

# English Trailers v4: An example of an ESL/EFL website that transformed from a testing to a teaching focus

Andrew Johnson  
Sapporo Gakuin University, Japan  
*andy@english-trailers.com*

*Since the spring of 2003, English Trailers ([www.english-trailers.com](http://www.english-trailers.com)) has been a free, online learning environment for students to study English via movie trailers. Movie trailers, which are freely available on the web, are an excellent source of authentic English brimming with natural dialogue, idioms, slang, and other rich examples of language. Aiming to prevent English Trailers from being branded a 'drill-and-kill' site, the latest version meshes effective pedagogy and web design to transform this listening skills site from one that tests to one that teaches via a series of interactive pre-listening, listening and post-listening activities. Version 4, available since August 2005, is a major upgrade that utilizes server-side webpage handling to create dynamic content and track student performance. This paper presents first the reasoning behind the design goals of the site and then a description of the main features of the site that can be utilized in the CALL classroom and by the autonomous learner.*

When utilized correctly, the Internet is a valuable tool for teaching. With over 972 million people connecting via the Internet as of November 2005 (Internet World Stats, 2005), the potential it has as a source of authentic language and communication is immense. However, for the very same reason, the vastness of the Internet can be confusing and overwhelming to students using it in a second language. Although there are numerous pages devoted to collecting popular language related links, L2 learners can still be left to navigate through dead links and poor-to-below average quality sites to find the informative, pedagogically founded ones. In Susser and Robb's (2004) evaluation of ESL/EFL instructional web sites, they point out that "there are hundreds of skills sites but hardly any of them have advanced beyond the 'drill-and-kill' mode that has characterized computer-assisted instruction since its beginnings" (p. 280). Furthermore, in the CALL classroom, how does the CALL teacher keep track of what their students are doing? As few sites allow teachers to track their students' progress as they perform various activities (Hughes & Pals, 2005), less motivated students are less likely to complete Internet based assignments

if teachers can't monitor their actions. Fortunately, as website creation tools and programming languages advance, we are entering an age where language teachers can create professional looking dynamic Internet pages that can move CALL content for the Internet past problems such as these.

This paper presents English Trailers (www.english-trailers.com) (Figure 1), a free, non-commercial Internet site created by this author for learners of English utilizing movie trailers. Now on its fourth version, the site has evolved from a static HTML design to a dynamic database driven one that a) adheres to pedagogical principles discussed by Richards (1987) and Dunkel (1986) for creating effective lessons fostering listening skills, b) allows students to track their performance, c) allows teachers to monitor student performance and d) offers opportunities for users to become active participants in the site. With currently over 130 trailers (linked to Apple's trailer site) of various genres and difficulty levels, each with supplemental activities to enhance and assess comprehension, students have multiple opportunities to improve their English.

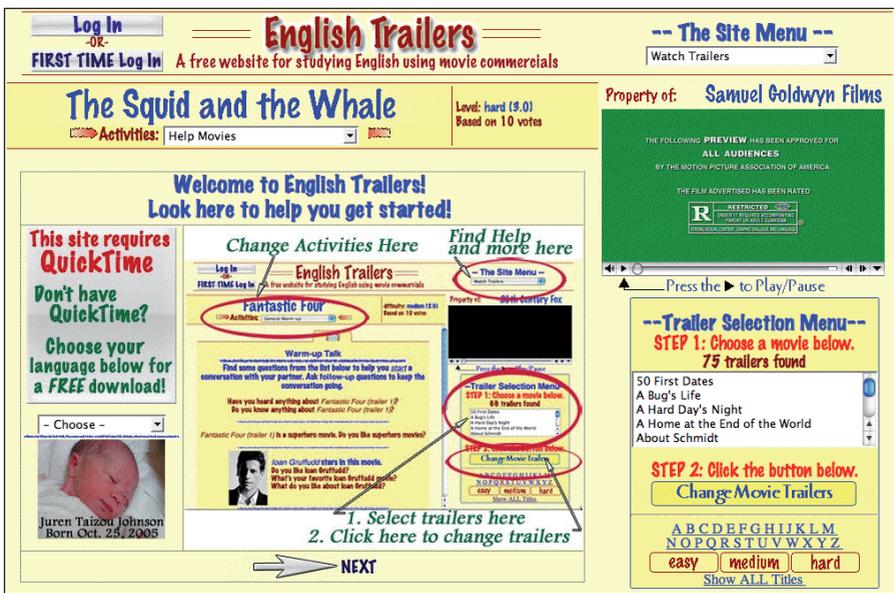


Figure 1. The English Trailers (version 4) front page

This paper will be divided into two main sections. The first section will center on the pedagogical and technical considerations leading up to the design goals of the current version of English Trailers. In order to enhance this discussion, this section will a) take a pedagogical look at the use of video-based content, b) examine the literature on listening-based lessons and c) briefly survey ESL/EFL web-based instruction. In the second section of the paper, a description of what users can expect to find at English Trailers will be presented.

