The Preference Of Learning With Various Authentic Materials On An E-Platform: A Survey On Advanced-Level Students

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ABSTRACT

Numerous academic findings have shown that authenticity engages students in learning languages. Also, language learners have relied on authentic materials as evidenced in much research. The purpose of this paper is to determine the viability of applying authentic materials to an e-learning platform by collecting quantitative information from a questionnaire surveying 77 freshmen students at a technology university in Taiwan. These students were placed at an advanced level. They were exposed to various kinds of authentic materials in the one-year Freshmen English class. By the end of the school year, they were asked to fill out a Likert-scale questionnaire concerning their attitude toward the authenticity presented in the class. The findings are intended to illuminate the effectiveness of authentic materials in an e-learning platform.

INTRODUCTION

E-learning today does not only serve as a vehicle for delivering teaching contents, but acts interactively with students as it contains multi-faceted resources adapted from media. Teachers using web 2.0 technologies can promote the motivation of students through innovative use of media, which can be used in the development of authentic learning tasks that enliven the learning experience. Language instruction is perceivably driven by shifting advances of technologies, however, incorporating materials that can motivate students' learning is crucial to promote successful learning.

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Students we are now teaching are the "Internet generation." The Internet and modern gadgets are surrounding students' lives. E-learning has become inevitable for this young generation. When either low-tech solutions or state of the art technology is adopted, the contents of the teaching materials always prevails. However, how teachers can utilize the currently favored pedagogy is a challenging task for them. Teachers need to combine technologies available with suitable teaching resources to get the best benefits of using technology and the Internet in the classroom.

This paper is a preliminary investigation of students' preference for types of authentic materials to be used on an e-learning platform. The surveyed items included Youtube short films, online music videos, ICRT online radio news programs, and an American TV sitcom series. The purpose of this survey was to find out what types of authentic resources best interest students and whether these contents can contribute to their acceptance or understanding of the target culture. Furthermore, this study intends to show what linguistic competence, listening, speaking, and vocabulary, that each of these different genres can promote.

REVIEW OF LITERATURE

Use of e-learning platforms has become more common in classrooms. Technology in language instruction heightens students' motivation (Davis, 2006). Net-based language teaching and learning (NBLT) stated by Warchauer and Kern (2000) involving the use and support of computers connected by networks is one of the most pertinent principles for L2 acquisition. With the support of technology, curricular objectives still have to be reached through the intervening technology by combining with properly selected materials to fulfill the goals of a lesson. Davis (2006) suggests what causes the success and failure of any technology rests mostly in sound teaching practices. The Internet is an almost limitless repository of abundant and valuable learning resources. Davis describes features of the Internet as a source of learning:

> This is often a quandary for teachers who realize that they need to
> help students learn to critically examine information on the Internet
> in terms of credibility, authority, citation, timeliness, and accuracy.
> Furthermore, students these days have been raised in an online
> world, … teachers should bare the responsibility of helping

students combine both the massive and easily-accessible Internet
with conventional research techniques. (p. 3)

Students need to be guided through these online materials to acquire the desired learning outcomes. It is believed to be a teacher's responsibility to ensure the usefulness of Internet resources or websites uploaded on the learning platforms. Students should not be asked to navigate the plethora of information without confirming the learning objectives first (Davis, 2006).

Authentic materials unmodified in form are shown to motivate students in performing communicative tasks, reading, note taking and writing (Drzic, Seljan, Djigunovic, Lasi-Lazic, Stancic, 2011). The advantage of incorporating multimedia, authentic resources into teaching is to stimulate students' competence for real life communication and interaction by bringing the outside world into the classroom, and thus make the learning process more rewarding and exciting. Authentic materials can lend real-life situations to the learning environment, strengthening the bond between the outside world and classroom settings (Brinton, 2001). Mollica (as cited in Brinton, 2001) stresses that Internet resources have been effective in developing learners' language competence, helping them process linguistic information more readily so that they tend to communicate with native speakers with more ease and confidence. In other words, authentic multimedia is an effective means of enhancing learners' language production.

