Subtitles – To be or not to be

A Study of English Listening Comprehension among Swedish Students

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Abstract

The aim of this study is to investigate how subtitles might affect students understanding of spoken English. A comparison was made between four classes at Polhemskolan, an upper secondary school in Lund, Sweden. Each class was shown two different scenes from the movies *...And Justice for All* and *The Verdict*. Two of the classes were shown the scenes with subtitles and the remaining two without subtitles. During the test the students also filled out a questionnaire with questions about the information disclosed in the scenes. The students’ results were discussed with the help of the Acquisition and Learning theory and different theories dealing with listening comprehension.
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1. Introduction

When acquiring a second language, the learner will encounter several different methods and theories about the way a language should be taught. These methods and theories all have different strengths and weaknesses and are often used by teachers to teach their students how to produce and understand another language. One large field within the world of second language acquisition is listening comprehension. Most learners will spend more time listening to the second language than producing it themselves. Therefore, it is important to have a greater range of language that is comprehended than produced (Littlewood, 1981)

One way of presenting spoken language to a student is through films and TV-shows. They can be ‘an excellent medium to give students some entertaining and useful listening practice’ (Ur, 1984:67). In the 80’s and 90’s video, usually VHS, was a way of showing films to students in school. Since the late 90’s DVD has become a more and more popular method of watching movies at home and this technology can naturally also be used in the school system. One of the advantages with DVD technology is that the user often has a choice to change the language of the spoken language and the language of the subtitles. The choice of no subtitles can also be an option. This gives the teacher greater ability to choose how he/she wants to present the film or TV-show to the students.

An interesting aspect of the new technology is why the new language options are needed. Is there any use for these features? Does the ability to change subtitles improve or impair the students’ ability to learn a second language? In an effort to bring some light into this area, the following study will delve deeper into the subjects of listening comprehension and subtitles.

2. Aim and Research Questions

In this study, the aim will be focused on the subject of listening comprehension with visual aid. The focus will also be on subtitles and how they might affect the students understanding in listening comprehension exercises.

The three research questions I will use are:

- Does English subtitling affect Swedish speaking students understanding of spoken English?
- If so, what differences are there between the results of students who were allowed to make use of subtitles and those who were not?
- Why do these differences occur?
3. Theoretical Background

In this section, theories of second language acquisition will be discussed in order to define the term when used in this study. The theoretical base will be focused on aspects on how the students learn English as a second language and how input and visual materials affect the acquisition of English.

3.1 Second Language Acquisition

When using the term second language acquisition (SLA), a definition is necessary. Below will be an attempt to define what the definition will be in the following study. It is important to remember that the term contains several different ideas and theories. The main goal of SLA is to describe and explain ‘the learner’s linguistic or communicative competence’ (Ellis, 1994:15). One part of SLA is how the learner acquires the second language. By considering both external and internal factors a researcher can come closer to a full explanation of how this process works.

A second aspect that is important for the definition of the term SLA is the distinction between a foreign language and a second language. The line between the two is sometimes blurred. A foreign language is a language being taught in school and a second language is a language that has a political or social status in the society. In this study, English is considered a second language to the people in Sweden since it is present in everyday life, both in the media and in society in general. The term SLA can still be used for research in both a foreign and a second language even though a distinction can be made between the two (Ellis, 1994; Wray & Bloomer, 2006)

3.2 The Acquisition and Learning Theory

The SLA term is used to refer to both second language acquisition and second language learning. This is discussed and defined in THE ACQUISITION AND LEARNING THEORY. This will be the main theory when analyzing the present material and the discussion in this study.

Distinctions were made by Krashen in the early 80’s between learning a language and acquire a language. In his theory, acquisition is the ‘natural’ way of learning a language. A person who is gaining knowledge in a language without actually being taught is acquiring the language. An example of this is the way a child acquires a language at a young age. A person is not generally aware of the language rules when it is acquired. The person might instead
have a feel of what is right and wrong when listening or speaking the language. The ability to acquire language does not disappear with age. Adults still has an ability to acquire language according to Krashen (2000). The ability might not be as effective as in the early years of a child, but it is still active (Krashen & Terrell, 2000; Wray & Bloomer, 2006).

When a language is learned instead of acquired, the focus is on formal knowledge and the activity of learning a language by studying it. The learning of a language is a conscious action, while language acquisition is an unconscious action. The learned knowledge can be improved with formal teaching in a way that acquired knowledge can not. Research done on children suggests that formal teaching do not facilitate language acquisition according to the above definition (Krashen & Terrell, 2000).

The hypothesis described by Krashen (2000) claims that we acquire language in natural stages with the help of input. The go from one stage to the next, the person acquiring language must receive input from another party. This can be done through listening or reading, but the input must be comprehensible. To make the person go to the next stage, the second party must include language structures from the next step in language acquisition. The person must still be motivated to acquire the second language; the language does not just appear out of nowhere. In other words, ‘First, learners needed access to comprehensible input containing structures a bit beyond their current level of competence. Second, they needed (...) to allow the input into their second-language system’. A good second language teacher should try to ‘tune in’ to the students level of acquired language. By doing so she can ‘cast a net’ around the students competence in an attempt to make it possible for the whole class to acquire language through comprehensible input. The best method to acquire new vocabulary by comprehensible input, according to Krashen, is by reading voluntarily. (Zimmerman, 1997; Young, 1999; Krashen & Terrell, 2000)

The theory has been criticized by several researchers as being vague in a lot of areas. For instance, the term ‘comprehension’ is not clearly defined and the research done by Krashen has not put a lot of focus on what comprehension really entails. A second criticism is that, according to the theory, comprehensible input is necessary for acquisition. Some researchers claim that incomprehensible input also can be a way of acquiring language. If a student fails to understand a sentence, it may force him/her to ‘pay closer attention to its syntactical properties in order to obtain clues about its meaning (...)’ (Ellis, 1994:279)

Despite the criticism pointed at the theory, it still has had a great impact on SLA research and has made the subject more understandable. The following paragraphs will deal with types of input that help students acquire a second language.
3.3 Listening Comprehension

One aspect of the theory of comprehensible input is listening comprehension. Listening comprehension is the most frequently used language skill in a teacher-student relationship and listening skills have been shown to be more effective than reading or aptitude when it comes to reaching academic success (Vogely, 1999). Since acquisition depends on comprehension it is possible to create a good environment for the students in class to be able to acquire the second language. An anxiety-free and motivating classroom environment is particularly important for the students to be able to embrace the ‘comprehensible input’ that the teacher hopefully gives them (Young, 1999; Krashen & Terrell, 2000).

