

（論文）

Methodologies Using Video to Increase Student Language Learning Skills.

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Introduction

In this article we will examine the use of video in two skill areas of language learning in English as foreign language. First, we will consider the use of the nonverbal language context in developing listening comprehension. Another area of language understanding will be focusing mostly on the visual message to improve inferential skills. According to Davis (1997) video with "... its combination of visual and audio images enhances [language] learning." Empirical evidence exists that the auditory and visual messages used together raise learner's understanding (Secules, Herron, and Tomasello, 1992). Nunan (2003) argues that listening is the most important of the four language skills for its provision of this comprehensible input (Krashen, 1982) and the fact that it is used half the time in using another language. However, in the second half of this article we will advance the notion that showing the visual message without audio can be a significant method to raise inferential learning skills. Video provides practice in this skill; moreover, it also provides speaking tasks based on visual cues alone just as much as speaking activities based on audio cues.

Of all the video material available (movies, TV shows, and the like), the most appropriate material for Japanese university language learners would seem to be television commercials. Davis (1997) delineates several reasons for using commercials.

1. *Commercials are authentic.* They use the natural and cultural English that native speakers use.
2. *Commercials are short, focused, and thematic in content.* As opposed to the other forms of video, they are shorter. They are focused on the thematic message of the product and the information related to it. The beauty of a commercial for language teaching is the narrative of a concise, complete of story in a 30 second to one minute time frame. Consequently, the commercial provides concentrated focus on a theme without

superfluous information that distracts from the topic of a commercial.

3. *Commercials contain culturally-loaded slices of modern society.* Current information specifically related to the L2 culture can be presented and discussed. In particular, the ability to infer from non verbal cues is well exemplified by a series of commercials that are presented by HSBC (The Hong Kong Shanghai Commercial Bank.) which will be discussed later in the Number two case study.
4. *Commercials contain visual, verbal, and written images.* These factors mutually assist the learner's comprehension. The verbal message being no more than one minute allows for constant repetition of the aural component to such a point that the "tune and melody" of the message can be ringing in the language learners short term memory. However, different types of commercials address different skill areas when one considers the various types of non verbal images that are used and how they are presented in the story line.

Of course, commercials need to use pre-listening, while-listening, and post-listening tasks for comprehension (Rost, 1990; Stoller, 1990; Underwood, 1989; Ur, 1985). The sequence is "... (i) a pre-listening build-up, leading to a desire to listen; (ii) something interesting to listen to and a purpose for listening (generally a while-listening activity); and (iii) a brief (or perhaps no) post-listening stage." (Underwood, 1989, p. 93). She also argues that to take advantage of the visual, verbal, and written components of video, it is also necessary to create tasks which focus on all three modes (Underwood, 1989).

Methodology One

Example of a Video Lesson for Low-Level Student Listening Comprehension

A heterogeneous low-level group of twenty second to- to fourth-year false beginner students (i.e., those with about an 800-word vocabulary but very little grammar structure) (Hegelsen, 1987; Peaty, 1987; Richards, Platt, and Weber, 1985; Ur, 1985) whose major was not English were the participants. The class was called Current English. The learner's use of the L2 as compared to the L1 was predominant since their listening skills were also low.

We decided the best approach would be to use video since, in addition to the above-listed justifications, we could also design speaking tasks to get them to utilize clarification strategies and other written support to increase their limited L2 skills.

Commercial Choice Considerations

The commercial was picked because of: (1) the probable background knowledge brought to the task by students (colors and a sea vacation visuals); (2) the mutual comprehension assistance of the visual, verbal, and written images employed (the visuals matched up almost always simultaneously with the verbal or written images); (3) the shortness of the task (30 seconds); and (4) the fact that it was current English. (For transcript, see Appendix A.)

Presentation of Tasks

To provide much needed support to students, all tasks were performed using a teacher-made worksheet. (See Appendix B.)

Background Knowledge, Co-text, and Systemic Knowledge

To activate the background knowledge (Widdowson, 1983), or in other words, schema, (Bartlett, 1932) and to anticipate the co-text (i.e., what would be said) (Brown and Yule, 1983) of the listening, we improvised a pre-listening task (parts A and B) not found in the literature (since as Kikuchi 1995) states, “[i]t may be true that [a] more varied ... pre-listening task would be better for lower level students” (p. 22). This task was done in pairs. For further language support, because of their low level, we also had them utilize answer prompts. (See Appendix B.)

