Department of Curriculum and Instruction
Honours Project

The effectiveness of English movies on English proficiency of underprivileged secondary school students in Hong Kong

Student Name: CHAN WAI YU

Student Number:

Supervisor: Dr. Yan Zi

Submission Date: 10 May 2020

Table of Contents

Introduction

In Hong Kong, mass tutorial is a prevalent after-school activity among secondary students. Amidst the subjects, English is with a heaviest demand for after-school tutorial classes as it is one of the core subjects in school as well as the medium of instruction for other subjects in EMI schools. When students aim to achieve a better performance in English with the tutorial classes, its effectiveness has been questioned. Most of the mass English tutorials are conducted in a mode of lecturing. Regarding this mode of learning, scholars have claimed that a lecture cannot keep students' concentration (Svinicki & McKeachie, 2013). It is because the general attention spans of learners are limited to around fifteen to twenty minutes. Besides, Gibbs (1992) also stated that the variety of students' level is also a problem to deal with in mass lectures. This explains that one of the main reasons suggested by students for dissatisfaction in lectures is a failed attempt to teach the subject matter at an appropriate level. Therefore, Bray and Lykins (2012) concluded the effectiveness of private school tutoring in Hong Kong as disappointing because of students' unremarkable learning outcomes.

Despite the insignificant benefits of the after-school tutoring, it creates learning inequality between general students and the ones from an underprivileged family. According to Hong Kong Poverty Situation Report (2018), there were approximately 0.177 million children aged below 18 are under poverty which took up 17.5% of the poor population. While students with a financially-advantaged background can still resort to some extra English learning resources like tutorial classes, the underprivileged children may have limited access to the paid learning resources due to their family financial difficulties. It, thus, causes a gulf of learning resources availability between financially-sufficient students and the underprivileged ones.
In addition, a dearth of learning support is as well derived from parental influences. Expectedly, parents from an underprivileged family may generally have a lower education level when compared to the middle-class parents. Hence, they may not have the English language ability to take care of their children's English learning progress (Lareau, 2003).

Purpose of the Study

The aim of the research is to investigate the effectiveness of a type of low-cost self-directed English learning activity, watching English movies, on increasing underprivileged secondary students' English learning motivation and enhancing their English proficiency. It also examines perceptions of underprivileged secondary school students on learning English through movies and the possible difficulties that students may encounter. Thereby, providing information of an affordable alternative to attending tutorial classes for underprivileged students and to put forward a solution to narrow the education inequality down.

Research Questions

The research questions that guided the study are:

1. How effective can watching movie contribute to the English learning outcome of Hong Kong underprivileged secondary students?

2. How do underprivileged secondary students describe their experience using English movies as tools to learn English?

3. What are the possible difficulties underprivileged secondary students may encounter when watching movies?

Literature review

Previous studies regarding the use of English movies in learning have unveiled the motivation, effectiveness as well as challenges that can be brought by using movie to learn English.

i.   *Learning Outcome*

A number of researchers believe that watching English movies is an interactive and effective way of enhancing one's English proficiency with the communicative approach.

Learning Authentic English

Watching movies is one of the communicative approaches in acquiring English. The communicative language learning (CLT) is based on the notion that learning a language with success come through having to communicate with authentic meaning. When learners are exposed to real-life conversations, they will manage to use the language (Littlewood, 2004). There are a number of studies on the incorporation of films that echo with the communicative approach.

In the abovementioned studies done by Li and Wang (2015), they also affirmed that learning English through films enables learners to learn the language in an environment with authentic language, thereby improving the capability of communication and application through English.

Similarly, Kusumaningrum (2016) examined the potential advantages of using English films in English class. The study was conducted in Indonesia where the English class is a compulsory high school subject in order to increase Indonesian students' academic level of language. The result indicated that adopting English films reinforces the English learning process and helps students to enhance their language skills in writing, speaking and listening in a more appealing way with interactions because the movies offer more chances for them to learn English in a language environment with authenticity.

Moreover, Qiu (2017) also investigated the impact of employing English movies on college learners' listening abilities. The research came up with a conclusion that is in line with the previous studies' results. Qiu's study further confirmed that English movies raise the authenticity of the English learning process and decrease learners' learning anxiety. It as well stated that English movies create a significant impact on making an authentic setting for teaching and learning and are appealing to all language learners.

Vocabulary Acquisition

Vocabulary acquisition is one of the integral parts of successful communication development as well as literacy skills building suggested by both researchers and teachers. Many researchers made a claim that learning a word requires several encounters with the word in different word forms (Horst, Cobb, & Meara, 1998; Nation, 1990; Schmidt, 2001).

Akbulut (2007) also added that using text together with visual support is a more influential way in fostering vocabulary acquisition than merely learning from the definitions of words. This assumption aligns with the notion of incidental learning. It is a terminology explaining the experimental condition in which the learner is directed to the meaning rather than to the grammatical structure and is not asked to complete any kind of testing followed by (Rebuschat and Williams, 2012). It is reported that adopting incidental acquisition of vocabulary is favourable for learners to acquire vocabulary since first language (L1) learners also acquire vocabulary from the context (Lee, 2004)

Meanwhile, based on the abovementioned theory, a large number of researches also agreed that the utilization of movies with subtitles is an impactful way to sharpen learners' comprehension skill and development on vocabulary building.

Koskinen et al. (1996), stated that visual supports have higher effectiveness when they are accompanied by the script. Likewise, Huang and Eskey's (2000) research studied the impacts of closed-captioned TV (CCTV) on the students' English listening comprehension. The investigation indicated that subtitles improve both listening comprehension skills and general comprehension of the English learners as well as their vocabulary development. In addition, Markham, Peter, and McCarthy (2001), Saensang (2003) and Unkaew, Wansungnoen and Sornkaew (2007), also found that captions enhance learners' learnings skills in terms of remembering and understanding the story in a larger extend.

ii. Students' experience of using English movies to learn English

Using English movie as an instrument of learning can generate an enjoyable and motivating atmosphere to the language learning, thereby making a positive influence on students' English learning process.

Brown (2007) suggested that language is a part of a culture while culture is as well a part of the language. They are inseparable when learning English. In regard of learning English through films, King (2002) denoted that the use of English movies as a way for teaching and learning the language allows a higher motivation on students and their cultural awareness. When the learners' interest as well as motivation are considered, English movies could be enjoyable and could guide learners to appreciate popular culture. Likewise, Khoshniyat and Dowlatabadi (2014) also investigated the incorporation of Disney movies to teach English idioms to young English learners which led to a concluded that the adoption of Disney movies brings imagination to English language learning and motivates students with a more enjoyable learning process. A similar research was done in 2015 as well. When Li and Wang studied the effect of adopting English movies to improve Chinese students' language proficiency, the researcher found that it is the difference in Chinese and Western culture unveiled in the movie that arouses students' motivation to watch English movies.

iii. Possible challenges

While most of the researchers are in favour of using English movies as a learning tool, Albiladi, Abdeen and Lincoln (2018) investigated the adult language learners' perceptions towards challenges of using English movies as well. In the study, the participants revealed an awareness that movies may not always have a high reliability in term of learning as they are not designed for teaching or learning purposes. Therefore, the participants reported that the lack of pedagogical intention caused difficulties in deciphering some of the vocabulary used in the films which became their biggest challenge to learn English through movies.