Collins (1988) defines situated learning as "the notion of learning knowledge and skills in contexts that reflect the way the knowledge will be useful in real life" (p.2). Later, Brown, Collins, and Duguid (1989) proposes the theory focusing on the *situated cognition* or *situated learning.* Hummel (1993) further developed this theory as a model claiming the application of computer-based learning to contrast traditional apprenticeship. Reeves (1993) states that one of the major benefits of language instruction technologies is their ability to provide "opportunities for simulated apprenticeships as well as a wealth of learning support activities" (p.107) Computers can now model real-life settings using the Internet or other multimedia resources providing simulated real-life experiences. McLellan (1994) later also points out that a situated learning model can be an anchoring context through the use of video or multimedia programs.

Herrinton (2000) stresses that practical knowledge is gained in a learning environment that comprises nine situated learning elements. Three of them relevant to authenticity are the following:

1. Provide authentic context that reflect the way the knowledge

will be used in real life.

2. Provide authentic activities.

3. Provide for authentic assessment of learning within the tasks.

METHOD

This research was carried out on the basis of surveying 81 first-year students at the tertiary level for Freshmen English classes at the end of the 2nd consecutive semester with special attention given to learners' preference toward different genres of authentic materials. The subjects were placed into advanced-level classes majoring in management, design, and engineering etc. The questionnaire is in the form of a Likert-scale ranging from *strongly disagree* to *strongly agree*. 77 valid questionnaires were received and the data obtained in the research were analyzed using SPSS.

Four categories of variables were set including Youtube short films, online music videos, ICRT online radio news programs, and an American TV sitcom series. Each category was then subdivided with a focus on probing the subjects' awareness for the foreign culture, listening and speaking competences, vocabulary, intonation and pronunciation. Each question measuring the same language competence area under a different category was calculated together by SPSS. A more independent question under each category was designed to ask the respondents' attitude toward the target culture or English songs. The result of these independent questions were run individually.

RESULT

Learning Motivation

The subjects feel generally positive about adding authenticity into language instructions (Table 1). Among them, they favor the American sitcom films the most. 59.7% responded *strongly agree* that it adds more fun in learning. While most respond positively (from agree to *strongly agree*) with a percentage significantly over 50%, ICRT easy radio news barely reached 50% of the overall positive responses.

TABLE 1

Descriptive Statistics of Q1, 10, 14, 23 for Learning Motivation

Q1 I feel that Youtube short films relevant to the textbook subjects
make learning more interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	2	2.6	2.6	2.6
	Agree	36	46.8	46.8	49.4
	Strongly agree	39	50.6	50.6	100.0
	Total	77	100.0	100.0	

Q10 I feel that MV with subtitles relevant to the textbook subjects makes learning
more interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	4	5.2	5.3	5.3
	Agree	32	41.6	42.1	47.4
	strongly agree	40	51.9	52.6	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

Q14 I feel that watching American TV sitcoms makes learning more interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	4	5.2	5.2	5.2
	Agree	27	35.1	35.1	40.3
	Strongly agree	46	59.7	59.7	100.0
	Total	77	100.0	100.0	

Q23 I feel that listening to ICRT news programs makes learning more interesting.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.6	2.6	2.6
Neither agree nor disagree	25	32.5	32.5	35.1
Agree	31	40.3	40.3	75.3
Strongly agree	19	24.7	24.7	100.0
Total	77	100.0	100.0	

Understanding of Culture

Regarding the cultural aspect, American sitcoms ranked higher than two others - Youtube and ICRT (Table 2). 39 students chose *strongly agree* that the films helped them better understand American culture, which accounted for 50% of the total respondents. 20 of them responded *neither agree nor disagree* for ICRT news, so that it inevitably decreased the responses for *agree* and *strongly agree* which altogether reached 74.1% as opposed to 89.6% (Youtube), and 83.1% (American sitcoms).

