

利用電視節目教授混級制成人英語課程之調查

A survey of using TV program videos in adult English classes of a mixed level of proficiencies

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摘要

本文在探討利用英語電視節目的教學方法來提昇一個班級中不同程度學生的聽力與學習動機，主要研究真實語言輸入是否有助於學生聽力程度的提昇，以及觀賞影片是否可加強學生的學習動機。本研究為期一年，參加對象為進修推廣部四十五位二專一年級必修英文課的學生，第二學期期末以問卷調查三類問題。第一類為學生在日常生活中接觸英文的機會與管道，第二類為學生期末自評聽說讀寫四項語言能力，第三類為電視影片與學習動機的關係，第二類與第三類問題將呈現其平均值與標準差。研究結果顯示學生認為電視影片觀賞的確是學習英語一個有效且有趣的方法，而在聽說讀寫四項語言能力中，觀賞影片最有助於聽力程度的提昇。文末舉出未來利用電視影片教學的建議。

關鍵字:學習動機、真實語言、影片教學

ABSTRACT

The central theme of this paper is to explore the effectiveness of using video to teach students with mixed proficiency levels with a focus on enhancing listening comprehension and learning motivations. This paper will look at the area of how meaningful authentic inputs can bring to achieve students' listening comprehension, and the effectiveness of employing authentic video to raise students' motivations in learning English. 45 adult students from the extension program participated in this questionnaire survey at the end of one whole school year. Questions solicited three types of information including the exposures to English in their daily lives, their self-evaluation of the four language skills after finishing the courses, and the motivation that English TV programs can bring to students. The last two types of information were analyzed with the mean and standard deviation of each item. The result showed that students responded favorable that watching TV programs is an effective and fun way to learn English. Also listening comprehension improved most significantly among the four skills. Suggestions for further film-based teaching are provided.

Key words: learning motivation , authentic material , authentic input , film-based teaching

Introduction

Using video in the classroom has been considered an effective approach for teaching English. The purpose of this paper is to investigate the effectiveness of

using video to teach adult students from various backgrounds with a focus on enhancing listening comprehension and learning motivations. This paper will probe into the area of how meaningful authentic inputs can bring to achieve students' four skills,

especially the listening omprehension, and the effectiveness of employing authentic video to raise students' motivations in learning English.

As the opportunities for people in Taiwan to receive higher education are increasing, a growing number of adults choose to enter the extension programs offered by most colleges or universities. Due to the budgetary limits and administrative reasons, however most schools are not able to offer replacement tests to the students enrolled in order to place them in a class setting that is suitable for each individual's level of English. Therefore, a wide range of proficiency levels among students is always present in the same class. Teachers are faced with the problem of challenging the higher-level students and meanwhile not overwhelming the lower-level students.

The immediate challenge for teachers is to deal with a large body of students varying in their Englishcompetences as well as educational and social backgrounds. Some of the students possess a communicative competency, while others are perceived quite low in both their proficiency and motivation. Most of them don't have exposures to English at work or during daily lives with an exception of few who do have to use English to communicate either in writing or speaking in the workplace. Since it is required for them to take English courses for the first school year, how to provide these students with a well-designed curriculum that is both educational and motivational becomes an important task for the teacher.

A number of research findings have shown that contextualized and authentic inputs always served as a good and interesting way to learn English. To motivate students by learning through films other than receiving only formal instructions in English classes has been a commonly adopted practice. Films

are usually well developed by focusing on a theme, which can be fun, inspiring, informative, entertaining, or even educational. Scenarios occurring in films are not only a great source of fun for learning, but the authentic inputs are useful for familiarizing with the native tongue.

The use of videos in English classes has become increasingly popular as more teachers take them as an audio-visual aid to their classes for various teaching and learning purposes. This is due to the trend that instructors' focus of teaching English as a foreign language has gradually shifted from explicit grammar deductions to whole language integration. As a result, teachers are bringing audio-visual aids such as films or movies from outside the classroom to facilitate students' listening and speaking proficiency with an association of cultural learning. As Brown said, "We are trying to explore pedagogical means for real-life communication in the classroom" (Brown, 1994).

