

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)**SciVerse ScienceDirect**

Procedia - Social and Behavioral Sciences 67 (2012) 144 – 155

**Procedia**  
Social and Behavioral Sciences

The 3<sup>rd</sup> International Conference on e-Learning  
ICEL 2011, 23-24 November 2011, Bandung, Indonesia

## Enhancing Student-Centered Learning through Usage of Television Commercials via Wiki

Er Ann Nah<sup>a\*</sup>, T.H. Lim<sup>a</sup> and Mah, Boon Yih<sup>a</sup>

<sup>a</sup>*Academy of Language Studies, University Technology MARA, Pulau Pinang, Malaysia*

---

### Abstract

The proliferation of educational technologies and various audio-visual gadgets has stretched the boundaries of student-centered learning. The medium for learning no longer rely solely on text books or traditional classroom teaching. Multimedia materials provide exciting new possibilities for learners, paving the way for students to assume an active role in their learning. This study explores the usage of television commercials via wiki an educational workspace to support student-centered learning. Learning through television commercials creates interest and is highly motivating especially for foreign language learners. The participants of the study comprise of 120 students pursuing a diploma in culinary arts and taking French as a compulsory subject. A structured questionnaire was used to elicit students' feedback on their experience using wiki during student learning time. The results yielded a satisfactory acceptance of this educational workspace. Findings showed that students have the capacity to control the pace of their learning thus motivating students to engage positively in independent learning.

© 2012 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/3.0/).

Selection and peer-review under responsibility of i-Learn Centre, Universiti Teknologi MARA, Malaysia

*Keywords:* student centered-learning; foreign language learning; television commercials; wiki.

---

### 1. Introduction

The key word to student-centered learning in the new millennium is educational technologies. Multimedia usage in foreign language instruction has inspired learners to travel beyond the four walls of the traditional classroom. Learners are given broader horizons to explore and they are motivated to learn on their own. Motivation and interest are primary ingredients that propel learners to go that extra mile.

\* Corresponding author. *E-mail address:* [erannnah417@ppinang.uitm.edu.my](mailto:erannnah417@ppinang.uitm.edu.my).

According to Littlewood (1984:53) “Motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes components: the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience.”

Motivation is therefore the key ingredient that propels students to assume an active role in their learning. Students are encouraged to shift their paradigm from passive learning in traditional classroom teaching to a more dynamic and involved experience. A survey by European Students’ Union (2010) stressed that learning can no longer be a one way process as students are seen as active participants or partners who contribute to reaching the required outcomes of a course or programme. In active learning mode, students are in fact given more responsibility in choosing and managing their learning. (Sparrow et. al: 2000) Cannon (2000) affirmed that Student-centered learning describes ways of thinking about learning and teaching that emphasizes student responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning.

In this sense, students must have the right tools to be able to assume this responsibility. Multimedia materials provide exciting new possibilities for student-centered learning, paving the way for students to assume an active role in their learning. Educational technologies provide the platform for students to be effective and autonomous learners while the teachers according to Wolk (2010) assume the role of a facilitator guiding them to manage their time and energy. This study explores the usage of educational workspaces like wiki to enhance student-centered learning and how television commercials can motivate students making learning exciting and fun. The aim of this study is to find out the role of these factors in foreign language learning and how they interrelate with each other to enhance the learning experience.

## **2. Literature Review**

Please follow the paper format carefully. Insert the paper reference number given to you at the footer of this document. Other than this, do not introduce any header or footer in your paper. Body of paper should be formatted in a single column, with 2cm top/bottom margin and 2.5cm margin on sides. Use Times New Roman font pt 11, justified on both sides. The first line is to be indented 0.5cm to indicate the beginning of each paragraph. The paper length is limited to 8 pages. Do not change your font sizes or line spacing, and try to avoid headers, footers and footnotes. The paper should be organized according to headings and sections consecutively numbered using Arabic numerals and decimals. Headings, sections and subsections should be preceded with single blank.