TABLE 2

Descriptive Statistics of Q3, 16, 25 for Understanding of Culture

Q3 I feel that watching Youtube short films help me know more about the cultures of English-speaking countries.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	7	9.1	9.2	9.2
Agree	42	54.5	55.3	64.5
Strongly agree	27	35.1	35.5	100.0
Total	76	98.7	100.0	
Missing System	1	1.3		
Total	77	100.0		

Q16 I feel that watching American TV sitcoms help me know more about American culture.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	13	16.9	16.9	16.9
Agree	25	32.5	32.5	49.4
Strongly agree	39	50.6	50.6	100.0
Total	77	100.0	100.0	

Q25 I feel that listening to ICRT news programs helps me get to know the cultures and events around the world.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	20	26.0	26.0	26.0
Agree	32	41.6	41.6	67.5
Strongly agree	25	32.5	32.5	100.0
Total	77	100.0	100.0	

Listening Ability

The students rated American sitcoms as the most helpful among Youtube and ICRT in terms of improving their listening competence (Table 3). Even though no students responded *disagree*, 9 students (11.7%) responded *neither agree nor disagree,* which did not show a significant difference than ICRT. This phenomenon leaves some room for further investigation.

TABLE 3

Descriptive Statistics of Q4, 17, 26 for Listening Ability Improvement

Q4 I feel that watching Youtube short films helps improve my listening ability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Neither agree nor disagree	6	7.8	8.0	9.3

Agree	33	42.9	44.0	53.3
Strongly agree	35	45.5	46.7	100.0
Total	75	97.4	100.0	
Missing System	2	2.6		
Total	77	100.0		

Q17 I feel that watching American TV sitcoms helps improve my listening ability.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	9	11.7	11.7	11.7
Agree	27	35.1	35.1	46.8
Strongly agree	41	53.2	53.2	100.0
Total	77	100.0	100.0	

Q26 I feel that listening to ICRT news programs helps improve my listening ability.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.3	1.3	1.3
Neither agree nor disagree	15	19.5	19.5	20.8
Agree	32	41.6	41.6	62.3
Strongly agree	29	37.7	37.7	100.0
Total	77	100.0	100	

Speaking Ability

It seemed harder for most of the students to perceive any improvement for the productive skill, speaking ability (Table 4). 22.1% and 32.5% responded *neither agree nor disagree* or *disagree* for Youtube and ICRT respectively. Among them, American sitcoms were still their favorite.

TABLE 4

Descriptive Statistics of Q5, 18, 27 for Speaking Ability Improvement

Q5 I feel that watching Youtube short films helps improve my speaking ability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5.2	5.3	5.3
	Neither agree nor disagree	17	22.1	22.4	27.6
	Agree	28	36.4	36.8	64.5
	Strongly agree	27	35.1	35.5	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

Q18 I feel that watching American TV sitcoms with subtitles helps improve my speaking ability.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.3	1.3	1.3
Neither agree nor disagree	12	15.6	15.6	16.9
Agree	28	36.4	36.4	53.2
Strongly agree	36	46.8	46.8	100.0
Total	77	100.0	100.0	

Q27 I feel that listening to ICRT news programs help improve my speaking ability.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.3	1.3	1.3
Neither agree nor disagree	25	32.5	32.5	33.8
Agree	31	40.3	40.3	74.0
Strongly agree	20	26.0	26.0	100.0
Total	77	100.0	100.0	

Vocabulary & Prosodic Features

This study also intended to explore whether the subjects' were conscious of the speakers' use of vocabulary (Table 5), and prosodic features of intonation (Table 6), and pronunciation (Table 7) for each genre of media. The results show that the subjects tend to notice less the use of vocabulary for Youtube and ICRT. *Agree* and *strongly agree* were 74.1%, 81.9%, 85.8, and 59.8 respectively for Youtube, MV, American sitcoms, and ICRT. Comparing intonation and pronunciation, the subjects generally paid attention to both. However ICRT contributed relatively less in these two fields. Close to 30% of the respondents answered *neither agree nor disagree*.

TABLE 5
Descriptive Statistics of Q6, 13, 19, 28 for Attending to Vocabulary

Q6 I would pay attention to the dialogues or wording when watching Youtube short films.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.9	3.9	3.9
	Neither agree nor disagree	16	20.8	21.1	25.0
	Agree	29	37.7	38.2	63.2
	Strongly agree	28	36.4	36.8	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

Q13 I would pay attention to the wording in the lyrics when listening to MV.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	14	18.2	18.2	18.2
Agree	31	40.3	40.3	58.4
Strongly agree	32	41.6	41.6	100.0
Total	77	100.0	100.0	