Although there were an array of studies agreeing on the high effectiveness of English movies, there have not yet been any research conducted to investigate the effectiveness of it to Hong

Kong English learners in secondary schools, their perceptions and their possible difficulties specifically. The current study thus attempts to address these particular issues.

Research Methodology

i. Setting

The research was conducted based on convenient sampling in the researcher's Field Experience (FE) hosting school during the FE semester. It is a Hong Kong local co-educational subsidized secondary school located near a public housing estate in Kwai Chung District. Therefore, around 80% of the students in the school are from an underprivileged family. The school uses English as the medium of instruction. Most of the students' English proficiency are at an intermediate level.

ii. Participant

Based on convenient sampling, one class of S.2 students taught by the researcher was invited to be the participant of this study, which also eliminated the variation caused by different styles of daily English teaching in school by different teachers. Before selecting students for the control group and experimental group, a questionnaire was given out to ask them about the English learning activities that they were currently engaged in and the reason why they do not attend those activities. The survey also collected information about their movie preferences. Four students, including 2 girls and 2 boys, who revealed that they did not have the financial support to participate in any other after-school English enhancement activity in the survey were selected as participants in the experimental group to participate in the experimental movie sessions. Another 11 students (5 females and 6 males) who attended tutorial classes will be the control group of the experiment. After that, the four students from the experimental group were interviewed.

iii. Instruments

The instruments of the study include paired-samples t-tests, experiments and interviews.

Paired-samples t-test

A pre-test and a post-test were conducted to assess the class of S2 students' English language proficiency in four areas (reading, vocabulary, writing and listening) and whether they have shown improvement after the movie sessions (RQ1). The class was divided into two groups. The experimental group consisted of 4 students while the rest of the class (11 students) who attended English tutorial classes were participants in the control group. Before the experiment, a 20-minute pre-test was done with the whole class to examine the English proficiency of the class. After the movie sessions, a 20-minute post-test was carried out with all learners in the class again. The pre-test and post-test were designed according to students' English level. With 18 questions in total, students were given 20 minutes to complete it. Both the pre-test and post-test were with the same question types, number of questions and test time. However, the content of the tests varied.

Experimental Research

An experimental research was carried out with a class of secondary two student in the FE hosting school to examine the effectiveness of learning English through movies on local secondary students (RQ1). Before each of the movie sessions, the researcher had chosen a movie according to students' preferences, watched the movie once and selected some targeted vocabulary that she intended to talk about during the movie session. Next, two sessions of weekly after-school movie watching activity were carried out with the experimental group while the control group received no extra-curriculum English learning support from the researcher but only attended tutorial lessons by their own.

After the experimental sessions, the four students from the experimental group were interviewed in a one-on-one setting for 10 minutes respectively to investigate how the students describe their experience of using English movies as tools to learn English (RQ2) and the challenge they have encountered during the process (RQ3). Chinese was used during the conversation in order to enable students to express themselves accurately with complex ideas. All the interview questions can be found in the appendix 1. The interviews were in semi-structured format. A basic set of questions were prepared yet it slightly varied based on interviewees' responses.

iv. *Materials*

Two movies which are in line with the targeted students' English level and interest were used in the experimental sessions. As students voted to watch comedy and thriller, '*Matilda*' (1996) and '*Slender Man*' (2018) were played during the movie sessions. The researcher had familiarized herself with the content and targeted vocabulary before the movie sessions so that she could explain them smoothly during the activity.

Data Analysis Method

i. *Paired-samples t-test*

Two paired-samples t-tests was conducted to analyse the language improvement of the two groups, the experimental group and the control group. Both groups' passing rate of the two tests will be compared to see which group has more students passed the pre-test and the post-test. Meanwhile, individual difference on learner's pre-test and post-test results will be measured to analyse which group had more students making an improvement in the second test as well. Likewise, the difference of the mean of the control group and experimental group will be calculated respectively to evaluate which group showed a bigger advancement.

ii.   Interview

A 10-minute interview was done with four participants of the English movie sessions separately. The interviews were recorded and transcribed (appendix 3-6). The data received from the interview was then analysed and categorized with the method of coding by breaking down segments of the interview transcripts into keywords of the questions and answers. The method of coding was to offer sources for an inductive analysis for the researcher to identify patterns, to give answers to the research questions, as well as to put forward further discussion from the data analysis (Mertler, 2012).

Findings

i.   *The effectiveness on English learning outcome*

The effectiveness of the movie sessions on students' learning performances was measured with a pre-test and post-test. The results of both tests in the control group and the experimental group were illustrated on the bar chart below.
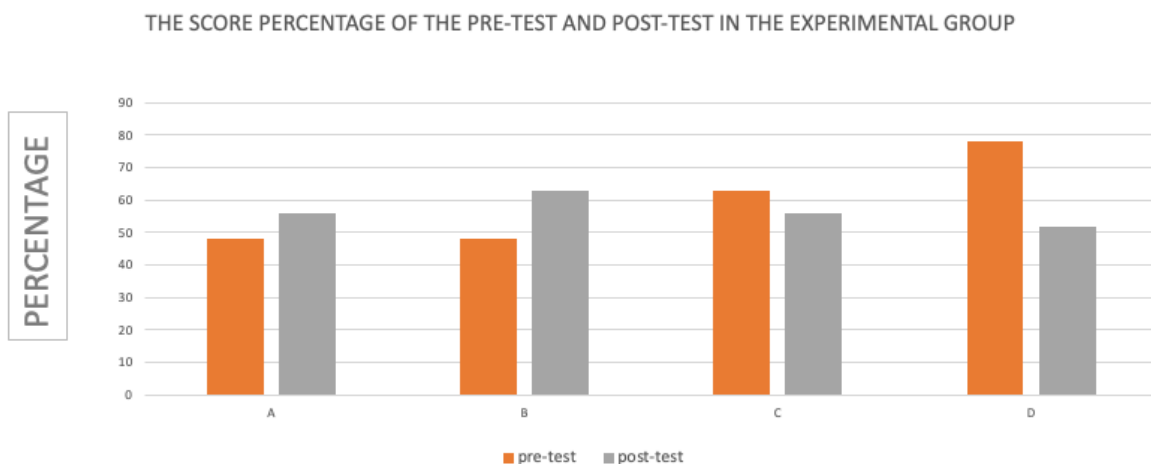
Figure 1
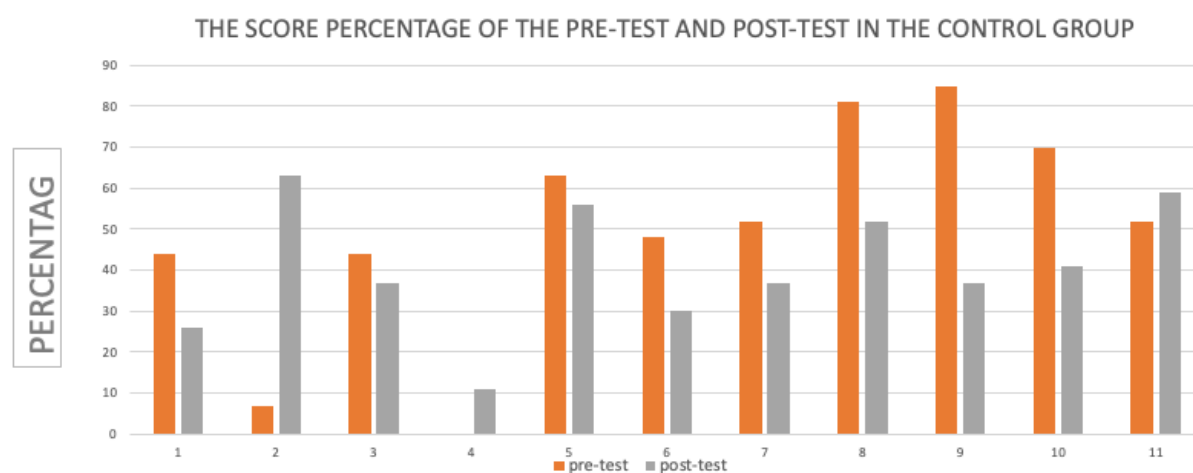
	Pre-test	Post-test	Difference
Mean	49.6	40.8	-8.8