### *2.1. Wiki as an educational workspace*

Wiki is a WEB2.0 tool that allows its users to collaborate and work on a HTML-based document through the use of a browser (Kear, Woodthorpe, Robertson & Hutchison: 2010). A unique feature of wiki is users can create and edit web pages, add comments and also link the web pages that have been created to one another or to other external links without the need to have any programming language at all. The administrator of the wiki can monitor the activities performed by various users and can track the changes on individual or groups of pages. If there is a need to revert a certain page to an earlier version, the administrator can easily do it via a simple click.

Since a wiki page is editable by its users, it has been used widely as a collaborative tool in the business and educational sector (Judd, Kennedy, & Cropper: 2010). In the business world, its uses include keeping track of a team’s sales status and sharing information on the development of a product (Chi Zhou, Xiao, Yang, & Wilcox: 2011).

In education, students are encouraged to use wiki as a platform to embark on collaborative writing such as writing reviews, glossaries and essays (Hughes and Narayan: 2009). In their study, Hughes and Narayan (2009) discovered that students perceived wiki as an effective tool in the “learning and engagement with course concepts”. They further discovered that this was also true for a group of students whose task was to create definitional glossary of which not much collaborative work was needed. This indicates that wiki may also be used for other pedagogical uses that are not collaborative in nature.

Ertmer, Newby, Liu, Tomory, Yu & Lee (2011), in another study, claimed that the use of wiki can increase students’ confidence and convince them to make use of it in future. Apart from that, the students in the study were also made aware that they could actually collaborate with people from all around the world through the use of technologies and that the benefits obtained far outweighed the costs.

With various findings that indicate and support the advantages of using wiki in education, this study attempts to use wiki as a platform as well as a tool to support student-centered learning. Television commercials are uploaded to this platform with accompanying exercises to help students in their learning of French as a foreign language.

Students are given individually a password to access the website ([frenchuitmpp.pbworks.com](http://frenchuitmpp.pbworks.com) – *Figure 1*). Since this task encourages self-centered learning, students are encouraged to use this education workspace to explore on their own. Thus, the navigability is an important technical aspect of this website. Students should be able to navigate the site easily and efficiently. Huizingh (2000) attested that failure to do so will discourage users to continue. Clear navigational layout enables them to find the correct button to explore. Hyperlinks are part of the navigation system linking users with network structures for television commercial pages (YouTube, Break, Dailymotion etc.) and exercise pages (hot potatoes). A part from hyperlinks, search facilities help users to find specific information like definitions of words or terms within the site itself. (Huizingh, 2000).

The screenshot shows a web browser window displaying the 'FrontPage' of a PBworks workspace. The main content area features a large heading 'Bienvenue à frenchuitmpp !' and a small image of a person in a dynamic pose with the caption 'the french can can dance'. Below this, there is a sub-heading 'This is a workspace where cultures meet !' followed by the text 'Please browse through and participate in the activities.' and a section titled 'Great adventures await you!' with several bullet points and links. At the bottom of the main content, there is a section 'Let's have fun with Publicité' with five sub-links labeled 'Publicité A' through 'Publicité E'. On the right side, a 'Navigator' sidebar is visible, containing a 'Starred Pages and Files' section with items like 'ancien travail', 'Discover France', 'images', and 'YouTube'. Below that is a 'SideBar' section with instructions on how to edit it. At the bottom of the sidebar, there is a 'Share this workspace' section with a form to add a new writer and a 'Recent Activity' section. The browser's address bar shows the URL 'http://frenchuitmpp.pbworks.com/w/page/13003694/FrontPage'.

Fig. 1. Wiki webpage of frenchuitmpp.pbworks.com

## 2.2. Audio-visual materials in language learning

With the advent of technology, there is in reality an enormous amount of resources available for both students and teachers. Easy accessibility to all types of media like films, songs, games and the internet provides foreign language teaching (FLT) with a variety of audio-visual materials. Terantino (2011) affirmed that access to audio-visual materials has improved significantly with the advent of video posting sites like YouTube, Break, Metacafe, Dailymotion to name a few. Wright (1976:1) maintained that various media and visual presentation styles facilitate enormously language learning.

