An Attempt to Foster Autonomous English Learning Through Movies in Individual and Collective Settings

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Abstract This paper explores the possibilities of fostering autonomous English learning habits on the part of Japanese college and university learners through movies, especially to improve their vocabulary and listening and writing skills. To grasp to what extent watching movies in English is familiar to today's Japanese students, a survey was conducted of a total of 137 students of various majors at two national universities. It was found that they most commonly watch movies on a DVD player at home with Japanese subtitles; seeing a movie at theaters is much less common. Few students watch films with an intent to learn English. Moreover, many wish to be able to enjoy watching English movies without Japanese subtitles and a relatively large number of them are ready to make the effort required to gain such proficiency. The paper argues for the supremacy of autonomous learning over classroom learning and finally proposes three types of self- or group learning methods of watching movies in English to improve their listening comprehension & perception, increasing the repertoire of useful conversational phrases, plus writing skill to effectively express their comments on movies on a BBS to share their views with other competitive learners in autonomous settings.

1. Introduction

1.1 Typical Patterns of Learning English

Methodologies in teaching English through movies have been studied and practiced for many years at various levels of educational institutions in Japan. Nevertheless, little attention has been paid to approaches to motivating Japanese college and university students to make use of movies as a tool to learn English in autonomous situations, especially after they have gained the credits required for or counted toward graduation.

Every year, at the beginning of their very first semester of university life, many freshmen state that their English proficiency, especially vocabulary, had reached a peak at the time of the university entrance exams and then their proficiency started to fall. In general, their English proficiency may rise somehow for another two years or so until they finish taking all of the required English courses. However, their proficiency may slowly decline again for the rest of their life. Some of them may be forced by their employers to learn English for professional duties that require certain practical English skills for their work or for some personal needs such as traveling abroad. This sporadic learning pattern should be altered drastically.

Learners need to learn English continuously if they wish to have the command of English required for their potential personal needs and professional duties in the future. However, average Japanese college and

university students virtually stop spending time improving their English skills, as is often true of many English learners in EFL countries, where the command of English rarely affects their daily life. Many students study English simply for gaining credits and stop studying English after they finish the required courses. It is difficult to generalize what truly drives Japanese college and university students to study English other than as a requirement for graduation.

English teachers should not be satisfied at all with their own teaching effects observed in a limited period of time. The sense of achievement gained from their elaborate lesson plans and positive feedback received from their students in class with an encouraging classroom atmosphere could often mislead teachers to assume that their job is over once they finished the lessons and graded their students. Consequently, teachers tend to pay little or no attention to or interest in what really happens to learners after the semester ends. They seem to be concerned with first and second-year students only and fail to care for their life-long learning.

Limiting learners' input to classroom hours is insufficient to produce proficient English speakers; they need to spend many more hours outside the classroom, where more substantial learning is generally considered to take place. Horwitz (1987) states, "A large proportion of language learning goes on outside of the classroom and is therefore not subject to the teacher's direct intervention" (p. 120). However, the teacher should still be involved in promoting learning outside the classroom. Richards & Schmidt (2002) states that English teachers should try to:

> raise learners' awareness of what is involved in the process of second language learning; help learners become more involved in and responsible for their own learning; help learners develop and regulate their language learning strategies (p. 298).

Learners need to be exposed to authentic English discourse available in various media sources including movies and thus more focus should be placed on how to train our students to regulate the process of their own learning to become autonomous learners who are highly motivated to continue to use English movies for their life-long language learning.

1.2 What Is an Autonomous Learner?

As a preliminary step in this discussion, what is meant by "autonomous learning" or "learner autonomy" should be made clear. Holec (1980) states, "to say a learner is autonomous is to say that he is capable of taking charge of his own learning" (p.4). Benson (1997) defines learner autonomy as "an act of

learning outside the framework of an educational institution and without the intervention of a teacher" (p. 19). Richards & Schmidt (2002) define it as:

> in language teaching, the principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it" (p. 297).

Autonomous learners are those who can monitor their whole learning process: they can select their point of departure of learning, i.e. what to begin with; they can fix the boundaries of what they are learning, i.e. what goals to set to reach. In other words, the advocacy of learner autonomy is to transfer decision-making from teachers to learners. They "must decide what to learn, how to learn it, and how to determine just how well they have learned it" (Allwright, 2005, p.13). Yet, they "must be led to clarify, refine and expand their views of what language means and of what language learning entails" (Wenden, 1987, p. 12).

