Exploring Movies for Language Teaching and Learning at the Tertiary Level

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Abstract: The increasing importance of using movies to enhance second language teaching and learning has been addressed by researchers and educators. A few scholarly studies have effortlessly put forward significant findings on using movies in the area of theoretical bases, pedagogical aspects and learners' perspectives. However, more studies need to be explored further as proposed by many scholars in their suggested future research. Hence, this study aims to investigate perceptions and experiences among university undergraduate students in exploring English language movies of their own choice for their oral commentary presentations. A corpus of English movies selected by students was used to assist students in their presentations. A total of 77 university undergraduates took part in the study. The data was collected through an online survey which consisted of a three-section questionnaire: demographic profile, learners' perceptions and learners' experiences. The data were analysed descriptively using SPSS version 20. The results revealed that using movies has helped students mainly, in improving their oral skills, vocabulary, interest and motivation as well as decreasing their anxiety and tension. This study adds to the body of knowledge and benefits educators and instructors on using movies for language teaching and learning.

Keywords: Experiences, Language Learning, Movies, Perceptions

1.   Introduction

For decades, language educators and researchers have been seeking ways to improve the learning-teaching of English as a foreign or second language (Abdul Halim et al., 2021; Ariffin, 2021; Ja'afar et al., 2021). The increasing importance of using movies to enhance second language teaching and learning has also been addressed by many scholars. Studies on application of movies have significantly grounded within the theoretical framework of second language acquisition (Aliyev & Albay, 2016; Ash, 2018; Björnsson & Andersson, 2019; Li & Wang, 2015; Ruusunen, 2011). The use of movies has been integrated in the language pedagogy to further enhance language teaching and learning (Albiladi et al., 2018; Aliyev & Albay, 2016; Al Murshidi, 2020; Dikilitas, & Duvenci, 2009;

Goctu, 2017; Jinyoung & Jonghak, 1997; Kalra, 2017; Kwon, 2014; Li & Wang, 2015; Mahmoodi-Shahrebabaki, 2014; Pamungkas, & Adi, 2020; Rasdi et al., 2014; Someya, 1990; Zulfahmi, & Nikmah, 2020). Studies have proposed both theoretical and pedagogical perspectives, notably providing relevance for movies as a kind of input that could foster the development of English language teaching and learning.

Theories of second language acquisition remain unchallenged with regard to Krashen's (1985) Input Hypothesis and Affective Filter Hypothesis mentioned in many recent studies. Some researchers suggest that the input of the target language is fundamental, and it is of importance that the language presented is comprehensible and contains i+1 as claimed in the Input Hypothesis (Björnsson & Andersson, 2019). Additionally, besides providing comprehensible input, pedagogical goals should also be designed in a way that they lower the affective filter and motivate the students to learn (Ash, 2018). Both Input Hypothesis and Affective Filter Hypothesis serve as theoretical bases for most studies on movies applications in English language teaching and learning.

Many scholars have revealed that movies have been preferred in teaching and learning and should be included in the curriculum due to their contributions in developing language skills (Kusumawardhani & Nurhayati, 2019; Yazici, 2020). They demonstrate as an enjoyable source of input and language acquisition (Ismaili, 2013; Kalra, 2017). Movies contain texts, characters, messages and are rich with visual dimensions as well as all kinds of sounds and voices for linguistic resources. Despite being described as being authentically rich, researchers however have agreed that movies have to be treated with caution for educational purposes (Kalra, 2017).

Research on the theoretical and pedagogical aspects of using movies have been extended to studies on learners' perspectives in view of movies for their language learning. Studies have examined using movies among university undergraduates on learners' perceptions (Albiladi et al., 2018; Auberg, 2017; Liando et al., 2018), learners' attitudes and awareness (Goctu, 2017; Yazici, 2020) and learners' interests (Silviyanti, 2014) and experimental study on the effects of using movies (Kabooha, 2016; Kalra, 2017; Ismaili, 2013; Rokni & Ataee, 2014). Studies have also been conducted in schools on effects of using movies (Someya, 1990; Zulfahmi & Nikmah, 2020) as well as learners' perceptions (Kusumawardhani & Nurhayati, 2019; Pamungkas & Adi, 2020).

Clearly, research on learning English through movies has been attempted from various pedagogical and theoretical angles. However, more studies are required to add to the body of knowledge in this field as proposed by scholars in their suggested future research. This study intends to investigate learners' perceptions and experiences in exploring movies for language learning among university undergraduates.