## Use of Movies/Trailers for Language Education

Although understanding a full-length movie in a second language is no simple task, movies have been a popular pedagogical tool used for teaching language for decades (Meloni, 1998; Donley, 2000; Migliacci, 2002; King 2002). English found in movies can be fast-paced containing cultural references, idioms, and slang which can leave the unprepared student feeling frustrated and de-motivated. Movie trailers share these same characteristics, but are of a more digestible size – usually between 45 to 150 seconds. As studying via a complete movie can be a gigantic task, viewing trailers with supplemental materials is one way that students can focus on authentic language in a compact form. The shorter length also provides more opportunities for students to gain a feeling of accomplishment when comprehension is gained.

Trailers, with both audio and visual components, provide multiple modes of input that simulate real communicative conditions (Kellerman, 1992). As Gruba (2004) reports, the visual components go “beyond merely ‘supporting’ verbal elements: [they are] better thought of as integral resources to comprehension” (p. 51) by allowing learners to become eyewitnesses to the dynamics of interpersonal communication with all its idiosyncrasies, body language and other nuances that are lost when represented by audio only. From a linguistic standpoint, video, according to Meskill, “provides a clear, logical flow of events so that linking (remembering) new information to old is facilitated” (1996, p. 188).

Another of the pedagogical advantages of movies is that they are a source of authentic language offering natural dialogue (Canning-Wilson, 2000; Donley, 2000; Kilickaya, 2004). As students may find authentic materials to be more relevant than teacher-created ones, Hadley (2001) reports that they should be used whenever possible for language instruction. Additionally, movies are a means of teaching culture, customs and history (Shawback & Terhune, 2002).

## Teaching Listening Skills

Even with all the advantages of video-based content, effective listening-based lessons require much more than simply providing students with repeated viewings. Listening is an active skill involving the application of a listener's knowledge of the linguistic code, background information and context to top-down and bottom-up processing to gain comprehension. Although opinions have varied over the decades, it is now commonly agreed that listening is a dynamic interaction of top-down and bottom-up skills where the listener continuously alternates between these two modes depending on factors such as the context and the purpose of the situation to achieve their goals (Rubin, 1994).

As Richards (1987) says, a good listening exercise does not simply test what the listener already knows, but rather teaches. He continues to say that it is the amount of preparation given that elevates a task from a testing to a teaching status. This is done by offering pre-listening, listening, and post-listening tasks as prescribed by Dunkel (1986). Naturally, these tasks are dependant on the goals of the learner and serve to help the listener improve specific micro-skills. Additionally, it is recommended that activities are designed taking into consideration both how the listener processes the message and how the listener shows comprehension (Lund, 1990).

One of the primary objectives of pre-listening tasks is to activate schemata. By providing listeners an opportunity to recall what they can expect to occur in a given situation, they are better prepared to anticipate and predict important content found in the listening task (Hadley, 2001). Additionally, pre-listening tasks allow an opportunity to present students with relevant cultural background, difficult vocabulary/expressions, and special aspects of speech such as reduced and ungrammatical forms. With such information, students are better situated for the listening tasks where students can practice their top-down and bottom-up comprehension. Post-listening activities provide students an opportunity to evaluate their success in the listening task and to integrate the listening activity with other language skills (Van Duzer, 1997).

