

## Learning English from Movies: An Exploratory Study



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**ABSTRACT:** The sources of second language acquisition vary and depend on a learner's preferences and choices; however, undoubtedly, the most effective methods provide authentic language input. This current study explores the effectiveness of watching movies as a means of English language acquisition. It explores university students' views on the impact of this method in improving English language skills. The participants in this study were 74 students (25 males and 49 females) from the Department of English Language and Translation at Qassim University, Saudi Arabia. Data for this research were collected from questionnaires and individual interviews with several selected students. The findings of this study showed that many students watch movies frequently and for various purposes, the most important of which is entertainment. The students also admitted that movies help them acquire a great deal of vocabulary and develop their listening and writing skills. Also, the participants believed that exposure to a target language by native speakers helps enhance language fluency and proficiency. The students learn not only linguistic aspects from films but also other aspects, such as culture, lifestyle, and ways of thinking, in addition to learning other languages such as Spanish. In light of these results, some recommendations are proposed, such as verifying the feasibility of integrating media into a foreign language classroom. While this study covers aspects of the relationship between watching movies and English language acquisition, knowledge gaps remain that need to be filled by further research, such as on incorporating media into the educational process and how movie subtitles can improve learners' language skills.

**KEYWORDS:** language acquisition, English movies, EFL learners, perceptions

### INTRODUCTION

In today's world, the English language has a high status as the first international language. It is the most widely spoken language worldwide and is considered the preferred lingua franca in countries where it is not the populations' native tongue. "The English language has become the most significant and dominant language across the globe" (Crystal, 2012, p. 57). Therefore, many English language learners (ELLs) endeavor to master it by experimenting with learning methods beyond the formal educational sphere. Besides, second language educators have used different English resources to find the most appealing and effective method of language acquisition (Cook, 2016).

Acquiring a second language, particularly English, has become a prerequisite for completing many transactions worldwide, and a requirement for securing a job or building a robust professional record. Language learning methods vary between traditional means, such as formal education or reading, audio, and written supplementary materials.

Furthermore, exposure to adequate language input is critical for linguistic fluency. Many theories of second language acquisition emphasize that the quality and intensity of input play a significant role in language proficiency and mastery (see Section 2 below). However, this input must meet criteria such as authenticity and originality. In other words, a second language learner should be exposed to an authentic language source for effective language acquisition.

One effective way is to encourage language learners to develop their language competencies by watching English-language movies. Much attention has been given to the role of media, specifically English movies, in language teaching and learning. Advocates of using this type of media maintain that movies allow for more interactive and appealing ways of teaching and learning English (Tafari, 2009).

Subsequently, many ELLs watch movies with the dual aim of acquiring the language, and for fun or entertainment. Khoshniyat and Dowlatabadi (2014) believe that using English movies can supply ELLs with extensive vocabulary lists, grammar, and other language skills that enable them to improve their English competence.

Although much research has been done to understand the importance of integrating media into a language-learning classroom and a language learning experience, little research work has been done regarding the effectiveness of watching movies specifically to enhance language fluency. Moreover, insufficient attention has been given to exploring foreign language learners' (EFL) perceptions of using films to develop language skills. EFL learners, particularly adult learners, should have a voice in terms of how they perceive

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watching movies as a learning tool. Thus, the main aim of this current study is to explore EFL learners' attitudes toward watching movies as a means of English language development.

### Research Questions

This study attempted to answer the following research questions:

1. What are EFL undergraduate students' perspectives on English movies as a tool for English language learning?
2. How effective are English-language movies in enhancing language skills?

### Significance of the Study

The significance of this current study can be summarized as follows:

1. This study helps to understand students' attitudes toward English films as a means of language learning.
2. The results of this study will either support or refute the findings of the bulk of the research in this area of study.
3. This study seeks to identify students' real motives for watching movies.
4. It aims to verify the effectiveness of this educational tool in enhancing the four language skills: reading, listening, speaking, writing, as well as sub-skills, such as vocabulary acquisition and pronunciation.
5. It helps attest to the efficacy of integrating films as supplementary material in English curricula and classrooms.

## THEORETICAL FRAMEWORK

The assumptions of this research are based on the theory of second language acquisition (SLA), which postulates that input plays a pivotal role in the language acquisition process established by Krashen (1981, 1982, 1985). Krashen introduced a model of SLA known as the "Monitor Model," which consists of five hypotheses: the input hypothesis, the natural order hypothesis, the acquisition-learning hypothesis, the monitor hypothesis, and the affective filter hypothesis. The input hypothesis is the basis for this current study.