The present of various technological media, according to Roberts, Foehr and Rideout (2005) plays an important role in the socialization of youth who are among the first to adopt these new communication technologies.

As a result, students of the new generation approach learning differently. Roberts, Foehr and Rideout (2005:3) noted that 8 – 18 year-olds spend an average of 6 hours daily surrounded by media. These *digital natives* (Prensky: 2001) are usually engaged in downloading pictures, wallpapers, videos, audios and share them in various social networks. Students having grown up in the digital age and who are inundated regularly with sound, image, graphic and 3D images cannot really express any interest in learning a foreign language if it is not associated with an audio-visual experience.

In a foreign language class, teaching without any audio-visual materials is like asking students to imagine visiting a medieval castle through an oral description or telling students about a delicious cheese fondue without actually tasting it. It can be an even more daunting task when it comes to explaining complex or abstract concepts. Salomon (1979) suggested that this area becomes easier when the knowledge is presented in both verbal and visual form. Berk (2009) attested that usage of videos benefits students as it stimulates both hemispheres of the brain and involves multiple intelligences' skills.

Therefore using media in learning a foreign language, in this case, audio-visual materials, is essential to meet the educational needs of digital savvy students. For the purpose of this study, television commercials are the chosen media to motivate students to adopt self-centered learning. These commercials accompanied by exercises are uploaded into the wiki website as the instructional material in foreign language acquisition.

## 2.3. Television Commercials

Television and commercials have been around for ages and have been researched for its advantages and disadvantages to children, teenagers, adults and consumers alike. Nevertheless, this form of media which portrays everyday people and their culture is an effective learning tool. In addition to being short, compact and concise, television commercials are abound with cultural elements which are easily exploited in foreign language learning. (Smith & Rawley: 1997, Etienne & Vanbaelen: 2006)

Authentic materials possessing this valuable ingredient allow students a view into the realistic setting and actual usage of the language they are learning. Harben (1999) affirmed that visual context provided by elements such as setting, body language and facial expressions can aid comprehension as well as activate learners' prior knowledge of the social and cultural aspects of language.

Furthermore, for students learning French as a foreign language, the use of the target language is relatively restricted. Therefore, through this form of media, students are given the opportunity to explore and discover French through the perspective of a native speaker. It is an ideal platform to showcase situations which are culturally relevant to the learning of this foreign language (McGee & Fujita: 2000, Tuzi, Mori & Young: 2008).

By definition, television commercials have essentially a commercial function. They are usually informative, engaging and entertaining. The images and language used in commercials usually bring forth

their messages either subtly or directly. Commercials can be in the form of jingles, catch-phrases or catchy dialogues that stays in the audience's mind. They also have a tendency to use phrases which are repetitive and simple. This is an advantage to language learning as it can help develop learners' listening and pronunciation skills. In reality, students do not want to spend hours going over gruelling explanations of grammatical items, mundane pronunciation tables or drillings of vocabulary in a classroom. Therefore introducing commercials in a lesson can sustain students' interest and arouse curiosity of the new language they are learning thus motivating them to participate in their own learning.

The genre used in commercials can be from humour to action or from fantasy to horror in order to captivate attention. As in films, the context and language used in television commercials could be highly fantastic or from everyday mundane activities. As an added advantage, commercials are rich in linguistic components in the form of proverbs, colloquial expressions, puns or sayings which are invaluable in language learning. Usage of television commercials can definitely promote interest and garner greater student participation.

#### *2.4. Advantages of using television commercials in learning*

Literatures on usage of films for education purposes are abound unlike television commercials. However, there are three distinct advantages that make usage of television commercials more viable and interesting than films in education.