No specific tasks were used to activate the learners’ systemic knowledge of the language i.e., phonological, syntactic, and semantic knowledge because these are seen to be used in an interactive process utilizing both schema and systemic knowledge at the same time to perceive speech (Pollack and Pickett, 1963; Marslen-Wilson and Tyler, 1980; Elman and McClellan, 1984; Widdowson, 1983.) If appropriate systemic knowledge is not utilized in either L1 (Marslen-Wilson and Welsh, 1978) or L2 learners (Voss, 1984; Conrad, 1985), comprehension will not occur, albeit there is background as well as co-text knowledge used simultaneously.

While-listening (-viewing)

Active viewing is a term that comes from the video-based work of Stempleski and Tomalin (1990) which concerns the uniting of visual and verbal information for selective and global listening. Captions, which should ideally be used (Rost, 2002), were not available for this commercial; however, written text was at times able to be seen on the screen. For this objective, the while-listening (-viewing) task (part C) (was to have one partner watch the video and check colors heard with corresponding visual images, and answer two wh-questions that were presented in verbal and written forms. The other partner watched the video and checked visual images, including some with verbal input and answers a wh-question. Students were asked to raise their hands the wanted to see the video again, and if a majority did so, it was repeated. This repetition was continued until a majority no longer wanted to see it. (See Appendix B.)

Before the next task (part D), designed to get students to talk in the L2, since as Woodfield (1997) states “it seems intuitively true ...that not only comprehension, but also production, has a direct role to play in acquiring a language” (p.19), the instructors introduced clarification strategies e.g., Could you repeat that, please?; How do you spell _____?; What did you say before/after _____? Could you speak slower, please? What does _____ mean? Then, student A read and wrote down the answers to wh-questions on the worksheet to get student B to answer with his information from the while-listening (-viewing). Subsequently, roles were switched, with B asking and writing down the answers on his worksheet to wh-questions about the information gleaned from A’s while-listening (-viewing) tasks. (See Appendix B.) During these interactions, the teacher monitored the students, and, if necessary, given prodding by the teacher to use the clarification strategies listed above.

The next while-listening (-viewing) (part E) was to check if the pairs had both processed the

language correctly and comprehended the message. This took the form of a matching exercise utilizing the information comprehended in the above while-listening (-viewing) tasks and in some cases information. (Again, as described above, the class could request repeated viewings.) When the viewings were finished, this task used more L2 speaking by partners taking turns asking and answering “What do you have for number one?” (See Appendix B.)

After finishing this task, answers were checked by asking the whole group for the answers they had for each item, by asking, “How many people have an answer for number one? “B?” etc., and having them raise their hands; thus, identifying any problem areas for the majority of students. The video was after which it replayed with the teacher pausing the tape to point out the information to clear up these problem areas. Finally, the video was played once again its entirety.

Promoting and Fostering the Use of the Viewing-Comprehension

Stoller (1990) sees one purpose for post-listening (-viewing) as employing “... the newly acquired knowledge for “ both written and oral language.” (p.32). For this commercial, a paired speaking task with answer stem support, an or-question, and a yes/no-question task were utilized (part F). (See Appendix B.) Again, students were reminded of and encouraged to use the clarification strategies introduced during the while-listening (-viewing) tasks.

Evaluation and Results

A teacher-made achievement while-listening (-viewing) dictation test (See Appendix C) was the test instrument. (See Rost, 2002 for discussion of kind of test’s validity.) 60 per cent or higher was considered a passing grade on an activity in this class. All twenty students received a 60 per cent or better grade (the average being 69 per cent) on the while-listening (-viewing) listening dictation. So, it seems that authentic video can be successfully lowered, and thus supply comprehensible input, by the TV commercial employed and the simplicity of the tasks utilized..

Anecdotally, the students’ spoken use of the L2 increased due to the nature of the tasks; however, it was still inconsistent for many of them when it came to the use of the clarification strategies. This would conform with what Burrows (2008) found that because of cultural differences Japanese students function more effectively in teacher-centered activities, but conflicts with other researchers who found that L1 Asian language students can learn to employ such strategies (Maleki, 2007; Nakatani, 2005; Robbins, 1996; Chen, 1990).