To deal with the students who are low in motivation, it is crucial to incorporate pleasing materials into the curricula so as to improve teaching and learning efficiency. Therefore, video viewing is adopted into the syllabus with an expectation to reach the maximum number of students in terms of learning efficiency and motivation.

Review of Literature

Video viewing is now regarded as an interesting activity that can improve students' listening and speaking comprehension. The attributes of applying films and television programs in listening are they could be inherently fun and abundant in linguistic cues and visual reinforcement if a good storyline or topic is present. Students would associate the interesting elements in films or television programs with pleasure of learning. (Ur, 1984).

Multimedia devices have become readily accessible for almost all language laboratories. Thus, research concerning the use of films as a pedagogy has been fruitful in the recent years. Such pedagogy offers advantages including an access to a wide variety of native-speaker speech samplings, and an interesting, gamelike atmosphere for learning because they usually serve as a motivator for students to enhance their English ability through repeated viewings and video-related activities.

According to Krashen's Input Hypothesis, it is widely supported that target language input, especially comprehensible input, is the crucial element to the language acquisition process. Krashen claimed that aural reception of language should be a little beyond learners' existing ability. Once the input is comprehended, it is processed in the brain as intake.

Brown (2001) also supported that the linguistic information received from the aural exposures is essential for converting input into intake through conscious and unconscious attention, cognitive strategies of retention, as well as feedback and interaction.

Studies have long reported that authentic video is beneficial in providing natural, contextualized content of the target language (Bacon & Finnemann, 1990; Lontas, 1992). Moreover, it is a rich resource reflecting current linguistic changes more effectively than printed text (Richardson & Scinicariello, 1989). Research shows that exposure to visual stimuli increases learners' comprehension and retention of lexical items (Syner & Colon, 1988), and the specific visual exposure combined with audio inputs significantly increases learners' comprehension of a video text (Altman, 1989; Baltova, 1994). Inevitably, they also change classroom routines, raising concerns regarding how much classroom time to devote to

actual viewing, when to ask questions about the content, whether to request spoken or written replies, expect learners to reproduce some language from the video, or stress only listening comprehension (Dunkel, 1986).

Visual materials often serve to motivate and interest students allowing them more exposures to voices, dialects, and registers other than teachers' and they can also provide cultural context (Hennessey, 1995). As a multisensory medium, videos offer students with visual exposures to text and images, in turn, enhance their listening comprehension (Swaffar & Valtten, 1997). Students provided with both visual and auditory message readings are believed to enhance learning. Research shows that reading what is seen as well as what is heard on videos make them understand better. Furthermore, authentic videos loaded with sensory impact - an affective factor for comprehension is proved motivating for learning languages (Beeching, 1982; Terrell, 1993).

Theoretical Rationale for the Research

Natural Approach

The established curriculum for the adult classes is communicative with more focus on listening and follows the tenets of the Natural Approach. "Learners are allowed the security of learning without being forced to go through the anxiety of speaking before they are ready to do so" (Brown 2001). Due to the lack of speaking competence among most of the students, a silent period is allowed for these students as according to Krashen's theory. During the silent period, students are extensively exposed to the authentic inputs shown in the TV sitcoms. Evidence has shown that the role of listening in language learning is crucial to the conversion from input to intake.

Authenticity

Communicative competence has been emphasized for current language teaching and learning. One of the key factors to achieve this goal is to draw materials from authentic language and context since students eventually need to apply classroom learning to previously unrehearsed contexts in the real world. According to Brown (2001), utilize authentic language and context is fundamental to designing listening techniques. He claimed that natural text instead of artificially fabricated materials better facilitate students' abilities for the meaningful exchanges and real-life tasks that they are to face in a real setting. Additionally, students are more readily to engage in the classroom listening activities as they can see the relevance between the activities and the real-world tasks.

Bottom-up processing & top-down processing

As the nature of processing spoken inputs is highly complex, it has been hypothesized that bottom-up and top-down modes work together in a combined cooperative process. Under this theoretical framework, both bottom-up and top-down listening activities are to be incorporated in the classes. Students will deal with pronunciations, words, and other lexical items in each episode to receive more comprehensible linguistic inputs. As cited from Nation and Newton (1997), more lexical forms incorporated into communicative tasks is now more central to the development of language curricula. Since lexical forms are seen in their central role in meaningful contexts, learners are guided in specific ways to internalize these important building blocks of language. On the other hand, they need to activate their schemata to attain a global understanding of the whole episode and search for the answers to the comprehension questions deriving from the plots.