2.   Literature Review

Previous research on learning English through movies have been conducted from various perspectives namely, the theoretical bases, pedagogical aspects and learners' perspectives. Most studies reviewed in this section have focussed on the beneficial effects of movies in the classroom.

2.1   Improve language skills

Movies help students to improve both listening and speaking skills (Goctu, 2017; Kabooha, 2016; Kalra, 2017; Ismaili, 2013; Liando et al., 2018). Hence, this provides an opportunity for the students to learn the language using authentic materials and enhances their communication and conversation skills (Aliyev & Albay 2016; Ismaili, 2013; Kalra, 2017). Moreover, their self-confidence in using the language is improved by watching native speakers in the movies (Kalra, 2017). Additionally, watching movies helps them improve not only their oral but also their written skills through reading subtitles (Albiladi et al., 2018). Watching movies in the target language provides authentic and useful input that exposes the learner to real everyday conversations (Liando et al., 2018). By watching movies, they can improve their speaking skills and their pronunciation in the target languages. Movies foster pronunciation, develop knowledge of stress, accent and intonation (Aliyev & Albay, 2016). Watching movies in the target language helps students capture the language elements, such as pronunciation which they can associate to the respective scenes. This allows them to

subconsciously and naturally self-train silently while they enjoy watching the movies (Yaseen & Shakir, 2015).

2.2   Improve students' vocabulary acquisition

L2 learners who learn their target language through watching movies admit that they find them very helpful in learning the new language. The students in Ismaili's (2013) study reported that watching movies is particularly helpful for improving their vocabulary items as they keep being repeated and recycled several times. What's more, these vocabulary items are presented in real and meaningful contexts which enables the learner to master and use them accurately (Kalra, 2017). They learn new vocabulary from movies in the target language which widen their vocabulary range (Albiladi et al., 2018; Goctu, 2017; Kabooha, 2016; Kalra, 2017; Liando et al., 2018). Watching real people in real-life situations helps learners learn and easily retain the new vocabulary items that they have learned better by relating them to the scenes within the context of the movie (Yaseen & Shakir, 2015).

2.3   Increase interests and motivation

Students find it easier and more interesting to learn an L2 by watching movies (Goctu, 2017; Kabooha, 2016; Kalra, 2017). Reportedly, L2 learners of English agreed that when they learn the language through watching movies, they find it more interesting to learn it (Ismaili, 2013). As the students reported, when their L2 teacher used movies in the classroom, they felt more engaged and motivated (Goctu, 2017; Kabooha, 2016; Kalra, 2017). In comparison with traditional teaching, students reported that using movies as language learning-teaching materials is fun as it increases their motivation (Auberg, 2017). Participants agreed that they are more motivated and interested in learning English if their teachers use movies or films in the classrooms (Kabooha, 2016). Learning English via movies also motivates them to participate in class discussion. Research shows that student motivation and engagement is enhanced when the teacher uses movies for teaching oral skills (Ismaili, 2013). Students also agree that learning an L2 through movies helps and motivates them to acquire the L2 culture as diverse aspects of culture (for example, food, lifestyle, and traditions presented in movies (Albiladi et al., 2018).

2.4   Decrease anxiety and tension

Subsequently, students' anxiety and tension in language learning is reduced when they learn by watching movies. Most learners report that watching movies in the target language as a part of their language lessons lowers their anxiety levels in learning the language (Goctu, 2017; Kabooha, 2016). Using movies to learn English provides a comfortable and enjoyable learning situation (Liando et al., 2018). As they point out, learning languages through movies creates a stress-free environment for the learners to do language related activities (Kalra, 2017).

Previous studies on movies as materials or input for language learning have suggested the benefits for all groups of learners ranging from university undergraduates to students in schools.

2.5   Research questions

Having analysed the recommendations for further research from the previous studies, we have identified relevant areas of study. Hence, this study addresses the following research questions:

1.   What are the learners' perceptions in exploring movies for language learning?
2.   What are the learners' experiences in exploring movies for language learning?
3.   What is a general framework in exploring movies for language learning?

3.   Methodology

Quantitative methods were used to address the research questions mentioned above. In order to determine learners' perceptions and experiences in exploring movies for language learning a 5-point Likert Scale questionnaire was employed. The questionnaires were adopted and adapted from (Goctu, 2017; Kabooha, 2016; Pimsamarn, 2011). The data were collected online through Google Forms in this study. The questionnaire was divided into three parts and was in English. They are the demographic profile of students (3 items), students' perceptions (6 items) and students' experiences (6 items) in exploring movies for language learning. The participants in the study were 77 third semester students of Diploma in Faculty of Business Management from Universiti Teknologi MARA during the semester of October 2020 to February 2021. The data were analysed descriptively using SPSS (Version 20).

