

# Perceptions on the Use of English Movies in Language Learning of Grade 12 Humss Students: Basis for Enrichment Activities

\*Emil B. Ferdinez, Ph.D. and Alexa Joy V. Del Rosario, LPT

De La Salle Araneta University

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## ABSTRACT

The study aimed to identify students' significant perception and experience with using movies in language learning and to improve their English speaking skills and their problems encountered. The study employed a quantitative approach utilizing an adopted close-ended questionnaire with a 5-point Likert scale for the respondents. Many scholars believe that using movies can be integral to the EFL/ESL classroom and curriculum because movies expose learners to authentic language through comprehensible input. Based from the findings, student respondents have above-average skills in the English Language based on their general average on the subject. In addition, the significant perception of students was that they find studying English interesting while watching movies, improve their oral skills and vocabulary in English, and improve their language while watching movies. Studies reveal that students and teachers believe English movies can improve language skills. However, teachers had to carefully use authentically rich and appropriate resources, as movies are not specifically intended for language acquisition. The study showed that learners had positive perceptions and experiences using movies in language learning. The significant perception and experience being they believe that watching movies is interesting and entertaining and improves oral skills and vocabulary in the English language. However, the students disagreed with the statements regarding the problems they encountered in using English movies for language learning.

## INTRODUCTION

The emergence of new media technology has allowed teachers and students to use different instructional materials to supplement traditional learning. As a result, students are no longer confined to the four walls of the classroom to learn. Instead, technology has given them new and convenient learning methods, even in their own time (Yates et al., 2020). New media technology refers to the wide selection of platforms open for people to use on the internet, including social media networks, blogs, websites, videos, streaming services, and many more (Cote, 2022).

New media technology is already a big part of people's lives, especially today when everything can be found online just one, click away. New media technology includes video and streaming platforms to view movies, shows, and all types of visual media (Gupta, 2022). Because of the flexibility and convenience of these platforms, people are readily available to consume media. So the amount can see this of time people watch movies and shows on sites like Netflix, HBO Max, Hulu, etc. that it even created the term 'binge watching' meaning the continuous viewing of a program for a long period (West, 2013).

Though movies are mainly consumed for entertainment, Movies can also be used for learning since they can motivate and stimulate the mind to ask questions, make an inference, and predict outcomes like reading. Many scholars believe that using movies can be an integral part of the English as a Foreign Language (EFL) classroom and curriculum because movies expose learners to real-life language use when speaking (Ismaili, 2013).

Teachers have long used it as instructional material in providing language learners the ability to learn English since this allows students to listen and practice using the language in different settings. This provides the listening experience of varied accents and authentic use of the language in conversations (Goctu, 2017). In addition to the sounds and voices in movies, the pictures and moving images also add to the experience of English language

learners since they become engaged in what they are watching, and this piques their interest and, in return, helps them gain an understanding of the scene or situation through their interpretation of the language (Khan, 2015).

A key benefit of using movies in language learning is how it helps in developing language comprehension. Since its dialogues present real-life contexts and authentic language use, learners can hear and learn how native speakers speak. This is extremely important in providing comprehensible input for learners as they can listen and connect words and phrases with the help of context clues (Aliyev & Albay, 2016).

Recently, there has been a growing interest in researching the effectiveness of using varied methods and strategies in language learning that can be beneficial in the EFL classroom to increase the effectiveness of the teaching and learning process and the mastery of learners concerning their language speaking skills. Movies are one of the strategies and tool that researchers believe to be an important part of the classroom since it has great effects on the development of the language skills of students; this includes: reading, listening, speaking, and writing (Kabooha, 2016).

These studies also revealed that integrating movies in the EFL classroom not only develops the student's language skills but also helps the teaching and learning process by making the class more enjoyable and motivating because of the entertainment it gives; unlike with reading, students may become tired, frustrated, and bored especially with foreign concepts like the setting or historical context. Teachers prefer including movies in their lessons as a supplement to reading since they can still guide the students to become active interpreters and participants by asking questions, making predictions, and making connections (Ismaili, 2013).