According to the results of the tests in the control group (figure 1), there were 6 out of 11 (54%) students scored 50% or above in the pre-test while only 4 out of 11 (36%) students passed the post-test. Among the students in the control group, 3 students' post assessment results outscored the first one (27%). Meanwhile, the mean score of the first test and the second test was 49.6 and 40.8 respectively, making a drop of 8.8 marks.

Figure 2

THE SCORE PERCENTAGE OF THE PRE-TEST AND POST-TEST IN THE EXPERIMENTAL GROUP

	Pre-test	**Post-test**	**Difference**
Mean	59.3	56.8	-2.5

Regarding the experimental group (figure 2), there were a total of four students joined the after-school English movie sessions. Half of the students passed the first assessment while the other two students were just 2% away from the passing score. After 2 rounds of English movie sessions, students' passing rate in the second test rose to 100%. Yet, interestingly, the two students who originally achieved a higher score in the first test saw a lower mark in their second assessments while the other two weaker students had improvement. The mean score of the pre-test and the post-test was 59.3 and 56.8 respectively, which saw a 2.5 marks decrease in the second test.

Comparing the test results in the two groups, both the control group and experimental group saw a decrease in the second test score. However, the drop in the experimental group (2.5 marks) was smaller than that of the control group (8.8 marks). Meanwhile, in the control group, there were fewer students got a pass in the second test than the first test while 2 more

students in the experimental group passed the second assessment, making a 100% passing rate for the post-test in that group. In addition, there were half of the students who got a better result in the post-test than the pre-test in the experimental group while only 27% of students' second test outscored the first one in the control group. Hence, it can be concluded that the experimental group had a better performance in the second assessment after two rounds of movie sessions than the control group which only attended tutorial classes by themselves.

ii. Students' experience in the English movie sessions

Students' perception	
Q1. English learning preference	• watching movies • chatting with foreign friends
Q2. Atmosphere of the movie sessions	• relaxing • happy, can discuss with friends and teachers freely • like Slender Man more • no difficulties • not as good as that in the cinema
Q3. Description on the movie sessions	• learning better through movies • fun • increase interest • hear native English • similar to doing a listening exercise but more appealing
Q10. Joining English movie sessions again?	• yes • depends on the movies

When being asked about their opinions on the English learning preferences, all of the students reported that they like to learn through watching movies and a student also showed her interest on chatting with foreign friends. The reason for their interests in films was mainly because they thought that watching movies was a relaxing and happy way of learning without

many difficulties and they had friends and teachers to discuss the movie with them. Students mostly had a positive experience in the film sessions while they showed a greater interest in the movie *Slender Man* (2018). One student, nonetheless, believed that the atmosphere of the movie sessions was not as good as that in the cinema.

The effectiveness of increasing students' learning interest through using the English movie sessions was also revealed in students' feedback from the interview. When being asked about their opinions on its usefulness in learning English, all students agreed that using movies to learn English was effective as it increased their English learning interest while it also provided them with an opportunity to hear native English. A student also indicated that watching movies shared a similarity with doing listening practices yet practising with movies was more appealing than with an ordinary exercise.

Most of the respondents also said that they wish to join the English movie sessions again while some said that it depends on which movie is being played. Their respondence revealed that holding after-school movie session could be one of an appealing activities to help students learn English.

iii. Possible challenges

Challenge	
Q4. Difficulties encountered	• not knowing the vocabulary
Q5. Solving difficulties	• Chinese subtitles • guess the meaning
Q6. Can teachers help?	• yes • teacher will explain difficult vocabulary
Q7. How much do you understand the movie?	• 60%-70% • 70%-80% • 80%
Q8. Most difficult part	• vocabulary • sentence structure • contraction • accents • speaking too fast

Concerning the challenges that students may possibly encounter when watching movies, they were asked about what kinds of difficulties they have encountered when watching English movies by themselves. All students expressed that there are usually some new vocabulary that they cannot understand. Their solutions to the problem were mainly based on relying on Chinese subtitles and guessing the meaning with the context. When the questions specifically asked about their experience in the English movie sessions, they showed that their comprehension of the movies was about 60%-80%. Yet, all of them agreed that the teacher (the researcher) helped them to conquer the advanced words used in the movies because she explained some words that were predictably difficult for her students. The students in the experimental group also revealed struggles in sentence structure, use of contraction, native speakers' accents as well as their pace of speaking.

Q9. Choosing English movies	• people's recommendations • look at posters • look at trailers
Q11. Considering English suitability of the movie	• no
Q12. Access to English movies	• Cinema • DVDs • Netflix • TV box • free online platform (bilibili.com)

When making choice of English films by themselves, none of the students gave consideration on the English level of the movie. They mostly relied on film recommendations on the Internet, movie posters and trailers to make decisions on what movies to watch. All students found no problem to access to English movies. Apart from free online resources like bilibi.com, they would also pay to watch movies in the cinema and on Netflix or through purchasing DVDs and TV box.