Language input is considered a critical element in the SLA process. For SLA to take place, language learners should be exposed to a type of second-language data that they can comprehend. Krashen (1981) identified comprehensible language input as "the only causative variable in SLA" (p. 57). He also added that this input should involve language structures beyond a learner's current level ( $i + 1$ ).

Based on Krashen's (1985) claims regarding language input and SLA, the main premises of the input hypothesis are summarized as follows: (1) access to comprehensible input is the main requirement for effective language acquisition; (2) more quantities of comprehensible input seem to cause faster or better SLA; and (3) lack of exposure to comprehensible input causes little or no language acquisition.

Another aspect of the input hypothesis in relation to acquiring language in informal settings (e.g., an out-of-the-classroom environment) is the importance of direct exposure to a source of language input. According to Krashen (1981), language acquisition can transpire in an informal environment if language learners are directly involved in intensive exposure to language input.

This present study is based on the claims of input theory, as it is assumed that movies contribute to providing an environment in which a learner is exposed to a target language. The input provided by movies is expected to meet the two conditions of the input hypothesis: by being comprehensible and intensive. The language of movies—as a source of language input—is characterized by being authentic, which ultimately leads to a more effective SLA process, and is tested in this research.

## LITERATURE REVIEW

When reviewing the literature on cinemas' and films' association with language learning, studies address the topic from different angles including language teaching, learning, and language skills improvement.

### Movies and English Language Teaching and Learning

The majority of movie-related studies address the topic from the perspective of language teaching and learning. For instance, Al-Ahdal, Alfauzan, and Al-Sa'egh (2021) examined the effects of including English feature-length films as teaching resources for sophomore English majors at the tertiary level in Saudi Arabia. The results indicated a significant language improvement and learner engagement through film-based instruction. Moreover, the results obtained from pre- and post-test showed positive impacts of feature films in terms of improving learners' listening abilities. A relevant study in the area of language teaching was conducted by Tahir (2015) to explore the effects of movies on learning the English language with English-as-a-foreign-language (EFL) tertiary-level students. The study concluded that movies help EFL learners learn English more quickly than via other means. Movies improve language skills, namely listening and reading skills, as well as the social relations of the learner and their awareness of native speakers' culture. Moreover, movie subtitles can improve students' reading and writing skills. Rao (2019) also examined the effect of movie subtitles and found that English movies that are aided by audio-visual technologies boosted ESL/EFL learners' proficiency with the English language. In addition, integrating audio-visual technologies into the classroom had a remarkable impact by increasing learners' enthusiasm and motivation to learn.

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A case study specifically in the context of English taught as a foreign language, by Liu (2005), sought to determine the advantages of watching movies on EFL students' English proficiency. The data demonstrated how students' listening, speaking, and writing abilities improved after watching movies. They also gained self-confidence in speaking English in public, improved their presentation skills, and developed an awareness and understanding of the English-speaking nations' cultures. Al Murshidi (2020) examined the effectiveness of movies in teaching and learning English as a foreign language in an EFL context at universities in the UAE. The research findings indicated that English movies had a positive impact on the listening and speaking skills of the students, as well as their motivation to learn. Additionally, Ebrahimi and Zareian (2018) studied the advantages and disadvantages of input-flood when watching movies on the capacity to learn English, and identified obstacles that EFL learners may face. The participants reported that English movies effectively improved their listening and speaking skills. Yet, they reported disadvantages such as losing sight of the instructional objectives when caught up in a movie, how subtitles can be distracting, and how the language used in movies is predominantly ordinary, everyday language.

### Movies and Language Skills' Improvement

Another set of studies describes the effects of films for improving English language learners' skills, specifically their listening and speaking skills, as well as increasing their vocabulary knowledge and everyday English use. First, an empirical study was conducted by Al-Ahdal, Alfauzan, and Al-Sa'egh (2021) to verify the implications of using films to increase EFL undergraduate students' communicative competence in a teaching-learning setting. Increased communicative proficiency and engagement were noted in lessons where the teacher used films, and the researchers asserted that film-based language teaching is an effective and authentic strategy for language training. The EFL learners in the study reportedly felt more confident to speak English in real-world language situations after watching movies in class. Similarly, Li and Wang (2015) researched the use of English movies to improve Chinese college students' oral English skills. Their research findings indicated that English movies represent an effective tool for enhancing learners' oral English capabilities. Watching movies in their English class improved the Chinese college students' listening and speaking skills. The movies also proved to help expand the learners' breadth of vocabulary and improving their pronunciation and intonation.

