

English Films and Their Effects on Development of Productive and Receptive Skills: Beyond Classroom Exposure

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Abstract

The study presents its investigation into the perception towards English films as the second language acquisition tool and the effects of exposure to English language through English films on the development of productive and receptive skills. It was undertaken since little has been done particularly in the local setting examining associations between the said variables. Undergraduate students from a public university in Selangor, Malaysia were randomly selected and surveyed for their views. Employing a quantitative approach, data was collected through an adapted online questionnaire measured by the Likert's scale. The amassed data underwent analysis utilizing descriptive statistics and Spearman's rank correlation coefficient. The findings demonstrated positive effects of the English language exposure through English films and a favorable correlation between the English language exposure via films and the improvement of language skills particularly listening and speaking skills. These results illuminate the crucial role that film-based exposure plays in augmenting second language acquisition. This study provides insights into the significance of incorporating film-watching outside the classroom activities to reinforce the development of receptive and productive skills and advances the use of diverse multimedia platforms to enhance language learning beyond the classroom exposure to enhance language learning.

Keywords: Films, Second language acquisition, English language exposure, Productive skills, Receptive skills

1. Introduction

1.1 Background

Immersion in authentic English contexts is essential for enhancing the language proficiency of English language learners. By interacting with native English speakers and engaging with various forms of digital English media - social media, YouTube videos and subscribed television programmes such as Netflix, the learners will increase the exposure to English learning outside the classroom (Muñoz & Cadierno, 2021). This opens up a myriad of opportunities for learners to learn independently not only English but other subjects too. The amount of contact the learners have with their second language (L2) will add to their English enrichment and enhance their language skills. Therefore, exposure to authentic English contexts is not only beneficial for language learning, but also for general education and personal development.

Exposure to language beyond the classroom context has been referred to in many terms. Benson (2001) uses 'outside-of-class language exposure' while Muñoz and Cadierno (2021) used the term 'out-of-school language exposure'. In the study, beyond the classroom exposure will have the same context. Benson defines his term to refer to any learning that occurs beyond the confines of the classroom. This may include self-guided instruction, naturalistic learning, and self-directed exploration of the language. Zoubi (2019) elaborates on the diverse array of activities that contribute to English language acquisition outside the classroom. For instance, learners can improve their listening skills by listening to English radio programs, their speaking skills by conversing in English, their reading skills by browsing the internet and

reading English texts, and their cultural awareness by traveling to English-speaking countries. Ultimately, learners get motivated to use the language when they encounter engaging materials such as films, magazines, and songs.

Films or movies have been long recognised as one of the main multimedia language learning tool in numerous studies for decades (Albiladi et al., 2018; Asyrafuzzaman & Roy, 2019; Csajbok-Twerefou, 2010; Dikilitasa & Duvencib, 2009; Walay, 2022; Wang, 2009). They have been acknowledged as a powerful media source (Ismaili, 2013; Albiladi et al., 2018), and an authentic source of language learning that could contribute to the learners' development of language skills (Albiladi et al., 2018; Aliyev & Albay, 2016; Nath et al., 2017; Roslim et al., 2021; Yaacob et al., 2021). Their integration into the classroom learning has empirically proven to have a huge contribution to second language learning (Asyrafuzzaman & Roy, 2019; Gorjian, 2014; Kabooha, 2016; Nath et al., 2017; Wang, 2009; Roslim et al., 2021). Among the benefits gained were enhancement of vocabulary acquisition, (Gorjian, 2014; Roslim et al., 2021; Nath et al., 2017), pronunciation skills (Nath et al., 2017; Walay, 2022), fluency (Walay, 2022) and speaking skills (Goctu, 2017). In addition, motivation and confidence were also enhanced after being exposed to authentic language and observing the native speakers (Ismaili, 2013; Kalra, 2017).