Methodology Two

Example of a Video Lesson to Raise Inferential Comprehension

A heterogeneous intermediate group of 35 first year students with a vocabulary of about 2,000 words and intermediate level grammar ability whose major was not English were the participants. This class was an English composition based course. A majority of the students were able to converse in English in a low intermediate language level. Consequently English (L2) was the predominate language of instruction. The focus of this methodology is two-fold. Primarily, it is intended to develop the ability to draw inferences from the nonverbal message and to make predictions. Subsequently, it is to develop an understanding and awareness of

cross cultural differences observed through behavior as opposed to just spoken language. The approach to be used would incorporate video since, as in the Methodology One study, we could also use pair work and group speaking activities to develop inferential comprehension strategies to resolve a problem in cross-cultural misunderstanding. Writing activities to summarize the collaborative efforts of the members of each group would then follow these activities.

Commercial Choice Considerations

The commercial was chosen because the focus of this study was to: (1) develop an awareness of cross cultural misunderstanding that results from completely different cultural upbringings; (2) to instill in the students the importance to be observant of all the nonverbal cues that play a crucial role in avoiding this particular type of cross cultural misunderstanding;; (3) to illustrate by this particular example, the differences in every culture in what is referred to in Japan by the quotation “Japanese common sense is the worlds’ lack of common sense”; (4) to contrast differences in the probable background knowledge brought to the task by students (how food is presented, ordered, and served in an Chinese restaurant as opposed to a Japanese restaurant); (4) the concise brevity of the task in only 30 seconds of a complete story and the fact that the narration was in current English. (For transcript, see Methodology Two Appendix A.); and (5) the absurdity of the reaction to the cultural misunderstanding was comical.

Presentation of Tasks

To provide much needed support to students, all tasks were performed using a Teacher-made worksheet. (See Methodology Two Appendix B.)

Background Knowledge, Co-text, and Systemic Knowledge

Just as in the Methodology One study to activate the background knowledge to anticipate the co-text (i.e., what might be seen or predicted in the latter part of the viewing) we improvised a pre-viewing task (parts A and B) not found in the literature. This task was done in pairs. Again to help the students focus their observations and to provide language support for what they would be viewing, we used leading questions to help them also had them utilize answer prompts. (See Appendix B Part A and B).

Since the subsequent introduction of the viewing was done without the audio portion for the entire course of the class in the first week, no specific tasks were used to activate the learners’ systemic knowledge of the language i.e., phonological, syntactic, and semantic knowledge. These are seen to be used in an interactive process utilizing both schema and systemic as was the case in the Methodology One study. In the first week the knowledge at the same time to perceive speech (Pollack and Pickett, 1963; Marslen-Wilson and Tyler, 1980; Elman and McClellan, 1984; Widdowson, 1983.) was not a consideration at this point of the lesson. It is argued that with increased openness to non L1 analysis and ability to infer through observation of nonverbal cues, the appropriate hypothesis testing could be carried out The focus at this point was clearly to involve the students in engaging in purely inferential skills through the use of the nonverbal message alone at the previewing stage. If appropriate systemic knowledge is not utilized in either L1 (Marslen-Wilson and Welsh, 1978) or L2 learners (Voss, 1984; Conrad, 1985), comprehension will not occur, albeit there is background as well as co-text knowledge

used simultaneously. A crucial factor is how cultural interference of the L1 can result in miscommunication when background knowledge of the L2 language is not available.

While- viewing

As stated in the Methodology One discussion, video-based work of Stempleski and Tomalin (1990) incorporated both of visual and verbal information for selective and global listening. However, the strategy employed for increasing inferential comprehension was to work without a text or English voice-over. The focus was clearly to increase powers of observation and making inferences from purely nonverbal communication. Comprehensible input (Krashen, 1982) to develop the inferential comprehension was achieved by focused -viewing and graduated questions with “leading questions”.

This situation is easily reflected in real life experiences where Westerners can be invited to a business dinner by non-English speaking hosts. In this particular commercial, the hosts are non-English speaking Chinese. The lack of an English text presented at this stage of the lesson was irrelevant to the objective of drawing inferences about cross-cultural differences in a Chinese speaking environment. Also, the audio portion with the English voice over was intentionally left out as well until the following lesson.

Viewing was done globally. To achieve the objective of inferential comprehension, the first while-viewing task (Methodology Two, Appendix B, Part C) had partners in a group to watch the video and answers the questions in a scale of increasing difficulty types (Stevick, 1988). The axis of increasing difficulty for the question types ranges from yes/no-, either/or-, and wh-questions to inferential/opinion questions. The other axis of increasing contextual difficulty ranges from the classroom text, personal context to real world experience. According to this concept, the least difficult question type should be a yes/no- question in the context of a given text, while the most difficult question type should be an inferential real world context one. As the learner is required to exercise more inference skills to produce a response with increasing levels of real world knowledge, the level of difficulty is at its maximum.