Abuda (2011) surveyed students' opinions on watching English-language movies as a tool to develop their listening skills. The results showed that students mainly watch movies for entertainment, but their listening skills were noted to have improved after watching English-language movies with subtitles. In particular, the students thought that watching English movies was useful for building their everyday English use.

Sabouri, Zohrabi, and Osbouei (2015) conducted a gendered study of Iranian EFL learners to examine the relationship between watching English subtitled movies and growing their English vocabulary. The statistical results showed no significant differences between the scores of male and female participants. Yet, the participants in the experimental group performed significantly better than those in the control groups regardless of gender, which led the researchers to conclude that movies with subtitles can improve students' acquisition and retrieval of new lexical items.

A similar study was conducted to investigate the effects of bimodal subtitling of English movies on the content comprehension and vocabulary recognition of undergraduate students. The results showed that bimodal subtitling positively impacted their comprehension of the content of English movies, as the participants understood the subtitled movie better than the movie without subtitles. Nevertheless, it was found that, contrary to other studies, bimodal subtitling did not improve participants' vocabulary recognition (Etemadi, 2012).

Furthermore, Iranmanesh and Darani (2018) researched the effects of movies and gender on learning English idiomatic and everyday expressions among Iranian EFL learners. The findings showed that movies significantly improved Iranian EFL learners' comprehension of English idiomatic and everyday expressions, with no difference in improvement related to gender.

Finally, another range of studies tackles the subject from the point of view of students and teachers, focusing on their attitudes toward this learning method. For example, Albiladi, Abdeen, and Lincoln (2018) carried out a study to investigate English learners' perceptions toward the use of movies as English teaching and learning tools. The findings indicated that language learners believe movies are authentic tools for language acquisition and can be used effectively to improve language proficiency and skills including speaking, listening, reading, vocabulary development, and writing. The results also highlighted how movies effectively increase students' cultural awareness.

Likewise, Kabooha (2016) examined the attitudes of Saudi EFL learners and teachers toward the integration of English movies into their classes as a tool to develop students' language skills. The findings of the study showed that both students and teachers positively perceived the inclusion of movies in their classes as useful for improving students' language skills. Lastly, Roslim, Azizul, Nimehchisalem, Hakimi, and Abdullah (2021) investigated the attitudes and experiences of university undergraduate students toward exploring English language movies of their own choice for an oral commentary presentation. The results showed that using movies was beneficial for students mainly in terms of improving their oral skills and expanding their vocabulary. In addition, movies were reported to enhance their motivation to learn, as well as decrease their anxiety and tension relating to the presentation assignment.

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## METHODOLOGY

### Population and Participants

The study population in this research was EFL undergraduate English language students in the Kingdom of Saudi Arabia. The participants were 74 undergraduate students from the Department of Language and Translation at Qassim University: 25 males and 49 females (see Image 1). The students' ages ranged between 18–27 years, with an average age range of 20–22 ( $n = 37$ ), 50% (see Image 2). Those students were selected randomly from 9 levels of study, including intensive course program (ICP) students. The department's study plan comprises a collection of translation and linguistics courses. The students are officially enrolled in the program only after passing a one-semester intensive course on major language skills (reading, listening, speaking, and writing) and a course on vocabulary building.

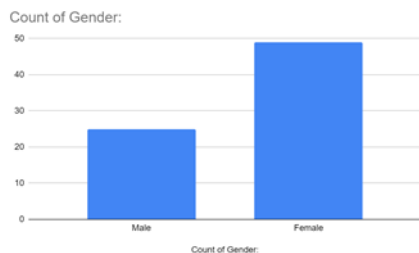


Figure 1. Gender of the participants

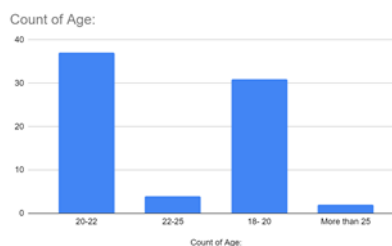


Figure 2. Ages of the participants

### Research Design and Data Collection

This study adopted an exploratory research design. Exploratory research is conducted when it is intended to understand the general nature of a problem, identify possible solutions, and consider relevant variables. The results obtained from this research will conceptualize the phenomenon under investigation and pave the way for a further detailed inquiry into this subject. This study also utilized a mixed-method research approach since the data were collected with quantitative and qualitative methods via a questionnaire and interviews.