Discussion and implications

i. *The effectiveness on English learning outcome*

The effectiveness of using movies to learn English is attested by the paired-samples t-test. The results of the tests illustrated that the English movies sessions had made a positive influence on students' academic performance. Although the result of the second test in both the control group and experimental group saw an decrease, there was a smaller drop in the experimental group (2.5 marks) than that of the control group (8.8 marks). The more difficult content of the second test could attribute to the simultaneous decrease in both group's second test score. The first test thematised late arrival to class and gym membership while the second test featured a conversation about meeting an old friend on a street in London and a travel guide about Thailand. Comparatively, the students might find it easier to grasp the situation in the first test as it was about school and exercising. However, despite the similarity in the

language level, the foreign situation in the second test could be more difficult for students to comprehend as they may not have an experience in talking to an old friend in London or travelling in Thailand. This illustrates why both group saw a decrease in the marks of the post-test.

Nevertheless, with the experimental group making a betterment in their English proficiency, this indication of the positive impact of English movies on Hong Kong secondary school student echoes with the students' English learning outcome in Indonesia (Kusumaningrum, 2016). Both of the experiment validated that students' English proficiency in reading, writing, listening, speaking and vocabulary was enhanced by immersing them into an English environment in the movie with authenticity. Such an experience is highly helpful for students develop their skills in different areas of English because the audio-visual learning takes place when the character's dialogues are reinforced with the scenes shown on the screen. It is effective to enhance audience's comprehension and retention (Chandler & Sweller, 1991). Likewise, Byers-Heinlein et al (2013) also suggested that word-object pairs were easier to be learned than word-word pairs in learning a language.

ii.   *Students' experience in the English movie sessions*

Reported by the experiment participants, they believed that the reasons behind their English proficiency improvement are increased learning interest through movies and a good opportunity to practise English listening skills. As shown in the interview transcript, students generally had a positive experience in the movie sessions. Meanwhile, they also believed that they would like to join the sessions again but it would still depend on which film to be played. The reason why most of the students in the experimental group found the movie sessions relaxing and fun was because of the choice of the films. Students' interests were researched and considered by the researcher before deciding which movie to show. It is an necessary step to ensure that learners can have an enjoyable time with the English movies (King, 2002). This enjoyment also provides them with an intrinsic motivation (Harmen,1988), which derives from within the individual, such as the pleasure of the learning process itself. This kind of motivation has a direct relationship to persistence, language attrition and retention. Hence, it has a more significant effect to students' achievements in

acquiring English than instrumental motivation which comes from extrinsic factors (such as getting high marks in exams, getting a job, etc.) (O'reilly, 2014).

In addition, popular culture is another crucial element that has to be involved in the movie being played as well. Comparing students' responses to the "*Matilda* session" and the " *Slender Man* session", it was evident that they have shown a greater interest in the second session as they expressed that they have heard of the Slender Man on social media platforms during the movie session. The members of the cast in the film also included popular American actresses like Joey King, who has appeared in other well-known films, *Crazy, Stupid, Love* (2011) and *The Kissing Booth* (2018), too. Through providing inputs of English popular culture to learners, they will be familiar with western popular culture, thereby opening up their interest in watching other movies starred by those celebrities by themselves (King, 2002). Also, as intensive language input has been considered to be a vital source of data for language students to build up their competence or mental representation of the language (Patten & Benati, 2010), the more exposure students have on different movies, the more proficient they will be.

The experimental group also had a more significant academic advancement because they were not under the pressure of being assessed. According to student C, he expressed in the interview that "It (watching movies) is just like listening to someone speaking in English. It is quite similar to doing a listening test but only without filling in the answers. It is more appealing." Anxiety is always a stumbling block to learning a foreign language. Nasser Fallah (2017) mentioned that anxiety derived from a foreign language was the major reason for learners' negative perception to language acquisition since they may have difficulties to tackle with a totally foreign language and culture. He also pinpointed three elements of foreign language classroom anxiety: test apprehension, fear of receiving negative evaluation, and communication anxiety. As the movie sessions did not require participants to engage in any kind of test nor evaluation to test their knowledge of the movies afterwards and their communication and discussion were all voluntary, they were under no pressure at all. As proposed by MacIntyre et al (1991), low-anxious students normally tend to perform better than their high-anxious counterparts. Their researches further explained why the students who solely engaged in movie sessions outperformed their classmates who attended intensive tutorial classes.

iii.   *Possible challenges*

Most of the students contended that being not able to comprehend the unseen vocabulary was one of the barriers they have encountered when watching English movies. However, when they participated in the movie sessions held by the researcher, they were able to understand around 60% - 80% of the movie content. Therefore, this result indicated that students generally did not know how to choose an English movie with an appropriate level because they concerned only about the theme and content of the movie instead of the language suitability, which may act as a stumble block to learning English through movies.

Movies played for students should be chosen with educational purposes in mind. The theme and content should be intriguing for the students, yet they cannot be purely entertaining to neglect the educational purposes. (Stephens, Ascencio, Burgos, Diaz, Montenegro, & Valenzuela, 2012). King (2002) also expressed that it is crucial to choose appropriate movies which are not overly intricate for the level of understanding to the target students. According to Krashen's Input Hypothesis (1985), language learning occurs when students receive information that are comprehensible to them. In addition, the level of this understandable input should be one step beyond the learner's current language ability, represented as i+1, so as to enable students to continue making progress in their language acquisition. Therefore, teachers have to take up the role to select English films that are congruous with students' language level. Although there should be a gap between their prior knowledge and their targeted knowledge when selecting movies for learners, this discrepancy can be filled through the use of paralinguistic features where the learners make use of the gestures, actions, pauses and reactions of the characters to infer the main idea of the conversations (Keene, 2006).

When choosing movies for weaker learners who can only understand a limited part of the conversations, teachers should avoid using movies featuring a large amount of dialogues, cultural references, or slangs to be the teaching materials, such as *Before Sunrise* (1995) and *Before Sunset* (2004). Instead, movies that are visually exciting could be a good choice. Take *Slender Man* as an example, most of the students revealed that they liked the movie *Slender Man* more than *Matilda* in both the interview and during the movie sessions. It is because there are a myriad of special visual effects used in the film. The protagonist, Slender Man, itself is also visually intriguing with a mysterious appearance while there are a multitude of

thrilling moments where the creature pops up on the screen throughout the whole film. It creates a great tension to constantly draw audience' attention back to the movie even if they are not able to comprehend every single dialogue in the film.

Another challenge that students also encounter very often is accent. While most English teachers in Hong Kong are born and raised locally, most of their English accent is still partly influenced by their mother tongue, Cantonese. While students in Hong Kong mainly learn English from their school English teachers, students are also used to hearing English with Cantonese features. Thus, when they are exposed to movies that are starred by native English speakers, they find it difficult to adjust to their accents.

