

**University Students' Perceptions about the Impact
of Movies on Learning English as a Foreign
Language**

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ABSTARCT

The aim of this study is to examine English language learners' attitudes towards acquiring the language through watching English films. The study took place in the Eastern Mediterranean University at the English Language Teaching Department in Northern Cyprus. 80 undergraduate students volunteered to participate in the study. This study will identify if the learners believe that watching English movies would help them to acquire the English language in general and, in particular, and to improve their different types of skills, which are categorized into two types in this study: receptive skills (listening and reading) and productive skills (speaking and writing). Furthermore, it investigates to what extent participants can comprehend the differences between their culture and the English culture that is demonstrated in the movies. The study follows a mixed methods research in which a quantitative questionnaire of 22 items and a qualitative semi-structured interview were administered to the learners. The learners' perceptions about the impact of watching English movies on their English language acquisition were positive in general. However, as far as the English language skills are concerned, they perceived them variably. Moreover, the cultural feedback that the movies are supposed to provide for the students with did not reach their level of expectations.

Keywords: Acquire, Cultural Issues, Receptive Skills, Productive Skills, English Movies, Perceptions.

ÖZ

Bu çalışmanın amacı, İngilizce filmler izleyerek İngilizce Öğrene öğrencilerin sergiledikleri davranışları araştırmaktır. Bu araştırma İngilizce film izlemenin genelde dil edinimine ve özelde de algısal ve üretimsel olarak iki gruba ayrılan dil becerilerinin gelişimine yardımcı olup olmadığını ortaya çıkarmak için yapılmıştır. Buna ek olarak, bu çalışma katılımcıların anadil kültürüyle hedef dil kültürü arasındaki farkları ne derece algılayabildiklerini saptamaktır. Söz konusu çalışma, karma araştırma yöntemi kapsamında 22 öge içeren nicel anket ve nitel mülakat içeren bir çalışmadır. Öğrenciler, genel olarak, İngilizce film izleyerek dilsel becerileri konusunda edindikleri etkiler hakkında pozitif düşünmektedir. Ancak tüm beceriler konusunda böyle düşünülmemektedir. Filmlerdeki kültürel etkinin yansıması beklenildiği kadar başarılı olmamıştır.

Anahtar Kelimeler: (Dil) Edinme, Kültürel Konular, Algısal beceriler, Üretimsel becerileri İngilizce Filmler, Algılar.

DEDICATION

To my Family, to my Destroyed Country, One Day we will be back

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Chapter 1

INTRODUCTION

1.1 Introduction

This chapter aims at explaining the role of the media in acquiring the English language nowadays. Moreover, it explores the purpose of this study, its background information, what questions are going to be asked and why this survey is taking place in the first place.

1.2 The Role of the Media in Acquiring the Language

Given the role that the media play at present days, English as a foreign language has become a very demanding means of communication since it reflects the core of this media. Therefore, it is logical to presume that the average individual, not to bring up the EFL learner, is getting exposed to a fair amount of English language through this media, incidentally or deliberately. Depending on this fact, this average learner is expected to acquire some aspects of the language consciously or subconsciously.

Apparently, the media has offered the learners an authentic environment to perceive and to learn the language in its genuine form. In accordance with that, the subject has drawn the scholars' attention, prompting them to explore the media's impact on the audience and leading them to relate the outcomes to the hypotheses of the second language acquisition. According to Chomsky & Haliday (1975) language learning has been identified as a subconscious procedure that occurs informally in the setting of a functional language use.

Krashen (1982; 1985) states that a subconscious process takes a place when a person is acquiring competence in a second language. This contributes to the fact that it is possible for the EFL learner to acquire language by being exposed to the media without being aware of that fact.

Thus, learning a second language can stimulate the acquisition of the first language if the correct conditions exist. Watching films and the exposure to the media in general can provide this correct form of language and can supply the learners with the suitable environment to acquire and to develop their foreign language and their language skills. Those skills can be divided into two main categories: receptive skills, including (listening, comprehending, translating, reading and word recognition) and productive skills such as (writing and speaking).

In addition, the media offers the students the authentic materials and the novel tools, such as voices, accents and registers, other than those of the teacher and provide the learners with a sufficient amount of cultural setting in order to improve their language (Chung & Huang, 1998). Furthermore, it is significant to mention the positive influence that the media might have on the learner. For example, watching movies may encourage learner's motivation to pursue and to succeed through the learning process; consequently, this can help in reducing the "affective filter" that prevents the learners from having the most of what they receive. The former supposition has been argued by Krashen (1985) who suggests that fearing failure, some individuals may elevate an "affective filter" as a defense strategy which block them from employing the input they might perceive for language acquisition. However, to lower this filter, Krashen proposes that the language programs should be

motivating, non- evaluating and shaped to embrace them in ways that cause them to temporarily miss that they are reading or hearing another language.

Moreover, watching films can introduce the learners to the cultural background of the language. In other words, learners would observe the following: how do the native speakers communicate, which idioms and gestures they use, how they do compose the sentence and its fragments. Besides, they can link the picture to meaning and word; the body language of the speakers is of an important role as well. The previous elements are referred to as the authenticity of the environment. In accordance, watching films afford the learners the actual form of the language that they need to acquire the language from.

Allan (1985) and Sheerin (1982) proclaim that when learners are watching movies, they can learn language elements such as grammar, vocabulary and pronunciation. Second, movies contributes to the enhancing of their comprehension by enabling them to listen to communications among speakers and see such visual supports as facial expression and body language simultaneously, which may deepen their insights into the topic of the conversations.

Nevertheless, studies regarding this topic are not sufficient to rely on, despite the fact that the advent of the Internet and the modern technology has contributed to the rapid spread of English.

1.3 The Purpose of the Study

This study focuses on English language learners' watching movies in order to improve their learning. Additionally, I am one of those who acquired language through the media in several ways. For that reason, it is interesting to investigate

such effects on the perceivers; sharing their opinions on whether they believe it is beneficial to learn English through the media and to what extent they think it is useful. Thus, the questions raised in this study are as the following:

- 1- Do learners think that watching English movies has an impact on their acquisition of English language?
- 2- What type of skills do learners think they develop more through exposure to English films – productive skills (speaking and writing) or receptive skills (reading and listening)?
- 3- Do learners think that watching movies in English helps them to learn about the English culture?

The study investigates the learners' opinions through a survey, including a (22 Likert items) and an interview that includes 8 different questions, providing a wider and a deeper aspect of the study, in order to obtain the best possible results. The study takes place in the Eastern Mediterranean University at the English Department with 80 undergraduates participants of the two genders.

1.4 The Significance of the Study

The study aims at exploring the perception of the English language learners about the impact of watching English films upon their foreign language. In other words, it investigates whether they agree on the fact that watching films can improve their English language skills or not and whether they enjoy this process.

1.5 Summary

This chapter clarifies the effect of watching movies on the English language learners by adopting various scholars' opinions on the subject. In addition, it explains the media's role in spreading the English language, its role in this second language

acquisition and the type of skills acquired through it. In line with that, those skills were divided into two main categories: receptive skills, including (listening, comprehending, translating, reading and word recognition) and productive skills such as (writing and speaking). Moreover, the chapter states the purpose behind this study, why it takes place (students' perception about the impact of watching films on their language) and the significance of such a research. Finally, it supports the reader with the list of questions asked, for example: 1) do learners think that watching English movies has an impact on their acquisition of the English language 2) what type of skills they think they develop and 3) do they think that watching English films may contribute to their understanding of the English culture. Eventually, the location where the study took place was identified (The Eastern Mediterranean University-The Foreign Language Education Department) and the number of the participants was clarified (80 undergraduates) in addition to the clarification of the instruments used in the study (22 Likert items) and an interview that includes 8 different questions.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter explores the previous studies on the same topic and what did other scholar examine and discover in that term. The chapter contains many sections that point at the importance of each language skill and its significant. It starts with explaining the role that the technology plays in this present era and how this technology leads to spreading the language through television and other forms of it. Then each skill was highlighted alone, starting with the reading and the comprehension skills, ending with writing and oral skills. Other dimensions of the language focused on were grammar, vocabulary and word recognition, intercultural communication and learner motivation.

2.2 The Importance of Technology (Television, Internet and movies) in Acquiring English Language

It has been agreed on by the scholars that technology is of an extreme importance nowadays, since it contributes in bridging the gap between the world's nations; in line with that, they emphasize the importance of it in learning and taking on any form of foreign language. In that context, linguists recommend the integration of technology in the education system and praise its part in spreading the language outside the classroom. Moreover, technology represented by the media has offered the learners the authentic surroundings to acquire the actual form of language as has been said before. Gass (1997) argued that acquiring a language cannot occur in a

vacuum without being exposed to some sort of a language input. Clearly, new technologies like the TV and the internet have their own share in encouraging the learners to watch and to acquire the language.