1.2 Statement of Problem

According to Ellis (2015), second language acquisition or second language learning (L2) depends on the context of language use and is an ongoing process rather than a product. This requires learners to engage in social interaction. The media that provide authentic contexts and language in L2 can allow language learning to take place. Technological advances complement the process, but the issues of low language proficiency among English as second language learners in Malaysia still prevail. Low speaking proficiency is one of them. Rusli et al. (2018) mentioned this in their study, stating that weak performance in speaking among Malaysian undergraduates was largely due to psychological factors including speaking anxiety and suggesting that watching films could be one of the solutions. Some learners, especially low proficient ones, persistently encounter unsupported environments outside of the classroom and thus interact in their mother tongue with their peers. As written by Selan (2021), after completing the full 11 years of primary and secondary school learning English, many are often unable to communicate well outside the classroom setting. Besides speaking, writing skills are difficult to master. The majority of employers in the 2016 Malaysian Employers Federation Salary Surveys responded that there was a need for graduates to improve their writing proficiency to become more employable. In general, having good English proficiency or good communication skills becomes increasingly in demand by Malaysian employers, particularly those in the private sector in Malaysia (Ting et al., 2017). Thus, there is a pressing need to have more exposure to the English language for learners to be autonomous using various digital multimedia tools.

Furthermore, research on the perceived benefits of watching films or movies beyond the classroom activities and the impact of exposure to English via films or movies on second language/foreign language learners' language acquisition was understudied. Several

researchers such as Abd Latiff et al. (2021), Al Zoubi (2018), Alolaywi (2023), Asyrafuzzaman and Roy (2019), and Nath et al. (2017) have revealed that such activity has impacted second language acquisition of learners. Abd Latiff et al. (2021) viewed films as an essential comprehensible input for language acquisition. Asrafuzzaman and Roy (2019) in their qualitative research revealed that watching films or movies had positive impacts on listening, speaking, and reading skills. The study, therefore, was undertaken because of limited correlational research and little is known about the impact of exposure to English language through films beyond the classroom in the context of second language acquisition specifically in the Malaysian context. It aims to identify the perceptions of students towards English films as a tool in acquiring English as a second language, determine the relationship between exposure to English language through films and the development of productive language skills and the relationship between exposure to English language through films and the development of receptive language skills.

1.3 Review of Literature

1.3.1 Theoretical Framework

The study pinned its framework of beyond classroom or, out-of class English language acquisition via films using the Cognitive Theory of Multimedia Learning and Krashen's Theory of Second Language. Founded by Richard E. Mayer, the first theory focuses on how people learn from words and pictures in computer-based environments (Mayer, 2014). Through the theory, the study attempts to explain in Mayer's words on how a learner cognitively processes information given different channels particularly via visual and verbal channels based on three assumptions (dual channel, limited capacity, and active processing), and the memory stores of the human information processing system (sensory memory, working memory, and long-term memory). These memory stores work together and use visual or verbal materials to connect with the existing knowledge in the learners' brain. This is the process that English language learners go through for multimedia learning. The second theory is relevant to the study's research objectives as it proposes five key hypotheses that explain how second languages are acquired emphasizing on the subconscious process of acquiring a second language, which is similar to how children learn their first language. The hypotheses are the acquisition-learning distinction, natural order hypothesis, monitor hypothesis, input hypothesis, and affective filter hypothesis where the emphasis is placed on comprehensible input addressing the fundamental theoretical question of how language is acquired.

1.3.2 Development of Productive and Receptive Language Skills Through Films

Empirically, films have helped English language learners enhance their listening, reading, speaking and writing skills in both classroom and non-classroom settings. Vocabulary acquisition has been repeatedly reported as a positive outcome of watching films in many studies (Andriani & Angelina, 2020; Albiladi et al., 2018; Ismaili, 2013; Katemba & Ning, 2018; Simamora & Oktaviani, 2020). This incidental or non-incidental vocabulary acquisition, in turn, can improve the language skills as more new words, phrases, idioms, colloquial words or even slang have been acquired. Another outcome is improved

pronunciation. According to Hancock (2018), pronunciation is part of speaking which is in accord with Hornby's (1995) definition of pronunciation - the way a person speaks the words of language, and pronunciation involves listening to how the language sounds. In doing so, the learners would be able to improve listening and speaking skills as well, as demonstrated in Kabooha's (2016), Kalra's (2017) and Roslim's et al. (2021).