Autonomous learners of English are expected to be fully aware of what to learn and how to learn it. They are "totally responsible for making and implementing all of the decisions concerned with his [their] own learning" (Dickinson, 1987, p.9). Naturally, they should be able to select appropriate materials by themselves and use the materials in proper manners to maximize their effects. They must make a plan to manage their learning and keep themselves motivated to achieve the goals.

Autonomous learners do not always act alone. It is widely interpreted that "autonomy refers to working individually, independently and in isolation" (Schmenk, 2005, p. 112). Even so, they need to insure feedback to their own output, i.e. speech and writing; otherwise, they cannot improve those productive skills. Those learners can learn English more effectively by working together in various ways. Establishing an English movie circle is one of the possibilities to create such opportunities for motivated learners of English.

1.3 Types of English Learners

Learners of any foreign language can be classified in the following four types with regard to the following four criteria, as presented in Table 1.

The majority of Japanese college and university learners of English should fall into the bottom type, i.e. the Mediocre. They have little or no autonomy for their learning English; they are not intrinsically motivated at all but are only motivated extrinsically to gain the credits needed to graduate from college. They are group-oriented and tend to follow the crowd to feel secure, sticking together with their friends in

class. Moreover, they are likely to take less demanding classes taught by lenient teachers with fewer assignments.

Table 1
A Four-Type Learner Typology

	Degree of Autonomy	Intrinsic Motivation	Extrinsic Motivation	Group Orientation
The Lone Warriors	◎	◎	×	×
The Rising Dragons	○	○	△	△
The Sprouts	△	△	○	○
The Mediocre	×	×	◎	◎

The Sprouts refer to those who have shown some signs of autonomy with growing interest and fun to learn English. They plan their own learning in addition to required course work. However, they are still motivated by external factors and could stop learning unless their efforts are fairly rewarded with some tangible results in a relatively short period of time.

The Rising Dragons have advanced further toward autonomy. However, they have yet to establish their own style of autonomous learning. They find it inefficient or even a waste of time to sit in class or in pair with less proficient learners; instead, they seek authenticity and ask for input of and/or interaction with native speakers of English.

The Lone Warriors are fully knowledgeable about what to do and how to do it to improve their English skills. They keep improving their English skills from extrinsic motivation or reward from learning English but they genuinely enjoy learning English and tend to prefer acting alone.

This classification is in no way perfect; learners in any group can take on any characteristics of other types. Students who are unwilling to work in pairs or in a group can be found often in the Mediocre classes. The Lone Warriors can be found among English language experts and professionals such as interpreters, translators, teachers and others who use English for their business and daily routines. They are intrinsically motivated, but at the same time, they keep honing their English skills for their professional needs to keep up their ability. Some Lone Warriors may still like to work with others to improve their English, say, chatting in English regularly with other learners or write journals on a BBS. More importantly, learners "should be free to decide whether they want to self-direct their learning or to let others direct for them" (Holec, 1987, p. 147). Indeed, learners need both freedom and guideline in the process of learning English for their goals.

1.4 Autonomous English Learning through Movies

Researchers and practitioners of teaching English through movies would miss no chance to recommend English learners, especially autonomous learners watch movies to improve their skills and increase knowledge on various fields. The higher the proficiency of learners is, the more authentic materials they tend to seek for their learning. Likewise, the higher the level of their proficiency, the more benefits they are assumed to gain from watching movies.

Pedagogical benefits of watching movies in English can be summarized in terms of these three key words: authentic, contextual and entertaining as shown in Figure 1 and Figure 2. Through movies, learners can gain authentic input in contexts and improve the four basic skills and learn colloquial grammar.

While an abundance of materials of learning English through movies is commercially available, none of them alone is sufficient enough for learners to learn English vocabulary and syntax systematically. Movies may work as supplementary materials (e.g. visual aids to assist learning and examples to teach grammatical structures) for junior and senior high school students who may learn new vocabulary and structures of English more efficiently with regular materials other than movies in traditional grammar syllabi. On the other hand, movies can be one of the best materials for college and university learners who may have little need to cram knowledge or rules about English and can afford to spend more time outside class at their own pace.


Through movies, learners can ――

Authentic	• Learn authentic phonological, lexicogrammatical and discourse features peculiar to casual conversation.
Contextual	• Learn materials in context with aural and visual cues and develop empathy with people in the stories.
Entertaining	• Never become bored with learning English due to the unlimited repertoire of works available from the past and in the future.

Figure 1. What Learners Can Learn Through Movies.