Hearing an unfamiliarly accented talker can be difficult at the beginning. Yet, listeners tend to improve their listening skills with exposure to the same talker (Bradlow & Bent ,2008). According to Kennedy and Trofimovich (2008), this accent adaptation process can be fostered by context because understanding which vocabulary was intended to say facilitates the recognition of the word. Moreover, Mitterer and McQueen (2009) also tested the effectiveness of subtitles to the word recognition process. They exposed two group of native Dutch listeners to materials of Scottish and Australian English, with and without captions. The result showed that, when compared to listeners who had not exposed to captions, the learners who had provided with subtitles performed remarkably better at the transcription task, thereby validating that labelling information from the context (subtitles) can assist accent adaptation. Meanwhile, several studies also claimed that movies can effectively boost second language students' confidence in speaking the language as they learn how to use certain vocabulary and to pronounce them correctly from a skilled native speaker (Seferoğlu, 2008; Florence, 2009; & Mirvan, 2013).

Although many students contended that they liked using English films as a learning tool, they would mostly merely rely on the Chinese subtitle to understand the movie. This could greatly eliminate its effectiveness on improving learners' listening and speaking skills because they do not have a chance to go through the process of word recognition nor accent adaptation. Yet, students may be tempted to rely on the Chinese captions as they do not need to put in any extra effort to comprehend the movie. Teachers thus once again play an essential role to

be a supervisor in the movie sessions to make sure that students are not exposed to their first language captions while viewing the movies.

Not only do teachers take up the role as a supervisor during the film sessions, but they should also act as a facilitator through providing language supports to students. It is very likely that students will be struggling with new vocabulary, complex sentence structures as well as unfamiliar accents while watching movies. The interview results showed that all students agreed that the teacher (the researcher) has helped them to get through these difficulties. It is because the teacher was constantly aware of the high-level vocabulary and took the initiative to give out explanations on them. Meanwhile, the students also revealed that they were happy to be with their friends and the teacher because they could discuss the story plot together. From the researcher's observation, the group of students constantly had some natural conversations like "Oh my god, what happened to the Slender Man, is he dead?" Therefore, it is clear that inviting a group of students to the movie sessions also helped to provoke discussion easily among peers and all these forms of interaction and discussion are highly benign to students' English language acquisition. As suggested by Vygotsky (1978), social interaction plays a crucial role in the learning process. He also proposed the zone of proximal development (ZPD) which is the gap between learners' actual independent problem-solving level and the level of his / her potential development as determined through problem-solving under adults assistance and guidance, or in peer collaboration with more capable students. Through the movie session, students were gaining support from the teacher and their classmates to help them proceed to the next developmental level.

Last but not least, the turnout of the movie sessions is surprisingly low with only four students. Although most of the students in the class showed their interests in participating in this activity, their tight daily learning schedules made their involvement unfeasible. Most of the learners in Hong Kong have to attend an array of different after-school activities such as tutorial classes, sports team trainings or instrument practices because they are mostly funded by the school. It is therefore extremely difficult to arrange the movie sessions with a time that everyone is available. Holding film viewing session in small groups is therefore encouraged, which avoids time clash with other students' schedules and allows students to attend it with their close friends. It helps to create a comfortable atmosphere in which students can freely express their random opinions in the middle of the movie as well as asking questions whenever they have difficulties.

Suggestion

The movie session should be implemented in secondary schools as an after-school extra-curricular activity to boost students' interest in learning English as well as their English proficiency. Noting that secondary school students are usually occupied by different kinds of learning activity after school, the size of the movie session is recommended to be small, with approximately 5 students and 1 teacher. It is beneficial for students to partake in the sessions with their close friends or classmates who share similar movie preferences so that there would be more interactions and discussions during the film. Meanwhile, teachers should gauge the language ability and interest of that group of participants when deciding which movie to play. Teachers have to preview the movie once before the movie sessions in order to measure its suitability for the targeted students. During the previewing process, teachers should also be aware of targeted high-level vocabulary that should be explained in the movie sessions as well as familiarising themselves with the movie plot. Movie starred by a recurring group of actors and actresses would be a good choice to arouse students' interest to see the familiar artists again. Meanwhile, it would also be easier for students to get accustomed to a certain accent. In addition, regarding the accent recognition, teachers are also suggested to play movies with one targeted accent consecutively for several movie sessions before moving on to another accent in order to provide constant similar accent input to students which avoids confusion. Besides, while participants may constantly asking for Chinese subtitles, teachers should insist to provide only English captions to them in order to ensure the effectiveness of the whole movie viewing session.

Lastly, asking teachers to participate in each of the movie sessions may cause burden to their already heavy workload. Hence, it is also suggested that teachers can select a group of senior form students who possess a good command of English and share an interest in movies to be the "English Movie Ambassadors". These ambassadors will receive a series of trainings from teachers to learn how to do preparation work for the movie session as well as how to teach during the movie session. After the training, they can take up the teacher's role to teach junior form students in the movie sessions. To ensure the quality of the whole learning process, teacher should still assist in the first few movie sessions until the English Movie Ambassadors can fully grasp the skills to hold the activity. This kind of student-centred learning is effective for both the junior viewers and the senior ambassadors to improve their English proficiency while teachers' preparation burden can be alleviated as well.

Limitation

There are three limitations in this study. Firstly, the total sample size of the experimental group and the control group was only 15, while there were only 4 participants in the experimental group. It is realized that this study involved a relatively small number of participants that could not represent the entire population of secondary school students. Secondly, the two arounds of movie sessions may also be inadequate to make a significant impact on students' English proficiency. However, it was affected by the class suspension in November 2019 and the time clash with students' other after-school activities. Lastly, students' English ability in different areas may not be able to be fully tested by just a 20-minute assessment.

Conclusion

In conclusion, this study has proven that English movies are effective learning tools to help secondary school students to enhance their English proficiency in all areas. As free movies are ubiquitous online, they could be great resources to be used by the underprivileged students who cannot afford other forms of English learning activities such as tutorial classes and overseas exchange programme. It is also encouraging to find out that the effectiveness of English movies is even higher than that of joining English tutorial classes. Hence, English movies can be concluded as low-cost yet highly effective learning materials which even arouse students' English learning motivation. Therefore, English movie sessions should be widely promoted and implemented as a regular after-school activity in Hong Kong secondary schools.

Reference

Akbulut, Y. (2007). Variables predicting foreign language reading comprehension and vocabulary acquisition in a linear hypermedia environment. . *The Turkish Online Journal of Educational Technology- TOJET*, 6(1), article 5.

Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning english through movies: Adult english language learners' perceptions. *Theory and Practice in Language Studies*, *8*(12), 1567-1574. doT:http://dx.doi.org.ezproxy.eduhk.hk/10.17507/tpls.0812.01

Bradlow AR, Bent T. (2008). Perceptual Adaptation to Non-Native Speech. Cognition. 106: 707–729. https://doi.org/10.1016/j.cognition.2007.04.005 PMID: 17532315

Bray, M., & Lykins, C. (2012). *Shadow education: Private supplementary tutoring and its implications for policy makers in Asia*. Mandaluyong City, Philippines: Asian Development Bank.