Meinhof (1998) and Moores (1996) indicated that the easy access and use of digital television, available via cable and satellite, adds a new dimension to learning from. Needless to say, the informal setting has sometimes a much more important role in acquiring language. In that context, Lightbown & Spada (2001) stated that in informal language learning setting, language learners either communicate with native speakers in the target language's country, or use different technologies at home or at work to entertain them, such as watching movies or listen to music which can lead to language learning. In that respect, watching movies, whether through the internet or the TV can enhance the learner's receptive and productive skills. In addition, Kusumarasyati & Luo (2004) had found that movies catch the learners' interest and it can positively affect their motivation to learn.

Other scholars believed that a new era of continuous learning is being led by the progression in technology tools, offering the educators a cost-efficient material and focusing on the individual learner (Selwyn, Gorard, & Furlong, 2006). In line with that, Rand et al., (2005) and Sun & Cheng (2009) (as cited in Mekheimer 2011) revealed that in this new digital phase, videos are used interactively in patterns that equip the learner with the realistic experience, intuitive and interesting interactions and it presents the possibility for many users on the same system altogether. Then he proclaimed that this can be gained through the CALL system which is the abbreviation of the word (Video-capture Virtual Reality). This system provides the learners with the ability to learn by themselves through the You Tube and the

Internet. In line with that, the use of self-broadcasting technology can help in self-instructing and learning, by watching movies through one's personal device like the iPod or the Mobile Phone.

Neuman (1992) believed that captioned movies might benefit bilingual learners for various reasons, one of them is through combining of pictures and sounds that the learners perceive; this might assist them in making a relationship between words and meanings. However, it is important to learn which skills are targeted in this study from students' perception and what did other scholars find. Skills going to be discussed are split into two major types: productive and receptive ones. The productive part includes the oral skill and the writing skill, while the receptive part includes the listening skill, the comprehension skill and the reading skill. In addition to that motivation and intercultural aspects are going to be highlighted in the preceding sections.

2.3 Reading, Comprehension and Listening Skills

Reading, comprehension and listening skills are among the receptive skills that this study targets. Thus, in order to acknowledge if these three skills have the ability to be acquired, previous studies by plenty of scholars were examined. To begin with, Blosser (1988) agreed on what Neuman says when announcing a positive relationship between television watching and reading comprehension results for Hispanic students. In addition, Koskinnen, Wilson & Gambreel (1987) found a significant improvement in word recognition and oral reading for students who watch captioned movies. The former two studies prove that watching films have a positive effect on the audience in term of acquiring the reading skill of the language. Regarding the listening skill, Rahmatian and Armiun (2011) conducted a study on 44

adult learners were split into two groups (“Audio” group and “Video” group), intent which type of instrument could improve the listening comprehension skill to a greater extent. However, by comparing the average results of the two groups, the final outcomes show that the “Video” group obtained a better result by 6%. Concerning other skills such as listening skill, Terrell (1993) explained that listening skills gained by using video materials provide the learners with an experience that cannot be gained in traditional classrooms restricted to instructors or students' interactions. In another study, Garza (1991) examined the effects of subtitled movies on a second language learners of a Russian roots. He concluded that watching subtitled movies has a good impact on reading/ listening and comprehension skills of the learners.

Comprehension is another skill that takes place during the learning process and in the following research; Huang & Eskey (2000) investigated the impact of watching English subtitled movies on the learners. The study covered intermediate ESL learners and came to an end that watching movies did not only improve their listening and comprehension skills, but it also improved their general comprehension. Moreover, Tanrıverdi & Yüksel (2009) carried out a study on the effect of watching subtitled movies on incidental vocabulary learning. The study covered 120 college students from a college preparatory school; the outcomes revealed that learners improved their vocabulary skills after watching captioned and non-captioned movies. To add up, another study was held by Weyers (1999) with an authentic soap opera to gauge if it can foster learners' comprehension and their speaking ability; in that respect, he divided his learners into two groups: experimental and controlled group. The experiment was carried on two Spanish classes for 8 weeks at the University of New Mexico. Students had a pre and a post

test and were instructed before viewing each episode about the program. The outcomes of the study indicate that the soap opera is a very beneficial to the learners' listening comprehension. The former studies supplied a very positive results and outcomes which proves the utility of gaining the language through the media.

Examining the listening and the reading skills, Herron et al., (1995) proclaimed that movies provide language learners with the opportunity to watch the way of communication as native speakers interact in authentic contexts, which provide them with the best feedback to improve their skills. Furthermore, Pezdek, Lehrer, & Simon (1984) concluded that movie fragments contribute to the improvement of the memory and the recovery of information in reading and listening.

Other scholars mention that students urge to be more enhanced by using technology while acquiring the English language. The visual dimension of the videotape is believed to reduce the presence of any confusion more in listening to English native speakers than audio cassettes. Thus, students will be motivated to learn more. Furthermore, it is notable and inspiring to learn that videos contribute in improving listening and written skills, which means that the input and the output of the comprehension and the production skills are enhanced while learning a foreign language (Herron et al., 1995; Weyers, 1999). Researchers like Mackey & Ho (2008) demonstrated that multimedia tools are more useful than traditional prepared or printed materials. Videos which offer visual, contextual and non- verbal input supply foreign language learners with visual and aural incentives which correct any lack of comprehension resulting from listening alone. Moreover, these studies proved that videos are highly preferred by the learners for the authenticity they provide.

Likely, D'Ydewalle & Pavakanun (1996) run a study in which seventy four Dutch native speakers in a high school were involved with no Spanish language feedback. These learners were divided into nine groups to view different versions of an animated movie that includes Spanish, Dutch or no audio channel that includes as well, Spanish, Dutch or a version without subtitles. Then, they were given a test of Spanish vocabularies. The participants who viewed the versions, including Spanish subtitles and Dutch audio utter significantly better than the ones who did not. A similar experiment with learners of a secondary school level found a reasonable effect of viewing TV on grammar and greater effect on vocabulary recognition (d'Ydewalle and Pavakanun, 1997).

Two additional studies reported in d'Ydewalle et al., (2006) emphasizing the incidental grammar acquisition when viewing captioned TV programs using Esperanto as a foreign language. However, they did not lead to a considerable result. Sariçoban (n.d.) conducted a study on 42 first grade English Language Teaching (ELT) department students at the University of Mehmet Akif Ersoy in Turkey. His purpose was to discover whether watching subtitled cartoons would influence incidental vocabulary acquisition. The learners took pre- and a post-test to ensure the outcomes; then they were randomly put into two groups (subtitle and no-subtitle group). However, the outcomes of the study did not reinforce the assumption that the subtitle group would perform better than the no-subtitle group, since there were no significant differences between the two groups, but there was significant improvement in both of the groups from pre-test to post-test scores. This progress was based on the presence of the targeted language.

A further two studies focus on the impact of watching English movies on vocabulary skill, Etemadi (2012) explored the effects of watching subtitled movies on EFL learners' vocabulary recognition. Forty four senior undergraduate students studying at the Shiraz Islamic Azad University were chosen from two intact classes and two documentary movies were performed; one with English subtitles and the other without subtitles. Both classes watched the two movies in different order. The outcomes revealed that the participants benefit from watching the movies on the comprehension level but not with vocabulary recognition. Moreover, Koolstra & Beentjes (1999) split 246 primary school children into three groups. The first group viewed a Dutch documentary with an English language subtitle two times, the second group viewed that same version twice as well, but without the subtitles, and the third (controlled group) was exposed to a different Dutch TV show without subtitles. Subsequently, all participants had a vocabulary test related to the show. The learners who viewed the subtitled version outperformed those who viewed the non-subtitled one. The second group participants outperformed the controlled group and the students in the sixth grade in this study also outperformed the fourth-graders. Moreover, the students who watched the subtitled English television programs at home frequently, performed significantly better than those with a low or an average frequency of viewing subtitled programs.

Finally, Koolstra, Peters & Spinhof (2002) declared that they have confidence that Dutch and Flemish children are able to pronounce English or American words perfectly due to them listening to English-language music, playing computer games, and watching subtitled television, being exposed to an authentic input of a foreign language class is significant because it is essential to the progress of the learners' communicative competence (Baltova, 2000; Weyers, 1999).

Generally speaking, the majority of the studies had a positive outcome regarding the issue of acquiring the three skills through watching English films and the results of the study in the final section will prove this idea as well.

