A Comparative Study of Two Film-based Teaching Models: How the Differences Affected Learners’ Listening Ability

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1. Introduction

The purpose of this paper is to compare two film-based teaching models and report how the differences affected learners’ listening ability. Films are often used in the language classroom, and a number of studies report that they are quite motivating (e.g., Iida, 1988; Kan, 1995). The effect on learners’ listening ability, however, has yet to be fully established. A limited number of empirical studies were conducted (e.g., Edasawa et al., 1989; Takeuchi, Edasawa & Nishizaki, 1991; Ohkubo and Watanabe, 1991) and the results indicated, in spite of much motivational effect observed, no significant improvement in the learners’ listening comprehension. Teaching procedures used in these studies are basically the same. Students watch a film segment, often with Japanese subtitles, and then a partial dictation exercise is given to them. Since dictation is the only listening practice, this procedure could be called the “Dictation Model”. It was commonly used through the history of teaching English through films, especially in the late 1980s and 1990s (e.g., Tsuchiya, 1988; Horiuchi, 1997).

In recent years, however, some studies suggest a different teaching model (e.g., Takahashi, 1995a, 1995b; Kobayashi, 2002, 2003). Although Takahashi (1995a, b) and Kobayashi (2002, 2003) suggest separate models, these models can be considered identical and thus treated as the same teaching model as far as listening practice is concerned. In this model students watch a film segment without Japanese subtitles and listening exercises are given in 3 steps (listening for the gist⇒listening for comprehension⇒listening for perception). Thus, it could be called the “3-Step Model”. Takahashi (1995a) reports that much motivational effect was observed, but no statistical data on learners’ listening ability were revealed. Therefore, this model also needs to be verified.

In this way, the two teaching models suggested so far, as a way to teach listening through films, have yet to provide enough statistical data to conclude that films are effective in enhancing learners’ listening ability as well as motivation. Therefore, comparative studies of these models are needed.

2. Comparison of the Two Models

The Dictation Model is marked by the following three features: (a) viewing an entire film (from
the beginning to the end); (b) watching a film with Japanese subtitles; and (c) partial dictation as the only listening practice. On the other hand, the 3-Step Model is characterized by the following three features: (a) no full viewing of a film required (only partial segments are used); (b) no Japanese subtitles used; (c) 3-step listening practice (listening for the gist⇒listening for comprehension⇒listening for perception).

As mentioned above, the Dictation Model requires watching an entire film since it originates in teachers’ wishes to show students so-called good films. Thus, “showing films” was the starting point for this model. But in contrast, the 3-Step Model requires only a short film segment since common teaching procedures used for ELT videos and other audiovisual materials are applied to film-based materials. In other words, “using films”, not “showing films”, is the basic concept. Therefore, these two models are quite distinct in their basic concept: “showing films” versus “using films”.

Figure 1 shows the teaching procedures of the two models, and the shaded section in the figure illustrates different procedures.

### Figure 1

<table>
<thead>
<tr>
<th>Pre-viewing Activity</th>
<th>Dictation Model</th>
<th>3-Step Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Introduction &amp; Vocabulary Preview</td>
<td>Step 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Viewing Activity</th>
<th>Dictation Model</th>
<th>3-Step Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Listening for Comprehension Viewing with Japanese subtitles</td>
<td>Step 2</td>
</tr>
<tr>
<td>Step 3</td>
<td>Listening for Perception Partial dictation</td>
<td>Step 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 4</td>
</tr>
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<table>
<thead>
<tr>
<th>Post-viewing Activity</th>
<th>Dictation Model</th>
<th>3-Step Model</th>
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<tbody>
<tr>
<td>Step 4</td>
<td>Script View &amp; Reinforcement</td>
<td>Step 5</td>
</tr>
<tr>
<td>Step 5</td>
<td>Flexible Activity</td>
<td>Step 6</td>
</tr>
</tbody>
</table>

