysis.

Third, our study showed only that the film *Love Story* yielded the results reported above. If other films had been used in our study, the results could have been different. In this relation, we also admit that our study only showed one particular teaching method using commercial films, i.e., partial dictation, did not work well in our teaching of listening comprehension. If other teaching methods had been used, the results, again, could have been different.

Bearing all these shortcomings in mind, we would like to summarize our argument:

(1) In our limited study, film highly motivates students, though it does not help them make much progress in listening comprehension.

(2) To compensate for the drawbacks mentioned in (1), film should be used in combination with other materials.

(3) The level of the materials used with the film should be just above the students' present level of English.

(4) The ability to get information through T screens may not be developed by a few months' training.

(5) Maximum length of a lesson should be around 40 minutes.

(6) Teachers could change the way of

presentation of the materials (room-speakers vs. headsets) according to their nature.⁸

These arguments are only the results of a limited study, so it would be dangerous to generalize them too much. We believe, however, our study sheds light on many neglected issues in the use of films and encourages many teachers to use films as one material for listening comprehension practice. We also believe this study indicates that language teachers should pay much more attention to both the ways of presenting films and the environment in which presentation occurs.

NOTES

1. This is a revised version of a paper presented by the authors at the 28th Annual Convention of the Language Laboratory Association of Japan (LLA) in Nagoya, Japan, July, 1988. We express our thanks to Prof. B. Susser for his valuable comments on the draft of this paper.
2. The AV (Audio-Visual) room is a fully-equipped language laboratory, which has a Sony 5500 Mark II and one monitor screen for every two students.
3. *Love Story* is an American film featuring A. MacGraw and R. O'Neil. It was made in 1970 based on Eric Segal's best-seller. The conversation in this film is full of colloquialisms and reduced forms.
4. Homogeneity among the groups in each level was confirmed through a one-way ANOVA procedure on the pre-test scores.
5. We are grateful to Mr. Nagano of Doshisha Univ. for his kind help in the use of SPSS.
6. By "information", we mean the visual clues that help students in listening comprehension.
7. They include: (a) the hours students spent at home to listen to English; (b) the influence of English conversation class; (c) the rapport between teachers and students; and (d) students' character (extrovert vs. introvert).
8. By "their nature", we mean their mode (audio, audio-visual) and their orientation (task-solving, dictation, etc.).

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APPENDIX

QUESTIONNAIRE ON LL ENSHU

1. Degree of difficulty of the materials

A) Film:

- a) very difficult
- b) difficult
- c) moderate
- d) easy
- e) very easy

B) Rhythm:

- a) very difficult
- b) difficult
- c) moderate
- d) easy
- e) very easy

C) Task:

- a) very difficult
- b) difficult
- c) moderate
- d) easy
- e) very easy

D) Quiz:

- a) very difficult
- b) difficult
- c) moderate
- d) easy
- e) very easy

2. Content of the materials

A) Film:

- a) not interesting at all
- b) not interesting
- c) average
- d) interesting
- e) very interesting

B) Rhythm:

- a) not interesting at all
- b) not interesting
- c) average
- d) interesting
- e) very interesting

C) Task:

- a) not interesting at all
- b) not interesting
- c) average
- d) interesting
- e) very interesting

D) Quiz:

- a) not interesting at all
- b) not interesting
- c) average
- d) interesting
- e) very interesting

3. Pace of the course

A) Film:

- a) too fast
- b) fast
- c) suitable
- d) slow
- e) too slow

B) Rhythm:

- a) too fast
- b) fast
- c) suitable
- d) slow
- e) too slow

C) Task:

- a) too fast
- b) fast
- c) suitable
- d) slow
- e) too slow

D) Quiz:

- a) too fast
- b) fast
- c) suitable
- d) slow
- e) too slow

4. Which material did you find most interesting?

- a) Film
- b) Rhythm
- c) Task
- d) Quiz
- e) all

5. Which material did you find least interesting?

- a) Film
- b) Rhythm
- c) Task
- d) Quiz
- e) all

Films in Listening Comprehension

6. Which material was the most useful to you?

- a) Film
- b) Rhythm
- c) Task
- d) Quiz
- e) all

7. Which material was the least helpful to you?

- a) Film
- b) Rhythm
- c) Task
- d) Quiz
- e) all

8. How many hours did you spend preparing for the lesson?

- a) more than 2 hours
- b) 2-1.5
- c) 1.5-1.0
- d) 1.0-0.5
- e) less than 0.5 hour

Which material did you study most?

9. How many hours did you spend reviewing the lesson?

- a) more than 2 hours
- b) 2-1.5
- c) 1.5-1.0
- d) 1.0-0.5
- e) less than 0.5 hours

Which material did you study most?

10. What do you think of the length of one lesson (40 minutes)?

- a) OK
Reason:
- b) Not OK
Reason:
How to improve:

11. Which is better for listening?

- a) Room speaker
- b) Headset (headphone)

12. What things would you like to see emphasized in future LL Enshu?

13. Did you have any trouble during the lessons?

14. Do you think the LL Enshu was useful for improving your English?

- a) very useful
- b) useful
- c) useful to some extent
- d) not useful
- e) not useful at all

15. If there are any materials or films you would like to study in this class, please write your suggestions here.

16. Write any other comments you have about the class.