Therefore, students were asked to start from the yes/no types and the either/or type to build gradually more confidence in developing inferential skills. They progressed to the wh-questions and, finally, the inferential question types. Viewing of the commercial was done repeatedly until the groups were comfortable and confident before proceeding to the next level of difficulty in the question types. We checked comprehension of the various parts of the story line from start to finish. Therefore, to build student confidence they were placed in pairs. Partner A watched the second segment of viewing yes/ no question while Partner B watched the either/or questions. The answers of Partner A were checked by Partner B and vice versa. Since the yes/no questions and the either/or questions were mostly complementary in nature, the answers of Partner A and Partner B basically reinforced the viewing comprehension of the other partner’s task viewing.

Progressing to the next level of difficulty, students were once again asked to do a task-viewing activity (Methodology Two Appendix B Part D) focusing on wh-questions with why questions being the most challenging to infer meaning. When a wh-inferential question is asked

in a multiple-choice format as opposed to simply an opened ended question, this increases the language learners' ability to infer from possible choices. Conversely, when the possible choices are removed, it adds to the degree of uncertainty, the lack of nonverbal comprehension, and the level of difficulty. Viewed from another perspective, when a language learner is offered possible choices in the response, it constrains and biases the thinking process when trying to develop inferential learning skills. But this is a necessary trade-off between these two methods of posing the question in order to develop inferential learning skills. A teacher has to consider which method of posing the question is the higher priority according to the class level in choosing multiple choice-, wh- questions or the open-ended wh-questions. In this low intermediate level class, this activity was to serve as a means of getting the stronger of the two in the pair to draw the inference for the less observant. When both members were equally capable to make the appropriate inference this activity served to validate the partner's observation

As previously mentioned in Woodfield (1997), this task (Methodology Two Appendix B Part D), was designed to get students to talk in the L2. This activity was conducted with corresponding selected portions of the visual images, and answers to a series of wh-questions presented in printed form by the teacher and often verbally repeated for emphasis and increased focus. Both partners watched the video in segments that were played in 5 to ten second loops. Students responded orally in the class after being given 15 minutes of viewing and discussion with their partners.

The final while-viewing (Methodology Two Appendix B Part E) task involved having students contrast different reactions from the various people in the commercial in freeze-frame images. This was done to make it absolutely clear what the focus of the segment was. In pairs, students checked their ability to infer correctly information from the nonverbal message. This activity was done in the form of a matching exercise utilizing the nonverbal information observed in the final while-viewing task (part E) information. When the viewing were finished, this task used more L2 speaking by partners taking turns asking and answering "What do you think was the reaction of the Company President/his subordinates/the guest/ the waiter/ the cook?" Answers were then checked by asking the whole group for the answers they had for each item, by asking, "How many people have an answer for number one? b?", etc., and having them raise their hands; thus, identifying any problem areas for the majority of students. The students and the teacher discussed differences between the various responses. The video was played to show the contrast between the various people in the commercial. The commercial was freeze-framed one final time to resolve the differences in observations among the various opinions in the class. Then, the video was played once again its entirety on last time.

Promoting and Fostering the Use of the Viewing-Comprehension

As previously stated in Stoller (1990) one objective for post-viewing tasks are to apply the observations to draw inferences in "... both written and oral language." (p.32). For this commercial, the discussion questions in various question forms supported this task objective paired speaking tasks with a series of discussion questions. See (Methodology Two Appendix B part F).

