



Beyond Adaptation: Reconnoitering Cinema to Enhance teaching English as Second Language

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Abstract

The significance given to the films by researchers and educators to enhance teaching English as second language has been increasing. In this paper, the major focus is on the use of film in English classroom: films can and should go beyond showing movies adapted from literature and studies in classroom; movies can be seen simply making *thematic* connection between literature and film. The paper heads by presentation of a justification for the use of film in the English classroom, followed by a review of literature focused on use of film in English classroom - discussing few scholarly studies that have effortlessly put forward significant findings on using movie for pedagogical aspects and learners' standpoints. However, considering the scope of research, an online survey was conducted to explore and investigate more perspectives and experiences among university undergraduate students in exploring English Language movies. For the same, total 80 university undergraduates were taken for research and a corpus of English movies selected by the students was used to assist students in their studies. For the investigation, a data collection questionnaire was prepared that consisted of three sections: demographic profile, learner's experiences and their perception towards teaching pedagogy – aiding film for learning English. After scrutiny, the results revealed that films helped majority students improving their oral skills – vocabulary, pronunciation and developed their interest in English language as well as it decreased their anxiety and tension. The study also weights to body of knowledge and benefits the language trainers on using movies for language teaching and learning.

Keywords: Experiences, Language Learning, film in English Language class

Introduction

For many years, language trainers and educators have been seeking ways to enhance teaching learning process of English as a second language or a foreign language. This has led many scholars and educators to support the utilization of films as an aiding teaching pedagogy of language classroom. However, many question the role of film in the English language classroom, and trainers are required to justify their inclination towards inclusion of film as a part of curriculum. Two most asked questions are: “Why is film used?”, and second is “How is film used?”. To this, many scholars have significantly grounded the studies of application of movies within the theoretical framework of second language acquisition; and the use of movie has been integrated as teaching language pedagogy to further enhance language learning experience and process. As films are crucial part of our popular culture; it is an art form that every student is familiar to, and the one which can make learning more fun and relatable. Many educationalists rightly claims that pop culture should be an essential component of any school curriculum. As Giroux and Simon in 1989 caution:

Educators who refuse to acknowledge popular culture as a significant basis of knowledge often devalue students by refusing to work with the knowledge that students actually have and so eliminate the possibility of developing a pedagogy that links school knowledge to the differing subject relations that help to constitute their everyday lives... [including popular culture in the curriculum] provides the opportunity to further [teachers’] understanding of how students make investments in particular social forms and practices, (p. 3)

As This paper studies both theoretical and pedagogical perspective, significantly providing relevance that movies as means that can foster the development of English language learning and teaching. No theories of second language acquisition have been challenged by the films as an aiding tool, besides, it is weighting more on adapting the different techniques of language teaching and learning process. As suggested by Björnsson & Andersson, the input of language being learnt and taught is vital. (Björnsson & Andersson, 2019). Further, beyond just providing comprehension of language, the pedagogical goals of teaching language should also be designed in a way that motivate the students to learn language. Considering the contribution of films in

developing language skills, many scholars incline towards including films in the curriculums and so in teaching and learning pedagogies. Movies are enjoyable source of input and language acquisition as they contain texts, characters, messages and are filled with audio visual dimensions and all sorts of sounds and voices for linguistic resources. However, the scholars have also agreed that adaptations have to be treated with caution for educational purposes – the main objective of teaching-learning should always be kept in focus. Considering the various prevailing theories, this research paper has focus on the theoretical and pedagogical aspects of using movies and the studies have been extended to learners' perspective in view of movies for their language learning. The studies are made using movies among university undergraduates on learners' perception, their attitudes and awareness, their interests and experimental study on effects of taking movie as an aiding tool in teaching English as second language. Certainly, research on learning English through movies is an attempt from various pedagogical and theoretical aspects. The current studies intend to investigate learners' perception and experiences in exploring movies for language teaching to university undergraduates.

Review of Literature:

Various studies echo the benefits of using films as an adept strategy in English language training to the non-native speakers. Reviewing the literature would make it more relevant to say that using films in English language teaching is an adept method and has numerous benefits compared to conventional teaching styles. Taking a gist of those studies, Bahrani and Tam (2012) says films enhance learning of a language through providing adequate input which is necessary for spoken language learning. According to Champoux (1999) using films can be a good teaching resource. Mishan (2004) and Gilmore (2007) argued that films can bring authenticity to the schoolroom. Reid (1987) opines films to provide a room for different learning styles in the teaching space. As films offers learners with authentic material, they can be viewed as genuine input for teaching learning English language. Since visualisation is an important prerequisite to be a good reader, by watching films a student can easily acquire language sub-consciously. (Krashen 1985: p.4). Due to its audio-visual effects, films are comprehensible and inspire the learners to learn English. In opinion of Goldstein and Driver (2014), films are an ideal way of engaging earners in doing array of tasks in second language learning classroom.