#### a) Length of the commercial

Television commercials are essentially advertisements aired to promote a variety of products, services or ideas. According to economic researches, commercials are usually produced to target viewers with the demographic age of 18-49. Television commercial runs in general in 15 second increments and is usually between 30 – 120 seconds long. Commercials are therefore short and to the point which is ideal for new language learners (Erkaya: 2005). Their brevity attracts students more than films which are usually longer and requires more time to prepare.

Furthermore, empirical evidence in Balatova's (1994) research shows that attention span is lowered when watching videos used to teach foreign languages. Students are distracted after the first minute and more lose concentration by six minutes and only one third watches till the end of the video.

#### b) Commercials are a complete story in itself

As students lose interest easily, Canning-Wilson and Wallace J. (2000) recommended usage of short video segments of not more than one minute long. As learners are given only a short segment of the film to watch, they might subsequently have difficulties understanding the behaviour of the characters. This could cause confusion and disorientation. It could also hinder students' comprehension of certain sentence patterns produced in the context or situation of the segment. To avoid this, an explanation could be provided or the students could watch the film in its entirety but it defeats the purpose of using the segment in the first place.

Television commercials on the other hand are a short complete story in itself and have a clear mission. They are therefore more users friendly and prove to be an ideal media for effective foreign language learning.

#### c) Copyright laws

Considerations have to be given to copyright laws when using films in education. Even though usage of films for academic purposes is covered by the Fair Use clause, there are still limitations. Educators have to be aware of legal rights to duplicate or extract movie clips and incorporate them into their lessons without infringing on the copyrights of the films.

Furthermore, they have to obtain and use original film copies in class while downloading films illegally from the Internet is an offence.

Commercials on the other hand covet wider audience coverage and downloading is usually encouraged. They are easier to find in the Internet than films. Moreover commercials are normally short thus they do not need a large amount of storage file or a long time for downloading. Films take up 1-4 GB of storage space. In short, the main objective of commercials is to advertise and promote a service or product. Consequently advertisers like Honda, Apple and Pepsi offer legal and free downloads in the hope of endearing themselves to customers besides creating loyalty and prospective customers for the actual product.

There is no question that television commercials are the ideal audio-visual aide that can foster interest and motivation for student-centered learning.

### **3. METHODOLOGY**

For this research, a Model was constructed below to look into three main factors that could promote and enhance effective foreign language learning.

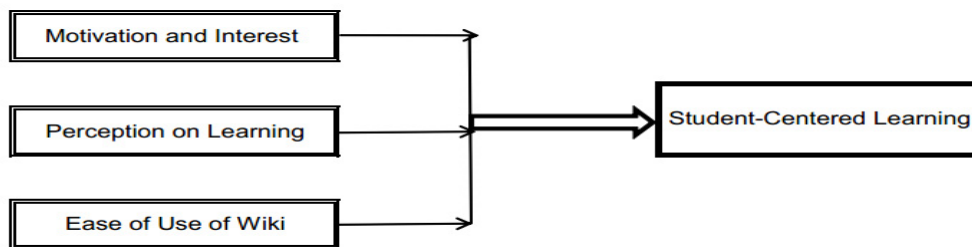


Fig. 2. Model to promote and enhance effective foreign language learning

### 3.1. Research Objectives

From the model above, the following will be the research hypotheses for this study:

H1 : Motivation and interest encourages positive learning in French

H2 : Good student perception on learning French

H3 : Ease of Wiki Use provides positive learning in French

### 3.2. Participants

Statistical power analysis was used to determine the required sample size. As multiple regression approach is used in this study, it is reasonable to assume a general sample of 80 would be acceptable (Cohen: 1988).

160 questionnaires were sent out to students from the faculty of culinary arts taking French as a compulsory subject. In this study, the response rate is 75% with 120 questionnaires returned as participants recruited personally has a higher mean response (Sitzia and Wood: 1998).

Students were given individual password to access the website. After usage, students were encouraged to post comments and discuss what they have learned in French on the website. Discussions were also held during class time to address the difficulties encountered or to introduce interesting points experienced by the students when using the website.