With subtitling, films have been visually capable in impacting on second language acquisition. Fauzi et al. (2021) state that authentic input from the films allows language learners to retain new knowledge with assistance from the provided subtitles.

1.3.3 Previous Studies

The perception of English language learners, especially those who learn English as a second language, on the use of films as a tool for language acquisition outside the classroom context and its effects on language skills enhancement have been largely neglected in previous research. Many studies have generally focused on the use of films as English learning tool but not as integrated in the classroom activities as teaching-learning material (Aliyev & Albay, 2016; Albiladi et al., 2018; Liando et al., 2018; Nath et al., 2017; Simamoram & Oktaviani, 2020; Walay, 2022). In these studies, the use of the English films to learn English language was studied to discover the benefits of watching films through implicit learning which was in fact referring to second language acquisition. Therefore, they were considered as the past studies that have examined the use of films or movies beyond the ESL classroom by individual learners.

Studies by Albiladi et al. (2018), Asyrafuzzaman and Roy (2019), and Liando et al. (2018) were more similar to the current study in terms of the development of language skills context. These studies showed that English movies had a positive impact on improving listening and speaking skills. Albiladi et al. (2018) interviewed 25 adult learners to gain their perceived beliefs about the benefits and challenges of using English movies to learn English. It was found that regular exposure to English via films could lead to improved speaking, listening, pronunciation, and vocabulary acquisition and some learner believed that subtitled films could improve their written skills. Similarly, Liando et al. (2018) descriptively analysed English-major undergraduates' perceptions towards watching English movies to develop listening and speaking skills in a university in North Sulawesi and revealed that English movies were more effective media than others in improving learners' speaking and listening skills. They also reported that subtitles helped the learners understand the conversation in the movie better. Al Murshidi (2020), Kabooha (2016), Kalra (2017) and Rao (2019) supported these findings but in teaching and learning.

On the same note, Asyrafuzzaman and Roy (2019) interviewed researchers and experts in University of Dhaka and reported that watching English movies had a positive impact on developing learners' listening and speaking skills. Correct pronunciation and vocabulary acquisition were also enhanced through English movies. Walay (2022) also reported similar results on these areas. In the Malaysian context, Nath et al. (2017) explored the effects of movies on the affective filter and English acquisition of low-achieving English learners quantitatively. They found that the learners, who lacked language skills, considered the films

as a viable source to boost their self-confidence and reinforce their English learning in the classroom, as they improved their vocabulary and learnt correct pronunciation through the English films. Clearly, English learners benefit greatly in terms of their improvement of listening and speaking skills, however, there is a lack of evidence with regards to the development of reading and writing skills. Kusumawardhani and Nurhayati (2019), among the few, revealed that films were effective in improving the writing skills.

Only a few studies addressed the gap in investigating the effects of English films beyond the classroom on development on the language skills using inferential analysis. Al Zoubi (2018) examined the general exposure to English, through different activities the learners did in life including travelling and other routine activities, quantitatively among 47 English learners at Ajloun National University in Jordan. Using Pearson correlation, he found a weak positive correlation between the general exposure to English and the development of language skills.

1.4 Research Questions

The study set to answer the following objectives based on the statement of the problem as discussed before:

RQ1: What are the students' perceptions towards English films as a tool in acquiring English as a second language?

RQ2: Does exposure to English language through films affect the development of productive skills among learners?

RQ3: Does exposure to English language through films affect the development of receptive skills among learners??

Therefore, it was hypothesised that:

(for RQ2)

H0: There is no relationship between exposure to English language through films and development of productive skills among learners.