2.4 Oral Skill

This study also investigates the possibility of acquiring Oral skill through watching films, the previous studies had one or two positive results regarding this issue, however, further studies were explored to spot the light on this skill; for example: Rokni & Ataee (2014) investigated the impact of watching English films with and without subtitles on EFL student's oral ability. The learners who joined the experiment were 38 Iranian students of an intermediate level. The students were organized into two groups (experimental and control). Each group had 19 pupils. The participants in the experimental group were subjected to a speaking pretest in order to assess their speaking ability. Then they were exposed to 20 sessions of English subtitled movies, each for about 15 minutes. Finally, the learners took a speaking post test to measure the results. By examining each pupil's test alone, those who viewed the film with subtitles displayed a fundamental advancement in their oral ability in comparison with those in the control group who viewed the film without subtitles. Other scholars clarified what they believed in line with the study, for instance: Flora (1995) and King (1996) stated that language is the mean of beliefs, inner motivations, and connection; it helps enabling the individual to enhance his/her self-awareness, to communicate with others, to learn, and to interchange with them what they learn.

In a comparative vein, Forsman (as cited in Sjöholm, 2004) clarified that the students in the southern side of Finland are more proficient in English than the individuals in

the Western side due to the fact that, the southern part inhabitants practice more on English activities like watching TV programs, playing video and listening to English songs. Moreover, movies provide the learners with the native speaker's real dialect better than what can be taught in classrooms (Richardson & Scinicariello, 1989). A study carried out by Kanean (2013) conducts a classroom action research claiming that watching films raises learners' scores of oral skills from 60.32 up to 70.81.

Chapelle (2003,) on the other hand, implied that technology is of an extreme importance in the improvement process of the language capabilities of the students, in and outside the classroom. Instructors who teach English as a second or foreign language realize the pupils' demands to use English outside the educational system, so they can develop their interacting competence. In another context, Hanley et al., (1995) declared that films foster interesting clues which occur with audio or written inputs, thus it supports perceiving and producing the foreign language. Mei-ling (2007) examined integrating films in the classroom to improve students' speaking and listening capabilities. The results were significantly positive regarding the two skills.

However, researchers like Ndong-Ekouaga (2002) and Felhma (1996) argued that the effect of watching movies on students' oral practicing is still unrecorded in many of the studies.

2.5 Acquiring Grammar through Watching Movies and the Writing Skill

Next, the discussion here is going to be around the possibility of acquiring grammar through watching films and the writing skill. Regarding grammar, some scholars

proved the possibility of improving it during the process while others did not think so. The writing skill was investigated in terms of improving learners structuring and organizing skills in addition to gaining some new idioms and concepts out of the movies the way natives do. A classroom action research study by Agusta (2015) proved that the pupils' capabilities in writing narrative text increased from 58.8 in the pre-test to 76.1 in the post-test. This research proves as well, that the students' grammatical capabilities have increased dramatically, especially the use of the past tense. Ismail (2016) suggested that using of movies in the reading process is a possible idea as well since most of the movies are the products of the literary works and (Alqadi, 2015) shared the same view with Ismail by stating that movies have been significantly influenced by literary works. Horn (1998) noted that "showing moving images raises the expressive potentiality of visual language" (p. 172).

Regarding a suggested relation between movies and writing, the research of Kasper (2002) demonstrated how watching movies can be used to foster writing skills. In her study, Kasper offered her student a period of viewing films in order to improve her teaching methods in order to invest in the written material in three different courses: linguistics, environmental science and anthropology. The learners watched three different films separately, then, she argued that "Films simplify learning in various ways by supplying the learners with a graphic illustration of relevant content information" (Kasper 2002, p. 52). Kasper's goal was to transmit the knowledge raised by the movies to the learners' piece of writing in terms of how to debate more effectively within a written academic context by studying the arguments within the film.

Masiello (1985) supported using films in college composition classes as a medium of brainstorming ideas around specific themes. Students viewed *The Godfather* and *Breaking Away*. The scholar claims that the learners performed better in their essays due to the fact that they used their listening skills more carefully. Moreover, the results showed that their analyzing skills improved perfectly. Moss (1987) as well, recommended the use of soap operas in remedial writing classes. Students were required to take in a soap opera in the classroom, then to free write their reflection of views upon the issue in an arrangement for a following essay. Jeremiah (1987) investigated the integration of news reports with a secondary student's level and post-secondary students' level. She proclaimed that their structure developed significantly to the extent that it mirrors that of an academic essay. Again, Baratta & Jones (2008) discussed the possibility and the methods of integrating movies in the educational system, based on the assumption that students do view movies in their everyday life. Their idea suggested that viewing films can help to assist learning in the writing classroom. However, when students were asked about their opinions of the integration of movies in the writing classrooms, they indicate a high recognition of visual teaching methods as a medium to describe and to teach academic writing. A significant improvement in students' performance was noted.

As had been said before, regarding acquiring the grammar, d'Ydewalle, Laenen & Lommel (2006) held two experimental studies to explore if students can acquire grammar incidentally through watching movies. Sixty two sixth-graders from a primary school participate in the first experiment in addition to 47 sixth graders from a secondary school. The participants in Experiment 2 were 94 sixth-graders from primary schools and 84 sixth-graders from secondary schools. The results were not encouraging and grammar rules were not obtained only the presented ones.

Nevertheless, Abdpur & Haghverdi (2013) had a different point of view when examining 60 high school students for acquiring language through the media at Saeed English Language Institute in Dehdasht. Again, an experimental study took place and the group was divided into two parts (an experimental group and a control group). The experimental group was exposed to 14 American English films and 5 English songs for 16 sessions. The researcher found out that the experimental group outperformed the control group in grammar and vocabulary in addition to being motivated by watching films and listening to English songs.

However, few studies examined the effect of the media on grammar acquisition and the majority of them found that instructed learning is generally the most effective condition for grammar acquisition.

2.6 Intercultural Comprehension

Considering other skills, many researches have been applied to explore language, communication and culture in many different settings for various analytical purposes. According to Sawyer & Smith (1994) language and culture are related to one another. Therefore, it is important to recognize the link between language and culture, the role of culture in communication process and the significant relationship between them in enhancing the intercultural competence (Poyatos, 2002).

Two other examiners had their opinions upon the same issue for Clyne (1996) and Lo Bianco (2003) consider language as the “most comprehensive manifestation of a civilization. For each person, their human value system, cultural and linguistic patterns are structured both as a consequence of their primary socialization within the household and the society in addition to their communication with the wider groups

in which they engage”(p. 2000). Actually, without pragmatic knowledge of the language targeted and without having a background of how this language works, it is impossible for the learners to improve their communicative skills, even if they own the sufficient vocabulary or the sufficient grammar input. Thus, without being exposed to any sort of authentic environment, learners are not expected to improve their competence; and here comes the role of the media in offering this authentic material to be beneficial. Furthermore, Damnet (2008) looked into ways of enhancing the intercultural, non-verbal competence through watching films by examining learners specializing in English Language in Thailand. Five nonverbal means of communication were tested: facial expressions, eye contact, gestures, touching, and oral communication. Mixed methods research was employed to conduct the results. Seventy three second year students have participated in the study and four American and Australian contemporary films were screened by the learners. The study followed three stages of data collection: (1) pre- teaching assessment (2) teaching phase and (3) post- teaching assessment. The results showed an encouraging attitude towards nonverbal communication of the English language.

Qualitative data confirmed the quantitative outcomes. Furthermore, the results affirm that non- native speakers are able to acquire the communicative competence in their homelands rather than traveling abroad for that purpose. When films are used appropriately, may provide effective native speaker modeling and opportunities for practice.

2.7 Authenticity and Input/Intake Hypothesis

In order to obtain the language and its skills in the most accurate form, it has been argued that the best way for that is to be exposed to the language in its actual context.

In line with that, a theory about the way the language functions (Intake/Input) were discussed by the scholars. Rocque (1998) indicated that in order to understand how this input becomes intake; one should comprehend what the input is. Input functions in two different dimensions, as verbal and non- verbal cues.

Gestures, for example, takes place along the majority of the communication between two individuals (Bacon, 1989). “Input can be unidirectional, such as when you are watching a movie or listening to a speaker and it can be multidirectional, like when one speaks with another person” (Doughty & Long, 2003). Because this input differs from one setting to another the complexity also varies: for example, notice that when two adults are communicating with one another they use different language that teenagers use. Evenly, it is critical to pay attention to speech acts, like apologies, promising and making demands, etc. (Gass & Mackey, 2002). In relation, it is important for the learner to comprehend and finally produce all of these complex cues. Here, films function as an authentic background that includes all these types of complexities starting with (register, speech acts, morphology, syntax) and ending with (phonology, pauses, and even occasional errors) (Porter & Roberts, 1981). To add up, authentic films are an encouraging source of input for several reasons, but mostly, because it is the only form of input that provides a real life example according to (Altman, 1989).

Krashen (1991) illustrated the relationship between receptive skills and productive skills through his input/output hypothesis; he explains that input will gradually become a good intake depending on the quality and the quantity of this comprehensible input.