The importance of listening comprehension can be traced among other researchers. Littlewood (1981) describes listening comprehension as an active skill where the student has to apply both linguistic and non-linguistic knowledge to make meaning out of the words that he/she hears. A student should be encouraged to actively listen to the words to be able to understand and if he/she misses a couple of words it is still possible to make meaning out of the pieces that he/she does understand. It is important to make the student not lose interest even though something is not fully comprehensible, but instead encourage him/her to try to piece together the parts that were comprehended.

While context might be possible to guess by understanding parts of a conversation it is more difficult to guess the meaning of one particular word. Several factors can impair the ability guess the meaning. The context surrounding the word might not help the comprehension in any way. Nonexistent clues or clues hidden in other words that the person does not understand fully is complicating factor. Clues in the surrounding context might also leave misleading clues that lead the person in the wrong direction in trying to guess the meaning of the word. Some words also have multiple meanings that might lead to confusion. Since input is so important I acquiring language these are factors to consider while analyzing the results in the study (Laufer, 1997).

One way of dealing with listening comprehension in a context closer to how language is used in real life is to use visual materials. While doing listening comprehension exercises, visual materials can help to aid the comprehension by showing the students with overhead projectors, sketches and pictures how the conversation or story take place. (Ur, 1984)

Video can be a way of visually showing actual conversations carried out right before the students. In her book Ur (1996) talks about video as an attractive and motivating way of carry out listening comprehension exercises. She brings forward the flexibility of easily being able
to rewind and freeze frames. Some of the disadvantages can be that certain rooms with video have to be booked in order to carry out such exercises. Breakdowns and technical mishaps can also be a problem that might force the teacher to carry out a class in some other way than intended.

Today we have DVD and this expands on the possibilities and flexibility, as discussed in the introduction. Subtitles and soundtracks can be changed by the push of a button. The technical problems have not gone away though and DVD players might not be more available than video was.

4. Previous Research

In this section, previous research will be discussed and commented on. Few studies have been done on the affect of subtitles when dealing with listening comprehension. Despite this, one study resembling the present study was found and will be discussed below. The study shows great likeness to the present study in that it studies the effect of film with or without subtitles when teaching English.

4.1 The Hong Kong Study

The following study discussed the use of subtitles in teaching English to Cantonese-speaking students. The students in the study all attended a junior form school in Hong Kong. The first aim of the study, which was carried out in 1999, was to find out whether there were any influences on the memory strategies of the junior secondary students. The second aim was to find out the most effective approach for the students to gain knowledge in English through watching English speaking films and shows. (Li, 1999)

By using five different methods of showing subtitles, Li was trying to find the most effective way of using film and TV in teaching English. The five different methods were:

- Bi-modal input (English subtitles and English dialogue)
- Standard subtitling (English dialogue with Cantonese subtitles)
- Reversed subtitling (Cantonese dialogue with English subtitles)
- L2 dialogue (English dialogue only)
- L2 script (English transcript).

Five classes of 22 students each were divided into the five different methods of subtitling. The first four groups were shown the movie Space Jam and the fifth group (L2
script) was only allowed to read the script of the film. The students were then presented with a comprehension post-test with questions about the story and names and events that occurred. A second, delayed post-test were also given to the students at a later date. This test was the same as the post-test except that the questions had been rearranged. (Li, 1999)

When comparing the scores between the different groups of students it seemed as the Bi-modal input method (English subtitles and English dialogue) proved the most effective. By offering both an audiovisual experience in the L2 the audio message became enriched by the visual and vice versa. Reversed subtitling also proved effective, but not to the same degree. Standard subtitling as well as L2 dialogue and L2 script proved the least effective in providing the students with comprehensive input. The DVD player, with its ability to show films and TV-shows with different spoken languages and subtitles, proved a useable tool for teachers. (Li, 1999)

5. The Material

The test was built around two scenes chosen from two different films. The main goal in the choice of scenes for this particular test is to make them as similar as possible. The focus can then be put on listening comprehension and not on possible complicating differences between the two scenes. If the two scenes had different contexts a deeper discussion had to be carried out about these differences and the effect they might have had on the results. Since the aim of the study is to focus on the students understanding of English with or without subtitles, the scenes were decided to be as similar as possible to make it more valid to compare them to each other. If completely dissimilar scenes had been used, possible result differences could have been connected to the different contexts of the scenes. Hopefully, in this study, this is avoided to a larger degree.

Both scenes portray one man and one woman in conversation about family and law. The language spoken in the two scenes is American English and both films are produced around the year 1980. The vocabulary is not overly complicated, but since the conversations go into the subject of law, a few words connected to this field are mentioned. To read the complete dialogues, go to the appendix.

By using DVD there is an opportunity to show the scenes both with and without subtitles. The ideal way to get the study even more focused would be to try to have subtitles connected to a soundtrack only, but since it was impossible to produce such a test in such a short time. Another solution could have been to play a tape with the dialogue and hand out
papers with the ‘subtitles’ printed on them to half of the students, but this seemed more problematic.

One difference between the subtitling in the first scene and the second scene is that in the second scene the subtitling is intended for the hard of hearing. This is further explained in 5.2.

### 5.1 Scene 1

The first scene is taken from the movie *And Justice for All* directed by Norman Jewison and starring Al Pacino. The film was released in 1979 and follows a New York lawyer as he faces the difficulty in defending a judge he despises in a rape trial. The scene chosen for the test involves the character Arthur Kirkland (Pacino) and a woman, Gail (Christine Lahti), he has invited home for dinner. During this dinner they discuss family, their workplace and one of Arthur’s clients.