Brown, H. D. (2000). Principles of language learning and teaching. White Plains, MY: Pearson Education.

Byers-Heinlein K, Fennell CT, Werker JF. (2013). The development of associative word learning in monolingual and bilingual infants. Bilingualism: Language and Cognition. 16(1):198–205. doi: 10.1017/S1366728912000417.

Chandler, P., & Sweller, J. (1991). Cognitive load theory and the format of instruction. *Cognition and Instruction*, *8*, 293–332.

Florence, Y. (2009). Learning English through films : A case study of a Hong Kong class. University of Hong Kong.

HKSAR Government. (2018). Hong Kong Poverty Situation Report 2017. Retrieved May 6, 2019, from https://www.statistics.gov.hk/pub/B9XX0005E2017AN17E0100.pdf

Harmer, J. (1988). The practice of English language teaching. (4th ed.). UD: Pearson Longman.

Huang, H., & Eskey, D. (2000). The effects of closed-captioned television on the listening comprehension of intermediate English as a second language students. *Educational Technology Systems*, 28, 75-96.

Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom–A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.

Keene, M. D. (2006). Viewing video and DVD in the EFL classroom. Bunkyo Gakuin University Journal, 8(1), 217-234.

Kennedy S, Trofimovich P. (2008). Intelligibility, Comprehensibility, and Accentedness of L2 Speech: The Role of Listener Experience and Semantic Context. Can Mod Lang Rev La Rev Can des langues vivantes. 64: 459–489. https://doi.org/10.3138/cmlr.64.3.459

Krashen, S. D. (1985). The input hypothesis: Issues and implications. Longman Group UK Ltd.

Khoshniyat, A. S., & Dowlatabadi, H. R. (2014). Using conceptual metaphors manifested in Disney movies to teach English idiomatic expressions to young Iranian EFL learners. *Procedia-Social and Behavioral Sciences, 98(1)*, 999-1008.

King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning, 15*(5), 509-523.

Koskinen, P. Knable, J., Markham, P., Jensema, C., & Kane, K. (1996). Captioned television and the vocabulary acquisition of adult second language correctional facility residents. Journal of Educational Technology Systems, 24, 359 – 73.

Kusumaningrum, M. (2016). Using English movie as an attractive strategy to teach senior high school students English as A foreign language. *LLT Journal: A Journal on Language and Language Teaching, 18*(1), 11-18.

Lareau, A. (2003). Unequal childhood: Class, race and family life. Berkeley, CA: University of California Press.

Lee, S. (2004). Teaching lexis to EFL students: a review of current perspectives and methods. *ARECLS EJournal*, 1(1)

Li, X., & Wang, P. (2015). A research on using English movies to improve Chinese college students' oral English. *Theory and Practice in Language Studies*, 5(5), 1096-1100.

Littlewood, W. (2004). The task-based approach: Some questions and suggestions. ELT Journal, 58 (4), 319–326.

Markham, P., Peter, L., & McCarthy, T. (2001). The effects of native language vs. target language captions on foreign language students' DVD video comprehension. Foreign Language Annals, 34(5), 439–445.

Mertler, C. A. (2012). Action research: improving schools and empowering educators. Thousand Oaks, CA: SAGE Publications.

Mitterer H, McQueen JM. (2009). Foreign subtitles help but native-language subtitles harm foreign speech perception. PLoS One. 4: e7785. https://doi.org/10.1371/journal.pone.0007785 PMID: 19918371

Mirvan, X. (2013).The advantages of using films to enhance student's reading skills in the EFL classroom. Journal of Education Practice, 4(13).

Nasser Fallah (2017) Mindfulness, coping self-efficacy and foreign language anxiety: a mediation analysis, Educational Psychology, 37:6, 745756, DOI: 10.1080/01443410.2016.1149549

Nation, I.S.P. (1990). *Teaching and Learning Vocabulary* New YorD: Newbury House,.

O'reilly, E.N. (2014). Correlations among Perceived Autonomy Support, Intrinsic Motivation, and Learning Outcomes in an Intensive Foreign Language Program.

Patten, V. B., & Benati, A. G. (2010). Key terms in second language acquisition. London, England: Continuum international publishing group.

P. D. MacIntyre and R. Gardner. (1991). "Methods and results in the study of anxiety and language learning: a review of the literature," Language Learning, vol. 41, pp. 85–117.

Qiu, J. (2017). The Effect of English Movies on College English Listening Teaching. *Theory and Practice in Language Studies*, *7*(11), 1011-1024.

Rebuschat, P., Williams, J. (2012). Implicit and explicit knowledge in second language acquisition. Appl. Psycholinguist. 33, 1--28.

Saengsang, A. (2003). Using cartoon movies with subtitles to promote English vocabulary learning, listening comprehension, and morality of mathayom suksa 1 students. Chiang MaT:Chiang Mai University.

Seferoğlu, G. (2008). Using feature films in language classes. Educational Studies, 34(1), 1-9. http://dx.doi.org/10.1080/03055690701785202

Schmidt, R. (2001). Attention. In P. Robinson (Ed.), Cognition and second language instruction (pp. 332). Cambridge: Cambridge University Press.

Stephens, C., Ascencio, R., Burgos, A., Diaz, T., Montenegro, J., & Valenzuela, C. (2012). Film circles: Scaffolding speaking for EFL students. English Teaching Forum, 2, 14-20.

Svinicki MD, McKeachie WJ. (2013). McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers. Boston, MA: Houghton-Mifflin.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Appendix 1: Interview questions for students

<u>**Perception**</u>

1. Do you like watching movies?

2. What kind of English activity do you like to do the most after school? (e.g. watching movie, reading books, listening to radio, talking to foreign friends, tutorial classes)

3. How do you feel about the movie sessions? Can you describe your feeling, the atmosphere, the difficulties etc.

4. Do you think you learn better through watching movies than other ways of learning English? Why?

5. Do you think you will start to watch more English movies by yourself after the movie sessions?

<u>**Challenge**</u>

6. What difficulties do you usually encounter when watching an English movie? How do you solve it?

7. Do you think they can solved if you watch movie with a teacher?

8. During our movie sessions, how much can you understand a movie?

9. Which part do you not understand mostly? the vocabulary? the accent? the sentences structure?

10. How do you choose an English movie to watch? How do you know its suitability for you?

11. Would you like to watch an English movie with a teacher as an after class activity?

12. How do you have access to English movie?

Appendix 2: Interview Questions and Code Chart

Students' perception	
Q1. English learning preference	• watching movies • chatting with foreign friends
Q2. Atmosphere of the movie sessions	• relaxing • happy, can discuss with friends and teachers • like Slender Man more • no difficulties • not as good as that in the cinema
Q3. Description on the movie sessions	• learning better through movies • fun • increase interest • hear native English
Q10. Joining English movie sessions again?	• yes • depends on the movies
Challenge	
Q4. Difficulties encountered	• not knowing the vocabulary
Q5. Solving difficulties	• Chinese subtitles • guess the meaning
Q6. Can teachers help?	• yes • teacher will explain difficult vocabulary
Q7. How much do you understand the movie?	• 60%-70% • 70%-80% • 80%
Q8. Most difficult part	• vocabulary • sentence structure • contraction • accents • speaking too fast

Q9. Choosing English movies	- people's recommendations - look at posters - look at trailers
Q11. Considering English suitability of the movie	no
Q12. Access to English movies	- Cinema - DVDs - Netflix - TV box - free online platform (bilibili.com)

Appendix 3: Interview transcript of Student A

Perception

1. Do you like watching movies?

    A: Yes. I like watching movies.