The data for this research were collected during the first semester of the 2021–2022 academic year. The data-gathering tools included a questionnaire and interviews with a group of students. The questionnaire was administered electronically to the students through their interactive groups on WhatsApp and educational platforms. Data were analyzed quantitatively and qualitatively, corresponding to each question type. Frequency counts were generated to estimate the mean of the responses to each question. The latest version of the *Statistical Package for the Social Sciences (SPSS, 23)* was used for the data analysis.

## RESEARCH INSTRUMENTS

Two instruments were used in this research:

### 1. Questionnaire

An online questionnaire devised by the researcher was developed and used as a data-gathering tool. The survey included 18 items: 14 closed-ended and four open-ended questions inquiring about the participants' demographic, factual, and attitudinal information, and language learning history (see Appendix A). The questionnaire was constructed in accordance with the Likert scale format; participants responded to a statement by selecting one of the responses ranging from "strongly disagree" to "strongly agree." This type of surveying is commonly utilized to explore respondents' attitudes, views, interests, and beliefs around a particular phenomenon.

### 2. Interviews

In addition to the questionnaire, follow-up interviews were conducted. These interviews aimed to obtain extended responses from the participants and to deeply explore their opinions about the research problem. Interviews are characterized by their flexible structure, which allows interviewees to express their views freely. Three students, known for their academic excellence and linguistic fluency, were intentionally selected from the research sample. The interview consisted of seven open-ended questions, which are listed below.

1. Do you watch movies?
2. What type of movie(s) do you prefer to watch?
3. How many movies have you watched?
4. When (what time) do you prefer to watch movies?
5. Do you think that watching movies is effective for language acquisition?
6. Do you feel that your English has improved because of watching movies?
7. What type of language can you find in movies and how can you assess the language of movies?

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### Validity

In research terminology, validity refers to how much an assessment procedure measures the variables it claims to measure (Dornyei, 2007). To ensure the credibility of research and its results, the researcher adopted expert judgment procedures to verify the content validity of the research tools. Expert judgments involve submitting a research instrument to an authority in the field for the joint purpose of approving it and providing useful observations for the improvement of the work.

Before conducting this current research, both instruments (i.e., the questionnaire and interview questions) were presented to two professors of applied linguistics; they observed and assessed the research tools, and modifications were made based on their feedback.

### Reliability

The reliability of a research instrument refers to the stability or consistency of the measurements produced by a particular assessment procedure (Gravtter & Forzanes, 2006). The internal reliability of the questionnaire items was established by conducting a standard reliability test. Cronbach's alpha was the statistical technique adopted to measure internal reliability (see Table 1).

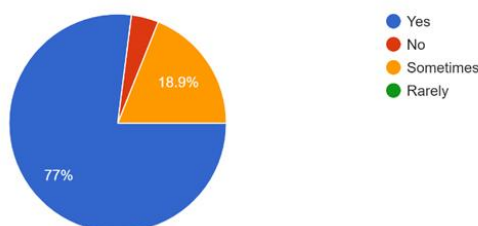
**Table 1. Reliability statistics of research instruments**

Instrument	Cronbach's Alpha	N of items
Questionnaire	0.883	18

The measurement revealed that for the questionnaire, the instrument was reliable at 0.883. According to the general assessment system of Cronbach's alpha statistics, a value of 0.883 is considered a fairly plausible value.

## RESULTS

Reviewing the responses provided by the respondents to the questionnaire and interview questions, the results showed a set of useful and enriching information. First, asking the students if they watch movies (see Figure 3), 77% (n = 57) watch movies, 4.1% (n = 3) do not watch movies, and 18.9% (n = 14) said sometimes.



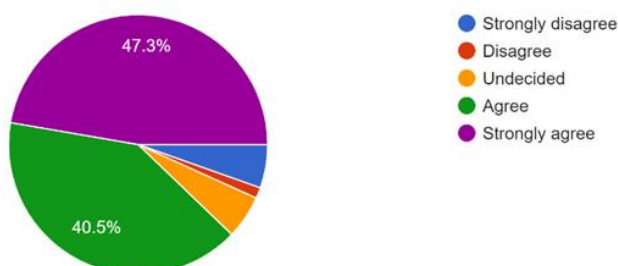
**Figure 3. Participants' movie-watching frequency**

When the students were asked about the approximate number of movies they had watched, they provided varied numbers, ranging from tens to hundreds of films. Most said "a lot," as they could not recall the exact number.