The subtitling in this scene differs somewhat from what is actually spoken. The differences are not affecting the total understanding of the scene and they mostly rephrase what is actually being said. Therefore it can be disregarded as a potential problem. For information on the differences, see Appendix.

### 5.2 Scene 2

The second scene appears in the movie *The Verdict* released in 1982. The film is starring Paul Newman and is directed by Sidney Lumet. The story is about an alcoholic lawyer trying to salvage his career by taking medical malpractice cases to court. In the scene chosen for the test, the main character Frank (Newman) meets a woman, Laura (Charlotte Rampling), in a bar. They discuss issues like family and why the courts exist.

The subtitling in this scene is intended for the hard of hearing, as mentioned before, and therefore includes some words mirroring sounds going on in the background in the scene. However, they are very few and far apart (three separate words on three occasions) and do not interrupt the flow of the narrative in the subtitles. (For a complete transcript, go to the appendices). The subtitling presents the entire conversation word for word. The background noise description is clearly marked so that the students should not interpret these as dialogue.
6. Method

In this section, the test subjects are presented. The test and the prerequisites of test is described and discussed. Finally, the questionnaire is explained briefly as well as the choice of students in the final results of the study.

6.1 Test Subjects

The test subjects are students from four classes at Polhemskolan, an upper secondary school in Lund, Sweden. The total number of students in these four classes is 105. The classes all attend the same programme focused on science - Naturvetenskapsprogrammet. The division of the students are as follows.

<table>
<thead>
<tr>
<th></th>
<th>First year</th>
<th>Second year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23 (22.3%)</td>
<td>22 (20.4%)</td>
<td>45 (43.7%)</td>
</tr>
<tr>
<td>Female</td>
<td>28 (27.2%)</td>
<td>30 (29.1%)</td>
<td>58 (56.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>51 (49.5%)</td>
<td>52 (50.5%)</td>
<td>103*</td>
</tr>
</tbody>
</table>

* 2 of the students did not include their gender in their answer

Two of the classes are in their first year (49.5 % of the students) and the remaining two are in their second year (50.5 %). The gender distribution is 56.3 % female and 43.7 % male. The uneven distribution between the sexes is a factor that can be argued to be a problem, but since the classes had this distribution to begin with it couldn’t be changed. Unfortunately, the balance between male and female was not investigated beforehand. Instead this fact was learned during the data collection process.

6.2 The Tests

Two types of test were carried out. Two of the classes, one first year and one second year, watched the scenes with subtitles and the other two classes watched without subtitles. This was done to get a result that could be compared both between the first year and the second year as well as between the classes within the second or first year.

The teacher responsible for all four classes carried out the test during regular classes. By letting the teacher perform the test it was possible to avoid aspects that might disturb the students. For instance, an outsider showing up to conduct a test on a group expecting their usual teacher can complicate the testing. There is a possibility that the hierarchy of the
classroom is affected by a stranger. Since there was no time to properly introduce and get to know this stranger, it was decided to let the teacher carry out the test in regular class.

The four tests, two with and two without subtitles, were carried out in the same way. In the following paragraph this will be discussed in greater detail.

### 6.3 The Prerequisites

When conducting a listening test it is important to pay attention to a number of factors. First the test subjects should have an equal possibility to hear what is being said. In this case, the possibility to see the subtitles was also important. All four tests were conducted within a auditorium equipped with a DVD player connected to a projector and a sound system. Each student had a clear view of the screen and the sound was turned to a suitable level. The teacher was also visible for all students while giving the instructions. (*Alderson et al., 1995*)

When using technical equipment it is important that it works properly and does not malfunction. If there is a malfunction it is essential for the teacher to be able to fix the problem to avoid a missed test opportunity. Therefore the equipment was controlled thoroughly beforehand to avoid any mishaps during the test. The teacher was well familiar with the technology and showed competence in handling the equipment. (*Alderson et al., 1995*)

Since the test was carried out by the teacher it was important that he was informed on how to perform the test. Clearly written instructions are vital for the test to be properly conducted. Therefore some fixed points were presented to the teacher describing in what order to perform the different stages of the test. (*Alderson et al., 1995*)

#### 6.3.1 The Fixed Points of the Test

Initially, the questionnaire was distributed to all the students. The students were then told to read through the questions for the first scene. The teacher then told the students that they should focus on the screen and wait to fill in the questionnaire until after the first scene had been shown. The first scene was then shown, with or without subtitles depending on which class. When the scene was over the students were told to answer the questions on the first scene. This whole process where then repeated with the second scene.

After both scenes had been shown, the students were told to answer the questions on the last pages of the questionnaire. These two pages focused on questions about the students’ use of English both inside and outside school. These will be discussed in the following paragraph.
6.3.2 The Questionnaire

The first questions on the questionnaire focused on age and gender. The following questions dealt with the students' first language and if they ever lived abroad. This was done to be able to separate the students learning English from a Swedish-speaking background or from another language background. The following traced the students speaking, reading, writing and listening habits when it comes to the English language. This information was important for a future possibility to try to explain possible differences in the results. The last question asked if any of the students had seen any of the scenes before. The questionnaire can be viewed in appendix 5.

6.4 The Final Selection of Students

When analysing the results of the test it was necessary to disregard some of the test subjects from the main results. Since the aim of the study was to investigate Swedish-speaking students’ understanding of spoken English, the students who did not have Swedish as a mother tongue were excluded. This was done in an effort to refine the study and make it more focused. The total number of students with another mother tongue than Swedish was 14 (9 female and 5 male). In section 7.3 this group will be discussed in more depth.