HA: There is a relationship between exposure to English language through films and development of productive skills among learners.

(for RQ3)

H0: There is no relationship between exposure to English language through films and development of receptive skills among learners.

HA: There is a relationship between exposure to English language through films and development of receptive skills among learners.

The above hypotheses used a two-tailed test of significance. A two-tailed test of significance was chosen because the direction of the effect of exposure to English films on the development of language skills was not specified in advance.

2. Methods

2.1 Research Design

The study employed a correlational research design primarily to determine the relationship between the English language exposure through films and development of language skills. It also aimed to study the perceived role of English films as a tool for second language acquisition in terms of mean scores and standard deviation through descriptive analysis.

2.2 Setting and Sample

The study was conducted at Universiti Teknologi MARA Selangor, the Shah Alam campus, which consisted of three main clusters: Science and Technology, Social Science and Humanities. Due to the time constraint, three different faculties from two clusters were conveniently selected. 149 undergraduates were randomly selected from the Faculty of Computer and Mathematical Sciences, which belonged to the Science & Technology cluster, and from the Faculty of Communication and Media Studies and the Faculty of Law, which belonged to the Humanities cluster.

2.3 Research Instrument

The data were collected through an online questionnaire using Google Form which was adapted from Al Zoubi's (2018) and Liando's et al. (2018) questionnaires and had 28 items in four sections. The first section asked about the demographic profiles of the respondents, such as gender, faculty, and current semester. The second section had 13 items on the students' perception of English films as a tool for second language acquisition. The third section and last consisted of 7 items and 5 items on the English language exposure through films in relation to the development of productive skills and receptive skills respectively. A 5-point Likert's scale was used, with one being 'strongly disagree' and five being 'strongly agree'.

2.4 Data Collection Procedure

An ethics approval application was submitted to the Faculty Ethics Review Committee for the purpose of gaining approval to conduct research, and protect the rights of the respondents which include anonymity and confidentiality. The administration of the questionnaire was administered via Gmail, WhatsApp and Telegram to reach the sampled population.

2.5 Data Analysis

The data collected were analysed using descriptive and correlational analysis to address the three research objectives. The study utilised the IBM Statistical Package for Social Sciences (SPSS) for data analysis purposes to generate mean scores and standard deviation for the first research objective and to perform the Spearman Rank Correlation that measured the strength of the relationship between the English language exposure through films and development of language skills. The test was chosen because the Likert's scale was treated as ordinal data and the data were not normally distributed (Rovet, 2020).

2.6 Reliability and Validity

A language expert from the Academy of Language Studies in UiTM Shah Alam validated the research instrument on the face value. Since the questionnaire was adapted from two sets of questionnaires, the reliability analysis of the items was essential to be determined using Cronbach's alpha coefficient. The overall reliability, Cronbach's alpha value was .94. The alpha values of the three subscales were .88, .87 and .83. The revealed values of skewness ranged from -1.76 to -.17 which was less than 2 and kurtosis was between -.96 and 4.71 which was less than 7, suggesting a normal distribution of the data. The results indicated the satisfactory level of internal consistency of this modified questionnaire. Meanwhile, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity was used "to measure the adequacy of samples in terms of the distribution of values for the execution of factor analysis" according to Ho et al., (2017, p.15). The results for the KMO test was 0.901, so the conformity was confirmed to perform the factor analysis. The factor analysis was conducted with the principal component analysis using of varimax rotation to group common factors within 28 items. 13 items had factor loadings 0.5. Since most of these items from the second section that dealt with the perceived benefits of watching films beyond classroom and the first research question, they did not affect the findings of the study as the study only used descriptive statistics to describe the students' perceptions through the mean scores and standard deviation.