According to the study of Alipasa (2015), in the Philippines, media—especially the use of television and movies are prevalent among junior high school students and their language proficiency. The author mentioned that the degree to which different media are viewed as language-learning resources is still debated today. However, most students are keen on using various types of new media technology for learning and as sources of information. Additionally, the relevance and usefulness of television and movies may ultimately be questioned by English teachers. Thus they would not recommend and encourage viewing them regularly. On the other hand, former governor of Cebu, Eduardo Gullas, believed that putting English subtitles on Filipino movies and shows can contribute to learning and English proficiency as Filipinos spend a lot of time watching television. He also said adding subtitles to Filipino films and television programs will “help build the average Filipino’s proficiency in the world’s lingua franca.”

The researcher exposed to different English movies at a young age also agrees and has a positive opinion on films being used as learning tools. As an education student majoring in English, the researcher wants to investigate students' perceptions regarding this matter, as this can help other students and teachers see movies not just for entertainment but as learning tools. Additionally, this can encourage teachers to integrate video clips from movies in the classroom because of how students view them and how it contributes to learning. Also, the perception of students can help educators in designing a guide that students support as it would be engaging and suitable to their needs. Regarding new media technology, movies will be the focus of this research.

## **METHODOLOGY**

### **Research Design**

The study used a quantitative descriptive research design to investigate the use of movies as a tool for language learning and the student's perception and experience in exploring it. The researcher used a closed-ended questionnaire with a Likert scale under the quantitative approach for the instrument. The Likert scale contained five categories: strongly disagree, disagree, neutral, agree, and strongly agree. This was done to urge the participants to choose whether they agreed or disagreed with the statements. Descriptive research is one of the three basic research designs. It is a compelling quantitative research approach to evaluate certain hypotheses, character traits, or functions. This research design aims to identify or measure certain attributes or perceptions (Fluet, 2021).

## **RESEARCH LOCALE**

The De La Salle Araneta University (DLSAU) was selected for this study about the perception and experience of students on the use of movies as a tool in language learning. De La Salle Araneta University is located in Malabon City, Philippines, and was formerly known as Gregorio Araneta University Foundation (GAUF) until 2002. Specifically, the researcher focused on the Grade 12 HUMSS students enrolled in the blended learning modality with the Flexible Alternative Remote Modality of Learning (FARM). Grade 12 HUMSS students are part of the Senior High School Department in DLSAU, a College Preparatory Program that covers the last two years of the K-12 curriculum.

### **Sampling Technique**

Convenience sampling is a non-probability sampling technique that was widely used in this research due to its simplicity and ease of implementation.

### **Participants of the Study**

The respondents of this study were Grade 12 HUMSS students enrolled in De La Salle Araneta University. The participants were chosen due to the convenience and accessibility of the students from the researcher and provided that they were already familiar with the use of movies for language learning in the classroom and by themselves.

### **Research Instrument**

The study utilized a close-ended questionnaire adopted from the study of Roslim et al. (2021), entitled "Exploring Movies for Language Teaching and Learning at the Tertiary Level," and was published in July 2021. The survey questionnaire is divided into three parts. First is the sex and age of the respondents. Second, is students' perception regarding their perception in exploring movies for language learning; this contains six questions. Third is students' experiences exploring movies for language learning, containing six questions. The researcher also included part four in the questionnaire regarding the problems encountered by students, which contained five questions. Therefore, the questions regarding the students' perceptions and experiences will have five choices: strongly disagree, disagree, neutral, agree, and strongly agree.

### **Data Gathering Procedure**

#### **Activities Prior**

The study used online data gathering using Google Forms and MS Teams for communication. The researcher ensured that ethical processes were also followed. The researcher secured approval from the principal up to the Vice Principal for Academics and from the Grade 12 HUMSS advisers and students to conduct the study and distribute the survey questionnaire given to the students. The researcher also secured the official list of enrolled Grade 12 HUMSS students through a formal letter sent to the Registrar's office.

#### **Execution**

The researcher sent out a request for the student's participation in the study, then had an orientation with them wherein it was explained what the study was about. After the orientation, the survey questionnaire and the consent form were sent to each student, informing them that they may choose whether they would be comfortable participating and consent to the study.