### Web-Based Language Instruction

Internet based lessons, although similar in many ways to traditional ESL/EFL lessons, should not be considered in the same light. Both should be based on sound pedagogical principles, but Internet-based lessons (in particular those utilizing server-side pages) can offer additional advantages such as interactive activities and immediate feedback that autonomous learners can't obtain from book-based lessons. Numerous papers have been written providing guidelines for ESL/EFL materials evaluation (Plass, 1998; Chapelle, 2001; Susser & Robb, 2004). Jamieson and Chapelle (1988) remind us that the effectiveness of CALL materials is student dependent and therefore teachers should consider student characteristics such as age, ability, expectations and cognitive ability when choosing appropriate CALL content. For CALL developers who locate their web content in an area where it is intended to be used by students with the guidance of a teacher (such as in the *Teacher's Area* of a site), they can leave the responsibility of deciding student applicability on the teacher. However for sites targeting autonomous students, CALL developers have a greater responsibility to ensure that the intended student profile is made clear or that the site interface is intuitive enough for the various types of visitors that can be expected.

**Table 1. Design goals of English Trailers**

- |  |
|--|
| <ul style="list-style-type: none"><li>• Provide pre-listening, listening, and post-listening tasks</li><li>• Integrate pre- and post-listening skills with reading, writing, and speaking skills to create a blended learning environment</li><li>• Cater to both autonomous learners and those in the CALL classroom</li><li>• Offer three separate modes: non-logged, student and teacher</li><li>• Provide an all English environment</li><li>• Provide an intuitive interface</li><li>• Provide multiple genres of trailers for individual tastes</li><li>• Allow trailer selection based on difficulty level</li><li>• Allow easy input of new trailers</li><li>• Track student actions on the site and performance</li><li>• Provide a cost-free and advertisement-free site</li><li>• Offer a non-intrusive environment (i.e. no email requirement)</li></ul> |
|--|

## Design Goals

Although the initial version of English Trailers placed online in 2003 did not take into consideration all of the themes previously discussed, the current version does. As summarized in Table 1, the site was designed to target multiple audiences, balance simplicity with high functionality, and utilize database technology to create a dynamic environment. To achieve these goals, the author wrote the code for English Trailers using the freely available database programming languages PHP and MySQL.

Although the author primarily uses the site with Japanese students, a decision was made early on not to provide Japanese LI support. This was done to a) remove any LI crutches students might use thereby forcing them to be immersed in an all-English environment and b) allow students from all over the world to use the site. Because many of the users do not have a teacher standing over their shoulder, another design goal was that the site had to be intuitive enough for high beginner and above students of English. When used in the CALL classroom with teacher assistance, the site can be used with a wider range of students. Application of the design goals will become clearer with a description of the site.

## English Trailers v4: A Brief Description

In addition to a more attractive and user-friendly layout (Figure 2), version 4 has some major additions. When a user first arrives at English Trailers, a random trailer pops up, instructions for use are provided in the activities area and the list of non-graded trailers is shown in the trailer area. A link to the QuickTime site is also provided for those who need to obtain the required plug-in. A brief description of the three areas will follow.



Figure 2. There are three main areas: (1) the Top Area, (2) the Activities Area, and (3) the Trailer Area

## The Top Area (Area I)

This area serves two main functions. First, it allows users to log in and create an account. As will be discussed later, users are not required to log in but those who do will have access to a greater number of trailers and options. The second function is to provide users with access to the global site menu (Figures 3a, 3b, and 3c). For the non-logged in user, options found here include forums, advanced trailer search, site information, and help. For the logged in user, additional options can be found such as setting font styles and trailer size, and viewing scores.