4. Results

Based on the survey that has been conducted by the researchers, the results were taken from 77 respondents and are recorded in graphs and tables.

4.1 Reliability Results

The internal reliability of the questionnaire was tested using Cronbach's alpha coefficient. Table 1 shows the value for Cronbach's alpha exceeds 0.7 for questions on perception. Meanwhile, Table 1 indicates the value for Cronbach's alpha is larger than 0.8 for questions on experience. Both indicate good internal consistency of the items in the scale (George & Mallery, 2019).

Table 1. Reliability results

Instrument	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Perception Questions	.766	.794	6
Experience Statements	.841	.846	6

4.2 Respondents' demographic profile

The distribution of respondents according to gender is shown in Figure 1. There were 77 respondents, 80.5% (62) of the respondents were female and 19.5% (15) were male.
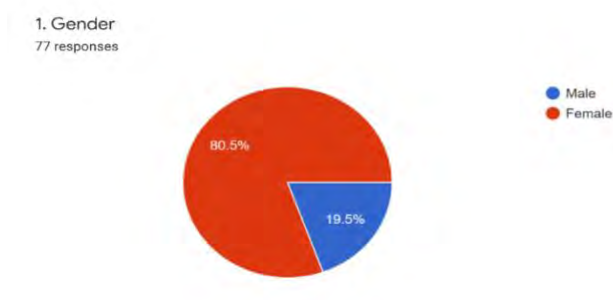

Fig. 1 Gender of the respondents

Figure 2 represents the age group of the respondents. Majority of the respondents (70%) were 20 years old, 18% of them were 19 years old and 12% of the respondents were 21 years old.
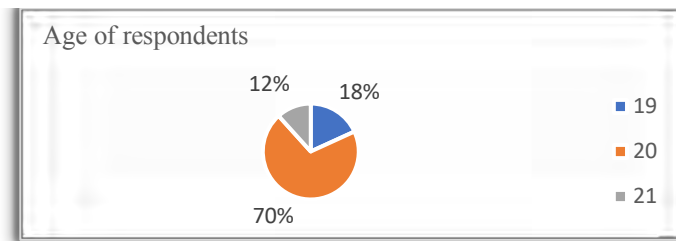

Fig. 2 Age of the respondents

4.3   Students' perceptions

Table 2 and Figure 3 show the students' perceptions in exploring movies for language learning. From the 77 respondents, 44 (57.1%) students strongly agreed, 29 (37.7%) students agreed and 4 (5%) neutral when responding to the item 'Watching movies in English improves my English oral skills' Similarly, 53 (68.8%) students strongly agreed, 23 (29.9%) agreed while 1 (1.3%) answered neutral in response to the item 'I find it interesting to learn English using movies'. In response to the item 'Watching movies facilitates learning English for me in the classroom', 30 (39%) strongly agreed, 30 (39%) agreed and 17 (22.1%) were neutral. As for the question 'Watching movies motivates me to learn English' 45 (58.4%) of the respondents strongly agreed, 29 (37.7%) answered agreed while 3(3.9%) were neutral. In response to item 'The online class presentation of movies reduces my anxiety in language learning' 19 (24.7%) strongly agreed, 38 (49.4%) agreed, 18 (23.4%) neutral and 2 (2.6%) disagreed. To the final item on perception, 'Movies improve my vocabulary acquisition' 32 (41.6%) of them strongly agreed, 39 (50.6%) agreed, 5 (6.5%) neutral whereas 1 (1.3%) disagreed.