#### **Once Implemented**

When the respondents finished answering the survey questionnaire, the answers were tallied and then analyzed by the researcher. The Likert scale questions mainly had five (5) categories: strongly disagree, disagree, neutral,

agree, and strongly agree. The researcher then calculated and assessed the students' responses using the weighted mean.

## Statistical Treatment

For calculating the results, descriptive statistics were used in the data analysis, such as frequency tables and percentages. For SOP 1, 2, and 3—the researcher used the statistical treatment of weighted mean and standard deviation for the survey results. This evaluated the effectiveness of the study's variables. In addition, the researcher assessed the percentage of the answers of students who responded based on the survey questions.

## RESULTS AND DISCUSSION

This chapter presents the findings, analysis, and interpretation of the survey questionnaire data, which were given and answered by the target student respondents, the Grade 12 HUMSS students from De La Salle Araneta University currently enrolled during the first term of the school year 2022-2023.

Table1. Demographic Profile of the Respondents

	Frequency		Percent	
Sex	Female	6	28.6	
	Male	15	71.4	
	Total	21	100.0	
	Minimum	Maximum	Mean	Std. Deviation
Age	17.00	19.00	17.62	.59
Average	80.00	97.50	93.07	4.43

Table 1 shows the demographic profile of the respondents in terms of age. Additionally, it indicates the respondents' demographic profile regarding sex. The participants of Grade 12 HUMSS are six males out of 21 students at 28.6%, and the female is 15 at 71.4%, which shows that most of the Grade 11 students are female. Several studies suggest that women are more interested in watching English movies than men. According to the study of Liang and Li (2016), women tend to watch more movies than men, preferring dramas, romantic comedies, and family-oriented movies, while men favor action and science fiction movies. Ayan and Yalçınkaya's (2017) study showed that women preferred English-language movies, believing that watching them could enhance their language skills. In addition, they were more likely to watch movies with subtitles, which may also explain their higher interest in English movies. The studies indicate that women's preference for certain movie genres, belief in language learning benefits, and higher overall movie-watching frequency may contribute to their greater interest in English movies than men.

Furthermore, this table indicates the Grade 12 participants according to their general average in Oral Communication when they were in Grade 11. Only one student has the lowest grade of 80. On the other hand, the highest average of Grade 12 students is 97.50, with four out of 21. Therefore, the mean of the general average of Grade 12 students in oral communication is 93.07, between 80 and 97.50 of their grade, with a standard deviation of 4.43.

Table 2. Students' Perception of Watching English Movies for Language Learning

Students' Perception	Mean	SD	Rank	Composite Mean
Watching movies in English improves my oral skills.	4.33	.66	2	
I find it interesting to learn English using movies.	4.38	.67	1	
Watching movies Facilitates learning English for me in the Classroom	3.90	.89	4	
				4.02
Watching movies Motivates me to learn English	3.86	1.01	5	
The online class pre- sentation of movies reduces my anxiety in language learning	3.57	.87	6	
Movies improve my vocabulary acquisition	4.10	.94	3	

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

Table 2 shows the perception of students in watching English movies for language learning. Of the 21 respondents, students **STRONGLY AGREE** with the first statement, "Watching movies in English improves my English oral skills." With a weighted mean of 4.33 and a standard deviation of .66, The students **STRONGLY AGREE** with the second statement, "I find it interesting to learn English using movies." With a weighted mean of 4.38 and a standard deviation is .67. In the third statement, "Watching movies facilitates learning English for me in the classroom." The students **AGREE** with a weighted mean of 3.90, and the standard deviation is .89. In response to the fourth statement, "Watching movies motivates me to learn English." the students **AGREE** with a weighted mean of 3.86, and the standard deviation is 1.01. As for the fifth statement, "The online class presentation of movies reduces my anxiety in language learning." The students **AGREE** with a weighted mean of 3.57, and the standard deviation is .87. For the last statement, "Movies improve my vocabulary acquisition." The students **AGREE** with a weighted mean of 4.10; the standard deviation is .94.