Figure 3a. Site Menu options for the non-logged in user

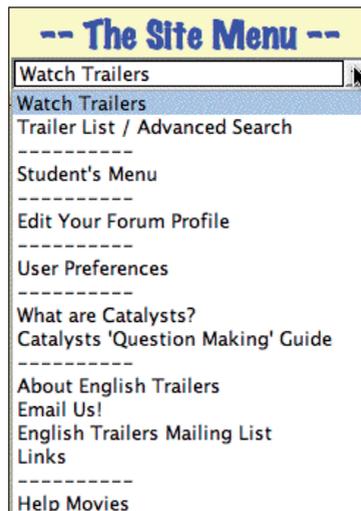


Figure 3b. Site Menu options for the student

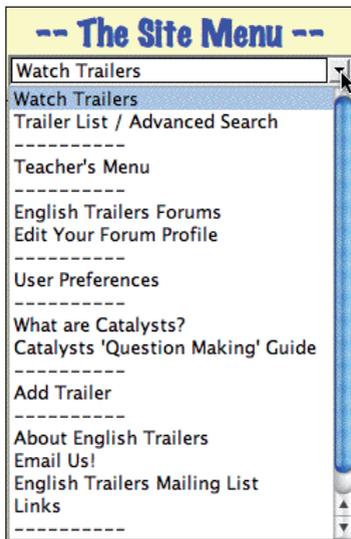


Figure 3c. Site Menu options for the teacher

### The Activities Area (Area 2)

As summarized in Table 2, there are seven possible activities: warm-up, summary, cloze, script, personalizing questions, quiz, web links, and forums. A visit to the site ([www.english-trailers.com](http://www.english-trailers.com)) will show that the warm-up and summary are pre-listening activities, cloze and script are listening activities, and quiz, personalizing questions, web links and forums are post-listening activities. Table 2 also shows how the primary focus of these activities alternates between the four skills to create a blended environment offering both computer-based and face-to-face communicative activities. Users don't have to do the activities in the order found, but the greatest pedagogical benefit is gained when they are.

### The Trailer Area (Area 3)

Here, the currently selected trailer and the trailer selection menu are found. Apple's free video-media player, QuickTime, is required to view the trailers. One nice feature about QuickTime is the intuitive playback controls that allow users complete control over the viewing experience. The trailers are dependent on the QuickTime version which means that users with the most current version of QuickTime have access to the complete selection of trailers. In the fall of 2005, Apple came out with QuickTime 7 – an upgrade that allows high definition video to be played. Although QuickTime 6 is sufficient to play earlier trailers, ones added to English Trailers from late 2005 require QuickTime 7 to play. Also of note is the fact that none of the trailers shown on the site are actually stored on the English Trailers server. Instead, they are linked from the Apple's movie trailer site (<http://www.apple.com/trailers/>).

Table 2. The activities found for each trailer

Activity	Description	Primary Focus
Warm-Up (pre-listening)	Pair work or trivia questions about the trailer/actors to activate background knowledge.	Speaking
Summary (pre-listening)	A brief synopsis of the trailer is provided to activate schemata. Hypertext lexical support.	Reading
Cloze (listening)	Listen for missing words. Bottom-up comprehension.	Listening
Script (listening)	Complete transcript of trailer. Hypertext dictionary support.	Reading Listening
Personalizing Questions (post-listening)	Pair work relating themes found in the trailer to students' personal lives.	Speaking Listening
Quiz (post-listening)	Excerpts from the script are used to create multiple choice grammar focused questions.	Grammar
Web Links (post-listening)	Using links to the official site of the trailer, the Internet Movie Database, Yahoo! Movies, Wikipedia, etc., students must search for answers to the questions provided.	Reading
Forums (post-listening)	Anonymous written communication with other students from around the world on their thoughts on the trailers and actors.	Writing

From the trailer selection menu, users can select any trailer they wish. By clicking the *easy*, *medium* or *hard* buttons found under the trailer list, only trailers corresponding to the selected level will be shown. Additionally, by clicking one of the letters below the list, only trailers whose title begins with that letter will be shown. For users not logged in, only the non-graded trailers are presented. However, when logged in, users can choose from both graded and non-graded trailers.

With over 130 trailers on the site, finding trailers that match users' interests, tastes and levels can be a challenge. To supplement the trailer selection menu, an advanced trailer search can be found in the Site Menu allowing users to sort trailers by genre, actor, release year, and difficulty. Trailers can also be sorted by date added to the site and most times selected on English Trailers.

### English Trailers v4: Use

English Trailers is designed to offer end users flexibility. There are no constraints on the order in which trailers must be done or on the order of activities for each trailer. Another

way that English Trailers accommodates for the different needs of its users is by offering two types of trailers: graded and non-graded. Although identical in many ways, the distinguishing factor is that scores for cloze and quiz exercises for graded trailers are saved in a database for future retrieval while scores from non-graded trailers are lost when the user leaves the site. While non-graded trailers allow students to practice their English without fear of teacher observation (i.e. thereby reducing their affective filter), graded trailers offer students a chance to track how their performance changes over time. The following sections will explore the main features of how the site can be used.

### Creating an Account

For users to be able to monitor their performance (or, in the case of a teacher, their students' performance), they must first create an account at English Trailers by clicking the "First Time Log in" button found in the upper left corner. The self-explanatory form (Figure 4) that appears can be used to create either a student or a teacher account and does not require an email address. Of note is the class code option. As teachers will only be able to see scores and forum entries of students with a matching class code, it is important that teachers and students enter identical class codes. If this is not done at the initial account creation step, it can be done later via the student or teacher menu found in the site menu. Although teachers can create an unlimited number of class codes, students are limited to one per account.