The following are quotes from some of the students:

*Umm, a lot!; 30, maybe 68; so many; 1000+; last two years 250; over 600; I watch so many movies I can't count the movies I watched; 32, maybe 15 or 20; a lot! Can't even count; I think it's more than 100; how much hair does a person have on his head? more than 100 so far; approximately 800 moves; over 50; a lot I think about 100? I don't remember; about 15 movies; not once; more than 10; 80-90; 1-3 in a week; around 250 movies so far; I think 16; aloooot; 100+; a lot including series maybe near 70; I think 80; Too many; I don't even know how many.*

When the students were asked if they like watching movies, their answers were as follows: 5.4% (n = 4) strongly disagreed, 1.4% (n = 1) disagreed, 5.4% (n = 4) were undecided, 40.5% (n = 30) agreed, and 47.3% (n = 35) strongly agreed (see Figure 4).



**Figure 4. Percentage of participants who like to watch movies**

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The participants' responses to the question "What type of movies do you prefer to watch?" showed that 33.8% (n = 25) preferred to watch action movies, 17.6% (n = 13) preferred to watch drama movies, 2.7% (n = 2) preferred documentaries, 6.8% (n = 5) preferred romance, 14.9% (n = 11) preferred to watch comedies, 2.7% (n = 2) like to watch crime movies, and 1.4% (n = 1) watch fantasy movies, while the remaining 11.1% (n = 15) prefer other types of movies, such as horror, classic, or a combination of drama and action or fantasy and action movies (see Figure 5).

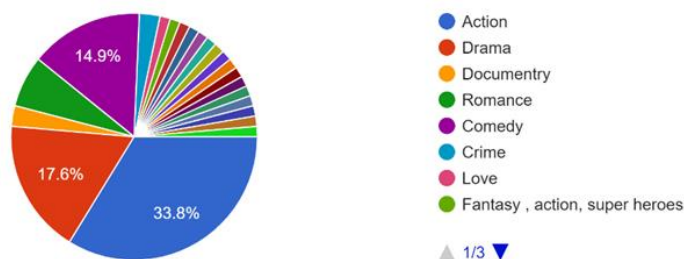


Figure 5. Types of movies the participants prefer to watch

When the students were asked if they think movies are an effective method of language acquisition (see Figure 6), 37.8% (n = 28) strongly agreed, 50% (n = 37) agreed, 4.1% (n = 3) were undecided, 2.7% (n = 2) disagreed, and 5.4% (n = 4) strongly disagreed.

The interviewed students provided similar responses, as they believed this method is effective, particularly when certain strategies are adopted:

Yes, especially after following some techniques to learn from a movie, such as, on the first day, watching a movie with the translation and focusing on listening to and reading the translation. The next day, watching the same movie with the transcription without translation and focused on listening and reading. The day after, watch the same movie with no translation or transcription and try to guess the meaning of what is said. (Student 3)

First, it depends on the person itself, if she/ he is interested in learning a new language. On my point, yes, it is effective a lot, especially on vocabulary. The person can pick up a set of new words. Also, it is super helpful for getting the sound of the language into your ears. (Student 2)

A third student showed reservations and provided a variant response, as she believed that the language of movies is not 100% reliable:

*In fact, as we know that movies are in colloquial language, the viewer must have basic knowledge. Based on this knowledge, she/he can distinguish and acquire the target language. In the end, watching movies remains a sub-means that cannot be 100% reliable.* (Student 1)

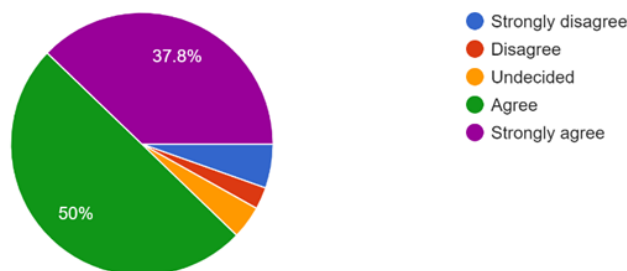


Figure 6. Is watching movies effective for enhancing language fluency?

In relation to the previous question in the questionnaire, the students were asked if they noticed any improvement in their English because of watching movies: 70.3% (n = 52) said yes, 1.4% (n = 1) said no, 24.3% (n = 18) said maybe, and 4.1% (n = 3) did not know (see Figure 7).