2.8 The Role of the Media in Raising Learners' Motivation

Above all that, it is important to observe the entertainment part that such a material offers, which soften the learning process. Movies in general catch the learners' attention; heading towards lowering the anxiety of learning by reducing the "affective filter" of the learner. Overall, Films can be better than other instructional media for connecting one idea to another, for constructing continuity of thought, and for creating dramatic impact. As Trent (2011) affirmed, motivation is a fundamental conductor in defining the norm of the acquisition process of a verbal communication where it basically concerns to desire, to pay attention, to have some effort, to set goals and to be positive.

King (2002) argued that displaying complete film boost student motivation to such an extent that students are clearly impressed with how much English they can figure out. Their confidence soars when they recognize that understanding a movie is not unmanageable. Christopher & Ho (1996) provided another reason why this is so "it can be entertaining"; "music and setting elements can make for an enjoyable experience by learners" (p. 86).

As for Shea (1995), the scholar suggested persuasively that using movies is theoretically and practically a good method of teaching English. If I cut up the film in five minute segments, concentrating on the linguistic structure and the form of the language, the results of the impact of this on the learners will show how powerful it is emotionally and narratively. Those movies always imply stories that shed light on the about the important things in the human experience, aesthetic and ethical things

like dreams, vision, and commitment; things that drive language and ultimately motivate students to learn it in the first place.

Finally, Trent (2011) carried out a thesis to examine the development of second language acquisition of US immigrants through the media as a part of the acculturation process. Nine international university students participated in an interview. By analyzing the data, the scholar finds out that the key factor that the media provides is that it motivates the learners to acquire language easily and smoothly. Additionally, he discovers that movies are (most effective medium assisting participants' acquisition of the English language). Trent (2011) suggested that the intensive audiovisual experience may lay behind the learners' fast acquisition of the language. In line with that, Shakir (2015) investigated the movie's impact on EFL Learners at Iraqi School in Kuala Lumpur. 20 students participated in the experiment. The findings suggested that the process of learning becomes faster after watching movies than reading books.

Learners comprehend language faster through the media than the book-based traditional method. Woldkowsik recognized the elements that influence motivation-attitudes with needs, personal feelings, stimulation, reinforcement and competence (Davis, 1993 quoted Goldenber, 2008).

2.9 Summary

To sum up, clearly, new technologies and media have a great impact on the learners in general. However, watching movies and films do cover the major part in the process of learning a foreign language. This assumption was distinctly clarified in this chapter. The previous lines discussed each skill separately focusing on what

other scholars have found during their research and what results they came up with. For instance, the scholars who have investigated oral skills agree with the idea that watching films may help to acquire the speaking skill. The section on writing skill provides the same result as the speaking skill, but the scholars argue that studies regarding speaking skill are not sufficient to prove this one. The grammar acquisition studies declare that sometimes scholars find out that it is possible to acquire the grammar of the English language through watching films; however, this can be incorrect in other cases. Intercultural section and motivation one showed a very positive outcome regarding previous studies, the most important idea the scholars present in the motivation section is that watching movies lead to lowering the affective filter that can facilitate acquisition. In that context, watching films may improve some skills better than others. Finally, the authenticity section sheds light on the novelty of the environment that films supply its audience with, and how important that is in the language acquisition process. Recently, many studies have been carried on to explore the role media plays in relation to acquiring the language; however, many obtained the same results. After all, the purpose of this study is to induct student's perception of acquiring the language through the media and if they think it is a good idea. In addition, the study will cover all the skills which were discussed and highlighted in this chapter.

Chapter 3

METHOD

3.1 Introduction

This chapter aims at explaining the methods this study follows, how the research in the study is presented and designed, what type of questions are asked, the participants of the study, the context, the data collection procedure and the data analysis process. Finally, the limitation of the study is presented and further recommendations are discussed.

3.2 Research Design

The purpose of this research study is to investigate the EFL learner's perception on acquiring a foreign language in and outside the classroom through watching films, which skill they think it fosters and whether it provides them with a better understanding of the English culture. In order to achieve this aim, the study employed a mixed-methods research design (qualitative and quantitative research design). The quantitative part is composed of two sections: demographic information and twenty two Likert scale items which were analyzed with SPSS program, while the qualitative part contains interviews with the learners that provide a deeper understanding of the answers.

Greene, Caracelli & Graham (1989) revised much of the theoretical literature as well as a useful sample of fifty seven mixed-method evaluation studies, in order to develop a conceptual framework for this design. In their work, they defined the

mixed-method designs as including at least one quantitative method (collecting numbers) and one qualitative method (collecting words).

According to F. Antony “Any quantitative analysis rests on assumptions, and researchers within a particular field often disagree amongst themselves about what assumptions, methods and results are defensible.” Anthony Fowler, Washington Post, "Chief Justice Roberts and other judges have a hard time with statistics. That’s a real problem," 31 Oct. 2017. (Merriam Webster dictionary)

Qualitative research is “a type of a research that aims to figure out people's opinions and impressions rather than information that can easily be expressed in numbers” (Cambridge Dictionary). Qualitative research expresses how individuals perceive meaning by interacting with the environment around them.

Corbin & Strauss (2008) stated that qualitative research is concerned with the meaning people attach to things in their lives; thus, qualitative research is the understanding of people from their frames of reference and how they experience reality.

In that context, qualitative research aims at comprehending individuals’ opinion on the subject presented, how they perceive it, the way they interact within its form and what are their claims of it.

As a matter of concern, the scholar will figure out some points that may have been hidden from the reality, through analyzing the data that has been given by these individuals.

Afterwards, the scholar may or may not build a hypothesis regarding his/her findings. “Qualitative research occurs in an inductive procedure, which means that scholars collect the data in order to develop concepts, theories, or hypotheses rather than deductively deriving presuppositions to be tested” (Merriam, 2002, p. 5). However, this study carries no hypothesis in its outcomes.

Further, a qualitative method was used in this research to add a deeper meaning to the study.

3.3 Research Questions

The aim of this research study is to explore the EFL learner’s beliefs of acquiring a foreign language in and outside the classroom through watching films, which skill they think it fosters and whether they prefer this method of acquiring the language. In line with that, the following questions were presented to justify the purpose of the study:

- 1- Do learners think that watching English movies has an impact on their acquisition of English language?
- 2- What type of skills do learners think they have developed more through exposure to English films – productive skills (speaking and writing) or receptive skills (reading and listening)?
- 3- Do learners think that watching movies in English helps them to learn about the English culture?

3.4 Context

The current study was carried out in the Foreign Language Education (FLE) department of Eastern Mediterranean University (EMU). The Eastern Mediterranean University (EMU; Turkish: Doğu Akdeniz Üniversitesi) is located in Northern

Cyprus and was established in 1979 as a higher-education institution of technology for Turkish Cypriots. In 1986, it was converted to a state university. The campus is located within the city of Famagusta.

The department of Education holds students from more than 10 different countries: Mainly Turkish Cypriots, Turkish, Iranians, Arabs, Europeans, British Cypriots and Iraqi Kurds. These learners are having English BA courses, Master degree courses and PHD courses.

3.5 Participants

This study includes 80 undergraduate participants from the FLE Department at the EMU. All participants (80 undergraduate students) agreed to participate in the study by filing the consent form that has been provided by the researcher which assures the confidentiality of the information used in the study. 57 of the participants were female students while the rest (23) were male students, which mean that the female students outnumber the male students. Twenty-two of the participants were freshmen while, twenty-one were in the second year and seventeen belongs to the third year while twenty- one of them was a fourth year graders.

Table 3.1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	23	28.7	28.7	28.7
Female	57	71.3	71.3	100.0
Total	80	100.0	100.0	

As shown in the table above, 28,7% of the participants are males while 71,3 of them are females, which in part limit the study somehow.

3.6 Data Collection

The data were collected throughout a questionnaire and an interview. The questionnaire was adapted from Wang's (2016) study, while the interview was adapted from Jahanyfard's (2015) study. Only minor changes took place through the two types of research methods and both were concerned with the same issue of acquiring English language through watching films. The questionnaire examines students' beliefs about the impact of films on acquiring a foreign language.

The questionnaire is divided into two parts: demographic questions to identify the students' gender, grade, major and nationality, while the second part holds a 22 Likert scale items to answer. The 22 items explore the learners' perception on the matter of acquiring language through the media. However, the first 6 questions focused on the context and the authentic environment that movies provide. Items from 6 to 15 look into the skills that learners' gain through watching movies. From 16 to 19 the items questioned students' understanding of the foreign culture they perceive and whether watching movies helped them in identifying the different varieties of the language they were exposed to. The rest of the items clarifies whether they enjoy the cinema and whether they enjoy watching movies in general.

The second part of the research contains an interview with 7 participants from the Foreign Language Education Department as well. It includes 8 direct questions that ask about their daily habits in watching any English Language products and whether it helped them in acquiring the language and if it helped them in perceiving the English culture appropriately.