Evaluation and Results

A composition homework topic assigned at the end of the class to determine the ability of students to make the correct assumptions based on the discussions and observations of this nonverbal viewing activity. Methodology Two Appendix C part A was the final form of evaluation. This allowed the students total latitude in expressing in as much detail as they deemed necessary, the reasons for their final observations. However, the evaluation of inferential-based comprehension learning would not be sufficient without the verbal information of the audio portion. The following week the verbal portion was played *without* the visual portion to verify how well the students could understand the meaning from all the visual based inferential based task activities of the previous class. All but two students could arrive at the same basic observation. These two students assumed that the guest was simply a glutton. Therefore, it was necessary to replay the video with sound to clearly illustrate the crucial and decisive role of the audio message as part of the total message. Of course, there were a considerable number of students that thought that this was an exaggerated commercial. The humorous nature of the exaggerated response of the guest to this restaurant event put into much sharper focus the vital importance role that observations and inferential comprehension plays to avoid cross-cultural mis-communication. Therefore, supplying comprehensible input through the use of these various “pre”, “while” and “post” task viewing activities in TV commercial is an invaluable tool for developing inferential skills. After these activities were completed, a cloze test dictation evaluation activity was administered in the following class. See (Methodology Two Appendix C part B.) Once again when a commercial is played **without the audio portion** it is obvious that audio input alone cannot be a critical factor in evaluating inferential learning. Conversely, certain nonverbal data is pivotal in making inferences.

Conclusion

Overall, we would agree with Davis (1997) who states that “commercials [are] the ideal source for innovative, enjoyable, and most importantly, meaningful classroom activities.” We must keep in mind, however, that video should be used as a challenging means of encouraging students to draw inferences from the non verbal message just as much as to match images and words to answer wh- content questions in task- based listening comprehension activities.

Methodology One

Appendix A

Transcript

Do you dream in color? Hot pink. Blue. Gold. Aquamarine. Orange. The Big Red Boat. And then a Walt Disney World resort vacation. All for very little green. Free Vacation Planning Kit. 1-800-Dream-54.

Appendix B
Video Commercial Worksheet
Vacation

A. Ask your partner the following questions.

1. How do you like to travel on vacation?
2. When you dream at night, do you dream *in color* or *black and white*?
3. What's your favorite color?

B. Answer your partners questions.

1. I like to travel on vacation: a. by train b. by airplane c. by boat d. by car e. by bus
2. I dream at night in _____.
3. My favorite color is _____.

C. Watch the video. Check and write your answers. (*Partner A*)

1. What colors do you hear?
__ yellow __ hot pink __ purple __ blue __ gold __ aquamarine
__ orange __ brown __ gray __ green __ red
2. Where can you take a resort vacation?
__ Universal Studios __ Las Vegas __ Disneyland __ Walt Disney World
3. What's the telephone number?

D. Ask your partner the following questions and write the answers. (*Partner A*)

1. What things do you see?
2. What's the name of the boat?

C. Watch the video. Check and write your answers. (*Partner B*)

1. What things do you see? Check and write your answers.
__ black words with white screen __ a running girl in a bikini __ a walking dog
__ the sea __ a group of people running __ a group of boys running __ a beer
__ a glass of champagne __ some sharks __ some fish __ a crab __ a lobster
2. What's the name of the boat?

D. Ask your partner the following questions and write the answers. (*Partner B*)

1. What colors do you hear?
2. Where can you take a resort vacation?
3. What's the telephone number?

E. 1. Listen to the video and fill in the blanks..

- __ 1. Do you dream in color? a. the ship you will take a vacation on

- | | |
|-------------------------|--|
| __ 2. 1-800-Dream-54 | b. some fish you'll see |
| __ 3. red | c. the place you will go after you get off the boat for your resort vacation |
| __ 4. blue | d. a running girl in a bikini you'll see |
| __ 5. The Big Red Boat | e. the number you call to get you vacation planning information |
| __ 6. gold | f. the sea |
| __ 7. Walt Disney World | g. black words with white screen |
| __ 8. aquamarine | h. the color of the boat |
| __ 9. hot pink | i. the champagne you'll drink |
| __ 10. orange | j. the color of the little money you'll pay for your vacation |
| __ 11. green | k. a lobster you'll eat |

F. Ask your partner the following questions.

1. What color about The Big Red Boat did you like best?
Ex.: I liked *blue* because I like *the sea*.
2. Would you like to go for a vacation on The Big Red Boat or is a different vacation better for you?
3. Would you want to go to Walt Disney World after your vacation on The Big Red Boat?

Appendix C Test

1. Listen to the video and fill in the blanks.

Do you _____ in color? _____ pink. Blue. Gold. _____ Orange.
The _____ Red Boat. And _____ a Walt Disney World _____ vacation. All
_____ very little _____. _____ Vacation _____
_____. 1-800-_____ -54.

Methodology Two Appendix A Transcript

The English believe it is a slur on your host's food if you don't clear your plate. Whereas the Chinese feel you are questioning their generosity if you do. At HSBC we never underestimate the importance of local knowledge, which is why we have local banks staffed by local people in over 80 countries across the globe. HSBC, the world's local bank!