Similarly, the interviewees provided the following responses when asked the same question:

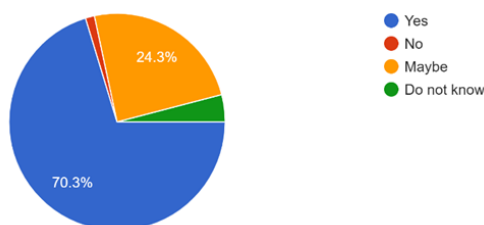
Yes. (Student 3)

*Yes, it has evolved. After watching movies, I became familiar with the different contexts of the word and its appropriateness.* (Student 2)

A third student had a different viewpoint:

*Not that much, but I can say it helped my English language to improve a little bit. Especially getting new accents, for instance, British, and Scottish accents.* (Student 3)

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**Figure 7. Assessment of language improvement as a result of watching movies**

The participants were asked the following question: “If you do not watch movies, what are your reasons?” Their answers were as follows:

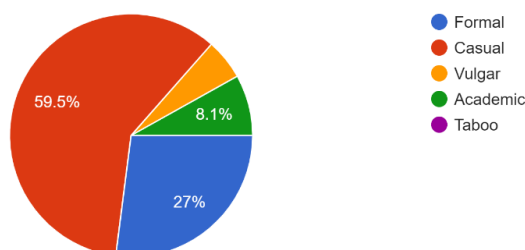
*I watch movies. I think there are some people who don't watch movies because of the long movie hours, or they don't have enough time. Because it has music and inappropriate scenes. I watch and like movies. Waste your time. I get bored when I watch movies sometimes and go to read. Because of bloggers, make-up artist, series, TV interviews. I do watch movies. The film two hours. actually I watch a few of English movies, I prefer Japanese, Chinese, and Korean movies. I prefer series more. Well, I do watch movies. No reason. I don't have time. watching vlogs on YouTube, talking to native speakers and reading a lot. time. I want to watch many movies but I don't have any time.*

But when asked about how they generally assess the language of movies (see Figure 8), 27% (n = 20) thought it is formal, 59.5% (n = 44) thought it is casual, 5.4% (n = 4) saw it as vulgar, and 8.1% (n = 6) viewed it as academic.

The interviewed students provided similar responses:

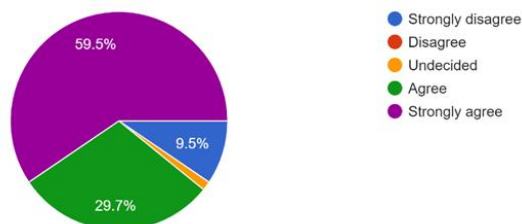
*The language type that can be found in a movie depends on the type of movie itself; however, I think the most used type of language in movies is slang language. Any type of language in movies helps to acquire better language, as it reduces the possibility of forgetting words and their context because they're stored in mind with the actions that have been watched. (Student 3)*

*Like I said before, 'colloquial language.' A smart viewer is one who takes the good language and leaves the bad. (Student 1)*



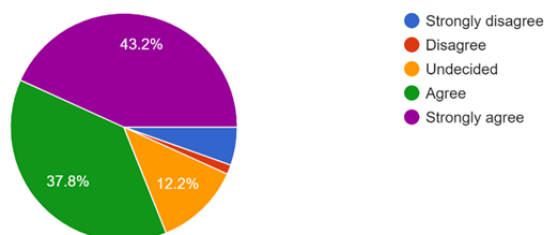
**Figure 8. The students' general assessment of movie language**

Figure 9 shows that 59.5% (n = 44) strongly agreed that listening is an important skill for language acquisition, 29.7% (n = 22) agreed, 1.4% (n = 1) were undecided, and 9.5% (n = 7) strongly disagreed.



**Figure 9. The role of listening in language acquisition**

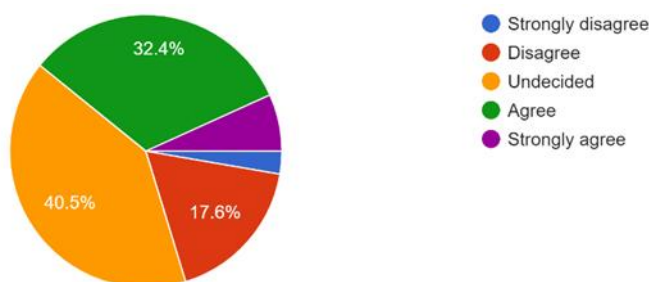
In terms of vocabulary, when the students were asked if their vocabulary had increased because of watching movies (see Figure 10), 43.2% (n = 32) strongly agreed, 37.8% (n = 28) agreed, 12.2% (n = 9) were undecided, 1.4% (n = 1) disagreed, and 5.4% (n = 4) strongly disagreed.