Prevalent studies on teaching English through movies have been conducted from various perspectives i.e., the theoretical aspects, pedagogical facets and learners' viewpoints. Most of the studies discussed here are positive about beneficial effects of movies in classroom teaching.

Improves Language Skills:

Films, with their audio inputs, aid the learner to improve both listening and speaking skills (Goctu, 2017; Kabooha, 2016; Kalra, 2017; Ismaili, 2013; Liando et al., 2018). This provides an authentic learning material to the educators to teach the language and enhances communication and conversation skills of their students (Aliyev & Albay 2016; Ismaili, 2013; Kalra, 2017). Further, watching native speakers in movies can boost their self-confidence in using the language (Kalra, 2017). Additionally, while watching movies, the subtitles not only improve their oral but also reading and written skills (Albiladi et al., 2018). Watching films provides an authentic insight and exposes the learner to real everyday conversations (Liando et al., 2018). Further to this, the spoken part of language specially the pronunciations of certain words and the intonation etc. can also be improved by watching movies. Movies foster pronunciation, develop knowledge of stress, accent and intonation (Aliyev & Albay, 2016). This allows them to subconsciously and naturally self-train silently while they enjoy watching the movies (Yaseen & Shakir, 2015).

Improves Students' Vocabulary Acquisition

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).

Increases Interests and Motivation

Watching movies makes it easier and interesting to learn an L2. (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)

Research Questions

Having analysed the recommendations for further research from the previous studies, relevant areas of study has been identified and accordingly this study addresses the following hypothesis:

1. The learners' perceptions in exploring movies for language learning.
2. The learners' experiences in exploring movies for language learning.
3. General framework in exploring movies for language learning.

Methodology

Quantitative methods were used to address the research questions mentioned above. In order to determine the first two questions a 5-point Likert Scale questionnaire was employed. The questionnaires were adopted and adapted from collective studies of Goctu, 2017; Kabooha, 2016; Pimsamarn, 2011. The data were collected online through Google Forms. The questionnaire was in English and divided into three parts: (i) the demographic profile of students (3 items), (ii) students' perceptions (6 items) and (iii) students' experiences (6 items) in exploring movies for language learning. The participants in the study were 80 first year students of School of Technology and School of Science of GSFC University during the semester of December 2021 to May 2022. The data were analysed descriptively using SPSS (Version 20).

Results

Based on the survey conducted, the results were taken from 80 respondents and are recorded in graphs and tables.

Reliability Results

The internal reliability of the questionnaire was tested using Cronbach's alpha coefficient. Table 1 displays the value for Cronbach's alpha exceeds 0.7 for questions on perception. Meanwhile, Table 1 specifies 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 Table

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

Respondents Demographic Profile

The distribution of respondents according to gender is shown in Figure 1. There were 80 respondents, 40% (32) of the respondents were female and 60% (48) were male.

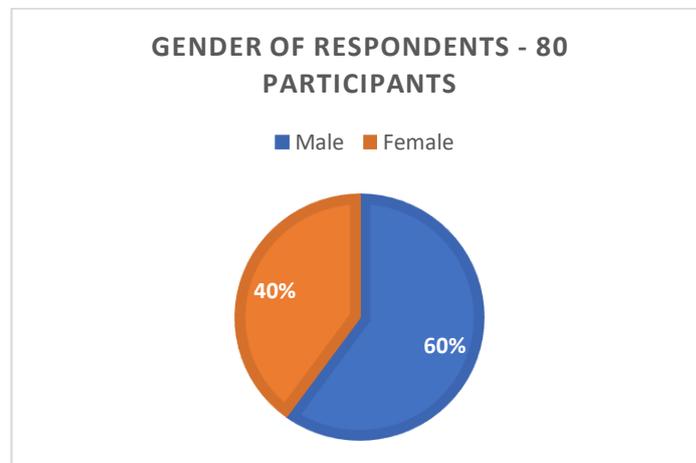


Fig. 1 Gender of Respondents

In Figure 2 represents the age group of the respondents. It shows that majority of respondents 78.75% were 20 years old, 11.25% were 19 years old and 10% were 21 years old.