Through movies, learners can improve
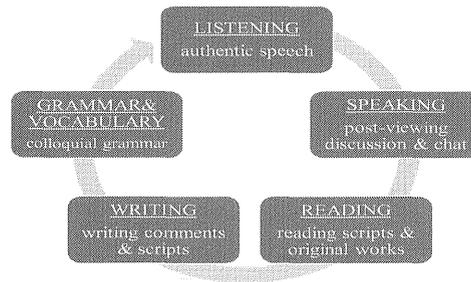
Figure 2. What Learners Can Improve Through Movies.

2. Studies on Watching Movies

2.1 Previous Studies

Prior to presenting some proposals to encourage our students to watch movies for their autonomous learning of English, it is essential to precisely grasp to what extent watching movies is familiar to current college and university students in Japan. Do they watch movies as often as their previous generations? What kinds of movies do they like to watch? Where and how do they watch movies?

Among numerous surveys on the customs of watching movies among the general public, one survey conducted by My Voice (2004) on a total of 15,293 Internet users (30% were in their 10s and 20s) found that 71 percent of the respondents went to see the movies at theaters at least once in the past one year; 26 percent saw films at theaters two or three times; 20 percent only once. The survey also found that 34 percent of the surveyed went to theaters less frequently than before; 17 percent went more frequently. It was also found that action is the most popular genre by 42 percent, followed by SF & fantasy 39 percent and adventure 31 percent.

Another survey conducted by GEM Partners found that moviegoers saw movies at theaters five times on average in the year of 2009. A more recent survey by Release Center on 396 Net users in their 20s to 40s) reports that 78.8 percent of the respondents watch movies and 21.2 percent do not watch movies at all. It also shows that 49.9 percent watch movies most often at home and 29 percent at theaters. Besides, the results indicate that the younger, the less frequently they watch movies. The survey also found that action & adventure the most popular genre (66%), followed by SF & fantasy (59%). It also turned out that seeing movies at theaters is more popular than watching movies at home in respect of the huge screen size,

sound effects, big-screen impact and the quality that makes audience feel like as if they were in the scenes they are watching.

Despite the abundance of research available on general moviegoers, few studies have been conducted on Japanese college and university students' interest in watching movies, especially those related to learning English through movies. Among the few surveys of this type is a survey conducted by Tsukakoshi (1995), who mainly focused on how learners expected movies to be used in college classrooms. He found that romance was the most popular genre of movies students wanted to watch in class and listening is expected to improve most while grammar to improve the least by watching movies.

2.2 Present Study

In the present study, a survey was conducted, involving a large number of subjects who were asked to answer and respond to a variety of questions and statements in an attempt to grasp the familiarity of movies to current college and university students and how they relate to movies in their daily lives. Details of the study are described below.

2.2.1 Subjects

A total of 137 undergraduate students of various majors in all years ranging from freshmen to seniors at two national universities in Hokkaido were asked to participate in the survey.

Student demographics (gender, academic status, and major) are presented in the three pie graphs on page 9. By gender, 84 respondents were male and 48 were female, and the gender of five respondents were unknown. They were all Japanese first language speakers except one Chinese L1 speaker. By academic status, 69 were freshmen, 48 were sophomores, 13 were juniors and 3 were seniors and three respondents failed to indicate their academic status. By major, almost half of the subjects were commerce majors at Otaru University of Commerce. The other half consists of a variety of majors at Hokkaido University.

Details on their background related to learning English such as experiences of living or traveling abroad or English skill proficiency scores or grades such as TOEIC, TOEFL and STEP were not collected since they are not considered relevant for the purposes of this study.

1-1-1. By Gender

A total of 137

Male 84
Female 48
Unknown 5

☞Male ☞Female ☞Unknown
4%

1-1-2. By Year

A total of 137

Freshmen 69
Sophomores 48
Juniors 13
Seniors 3
Unknown 5

☞Freshmen ☞Sophomores
☞Juniors ☞Seniors
☞Unknown
2% 4%
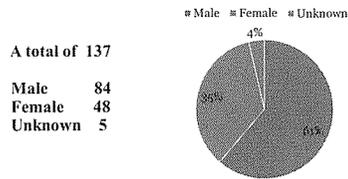
Figure 3. Gender Component.   *Figure 4.* Academic Year Component.
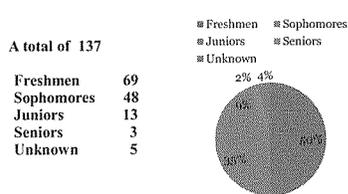
1-1-3. By Major (Faculty)