Furthermore, 6 of the students (4 male and 2 of unknown gender) did not complete the questionnaire and therefore it was not appropriate to include them in the final result. Since it was impossible to sort these students into different categories the choice of excluding them was inevitable. Students giving an incomplete answer on question 19 on the questionnaire, ‘What do you mostly do in English class?’, were included in the final results. The reason for this is that some of the students probably misunderstood the question and subsequently only marked one of the alternatives as an answer. The fact that they gave an answer is interpreted here as them naming the number one thing they mostly do in English class. The gender distribution of the group is somewhat uneven. The number of female students are 49 (57,6 %) and the number of male students are 36 (42,4 %). This is unfortunate, but inevitable in this case. The results presented below will thus be based on the following students:

<table>
<thead>
<tr>
<th></th>
<th>With subtitles</th>
<th>Without subtitles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>22</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>Second year</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>40</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>
7. Results and Discussion

In this section the results of the study will be presented. The results will be discussed in connection to biographical information learned from the questionnaire and the teacher. Initially, the students included in the study will be discussed. This will be followed by paragraphs dealing with the students’ errors as a whole. The students excluded from the main study will be discussed briefly and, finally, the students’ errors in connection with the subtitling of the scenes will be discussed.

Since 7 questions were asked about each scene in the study, confusion will be avoided from this point forward by numbering the questions on the scenes 1-14. This is done to make it easier to refer to a specific question without having to name the scene. The questions 8-14 refer to questions 1-7 in scene 2. For greater detail on the questionnaire, go to appendix 3 and 4.

7.1 Differences between Three Groups

In the following section the students will be divided into three different groups: the advanced group, the medium group and the weak group. This is done to try to find out why the students made the errors they did. The students of the advanced group did not have any incorrect answers on either of the scenes. The medium group consisted of students having one to three incorrect answers. The weak group was made up of students who answered incorrectly four or more times on the test.

The reasoning behind this distribution of students needs explaining. The distribution of the students with incorrect answers was mostly among one to three incorrect answers. Only 5% of the students answered incorrectly four or more times. These four students were considered deviant and therefore they were placed in group of their own. It can be discussed if this is the right way to do the distribution into groups. Another possibility would have been to try to make a more even distribution. In that case the medium group would have been made up of students with one incorrect answer and the weak group would be students with two incorrect answers ore more. A decision was made that the former would be used in this study.

By dividing the students it might be possible to find similarities and differences between and within the groups. This time the students with just correct answers is included to try to bring light on why they performed better than the other student groups. The students will also be divided into smaller groups within the three groups described. This is done to show the group composition when it comes to first year or second year students as well as them having
subtitles or not when doing the test. With these parameters in place, it might be possible to see if one group consists more of first year students etc.

The students’ distribution within the groups is shown in the diagram below:

![Student Distribution](image)

### 7.1.1 The Advanced Group

This is the largest group and consists of 46 students. 24 (52%) of those students are female and 22 (48%) are male.

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<thead>
<tr>
<th></th>
<th>With subtitles</th>
<th>Without subtitles</th>
<th>Total</th>
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<tbody>
<tr>
<td>First year</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Second year</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>21</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

The second year students make up 57% of this group compared to the first year students with 43%. The greatest difference is when it comes to watching the scenes with subtitles. Maybe the second year students have more comprehension skills when also having the opportunity to read what is being said. The ability to comprehend without subtitles seem to be more equal between the first and second year students though with only one additional second year student being able to do the test without errors.

More than half (52%) of the students in this group have friends or relatives they speak English with. Most of them do not on the other hand speak to them very often. A handful
speaks to them on a weekly basis or more. The English speaking online are more frequent and about the same number of students have those kinds of contacts.

More than a third of the students watch English speaking TV-shows or movies without subtitles on a weekly basis or more. Less than a fifth of the students watch TV-shows and movies with subtitles as frequently. Just about all of them watch with Swedish subtitles on a weekly or daily basis.

The reading pattern of the students when it comes to English literature shows that about 39% of them read on a monthly basis or more. They mostly read novels and to a lesser extent magazine articles and internet articles. Since they read English novels in class it is surprising that they did not all answer yes to that question. Some might have misinterpreted the question and answered on the basis of the reading that is done outside of school.

Half of the students chat on the Internet and most of them do it fairly regularly. Only one has a blog and a handful write articles or fiction in English. A lot of the students also point out that they write in school. This question should probably have been clearer on what was being asked, either including school as a possible option or formulate that school was thought of as a given factor.

It is apparent that these students are quite active when it comes to using English in their spare time. The Internet has made English more accessible for students nowadays and it shows in their answers. The fact that more than a third watches English-speaking shows and movies on a weekly basis or more is interesting. This probably has to do with the availability of shows and movies on the internet as well as on cable or satellite television. A lot of the students also watch shows and movies with English subtitles. This is probably also a result of internet and satellite TV. It will be interesting to see if there is a difference pattern when comparing with the medium group.

7.1.2 The Medium Group

35 students fit into this group and it is the second largest. 23 out of these students only answered one of the questions incorrectly. The gender dispersion between these students is 63% female and 33% male.

<table>
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<tr>
<th></th>
<th>With subtitles</th>
<th>Without subtitles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Second year</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>17</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
The second year students are fewer in the medium group than in the advanced group. The first year students seem to have more problems comprehending, both with and without subtitles. As mentioned in the previous section, the second year students have hopefully developed during their first year in upper secondary school and therefore gained some comprehension skills.

Compared to the advanced students, fewer (34%) of the medium students have friends or relatives they speak English with. They are even less frequent in their contact with them and only one does it on a weekly basis or more. The internet contact is more used among the students and is even higher than the advanced group. 60% of the students speak online with their relatives and friends. The frequency is however lower than in the advanced group.

Fewer students (23%) watch English speaking shows and movies without subtitles on a weekly basis or more in this group than in the advanced group. The opposite is true when it comes to English subtitled shows and movies. More than a fourth use English subtitles on a weekly basis or more. There is no difference in the watching pattern when it comes to shows and movies subtitled in Swedish.

The reading patterns are somewhat more infrequent in this group. 34% read texts in English on a monthly basis or more. About a third of the students read novels, magazines and internet articles.

The number of students that chat on the Internet is about the same here as in the advanced group and the same goes for blogging, writing fiction and articles. Very few students write anything other than chat messages in their spare time.

It seems as if these students are less active in their use of English in their everyday life compared to the advanced group. The differences are not that great, but there are differences. Fewer students watch shows and movies without or with English subtitles and that can have an impact in how the students are able to comprehend the scenes in this test.