3. Results

3.1 Demographic Profiles of Respondents

The questionnaire response rate was 81%; of 149 sampled respondents, only 120 students responded. Thus, the results could not be generalised to the target population. Of 120 respondents, the majority (71.7%) were females while the remaining (28.3%) were males. Nearly half (42.5%) of the respondents were from the Faculty of Computer and Mathematical Sciences, 30% were from the Faculty of Communication and Media Studies, and the remaining (27.5%) were from the Faculty of Law. The third year students constituted less than half (42.5%) of the surveyed sample, followed by the second year students (27.5%) and the first year students (16.7%) . The final year students made up the rest (13.3%).

3.2 Perception towards English Films as a Tool for Second Language Acquisition

The first research question on the students' perception towards English films as a tool in acquiring English as a second language was addressed using descriptive analysis. The results in the mean scores and standard deviation are shown in Table 1.

Table 1. Descriptive Statistics on Perception of Learners towards English Films as a Tool for Second Language Acquisition

No.	Item	Mean	SD
1	Having more exposure to the English language through films/movies develops my proficiency.	4.49	0.71
2	Having exposure to varieties of English language through film/movies helps me	4.23	0.77

	boost my confidence.		
3	Practising the English language in many social contexts after learning it via films/movies improves my English language proficiency.	4.37	0.73
4	Watching English films/movies on TV facilitates my English language acquisition.	4.41	0.64
5	Watching a lot of English films/movies without subtitles in my own language helps me understand the English language better.	3.94	1.06
6	Watching a lot of English films/movies with subtitles in my own language helps me understand the English language better.	3.86	1.10
7	Watching a lot of English films without English subtitles helps me understand the English language better.	3.38	1.18
8	Watching a lot of English films/movies with English subtitles helps me understand the English language better.	4.59	0.57
9	Watching real life situations in films/movies increases my English language fluency.	4.07	0.74
10	Watching films/movies gives me exposure to English verbal communication skills.	4.38	0.66
11	Watching films/movies gives me exposure to nonverbal communication skills.	4.13	0.89
12	Watching English films/movies provides good exposure to social interaction and enhances my language skills.	4.20	0.84
13	Exposure to a variety of conversation techniques via watching English films/movies increases my language acquisition.	4.28	0.70

The results showed that Item 1 ($M=4.49$, $SD=0.71$) recorded the highest mean value, followed by Item 4 ($M=4.41$, $SD=0.64$), indicating the use of films as a viable medium or tool for facilitating English language learners' acquisition and improving proficiency. In the third place was Item 3 ($M=4.37$, $SD=0.733$) that demonstrated the 'practice makes perfect' rule suggesting how through practising the communication skills they acquired, the learners became more proficient. The high mean score of Item 2 ($M=4.23$, $SD=0.772$) indicated that the learners felt that exposure to varieties of English also helped boost their confidence.

Items 5-8 were related to watching subtitled or non-subtitled English films and their effects on language skills. Items 5 and 6 had mean scores below 4.0 ($M=3.94$, $SD=1.06$; $M=3.86$, $SD=1.10$ respectively), which indicated that the learners almost agreed that films with or without subtitling in their own language helped them in acquiring English. Item 7 was the opposite of Item 8 ($M=4.59$, $SD=0.57$) which had the highest mean value among the four

items. It indicated that the learners believed that English subtitled movies enhanced their understanding of a film or movie.

Finally, Items 9-13 measured the perceived positive effects of the English language through films in terms of communication skills. Item 10 had the highest mean score ($M=4.38$, $SD=0.66$), indicating that via films, the learners' verbal or oral communication skills could be enhanced. In the second place, Item 13 ($M=4.28$, $SD=0.70$) strongly supported this view as the exposure to a variety of conversation techniques (e.g language forms and functions) was believed to help improve the verbal communication skills. Related to this, Item 9 ($M=4.07$, $SD=0.74$) and Item 12 ($M=4.20$, $SD=0.84$) also indicated that the exposure to the real-life situations in films including social interactions could enhance their fluency and language skills in general. Lastly, Item 11 ($M=4.13$, $SD=0.89$) showed that the exposure to nonverbal communication skills helped improve the conversation skills.