Obviously, viewing activities are the major difference between the two models. This difference is mainly derived from the use of Japanese subtitles. Under the Dictation Model, films are watched with Japanese subtitles because English spoken at natural speed seems too difficult for some learners to follow the story and thus enjoy the film. This style of viewing, however, leaves no room for listening comprehension exercise since learners can understand the story with Japanese subtitles. Thus, the Dictation Model relies on dictation exercise for listening perception. Although dictation is often used in the language classroom, its effect has yet to be well proven. For example, Jafarpur and Yamini (1993) and Sugawara (1999) strongly doubt the effect of dictation exercise for improving learners’ listening comprehension.

On the other hand, the 3-Step Model chooses to use no Japanese subtitles with the aim of
improving learners’ listening comprehension. In fact, its teaching procedures have much in common with the 3-Step System developed by Takefuta (1997) and supported by a number of studies (e.g., Numakuma, 1991; Matsumura, 1993; Nishigaki, 1994). No verification, however, has ever been made on the actual effect of the 3-Step Model.

Therefore, the difference between the two models seems twofold: Dictation versus 3-step exercise, and Japanese subtitles versus no Japanese subtitles.

3. Research Questions

To reveal the difference in learners’ listening ability regarding the two types of film-based teaching models, the following four hypotheses were put forward in the present study:

Hypothesis 1: Subjects’ listening ability will improve under the both models.

Hypothesis 2: Learners’ listening ability will improve more under the 3-Step Model than the Dictation Model.

Hypothesis 3: Learners’ listening ability will improve more without Japanese subtitles than with Japanese subtitles under the Dictation Model.

Hypothesis 4: Subjects’ motivation will be high under the both models.

Hypotheses 1 and 2 were made in order to examine the effect on learners’ listening comprehension empirically. Even if Hypothesis 2 is supported, it is not still clear whether it is due to the 3-step listening exercises or not using Japanese subtitles. Therefore, Hypothesis 3 was made to examine the effect of Japanese subtitles on learners’ listening activities. Hypothesis 4 was proposed to prove no major difference in learners’ motivation between the two models. Although Takahashi (1995a) observed much motivational effect under the 3-Step Model, it was not compared with the Dictation Model. Also, even though Hypothesis 2 is supported, lower motivation will make the 3-Step Model less justified.

4. Method

4.1 Subjects

Subjects in this study were 206 undergraduate students of two private universities in Hiroshima. No subjects majored in English literature or linguistics. They were divided into four groups: 3-Step Model Group \((n=51)\), Dictation with Japanese Subtitles Model Group (DJSG, hereafter) \((n=49)\), Dictation with No Japanese Subtitles Model Group (DNJSG, hereafter) \((n=51)\) and Control Group \((n=55)\). Three types of pretests described in 4.2 were given to them in advance, and the result showed no distinct difference in listening abilities among the groups. Also, the result of the pretreatment questionnaire below indicated no distinct difference among the groups.

4.2 Pretest and Posttest

Three types of listening tests were used in this study as the pretest and the posttest. They were:
(a) a TOEIC-style listening test (50 questions); (b) a film-based dictation test (30 questions); and (c) a film-based comprehension test (20 questions).

The TOEIC-style listening test consists of 50 questions, exactly half of the actual TOEIC listening section. The dictation test was based on a segment taken from the film *Roman Holiday* and 30 blanks were made to be filled in. The comprehension test was produced from a lesser-known film called *Dave*.

In fact, two sets of the above tests (Test A and Test B) were prepared for this study since it is not adequate to use the same test as the pretest and the posttest due to the “practice effect”. In order to counterbalance the difference in the level of the two tests, the tests were administered as follows: Each treatment group was subdivided into two subgroups (Subgroup 1 and 2). Subgroup 1 took Test A as the pretest and Test B as the posttest while Subgroup 2 took Test B as the pretest and Test A as the posttest. In other words, half the subjects were assigned Test A as the pretest and Test B as the posttest and vice versa.