### 7.1.3 The Weak Group

Only four students fit into this category and they form the smallest group. Three of these students had incorrect answers on both of the scenes, two of them having 5 incorrect answers and one student answering incorrectly in 6 cases.
The division between students having or not having subtitles was 50/50. The three students with the most errors all attended the second year and only one the first year.

One of the students stood out with 4 incorrect answers on the first scene and none on the second. This might be an indication of the student not fully understanding the way the test worked. It can also indicate that the first scene is more difficult than the second (see 7.1). In this case the particular student and the student with the most errors both have unanswered questions. In most cases the students have marked an alternative, but 12 (16 %) of the incorrect answers are unanswered. These two students were responsible for half of those unanswered questions and they were all placed among the questions for scene 1. One likely scenario is that the students have been inattentive during the instructions and therefore have not understood the test fully until the second scene. Another possibility is that instead of guessing when in doubt, they have left the space empty. Speaking against this is that most of the incorrect answers throughout the test are answered with the same wrong answer (see 7.2).

Since this group is so small, it is hard to try to compare the biographical information between this group and the other two groups. The fact that there are more students from the second year than the first is interesting, but since there are only four students it is hard to analyse it further.

### 7.2 Errors – All Students

Since the number of students in the final study was 85 and the number of questions per student in the tests was 14, the total number of errors possible for the 85 students combined was 1190. Out of the 85 students 46 did not have any incorrect answers at all, making the number of students answering incorrectly 39. The total number of incorrect answers made was 73 (0.86 errors per student).

Below is a presentation of the numbers of errors in connection with each question in the test.

<table>
<thead>
<tr>
<th></th>
<th>With subtitles</th>
<th>Without subtitles</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>First year</strong></td>
<td>---</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Second year</strong></td>
<td>2</td>
<td>1</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>2</td>
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</table>
As shown above, when the incorrect answers are separated into the different questions it is apparent that some of the questions received more erroneous answers than others. This distribution of errors can be contributed to a number of things. Most of the incorrect answers are on questions asked about the first scene than on the second scene. Needless to say, the students seem to have a harder time understanding the first scene. Another possibility for the higher number of errors is that the first scene might have received somewhat of a trial-run status. Since the students did not have any experience with this type of test before they might have been confused when answering the questions to the first scene. In an effort to find out what is more likely of these two theories, some of the questions that stand out in terms of incorrect answers will be looked upon in greater detail below.

7.2.1 The Questions in Comparison – All Students

Two of the questions above, the 2\textsuperscript{nd} and the 6\textsuperscript{th} received 37 % of the incorrect answers combined. The two questions with the least incorrect answers, questions 7 and 11 only received one erroneous answer combined (1.4 %). What follows is an attempt to explain why the differences were that great.

The 2\textsuperscript{nd} question was asking ‘What does the committee Gail works for do according to Gail?’ This question received the highest number of incorrect answers, namely 14. The alternatives available for the students to answer are very similar and make it hard to answer the question if only some of the information provided in the scene is understood. It is also very interesting to observe that the incorrect answers on this question were almost all the same. The students who were incorrect almost all answered with alternative C instead of the
correct A. The difference between the alternatives is only one word. ‘Lawyers’ is replaced with ‘judges’. Since these two alternatives can be considered the closest in meaning as well, it is possible that the incorrect students did not comprehend fully. The most likely alternative, however, is that since the scene discusses lawyers and judges as being corrupt, the students who made errors on this question have misunderstood the context and therefore answered incorrectly. The surrounding words might have confused the students and misled them into the wrong conclusions in the way described by Laufer (1997).

In contrast to the 2nd question, the 7th question gives the student the opportunity to answer correctly if he/she only heard the phrase ‘five years’ while watching the scene. The context might not be that necessary to answer this question correctly. The number of incorrect answers on this question was subsequently only one. Here it might have been possible to come to a conclusion to what was the right answer with the help of the context. A student could have missed a lot of the surrounding words and still understood the basic meaning, five years in prison (Littlewood, 1981).

Another question receiving similar erroneous answers as question 2 was the 8th question. The 5 incorrect answers on this question all were marked as alternative B, ‘A hotel room’, instead of the correct alternative C, ‘an apartment’. In the scene, a hotel room is mentioned right after the mentioning of the apartment. Therefore it can be assumed that all the erroneous students misunderstood the context in the same manner as on question 2. Since the other alternatives are mentioned in the scene, it is shown that the erroneous students seem to misunderstand in the same way, so to speak. This can be connected to the theory about guessing discussed by Laufer (1997). The dialogue might have been unclear and therefore fooled students, not fully comprehending the context, to guess on ‘A hotel room’ instead of the correct ‘an apartment’.

The 6th question received the second highest count of incorrect answers of the 14 questions. The 13 students who answered incorrectly on this question answered with the alternatives D, ‘A guard was strangled’, or C, ‘A guard stabbed a prisoner’, instead of the correct A, ‘A guard was stabbed’. These three alternatives all contain the word ‘guard’, which appears in the scene. The fourth alternative is only incorrectly answered by one student. The reason for this might have to do with the students comprehending that a guard was involved in the action in some way. Since the alternative ‘A prisoner was stabbed’ does not include the guard as an active part it can be disregarded in some sense. Once again the unclear context might have led some students not fully comprehending the message in the scene fully. The guessing, or misunderstanding, could have evolved from missing or misinterpreting one word
in the dialogue. ‘Stabbed’ could easily have become ‘strangled’ and so forth. (Littlewood, 1981)

The 11th question did not receive any erroneous answers at all. All students obviously comprehended that the male character in the scene was a lawyer. Since it is also mentioned that the ex-husband of the female character also was a lawyer this might have been even clearer to the students. If this is the case the students should also be able to answer the 12th question, dealing with the ex-husband’s occupation, correctly. Still it received 5 incorrect answers, 3 of them claiming that the ex-husband worked as a police officer. Since the words police officer appeared earlier in the conversation, the students might have made a connection and misinterpreted the ex-husband’s way of making a living.

The differences in incorrect answers between the groups who had subtitles and those who did not have subtitles will be examined in section 7.2.1.