Chaudron and Richards note: "Top-down processing involves prediction and inferencing on the basis of hierarchies of facts, propositions, and expectations, and it enables the listener or the reader to bypass some aspects of bottom-up processing" (1986). Therefore, it is important for the students to operate from dual directions since both modes can offer keys to arrive at the meanings of the spoken discourse in the episode.

Method

Participants

The research was conducted in two-semester English classes for the adult students from the extension program. The classes met once weekly for ninety minutes. There were a total of 45 participants.

Teaching materials

Video DVD

The students watched one episode of Friends partially every three weeks. Friends has been a long-time popular TV sitcom in the United States. The language used and scenarios occurred in the shows were relatively easy to understand and common in daily lives. This particular TV sitcom - Friends follows the episode development of the same characters and plots, with each episode built on prior events and leading to future actions. As a result, we expected that the familiarity with the genre and the evolving story lines, coupled with the valuable extralinguistic clues, would aid in the students' comprehension of the unstructured, authentic language samples to which they are exposed (Terrell, 1993). The content shown to students was carefully chosen by avoiding any sexually or verbally inappropriate messages. There were totally 4 episodes through out each semester. Around 10 to 15 minutes were dedicated to watching the sitcom. The DVD is used with permission for

educational purposes.

Class handouts

Scripts and handouts based on linguistic information drawn from each episode were prepared. The handouts included vocabulary, basic sentence structures and comprehension questions rising from the plots. The script and vocabulary handout were given to the students one week prior to the viewing so that they could grasp more comprehensible linguistic inputs when viewing the video. There were three types of handouts detailed as follows.

The script

The script sets the scene for what transpires in the video. It serves as an advance organizer to aid the students' comprehension of the development of the story line.

The vocabulary list

The basic vocabulary list defines the most commonly used colloquialisms in the video. The list contains information for the students to fill out including Chinese meanings, parts of speech, and sentences.

The comprehension question list

The comprehension question list written in English comprises approximately ten questions for each episode. The questions require either recall of the plots or summary of the dialogue. The comprehension questions are designed to assist in listening selectively for the main points and, thereby, to aid in the overall comprehension of the video. Both the question and vocabulary lists serve as advance organizer that allow the students to anticipate what they are about to hear and to listen selectively (Omaggio Hadley, 1993).

In addition, each episode accompanies with a conversation model related to the theme occurring in

the episode. A conversation textbook – English Upgrade 1 was used. The book was partially applied for more form-focused teaching in the classes for not overwhelming students with the grammatical terminology. However, research findings suggest that selective attention to grammatical forms in the adult classroom is not only helpful, but essential to expedite learning process. Therefore, a specific amount of time was devoted to form-focused teaching.

Activity

Viewing of video

The students were expected to have already previewed the script and vocabulary list. They were asked to search for the vocabularies in the script to understand how the words were used in the context before they came to the classroom. The instructor gave the students a brief introduction about the themes of the episode to be shown. The students were asked to write down the plots on a note in Chinese as a cooperative teamwork for a group of three people at the end of each scene. Then the instructor handed out the comprehension question lists and explained lexical or grammatical items that might be unknown to the students in the list.

Answering comprehension question list

The students were required to finish answering the questions in a fifteen-minute group discussion. (A group of three people is desired.) After the group discussions, the instructor assigned each group a couple questions. The instructor would explain cultural connotations from each scene if there was any.

Collecting the vocabulary list

The students had to turn in the vocabulary lists before

the class ended.

Listening activity

Some segments showing the basic sentence structures of the episode were selected for reinforcing the students' listening comprehension.

Listening comprehension quiz

Several short aural segments from the episode were used to evaluate their listening comprehension. The evaluations were in the forms of cloze test or multiple choice.