### 4.3 Pretreatment and Posttreatment Questionnaire

In addition to the pretest, the pretreatment questionnaire was administered to the subjects because it was considered that treatment groups should be homogeneous in motivation and extracurricular exposure to English as well as listening ability. The questionnaire was also used to assure that no subjects had watched the film used for the film-based comprehension test. The questionnaire consisted of four questions. The questions were as follows:

- **Question 1:** Are you interested in learning English through films?
- **Question 2:** Have you ever learned English through films in class?
- **Question 3:** Have you ever watched the film *Roman Holiday*?
- **Question 4:** Have you ever watched the film *Dave*?

Questions 1 was answered on a 5-point scale from 1 (No, not at all) to 5 (Yes, very much). Questions 2 through 4 were Yes/No questions. Students who answered yes to Question 4 were excluded from the study. In fact, the questionnaire was administered to 213 students and 7 students were excluded from the study for answering yes to Question 4.

The posttreatment questionnaire was also administered to the subjects. The questionnaire consisted of three questions. The questions were as follows:

- **Question 1:** Are you interested in learning English through films?
- **Question 2:** Did you find the material difficult?
- **Question 3:** Are you interested in the material used?

Questions 1 through 3 were answered on a 5-point scale from 1 (No, not at all) to 5 (Yes, very much). Question 1 was included in both questionnaires to examine the changes in learners’ motivation.
4.4 Materials

The film *Roman Holiday* was used in this experiment because it is often used in the classroom and in textbooks. Twelve short (3-5 minutes) segments were chosen and two different teaching materials were produced based on the segments (See Appendix).

4.5 Procedure

The experiment was conducted from September 2004 through January 2005 and consisted of 14 weekly sessions. Sessions 1 through 12 were administered as follows: After a brief previewing activity, subjects in the Dictation Model Groups watched the film *Roman Holiday* for about ten minutes. The film was divided into 12 parts and the subjects watched one part in each session. The film was shown with Japanese subtitles to the DJSG Group and with no Japanese subtitles to the DNJSG Group, which was the only difference between the two Dictation Model Groups. Then, the subjects performed a partial dictation exercise. They filled in blanks in the transcript, listening to the soundtrack recording in their own language booth. Twenty minutes were assigned for this task. After checking their answers, subjects read the conversation aloud several times as the postviewing activity. A role-play exercise was also given.

Subjects in the 3-Step Model Group performed three listening tasks after a brief previewing activity. The first listening task was aimed at comprehending the gist. After watching a film segment, they were asked to answer a couple of comprehension questions. Their answers were checked and the teacher provided necessary explanation. The second task was aimed at detailed comprehension. The procedure was basically the same as the first task. Then, the subjects performed a partial dictation exercise as the third task. The procedure was the same as the Dictation Model Groups above, but less than 10 minutes were assigned for this task. The subjects performed the same postviewing activity as the Dictation Model Groups.

The Control Group did not perform any film-based tasks. They read essays and answered comprehension questions. Subjects listened to the audio tape of the essay a couple of times during the class but no special listening exercise was given to this group.

After the twelfth session, the posttest and the posttreatment questionnaire were administered to the subjects. The posttreatment questionnaire was not administered to the control group because the subjects in this group did not take any film-based lessons.

5. Results and Discussion

5.1 Posttest

5.1.1 TOEIC-style Listening Comprehension Test

Table 1 and Figure 2 show the result of the mean scores and the SDs for the TOEIC-style listening test. The full mark was 50. Since the result of the Levine’s test for equality of variance showed homoscendasticity (F=2.287, p>.05), a one-way ANOVA was performed and the result revealed significant difference among the treatment groups (F=2.976, p<.05). The result of the
Tukey test performed subsequently revealed that this difference existed between the 3-Step and the Control Groups.