**Figure 10. Movies and vocabulary acquisition**

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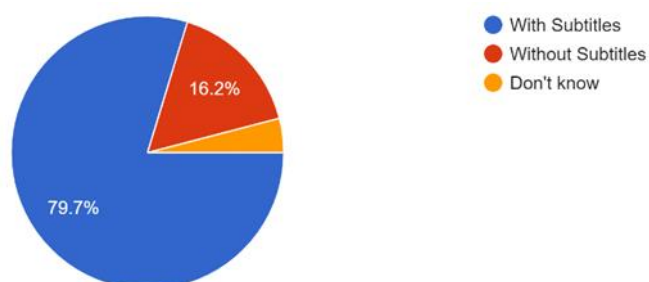
Regarding the language found in movies, the participants were asked to assess the authenticity of this language: 6.8% (n = 5) strongly agreed that it is authentic, 32.4% (n = 24) agreed, and 40.5% (n = 30) were undecided, 17.6% (n = 13) disagreed, and 2.7% (n = 2) strongly disagreed (see Figure 11).



**Figure 11. Is the language of movies authentic?**

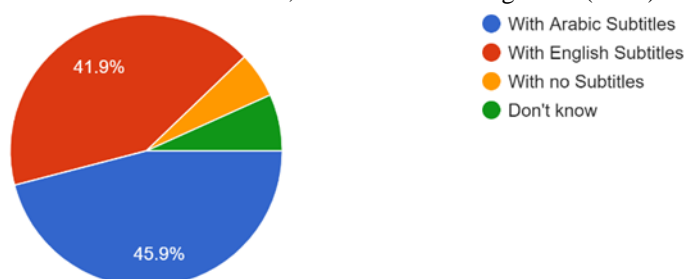
The students responded to the question, "What elements—other than language—have you learned from movies (e.g., culture)?" *Spanish; nothing; Korean; Turkey; how to pronounce words with confidence; lifestyle; accent; nothing comes to mind to be perfectly honest; culture; religion; accent; and sometimes they bring problems they faced in their country; culture; of course, culture! Like the way they talk to each other and I found out how much they're friendly with different ages; their beliefs and their good relationships with people they are not close to; cases, history, culture, and science, the open mindset; how to dress lol; Espaniol; learn about Western cultures; have fun; a lot of vocabulary; family love; French, culture, and history; pronunciation; problem-solving; writing; culture; their way of life and thinking; culture, food, and lifestyle.*

Some films are presented with subtitles, while others are not. The participants were asked if they prefer to watch movies with or without subtitles: with subtitles: 79.7% (n = 59); without subtitles: 16.2% (n = 12), while the other 4.1% (n = 3) replied with 'do not know' (see Figure 12).



**Figure 12. Movies with subtitles or without subtitles**

Figure 13 shows that 45.9% (n = 34) preferred to watch movies with Arabic subtitles, 41.9% (n = 31) preferred to watch them with English subtitles, 5.4% (n = 4) watch them with no subtitles, while the remaining 6.8% (n = 5) 'do not know.'



**Figure 13. Movies with English subtitles or Arabic subtitles?**

## DISCUSSION

The data analysis of this study showed a set of interesting findings that are in harmony with the results of previous studies in this field. Many studies have tackled this issue from the perspective of language skills improvement. Regarding listening skill enhancement, this study showed that the students believed that listening plays a central role in language acquisition and that media represents a major source of listening materials. This finding is consistent with Abuda (2011), who reported that students' listening skills improved because they watched English soundtrack movies. It also corresponds to this study's findings in two other aspects; which are that the language of films is helpful for everyday language use and that one purpose of watching is entertainment.

Regarding movie watching and vocabulary growth, the current study found that some students noticed an increase in their vocabulary associated with film watching. This finding corroborates Sabouri et al.'s (2015) research, who concluded that using movies with subtitles can improve students' acquisition and retrieval of new lexical items. Subtitling can positively affect the content



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comprehension of English movies and vocabulary development. The results of this study indicate that the majority of the participants preferred watching movies with subtitles. However, the correlation between these two variables was not an objective of this research, ultimately pointing to a research gap that needs to be filled by subsequent research.