Q19 I would pay attention to the characters' wording when watching American TV sitcoms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	11	14.3	14.3	14.3
Agree	32	41.6	41.6	55.8
Strongly agree	34	44.2	44.2	100.0
Total	77	100.0	100.0	

Q28 I would pay attention to the anchors' wording when listening to ICRT news programs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.6	2.6	2.6
Neither agree nor disagree	29	37.7	37.7	40.3
Agree	27	35.1	35.1	75.3
Strongly agree	19	24.7	24.7	100.0
Total	77	100.0	100	

TABLE 6

Descriptive Statistics of Q7, 20, 29 for Attending to Intonation

Q7 I would pay attention to the speakers' intonations when watching Youtube short films.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree nor disagree	13	16.9	16.9	16.9
Agree	36	46.8	46.8	63.6
Strongly agree	28	36.4	36.4	100.0
Total	77	100.0	100.0	

Q20 I would pay attention to the characters' intonations when watching American TV sitcoms with subtitles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	11	14.3	14.3	14.3
	Agree	34	44.2	44.2	58.4
	Strongly agree	32	41.6	41.6	100.0
	Total	77	100.0	100.0	

Q29 I would pay attention to the anchors' intonations when listening to ICRT news programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Neither agree nor disagree	21	27.3	27.3	28.6
	Agree	33	42.9	42.9	71.4
	Strongly agree	22	28.6	28.6	100.0
	Total	77	100.0	100.0	

TABLE 7

Descriptive Statistics of Q8, 12, 21, 30 for attending to Pronunciation

Q8 I would pay attention to the speakers' pronunciations when watching Youtube short films.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	14	18.2	18.2	18.2
	Agree	31	40.3	40.3	58.4
	Strongly agree	32	41.6	41.6	100.0
	Total	77	100.0	100.0	

Q12 I would pay attention to the singers' pronunciations when listening to MV.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	8	10.4	10.4	10.4
	Agree	34	44.2	44.2	54.5
	Strongly agree	35	45.5	45.5	100.0
	Total	77	100.0	100.0	

Q21 I would pay attention to the characters' pronunciations when watching American TV sitcoms with subtitles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	11	14.3	14.3	14.3
	Agree	36	46.8	46.8	61.0
	Strongly agree	30	39.0	39.0	100.0
	Total	77	100.0	100.0	

Q30 I would pay attention to the anchors' pronunciations when listening to ICRT news programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Neither agree nor disagree	22	28.6	28.6	29.9
	Agree	32	41.6	41.6	71.4
	Strongly agree	22	28.6	28.6	100.0
	Total	77	100.0	100.0	

Difficulty of the Authentic Materials

The difficulty in understanding the authentic materials was also examined on this survey, and it showed that there were more students who have varying problems understanding the context than those who can understand even among these advanced-level students (Table 8). 32.5%, 20.8%, and 14.3% (which represent Youtube, American sitcoms, ICRT respectively) respondents indicated

they have no problems or lesser amount of difficulty in understanding, contrasting with 36.4%, 52%, and 61.1% feeling that they encountered difficulty understanding the context. These statistics could entail certain meanings on how to tailor appropriate authentic materials for students with advanced-level proficiency, and this can be an issue for future research.

TABLE 8

Descriptive Statistics of Q9, 22,31 for the Difficulty in Understanding the Authentic Materials

Q9 I feel it difficult to understand the Youtube short films played in the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.6	2.6
	Disagree	23	29.9	29.9	32.5
	Neither agree nor disagree	24	31.2	31.2	63.6
	Agree	18	23.4	23.4	87.0
	Strongly agree	10	13.0	13.0	100.0
	Total	77	100.0	100.0	

Q22 I feel it difficult to understand the American TV sitcoms with subtitles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	10.4	10.4	10.4
	Disagree	8	10.4	10.4	20.8
	Neither agree nor disagree	21	27.3	27.3	48.1
	Agree	27	35.1	35.1	83.1
	Strongly agree	13	16.9	16.9	100.0
	Total	77	100.0	100.0	

Q31 I feel it difficult to understand ICRT news programs even with transcripts.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	8	10.4	10.4	14.3
	Neither agree nor disagree	19	24.7	24.7	39.0
	Agree	29	37.7	37.7	76.6
	Strongly agree	18	23.4	23.4	100.0
	Total	77	100.0	100.0	

Other Related Issues

Finally, the conclusions drawn from the four independent questions concerning whether they are interested in knowing more about the culture of the English-speaking countries (Table 9), whether they like to listen to English songs (Table 10), the American culture (Table 11), and the world culture (Table 12) reveal that the subjects mostly were willing to accept more input from the foreign cultures. This is a positive indication that they were open-minded in receiving authentic culture input in the class.