I am a:  Student  Teacher

**New Username:**

**New Password:**  **Verify New Password:**

**First name:**  **Last name:**

**Country where you learned your first language:**

**Country where you study/teach English in now:**

**First (Mother) Language:**

**NOTE: CLASS CODE is OPTIONAL.**  
**STUDENTS:** If your teacher gave you a class code, please write it here.  
**TEACHERS:** If you would like to see a record of your students performance, please write a class code here. You may only add one here, but may add more in the Main Menu.

**Class Code:**

Figure 4. The form for creating an account at English Trailers

As summarized in Table 3, logged-in users gain numerous additional features. The most noticeable change appears in the *trailer area* where users will find two lists of trailers: graded and non-graded. Additionally, the options found in the Site Menu change depending on whether you've logged in with a student or teacher account (Figures 3b, 3c).

**Table 3. Additional features for logged-in users**

<i>Features for BOTH logged-in students and teachers</i>
<ul style="list-style-type: none"> <li>• Access to both graded and non-graded trailers</li> <li>• Ability to add to the forums and edit forum profile</li> <li>• Ability to set user preferences (trailer size, font size, font color)</li> <li>• Ability to vote on trailer difficulty</li> </ul>
<i>Features for logged-in students</i>
<ul style="list-style-type: none"> <li>• Access to their cloze and quiz scores</li> </ul>
<i>Features for logged-in teachers</i>
<ul style="list-style-type: none"> <li>• Access to their students' cloze and quiz scores</li> <li>• Access to all of their students' forum entries</li> <li>• Access to the online new trailer submission area</li> </ul>

### Cloze Exercise Grading

For non-graded trailers, students may attempt the cloze exercise as many times as they like before learning the answers by reading the script. For graded trailers, however, students only have three opportunities to check their answers before their score is saved. To help ensure the answers are their own, users are unable to view the script until this exercise is complete. One feature of the cloze exercise is that it *remembers* the correct portion (up to the first spelling mistake) of misspelled words. For example, if the correct answer was 'cloze' and the user submitted 'close,' 'clo' would remain for the student's next attempt. Compared with an 'all-or-nothing' type cloze, poor spellers can gradually build to the correct answer without becoming demotivated.

### Quiz Exercise Grading

The quiz exercise consists of a series of multiple-choice questions based on excerpts from the script. The focus of the questions vary but generally they are grammar, idiom or vocabulary based. For both the non-graded and graded trailers, a student's score is based on the number of correct answers divided by the number of attempts. When a student incorrectly guesses, that answer is removed from the mix and the student must try again until the question is answered correctly. For the graded trailers, the student must answer all of the questions before the score is saved in the database.

## Viewing Scores

When a student is logged-in, one of the options available in the Site Menu is the 'Student Menu'. Here, students can view their scores (Figure 5) and forum entries, change their password, add a class code and learn how scores are determined. Teachers have a similar area where they can add new classes, and view their students' scores (Figure 6) and forum entries (Figure 7, 8). As students are prone to forget their username and password, this information can also be found in this area.

[Print This Page](#)

Customize your search of student scores

Search by Date Done: All dates

Search by Trailer: All trailers

Sort by: Date Done

**Submit**

**Cloze Scores for Jerry garcia: Class Code - 30**

Trailer	Date Done**	# correct # possible	Percent
Vinosaur	2004-11-09	2 / 7	29%
Big Fish	2004-11-10	10 / 11	91%
Anger Management	2005-10-09	2 / 17	12%

\*\*WARNING: Because this is an international site, the date shown may be 1 day off due to time zones.