The statement with the highest mean of 4.38 and a rank of 1 is "I find it interesting to learn English using movies." This indicates that students generally find learning English through movies to be an interesting and engaging method. This supports the claims of (Donaghy, 2014; Ismaili, 2013; Khan, 2015) that students become interested in learning when using movies because they are fun and entertaining. Furthermore, teachers can boost their interest in the lesson by including movies and clips in activities that help them understand different situations using the English language. Additionally, these can become a springboard to other activities generated from the movie clips that may further improve their listening and speaking skills; examples of this are group discussions and oral presentations regarding the movie. The statement with the second-highest mean of 4.33 and rank of 2 is "Watching movies in English improves my English oral skills." This suggests that students perceive watching English movies to benefit their oral language skills. The findings are consistent with the studies claiming that English movies can help improve English language skills as they can experience comprehensible input from the real-world conversations used in the movies (Azlan & Rahmat, 2018; Goctu, 2017; Khan, 2015; Lin, 2020). The statement with the third-highest mean of 4.10 and rank of 3 is "Movies improve my vocabulary acquisition." This implies that students perceive movies as a helpful tool for expanding their vocabulary. The findings are consistent with the statement with the second-highest mean of 4.33 and rank of 2: "Watching movies in English improves my English oral skills." This suggests that students perceive watching English movies to benefit their oral language skills. The studies conducted by (Azlan & Rahmat, 2018; Goctu, 2017; Khan, 2015; and Lin, 2020) also support these findings, as they suggest that English movies can provide comprehensible input that can enhance language skills, including vocabulary acquisition and oral proficiency. The statement with the fourth-highest mean of 3.90 and rank of 4 is "Watching movies facilitates learning English for me in the classroom." This suggests that students find watching movies useful for learning English in a classroom setting.



This is supported by research indicating that English-language movies are effective in helping ESL/EFL learners acquire English in classrooms (Rao, 2019; Khan, 2015). Additionally, teachers and students have favorable opinions about using English-language films in class to help students with their language skills (Kabooaha, 2016; Goctu, 2017). The statement with the fifth-highest mean of 3.86 and rank of 5 is "Watching movies motivates me to learn English." This indicates that while students find movies interesting and helpful for language learning, they may not necessarily be the primary motivation for learning English. Lastly, the statement with the lowest mean of 3.57 and rank of 6 is "The online class presentation of movies reduces my anxiety in language learning." Though the students agree, this suggests that presenting movies in an online class format may not effectively reduce student anxiety in language learning. Overall, the statistical data suggests that students perceive movies as an engaging and useful tool for learning English, particularly regarding improving oral language skills and expanding vocabulary. However, it is important to note that movies may not be the primary source of motivation for learning English, and their effectiveness in reducing anxiety in language learning may vary depending on how it is presented.

Table 3. Students' Experiences of Watching English Movies for Language Learning

Students' Experiences	Mean	SD	Rank	Composite Mean
I enjoy using movies to Learn English.	4.05	.97	2.5	
I can improve my language while watching the movies	4.19	.81	1	
I often use words and Sentences from the movies In my daily conversation	3.76	1.04	6	
				3.95
I often imitate native speakers in the movies to improve my speaking	3.86	.96	4	
I learn how to pronounce English words from the	4.05	1.12	2.5	
movies motivates me to participate in class discussions	3.81	.81	5	