A total of 137

Commerce 67
Fisheries 30
Science 26
Literature 8
Agriculture 2
Engineering 2
Economics 1
Medicine 1

☞Commerce ☞Fisheries ☞Science
☞Literature ☞Agriculture ☞Engineering
☞Economics ☞Medicine
1% 1%
1%
6% 1%
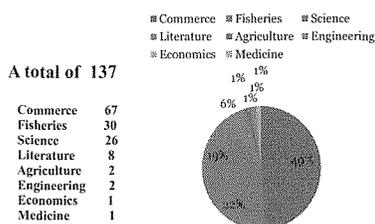
Figure 5. Major Component.

2.2.2 Procedures

A questionnaire was handed to and collected from each of the 137 subjects, spending approximately 10 minutes at the outset of seven classes taught by the author. The subjects were asked to answer and respond to 20 questions and statements on watching movies and learning English.

2.2.3 Materials & Results

The 20 questions and statements and their results are reported in the figures and graphs in the Appendix.

2.2.4 Seven Major Findings

In sum, this survey yielded the following seven major findings:

1. University students most commonly watch a movie on a DVD player; seeing a movie at the theaters is much less frequent.

2. English language movies are much more popular than Japanese language movies.   Moreover, many like both.

3. Only a few students watch movies for the purpose of learning English.

4. Among other skills, listening is considered to be best improved by watching movies.

5. Watching a movie with Japanese subtitles is the most common form of viewing and few stop the player to check lines for comprehension and perception.

6. Most students wish to be able to comprehend a movie without looking at Japanese subtitles and a relatively large number of them are ready to make the effort required to gain such proficiency.

7. Action, SF and romance are the three most popular movie genres.

The first finding indicates that the frequency of university students' going to see the movies at theaters is much lower than that of those surveyed as previously introduced in this paper. It seems not too difficult to explain this gap. Almost 50 percent of the subjects in the present study are freshmen who just entered university just a few months ago, who are assumed to have spent many hours studying hard in the past one year to get admitted to the two prestigious national universities in Hokkaido. They may have had little time to go to see the movies at theaters or even watch them on a DVD player at home. Moreover, they could not afford to spend money and time to go to theaters, which is true of most university students. The previous surveys on general movie viewership involved those who have jobs and thus can afford to attend theaters more frequently than students. Thus, the gap between the present study and the previous general movie viewership surveys are all due to the respondents' age components.

3. Encouraging Autonomous Learning

3.1 Steps to Motivate Learners to Watch Movies

In the steps to encourage our learners to watch movies for their autonomous English learning, we should first offer them chances to have fun watching movies. It is generally difficult for people to keep doing something autonomously for an extended period of time without having fun unless they are forced to do so.

Second, we need to make our students aware of the prospective benefits of watching movies by demonstrating how and to what extent their listening comprehension and perception will improve and how rich their vocabulary will grow. The clearer the benefits, the more likely learners will be motivated to learn English through movies.

Third, we can motivate learners by introducing stories of some successful English language learners who have learned English through movies. It will be more effective if teachers themselves can talk about their own stories than strangers' stories to act as a role model for their students. If their experience of

learning English through movies is limited, they can tell stories of some of their students they taught in the past who have benefitted well from watching movies.

Fourth, it is essential for teachers to demonstrate specific ways of watching movies for learning English in class. Few learners can be autonomous enough to plan their learning procedures from scratch. Learners should be assisted at the initial stage or for a certain period of time by a teacher with some specific ways of organizing their autonomous learning style; then they will gradually become autonomous to modify what they have been advised to learn to make them fit better their personal wants and needs. A variety of interesting tasks using movies should be conducted in classrooms that learners can repeat even in their autonomous settings.

Fifth, it is advisable to help motivated students get together in some ways, including creating an English movie circle. Good learners, especially the Rising Dragons or the Lone Warriors tend to be isolated, thus teachers in a proper position should help them get to know each other. When they find someone really motivated in different classes, they can encourage them to work together to maximize the effects of learning English through movies, especially to gain feedback to their output from others through interaction.

3.2 Specific Instructions for Watching Movies

Here are three specific instructions for learners to watch movies at theaters and/or at home either alone or in a group, as summarized in the three tables on page 16 and 17.