3.7 Data Collection Procedures

The data collection procedure took place in a set of pre-planned stages. First, the researcher applied for the ethic committee to secure the permission in order to carry out the study in the Foreign Language Education department after having the chair agreement. Then the scholar sets a schedule dates to conduct her study at the department with three different instructors. After that, the scholar visited each classroom to spread the questionnaire and to clarify any ambiguous question students may have during the process of answering. The whole process lasted between 15-20 minutes. The questionnaire and the interview were adapted from another study with some minor changes. 80 participants agree to take the exam and 7 agree to participate in the interview.

3.8 Data Analysis Procedures

The information gathered for this survey was analyzed both qualitatively and quantitatively.

3.9 Adaptation, Validity and Reliability

The questionnaire was adapted from Wang (2016) study, while the interview was adapted from Jahanyfard (2015) study. Both were concerned with the same issue of acquiring English Language through watching films. The questionnaire was piloted among 10 Chinese college students for reliability before officially put into use. The Cronbach's alpha of the pilot study was .96. Therefore, it is reliable to use for larger sample. However, the Cronbach's alpha of the questionnaire was tested by the researcher of this study and the result was .740.

3.10 Limitations

As every other study, this study has some restrictions as well. Mainly, the study was conducted with only 80 participants in the Eastern Mediterranean University. This

number may sound small; yet, it covers the majority of the EFL department. On the other hand, the outcomes cannot be generalized due to the small number of participants.

3.11 Summary

This chapter stated the method that was followed to collect the data and the procedure that took place to achieve the mission. In addition, the purpose of the study was clarified (to investigate the EFL learner's perception on acquiring a foreign language through watching films). Moreover, the chapter clarified the context in which the participants answered the Likert scale questionnaire (the English language department of the EMU) and 80 undergraduate participants have agreed to answer the questionnaire items and the interview questions. The research design contained a mixed-methods research type (22 Likert items as a quantitative data questionnaire and 8 interview questions considered to be a qualitative data type). In that context, the SPSS program was used to analyze the data. Three research questions were clarified as well and the adaptation and the reliability test were explained; the reliability of the questionnaire was tested again and resulted in .740 on the Cronbach's alpha scale. Finally, the limitation of the study was identified as the number of the participants was humble.

Chapter 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The results of the study are carried out by the SPSS program. In addition, the chapter holds a discussion on the results of the topic “University Students’ Perceptions about the Impact of Movies on Learning English as a Foreign Language”.

4.2 Findings

As noted earlier, the principal intent behind this research is to identify whether students agree on the idea of acquiring the language through watching English movies. The first research question examines whether the learners think that English movies have an impact upon their language acquisition:

- 1- Do learners think that watching English movies has an impact on their acquisition of English language?

However, to answer this question, I will present the outcomes in tables to find out whether the learners agree or disagree to the question.

The first group of items in the questionnaire investigates whether watching movies in English contributes to improving the learners’ understanding of the authentic language used in the movies. The questions asked the following: 1) whether watching movies in English helped them in improving their understanding of the authentic Language used in the movies 2) whether such movies are beneficial in

acquiring the authentic aspect of the English language and 3) whether watching movies enriches their knowledge of how the authentic language is used in various contexts and settings. Thus, the main idea of this group of questions is to figure out if these learners obtain the language in its real context.

Table 4.1: Understanding of authentic language used in the movies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	36.3	36.3	36.3
	Agree	46	57.5	57.5	93.8
	Neutral	5	6.3	6.3	100.0
	Total	80	100.0	100.0	

Tables (4.1), (4.2) and (4.3) discuss the same idea in general, table 2 shows that 75 of the respondents approve the subtraction of them being able to understand the authentic language used in these movies while the rest were neutral; however, no one disagrees with the question, in other words, the majority of the participants' believe that movies provide a significant authentic language to their benefit.

Table 3, as well, shows that most of the participants agree with the idea that watching movies does not only contributes to the apprehension of the authentic environment of the speaker, but it likewise assists in acquiring the language in its genuine course.

In line with that, table 4 states that learners take in some practical knowledge of the new forms of language they were exposed to through hearing the native speakers using the English language in a diversity of contexts on different occasions.

Table 4.2: Understanding that such movies are very beneficial in acquiring the authentic aspect of the English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	40.0	40.0	40.0
	Agree	36	45.0	45.0	85.0
	Neutral	11	13.8	13.8	98.8
	Disagree	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Table 4.3: Knowledge of how the authentic language is used in various contexts and settings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	32.5	32.5	32.5
	Agree	44	55.0	55.0	87.5
	Neutral	9	11.3	11.3	98.8
	Disagree	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Finally, table five shows that 54 of the students agree that watching movies helped them in differentiating between the artificial language used in the classroom and the actual English language that is used in its native environment.

Definitely, their answers were expected since films do provide the learners with the actual use of the language used by its native speakers. The Valid Percent in each one of the previous tables holds no different amount than the original Percent which means that there was no missing data in the interpretation and that all the students

chose to answer the items. In that context, the valid percent provides the real number of students who answer the questions while the percent gives the ideal one.

Table 4.4: Understanding of the difference between the artificial use of English in a non-native environment (classroom) and natural use in a native environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	35.0	35.0	35.0
	Agree	36	45.0	45.0	80.0
	Neutral	11	13.8	13.8	93.8
	Disagree	5	6.3	6.3	100.0
	Total	80	100.0	100.0	

Questions 3 and 6 do have the same content of the first two questions; nevertheless, they offer a different perspective. Query 3 asks if watching movies helps the learners in acquiring the knowledge of how English is used for different purposes and designs within a context. Essentially, those questions belong to the same first group of inquiries since they address the same matter of the authenticity. Respondents of these items also agreed to the most of its parts. Yet, 5 students disagree to the sixth question and 11 keep neutral, see (Table 4), which either shows a confusion around the content of the query or it points out that some of them still have no background of how language differ when used in a native environment from this used overseas.

In addition, many pupils chose to stay neutral in this part. Mostly, the results were encouraging and positive.

As for the second group of questions, the main focus was to explore learners' skills and how they were improved by viewing such movies. The skills are divided into two parts: productive and receptive ones. Questions 7, 8 and 9 address the productive skills like speaking, pronunciation and fluency. The results were positive as well, but the number of disagreements was higher. For the speaking skill, 6 participants believed that their speaking skill did not progress after watching films.

Table 4.5: Speaking skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	31	38.8	38.8	38.8
Agree	33	41.3	41.3	80.0
Neutral	10	12.5	12.5	92.5
Disagree	6	7.5	7.5	100.0
Total	80	100.0	100.0	

The same number appeared on the fluency skill table, while for the pronunciation; most students agree that movies enhanced that skill. In addition, many prefer to stay neutral in answering that part; for example: 10 students kept neutral in the case of the speaking skill and 11 in the case of fluency.

Accordingly, students may sometimes have no idea whether watching movies is a reason to improve those skills or not which is not surprising in that context or in any other context since such a skill needs time to function. In addition, it does not show clearly how does it facilitate and how it is being acquired.

Table 4.6: Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	58.8	58.8	58.8
	Agree	24	30.0	30.0	88.8
	Neutral	7	8.8	8.8	97.5
	Disagree	1	1.3	1.3	98.8
	Strongly Disagree	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Grammar results and writing skill results reveal that films are not very significant in acquiring these areas of language. However, many supposed that films helped in enhancing these skills, but half of the respondents disagree with that. Nevertheless, the results are not surprising since listening to a native speaker may help in acquiring the language, but the form and how language functions would remain ambiguous.

Table 4.7: Grammar and Structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	30.0	30.8	30.8
	Agree	26	32.5	33.3	64.1
	Neutral	17	21.3	21.8	85.9
	Disagree	8	10.0	10.3	96.2
	Strongly Disagree	3	3.8	3.8	100.0
	Total	78	97.5	100.0	
Missing	System	2	2.5		
	Total	80	100.0		

17 respondents out of 80 disagreed with the idea of evolving any writing skills while watching movies and 25 stayed neutral. Sometimes, if the individual watches the movie with an English subtitle, he or she may improve their writing skills, but the results were convenient.

Table 4.8: Writing skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	15.0	15.0	15.0
Agree	22	27.5	27.5	42.5
Neutral	25	31.3	31.3	73.8
Disagree	17	21.3	21.3	95.0
Strongly Disagree	4	5.0	5.0	100.0
Total	80	100.0	100.0	

The last three remaining skills (listening, translating and reading) vary between receptive and productive ones since reading skill can be an active one or a silence skill.

