

**The impact of watching English movies on learning English as a second language:
Perspective of Bangladeshi private university students.**

By

Tasnuma Hasan

18103011

A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of
Bachelor of Arts in English

English and Humanities

Brac University

June 2022

© 2022. Brac University

All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Tasnuma Hasan
18103011

Approval

The thesis titled “ The impact of watching English movies on learning English as a second language” submitted by Tasnuma Hasan (18103011) of Spring, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

Examining Committee:

Supervisor: (Member)

Asifa Sultana

Associate Professor

Department of English and Humanities,

BRAC University

Departmental Head:

(Chair)

Professor Firdous Azim

Chairperson,

Department of English and Humanities

BRAC University

Abstract/Executive Summary

The purpose of this research is to look at how the English movies influence the tertiary level students of Bangladesh to learn English as their second language. Furthermore, the study also determined to find out if the participants agree that English movies are useful in acquiring the language better with regard to the four language skills. To get various and deeper perceptions, the researcher looked individually at the students from both the Bangla and English medium and inspected if movies have greater contributions to learn the English language than their institutional knowledge. The researcher opted for mixed method research methodology and collected data from 42 participants from two different private universities. The quantitative data are shown in pie charts using excel and qualitative data are shown through various themes. Moreover. To determine the influence of the movies, relationship with some factors such as educational background, age, subtitles has also been discussed. According to the findings, watching movies has aided participants in enhancing their speaking abilities, listening abilities, vocabulary, enthusiasm, and motivation, as well as reducing anxiety and stress. However, along with advantages, disadvantages on the learning process have also been found in this research.

Keywords: English movies, Bangla medium, English medium, Speaking, Reading, vocabulary, pronunciation

Dedication

I am dedicating this piece of paper to my parents who always support and encourage me to do better in every sphere of my life.

Acknowledgement

At first, I would like to express my gratitude to Almighty Allah for giving me the strength to finish my dissertation even when I was struggling mentally and physically. Afterwards, I am highly grateful to Ms. Dr. Asifa Sultana for helping me patiently throughout the journey. Without her guidance, cooperation, and support from the very beginning to the end, it was not possible to complete my dissertation. Moreover, I would like to show gratitude to ENH department and all the other faculties who taught me enormous things in the last four years. Furthermore, I am appreciating all the participants who participated in the survey, gave interviews, and helped me to write a complete dissertation. And lastly, my special appreciation to my parents and my friends who encouraged me wholeheartedly till the end to complete the research effectively and successfully.

Table of Contents

Declaration	2
Approval	3
Abstract/Executive Summary	4
Dedication	5
Acknowledgement	6
List of Figures	11
Chapter 1: Introduction.	12
1.0 Introduction	12
1.1 Objective of the research	13
1.2 Research question	13
1.3 Limitations of the study	13
Chapter 2: Literature Review	14
2.0 What is second language acquisition?	14
2.1 English as a second language in Bangladesh	14
2.2 Movies as the tool of second language acquisition	15
2.3 Authentic materials in second language acquisition	15
2.4 Stephen Krashen's theory of second language acquisition	16
2.5 Paivio's dual code theory	18
2.6 The Cognitive Theory of Multimedia Learning	18

2.7 Skills achieved by learners through watching movies	19
2.7.1 Speaking skills	19
2.7.2 Listening skills	20
2.7.3 Reading and writing skills	20
2.7.4 Vocabulary acquisition	20
2.7.5 Enhancing pronunciation	21
2.8 Impact of subtitles	21
2.9 Negative impact of watching movies on learning the English language	21
Chapter 3: Research Methodology	23
3.0 Introduction	23
3.1 Research Design	23
3.2 Participants	23
3.3 Instrumentation	24
3.4 Data collection procedure	25
3.5 Data analysis procedure	25
3.6 Ethical considerations	26
Chapter 4: Findings and analysis	27
4.0 Introduction	27
4.1 Findings from the survey questionnaire	27
4.2 Interview responses	42

4.2.1 Medium of education of the participants and its impact on watching movies to learn English.....	42
4.2.2 Attitudes toward the relationship between impact of age on watching English Movies	44
4.2.3 Frequency of watching English movies.....	45
4.2.4 Purpose of watching movies and selection of genre.....	45
4.2.5 Development of English language skills through authentic material.....	47
4.2.6 The use of subtitles and its impact on the learning process	49
4.2.7 Attitudes towards the motivation, self-confidence, and anxiety	50
4.2.8 Attitudes towards the negative effects of watching movies	50
Chapter 5: Discussion.....	52
5.1 Correlation between the effect of medium of education, age and subtitles of movies on the learning process	52
5.2 Enhancing the English language skills.....	54
5.3 Learning the language subconsciously with high motivation and less anxiety through authentic material.....	57
5.4 Disadvantages of watching movies on learning the English language	59
Chapter 6: Recommendations and Conclusion.....	60
6.1 Proposed recommendations	60
6.2 Conclusion	61
References	62