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

Table 3 shows students' experiences in watching English movies for language learning. The students AGREE to statement one, "I enjoy using movies to learn English." with a weighted mean of 4.05 and a standard deviation is .97. For the second statement, "I can improve my language while watching the movies." The students AGREE with a weighted mean of 4.19 and a standard deviation of .81. As for the third statement, "I often use words and sentences from the movies in my daily conversation." The students AGREE with a weighted mean of 3.76 and a standard deviation of 3.76. In response to the fourth statement, "I often imitate the native speakers in the movies to improve my speaking." The students AGREE with a weighted mean of 3.86 and a standard deviation of .96. As for the fifth statement, "I learned how to pronounce the English words from the movies." The students AGREE with a weighted mean of 4.05 and a standard deviation of 1.12. For the last statement, "I find learning English via movies motivates me to participate in class discussions." The students AGREE with a weighted mean of 3.81 and a standard deviation of .81. The statement with the highest mean score, 4.19, and ranked one was "I can improve my language while watching the movies." This indicates that most students agreed that watching movies is an effective way to improve their language skills. The respondents' answer agrees with past studies suggesting that learners believe watching English movies can help improve their language skills. Students have positive opinions on using English movies as tools in language learning because it helps them become more fluent in the language and experience a real-world English environment (Goctu, 2017; Kabooaha, 2016; Rao, 2019). The statement "I enjoy using movies to learn English" had a mean score of 4.05 and was ranked 2.5. This suggests that most students enjoy using movies to learn English, but some may be neutral or disagree. According

to Ismaili (2013), learners enjoy watching movies in class because of the entertainment it gives, and they become motivated to learn. Moreover, because learners are comfortable watching movies, the affective filter lowers, and they can enjoy the class; language acquisition is more effective (Ash, 2017).

The statement "I learned how to pronounce the English words from the movies" also had a mean score of 4.05 and was ranked 2.5. This implies that the students believe movies are a good resource for improving pronunciation. The student's response is consistent with the findings that learners believe they can improve their pronunciations and vocabulary when exposed to movies rich in comprehensible input (Fomichenko, 2021; Murshidi, 2020; Sadiku, 2018).

The statement "I often imitate the native speakers in the movies to improve my speaking" had a mean score of 3.86 and was ranked 4. This suggests that while students may not use this technique as often as others, they still believe it can help improve their speaking skills.

The statement "I find learning English via movies motivates me to participate in the class discussion" had a mean score of 3.81 and was ranked 5. This indicates that movies may not be the most effective tool for motivating students to participate in class discussions, but it is still considered a moderately useful resource. The statement "I often use words and sentences from the movies in my daily conversation" had the lowest mean score of 3.76 and was ranked 6. This suggests that while some students may use this technique to some extent, it may not be as effective for them as other methods.

Based on the results, it can be concluded that using movies as a tool for learning English is generally viewed positively by the students in this study. Most students agreed that watching movies can improve their language skills, and they also found it enjoyable. Moreover, they considered movies helpful for improving their pronunciation and speaking skills, although not all students may use this technique. However, using words and sentences from movies in daily conversation was not rated as highly as other methods, and movies may not be the most effective tool for motivating students to participate in class discussions. Overall, the results suggest that movies can supplement other language learning methods but may not be sufficient.

Table 4. Problems Encountered by Students' in Watching English Movies for Language Learning

Problems Encountered	Mean	SD	Rank	Composite Mean
Lack of interest in Watching English Movies.	2.38	1.02	4.5	
Lack of understanding of English movies Lack of support from parents	2.52	.98	2	
In watching English movies	2.57	1.29	1	
				2.47
Lack of support and guidance from teachers	2.38	.92	4.5	
Lack of availability of resources To watch English movies.	2.48	1.21	3	

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

Table 4 shows the problems students encounter in watching English movies for language learning. The students STRONGLY DISAGREE with the first statement, "Lack of interest in watching English movies." with a weighted mean of 2.38 and a standard deviation of 1.02. As for the second statement, "Lack of understanding of English movies." The students STRONGLY DISAGREE with a weighted mean of 2.52 and a standard deviation of .98. In the third statement, "Lack of support of parents in watching English movies." The students STRONGLY DISAGREE with a weighted mean of 2.57 and a standard deviation 1.29. In response to the fourth

statement, "Lack of support and guidance from teachers." The students STRONGLY DISAGREE with a weighted mean of 2.38 and a standard deviation of .92. For the last statement, "Lack of the availability of resources to watch English movies." The students STRONGLY DISAGREE with a mean of 2.48, and the standard deviation is 1.21.

The statement with the highest mean of 2.57 and ranked 1 is "Lack of support of parents in watching English movies." This is comparable to the study of Kalaycı & Öz (2018). Regarding parental involvement in teaching the English language to 1st to 4th grade students, parents encourage language exposure to the learners to develop their language skills by listening to English songs and watching English cartoons with their children.