Table 2. Students' perceptions in exploring movies for language learning

Questions	SD	D	N	A	SA
Q4. Watching movies in English improves my English oral skills.	0	0	4	29	44
Q5. I find it interesting to learn English using movies.	0	0	1	23	53
Q6. Watching movies facilitates learning English for me in the classroom.	0	0	17	30	30
Q7. Watching movies motivates me to learn English.	0	0	3	29	45
Q8. The online class presentation of movies reduces my anxiety in language learning.	0	2	18	38	19
Q9. Movies improve my vocabulary acquisition.	0	1	5	39	32

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

PERCEPTION

	Q9	Q8	Q7	Q6	Q5	Q4
■ 1 (strongly disagree)	0%	0%	0%	0%	0%	0%
■ 2 (disagree)	1.3%	2.6%	0.0%	0.0%	0.0%	0.0%
■ 3 (neutral)	6.5%	23.4%	3.9%	22.1%	1.3%	5.0%
■ 4 (agree)	50.6%	49.4%	37.7%	39.0%	29.9%	37.7%
■ 5 (strongly agree)	41.6%	24.7%	58.4%	39.0%	68.8%	57.1%

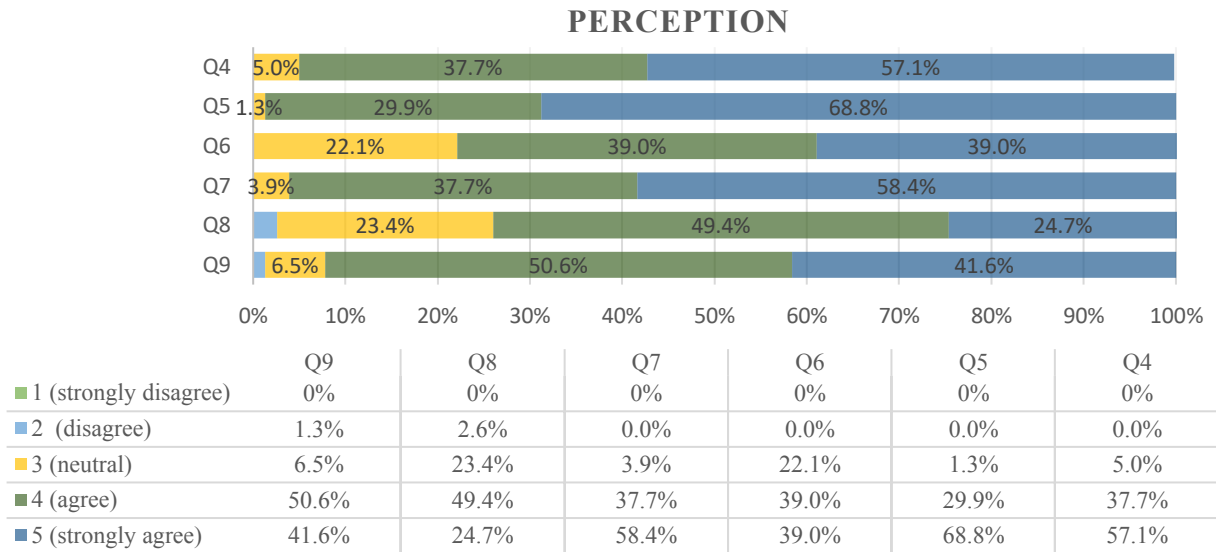**Fig. 3** Students' perceptions in exploring movies for language learning

4.4   Students' experiences

Table 3 and Figure 4 indicate students' experiences in exploring movies for language learning. The first question item 'I enjoy using movies to learn English', 37 (47.4%) respondents strongly agreed, 34 (43.6%) agreed and 7 (9%) of them were neutral. As for the question 'I can improve my language while watching the movies', 42 (53.8%) strongly agreed, 32 (42%) agreed while 4 (4.1%) neutral. To the question I often use words and sentences from the movies in my daily conversation', 30 (38.5%) of them answered strongly agreed, and 26 (33.3%) agreed. However, 20 (25.6%) neither agreed nor disagreed, and only 2 (2.6%) disagreed. In the next question 'I often imitate the native speakers in the movies to improve my speaking', 33 (42.3%) strongly agreed, 31 (39.7%) agreed, 13 (16.7%) neutral whereas 1 (1.3%) disagreed. For the question 'I learn how to pronounce the English word from the movies', 48 (61.5%) strongly agreed, 25 (32.1%) agreed, 4 (5.1%) neutral and 1 (1.3%) disagreed with the question. As for the final question 'I find learning English via movies motivates me to participate in class discussion', 31 (39.7%) responded strongly and 38 (48.7%) agreed. However, 8 (10.3%) of them stated neutral and only 1 (1.3%) disagreed.