Table 1

<table>
<thead>
<tr>
<th>Group</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Step</td>
<td>25.43</td>
<td>5.78</td>
</tr>
<tr>
<td>DNJSG</td>
<td>23.24</td>
<td>5.46</td>
</tr>
<tr>
<td>DJSG</td>
<td>23.53</td>
<td>4.93</td>
</tr>
<tr>
<td>Control</td>
<td>22.62</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Table 2 shows the changes between the pretest and the posttest. The results of *t*-tests showed a significant difference in the 3-Step Model Group (*t*=7.260, *p*<.05) and the Control Group (*t*=-2.358, *p*<.05), but not for the DJSG (*t*=-1.915, *p*>.05) and the DNJSG (*t*=-1.951, *p*>.05).

The results of Tables 1 and 2 imply the positive effect of the 3-Step Model on learners’ listening ability. The fact that no significant improvement was observed for the DJSG and the DNJSG, however, supports earlier findings, such as Edasawa et al. (1989), and casts doubts on the effect of the Dictation Model.

5.1.2 Film-based Dictation Test

Table 3 and Figure 3 show the result of the mean scores and the SDs for the film-based dictation test. The full mark was 30.
Since the result of the Levine’s test for equality of variance indicated homoscendasticity \((F=2.207, p>.05)\), a one-way ANOVA was performed and the result revealed significant differences among the treatment groups \((F=4.325, p<.05)\). The result of the Tukey test performed subsequently revealed that this difference existed between the DJSG and the other three groups. Table 4 shows the changes between the pretest and the posttest. The result of \(t\)-tests revealed a significant difference in all the treatment groups: a significant increase for the 3-Step Model Group \((t=-4.525, p<.05)\), the DJSG \((t=-3.212, p<.05)\) and the DNJSG \((t=-5.792, p<.05)\) and a significant decrease for the Control Group \((t=4.102, p<.05)\). The results of Tables 3 and 4 seem to suggest that the score of the dictation test rises in proportion to the amount of exercise. The difference between the DJSG and the DNJSG is discussed below in 5.2.2.

5.1.3 Film-based Comprehension Test

Table 5 and Figure 4 show the result of the mean scores and the SDs for the film-based comprehension test. The full mark was 20.

<table>
<thead>
<tr>
<th>Group</th>
<th>(M)</th>
<th>(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Step</td>
<td>10.55</td>
<td>3.42</td>
</tr>
<tr>
<td>DNJSG</td>
<td>8.33</td>
<td>3.16</td>
</tr>
<tr>
<td>DJSG</td>
<td>7.78</td>
<td>2.66</td>
</tr>
<tr>
<td>Control</td>
<td>7.36</td>
<td>3.06</td>
</tr>
</tbody>
</table>

Since the result of the Levine’s test for equality of variance indicated homoscendasticity \((F=1.662, p>.05)\), a one-way ANOVA was performed and the result revealed significant differences among the treatment groups \((F=10.939, p<.05)\). The result of the Tukey test performed subsequently revealed that this difference existed between the 3-Step Group and the other three groups.

Table 6 shows the changes between the pretest and the posttest. The results of \(t\)-tests revealed a significant difference in the 3-Step Model Group \((t=-5.911, p<.05)\), but not for the DJSG \((t=-.324, \ldots\).
the DNJSG ($t=-.639, p>.05$) and the Control Group ($t=-.790, p>.05$). Considering the fact that listening comprehension exercise was conducted under the 3-Step Model alone, the result of Tables 5 and 6 confirmed the positive effect of 3-Step Model. The results of the DJSG and the DNJSG suggest that dictation exercise does not improve listening comprehension, which supports the findings of Jafarpur and Yamini (1993) and Sugawara (1999). In other words, the effect of dictation exercise seems limited to listening perception. Also, 10-minute film viewing prior to the dictation exercise in the DJSG and the DNJSG did not seem to improve listening comprehension. In the case of the DJSG, it is likely that the subjects simply enjoyed watching films, not trying to understand spoken English, because they could follow the story with Japanese subtitles. In the case of the DNJSG, it is possible that the subjects could not follow the story without Japanese subtitles and gradually lost concentration while viewing. Unlike the 3-Step Model Group, no listening task was assigned to the DJSG and the DNJSG prior to the dictation exercise, which could be another reason why this viewing was not used effectively. Thus, it was suggested that frequently viewing a short segment with listening tasks is more effective than watching a long segment, only once, without any specific tasks.