3.2 Relationship Between English Language Exposure Through Films and Development of Productive Skills

Seven items measured the development of productive skills (speaking and writing skills) in relation to the English language exposure through films. Items S1-S4 were about speaking practices they did after acquiring vocabulary and linguistic resources through watching films whereas Items W5-W7 concerned the writing skills. Overall, five items (Items S1,S2,S3,W6, and W7) obtained the mean scores above 4.0 while two items (Items S4 and W5) scored below 4.0 as displayed in Table 2.

Having the highest mean value, Item S1 ($M=4.38$, $SD=0.66$) indicated that watching English films had a positive effect on the learners' pronunciation. They also felt that practising speaking English face-to-face and over the phone with what they learnt through watching films or movies improved their proficiency. These were indicated in Item S2 ($M=4.25$, $SD=0.81$) and Item S3($M=4.19$, $SD=0.80$). However, the mean score of Item S4 ($M=3.78$, $SD=0.97$) showed that such exposure did not relieve them from facing speaking anxiety.

Table 2. Descriptive Statistics on the Effects of English Movies on the Development of Productive Skills

No.	Item	Mean	SD
S1	Watching English films/movies improves my English pronunciation.	4.38	0.66
S2	Practising spoken English face-to-face after watching films/movies increases my proficiency.	4.25	0.81
S3	Practising spoken English on the phone after watching films/movies increases my proficiency.	4.19	0.80
S4	Practising spoken English after watching films/movies helps me overcome my speaking anxiety.	3.78	0.97
W5	Learning language use through English films/movies improves my sentence structure in writing.	3.93	0.97

W6	Acquiring new words and phrases when watching English films/movies helps me write well.	4.23	0.83
W7	Watching English films/movies of different genres improves my writing skills.	4.02	0.94

Pertaining to writing skills, the learners almost agreed that through learning language use, they were able to improve sentence structure when writing as indicated in Item W5 ($M=3.93$, $SD=0.97$). However, through Item W6 ($M=4.23$, $SD=0.83$), the learners admitted that they could write well after acquiring new words and phrases and through English films of different genres, they could improve their writing skills as shown by a high mean score of Item W7 ($M=4.02$, $SD=0.93$). Clearly, watching movies could bring about positive effects on productive skills.

Spearman's rank correlation was computed to assess the correlation between the studied variables and the results demonstrated that there were positive correlations between the studied variables as indicated in Tables 3 and 4. There was a moderate positive correlation between the English exposure through films and improved pronunciation, $r_s(118) = .43$, $p < .01$. In addition, there was a moderately strong association between the English exposure through films and increased proficiency in speaking face-to-face, $r_s(118) = .46$, $p < .01$ as well as increased proficiency in speaking on the phone, $r_s(118) = .49$, $p < .01$. Furthermore, there was a moderate positive relationship between the English exposure through films and reducing speaking anxiety, $r_s(118) = .50$, $p < .01$. Thus, the alternative hypothesis was rejected. These results suggested that the English exposure through films had positive effects especially on speaking skills, possibly because watching films exposed learners to authentic language use and increased their confidence and motivation.

Table 3. Correlation between English Language Exposure through Films and Development of Speaking Skills

	S1	S2	S3	S4
Watching English films can facilitate language acquisition	.43**	.46**	.49**	.50**
Correlation Coefficient				
Sig. (2-tailed)	<0.01	<0.01	<0.01	<0.01
N	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed)

The results in Table 4 demonstrated that there was a weak positive correlation between the English language exposure through films and the improvement of sentence structure in writing, $r_s(118) = .38$, $p < .01$. Moreover, there was a weak positive correlation between the exposure and vocabulary acquisition that could help to write well, $r_s(118) = .30$, $p = .01$. Lastly, there was also a weak positive correlation between the exposure and the improvement of writing skills through English films of different genres, $r_s(118) = .34$, $p < .01$. Therefore, the alternative hypothesis was rejected.