Table 3. Students' experiences in exploring movies for language learning

Questions	SD	D	N	A	SA
Q10. I enjoy using movies to learn English.	0	0	7	34	37
Q11. I can improve my language while watching the movies.	0	0	4	32	42
Q12. I often use words and sentences from the movies in my daily conversation.	0	2	20	26	30
Q13. I often imitate the native speakers in the movies to improve my speaking.	0	1	13	31	33
Q14. I learn how to pronounce the English words from the movies.	0	1	4	25	48
Q15. I find learning English via movies motivates me to participate in class discussion	0	1	8	38	31

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

EXPERIENCE

	Q10	Q11	Q12	Q13	Q14	Q15
Q10	9.0%		43.6%		47.4%	
Q11	5.1%	41.0%		53.8%		
Q12		25.6%	33.3%		38.5%	
Q13	16.7%		39.7%		42.3%	
Q14	5.1%	32.1%		61.5%		
Q15	10.3%	48.7%		39.7%		

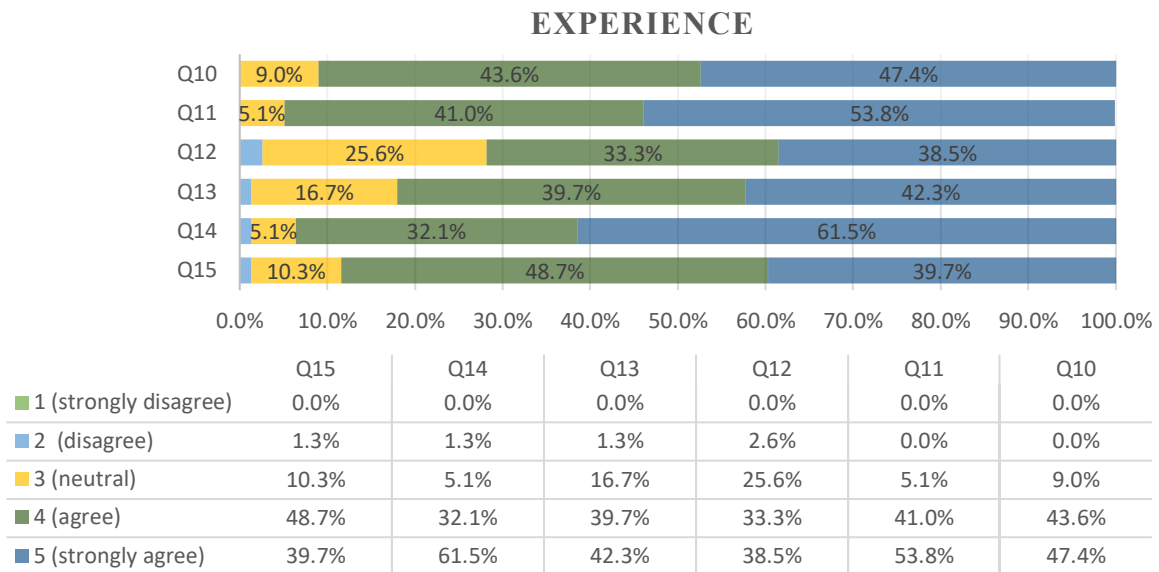|	Q15	Q14	Q13	Q12	Q11	Q10
1 (strongly disagree)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2 (disagree)	1.3%	1.3%	1.3%	2.6%	0.0%	0.0%
3 (neutral)	10.3%	5.1%	16.7%	25.6%	5.1%	9.0%
4 (agree)	48.7%	32.1%	39.7%	33.3%	41.0%	43.6%
5 (strongly agree)	39.7%	61.5%	42.3%	38.5%	53.8%	47.4%

Fig. 3 Students' experiences in exploring movies for language learning

4.5 Descriptive Statistics on students' perceptions

As shown in Table 4, the mean values for five out of the six items exceed the final cut-off point of <4.21, signifying strongly agree, whereas the mean score for only one item is 3.9 which falls in the 'agree' category. To sum, more than half of the students agreed and strongly agreed with each of the six questions related to perception. The mean indicated more than slightly fewer students neither agreed nor disagreed with the statements. Students were less likely to disagree with the given statements.