2. What kind of English activity do you like to do the most after school? (e.g. watching movie, reading books, listening to radio, talking to foreign friends, tutorial classes)

    A: I prefer watching movies.

3. How do you feel about the movie sessions? Can you describe your feeling, the atmosphere, the difficulties etc.

    A: The atmosphere was not as good as that in the cinema. Also, I don' understand the English subtitles.

4. Do you think you learn better through watching movies than other ways of learning English? Why?

    A: Yes, of course because watching English movie is fun. If we just read our textbook, it is not very interesting. It's actually very boring.

5. Do you think you will start to watch more English movies by yourself after the movie sessions?

    A: I think the frequency will be the same.

Challenge

6. What difficulties do you usually encounter when watching an English movie? How do you solve it?

A: I may not understand the words used in the movies, which affects my understanding on the movie. Therefore, I will look for films with Chinese and English subtitles so that I can refer back to the Chinese one when I'm confused.

7. Do you think they can be solved if you watch movie with a teacher?

A: Yes.

T: Why?

A: because the teacher will explain it to us.

8. During our movie sessions, how much can you understand a movie?
I think it's around 60% - 70% of the content.

9. Which part do you not understand mostly? the vocabulary? the accent? the sentences structure?

A: When they mention very specific and professional contents and vocabulary. For example, when we watched *The Slender Man* last time, it mentioned something about biology which is very complicated.

10. How do you choose an English movie to watch? How do you know its suitability for you?

A: I watch movies that I think it's interesting. I will also consider its suitability for me like I will watch the poster of the movie or the trailer.

T: Oh so you will only consider the content? Will you also consider your English language ability to see if it is suitable?

A: Nope. I won't consider this part.

11. Would you like to watch an English movie with a teacher as an after class activity?

A: Yes. I would love to do that.

12. How do you have access to English movie?

A: Cinema. Sometimes, I will also go onto the Internet to look for movies.

Do you have a specific website that you use to watch movies?

A: No. I only search it from google and see what it gives me. And I will just go for that.

Appendix 4: Interview transcript of Student B

Perception

1. Do you like watching movies?

   B: Yes. I like watching movies.

2. What kind of English activity do you like to do the most after school? (e.g. watching movie, reading books, listening to radio, talking to foreign friends, tutorial classes)

   B: Watching movies.

3. How do you feel about the movie sessions? Can you describe your feeling, the atmosphere, the difficulties etc.

   B: The second one was exciting. I like Slender Man more. Generally speaking, the atmosphere is very relaxing because we are watching movies with our classmates and teachers. And there is no difficulties for me.

4. Do you think you learn better through watching movies than other ways of learning English? Why?

   B: Yes because it increases my interest to learn English.

5. Do you think you will start to watch more English movies by yourself after the movie sessions?

   B: Yes, I think so.

Challenge

6. What difficulties do you usually encounter when watching an English movie? How do you solve it?

   B: No, I normally don't have any difficulties in watching movies because it has Chinese subtitles. Therefore, I am able to understand it.

7. Do you think they can solved if you watch movie with a teacher?

   B: Yes, it will help because the teacher will explain words that we don't know to us.

8. During our movie sessions, how much can you understand a movie?

   B: I can understand most part of it. I think it's around 60%-70%.

9. Which part do you not understand mostly? the vocabulary? the accent? the sentences structure?

   B: I think it's the sentence structure that I don't understand.

10. How do you choose an English movie to watch? How do you know its suitability for you?

    B: I will see people's recommendations. For example, I will watch some Youtube channels which specify in movie recommendations.

    T: so how can you tell if it's suitable for you?

    B: I will see its theme and topic and the introduction.

    T: Will you also consider the language level suitability?

    B: No, normally not. I only consider the my interest on that.

11. Would you like to watch an English movie with a teacher as an after class activity?

B: Yes, I would like to.

12. How do you have access to English movie?

B: I will use some websites such as bilibili.com.

T: any other ways?

B: I will also purchase DVDs.

Appendix 5: Interview transcript of Student C

Perception

1. Do you like watching movies?

   C: I watch movies around three times a year so I don't particularly like it.

2. What kind of English activity do you like to do the most after school? (e.g. watching movie, reading books, listening to radio, talking to foreign friends, tutorial classes)

   C: Watching movies because it's the most relaxing way.

3. How do you feel about the movie sessions? Can you describe your feeling, the atmosphere, the difficulties etc.

   C: I think it was very relaxing and fun. And no, I don't have any difficulties.

4. Do you think you learn better through watching movies than other ways of learning English? Why?

   C: I think there wasn't a difference. It's just like listening to someone speaking in English. Quite similar to doing a listening test but only without filling in the answers. And it is more appealing.

5. Do you think you will start to watch more English movies by yourself after the movie sessions?

   C: No. I think it's just the same as my usual frequency.

Challenge

6. What difficulties do you usually encounter when watching an English movie? How do you solve it?

   C: Other than some very sophisticated and long words, I can normally understand the simply conversations. I don't solve it. I will just ignore it.

7. Do you think they can solved if you watch movie with a teacher?

   C: Yes maybe.
   T: Then do you think I have helped you to solve this problem during our movie sessions?

   C: Yes, a little bit.

8. During our movie sessions, how much can you understand a movie?

   C: around 80% of it.

9. Which part do you not understand mostly? the vocabulary? the accent? the sentences structure?

   C: They have a soft pronunciation on some words, like contractions. Therefore, I sometimes don't understand their accents. Also, I don't understand some specific professional vocabulary.

10. How do you choose an English movie to watch? How do you know its suitability for you?

    C: I watch whatever l like. I usually watch movies that receive a lot of positive comments on the Internet. I will see the introduction of the movie and also the trailer before watching it.

T: What about determining its suitability for your English level?

C: No I won't pay attention to that. I will just watch things that I like and keep watching it. If I really don't understand, I can watch the Chinese version later.

11. Would you like to watch an English movie with a teacher as an after class activity?

C: It depends on the movies being played in the sessions. If I like the movie, I will partake in it.

12. How do you have access to English movie?

C: I will use my mobile phone to watch it. For example, Netflix. Or I will use the TV box.