Table 4. Correlation between English Language Exposure through Films and Development of Writing Skills

		W5	W6	W7
Watching English films can facilitate language acquisition	Correlation Coefficient	.379**	.30**	.34**
	Sig. (2-tailed)	<0.01	0.01	<0.01
	N	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed)

3.3 Relationship Between the English Language Exposure Through Films and Development of Receptive Skills

Addressing the third objective of the study, Items L1- L3 specifically measured the effects of watching English films beyond the classroom on the improvement of listening skills. It was found that the mean scores for these items under receptive skills were high and above 4.0 (Table 5). The learners agreed on the positive effects of the exposure variable on the listening skills. Items L2 and L1 had similar mean score (M= 4.43, SD=0.66; M=4.41, SD=0.70 respectively). The learners felt that their listening skills improved when they listened to new words and phrases and varieties of English. Regarding listening comprehension, the mean score of Item 3 (M=4.28, SD=0.71) indicated that the visual effects of the films or movies helped them understand the conversations that took place.

Table 5. Descriptive Statistics on Effects of English Films on Development of Receptive Skills

No.	Item	Mean	SD
L1	Watching English films/movies helps me listen better to varieties of English.	4.41	0.70
L2	Watching English films/movies improves my listening as I listen to new words and phrases.	4.43	0.66
L3	The visual aspects of English films/movies help support my listening comprehension.	4.28	0.71
R4	Reading the subtitles in English films/movies increases my reading speed.	4.33	0.81
R5	Reading the subtitles in English films/movies helps me improve my comprehension.	4.39	0.73

As for reading skills, Items R4 (M=4.33, SD=0.81) and R5 (M=4.39, SD=0.73) recorded similar mean scores that indicated subtitling in films helped the learners understand conversations better and enhanced their reading speed. However, subtitling was not specified whether it was in the learners' native language or in English.

Table 6. Correlation between English Language Exposure through Films and Development of Listening Skills

	L1	L2	L3
Watching English films can facilitate language acquisition	.43**	.54**	.41**
Correlation Coefficient			
Sig. (2-tailed)	<0.01	<0.01	<0.01
N	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed)

The results in Table 6 showed moderate positive correlations for all listening variables at $p=0.01$ and thus, the alternative hypothesis for listening was rejected. The exposure to English language through films was moderately correlated with listening to varieties of English, $r_s(118) = .43$, $p < .01$, listening to new words and phrases, $r_s(118) = .54$, $p < .01$, and listening comprehension, $r_s(118) = .41$, $p < .01$. These results suggested that the exposure to English through films moderately influenced the improvement of listening skills among the learners.

Table 7. Correlation between Exposure to English Language through Films and Development of Reading Skills

	R4	R5
Watching English films can facilitate language acquisition	.33**	.34**
Correlation Coefficient		
Sig. (2-tailed)	<0.01	<0.01
N	120	120

** . Correlation is significant at the 0.01 level (2-tailed)

However, the correlation coefficients for reading skills were found to be weak as displayed in Table 7. Thus, the alternative hypothesis was rejected. There was a weak positive correlation between the exposure to English through films and increased reading speed, $r_s(118) = .33$, $p < .01$. Similarly, a weak positive correlation was also found between the exposure to English through films and improved comprehension, $r_s(118) = .34$, $p < .01$. These results suggested that the exposure to English through films and improvement of receptive skills did not significantly affect reading skills, possibly because reading skills required more explicit instruction and practice than listening skills.

4. Discussion

The findings showed that watching more English films helped the learners acquire the language, comprehend and thus improving their proficiency. This is true as through vocabulary acquisition can improve learners' language and comprehension. These results are consistent with several previous studies (e.g. Albiladi et al., 2018; Goctu, 2017) that reported similar

benefits of English films for language acquisition. Likewise, Kabooha (2016) and Kalra (2017) who investigated the integration of films in lesson confirmed that the films facilitated the English language learning.