Type A is the procedure designed for those who wish to watch movies both at theaters and at home in individual settings but use a BBS to share their experiences with other motivated learners. They are expected to continue tenaciously to watch movies and write down almost all movie lines they hear. This procedure is appropriate for advanced learners who are highly committed to learning English and fully ready to do whatever it takes to achieve their goals.

Type B is designed for those who cannot afford to see movies at theaters but watch movies alone on a DVD player only, but still utilize a BBS. It is obviously a less demanding procedure than the previous type.

Type C is for learners who prefer to study in collective settings or to work in a group. They go to see the movies at theaters or watch them on a DVD player in a group to share a moment of intensive learning

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activities and interact with each other in post-viewing tasks, using a board and a BBS. They can establish a

circle with a teacher as an adviser or as a coach to facilitate their learning in proper manners.

Table 2
Type A: Watching movies at theaters & home in individual settings

STEP 1	Go to see a movie at a movie theater once a month.
STEP 2	Write down the phrases you hear.
STEP 3	Upload the phrases and write your comments on the movie on the BBS to share them with others.
STEP 4	Get the DVD of the movie when it comes out and watch it on a player at home.
STEP 5	Watch the movie without subtitles.　When you come across a part you cannot understand well, pause and replay it until you can write it down.　Then, check out the subtitles.　Continue to use one movie for several days or several weeks until you can understand almost all of the lines.

Table 3
Type B: Watching movies at home only in individual settings

STEP 1	Watch a movie on a DVD player once a week.
STEP 2	Watch the movie from beginning to end without subtitles. Write down the phrases you hear.
STEP 3	Watch it again with Japanese subtitles from beginning to end. Write down phrases you hear.
STEP 4	Watch it once again with English subtitles from beginning to end. Check out the phrases to see if they are right.
STEP 5	Upload the phrases and write your comments on the movie on the BBS.

Table 4
Type C: Watching movies at theaters & home in collective settings

STEP 1	Go to see a movie at a theater or on a DVD player once a week with your friends.
STEP 2	Watch it from beginning to end and write down the phrases you hear.
STEP 3	Write the phrases on a board or show your notes to your friends to share.
STEP 4	Discuss the movie in a pair or in a group, either face-to-face or in a chat room.　Ask each other questions such as "How did you like this movie?"　"What do you like and dislike about this story?" "One a scale of one to ten, how would you rate this movie?"
STEP 5	Later, upload the phrases and write your comments on the movie on the BBS.

3.3 Sample Movie Comments Uploaded on a BBS

It is beneficial to involve writing in their autonomous learning. Autonomous learners may assume that watching movies improves receptive skills only and productive skills can be rarely improved since they require feedback from others to their output. However, once autonomous learners work together as in one of the above-mentioned three types of learning English through movies, they can guarantee some feedback.

Their feedback could be less supportive or corrective than that provided by teachers, but it will still make learners feel that their writing and/or speaking are monitored by other competitive autonomous learners. Writing comments on movies and uploading them on a BBS together with the phases they hear is one of the easiest first steps toward autonomous learning in group settings.

Following are samples of phrases and comments written by two first-year students in the basic seminar taught by the author of this paper at Otaru University of Commerce in spring 2010.

Student A

> Good evening.
> I watched a movie, "Iron Giant" in the camp this last weekend.   I watched it for the first time.   It was so exciting and I was moved.   Especially the scene that the robot went to die moved me.   I write some phrases I caught in the movie.
>
> I see it.
> Over here, honey.
> Excuse me, sir.
> Hey, I saw it, too.
> I'll believe you.
> Sorry, kid.
> I love you, honey.
> Come on, mom.
> We may be able to read minds.
> What's that?
> What do you think you are doing?
> I was so soared.
> I'm serious.
> Stop it.
> Just stop it.
> Strange invader.
> You really are crazy.
> We did find this.
> You saw me save you.
> Where are you from?
> Don't you remember anything?
> Can you talk?
> Well, he get it anyway.
> I told you.
> I come here tomorrow.
> You are alive.

Student B

The Iron Giant
1999, Brad Bird, Warner Bros.

I watched this film during the camp. I didn't know this film was a Disney film. I think this film is a moving film, but the plot was common. Of course, it is good that the plot it easy to understand, but I felt some dissatisfaction. In addition, the last scene was predictable. I like unpredictability and reversing, so it was lacking for me. I am now disappointed by me write only criticisms and not got moved unreservedly.