Figure 5. Students may view their cloze and quiz scores

[Print This Page](#)

Select a class: 30

Customize your search of student scores

Search by Student: All students

Search by Date Done: All dates

Search by Trailer: All trailers

Sort by: Alphabetical order - Student Last Name

**Submit**

**Cloze Scores for Class 30**

First Name	Last Name	Trailer	Date Done**	# correct # possible	Percent
Sarah	Ali	Kitchen Stories	2004-11-15	7 / 8	88%
Teresa	Alvaz	Shaolin Soccer	2004-11-15	6 / 12	50%
Melinda	Boo	Vinosaur	2004-11-15	4 / 7	57%
Melinda	Boo	Shaolin Soccer	2004-11-15	4 / 12	33%
Jerry	garcia	Anger Management	2005-10-09	2 / 17	12%
Jerry	garcia	Anger Management	2005-10-09	2 / 17	12%

Figure 6. Teachers may view their students' cloze and quiz scores

Select a class: 3N

Only show forum entries from the past: ALL ALL

Sort by: Student Last Name

Show: Only students with forum entries

**Submit**

**Summary of Student Forum Entries for Class 3N**

First Name	Last Name	Username	# Posts	Last Post	Total Words
hachi	hachi	hachi	1	2005-11-17	31
hideki	hideki	hideki	1	2005-11-17	9
Satokun	Satokun	Satokun	1	2005-11-17	34
srotter	srotter	srotter	1	2005-11-17	14
manavy	manavy	manavy	1	2005-11-17	44
macky	macky	macky	2	2005-11-17	34

Figure 7. Teachers can view a summary of their students' forum entries. By clicking on a student's username, teachers can view the forum text (Figure 8).

**Forum Entries since 12/31/1969 (Today: 12/16/2005)**  
 Class: 3N  
 Total Word Count: 73

**Toy Story 2 > General > General**

Author	Message
	Date posted: 11/17/2005 Subject: General Post #: 1 / 2 I think this movie is very interesting. I have watched it once but I want to watch it again. Since every character is so cute and interesting, I am very excited. I like Tom Hanks. He is a good actor and unique.

Figure 8. Teachers can view their students' forum entries

## English Trailers v4: Options & Considerations

### User Preferences

As users' Internet connection speeds, screen sizes, and applications of English Trailers differ, the 'User Preferences' area of the Site Menu can be used by logged-in users to set desired preferences for the trailer size and font style (Figure 9). For a medium 320 pixel wide trailer, file sizes can range from about 2.5 MB for a one minute clip to 6.5 MB for a 2.5 minute one (depending on the height). For a 26 kb/s modem connection, this can lead to a wait time of roughly 100 to 250 seconds, respectively. For faster loading, users can choose the smaller sized trailer. This size can also be appreciated by those using smaller screens where space is of importance. Conversely, those with faster fiber optic or broadband connections and larger screen sizes (17" or more) can enjoy viewing the larger sized trailers.



Figure 9. Logged in users can choose their preference trailer size and font style (partial list shown)

Font styles can also be chosen. There are currently 7 different color patterns each with a normal and larger text size to choose from. Most are just to allow students to show their personalities, but the extra-large, all-black fonts were added due to requests from several teachers who bring their laptops to classrooms and project the site for the entire class to see.

### Vocabulary Database

As previously mentioned, the summary and script activities provide hypertext supplemental support for various items including vocabulary, idioms, cultural information, ungrammatical forms, and unreferenced pronouns. As meanings often change depending on context, Kang (1995) points out the problems of presenting a generic dictionary definition. To overcome this, an in-house English Trailers vocabulary database was created so that only the meaning of the word applicable to how it is used in the context in which it is found is presented. As of Dec. 2005, this dictionary contains supporting information for over 2900 lexical items. An additional feature of this database is that it reduces the amount of work required when adding new trailers as many trailer scripts and summaries share the same vocabulary. A search of this database typically results in matches of between 30 to 70% of the words or phrases that need lexical support. This database also keeps track of how many times words are used in the site allowing trailers that share similar vocabulary to be selected.

### ***Trailer Selection***

When making trailers, movie companies try to pack as much as possible into a limited time frame. For this reason, some trailers can simply be overwhelming for students. However, many trailers have great potential as learning aids. All trailers communicate a basic story and give an overall impression of what the movie will be like. Most contain excerpts of conversations, but some contain monologues by the narrator, usually at a relatively slow pace. Although there is no single criterion for choosing trailers to be added to the site, ones with actual dialogue or natural usage of English in a wide variety of genres are best. Trailers with confusing fast cuts or thick, local dialects of English are typically avoided. Some trailers are chosen because they compliment other trailers by recycling similar language and vocabulary. For example, 'Shrek,' 'Shrek 2,' and 'Ella Enchanted' all are related to fairy tales and share common terminology.