Table 4.9: Listening skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	43	53.8	54.4	54.4
Agree	29	36.3	36.7	91.1
Neutral	6	7.5	7.6	98.7
Disagree	1	1.3	1.3	100.0
Total	79	98.8	100.0	
Missing System	1	1.3		
Total	80	100.0		

In that context, the reading skill achieved a better result. On the other hand, the listening skill (item 12) achieved a high rank of agreements. As for the translation and the vocabulary, they as well, attain a huge agreement among the respondents. (See Table 4.10)

Table 4.10 : Vocabulary and authentic expressions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	43.8	43.8	43.8
	Agree	38	47.5	47.5	91.3
	Neutral	7	8.8	8.8	100.0
	Total	80	100.0	100.0	

To sum up the skills section, it is notable to mention that learners agree on the fact receptive skills were the most to function and to improve after or through watching films. Indeed, the outcomes match perfectly with many studies on the previous skills. Not so many researches explored the writing skill or the grammar acquisition through watching movies, while few address the oral skill; ultimately, proving such skills' improvements, is not an easy task. Thus, many opt to examine other skills like vocabulary, listening and comprehension development, not to mention that productive skills take time to reveal themselves unlike the receptive ones. Moreover, the inability to practice the authentic language in a foreign environment may affect the ability to communicate appropriately even with the presence of the correct input.

The former group of questions, answer the second query of the research of the type of skills improved by watching film (What type of skills do learners think they have

developed more through exposure to English films – productive skills (speaking and writing) or receptive skills (reading and listening)?

The last part of the questionnaire discusses the cultural issues and focuses on the cultural gains of watching films. Concepts like the forms of the English words and the cross-cultural comparisons were highlighted and participants were very confident regarding the outcomes, for example: item 16 and 17 which debate the two previous notions received a high agreement results. See tables (4.11,4.12)

Table 4.11: Awareness about cultural issues and cross-cultural comparisons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	37.5	37.5	37.5
	Agree	38	47.5	47.5	85.0
	Neutral	10	12.5	12.5	97.5
	Disagree	1	1.3	1.3	98.8
	Strongly Disagree	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Item 16 highlights the cross-cultural comparison, many students think that films have their share in improving this skill since they equip the learners with the visual dimension and the sound. The learners can see and hear how people interact in their actual environment which supply them with a good feedback around what to expect out of a different culture. So, 68 of these learners agree with the idea of improving their cultural awareness through watching English movies which means more than 80% of the learners.

However, Table (4.12) discusses how the learners perceive this culture and to what extent they can distinguish between what is true and what is false about this culture. In that context, the numbers of agreements are still high and represents more than 80% of the students again.

Table 4.12: Critical thinking about the English culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	35.0	35.0	35.0
	Agree	38	47.5	47.5	82.5
	Neutral	10	12.5	12.5	95.0
	Disagree	3	3.8	3.8	98.8
	Strongly Disagree	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Table 4.13: Language skills with the fun and joy I experienced while watching the feature movies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	43.8	43.8	43.8
	Agree	39	48.8	48.8	92.5
	Neutral	4	5.0	5.0	97.5
	Disagree	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

Finally, item 22 shades the light on the motivation which takes place and fasten the learning process. As noted before, watching films provide the learner with joy and repose that he/she lose the attention of the surrounding to give their entire attention to the material viewed; however, this cause them to loosen up and to acquire

language incidentally, sometimes, and on so many levels, particularly if the process is frequent and repeated.

4.3 Descriptive Results of the Survey Findings

The descriptive statistics were conducted by using SPSS 25 in order to answer the research Likert questions with different method. The beliefs of the learners towards receptive skills (listening, translation, vocabulary and reading) and productive skills like (speaking, pronunciation, writing and fluency) were examined and compared. Grammar was added to the reseptive skills table despite the fact that it is an individual area of language. The answers were given their value according to the mean which was defined in the following manner:

- If the *Maximum value is 5* then

The mean value from

1- 1,5 is a Negative attitude

1,6-2,4 is Neutral

2,5-4 is Positive

4-5 is very positive

- If the *Maximum value is 4* then

The mean value from

1-1,3 is Negative

1,4-1,8 is Neutral

1,9-3 is Positive

3,1-4 is Very Positive

And finally,

- if the *maximum value is 3* then *1 is Negative*

1,1-1,4 is Neutral

1,5-2,4 is Positive

2,5- 3 is Very Positive

Now, lets check them out on the following tables:

Table 4.14: The Descriptive statistics of the receptive skills

	N	Min.	Max.	Mean	Std. Deviation
Grammar and Structure	78	1	5	2.23	1.116
Listening skill	79	1	4	1.56	.693
Reading skill	80	1	5	2.51	1.125
Translation skill from English into mother tongue while watching non-captioned movies	80	1	5	1.95	.953
Vocabulary and authentic expressions	80	1	3	1.65	.638
Valid N (listwise)	77				

The table above reveals the standard deviation of the learners' receptive skills. In other words, it presents their attitudes towards learning through the media. The grammar area scored an amount of 2,23 as a Mean, which says that the learners' attitude towards gaining this skill was generally neutral. Withal, it is closer to the positive attitude rather than the negative ones, and if it is to be compared to the frequency table (Number 8), it would confirm the positivity of the students' beliefs.

The second skill scored 1,55 out of 4 which reveals a neutral attitude towards this skill. The translation skill revealed a positive attitude of the students and the vocabulary skill gained a positive attitude by the learners, as well, by scoring 1,64 out of 3. These results confirm the previous results of the frequency tables. The standard deviations of both tables correlate with the Mean, in other words the smaller

the Std scored the better and the more positive the result was. Regarding the productive skills, the table below would provide an idea of the results:

Table 4.15: The Descriptive statistics of the productive skills

	N	Min.	Max.	Mean	Std. Deviation
Speaking skill	80	1	4	1.89	.900
Pronunciation	80	1	5	1.56	.809
Fluency	80	1	4	1.88	.919
Writing skill	80	1	5	2.74	1.111
Valid N (listwise)	80				

Table number (4.15) follows the same regulations regarding the scores. The fluency skill scored 1,87 out of (Max=4) which exemplifies a positive result by the learners. Reading and writing provided a very high score of the mean; as for the reading, the average score was 2,5 out of 5, meaning that the respondents' reactions were positive as well, while the writing skill scored 2,7 out of 5, which is considered to be a positive reaction. However, the frequency Table No (9) shows a balance regarding the outcomes. 25 participants decided to stay neutral while 17 disagreed with the benefit of watching films upon the writing skills. The result here can be considered as neutral in its best case. The speaking skill scored 1,87 out of 4 which is believed to be a Neutral outcome that lean to be negative more than a positive one. In other words, this result agrees with the attitudes towards the speaking skill in table No (6). Nevertheless, I can agree no more on these results since they show the real meaning of the outcomes.

Regarding the cultural issue, table number 17 would describe the students' perceptions about this item.

Table 4.16: Descriptive statistics: culture

	N	Min.	Max.	Mean	Std. Deviation
Awareness about cultural issues and cross-cultural comparisons	80	1	5	1.81	.797
Critical thinking about the English culture	80	1	5	1.89	.857
Valid N (listwise)	80				

The Mean score of each item indicates the fact that students do not agree with the idea of acquiring a better cultural understanding of the English environment through watching movies, despite the fact that the frequency tables results were much more uplifting. The first Mean scored 1.81 out of 5 and the second one scored approximately the same outcome.

4.4 A Comparison Between The Grades' Responses

The reason the scholar chose to provide each grade's result is to investigate whether the learners have grown different perceptions about acquiring the language through watching movies with time and experience in the English language courses at the English language department. In order to compare the results, an ANOVA one way test took place with the SPSS program. However, only three items were discussed due to the gradual changes that can be observed in the students' responses.

Starting with the authentic acquisition of the English language, the following tables clarify whether watching movies have a share in that, but in line with each grade's

percpective. However, it is important to mention that each grade has no more than 22 students which may affect the reliability of the results.

Table 4.17: Understanding that such movies are very beneficial in acquiring the authentic aspect of the English

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.282	3	.427	.788	.504
Within Groups	41.205	76	.542		
Total	42.488	79			

Table 4.18: Understanding that such movies are very beneficial in acquiring the authentic aspect of the English

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
First Year	22	1.91	.811	.173	1.55	2.27	1	4
Second Year	13	1.62	.768	.213	1.15	2.08	1	3
Third Year	25	1.64	.638	.128	1.38	1.90	1	3
Fourth Year	20	1.85	.745	.167	1.50	2.20	1	3
Total	80	1.76	.733	.082	1.60	1.93	1	4

Tables 18 and 19 clarify whether the responses of the students about the authentic aspect of the language are significant or not. Anyway, in order to provide the correct answers, the main focus would be on the Mean and the Sig amounts in here. Consequently, The Means of the four grades of this study do not vary notably. The first years students' answers scored (1.9) out of 4 while the second, the third and the

fourth year students' responds scored (1.62, 1.64 and 1.85) out of 3 in a row, which designates that the much advanced the students has become, the more they believe that they can acquire the language in its real authentic form through watching films. On the other hand, Table 18 indicates that these differences are not significant at all due to the Sig. result which scored only .504, which is higher than .05 (the amount of the result should be either .05 or less to be considered as significant).