Who's there honey?
It ate my car.
A giant metal monster.
I will go get him.
I was thinking the same thing.
I see it.
Mayday.
Excuse me sir?
I believe you.
I was so scared.
We did find this.
I guess you are not gonna hurt me.
You came from the sky, right?
This is something much more serious.
Me go.
You can fly yourself.
You are who you choose to be.
I don't know what you're thinking about.
Who's there honey?
See something unusual?

3.4 Monitoring One's Own Writing over a Long Period

One way for autonomous learners to monitor their own progress of leaning English through movies is to analyze their own writings over time. They occasionally need to realize some benefits of watching movies to keep themselves motivated. In general, rewards from learning can be measured in many ways; some are easily observable and others are hardly noticeable.

One way to detect benefits of watching films for writing is to make some linguistic analysis regarding the number of words used in writing a comment, sentence length, variety of expressions used, especially how many different kinds of adjectives are used, etc.

One of the students enrolled in the basic seminar analyzed his writings over a month as reported in Table 5. Further studies are absolutely necessary to validate the benefits of this writing task that lasts over a longer period of time, say, 3, 6 and 12 months.

Table 5
Writing Development Over Time

Date	Thursday, June 3, 2010	Thursday, July 1, 2010	Monday, July 11, 2010
Movie Title	*The Merchant of Venice*	*Taxi*	*Iron Giant*
No. of Phrases Written	23	34	20
No. of Words	129	123	94
No. of Sentences	10	8	11
No. of Words per Sentence	12.9	15.3	8.5
No. of Adjectives	3	5	6
No. of Spelling Errors	0	0	0

4. Conclusions

In conclusion, this research yielded the following seven pedagogical implications:

1. Teaching is just part of learning. It is a way to facilitate learning in individual and collective settings.

2. What we can teach our students in class is rather limited, but students can learn far more in autonomous settings.

3. We should strive not only to develop our skills of teaching but also work out effective ways to facilitate autonomous learning.

4. We should not only be satisfied with teaching and grading our students but also should encourage learners to become autonomous and responsible for their own learning.

5. Movies are one of the most effective learning materials with a variety of potential learning benefits that will surely commit learners in their life-long learning of English.

6. The three types of watching movies in English proposed in this paper are expected to improve their listening comprehension & perception and increase the repertoire of useful conversational phrases, plus their writing skill to effectively express their comments on movies on a BBS by sharing views with other competitive learners in autonomous settings.

7. Autonomous learners of English will find it more beneficial and effective to work together in a small group, or even to form a circle of highly motivated learners of English or "professional learners" such as KEG (see http://www.ne.jp/asahi/toshi/koba/keg.html) to insure feedback from other competitive learners to their speech and writing. They can be assisted any time by a teacher as an adviser to the circle to facilitate their learning in a proper manner.

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APPENDIX

## *The 20 Questions and Statements and the Results*

1. How often do you watch movies in English?

A. Often   B. Sometimes   C. Not often   D. Rarely

Often 19, Sometimes 77, Not often 16, Rarely 23, No response 2
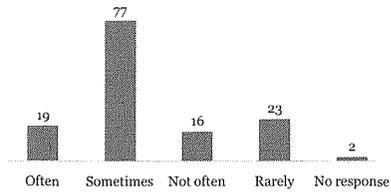
2. Which do you watch more often, movies or TV dramas?

A. Movies   B. TV dramas   C. Both   D. Neither

Movies 84, TV dramas 15, Both 8, Neither 29, No response 1
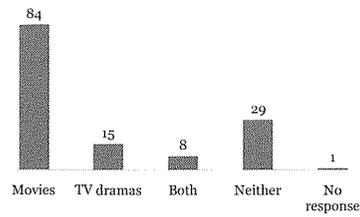
3. Which do you like, movies in English or in Japanese?

A. English   B. Japanese   C. Both   D. I don't know.

English 56, Japanese 20, Both 43, I don't know. 17
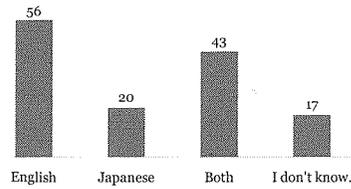
4. Where do you watch English language movies most often?

A. Movie theater   B. TV   C. Video   D. DVD   E. Blu-ray
D. Internet   E. In class   F. Others

Theater 13, TV 41, Video 1, DVD 70, Blu-ray 0, Internet 3, In class 2, Others 3, No response 2
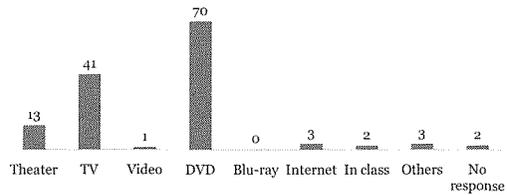
5. How often do you watch movies in English at theaters?