Table 4. Descriptive Statistics on the students' perceptions in exploring movies for language learning (n=77)

Questions	Min	Max	Mean	Std. Deviation
1. Do you think watching movies in English has a beneficial effect on improving your English oral skills?	3.00	5.00	4.52	.59
2. Do you find it interesting to learn English using movies?	3.00	5.00	4.67	.49
3. Do you think watching movies in the classroom make it easier for you to learn English?	3.00	5.00	4.17	.77
4. Do you agree that watching movies motivate you to learn English?	3.00	5.00	4.54	.57
5. Do you agree that the online class presentation of movies decrease your anxiety and tension in language learning?	2.00	5.00	3.96	.77
6. Do you agree that movies can help in improving your vocabulary acquisition?	2.00	5.00	4.32	.66

Mean values of >2.60: disagree, 2.61-3.40: neutral, 3.41-4.20: agree, <4.21: strongly agree

4.6   Descriptive Statistics on students' experiences

The same can be said in the experience category, majority of the students agreed and strongly agreed with each of the six statements related to experience (see Table 5). Overall, the mean is more than 4 for all the six statements. In other words, responses were more positive rather than negative. Hence, it can be concluded that these students reported positive responses in exploring movies for language learning.

Table 5. Descriptive statistics on students' experiences in exploring movies for language learning (n=77)

Questions	Min	Max	Mean	Std. Deviation
1. I enjoy using movies to learn English	3.00	5.00	4.39	.65
2. I can improve my language while watching the movies.	3.00	5.00	4.51	.58
3. I often use words and sentences from the movies in my daily conversation	2.00	5.00	4.09	.86
4. I often imitate the native speakers in the movies to improve my speaking	2.00	5.00	4.23	.78
5. I learn how to pronounce the English words from the movies	2.00	5.00	4.56	.64
6. I find learning English via movies motivates me to participate in class discussion	3.00	5.00	4.29	.65

Mean values of >2.60: disagree, 2.61-3.40: neutral, 3.41-4.20: agree, <4.21: strongly agree

4.7   General Framework in Exploring Movies for Language Learning

Based on the present study, theoretical bases, pedagogical designs and pedagogical implications have been proposed to provide a general framework in exploring movies for language learning. Pedagogical designs include movie selection, movie oral presentation and movie journal presentation. These pedagogical designs support the theoretical bases, namely, the Input Hypothesis and the Affective Filter Hypothesis as well as the pedagogical implications that could improve language skills, vocabulary acquisition, increase interests and motivation and decrease anxiety and tension (Table 6).

Table 6. General Framework in Exploring Movies for Language Learning

Theoretical Bases	Pedagogical Designs	Pedagogical Implications
The Input Hypothesis	Movie selection	Improve language skills
The Affective Filter	Movie journal	Improve vocabulary acquisition
Hypothesis	Movie oral presentation	Increase interests and motivation
		Decrease anxiety and tension

5.   Discussion and Conclusion

Essentially, movies provide a valuable source of input for learners in English language learning. Krashen's (1985) Input Hypothesis argues that language is acquired by receiving comprehensible input. Movies in this respect provide language learners meaningful comprehensible input. Additionally, Krashen's (1985) Affective Filter Hypothesis contributes to learners' enjoyment in exploring movies for language learning as it lowers their anxiety and stress level.

The results of the present study indicated that the learners' perceptions have shown that watching movies has a beneficial effect on improving their English oral skills. Similar findings were reported by (Aliyev and Albay, 2016; Goctu, 2017; Ismaili, 2013; Kabooha, 2016; Kalra, 2017; Liando

et al., 2018). In addition, as these studies report, movies also improve their vocabulary acquisition. Moreover, they have found it interesting and easier to learn English using movies. Besides, they have agreed that watching movies motivates them to learn English and their online class presentation of movies decrease their anxiety and tension in language learning. These results are in line with (Albiladi et al., 2018; Auberg, 2017; Goctu, 2017; Kabooha, 2016; Kalra, 2017; Ismaili, 2013; Liando et al., 2018).

The results also showed that the learners' experiences indicated that they have enjoyed using movies to learn English and have felt motivated. These are also found in previous studies of (Albiladi et al., 2018; Auberg, 2017; Goctu, 2017; Kabooha, 2016; Kalra, 2017; Ismaili, 2013). Also, the learners have improved their language while watching the movies. They have often used words and sentences from the movies in their daily conversation and often have imitated the native speakers in the movies to improve their speaking. They have also learnt how to pronounce the English word from the movies. This is in line with studies from (Aliyev & Albay, 2016; Goctu, 2017; Ismaili, 2013; Kabooha, 2016; Kalra, 2017; Liando et al., 2018). In addition, as these studies show, movies also improve their vocabulary acquisition.

In conclusion, this study supports that movies could be used to enhance language learning due to the benefits the learners gained in exploring movies for language learning. However, selection of movies for language learning needs to be selected cautiously in order to meet the specific learning objectives.

6.   Co-Author Contribution

7.   Acknowledgements

8.   References

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