Conversation model

A conversation model based on the theme in the episode was selected to strengthen the students' competence in grammatical structures. Conversation drills were introduced followed by open-ended conversation group work which was incorporated for the purpose of autonomy learning.

Applying sentence patterns in the script

The students were directed to the scripts of the specific scenes showing relevant sentence patterns learned in the conversation model. They were expected to actually apply what they had learned in a real world context with a desire that such meaningful learning could lead toward better long-term retention.

Survey

The students needed to answer a questionnaire before the end of the school year.¹

Results

The use of videos is expected to facilitate the effectiveness of students' listening comprehension, meanwhile, raise their motivation to participate in the

classroom activities. Furthermore, in a classroom of multiple proficiencies, each individual student has their specific linguistic needs to fulfill based upon what they wish to perform outside the classroom. Video programs offer abundant linguistic information for them to absorb through conscious or subconscious processing. As a result, this study expects the following outcomes through the classroom experiment.

1. An increase in listening comprehension by exposing students to the authentic TV sitcoms.
2. An increase in the motivation in learning English by using authentic videos.

Some questions in the questionnaire are from the 4-point Likert scale survey.

Questions 1 to 7 in the questionnaire are aimed at investigating students' exposure to English in their daily lives. Questions 8 to 10 and questions 15 to 18 are exploring the motivation that English TV programs can offer in learning the language. Questions 11 to 14 and 19 to 22 are analyzing students' self evaluation regarding four language skills.

There are a total of 45 respondents in this survey. 89% of them reported they had an average proficiency or even lower. 73% of the subjects studied English only less an hour after class. School, homework and TV were the most common English resources in their daily surroundings. English classes, TV and traveling to foreign countries were rated the most effective ways of learning English. 60% responded that they watch English TV programs. 47% of them did that less than 3 times a week. The most selected reasons they watched English TV programs were because of the entertaining value and their personal preference. 18 of the subjects, which was 40% of the total, didn't watch English TV

¹ The questionnaire is in Appendix 1.

programs mostly due to the factors that they did not have enough time and they were more used to Chinese TV programs.

Students' exposure to English in their daily lives

Question 1	Number			
你在日常生活中多常接觸到英語?	每天一小時或以下	每天一小時至二小時	每天二小時至三小時	每天三小時以上
	33	9	1	2

Question 2	Number	
你最常在哪些地方接觸到英語? (可複選)	學校	30
	作業	16
	與人溝通	5
	報紙	1
	網頁	7
	電台	2
	電視	23
	英語書籍、雜誌	8
	電腦或電腦遊戲	10
	其他	12

Question 3	Number	
你認為以下的方法是否可提高學生英語的能力? (可複選)	閱讀英語課外書	13
	在學校上英文課	28
	收看英語電視節目	27
	在學校推廣英語計畫	3
	收聽英語電台	7
	閱讀英語報紙	5
	到外地交流	21
	瀏覽英語網頁	4
	其他	2

Question 4 & 5	Number	
你有沒有收看英語電視節目?	是	27
	否	18

你平均一星期收看英語電視節目的次數?	0 次	18
	1-3 次	21
	4-6 次	4
	6 次以上	2

Question 6	Number	
你收看英語電視節目的原因?(可複選)	自己的喜好	15
	家人的要求	0
	提高自己的英語能力	7
	電視節目的吸引力高	17
	應付學校功課的需要	1
	其他	1

Question 7	Number	
你不收看英語電視節目的原因?(可複選)	不喜歡聽英語	2
	電視節目不夠吸引力	7
	家人的反對	0
	對自己的英語能力沒有幫助	2
	沒有足夠的時間	11
	習慣收看中文電視節目	18
	中文節目吸引力較高	5
	其他	5

As to the motivational aspect, 91% of them responded watching English programs on TV was an effective way to learn English. 31% thought it was a lot of fun. Whereas 29% rated it average.