### 5.1.4 Listening Ability (Hypothesis 1 and 2)

The significant increase observed between the pretest and the posttest in all of the three tests strongly supports positive effects of the 3-Step Model on improving learners’ listening ability. No significant difference observed in the two tests, except the film-based dictation test, however, denies the effectiveness of the Dictation Model for improving learners’ listening comprehension. Although significant increase observed in the dictation test supports that this model improves learners’ listening perception, without any improvement in listening comprehension, it is difficult to conclude whether or not this model is effective. Therefore, the first hypothesis was not supported. It also means that the second hypothesis was supported.

### 5.2 Posttreatment Questionnaire

#### 5.2.1 Interest in film-based English class

Table 7 and Figure 5 show the result of the mean scores and the SDs for interest in film-based English class. Since the result of the Levine’s test for equality of variance showed homoscedasticity ($F=1.566, p>.05$), a one-way ANOVA was performed and the result revealed significant differences among the treatment groups ($F=14.926, p<.05$). The result of the Tukey
test performed subsequently revealed that this difference existed between the DNJSG and the other two groups. In other words, interest in film-based class was significantly lower in the DNJSG than in the other two groups.

Table 7

<table>
<thead>
<tr>
<th>Group</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Step</td>
<td>4.61</td>
<td>.635</td>
</tr>
<tr>
<td>DNJSG</td>
<td>3.71</td>
<td>.825</td>
</tr>
<tr>
<td>DJSG</td>
<td>4.41</td>
<td>.726</td>
</tr>
</tbody>
</table>

Table 8 shows the changes between the pretest and the posttest. The results of t-tests showed a significant difference in all the treatment groups: a significant increase for the 3-Step Model Group ($t=-5.449$, $p<.05$) and the DJSG ($t=-5.000$, $p<.05$), but not for the DNJSG ($t=1.000$, $p>.05$).

### 5.2.2 Difficulty of the Material

Table 9 and Figure 6 show the result of the mean scores and the SDs for difficulty of the teaching material. Since the result of the Levine’s test for equality of variance indicated homoscedasticity ($F=1.568$, $p>.05$), a one-way ANOVA was performed and the result revealed significant differences among the treatment groups ($F=43.113$, $p<.05$). The result of the Tukey test performed subsequently showed that this difference existed between the DJSG and the other two groups. In other words, the DJSG group felt that the material was appropriate while the other groups felt that the material was too difficult.
5.2.3 Interest in the Material

Table 10 and Figure 7 show the result of the mean scores and the SDs for the interest in the teaching material. Since the result of the Levine’s test for equality of variance indicated homoscendasticity \((F=0.723, p>.05)\), a one-way ANOVA was performed and the result revealed significant differences among the treatment groups \((F=4.613, p<.05)\). The result of the Tukey test performed subsequently revealed that this difference existed between the 3-Step Model Group and the DNJSG Group. It implies that the 3-Step Model Group showed a greater interest in the teaching material than the DNJSG Group.