### ***Trailer Difficulty Determination***

All the trailers found on the site are given a difficulty ranking: easy, medium or hard. The question arises: what criteria are used to determine trailer difficulty? Although there is no specific set of rules for this task, factors considered include rate of speech, trailer length, rate of scenes cuts, clarity of speech, accents, slang, and grammatical structures. Generally speaking, the trailers with an easy difficulty ranking have shorter scripts, slower speech such as a single person narrative, and uncomplicated grammatical structures. On the other extreme, hard ranked trailers tend to be longer with rapidly spoken English, have more quick back-and-forth exchanges of dialogue, and faster scene cuts.

Version 4 of English Trailers introduced a difficulty ranking voting system offering two advantages to users of the site. In this system, the webmaster makes an initial decision on the difficulty of a trailer which counts as ten votes. Logged-in users can then vote on what they feel is the difficulty of trailers which then gets combined with the other votes to determine a weighted average. One advantage of this system is that users are no longer dependent on the webmaster's initial difficulty ranking. Another is that the users are made to feel they are an integral part of the site.

### ***Adding a Trailer***

As shown by the forums, difficulty voting and user preferences, English Trailers allows users to become active participants. For teachers, another way this can be done is through the online trailer submission area (Figure 10). Found in the Site Menu, this area leads teachers through the eight steps necessary to submit a trailer including where to find trailers and how to utilize the Internet Movie Database ([www.imdb.com](http://www.imdb.com)) to find pertinent information. After submission, trailers are edited for correctness before being added to the site. Also submitters are instructed to indicate which vocabulary words should have hypertext dictionary support, but they are not required to define them as many of the words can be found on the in-house English Trailers dictionary.

At present about 30% of the trailers found have been submitted by other teachers. For teachers with advanced students, an interesting class project could be to have the students create activities for trailers. After being graded and edited by the teacher, the materials can

be submitted to the site. Once added to the site, students can feel a sense of accomplishment that their work can be found online to share with others.

The screenshot shows the 'English Trailers' website interface. At the top, it says 'Welcome webmaster. Logout' and 'A free website for studying English using movie commercials'. There is a navigation menu with 'English Trailers' and 'The Site Menu'. A dropdown menu is open, showing 'Add Trailer (other teacher version)'. The main content area is titled 'Instructions' and contains a numbered list of steps: 1. Find a trailer, 2. Claim trailer, 3. Gather Info, 4. Enter Script, 5. Enter Summary, 6. Enter Cloze, 7. Enter Quiz, 8. Finish. A note below the list states: 'Note: You can edit any of the steps you have previously done anytime until you finish step 8.' To the right of the list, there is a detailed explanation of the steps: 'If you want to add a trailer to the site, you've come to the right place. Below are instructions. Use the menu on the right side to follow the steps. Note: you do not have to do all the steps at the same time. They can all be done separately as your time permits (but they should be done in the order listed).' Step 1 is described as 'The first step is to find a trailer you would like to add. It is important that the trailer you pick is Qulektime.' Step 2 is described as 'The second step is to make sure the trailer hasn't been done already or in the process of being added. If no one else has done it or is currently doing it, claim the trailer. That way no one else will do the same trailer. If you do not add the trailer within 10 days, the trailer will be taken off from the 'trailers currently being done' list.'

Figure 10. Teachers can use the online trailer submissions area to add trailers

## Summary

The increase in site traffic to English Trailers after the introduction of version 4 does not reflect any one particular change but rather reflect the accumulation of all the changes from the previous version, both pedagogical and web-based. Based on personal usage and feedback from teachers, it is the belief of this author that the main reasons for the increased usage of the site are due to a) more opportunities for students to activate schemata, and to personalize and share their opinions about the trailers, b) greater opportunities to personalize the site, c) increased tracking abilities and d) a more attractive, intuitive layout. As the original English Trailers started out as another 'kill-and-drill' site, the current version can hopefully serve as a model for how websites should not remain static but should continue to evolve over time to serve the needs of its users.

As the Internet has become ubiquitous in our society, two things have happened. Firstly, it is much easier to create a web presence and secondly, the bar of what people expect from an Internet site has been raised. These two events are more than noticeable in the field of second language education. Over the years, by presenting guidelines for ESL/EFL web creation and leading through example by creating pedagogically sound, user-friendly sites, CALL practitioners have helped establish a valuable pool of sites to assist the language student. Sites such as English Trailers show that language education need not be dull, but can offer sundry benefits revolving around intrinsically motivating authentic material. As programming tools become more powerful and simpler to use, language students on the Internet can expect to see a greater number of interactive, stimulating sites that excite them and leave them with a desire to learn more.

