ABSTRACT

A number of educators (e.g., Bloom, 1956, Brown, 2007) have promoted affective domain's impacts upon language learning. In order to investigate above theories by noteworthy evidences, this one-semester empirical study based on qualitative inquiries by film appreciation pedagogies has been conducted. For collecting 111 participants' philosophical reflections from the story Live of Pi (Martel, 2001) and language learning effects, the film was exhibited in the first week and second week for one hour, respectively. For education purposes, bilingual captions were applied. Afterward, the 111 individual face-to-face interviews were held in the later 16 weeks.

In fact, film appreciation pedagogies concerning affective factors of English learning, it can contribute to that the language input, intake and output processes turning to be more effective and efficient. In a Technology and Science University in South Western Taiwan, 111 students from each area of Taiwan, including Tainan, Taipei, Kaohsiung or Taichung have enthusiastically collaborated with researchers to accumulate description genre of data by qualitative methodologies. After signing the consent forms, the students realized their teacher was also doing experiments simultaneously while teaching and lecturing. The results imply the applicability and appropriateness of film pedagogy.

Keywords: CALL, Affective Filter, Qualitative Inquiry, Thick Description

REFERENCES