The survey also looked into how subtitles affected students' viewing preference and learning behaviors. This paper examined these issues by four questions. Two of them were about the viewing preference that whether the existence of either Chinese or English subtitles was a deciding factor for the students to watch the programs or not. The other two dealt with the learning behavior that whether the existence of either Chinese or English subtitles could be a hinder

in learning English. The participants' responses about the watching preference were various for programs with either Chinese or English subtitles. 56% reported they often watch them with Chinese subtitles, and 22% said they seldom did that. 31% reported they would watch them with English subtitles, and 56% said they would not do that. There were almost equal responses concerning the different learning behaviors with the existence of Chinese subtitles. 44% participants said Chinese subtitles would be a barrier, and 47% said they were not. With regard to the English subtitles, most of the participants thought they served as a positive aid in learning English. 62% of them supported this idea.

Learning Motivations	Mean	Standard deviation
你認為收看英語電視節目是一個學習英語有效的管道?	2.91	1.083
你認為這是一個有趣的管道?	3.44	1.324
你會收看配有中文字幕的英語電視節目?	3.22	1.020
你認為收看配有中文字幕的英語電視節目是否阻礙你學習英語?	2.42	0.657
你會因英語電視節目配有英文幕而多看?	2.31	0.701
你認為配有英文字幕的英語電視節目能幫助你學習英語?	2.69	0.821

As many as 60% of the respondents thought watching English TV programs could improve their listening proficiency, which was the most rated one among the four languages skills. 51%, 23 respondents, said programs with English subtitles could improve their

listening ability and 8 out of 23 had a very positive response toward this issue, whereas reading ability improvement had the highest mean. This suggested that by looking at the English subtitles students in the mean time equipped themselves with the reading proficiency.

Proficiency improvement	Mean	Standard deviation
你認為收看英語電視節目能提昇你的寫作能力?	1.73	0.889
你認為收看英語電視節目能提昇你的閱讀能力?	2.07	0.863
你認為收看英語電視節目能提昇你的聽力?	2.49	0.815
你認為收看英語電視節目能提昇你的口說能力?	2.29	0.869
你認為配有英文字幕的英語電視節目能夠提昇你的英文寫作能力?	2.24	1.026
你認為配有英文字幕的英語電視節目能夠提昇你看英文讀本的能力?	2.47	0.842
你認為配有英文字幕的英語電視節目能夠提昇你聆聽英語的能力?	2.31	1.276
你認為配有英文字幕的英語電視節目能夠提昇你說英語的能力?	2.29	1.218

Conclusion

Lack of English exposures in daily life is still a common situation among adult students. Most of them do not have the habit of watching English TV programs, nor do they like the ordinary class teaching offered by school. English newspapers and webpages are found to be the media they are in contact of most frequently. In light of this outcome, teachers can incorporate more authentic materials from the two resources in the class. Students can access them with more familiarity in both the time outside and inside the class.

English TV programs are considered an effective way of leaning English by most students. However some students do not think it is fun to watch TV programs. This might be a result of not understanding the plots of the programs. Therefore teachers need to be more careful in selecting the nature and contents of the programs that can interest students and which are relatively compensable in accordance with the students' levels.

It is as not surprising to find out that students' viewing preference weighs more on Chinese subtitles. However most of them agree to the idea that English subtitles supports learning. Therefore students can watch programs with subtitles in their free time, and then teachers can provide instructions by showing them English subtitles in the class. Through this, they can both learn and satisfy the need of learning for fun.

The students do think watching English TV programs can improve their listening ability. And they agree that English subtitles can help them listen better. Therefore, teachers are suggested to show students something with only English subtitles or without any and ask the students to figure out the transcript as a team work. The content level surely has to be taken

into serious consideration so that the students will not be intimidated. According to the above finding, English TV programs do provide some positive incentives for teachers to apply in the class. It is both motivational and educational for students to learn English. Especially it assists in training students' listening proficiency. Using English TV programs can be a helpful supplement to traditional class teaching.