The statement "Lack of understanding of English movies" had a mean score of 2.52 and was ranked 2. This suggests that the students did not encounter any problems when it came to understanding English movies. However, in comparison with the study of Alluri (2018), she stated that it could be challenging for a teacher to get the same desired result from every student, especially if they are not all fluent in the English language, as she mentioned that students have varying levels of comprehension. Additionally, some students responses reveal difficulty comprehending dialogues if their delivery is too fast.

The statement "Lack of the availability of resources to watch English movies" had a mean score of 2.48 and was ranked 3. This implies that the respondents had no problem using movies and had ample resources to watch English movies inside the classroom.

The statement "Lack of support and guidance from teachers" had a mean score of 2.38 and was ranked 4.5. This suggests that the teachers of the student respondents were able to encourage students to use and facilitate classes using the English language for language learning. In contrast, according to the study of Alipasa (2015), some English teachers may question the relevance and usefulness of television and movies, thus not recommending and encouraging their use regularly.

The statement "Lack of interest in watching English movies" had a mean score of 2.48 and was ranked 4.5. This finding is consistent with Khan's (2015) study, which suggests that English language learners are more likely to be engaged in watching movies because combining sounds and moving pictures enhances their experience and stimulates their interest. This, in turn, can help them better understand the scene or situation by interpreting the language independently.

Based on the results, it was found that the students did not encounter significant problems in using English movies for language learning. Furthermore, the availability of resources for watching English movies was deemed sufficient and did not hinder the students' language learning. The study also revealed that the teachers generally supported facilitating language learning through English movies.

## CONCLUSION

To conclude, the student's responses to the first problem statement indicated that more female students were enrolled under the HUMSS strand in DLSAU. The general average results reveal that more female students had a high grade in Oral Communication, but this is because there are more female students. However, their grades reveal that students are good in the English language if the basis of their language skills is only their grade in the Oral Communication subject. The second problem statement summarizes the perception and experience of students in using English movies in language learning. It was revealed that they had a positive perception of all of the statements in the questionnaire. This shows that the students believe English movies are effective for language learning. Finally, the third problem statement showed the problems encountered by the students. They were generalizations of the common problems encountered by students while using movies for language learning. Though, of the respondents of this study, the majority strongly disagree with the statements given.

Overall, the students positively perceive using English movies for language learning since they are interesting and entertaining. In addition, students believe that using movies helped improve their oral skills and vocabulary in English. This is consistent with previous studies that believe learners can learn and acquire the language because of comprehensible input and authentic language use in movies. The students also agree that it motivates them to participate in class and reduces their anxiety in language learning due to movies potentially



lowering the affective filter inside the classroom. As a result, students become relaxed and comfortable, which encourages acquisition.

However, though the students disagreed with the statements regarding the problems they encountered in using English movies for language learning, it must be noted that students from different backgrounds may respond differently to the questions. Furthermore, it should also be noted that movies are not specifically intended for language acquisition, so teachers should still choose an appropriate film that would give the most learning for students (Albiladi et al., 2018; Alsalihi, 2020). Moreover, some students may have difficulty concentrating if their attention is entirely drawn to the movie, which will distract them, as well as not understanding some dialogue if it is spoken too fast (Alluri, 2018).

## RECOMMENDATIONS

As a result of this study, several recommendations for future research on the same topic were given.

1. This study had significant limitations due to its small sample size and relatively short duration. To obtain more relevant results, it is recommended that future research be carried out with a larger sample size of respondents from diverse backgrounds and a longer study period.
2. For future researchers, it is recommended to use mixed-method designs and interview respondents regarding their perception and experience, especially the problems encountered, to have a deeper understanding of the responses of the students and not rely solely on the Likert scale as their response may not reflect the generalized statements given.
3. The researcher also recommends future researchers study if there is a correlation between the sex of the respondents to their perception of the use of English movies for language learning.
4. It is also recommended to find and use up-to-date related literature to back up the claims made in this study, especially local literature and studies, as this would provide an in-depth look at the topic relative to the country.

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