A. ___/week   B. ___/month   C. ___/year

1/week 4, 1/month 11, 0/year 20, 1/year 32, 2/year 29, 3/year 18, 4/year 7, 5-10/year 12, No response 4
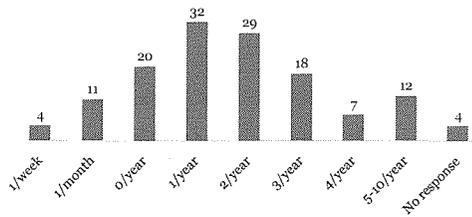
6. How often do you watch movies in English on a DVD or blu-ray player in your own room?

A. ___/week   B. ___/month   C. ___/year

1/week 17, 2/week 29, 3/week 18, 4/week 7, 1/month 25, 2/month 14, 0/year 27, 1/year 11

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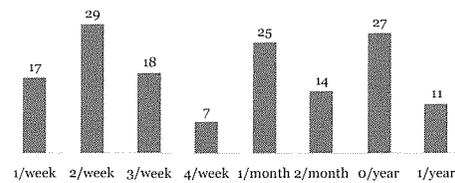
7. What is your favorite genre of movies in English?

A. Romance   B. Action   C. Science Fiction   D. Military
E. Mystery   F. History   G. Animation   H. Others

Romance: 24, Action: 40, SF: 29, Military: 5, Mystery: 15, History: 4, Animation: 3, Psycho-Suspense: 1, Human: 5, Comedy: 3, Horror: 1, Musical: 1, Fantasy: 1, No response: 5
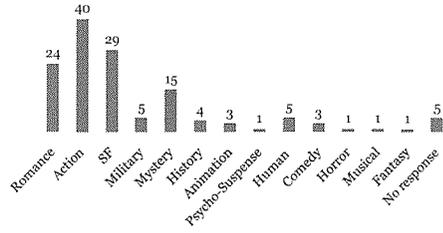
8. What is your most favorite movie?

Harry Potter: 9, Star Wars: 8, Lord of the Ring: 5, Terminator: 5, Pirates of the Caribbean: 4, Titanic: 4, Armageddon: 3, Back to the Future: 3, Green Mile: 3, oo7: 3
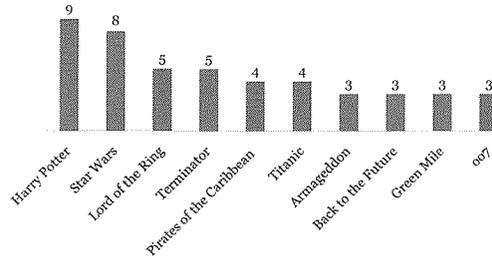
9. What is your most favorite TV drama?

Prison Break: 13, Full House: 9, Heros: 6, 24: 5, Lost: 3, CIS: 3, Friends: 2, Ugly Betty: 2, ER: 2, Bones: 3
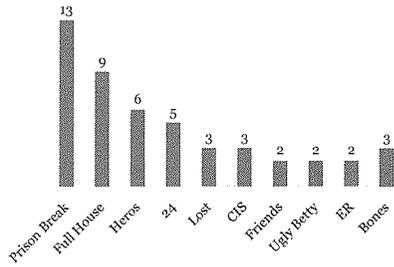
10. Who is your most favorite actor or actress?

Jonny Depp: 15, Leonard Decappurio: 3, Keanu Reeves: 3, Tom Cruise: 3, Tom Hanks: 3, Matt Damon: 2, Audrey Hepburn: 2, Olando Blume: 2, Cameron Diaz: 2, Harrison Ford: 2
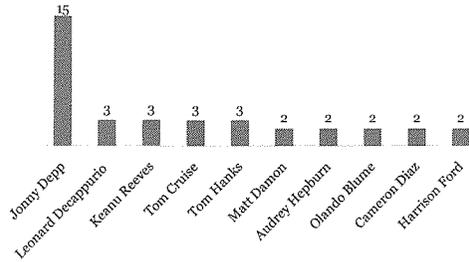
11. Who is your most favorite director?

Steven Spielberg: 6, Tim Burton: 5, George Lucas: 3, Alfred Hitchcock: 2, James Camerron: 2, Chan Iimoo: 2
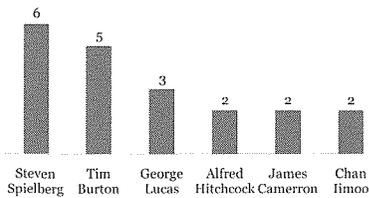
12. How do you watch English language movies and TV dramas on a video or DVD player?