Tables (4.19) and (4.20) refer to the cultural issues discussed in the study. Once more, the students' attitudes did not vary significantly despite the differences between the average scores. The Sig. result was .782 which indicates a low range of variation.

Table 4.19 : Descriptive of the awareness about cultural issues and cross-cultural comparisons

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
First Year	22	1.95	.785	.167	1.61	2.30	1	4
Second Year	13	1.69	.630	.175	1.31	2.07	1	3
Third Year	25	1.76	.723	.145	1.46	2.06	1	3
Fourth Year	20	1.80	1.005	.225	1.33	2.27	1	5
Total	80	1.81	.797	.089	1.64	1.99	1	5

Table 4.20 : Awareness about cultural issues and cross-cultural comparisons

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.704	3	.235	.360	.782
Within Groups	49.484	76	.651		
Total	50.188	79			

Finally, the writing skill's answers scored a gradual change in the students attitude when the Sig. scored much more, significantly. However, the outcome is still less than what is required to be taken into consideration as an affecting factor.

Table 4.21: Descriptives of the writing skill

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
First Year	22	2.36	.953	.203	1.94	2.79	1	4
Second Year	13	2.46	1.198	.332	1.74	3.19	1	4
Third Year	25	3.00	1.155	.231	2.52	3.48	1	5
Fourth Year	20	3.00	1.076	.241	2.50	3.50	1	5
Total	80	2.74	1.111	.124	2.49	2.98	1	5

he Sig. scored .120 which is considered to be a insignificant outcome in spite of the fact that it is a better result comparing with the other items and it is compelling to some extent. Eventually, none of the previous tables suggests that the students did really changed their minds and their attitudes with time regarding any of the skills, or at least the changes were insignificant and not important.

Table 4.22: Writing skill

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.166	3	2.389	2.010	.120
Within Groups	90.322	76	1.188		
Total	97.488	79			

4.5 Interview Section

In order to deliver a better insight into the attitudes of the learners regarding the topic, 7 participants volunteered to answer an interview questions to provide clarity to the quantitative section. Their statements support the topic aim of watching films. The majority of them affirm that watching movies improved their language skills and that they enjoy the process. The participants were the students of the Eastern Mediterranean University of Northern Cyprus, Education Department.

4.6 Students' Perceptions about Watching English Movies

The first group of sixth questions is going to determine whether students are interested in watching films and the level of their focus and comprehension in order to judge to what extent they acquire the language through watching films, which in turn reflects the first research question.

4.6.1 Responses of the First and the Second Questions

- What is your native language?

Students were asked this question to find out if there is any significant impact of watching films on different nationality members.

- Do you like to watch in English?

In this question, respondents are asked to state what type of programs they prefer to watch in English Language, if they do. It is a preface to figure out if they watch movies.

The first participant (grade 4, male) is an Arabic native speaker; he declared that he likes to watch different types of programs and shows in English, not specifying any type. His direct answer was “Yes, I like to watch English programs”. The second participant is a (Female, grade 2). She as well stated that she likes to watch movies in English, especially comedies.

The third participant (Male, grade 3) said that “he has fun watching movies in English and they contribute to the improvement of his English skills”. His direct answer is “I have fun watching English movies, they improve my English skills”.

The fourth participant is a (Female, grade 4) of an Iranian roots. She stated that she likes to follow English programs because they are full of documentary information that she needs. Arabic resources are not sufficient for her needs. She went out saying that she watches English movies more than Arabic.

Based on the answers, the majority of students tend to watch English movies and programs for different reasons, moreover, they admit that it helped them in improving their skills and supported them with the information they need for various purposes.

4.6.2 Responses of the Third and the Fourth Questions

These questions investigate the frequency of watching English movies and for what reasons students watch these movies. The form of these questions is as the following:

- How often do you watch movies in English? and Why do you like to watch things in English?

The first participant said that “I watch movies twice a week, but I watch TV series in English almost every day - It's more entertaining and good to improve your English language levels”.

The second participant had a different opinion saying that “Actually, I watch movies on weekends, especially on Saturdays... once a week... because movies offer us a window onto a wider world, broadening our perspective and opening our eyes to new wonders”.

The third participant said that “I'd like to watch Sports and Comedies twice a week” and that he had fun watching them.

The fourth participant said that she watches movies 3 times monthly; however, she explained that it depends on the box office and if there is any new capturing movie to watch.

Another participant (male, 2grade) of an Arabic background admits that he watches movies each three or four months, unlike before due to the lack of time and the bad quality new movies are delivered; even so, he stated that they entertain him and link him to the new updates the world is having in addition to continuing to be exposed to English words and acculturation.

Generally speaking, the majority of the respondents watched English movies, but for different aims. Some watched them to entertain themselves and others took the chance of viewing movies in order to improve their English skills and to explore different cultures, concepts and settings.

4.6.3 Responses of the Fifth and the Sixth Questions

The fifth and sixth questions reflect whether students watched movies in their original countries and whether they preferred to do this with subtitles or without subtitles. However, using the subtitle depends on the learner's level of comprehension and of their English proficiency level.

The fifth question asked whether learners' watched movies in their countries and the replies confirm that in most cases. The sixth question asked the following:

- When you are watching movies in English with subtitles, do you pause them to reread the subtitle? How often? Why?

First participant said that "I usually use English subtitles, but not always, I use it when the English level of the show is very hard or advanced"

The second one responds that "I am always seeing movies with subtitles to improve my English speech by that means; sometimes I couldn't understand the accent quickly"

The third one as well said that "I tend to use subtitles if I cannot follow the conversation"

While the fourth one replies that "I sometimes repeat some scenes to interpret the language being translated, but usually I don't do that because I cannot focus on the

movie, watching every word presented is distracted, thus I choose to see the film without any interruption”.

The fifth participant declared the same idea and the sixth and the seventh participants said that they can encompass most of the film unless it has a complicated content which required them to focus on the subtitle intensively.

4.6.4 Responses of the Seventh and the Eighth Questions (Skills Improved) and Cultural issues

These questions focus on the skills improved during watching English movies and the cultural feedback the audience perceives which answers the second and the third parts of the research questions. The questions are:

- Does watching movies in English help you in improving your English skills? Which one(s)?
- Does watching English movies help you to understand the English culture more?

The first participant “Yes, it helps me improve almost all my English skills in general, but more focused on Listening, understanding, speaking and spelling skills”.

Then he continues to say “I find it easier to acquire general English through watching films, however, speaking of writing and other academic skills, I do not think they are possible to be acquired in through that process”.

Regarding the last question he said that:

In some cases, yes, it helps to understand the English culture more; such as how these people act and interact among themselves and how they comprehend the rest of the world, but I am aware that some of the scenes are fake and exaggerated, and that not everything presented on TV is in totally real, for example: English movies like any other movies are imaginary stories regardless the style of life they present or the principles they call upon, so from one side

they present the audience with a lovely behaviors and an ideal environment , but on the other hand not everyone behave and practice life this way in the west.

The second respondent said that “watching movies helped my English skills, beginning with listening skills; sometimes it is good to hear native speaker talk to each other, and to hear how words are pronounced.. In addition to vocabularies, by hearing many new words and phrases”

Movies inspire us and give us many experiences in life... for the last question it somehow yes, although learning a foreign language is already hard. And the culture is different from my own. But watching many movies more than once can solve the problem by connecting us to what the others do and how he or she thinks and behave to some extent.

The third participant response was as the following “Yes, they helped a lot in improving my English skills beside to Video games”

I kinda understood the English culture, but movies still don't show the exact reality for it represents the ideals most of the time. However, it provides us with the way inhabitants of these societies differ from us, for example: they are much more relaxed, less conservatives and much more practical. Of course, this does not apply to all of them.

The third participant respond holds some reality since movies do not always show the reality of the other cultures.

The forth one said that “it helped her in gaining new words and vocabularies and that it gave her the confidence to use them, especially with the way the actors express themselves in a dialogue, the way they use these words away from direct translation”

Then she shifted to the last question, answering it by saying “that sometimes culture is not represented in the correct form in movies because there is a generalization and a stereotyping that is being used in movies, generally speaking”. Thus, according to her not every movie holds the correct aspect to represent its culture, but it will leave an impact on the audience whether it is a positive impact or a negative once.