## References

- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *The Internet TESL Journal*, VI (11). Retrieved Dec. 19, 2003 from <http://iteslj.org/Articles/Canning-Video.html>
- Chapelle, C. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research*. Cambridge: Cambridge University Press.
- Donley, K. M. (2000). Film for fluency. *English Teaching Forum*, 38 (2). Retrieved Dec. 19, 2005 from <http://exchanges.state.gov/forum/vols/vol38/no2/p24.htm>
- Dunkel, P. (1986). Developing listening fluency in L2: Theoretical principles and pedagogical considerations. *The Modern Language Journal*, 70 (2), 99-106.
- Gruba, P. (2004). Understanding digitized second language videotext. *Computer Assisted Language Learning*, 17 (1), 51-82.
- Hadley, A. (2001). *Teaching Language in Context*. Boston: Heinle and Heinle.
- Hughes, M., & Pals, T. (2005). Step by step CALL: Planning, using, and verifying activities from the Internet. Paper presented at the *2005 ThaiTESOL Conference: Surfing the Waves of Change in ELT*, Bangkok, Thailand.
- Internet World Stats: Usage and Population Statistics. (2005). *Internet usage statistics - the big picture*. Retrieved Dec. 19, 2005 from <http://www.internetworldstats.com/>
- Jamieson, J., & Chapelle, C. (1988). Using CALL effectively: What do we need to know about students? *System*, 16, 151-162.
- Kellerman, S. (1992). 'I See What You Mean': The role of kinesic behavior in listening and implications for foreign and second language learning. *Applied Linguistics*, 13 (3), 239-258.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 10 (7). Retrieved Dec. 19, 2005 from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15 (5), 509-523.
- Lund, R. (1990). A taxonomy for teaching second language listening. *Foreign Language Annals*, 23 (2), 105-115.
- Meloni, C. (1998). Web resources for feature films in the ESL classroom. *ESL Magazine Online*, Nov/Dec 1998. Retrieved Dec. 19, 2005 from <http://www.eslmag.com/modules.php?name=News&file=article&sid=76>
- Meskill, C. (1996) Listening skills development through multimedia. *Journal of Educational Multimedia and Hypermedia*, 5 (2), 179-201.
- Migliacci, N. (2002). New ways of using video technologies in English language teaching. *ESL Magazine*. Retrieved Dec. 19, 2005 from <http://www.eslmag.com/modules.php?name=News&file=article&sid=25>
- Plass, J. L. (1998). Design and evaluation of the user interface of foreign language multimedia software: A cognitive approach. *Language Learning & Technology*, 2 (1), 35-45.
- Richards, J. C. (1987). Listening comprehension: Approach, design, procedure. In M.H. Long & J.C. Richards (Eds.). *Methodology in TESOL – A book of readings*. (pp. 161-174). New York: Newbury House.

- Rubin, J. (1994). A review of second language listening comprehension research. *The Modern Language Journal*, 78 (2), 199-221.
- Shawback, M., & Terhune, N.M. (2002). Online interactive courseware: Using movies to promote cultural understanding in a CALL environment. *ReCALL*, 14 (1), 85-95.
- Susser, B., & Robb, T. N. (2004). Evaluation of ESL/EFL instructional web sites. In Fotos, S. (Ed.), *New Perspectives on CALL for Second Language Classrooms* (pp. 279-295). New Jersey, USA: Lawrence Erlbaum.
- Van Duzer, C. (1997). *Improving learners' listening skills: At the workplace and beyond*. Retrieved Dec. 26, 2005 from [http://www.cal.org/caela/esl\\_resources/digests/LISTENQA.html](http://www.cal.org/caela/esl_resources/digests/LISTENQA.html)

### **Biodata**

**Andrew Johnson** has been an ESL teacher in Japan since 1997. His research interests include in CALL development and using authentic materials. He is also active in the teaching community maintaining web presences for PacCALL ([www.paccall.org](http://www.paccall.org)) and Kyoto JALT ([www.kyotojalt.org](http://www.kyotojalt.org)).