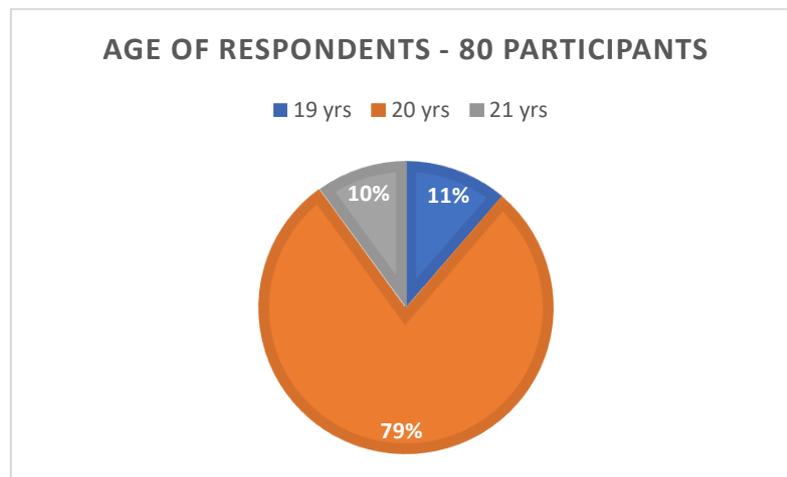


Fig. 2 Age of Respondents

Students' Perceptions

Following Table 2 and Figure 3 display the students' perceptions in exploring movies for language learning. Out of 80 participants, 47 (58.75%) students strongly agreed, 29 (36.25%) students agreed and 4 (5%) neutral when responding to the item 'Watching movies in English improves my English oral skills'. Similarly, 56 (70%) students strongly agreed, 23 (28.75%) agreed while 1 (1.25%) 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', 66 (82.50%) strongly agreed, 11 (13.75%) agreed and 3 (3.75%) were neutral. As for the question 'Watching movies motivates me to learn English' 53 (66.25%) of the respondents strongly agreed, 26 (32.50%) answered agreed while 1 (1.25%) were neutral. In response to item 'The online class presentation of movies reduces my anxiety in language learning' 22 (27.50%) strongly agreed, 35 (43.75%) agreed, 16 (20%) neutral and 7 (8.75%) disagreed. To the final item on perception, 'Movies improve my vocabulary acquisition' 22 (27.50%) of them strongly agreed, 33 (41.25%) agreed, 20 (25%) neutral whereas 5 (6.25%) 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	47
Q5	I find it interesting to learn English using movies.	0	0	1	23	56
Q6	Watching movies facilitates learning English for me in the classroom.	0	0	3	11	66
Q7	Watching movies motivates me to learn English.	0	0	1	26	53
Q8	The online class presentation of movies reduces my anxiety in language learning.	0	7	16	35	22
Q9	Movies improve my vocabulary acquisition	0	5	20	33	22