Just watch: 6, Sometimes forward or replay: 5, Sometimes pause: 3

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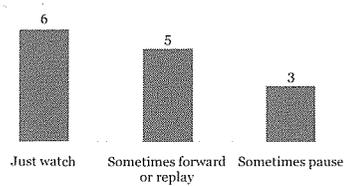
13. What do you deal with subtitles when you watch a movie or a TV drama on a video or DVD player?

A. with Japanese subtitles   B. with English subtitles   C. With both Japanese and English subtitles   D. No subtitles


with Japanese subtitles	with English subtitles	with both Japanese and English subtitles	with no subtitles	no response
111	13	1	6	6
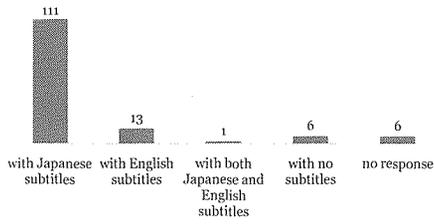
14. Do you write down any English words & phrases you hear when you watch movies at your private time?

A. Always   B. Sometimes   C. Rarely

| Always	Sometimes	Rarely	No response
2	15	112	7
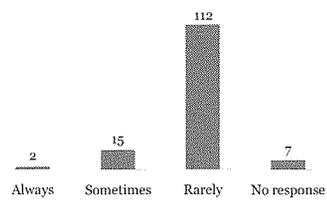
15. Do you agree or disagree?

I watch a movie and/or a TV drama in my private time with the intent to learn English.

| Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No response
7	32	33	37	23	4
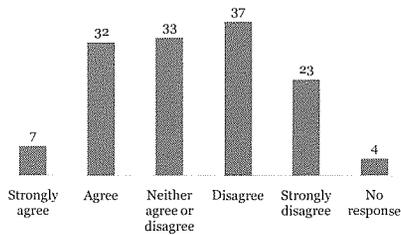
16. Do you agree or disagree?

I can improve my English by watching English language movies and/or TV dramas.

| Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No response
48	57	17	11	1	2
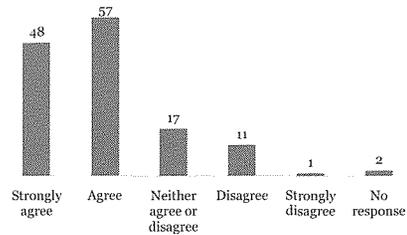
17. Which of the following do you think will improve most by watching movies and/or TV dramas?

A. Listening   B. Speaking   C. Reading   D. Writing   E. Vocabulary   F. Grammar

| Listening	Speaking	Reading	Writing	Vocabulary	Grammar	Others	No..
98	9	1	0	7	0	4	12
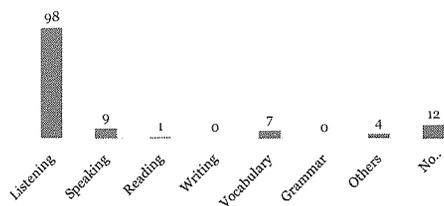
18. Do you agree or disagree?

Movies and/or TV dramas should be used at English lessons at junior and senior high schools, and colleges and universities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
25	58	35	11	6
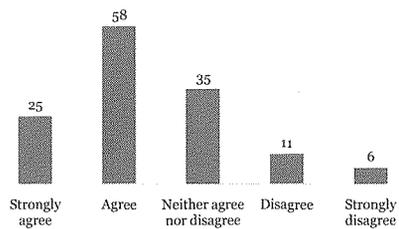
19. Do you agree or disagree?

I would like to understand movies and/or TV dramas in English without Japanese subtitles.

Strongly agree	67
Agree	43
Neither agree nor disagree	16
Disagree	7
Strongly disagree	2
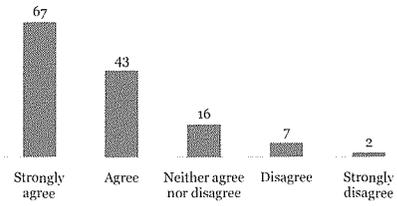
20. Do you agree or disagree?

I am ready to make efforts necessary to gain such proficiency.

Strongly agree	29
Agree	42
Neither agree nor disagree	32
Disagree	23
Strongly disagree	9

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