The fifth and the sixth participants agreed on what have been said, precisely the cultural aspect of the movies and the stereotypes they represent, but they somehow think that at least movies link the watcher to the real world, which is better than having no idea about this or that culture at all, or better than hearing of it or reading about it without having any real feedback of that culture. Thus, watching movies give the viewer the opportunity to follow what those others do and what they do not, or what they follow and say and what they do not say, this would at least provide the viewer with a hint no matter how shallow or unreal it is. Additionally, the fifth participants said the “such movies, enlighten me with the differences between my culture and the western culture, for instance, how they respect the individuals’ rights, their religious views and their rights to practice their own beliefs, in a way!” and “I think they provide me with their priorities to achieve and to be organized unlike our societies” and these are huge differences also I am aware that not all of them are that sincere to what they do.

4.7 Summary

By examining the student’s answers, it is clear that many watch English movies and being impressed by its perspectives and views in transferring the cultural aspects and the language contents. Learners tend to benefit from this experience, but they declare that it is not sufficient to acquire the exact usage of that language since they watch

them to entertain themselves. In addition, the cultural notion is not always clear in such motion pictures due to the stereotyping and the commercial purposes that these movies are targeting. However, they provide a good feedback of the culture and the language used in that culture. Movies as well helped them in acquiring many skills, especially listening and vocabulary using.

To sum up, the chapter presented the students' answers organized in SPSS tables. The first section included frequency tables which contain the learners' reactions to the items, while the second section includes their answers processed and delivered through the descriptive statistics tables in order to ascertain the frequency tables and to induce a more honest insight into the outcomes. Then, the outcomes were compared on the scale of the students' grade level by using the AVONA one way test on SPSS to find out if they will supply different perceptions towards the impact of watching movies upon their language, language skills and their perceptions upon the cultural issues. These outcomes were considered to be quantitative according to the method used of collecting the data (Likert scale).

The last step was to interview 7 of the participants in order to gain a deeper insight into the quantitative outcomes. By exploring their responses, the students provide a clearer feedback of what they think and how they perceive the movies watching's impact upon their language.

Chapter 5

CONCLUSION

5.1 Summary of the Findings

This study was conducted in the Eastern Mediterranean University in the Foreign Language Education Department. 80 participants from the department volunteered to give their opinion on the subject of the study through a questionnaire and an interview. The subject of the study was to investigate to what extent is watching English movies contribute to acquiring the language itself and which skills come first on that scale. The students believe that watching English movies was a good experience that they enjoyed and benefit a lot from. Obviously, it helped them in acquiring significant skills in English like listening skills, comprehension skills and communication skills. Moreover, it linked them to the English culture in general where they could understand some of its aspects; not to mention the joy it provided them with.

However, the majority of these learners believe that they can acquire some skills better than the rest, for example: pupils proclaim that vocabulary learning skills are easier to gain than speaking skill.

In addition, when students were interviewed to provide their opinions, they thought that receptive skills like listening and vocabulary learning are easier to gain than speaking or productive skills. This again proves that such skills are of less

importance in the process of learning and acquiring the language through the media. In that respect, the production process always comes after the receptive ones, which is why learners state that they felt that they improved much more with the receptive skills.

To add up, the fact that those learners live in non-English speaking countries may slow the advancement of their productive skills.

However, some skills like the writing and the reading scored highly on the frequency table which was surprising. Many believed that they can improve these two skills through watching films. Nevertheless, those who were interviewed never mentioned those two skills.

The authenticity part which contains (the understanding of its existence in the movies, its importance and its different usage in different contexts) has scored a very high level of frequency and agreements among students which depicts its important role in the process of learning. Again, the interview questions did not concentrate on the authenticity role that is why students did not reflect on it in their answers.

The cultural feedback was a very significant part of the study, especially during the interview section for most of the learners declares that watching movies helped in connecting them to such a foreign environment. However, the learners were very aware of the delusional and fake representation of that culture in some of the movies due to commercial interests. In addition, they were very aware that films cannot cover all real life aspects in general because they were invented to entertain.

Highlighting the entertainment section, most of students agree on the idea that movies are very entertaining and attracting that is why they tend to watch them. This proves that they lean to learn either consciously or subconsciously through watching movies because they liked the process; which leads them to try it several times, consequently, and according to many previous studies, the more they watched the more they acquired the language and the skills.

To add up, each grade shows a different attitude towards the skills themselves, for example: the first grade and the second grade students tend to support the idea of gaining the speaking, the writing, the cultural and the vocabulary skills through watching English films while the students of the Fourth grade did not agree on the speaking part. This shows that the elder learners tend to become much more realistic about the skills they acquire through this process even though most of them agree on the writing skill. The first and the fourth year's learners believed that listening skill is very important among others. In addition, reading skill scored a high frequency among the second, the third and the fourth grade students, which depict that they become more aware of their input/output procedure. Grammar acquisition as well showed a high frequency among advanced levels of learners than among the first year learners. The authenticity of the context provides a positive attitude among all levels of learners.

5.2 Implications of the Study

This study may encourage the scholars to investigate more on the issue of integrating movies into the classrooms and the educational context. Moreover, it fosters autonomous learning outside the classroom and prompts the teachers to encourage such learning in addition to using movies in the classroom.

Curriculum designers and course book publishers can benefit from the study in adding visual materials to their plans and arranging a new style in their books. Not to mention considering the movies as a new method to support teaching and learning.

5.3 Recommendations for Further Research

The study took place in the Foreign Language Education Department at the Eastern Mediterranean University in Northern Cyprus. The numbers of students were 80 participants only, which limits the study to a few numbers of students. Thus, it is recommended to cover more departments if possible, especially the prep school, which has a very crowded set of learners. Moreover, an experimental method can be applied if possible to provide clearer outcomes; For instance, students can watch 7 to 10 short movies and take pre and posttests to find out whether they really acquire any type of skill during the process. Then, they may share their opinions upon learning through watching movies or any other type of English programs.

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APPENDICIES

Appendix A: Ethics Committee Permission

 <p>Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"</p>	<p>Eastern Mediterranean University "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0232

17.08.2017

Subject: Application for Ethics.

RE: Zina Al Hamed (15500079)
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Zina Al Hamed (15500079), from the Department of Foreign Language Education Program, to pursue with his survey entitled **University Students' Perceptions About The Impact of Movies on Learning English as a Foreign Language**. This decision has been taken by the majority of votes. (Meeting number 2017/48-11)

Regards,


Assist. Prof. Dr. Mümtaz Güran
Acting Director of Ethics Committee

MG/sky.

Appendix B: Questionnaire

University Students' Perceptions about the Impact of Movies on Learning English as a Foreign Language

Questionnaire

Section A: Demographic Information

Instruction: please check the answers that apply to you the best:

A1. Gender

Male Female

A2. Grade Level

First year Second year Third year Fourth year

A3. Major

.....

A4. Nationality

.....

University Students' Perceptions about the Impact of Movies on Learning English as a Foreign Language.

Section B: For each of the following, please select the option that best expresses your opinion about how watching movies in English has helped you improving the following aspects:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Watching movies in English helped me to improve my...					
B1. understanding of the authentic language used in the movies.					
B2. understanding that such movies are very beneficial in acquiring the authentic aspect of the English.					
B3. knowledge of how the authentic language is used in various contexts and settings.					
B4. knowledge of how language is used in different contexts.					
B5. knowledge of how English is used for different functions and purposes within a context.					
B6. understanding of the difference between the artificial use of English in a non-native environment (classroom) and natural use in a native environment.					
B7. speaking skills.					

B8. pronunciation.					
B9. fluency.					
B10. grammar and structure.					
B11. writing skills.					
B12. listening skills.					
B13. reading skills.					
B14. translation skill from English into mother tongue while watching non-captioned movies.					
B15. vocabulary and authentic expressions.					
B16. awareness about cultural issues and cross-cultural comparisons.					
B17. critical thinking about the English culture.					
B18. understanding and appreciation of life in the English country.					
B19. understanding of how well the varieties of the English language can be demonstrated in the movies.					
B20. understanding and appreciation of the filming arts.					

B21. interaction with peers in English Language Teaching class.					
B 22. language skills with the fun and joy I experienced while watching the feature movies.					

Appendix C: Interview Questions

University Students' Perceptions about the Impact of Movies on Learning English as a Foreign Language

Interview Questions

1. What is your native language?
2. Do you like to watch in English?
 - a. News b. Weather c. Sports d. Action stories e. Comedies
 - f. Drama g. Horror H. Family movie
3. How often do you watch movies in English?
 - a. Everyday b. Twice a week c. More than five times a week
 - d. Never e. Hardly ever f. Less than once a month
4. Why do you like to watch things in English?
5. Did you watch movies in English in your country?
6. When you are watching movies in English with subtitles, do you pause them to reread the subtitle? How often? Why?
7. Does watching movies in English help you to improve your English skills? Which one(s)?
8. Does watching English movies help you to understand the English culture more?