TABLE 9

Descriptive Statistics of Q2 for Knowing the Culture

Q2 I am interested in knowing the cultures of the English-speaking countries.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.6	2.6	2.6
	Neither agree nor disagree	12	15.6	15.6	18.2
	Agree	34	44.2	44.2	62.3
	Strongly agree	29	37.7	37.7	100.0
	Total	77	100.0	100.0	

TABLE 10

Descriptive Statistics of Q 11 for English Songs

Q11 I like listening to English songs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	2	2.6	2.6	2.6
	Agree	26	33.8	33.8	36.4
	Strongly agree	49	63.6	63.6	100.0
	Total	77	100.0	100.0	

TABLE 11

Descriptive Statistics of Q15 for American Culture

Q15 I am interested in knowing American culture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.6	2.6	2.6
	Neither agree nor disagree	16	20.8	20.8	23.4
	Agree	26	33.8	33.8	57.1
	Strongly agree	33	42.9	42.9	100.0
	Total	77	100.0	100.0	

TABLE 12

Descriptive Statistics of Q24 for the World Culture

Q24 I am interested in knowing the cultures and events around the world.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	17	22.1	22.4	22.4
	Agree	31	40.3	40.8	63.2
	Strong agree	28	36.4	36.8	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

CONCLUSION

Comparing the receptive skills and productive skills, the authentic materials proved to facilitate students' listening competence more than speaking according to the survey outcomes. This might be due to the reason that the students actually were not required to model or engage in a simulated speaking activity after they received the authentic input. For future curricular design, simulated speaking activities are suggested to implement after students receive authentic input. American TV sitcom series was the students' favorite in terms of enhancing their perceived listening competence; however, as reported, some students appear neither to agree nor disagree about that. The TV sitcom comprises shifting visual and audio inputs, which could be a hindrance for some students' comprehension. Considering the subjects were advanced-level students, if similar genre of authenticity to the American sitcom is to be used in the class, students should be readily informed or prepare in advance to guide them through the plots and background information of the shows so that they have more background of what they are exposed to in the TV sitcom.

Authentic materials were in unmodified form and portrayed real life situations. The characteristic of being unmodified could be creating obstacles for students to understand. The survey shows there are more students who have problems understanding than who do not. Therefore, more attention should be paid to selecting materials in an easier or more acceptable manner.

Being rich in culture is a prominent attribute of authentic materials. Most of the subjects in this survey acknowledged their indulgence in foreign culture. To introduce culture in the class, online authentic or multimedia resources should be welcomed among students in the tertiary level.

With the rise of the Internet and ubiquity of multimedia equipment, traditional apprenticeship has been mostly replaced by technologies. Language instruction in the past was criticized as lacking real-life situations. Most students' perception about university language classes is that they are lacking in authentic context, where instead students are required to receive pieces of factual information delivered by traditional textbooks.

This research presents the preliminary results of students' favorite online/ multimedia materials integrated in an e-learning platform. Generally, students

favor the American sitcoms more than Youtube, MV, and ICRT, which also appears to be the least favorite in any aspect. Analyzing the genre, ICRT online radio news program lacks images and more entertaining elements, which are both important for motivating learning. Future research will focus on detecting the reasons why the subjects find some genres particularly interesting over others. Also, the instructional design of the guided practice and assessment techniques for using online resources to make the learning more effective should also be explored.