Source: [HYPERLINK http://jp.youtube.com/watch?v=6_WAmt3cMdk](http://jp.youtube.com/watch?v=6_WAmt3cMdk) http://jp.youtube.com/watch?v=6_WAmt3cMdk

Appendix B Inferential Comprehension Skills Work Sheet

Part A. Ask your partner the following questions.

1. How do you tell your friends you don't want to eat any more when you:
 - A. go drinking with your friends
 - B. go to a restaurant to eat food you like
 - C. are offered something to eat that a friend made for you
 - D. someone treated you to a meal that you really don't like.

2. In Japanese culture, which of the following would you do, if you wanted to tell people you don't want any more to drink?
 - A. leave your glass full when someone tries to serve you more beer?
 - B. put your hand on top of your glass.
 - C. turn your glass upside if it is empty.
 - D. put chopsticks over the top of your glass.

Part B. Answer your partners' questions

1. A gesture I would use to tell someone I am full is to:
 - A. scratch my stomach.
 - B. point to my stomach.
 - C. rub my stomach.
 - D. pat my stomach.

2. I would make the following gesture to show that I:
 - A. was hungry.
 - B. had a stomachache.
 - C. ate too much.
 - D. wanted to eat a second helping

Part C. Task Viewing

Please answer these questions as you watch the commercial.

Yes /No-Questions (Partner A)

1. Do you think the waiter brought a bag full of water with the eel in it to show what it was ?
2. Do you think the man seated at the head of the table is the president of the company?
3. Do you think the host looks happy when he sees the meal?
4. Do you think the host looks worried when the guest ate all the eel?

5. Does the guest look happy when he opens the bowl to look at the eel?
6. Does the guest look relieved when he finally ate up all the first eel?
7. Does the guest eat the eel quickly?
8. Do you think the guest knew he made a mistake after he was brought a bigger eel in a bigger plastic bag the second time?
9. Do you think the guest will eat the third eel they brought out from the kitchen?
10. Do you think the guest finally understood his mistake?

Either-Or- Questions (Partner B)

1. Is the host happier to see the cooked eel or the guest?
2. Does the guest eat the eel slowly or quickly?
3. Does the guest look worried or hungry when he opens the bowl to look at the eel?
4. Does the chef look surprised or happy when he looks out from the kitchen at the host?
5. Do you think the host was tired or afraid when he saw the waiter bring the live eel in a bag a second time?
6. Do you think the eel was bigger or smaller the second time it was brought to the host?
7. Do you think the guest wanted to eat the eel or not the second time?
8. Do you think the man can eat the third eel they brought from the kitchen or not?
9. Do you think head of the company will order a fourth eel if the guest managed to eat the third one or not?
10. Do you think the quantity of the third eel brought out could fit in just one bowl or more?.

Part D. WH-Questions

Please answer these questions as you watch the commercial with the most appropriate answer.

1. Where does this commercial most likely take place?
 - A. In a British restaurant.
 - B. In a restaurant in China.
 - C. In a sushi restaurant.
 - D. In a steak house.
2. What is the most important reason the waiter brought an eel in a plastic bag filled with water to the Westerner?
 - A. to show it was an eel.
 - B. to show it was fresh.
 - C. to show it was dead.
 - D. to see if it would scare the Westerner.

3. Who is the man seated at the head of the table?
 - A. The owner of the restaurant.
 - C. The boss of the Westerner.
 - D. A company president.

4. When did the man at the head of the table snap his finger to the waiter?
 - A. after he finished eating his meal.
 - B. when he wanted to eat more eel..
 - C. after he saw the Westerner completely finish his meal.
 - D. when he saw that no one liked the dinner.

5. Why did the man at the head of the table snap his fingers the first time?
 - A. He was angry with the waiter.
 - B. He wanted to eat more eel.
 - C. He was in a hurry to feed the Westerner more.
 - D. He was not happy with the taste of the eel.

6. Why did the man at the head of the table snap his finger a second time?
 - A. He did not like the eel.
 - B. He wanted the waiter to bring more eel to everyone.
 - C. He thought the Westerner was still not full.
 - D. He wanted the Westerner to eat something else besides eel.

7. Which of the answers is **NOT** a reason the Westerner was surprised when he saw the waiter with the eel?
 - A. He liked the eel.
 - B. He was afraid he would have to eat it.
 - C. He thought the eel was scary.
 - D. He thought it was like a snake.