### 3.3. Instrument

The main instrument used in this study is a 20-item questionnaire consisting of 4 sections. The first section investigates students' usage of the educational workspace wiki. The second section examines the learning skills acquired after the lesson and the last two sections check on students' motivation and perception on self-centered learning. Students were asked to access the website to watch television commercials during their student learning time. They are encouraged to complete exercises or activities proposed for the commercials. The questionnaire was distributed after the students have completed their task. Finally, all data collected were analyzed using SPSS.

## 4. RESULTS AND DISCUSSIONS

A reliability analysis was conducted to gauge the reliability of the measure by testing for both consistency and stability of the items measured. Cronbach's alpha is a reliability coefficient that indicates how well the items in the set are positively correlated to one another (Sekaran, 2006). The closer Cronbach's alpha is to 1, the higher the internal consistency reliability. In the model tested, the Cronbach's alpha for the 20 items is 0.94 indicating a good and reliable model.

In the second part correlation and multiple regression analyses were conducted to examine the relationship between student-centered learning and three potential predictors. In this model, this statistical technique is used to examine the relationship between single dependent variable Student-Centered Learning (SCL) and the 3 independent or predictor variables Motivation and Interest (MAI) and Perception on Learning (POL) and Ease of Wiki Use (EWU).

Model	R	R Square	Adjusted R Square	Std. Error of the	Change Statistics				Durbin-Watson
					R Square	F	df1	df2	



				Estimate	Change	Change		Change		
1	.685(a)	.469	.456	.32318	.469	34.203	3	116	.000	1.955

Table 1. Regression of Student-Centered Learning (SCL)

a Predictors: (Constant), Motivation and Interest (MAI), Ease of Wiki Use (EWU) and Perception on Learning (POL)

b Dependent Variable: Student-Centered Learning (SCL)

From the analysis, the results of regression from the 3 predictor variables against Student-Centered Learning (SCL) are tabled above. The results indicated that 46.9% of the variance in Student-Centered Learning (SCL) has been significantly explained (sig F change =  $p < 0.05$ ) by the 3 independent or predictor variables (MAI, EWU and POL).

Table 2. Coefficient on Student Centered Learning

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.501	.251		1.996	.048
EWU	.168	.085	.176	1.968	.051
POL	.229	.091	.231	2.507	.014
MAI	.387	.085	.394	4.552	.000

a. Dependent Variable: STUDENT CENTERED LEARNING (SCL)

From the coefficient table above, we can also note the level of importance of the 3 independent variables. The results show how each independent variable influences differently the variance in SCL indicating significant positive regression weights. This shows that independent variables contributing to the SCL have higher scores. This can be seen from the column “BETA” under Standardized Coefficients, the highest number in the beta is 0.394 for MAI which is significant at 0.000. This is followed by POL at 0.231 at a significant level of 0.014 and the lastly is 0.176 for EWU which is significant at 0.051. Thus we can say that the greatest influence would be from MAI, followed by POL and EWU is the least contributing factor to the model.

From the results, it is noted that motivation and interest (MAI) plays a major role in student-centered learning (SCL) which verifies the first hypothesis that MAI encourages positive learning in French. It can be concluded also that students have a good perception on learning French which verifies the second hypothesis of this study. However, the use of wiki as the platform for learning indicates a lower result. This shows that students find the usage of this platform satisfactory but it is not one of the major factors influencing self-centered learning.

## 5. CONCLUSIONS

There is a multitude of materials that can be incorporated into language learning. The most important criteria when choosing is whether it caters to the needs of your students. In foreign language learning, materials are employed to stimulate interest and to increase the effectiveness of learning. Students learn best when they are enjoying themselves. Therefore, to enhance student-centered learning it is essential to know what motivates them thus giving students a more challenging and fulfilling learning experience.