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APPENDIX 1: STANDARD DEVIATION

Descriptive Statistics

	N	Mean	Std. Deviation
Q1	77	4.4805	.55275
Q2	77	4.1688	.78477
Q3	76	4.2632	.61900
Q4	75	4.3600	.69048
Q5	76	4.0263	.89403
Q6	76	4.0789	.86044
Q7	77	4.1948	.70783
Q8	77	4.2338	.74155
Q9	77	3.1429	1.07256
Q10	76	4.4737	.59941
Q11	77	4.6104	.54183
Q12	77	4.3506	.66424
Q13	77	4.2338	.74155
Q14	77	4.5455	.59704
Q15	77	4.1688	.84919
Q16	77	4.3377	.75412
Q17	77	4.4156	.69492
Q25	77	4.0649	.76670
Q26	77	4.1558	.77908
Q27	77	3.9091	.79772
Q28	77	3.8182	.83866
Q29	77	3.9870	.78629
Q30	77	3.9740	.79429

Q31	77	3.6623	1.07128
Valid N (listwise)	74		

APPENDIX 2: THE QUESTIONNAIRE

Learning with Authentic Materials

This questionnaire is designed to understand whether you are more motivated to learn English by using Youtube short films, English songs, TV program series, radio programs other than the textbooks used in the classrooms. Please answer each question with discretion according to how you really feel. Thank you for your cooperation.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I feel that Youtube short film relevant to the textbook subjects make learning more interesting.	5□	4□	3□	2□	1□
2. I am interested in knowing the cultures of the English-speaking countries.	5□	4□	3□	2□	1□
3. I feel that watching Youtube short films help me know more about the cultures of English-speaking countires.	5□	4□	3□	2□	1□
4. I feel that watching Youtube short films helps improve my listening ability.	5□	4□	3□	2□	1□
5. I feel that watching Youtube short films helps improve my speaking ability.	5□	4□	3□	2□	1□
6. I would pay attention to the dialogues or wording when watching Youtube short films.	5□	4□	3□	2□	1□
7. I would pay attention to the speakers' intonations when watching Youtube short films.	5□	4□	3□	2□	1□
8. I would pay attention to the speakers' pronunciation when watching Youtube short films.	5□	4□	3□	2□	1□
9. I feel it difficult to understand the Youtube short films played in the class.	5□	4□	3□	2□	1□

10. I feel that MV with subtitles relevant to the textbook subjects makes learning more interesting.   5□   4□   3□   2□   1□

11. I like listening to English songs.   5□   4□   3□   2□   1□

12. I would pay attention to the singers' pronunciation when listening to MV.   5□   4□   3□   2□   1□

13. I would pay attention to the wording in the lyrics when listening to MV.   5□   4□   3□   2□   1□

14. I feel that watching American TV sitcoms makes learning more interesting.   5□   4□   3□   2□   1□

15. I am interested in knowing American culture.   5□   4□   3□   2□   1□

16. I feel that watching American sitcoms help me know more about American culture.   5□   4□   3□   2□   1□

17. I feel that watching American TV sitcoms helps improve my listening ability.   5□   4□   3□   2□   1□

18. I feel that watching American TV sitcoms with subtitles helps improve my speaking ability.   5□   4□   3□   2□   1□

19. I would pay attention to the characters' wording when watching American TV sitcoms.   5□   4□   3□   2□   1□

20. I would pay attention to the characters' intonations when watching American TV sitcoms with subtitles.   5□   4□   3□   2□   1□

21. I would pay attention to the characters' pronunciations when watching American TV sitcoms with subtitles.   5□   4□   3□   2□   1□

22. I feel it difficult to understand the American TV sitcoms with subtitles.   5□   4□   3□   2□   1□

23. I feel that listening to ICRT news programs makes learning more interesting.   5□   4□   3□   2□   1□

24. I am interested in knowing the cultures and events around the world.   5□   4□   3□   2□   1□

25. I feel that listening to ICRT news programs helps me get to know the cultures and events around the world.   5□   4□   3□   2□   1□

26. I feel that listening to ICRT news programs helps improve my listening ability.   5□   4□   3□   2□   1□

27. I feel that listening to ICRT news programs helps improve my speaking ability.   5□   4□   3□   2□   1□

28. I would pay attention to the anchors' wording when listening to ICRT news programs.   5□   4□   3□   2□   1□

29. I would pay attention to the anchors' intonations when listening to ICRT news programs.

5□ 4□ 3□ 2□ 1□

30. I would pay attention to the anchors' pronunciations when listening to ICRT news programs.

5□ 4□ 3□ 2□ 1□

31. I feel it difficult to understand ICRT news programs even with transcripts.

5□ 4□ 3□ 2□ 1□