### 7.3 Errors – Differences with or without Subtitling

Since the one of the objects of this study was to investigate the differences between the students watching the scenes with or without subtitles it is important to compare the two on a question to question level. What follows is a rundown in how the errors were distributed among the two different groups.

The students who were allowed to have English subtitles while watching the scene made 33 errors out of a potential 630. This is an error ratio of 5.2 %. The students who did not have subtitles while watching the scenes made 40 errors out of a potential 560. This gives a slightly higher error ratio of 7.1 %.

![Errors Chart](chart.png)
It is apparent that the students who answered incorrectly and had subtitles made fewer errors than those who did not have subtitles. When examining the diagram above it is also clear that the students with subtitles answered incorrectly the same number of times or less than the students without subtitles on every question except the 5th. Furthermore, it is also apparent that the differences were not that great. Only on the 2nd question was there a greater difference than one incorrect answer between the two groups. This shows that even though there are more mistakes made by the group without subtitles, they are still very good at comprehending without the subtitles.

However, there are some differences in how the students answer incorrectly between the groups. Since the students had four alternatives they had the opportunity to answer incorrectly in four ways, the three incorrect alternatives as well as not answering the question at all. This will be examined further in the following paragraphs.

7.3.1 Comparing Questions – Differences with or without Subtitles

One aspect that shows a difference between the groups is the fact that the number of unanswered questions is greater within the group without subtitles. This group has a total number of 10 (25%) unanswered questions while the group with subtitles only had 3 (9%). It is hard to find an explanation for this phenomenon, but one might be that the subtitled group was more likely to guess on an alternative they picked up while reading the subtitles instead of not answering it at all. Since the un-subtitled group only had the sound and not the text they could have a disadvantage when resorting to guessing because of not fully comprehending the context. This correlates well to the findings in the study done by Li (1999). A student is more likely to comprehend the context if both the input is Bi-modal input (English subtitles and English dialogue).

On the 6th question, the incorrect answers differ somewhat between the students with subtitles and those who do not. Most of the erroneous students with subtitles answered with alternative D, ‘A guard stabbed a prisoner’, instead of the correct A, ‘A guard was stabbed’. It is clear that they understood that someone was stabbed and that a guard was involved, but they missed out on who was the victim. The erroneous students without subtitles mostly answered with the incorrect alternative C, ‘A guard was strangled’. They obviously understood that a guard was the victim, but they misunderstood what really happened to him or her.
These interesting differences may be the result of the students’ different understandings, depending on him/her having subtitles or not. The incorrect students without subtitles might even have missed the context of a knife being planted inside the clients’ cell and therefore guessed on the alternative describing strangulation. This is the only question with such clear difference between the groups, but a few of the incorrect answers on the other questions show similar tendencies. The input have been different between the two groups, they might have understood the context differently.

One question showing these tendencies is the 12th. The erroneous students in the group with subtitles answered with alternative D, ‘he is a police officer’, instead of the correct answer C, ‘he is a lawyer’. The erroneous group without subtitles chose all of the incorrect answers when answering the question. The first group might have picked up on the fact that the word ‘cop’ is mentioned, and printed in the subtitles earlier in the dialogue and therefore guessed it on this question. The second group might have missed this possible profession and therefore have all guessed differently. In this case the clues given in the context have misled the students with subtitles.

In most cases a difference cannot be shown between the two groups’ incorrect answers. They both show diversity in their answers, except for the examples above. The unanswered questions are an exception, as described above.

7.4 The Students with another Mother Tongue than Swedish

As mentioned before, the students who do not considered Swedish to be their first language were disregarded in the main results. The reason for this decision was explained earlier (6.4). This group is still interesting to compare with the students with Swedish as their first language. Even though it is small, this group might show some differences as compared to the other students.

The 14 students in this group answered incorrectly on 15 occasions out of a possible 196. This gives an error ratio of 7.7%. The error ratio of this group is somewhat higher than the main group, but since the group consists more of students given the test without subtitles, this can be disregarded as coincidence. When dividing these students into groups with subtitles and without subtitles they show a difference. The error ratio of the subtitled group is a very low 2.9%. This reason for this low figure might depend on the fact that this group only consist of 5 students. It is still interesting to see this big a difference. The students without subtitles had a much higher error ratio, 10.3%, than the students with Swedish as a 1st
language. This figure can also be disputed because of the low number of 9 students, but the high percentage still show a tendency in that direction.

A deeper analysis of these highly questionable numbers does not serve the study at all and therefore it is important to include more students with another 1st language than Swedish in a future study. Since a division into Swedish and non-Swedish cannot be made, the different language groups of these students also have to be considered, making the task even harder.

8. Conclusion

In an effort to try to sum up the findings of this study, the following section will try to answer the research questions presented in the beginning. The first question asked was if English subtitling affected Swedish students understanding of English. As shown in 7.3, the error ratio of the students without subtitles was nearly 2% higher than the error ratio of the students with subtitles. On the other hand, some of the questions received the same amount of incorrect answers from both student groups. A greater number of students or a greater number of questions asked might have shown a clearer picture of how big the differences really are. This study still indicates that the comprehension is greater if English subtitles are available when watching English-language programming.

On the question what differences there was between the students watching with subtitles compared to the students without, some interesting details materialized. The incorrect answers made by the two groups differed somewhat in nature. Some tendencies to answer incorrectly in different ways were apparent on several questions. If the subtitled group choose one incorrect alternative it was possible for the group without subtitles to choose another alternative. This was believed to be connected to different ways of misunderstanding the context depending on the information was read and heard or only heard. This is a phenomenon that would be interesting to explore further in the future.