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Appendix

各位同學:

請你們針對自己的實際狀況，仔細回答下列問題，謝謝。

1 你在日常生活中多常接觸到英語?(除上課以外)

- | | |
|---------------------------------|---------------------------------|
| <input type="radio"/> 每天一小時或以下 | <input type="radio"/> 每天一小時至二小時 |
| <input type="radio"/> 每天二小時至三小時 | <input type="radio"/> 每天三小時以上 |

2 你最常在哪些地方接觸到英語?(可選多項)

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> 學校 | <input type="checkbox"/> 做功課 |
| <input type="checkbox"/> 與人溝通 | <input type="checkbox"/> 電視 |
| <input type="checkbox"/> 報紙 | <input type="checkbox"/> 英語書籍、雜誌 |
| <input type="checkbox"/> 網頁 | <input type="checkbox"/> 電腦或電視遊戲 |
| <input type="checkbox"/> 電台 | |
| <input type="checkbox"/> 其他 請註明: | <input type="text"/> |

3 你認為以下的方法是否可提高學生英語的能力?

- | | |
|------------------------------------|----------------------------------|
| <input type="checkbox"/> 閱讀英語課外書 | <input type="checkbox"/> 在學校上英文課 |
| <input type="checkbox"/> 收看英語電視節目 | <input type="checkbox"/> 閱讀英語報紙 |
| <input type="checkbox"/> 在學校推廣英語計劃 | <input type="checkbox"/> 到外地交流 |
| <input type="checkbox"/> 收聽英語電台 | <input type="checkbox"/> 瀏覽英語網頁 |
| <input type="checkbox"/> 其他 請註明: | <input type="text"/> |

4 你有沒有收看英語的電視節目?

- 有 沒有 (請到第 7 題)

如果你回答 '沒有' (請到第 8 題), 請跳到 7.

5 你平均一星期收看英語電視節目的次數是:

- 1-3 次 4-6 次 6 次以上

6 你收看英語電視節目的原因是: (可選多項)

<input type="checkbox"/> 自己的喜好	<input type="checkbox"/> 電視節目的吸引力高
<input type="checkbox"/> 家人的要求	<input type="checkbox"/> 應付學校功課的需要
<input type="checkbox"/> 提高自己的英語能力	
<input type="checkbox"/> 其他請註明: <input type="text"/>	

7 你不收看英語電視節目的原因是: (可選多項)

<input type="checkbox"/> 不喜歡聽英語
<input type="checkbox"/> 電視節目不夠吸引力
<input type="checkbox"/> 家人的反對
<input type="checkbox"/> 對自己的英語能力沒有幫助
<input type="checkbox"/> 沒有足夠的時間
<input type="checkbox"/> 習慣收看中文電視節目
<input type="checkbox"/> 中文節目吸引力較高
<input type="checkbox"/> 其他請註明: <input type="text"/>

8 你認為收看英語電視節目是一種幫助你學習英語的管道嗎?

是 不是

9 你認為這是否是一個有效的管道?

非常不同意 不同意 普通 同意 非常同意

10 你認為這是學英文一個有趣的管道嗎?

非常不同意 不同意 普通 同意 非常同意

11 你認為收看英語電視節目能夠提升你的寫作能力?

非常不同意 不同意 同意 非常同意

12 你認為收看英語電視節目能夠提升你的閱讀的能力?

非常不同意 不同意 同意 非常同意

13 你認為收看英語電視節目能夠提升你的聽力?

非常不同意 不同意 同意 非常同意

14 你認為收看英語電視節目能夠提升你的口說能力?

非常不同意 不同意 同意 非常同意

15 你會收看配有中文字幕的英語電視節目?

非常不同意 不同意 同意 非常同意

16 你認為收看配有中文字幕的英語電視節目會否阻礙你學習英語?

非常不同意 不同意 同意 非常同意

17 你會因英語電視節目配有英文字幕而多看嗎?

非常不同意 不同意 同意 非常同意

18 你認為配有英文字幕的英語電視節目能幫助你學習英語?

非常不同意 不同意 同意 非常同意

19 你認為配有英文字幕的英語電視節目能夠提升你文寫作的的能力?

非常不同意 不同意 同意 非常同意

20 你認為配有英文字幕的英語電視節目能夠提升你看英文讀本的能力?

非常不同意 不同意 同意 非常同意

21 你認為配有英文字幕的英語電視節目能夠提升你聆聽英語的能力?

非常不同意 不同意 同意 非常同意

22 你認為配有英文字幕的英語電視節目能夠提升你說英語的能力?

非常不同意 不同意 同意 非常同意

問卷完，謝謝

全卷完