Commercials are used because they are short, informative and entertaining. They can grasp and hold students’ attention leading them to be actively engaged in their own learning. However, care must be taken when choosing content to suit the objective of the lesson. Materials that are irrelevant, confusing or distracting could be counterproductive to the learning process. In this study, commercials are identified as a particularly effective medium for vocabulary learning, improving listening skills and developing cultural knowledge. Nevertheless, more thoughtful planning is needed to enhance the usage of this medium especially in speaking and communicational skills.

As for the platform used for self-centered learning, wiki has basically a collaborative function where students are encouraged to explore and contribute with the user community surfing this website. During discussions in class, most of the students voiced their difficulties on writing comments in French on the platform. Students who have only one semester of basic French lack confidence and are basically shy in exposing their errors to their friends when writing in a foreign language. This could be one of the reasons why students do not make full use of the website for discussions. Wiki is in fact an online interaction tool but unfortunately it was not fully utilized due to students’ minimal knowledge of the French language.

Further studies can be conducted on students with a higher level of French language to gauge the effectiveness of this educational platform. Another area that can be look into is conducting collaborative basic French writing skills using wiki to bolster students' confidence in writing in a foreign language. Aptly noted by Jill Walker, a hypertext theorist, students need to be "jolted out of their conventional individualistic, closed writing of essays only ever seen by their professor" and start treating errors as a natural learning process.

## References

- Balatova, I. Impact of video on the comprehension skills of core French students. *Canadian Modern Language Review*, 50, 3(1994): 506-531
- Berk, R. A.(2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21. Retrieved from: [http://www.sicet.org/journals/ijttl/issue0901/1\\_Berk.pdf](http://www.sicet.org/journals/ijttl/issue0901/1_Berk.pdf)
- Canning-Wilson, C. and Wallace, J. (2000) Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, Vol. VI, No. 11, November 2000. Retrieved from: <http://iteslj.org/Articles/Canning-Video.2001.html>
- Cannon, R (2000). Guide to support the implementation of the learning and Teaching Plan Year 2000. ACUE, The University of Adelaide.
- Chi, C., Zhou, M.X., Xiao, W., Yang, M., & Wilcox, E. (2011). Using Email to Facilitate Wiki-based, Coordinated Collaborative Authoring. Proceedings of the 2011 annual conference on Human factors in computing systems (CHI '11). ACM, New York, NY, USA, 3459-3468. DOI=10.1145/1979442.1979458
- Cohen, J. (1988). *Statistical power analysis* (2nded.) Hillsdale, NJ: Erlbaum.
- Erkaya, O. R. (2005). TV Commercials as Authentic Tools to Teach Communication, Culture and Critical Thinking. *MexTESOL Journal*. 29(1).
- Ertmer, P. A., Newby, T. J., Liu, W., Tomory, A., Yu, J. H., & Lee, Y. M. (2011). Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations. *Education Tech Research Dev* 59: 213–228. DOI 10.1007/s11423-011-9187-4
- Etienne, C., Vanbaelen, S. (2006). Paving the way to literary analysis through TV commercials. *Foreign Language Annals*, 39(1), 87-98.
- Harben, P. (1999) An exercise in applying pedagogical principles to multimedia CALL materials design, *ReCALL*, 11(3), 25-33.
- Hughes, J.E., & Narayan, R. (2009). Collaboration and Learning with Wikis in Post-Secondary Classrooms. *Journal of Interactive Online Learning* 8(1), 63-82. Retrieved from [www.ncolr.org/jiol](http://www.ncolr.org/jiol)
- Huizingh, E. (2000) The content and design of web sites: an empirical study. *Information and Management*, 37(1)123-134.
- Judd, T., Kennedy, G., & Cropper, S. (2010). Using wikis for collaborative learning: Assessing collaboration through contribution. *Australasian Journal of Educational Technology*, 26(3), 341-354. Retrieved from <http://www.ascilite.org.au/ajet/ajet26/judd.html>
- Kear, K., Woodthorpe, J., Robertson, S. and Hutchison, M. (2010) From forum to wikis: Perspectives on tools for collaboration. *The Internet and Higher Education*, 13(1), 218-225.
- Littlewood, W. (1984). *Foreign and Second Language Learning: Language-Acquisition Research and Its Implications for the Classroom*. Cambridge: Cambridge University Press.
- McGee, K., Fujita, T. (2000). Playing the Semiotic Game: Analyzing and Creating TV Commercials in an EFL class. *The Language Teacher*, 24(6), 17-24.
- Van der Geer, J., Hanraads, J. A. J., & Lupton R. A. (2000). The art of writing a scientific article. *Journal of Scientific Communications*, 163, 51 - 59.
- Strunk, W., Jr., & White, E. B. (1979). *The elements of style*. (3rd ed.).New York: Macmillan, (Chapter 4).
- Mettam, G. R., & Adams, L. B. (1994). How to prepare an electronic version of your article. In B. S. Jones, & R. Z. Smith (Eds.), *Introduction to the electronic age* (pp. 281-304).New York: E-Publishing Inc.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), MCB University Press. Retrieved from <http://www.marcprensky.com/writing/>
- Roberts, Foehr and Rideout (2005) *Generation M: Media in the Lives of 8 – 18 year-olds*, A Kaiser Family Foundation Study, March 2005.
- Salomon, G. (1979) *Interaction of media, cognition and learning: An exploration of how symbolic forms cultivate mental skills and affect knowledge acquisition*, San Francisco: Jossey-Bass.