The hardest question to answer was naturally why these differences occur. The students who answered incorrectly (medium students) and those who did not (advanced students) showed differences in the way they used English in their spare time. The medium students seemed to use English less in their life compared to the advanced students. The habit of viewing English-language movies was also higher among the advanced students. This might have contributed to their results. At the same time, the medium students watched more English-language programming with English subtitles so the results were indicating in several directions.
A final thought on the results of this study is that if comprehensible input is an important factor for second language acquisition, as described by Krashen (2000), then it will be an advantage if the input can be made more comprehensible. English subtitles might be a solution to make this possible and make students acquire the English language in an easier way. This conclusion is naturally objectionable since this study is relatively small, but further research defiantly has an opportunity to shed more light on this field. Other further research in this field could focus on differences between students with Swedish as a mother tongue and other student groups, as mentioned in 7.4. Some indication from the teacher in this study suggested that the way of teaching was adjusted depending on what students were being taught. This could also be interesting to build on and explore deeper.
References


Appendix 1 – Scene 1 Transcript

...And Justice for All

Time: 0.30.39 – 0.37.06

(Man and Woman enters an apartment)

Man: Thanks for bringing me home, Gail.

Woman: Oh, God. (Well) you really take renting an unfurnished apartment literally, don’t you? (Arthur, you know) It doesn’t have to stay this way. What happened? Did your wife take you in the divorce settlement?

Man: She had a better lawyer.

Woman: (What about your kids?) Do you get to see them much?

Man: They’re in California, (you know). Phone calls, holidays. Put the food out. I’ll get the plates.

Woman: I guess I was lucky. We never had any kids.

Man: How long were you married?

Woman: Three years.

Man: Were you in love?

Woman: No… I was in love with the law. You know what I mean? You got a serving spoon?

Man: Serving spoon.

Woman: Thank you. So, do you eat out a lot?

Man: Yeah. Do you?

Woman: Yeah. The committee works just about every night. How did you feel when you walked out on the committee (this morning)? Did you feel (all these) daggers in your back?

Man: That’s a very dangerous group (Alt. They’re a very dangerous group).

Woman: Jesus, here we go… (here we go... why...) Arthur, why do you feel it’s dangerous?

Man: (Because) you con the public to think you’re doing something, and you’re not.

Woman: (yeah, but) we are doing something. (We are) protecting the public from (a lot of) corrupt lawyers (is what we’re doing).
Man: You’re skimming the surface. You’re not going after the real power.

Woman: Wow, that’s scary. What real power, Arthur?

Man: You don’t know?

Woman: No. (Why don’t you) tell me.

Man: Well, now we know they’re definitely safe.

Woman: What makes you think you know so goddamn much?

Man: I don’t know so much.

Woman: No, tell me. What makes you the great voice of authority?

Man: I don’t pretend to be the voice of authority. I just don’t think you know what you’re doing (that’s all).

Woman: Oh, I see.

Man: This is nice, don’t you think?

Woman: No, I don’t find this particularly nice, Arthur. I’m angry again, you know. I don’t like being angry.

Man: It’s not very pleasant.

Woman: Why do you criticize me for what I do? (Alt. No, I don’t understand how you could criticize me for what I do?)

Man: I’m not criticizing you, Gail. You’re taking it too personally.

Woman: Arthur, the committee is doing something about what’s going on. We’re not sitting in jail at night because of contempt of court.

Man: Do you know what that’s about?

Woman: Yeah. You punched (Alt. threw a punch at) Judge Fleming.

Man: You know why?

Woman: I have no idea. Tell me.

Man: I have (Alt. got) a client who’s in jail because of a faulty tail light. And I can’t get him out.

Woman: What do you mean, (you can’t get him out)?

Man: Do you want to hear a story about our wonderful judicial system?
Woman: Sure.

Man: (There is) a guy named Jeff McCullaugh (and he) is going down a highway one night. And the cops stop him because his tail light isn’t working. They (pull him over to the side and) run a make on him. The computer kicks back that (there is) a Jeff McCullaugh is wanted (in Alabama) for assault with a deadly weapon.

Woman: Was it the same guy? (Alt. Jeff McCullaugh?)

Man: No. Bu the fits the (general) description so they arrest him.

Woman: Did he (Alt. Why didn’t McCullaugh) tell them they had the wrong person?

Man: (He did.) He tried. He told the public defender (who I think didn’t really believe him) and bu the was too busy. He never bothered to check.

Woman: Are you serious?

Man: Wait, it gets better. While Jeff is (sitting) in jail, a guard is stabbed and the knife is planted in Jeff’s cell. And Jeff is trialed (Alt. brought to trial) on a new charge: (This time,) assaulting a guard with a deadly weapon. And a trial date is set. Six months from the time he was first picked up. I’ll make a long story short, (for you). Six months go by and a very shaky, very crazy Jeff McCullaugh goes to court. (Now,) the public defender (who’s defending him, he says that he) tells Jeff that he can get him off if he pleads guilty. He’ll make a deal with the judge (and he’ll get him off. Time served).

Woman: So he pleads guilty even though he’s innocent. Right.

Man: (However,) the deal was made with a Judge Callahan. The day of the trial Judge Callahan cannot be found. Fleming is in his place. Fleming doesn’t know (anything) about the deal. Jeff pleads guilty. Fleming sentences Jeff to five years in prison. So, one little guy has already spent a year and a half in jail because his lights didn’t work. I’ve spent the last year gathering (Alt. putting together enough) evidence to prove he’s innocent. And I prove it. (I get it all together and) I bring it (into) all into Fleming’s court and he throws it out.

Woman: Why?

Man: (Because) it came in three days late.

Woman: Holy Shit! That’s incredible.

Man: It’s not incredible. It’s Fleming.

Woman: No, Arthur. That’s the law. You can’t fault Fleming legally. Because he was going by the letter of the law.

Man: Are you kidding?

Woman: No, I’m not.
Man: You talk to me like that you won’t (Alt. are not gonna) get me into bed, dear.

Woman: Yes, I will. I’ve had tougher cases. You’re so easy.

Man: You knew that, huh? That’s why you went out with me. Finish your egg roll.
Appendix 2 – Scene 2 Transcript

The Verdict

Time: 0.34.59 – 0.38.29

(Man enters bar)

Bartender: - These are on me, Frankie.

(Man walks over to a woman at the bar)

Man: Did you find an apartment?

Woman: Still looking.

Man: I changed my life today. What did you do?

Woman: Changed my room at the hotel.

Man: Why’d you do that?

Woman: TV didn’t work.

Man: What hotel are you staying at?

Woman: And what are you? A cop?

Man: No. I’m a lawyer.