Additionally, most learners found that the real-life situations depicted in films enhanced their language fluency. This finding is similar to those of Aliyev and Albay's (2016) and al-Murshidi's (2020) that affirmed the role of films as a valuable source of authentic language input that fosters fluency. Accordingly, the study also indicated that watching films exposed the learners to communication skills and social interaction. Kabooha (2016) and Kalra concur in this matter as the learners not only could improve fluency but they also improved their conversation skills after practising conversing applying the language from real-life examples depicted in many different social contexts in films.

Another finding was exposure to English through films had a positive moderate correlation with improved pronunciation and fluency. This is consistent with the findings of several previous studies (Albiladi et al., 2018; Aliyev & Albay, 2016; Al Murshidi, 2020; Kabooha, 2016; Liando et al., 2018; Nath et al., 2017). Moreover, exposure to English language through films was also positively correlated with improved speaking proficiency and reduced speaking anxiety. Similar results were found by past studies in the same area, suggesting that increasing such exposure can enhance the speaking skills and the confidence of the speakers (e.g. Albiladi et al., 2018; Goctu, 2017; Liando et al., 2018; Nath et al., 2017; Roslim et al., 2021). In terms of writing skills, there were positive weak correlations between the exposure variable and improved language structure in writing, and improved writing skills through learning new words and phrases. The findings were supported by Albiladi et al. (2018) and Fauzi et al. (2021) who argued that watching films promoted the development of writing skills from reading through subtitled films. As asserted by Kusumawardhani and Nurhayati (2018), films served as an effective language learning tool, especially in developing writing skills.

The findings revealed that the English language exposure through films had a moderate positive correlation with improved listening skills. This is consistent with previous studies (e.g. Kabooha, 2016; Kalra, 2017; Liando et al., 2018; Pamungkas & Adi, 2020) that suggested the exposure to authentic language could positively affect the improvement of listening skills. Moreover, the findings showed that the visual effects of English films also had a moderate positive correlation with listening comprehension. This is supported by other studies (e.g. Ismaili, 2013; Rao; 2019; Al Murshidi, 2020; Pamungkas & Adi, 2020) that reported that the visual effects could help students better comprehend and develop their listening skills.

Furthermore, the results illustrated that reading the subtitles provided in English films helped students understand difficult vocabulary and improve their reading comprehension. Both studies by Andriani and Angelina (2020) and Liando et al. (2018) claimed that the subtitles provided in English films facilitated vocabulary acquisition and enhanced the learners' comprehension. However, the study found that there were weak positive correlations between the exposure to English through films and the improvement of reading comprehension and reading speed.

The study concluded that watching native speakers in films and listening to their conversations

using varieties of English, deemed as authentic and showing real-life situations promotes the development of language skills and thus, building the learners' language competence in general. These should be followed up by practicing the acquired language. As empirically proven by many, films of different genres are effective sources for both language acquisition and learning in improving listening and speaking skills.

The effects the films had on reading and writing skills were positive but weak. It can be inferred that there was less influence of the film exposure on writing skills or, other factors may influence writing skills more than film exposure. One plausible explanation is short listening retention and span of memory. The film subtitle flashes for only a few seconds and this does not greatly help in improving either skills. Insufficient number of items on the development reading and writing skills might have caused errors in measurement of such constructs. It is hopeful that the academics could come up with methods of teaching writing through films so that the English language learners especially the weak ones could be fully aware that they can watch films to write better. This also applies to other language skills as well.

Although the correlations between the studied variables did not indicate strong effects, it is noteworthy to conclude that the effects of the films in or out of the classroom had shown similar results. Future researchers might wish to consider venturing into more experimental research and in-depth investigation so that the specific areas of listening and speaking skills that can be improved will be explicitly identified.

The study, therefore, advances the understanding of the how and why factors in motivating English learners to engage themselves in multimedia learning beyond the classroom activities.

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