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

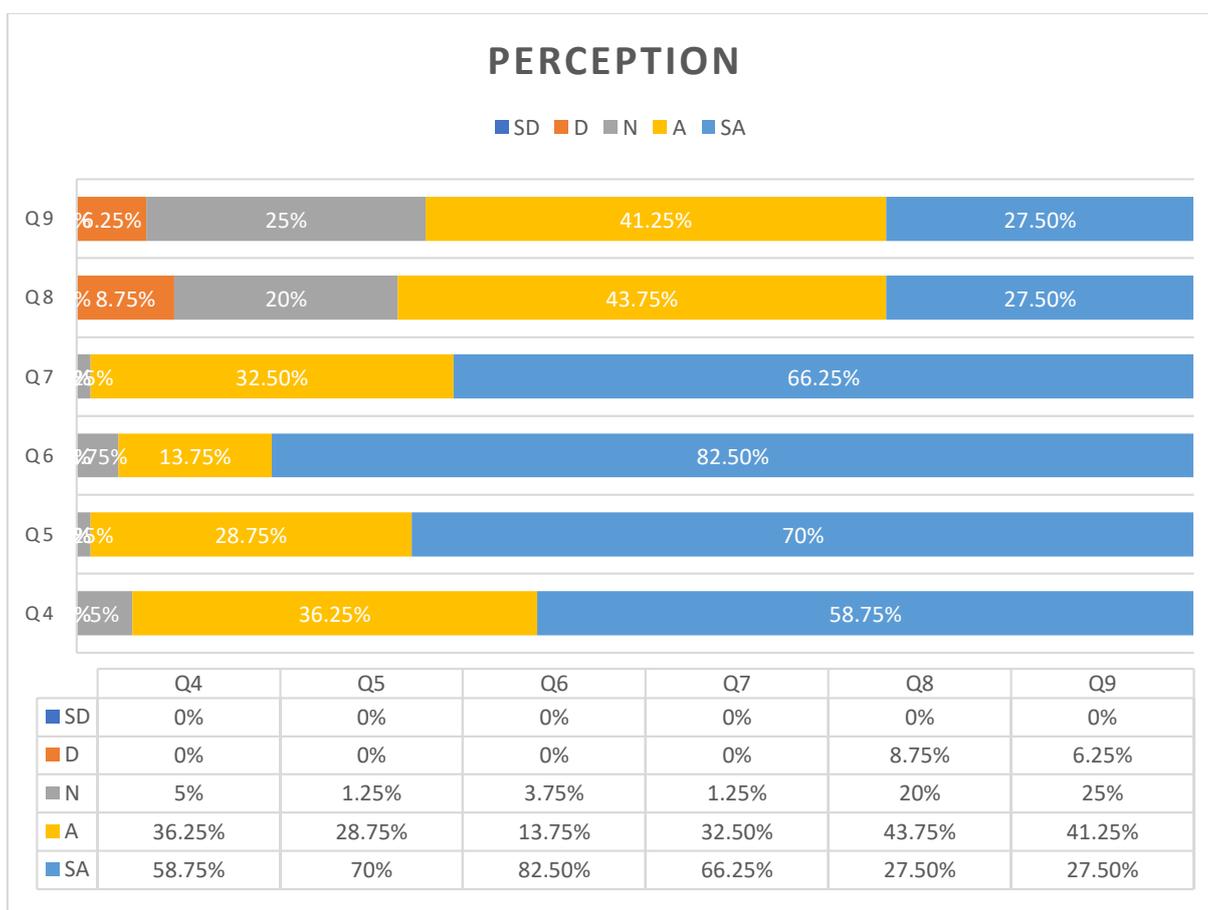


Fig. 3 Students’ perceptions in exploring movies for language learning

Students’ Experiences

Following Table 3 and Figure 4 displays students’ experiences in exploring movies for language learning. The first question - ‘I enjoy using movies to learn English’, 37 (46.25%) respondents strongly agreed, 35 (43.75%) agreed and 8 (10%) of them were neutral. For the question ‘I can improve my language while watching the movies’, 41 (51.25%) strongly agreed, 34 (42.50%) agreed while 5 (6.25%) neutral. To the

question 'I often use words and sentences from the movies in my daily conversation', 32 (40%) of them answered strongly agreed, and 25 (31.25%) agreed. However, 22 (27.50%) neither agreed nor disagreed, and only 1 (1.25%) disagreed. For the question no. 13 'I often imitate the native speakers in the movies to improve my speaking', 34 (42.50%) strongly agreed, 31 (38.75%) agreed, 14 (17.50%) neutral whereas 1 (1.25%) disagreed. For the question 'I learn how to pronounce the English word from the movies', 48 (60%) strongly agreed, 26 (32.50%) agreed, 5 (6.25%) neutral and 1 (1.25%) disagreed with the question. Consequently, for the final question 'I find learning English via movies motivates me to participate in class discussion', 32 (40%) responded strongly and 39 (48.75%) agreed. However, 7 (8.75%) of them stated neutral and only 2 (2.50%) 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	8	35	37
Q11	I can improve my language while watching the movies	0	0	5	34	41
Q12	I often use words and sentences from the movies in my daily conversation.	0	1	22	25	32
Q13	I often imitate the native speakers in the movies to improve my speaking.	0	1	14	31	34
Q14	I learn how to pronounce the English words from the movies.	0	1	5	26	48
Q15	I find learning English via movies motivates me to participate in class discussion	0	2	7	39	32