<table>
<thead>
<tr>
<th>Table 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>3-Step</td>
</tr>
<tr>
<td>DNJSG</td>
</tr>
<tr>
<td>DJSG</td>
</tr>
</tbody>
</table>

Figure 7

5.3 Influence of Japanese Subtitles (Hypothesis 3)

As mentioned above, the third hypothesis was set in order to clarify whether the difference between the two teaching models relies on the difference in teaching procedures or the use of Japanese subtitles. As mentioned in 5.1.1 and 5.1.3, no significant difference was observed between the DJSG and the DNJSG in the TOEIC-style listening test and the film-based comprehension test. In the film-based dictation test, however, DJSG’s score was significantly higher than DNJSG’s score. Thus, the third hypothesis was not supported. It also means that the difference in teaching procedures affected learners’ listening ability more than the use of Japanese subtitles.

The use of Japanese subtitles, however, affected dictation exercise favorably. No significant difference between the 3-Step Model and the DNJSG, both of which used no Japanese subtitles, also suggest the positive effect of Japanese subtitles. Although the posttest was administered to all the subjects under the same condition, the subjects in DJSG watched the entire film with Japanese subtitles before taking the posttest, and thus they knew the story about the segment used in the dictation test. Therefore, the result seems to suggest that dictation exercise works more effectively after full understanding of the material.

The use of Japanese subtitles also affects learners’ interest in and perception toward the teaching material. As mentioned in 5.2.2, the DNJSG felt that the material was too difficult while the DJSG felt it was appropriate. Since viewing time prior to the dictation exercise was the only
difference between the DJSG and the DNJSG, it caused the difference in learners’ perception toward the teaching material. In other words, watching a film segment without Japanese subtitles was perceived as too difficult by the subjects.

As for interest in the film-based English class, the DJSG showed a significant increase while the DNJSG showed a significant decrease. Here again, viewing time prior to the dictation exercise seems to have affected learners’ interest favorably. It worked positively for the DJSG and negatively for the DNJSG. This seems to explain the reason why the Dictation Model did not work to improve learners’ listening comprehension. As mentioned above, the subjects in the DJSG tend to simply read Japanese subtitles and enjoy watching films, not trying very hard to understand spoken English. On the other hand, watching a film segment without subtitles seems difficult to many learners and watching a long segment under this condition could lose learners’ interest.

Thus, the following three points should be noted. First, full understanding of the material is very important to maximize the effect of dictation exercises. Second, showing a film with Japanese subtitles does not lead to improving learners’ listening comprehension. Lastly, when showing a film without Japanese subtitles, the length of a film segment shown is a crucial factor for sustaining learners’ interest.

5.4 Motivation (Hypothesis 4)

Table 11 shows significant differences observed in the posttreatment questionnaire.

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Interest in film-based class</td>
<td>3-Step, DJSG &gt; DNJSG</td>
</tr>
<tr>
<td>② Difficulty of teaching material</td>
<td>DJSG &gt; 3-Step, DNJSG</td>
</tr>
<tr>
<td>③ Interest in teaching material</td>
<td>3-Step &gt; DNJSG</td>
</tr>
</tbody>
</table>

These results indicate no significant difference between the 3-Step Model and the DJSG for learners’ interest. Also, as mentioned in 5.2.1, both the 3-Step Model and the DJSG showed a significant increase between the pretreatment questionnaire and the posttreatment questionnaire for interest in film-based class. Thus, the fourth hypothesis was supported. It implies that the interest in film-based English class is not necessarily based on watching an entire film. In other words, the use of short film segments, as in the 3-Step Model, could also successfully motivate students. However, care should be taken because the results of Table 11 indicate that many learners find watching films without Japanese subtitles very difficult.
6. Conclusion

The following three findings were made in this study: First, the Dictation Model makes little contribution to improving learners’ listening comprehension, although it does improve learners’ listening perception. Second, the 3-Step Model, on the other hand, contributes to improving learners’ listening comprehension as well as listening perception. Third, the 3-Step Model was also effective in motivating learners.

These findings suggest that the negative conclusions of earlier empirical studies were partly due to their dictation-based teaching procedures, represented by the Dictation Model. It also means that films could be successfully utilized not only to motivate learners but also to improve learners’ listening comprehension. The 3-Step Model is one such effective method that needs further exploration.