Appendix 6: Interview transcript of Student D

<u>Perception</u>

1. Do you like watching movies?

   D: yea, I quite like it.

2. What kind of English activity do you like to do the most after school? (e.g. watching movie, reading books, listening to radio, talking to foreign friends, tutorial classes)

   D: chatting with foreign friends.

   T: Oh, so you have some foreign friends?

   D: Yes, I got two.

   T: Oh, so how do you know these people?

   D: from the Internet.

   T: What are their nationalities?

   D: I'm not sure but they all speak in English.

   I : Do you find any difficulties talking to them?

   D: um… sometimes there is something that I don't know how to express it in English.

   T: so do you prefer talking to foreign friends over watching English movies?

D: I like both of them. But I prefer watching English movies.

T: why?

D: because I can learn some new vocabulary.

3. How do you feel about the movie sessions? Can you describe your feeling, the atmosphere, the difficulties etc.

D: The atmosphere is relaxing and I'm happy to see those movies. We can also discuss with each other freely.

4. Do you think you learn better through watching movies than other ways of learning English? Why?

D: Yes, because I can hear native speaker speaking in English.

5. Do you think you will start to watch more English movies by yourself after the movie sessions?

D: yes I will watch more English movies at home.

Challenge

6. What difficulties do you usually encounter when watching an English movie? How do you solve it?

D: sometimes, I don't understand the words mentioned in the movie. But I will try to guess the meaning first.

7. Do you think they can solved if you watch movie with a teacher?

D: Yes, because I can ask the teacher.

T: Do you think I have helped you in this way during our movie sessions?

D: yes because you will explain words that we may not know even if we didn't ask.

8. During our movie sessions, how much can you understand a movie?

D: around 70% - 80%.

9. Which part do you not understand mostly? the vocabulary? the accent? the sentencec structure?

D: I think it includes all of them. But more significantly, I think it's because they speak too fast and I can't catch their accents.

10. How do you choose an English movie to watch? How do you know its suitability for you?

D: I will usually watch the trailers. If I find it interesting, I will watch the full version.

T: will you consider its suitability for your English level?

D: No, I don't consider that.

11. Would you like to watch an English movie with a teacher as an after class activity?

D: Yes, because I want to learn more English. And I think it's a free and effective way to learn English.

12. How do you have access to English movie?

D: Usually, I will watch it on the Internet. If I have time, I will also go to the cinema

with friends.

T: Are the movies from the Internet free?

D: Yea some of them are free while you need to pay for some.

T: will you pay to watch a movie?

D: It depends on the price. If it is cheap, I will. But if it's expensive, then I may not.

Appendix 7: Pre-test Question Paper

Pre-test

Name: _____   Class:_____(   )

A. Listening – Arriving late to class

Are the sentences true (T) or false (F)? Circle the correct answer.

1. The class started five minutes ago.	T / F
2. The teacher will hand back the tests next Thursday.	T / F
3. The boy shares his textbook with the girl.	T / F
4. The teacher is going on about search engines.	T / F
5. The boy thought this class was about the French Revolution.	T / F
6. The boy is in the wrong class.	T / F

B. Vocabulary

1. Benefit	____	a) the general weather conditions
2. Climate	____	b) to cause physical harm to a person
3. Embarrassed	____	c) feeling shy or ashamed
4. Injure	____	d) usual
5. Ordinary	____	e) a good effect

C. Writing

What is your short-term goal? Why? How can you achieve it? (60 – 80 words)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Content (40%)	
Accuracy (40%)	
Organization (20%)	

D. Reading - A flyer for a gym

BEST BODY FITNESS

About us

You don't want just a gym membership. You want a membership that means something. And that means you need support, expert help and a community.

Best Body Fitness isn't just a gym: it's a full-service fitness membership made for you. Here's how it works:

STEP ONE: Your assessment

We begin with an assessment session. This is a chance for you to see what we do at Best Body. Our assessment plans are no-cost and no-risk. We'll also make a training plan specifically for you.

STEP TWO: Your training

When you decide to become a **Best Body** member, we show you what to do, how to do it and why you are doing it. After a few sessions with an expert private trainer you will feel comfortable working out on your own. But don't worry, we'll always be nearby if you have questions.

STEP THREE: Your membership

Membership works on a month-to-month basis. There are no sign-up fees and no cancellation fees. Start and stop whenever you want. And the best part? Our fees are the most competitive in the whole downtown area.

STEP FOUR: Your community

At **Best Body Fitness**, we see everyone as part of a big team. And when you work with a team, you can do great things. Join any of our specialised classes, led by expert instructors. Come to our nutrition classes. Participate in our regular social events. Everything is included in your fee. Finally, we wanted to share with you some reasons why our members say that they have chosen us over any other fitness centre in the city.

It's so EASY
• Easy to start, stop, cancel or refund a membership
• Easy to access – we're open 24/7, we never close
• Easy to do exercise – we have lots of equipment, no long wait
• Easy results – our trainers and equipment give you success, fast
• Easy to find – in the centre of town, near public transport and with parking

It's WONDERFUL
• Wonderful members
• Wonderful trainers and staff
• Wonderful equipment
• Wonderful energy
• Wonderful location

Come and visit us for a personal tour!

Complete the sentences with words from the box.

time	membership	over	whenever
specifically	own	led	nearby

1. The gym offers a full-service fitness ....
2. We'll make a training plan .... for you.
3. You can now work out on your ....
4. We'll always be .... to help.
5. Start and stop .... you want.
6. Join any of our classes, ... by expert instructors.

Appendix 8: Post-test Question Paper

Post-test

Name: _____   Class:_____(   )

A. Listening – Meeting an old friend

Are the sentences true (T) or false (F)? Circle the correct answer.

1. Patrick and Selina have never met each other before.	T / F
2. Selina still lives in London.	T / F
3. Selina is living with her parents.	T / F
4. Patrick also went to London.	T / F
5. Selina is surprised that Patrick is married.	T / F
6. Patrick invites Selina to his house.	T / F

B. Vocabulary

1. Advantage   ___   a) to harm something
2. Confident   ___   b) the companies involved in the process of producing
                                goods
3. Delighted   ___   c) happy
4. Damage   ___   d) a good feature
5. Industry   ___   e) being certain about your abilities

C. Writing

What is your dream job? Why? How can you achieve it? (60 – 80 words)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Content (40%)	
Accuracy (40%)	
Organization (20%)	

D. Reading - A travel guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film The Beach stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around $5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Match the Bangkok landmarks and places with the descriptions.

Wat Pho	Khao San Road	Sukhumvit
Yaowarat Street	Phra Kanong	Chao Phraya

1. .... a place that you might see in the film *The Beach*
2. .... a place where local Thai people go
3. .... an alternative route through the city
4. .... a place to go for shopping and bars
5. .... a place to go for food
6. .... an important sightseeing spot