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

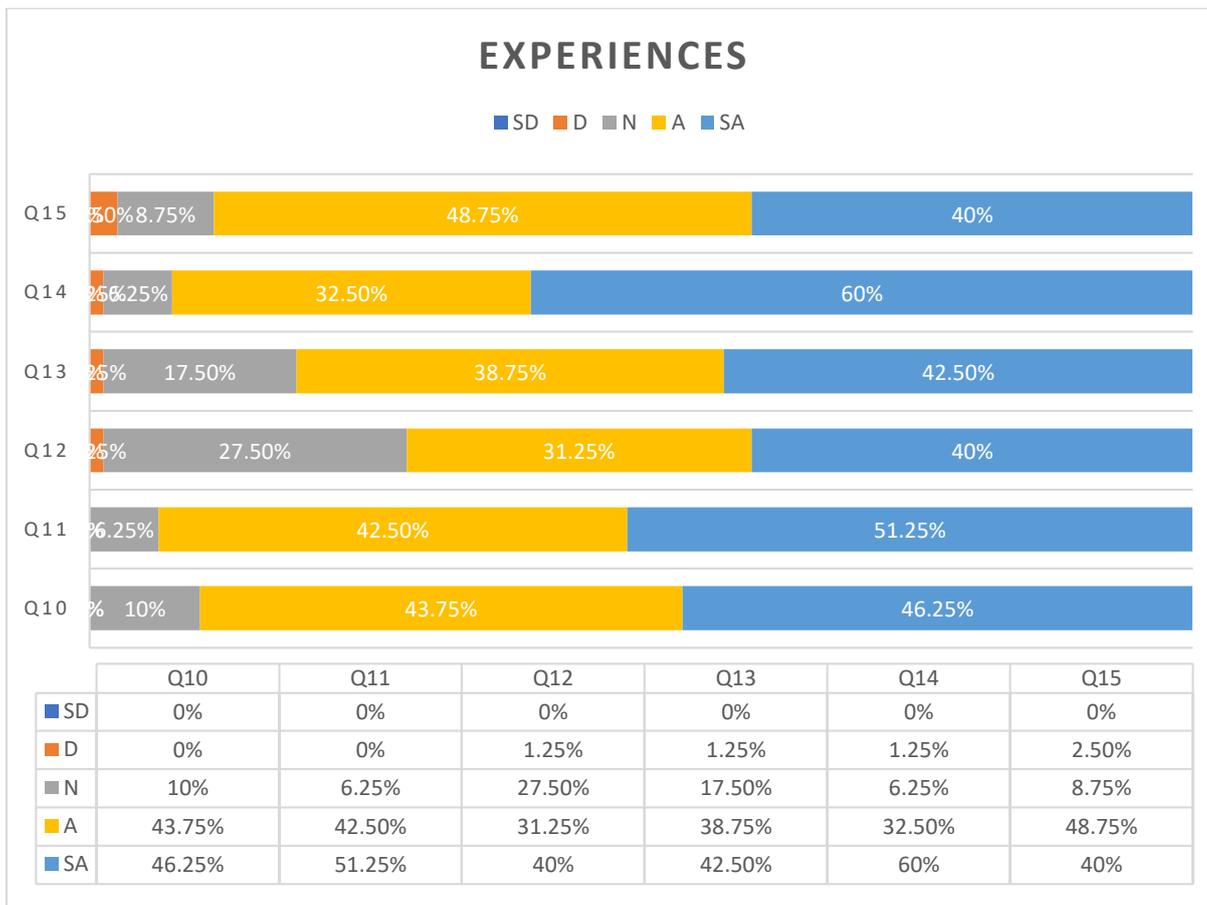


Fig. 4 Students’ experiences in exploring movies for language learning

Conclusion on students’ perceptions

After scrutinizing the table no 2, we may conclude that more than half of the students agreed and strongly agreed with each of the six questions related to perception. The table also indicates more than slightly fewer students are neutral in their view with the statements. Students were less likely to disagree with the given statements.

Conclusion 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 3). 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.

General Framework in Exploring Movies for Language Learning

The above study proposes an inclusive formwork for theoretical bases, pedagogical designs and pedagogical implications in utilizing adaptations and films for language teaching and learning. Pedagogical designs

include selection of film, oral presentation and journal presentation of films. These pedagogical designs support the Input Hypothesis and the Affective Filter Hypothesis as theoretical basis. Improvement in language skills, vocabulary acquisition, increase interests and motivation and decrease anxiety and tension can be considered as pedagogical implications (Table 6).

Table 6. General Framework in Exploring Movies for Language Learning

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

Final Conclusion

Fundamentally, movies provide a valuable source of input for learners in English language learning. As argued by Krashen (1985) language is acquired by receiving comprehensible input. Movies, in this regard, provide language learners a meaningful and comprehensible input. Additionally, Krashen's (1985) Affective Filter Hypothesis donates to learners' indulgence 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). Besides, these studies also report that movies also improve learner's 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. The results also showed that the learners' experiences indicated that they have enjoyed using movies to learn English and have felt motivated. 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. In addition, as these studies show, movies also improve their vocabulary acquisition.

In a nutshell, 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.

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