- Sitzia, J. Wood, N. (1998) Response rate in patient satisfaction research: an analysis of 210 published studies. *Int J Qual Health Care*, 10: 311-317.
- Smith, A, Rawley, L. A. (1997). Using TV Commercials to Teach Listening and Critical Thinking. *The Journal of the Imagination in Language Learning and Teaching*. Vol. 4. Retrieved from <http://www.njc.edu/cill/vol4/smith-rawley.html>
- Sparrow, L., Sparrow, H. and Swan, P. (2000). Student centered learning: Is it possible? In A. Hermann and M.M Kulski (Eds) *Flexible Futures in Tertiary Teaching*. Proceedings of the 9th Annual Teaching Learning Forum, 2-4 February 2000. Perth: Curtin University of Technology. <http://lsn.curtin.edu.au/tlf/tlf2000/sparrow.html>
- Student Centered Learning-Survey Analysis Time for Student Centered Learning, Time for a New Paradigm in Education: Student Centered Learning, European Students' Union, Education International, Bucharest (2010). Retrieved from [http://www.esib.org/documents/publications/Survey\\_Analysis\\_T4SCL.pdf](http://www.esib.org/documents/publications/Survey_Analysis_T4SCL.pdf)
- Terantino, J.M. (2011). Emerging technologies- YouTube for foreign languages: You have to see this video. *Language Learning & Technology*, 15(1), 10-16. Retrieved from <http://llt.msu.edu/issues/february2011/emerging.pdf>
- Tuzi, F., Mori, K., Young, A. (2008). Using TV Commercials in ESL/EFL Classes. *The Internet TESL Journal*, 14(5). Retrieved from <http://iteslj.org/Techniques/Tuzi-TVCommercials.html>
- Walker, J. (2003) Talk at Brown, jill/txt. Retrieved from <http://jilltxt.net/?=541>
- Wolk, R. (2010). Education: the case for making it personal. *Educational Leadership*. 67(7).
- Wright, A. (1976) *Visual Materials for the Language Teacher*, Essex, Longman Wilson. [http://en.wikipedia.org/wiki/Impact\\_of\\_illegal\\_downloading\\_on\\_the\\_film\\_industry](http://en.wikipedia.org/wiki/Impact_of_illegal_downloading_on_the_film_industry) Editorial.
- Illegal Movie piracy: We need a hi-tech solution to illegal downloads *The Observer*. (2011) <http://www.guardian.co.uk/commentisfree/2011/mar/13/film-piracy-illegal-downloads-internet>