In addition, this study explored the influence of Japanese subtitles and the result suggested that the use of Japanese subtitles was an impediment to teaching listening comprehension. Japanese subtitles, however, caused much favorable effect on learners’ perception toward the teaching material. Further research would clarify the association of the use of subtitles and learners’ listening ability. As mentioned in the introduction, films are often shown with Japanese subtitles in the classroom. The result of this experiment clearly demonstrated another possibility and the author hopes that it will add some new perspectives on how to use films in the classroom.

References


**Appendix**

1) **Sample Material for the Dictation Model**

<table>
<thead>
<tr>
<th>Roman Holiday Part 2 (Chapter 3, 0:10:20-0:12:18)</th>
</tr>
</thead>
</table>

**Direction:** Listen to the recorded conversation and fill in the blanks.

**Doctor:** She’s (1 asleep).

**Countess:** She was in hysterics (2 three) (3 minutes) ago, Doctor.

**Doctor:** Are you (4 asleep), Ma’am?

**Princess:** No!

**Doctor:** Oh! I’ll only (5 disturb) (6 Your) (7 Royal) (8 Highness) a moment.

**Princess:** I’m very (9 ashamed). Doctor Bannochoven. I….suddenly I was (10 crying).

**Doctor:** Humph. To cry…a perfectly (11 normal) (12 thing) (13 to) (14 do).

**General:** It’s (15 most) (16 important) she be calm and relaxed for the
(press conference), Doctor.

Princess: Don’t worry, Doctor, I – I'll be (calm) and (relaxed). I’ll… I’ll bow and I’ll smile – I’ll (improve) a (trade) relations) and I – I will…

Countess: (she goes again. (Give) (her) something, Doctor, please!

Princess: No….

Doctor: Uncover (her) (arm), please.

Princess: What’s that?

Doctor: (Sleep) and (calm). This will relax you and make Your Highness feel a little happy. It’s new (drug)…. quite (harmless). There.

Princess: I don’t (feel) (any) (different).

Doctor: You will. It may (take) (a) (little) (time) to take hold. Just now, lie back… huh?

Princess: Can I (keep) just one (light) on?

Doctor: Of course.

Best thing I know is to do (exactly) (what) (you) wish for a (while).

Princess: Thank you, Doctor.

Countess: Oh, the (General)! Doctor, (quick)!

Doctor: Oh!

Princess: Hah!

General: I’m (perfectly) (all) (right)! Good night, Ma’am!

Doctor: Good night, Ma’am.

Princess: Good night, Doctor.

2) Sample Material used for the 3-Step Model

Roman Holiday Part 2 (Chapter 3, 0:10:20-0:12:18)

Step 1: General Comprehension

**Direction:** Watch a film segment and answer the question.

**Question:** What kind of drug did the doctor give the princess?

Step 2: More Detailed Comprehension

**Direction:** Watch the segment again. Read the statements and mark T (true) or F (false).

1. The General is concerned about the press conference. **T** **F**
2. The doctor used a new drug for the princess. **T** **F**
3. The drug made the princess feel much better soon. **T** **F**

**Direction:** Watch the segment again and answer the questions.

1. According to the countess, when was the princess in hysterics?
2. What did the princess ask the doctor after she was told to lie back?
Step 3: Precise Comprehension

Direction: Listen and fill in the blanks.

Doctor: You will. It may take a little time to take hold. Just now, lie back...huh?
Princess: Can I (1          ) just one (2          ) (3          )?
Doctor: Of course. Best thing I know is to do (4          ) (5          ) (6          ) wish for a (7          ).
Princess: Thank you, Doctor.
Countess: Oh, the General! Doctor, quick!
Doctor: Oh!
Princess: Hah!
General: I’m (8          ) (9          ) (10          )! Good night, Ma’am!
Doctor: Good night, Ma’am.
Princess: Good night, Doctor.