

# A Movie A Day Keeps the Listening Problems Away

Herwindy Maria Tedjaatmadja  
Petra Christian University, Indonesia



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# Why Listening?

- ▶ Exploring the Road Less Traveled
- ▶ Exploring the Skill Less Discussed
- ▶ The least popular skill – A Cinderella skill

“ I can recognize the words when I see them in print, but why I cannot recognize them in speech?”



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# Listening problems

- ▶ Word recognition
  - ▶ e.g. festival
  - ▶ Spoken texts may sound different from their original forms in isolation
    - ▶ assimilation, contractions, or reduced forms.
- ▶ Real-time process
  - ▶ Several communication processes at the same time
  - ▶ In reading, learners can re-read the text but not so in listening.
- ▶ Fast speed
  - ▶ A normal speech rate in English : app. 150-180 wpm

# What to Do?

- ▶ A Deadly Combination - Communication Breakdown
- ▶ How to Solve the Problem?



## ▶ The Compound Effect

“Reaching your goals is achieved by the DAILY effort you put into what you do, not by some magic success formula or new miracle product. Every big success is made up of little successes, each building on the previous and compounding over time.”

Darren Hardy (Mentor to CEOs & entrepreneurs)

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# The Compound Effect in Language Learning

- Extensive Listening and Reading
- Can we combine these two?



# Reading-While-Listening (RWL)

- A practice to develop fluency in listening by involving reading (McMahon, 1983)
  - With prerecorded audio books + silent reading of the text
- RWL is a BRIDGE toward an independent listening
  - Visual input : more access to identify the letter-sound relationship

# The Benefits

- ▶ Direct influence toward listening fluency.
  - ▶ A study by Chang (2009, 2011, and 2013)
    - ▶ Taiwanese college students with RWL outperformed those who did Listening Only (LO) in listening comprehension & gap-filling test
    - ▶ ESL learners with RWL who outperformed those who didn't
    - ▶ Students with RWL produced the most consistent and significant outcome
  - ▶ A study by Markham, Peter, and McCarthy (2001)
    - ▶ the English-captions group outperformed the Spanish captions group who, in turn, outperformed the no-captions group
    - ▶ the students benefit from a cycle of repeated viewing, progressing from L1 to L2 captions and finally to no captions
- ▶ Direct influence towards speaking fluency (Nunan, 1997)
  - ▶ a role model in speaking to develop their speaking ability



# The Benefits

- ▶ Direct influence towards reading fluency.
  - ▶ A study by Reid (1971)
    - ▶ Students with RWL performed significantly better in comprehension & reading rate.
  - ▶ A study by Amer (1997)
    - ▶ EFL students with RWL significantly outperformed those given only silent reading treatments.
- ▶ More enjoyment & confidence
  - ▶ A study of learning vocabulary: Reading Only, RWL and Listening Only (LO) w/35 Japanese (Brown, Waring, and Donkaewbua, 2008)
    - ▶ The story presented in RWL mode the most comfortable one.
  - ▶ A study conducted by Brown (2007) revealed the same preference.
  - ▶ A study by Chang (2013)



# RWL Materials

- ▶ Videos and Movies with English subtitles
  - ▶ Interesting
  - ▶ Language used in contexts
  - ▶ Various topics
  - ▶ Comfortable:
    - ▶ pause, rewind & fast forward

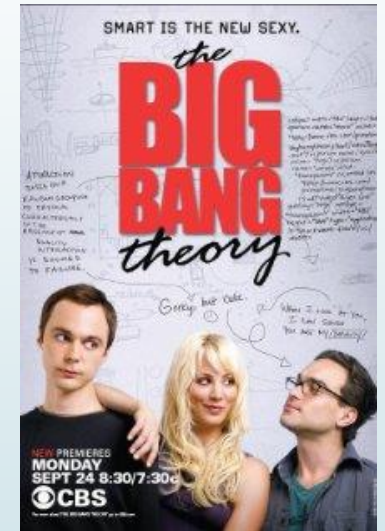
# RWL Materials

- ▶ Video with English subtitles
  - ▶ <http://www.bookbox.com/>
  - ▶ [www.ted.com](http://www.ted.com)
  - ▶ <http://learningenglish.voanews.com/>



# RWL Materials

- Films with English Subtitles



- Picture Credits: <http://www.imdb.com/title/tt0898266/>, <http://www.andyfilm.com/9-27-11.html>, <http://www.fanpop.com/clubs/csi-ny/images/1323819/title/csi-ny-csi-csi-miami-photo>

# Anecdotal Evidence

- ▶ Age : 16
- ▶ < 1 year of General English
- ▶ IBT TOEFL Score: 93



# Anecdotal Evidence




- Games
- Films with English subtitles
- Books



# Conclusion

- ▶ Language learning is a marathon, and not a sprint
- ▶ “An apple a day keeps the doctor away“
- ▶ “ A movie a day keeps the listening problems away”



Thank You  
감사합니다