The findings of this study indicate that movie watching has an impact on enhancing learners' English fluency and speaking abilities. This was also proven by previous research, such as that of Al-Ahdal et al. (2021), who reported an increase in students' communicative proficiency and engagement in lessons when a teacher used films. This also corresponds to the findings of Li and Wang (2015), who found that using English movies improved college students' oral English production.

The sources of language input vary between authentic and inauthentic resources. The participants in this study believed that films provide authentic English language, given it is presented by native speakers of the language and manifests real-language use. This is also consistent with the findings of Albiladi et al. (2018), who revealed that language learners thought that movies are authentic sources of language acquisition and can be used effectively to improve language proficiency. It also agrees with the outcomes of the same study on another aspect: that films increase watchers' cultural awareness, which was similarly proven by this research.

Many studies have dealt with this subject from the perspectives of formal teaching and learning; however, these aspects were not investigated in this research, which reveals another research gap. Likewise, studies examining the attitudes of EFL learners and teachers toward integrating English movies into their classes showed that both students and teachers had positive perceptions toward the use of movies in their classes to improve language skills. These issues were not the focus of this current study; therefore, further inquiry into this is needed to answer the remaining questions of the subject under investigation.

### CONCLUSION

This study explored the effectiveness of English movies in developing Saudi EFL undergraduate students' language skills. This study's participants expressed their views and perceptions on this topic from different angles. The current study concluded with several important results consistent with the outputs of previous studies in this field. It revealed that a considerable number of students watch movies abundantly, with viewing rates reaching hundreds of movies. Although they watch movies for entertainment, they admitted that this is an effective tool for improving English speaking, listening, reading, and writing skills, besides developing pronunciation and enriching vocabulary.

Generally, most of the students believed that the language of movies is colloquial and does not serve academic purposes. Also, watching movies helped the students learn aspects other than language, such as culture, lifestyle, and ways of thinking, and also to learn other languages, such as Spanish.

This study attempted to answer questions about the subject under investigation, yet there are still many research gaps that need to be filled by further research. For instance, conducting an empirical study on the effects of movies and media on improving EFL learners' language skills would provide richer and deeper outcomes. This current research did not examine the incorporation of films as an educational medium in a classroom, which points to another gap in this topic.

In conclusion, the results of this study can provide valuable insights for educators and those involved in curriculum development. Hence, this study recommends considering the integration of media into the educational process, with the main aim of providing learners with authentic language-learning resources.

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### APPENDIX A

Dear Student,

You are cordially invited to take part in this survey about: "Learning English From Movies". Your name is not required, and the answers you will provide will be treated as confidential. The survey will take a maximum of five minutes to complete. The data from this survey will be used for research purposes only.

Thanks in advance for your response!

Sincerely,

Dr. Yasmine Alelaiwy

State your answers to the following questions:

Level:

Gender:

Age:

How long have you been learning English?

.....

## Learning English from Movies: An Exploratory Study

**1. Do you watch movies?**

- Yes
- No
- Sometimes
- Rarely

**2. How many movies have you approximately watched?**

.....

**3. What type of movies do you prefer to watch?**

- Action,
- Drama,
- Documentary
- Romance
- Horror
- Others (please specify) .....

**4. Do you think that watching movies is effective for enhancing language fluency?**

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

**5. Have you noticed any improvement in your English because of watching movies?**

- Yes
- No
- Do not know

**6. If you don't watch movies, what are your reasons?**

.....

**7. How can you generally assess the language of movies?**

- Formal
- Casual,
- Vulgar
- Academic
- Taboo

**8. Do you think that listening is an important skill for language acquisition?**

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

**9. Do you think that your vocabulary has increased as a result of watching movies?**

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

**10. I think that the language of movies is authentic:**

- Strongly disagree

## Learning English from Movies: An Exploratory Study

- Disagree
- Undecided
- Agree
- Strongly agree

**11. What elements-other than language- have you learned from movies (e.g., culture)?**

.....

**12. I like watching movies.**

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

**13. Do you prefer to watch movies with subtitles or without subtitles (subtitles: the written text at the bottom of the screen)?**

- With subtitles
- Without subtitles
- Do not know

**14. Do you prefer to watch movies with English subtitles or with Arabic subtitles?**

- With Arabic subtitles
- With English subtitles
- Do not know



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