8. Why did the Westerner slide down in his chair when he saw another bag with an eel in it?
 - A. He wanted to eat more eel..
 - B. He was happy to eat more.
 - C. He wanted to escape from eating more eel.
 - D. He thought the eel wasn't big enough to eat.

9. What was different about the second eel the waiter showed the Westerner?
 - A. It was a smaller eel.
 - B. It was dead.
 - C. It was much bigger than the first.
 - D. It was not very tasty.

10. What does **not** explain how the Westerner felt when he ate the second plate of eel?
- A. He was not in a hurry to eat it.
 - B. He was reluctant to eat it.
 - C. He was unhappy to have to eat it.
 - D. He wished he could have bigger pieces of eel to eat.
11. What explains why the Westerner ate the eel so slowly the first time?
- A. He wanted to enjoy every single bite of the eel.
 - B. He wished he could have more to eat.
 - C. He was having a wonderful time chewing it.
 - D. He really did not want to have to swallow it.
12. What might the westerner be thinking as he eats the eel hanging out of his mouth?
- A. "Why couldn't they have served me more eel this time?"
 - B. "I really like eating big pieces of eel.."
 - C. "I really enjoy having this in my mouth."
 - D. "I don't think I can eat another bite."
13. How did the company employees eat the eel?
- A. Slowly
 - B. Reluctantly
 - C. Sadly
 - D. Eagerly
14. Which of the following words **does not** describe how the Westerner feel when opens his bowl full of eel?
- A. Worried
 - B. Afraid
 - C. Sad
 - D. Hungry
15. What is the most likely reason the chef looked out the kitchen window at the Westerner?
- A. He can't believe the Westerner can eat eel..
 - B. He wants to see if the Westerner can eat all the eel.
 - C. He wishes he could eat that much eel..
 - D. He is afraid the Westerner doesn't like his cooking.

Part E. Matching Activity

Watch the video and match the various expressions of the various people in the various scenes of commercial with possible matching emotions.

1. The waiter

when he brought the eel the first time to the Westerner _____
when the man at the head of the table snapped his finger at him the first time. _____
when the man at the head of the table snapped his finger at him the second time.

2. The man at the head of the table

when he was ready to eat the eel. _____.
when he had his first bite of the eel. _____.
when the Westerner cleared his bowl full of eel. _____.
when the Westerner ate up the second bowl. _____

3. The company staff

when they were directed by the man at the head of the table to start eating the eel.
_____ when they saw the Westerner clear his bowl. _____

4. The Western guest _____

when he first saw the eel in the plastic bag filled with water. _____
when he first opened the bowl full of eel. _____
when he finally cleared his bowl of eel. _____
when he saw the waiter rush out with another eel in another plastic bag. _____
when he finished the second bowl full of eel. _____
when the waiter rushed out carrying the third eel with the help of the chef. _____

5. The cook

when he looked from the kitchen window at the Westerner. _____

- | | | | |
|--------------|----------------|---------------|----------|
| A. shocked | G. humiliated | M. hungry | S. eager |
| B. surprised | H. embarrassed | N. frustrated | |
| C. confused | I. shy | O. challenged | |
| D. upset | J. happy | P. ashamed | |
| E. angry | K. irritated | Q. amazed | |
| F. sad | L. satisfied | R. afraid | |

Part F. Discussion

1. What explains the difference in the reactions of the hosts from that of the Westerner's in the restaurant?
2. What should the Westerner have done when shown the eel in the plastic bag the second time?
3. What do you think he would do the third time the eel was carried out with the help of two people from the kitchen?
4. What might have been different if the Westerner had observed more carefully the behavior of the other people with whom he was having dinner?

Appendix C Evaluation

Part A. Composition

Please explain in a composition the nature of the cross-cultural miscommunication that took place in this commercial. Please include the following question in your composition: If the westerner did not like the eel, what explains the reason he ate it up twice.

Part B. Cloze Test

1. Listen to the video and fill in the blanks.

The (1)_____ believe it is a (2)_____ on your (3)_____ (4)_____ if you don't (5)_____ your (6)_____. Whereas the (7)_____ (8)_____ you are (9)_____ their (10)_____ if you do. At HSBC we never (11)_____ the (12)_____ of local (13)_____, which is why we have local banks (16)_____ by local (17)_____ in over (18)_____ countries (19)_____ the (20)_____. HSBC, the world's local bank!

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