Woman: My ex-husband was a lawyer.

Man: Nice. Wonderful for you.

Woman: Mm-hm. Yes, it was, actually.

Man: "It was, actually”? Well, how come you called it off?

Woman: Who says I’m the one that called it off?

Man: Aw! A brick house says you divorced him. I’ll put you on your honor. 100 bucks against you have dinner with me tonight. I’ll take your word for it. Come on. Tell me the truth. You can’t lie to me. What’s your name?

Woman: Laura.

Man: Mine’s Frank. Furthermore, you came back to see me tonight.

Woman: What if it wasn’t you I came back here to see tonight?
Man: Well, you got lucky. Have you eaten yet? Come on. My God, you are some beautiful woman.

(The man and the woman sit down at a table)

Man: The weak. The weak have gotta have somebody to fight for ’em. Ain’t that the truth? Want another drink?

Woman: Yeah.

Man: Jimmy?

Bartender: Yeah?

(Man turns to woman again)

Man: That’s why the court exists. The court doesn’t exist to give them justice. The court exists to give them a chance at justice.

Woman: Are they gonna get it?

Man: They might. They might. See, the jury wants to believe. I mean, the jury wants to believe. It is something to see. I gotta go down there tomorrow and pick out 12 of ’em. All of ’em, all their lives, think it’s a sham, it’s rigged, you can’t fight city hall. But when they step into that jury box,….. I think you can just barely see it in their eyes. ”Maybe.” ”Maybe”.

Woman: Maybe what?

Man: ”Maybe I can do something right.”

Woman: And… is that what you’re going to do? Is… is that what you’re going to do?

Man: That’s what I’m gonna try to do.
Appendix 3 – Scene 1 Questions

1. Where are the man’s children staying at the moment?
   A - New York   B - California
   C - Boston     D - Kansas

2. What does the committee Gail works for do according to Gail?
   • A - Protect the public from corrupt lawyers
   • B - Protect the lawyers from corrupt judges
   • C - Protect the public from corrupt judges
   • D - Protect the lawyers from the public

3. Why did Arthur go to jail for one night?
   • A - He was driving with a broken tail light
   • B - He punched a judge
   • C - He was drunk at work
   • D - He punched a security guard

4. Why was Jeff, Arthur’s client, arrested by the police in the first place?
   • A - He punched a judge
   • B - He crashed into a police car
   • C - He stabbed a traffic police
   • D - He was driving with a broken light

5. How long did it take until Jeff’s case went to trial?
   A - 3 days   B - 9 months
   C - 6 months D - 3 weeks

6. What happened in jail, making Jeff face a new charge?
   • A - A guard was stabbed
   • B – A prisoner was stabbed
   • C – A guard was strangled
   • D – A guard stabbed a prisoner

7. For how many years was Jeff sentenced to prison?
   A - 5 Years   B - 10 Years
   C - 15 years  D - 6 months
Appendix 4 – Scene 2 Questions

1. What is the woman still looking for at the beginning of the scene?
   A - Her ex-husband  
   B - A hotel room  
   C - An apartment  
   D - A new television

2. Why did the woman change hotel rooms?
   • A - The bed was too small  
   • B - The room had not been cleaned  
   • C - The TV did not work  
   • D - It was too noisy

3. What does the woman originally think the man works with?
   • A - She thinks he is a lawyer  
   • B - She thinks he is a police officer  
   • C - She thinks he is a judge  
   • D - She thinks he is an accountant

4. What is the man’s profession?
   • A - He is a lawyer  
   • B - He is a judge  
   • C - He is an accountant  
   • D - He is a police officer

5. What does the woman’s ex-husband work with?
   • A - He is a bartender  
   • B - We are not told what he works with  
   • C - He is a lawyer  
   • D - He is a police officer

6. When they talk about the woman’s ended marriage, what amount does the man bet?
   A - 100 dollars  
   B - 1000 dollars  
   C - 500 dollars  
   D - 10 dollars

7. Why does the court exist according to the man in the scene?
   • A - To give the weak a chance at justice  
   • B - To keep society safe from criminals  
   • C - To keep the weak in jail
Appendix 5 – Questionnaire for the Students

1. Sex: Female Male

2. Date of birth (Year/Month) ______/_______

3. Do you consider Swedish to be your 1st language? Yes No

4. If no, what is your 1st language?

5. Have you ever lived abroad? Yes No

6. If yes, in what country?

7. And for how long?

8. Do you have anyone among your relatives and friends you SPEAK english with? Yes No

9. If yes, how often do you speak to them?

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10. Do you have anyone to SPEAK english with ONLINE? Yes No

11. If yes, how often do you speak to them?

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12. How often do you watch English-speaking TV-shows or movies WITHOUT subtitles?
13. How often do you watch English-speaking TV-shows or movies with ENGLISH subtitles?

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14. How often do you watch English-speaking TV-shows or movies with SWEDISH subtitles?

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15. How often do you read literature in English?

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16. What kind of literature do you mostly read?

- Novels
- Magazines
- Internet articles
- Other: ____________

17. How often do you WRITE in English?

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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

18. What/Where do you write?

- Chat (MSn/ICQ etc)
- Blogg
- Letters
- Articles
- Fiction (Novels/Short stories)
- Other: ____________

19. What do you mostly do in English class?
(Number in order; 1: Most often ----- 4: the least)

- Reading
- Writing
- Speaking
- Listening

20. Have you seen any of the scenes in the test before?

- Both Scenes
- Only Scene 1
- Only Scene 2
- None

Thank you!
Appendix 6 – Questionnaire for the Teacher

1. What do you mostly do in English class?
(Number in order; 1: Most often ----- 4: the least)
   
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How often do you do exercices with listening comprehension?
   
<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Every class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. How often do you use video/DVD when you teach?
   
<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Every class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. How often do you have ENGLISH subtitles on when you show programs?
   
<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Half of the time</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. How often do you have NO subtitles on when you show programs?
   
<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Half of the time</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. How often do you have SWEDISH subtitles on when you show programs?
   
<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Half of the time</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. Do you adjust the way you teach depending on what group of students you are teaching? Explain how.