Appendix A: Questionnaire for the survey..... 67

Appendix B: Interview questions 72

List of Figures

Figure 2.6.1	Cognitive theory of multimedia learning.....	19
Figure 4.1.1	Frequency of watching English movies.....	27
Figure 4.1.2	Age of watching English movies.....	28
Figure 4.1.3	Impact of age on learning the English language.....	29
Figure 4.1.4	Relationship between educational background and watching movies	29
Figure 4.1.5	Great source of acquiring the English language.....	30
Figure 4.1.6	Realistic and comfortable environment.....	31
Figure 4.1.7	Authentic materials.....	32
Figure 4.1.8	Motivate to learn English.....	33
Figure 4.1.9	Impact of genres.....	33
Figure 4.1.10	Different types of genres.....	34
Figure 4.1.11	Frequency of words and sentences used daily.....	35
Figure 4.1.12	Limitation of native speakers	36
Figure 4.1.13	Provide both attention and knowledge	37
Figure 4.1.14	Most developed skill.....	38
Figure 4.1.15	Acquiring new vocabularies.....	39
Figure 4.1.16	Pronunciation of English words.....	40
Figure 4.1.17	Improvement in communication skills.....	41
Figure 4.1.18	Gaining confidence	42
Figure 4.1.19	Differentiating between formal and informal ways of talking.....	43
Figure 4.1.20	Importance of subtitles	44
Figure 4.1.21	Negative impacts of learning	45
Figure 4.1.22	Bangla medium students.....	45
Figure 4.1.23	English medium students.....	46
Figure 4.1.24	Negative impacts of movies	47
Figure 4.1.25	Some negative impacts of movies	48

Chapter 1: Introduction.

1.0 Introduction

English is now considered as a worldwide language. It has become an inseparable component of everyday life. There are a number of roadblocks to overcome when learning a foreign language. In non-English-speaking nations, one of the challenges is the restricted capacity to connect with native English speakers and utilize language proficiency. One method that has shown to be helpful is motivating language learners to improve their language skills by watching English movies. In reality, the efficacy of utilizing media, particularly English movies, has received a lot of attention over the years. Nowadays, the people have broad exposure to movies and series via television as well as a variety of streaming services such as Netflix, Amazon Prime, YouTube and many more. To learn English as a Foreign-Language, learners are always motivated to watch English movies beyond the classroom as it can help with vocabulary, accent, pronunciation and essentially everything.

Movies are an amazing resource for foreign language students, and it is appreciated by both students and teachers. Students are expected to study English as a Foreign Language in an enjoyable way. Therefore, movies are considered to be one of the beneficial ways since they have animated graphics and noises. Furthermore, such media exposure could offer appropriate forms of language as well as provide learners with an ideal setting in which to study and enhance the foreign language and language abilities. According to Wagner (2007), Students at the tertiary level perceive modern media technologies to be interesting, fascinating, therefore they require more audio-visual resources to learn English language skills quicker. Moreover, Language Learning with Netflix (LLN) is a scheme that helps people to watch foreign language episodes with captions in both the original language and English, and immediately stops to enable the learner to comprehend what they have just learned (Tapper, 2019).

In Bangladesh majority of students start university with basic English language abilities such as poor reading comprehension skills, lack of vocabulary, sluggish reading, bad grammar, and a deficiency of oral fluency. All of these abilities may be enhanced by watching movies (Ashrafuzzaman & Roy, 2007). There is a popular belief in our nation that graduates who do not have a strong grasp of the English language would struggle to find work in Bangladesh.

Moreover, teachers have always attempted to push students to memorize English grammar, from school to higher education. But whenever you force someone to learn, they restrict their learning potential and either stop trying entirely or learn ineffectively. We all are aware of the fact that if we want to acquire a foreign language like English, we cannot be dependent on our education system solely. Therefore, watching movies and television programs in the target language assists in the learning of English as Learners would look at how native English speakers interact, what phrases and mannerisms they employ(Asadullah, 2017).

1.1 Objective of the research

In Bangladesh, most people use Bangla to communicate with each other and for them English is their second language or a foreign language. However, it is needless to mention the significance of learning the English language in modern days in Bangladeshi context. For every sphere of life, to know English language is very important, be it foreducational or professional purposes Hence, by conducting this research, researcher tried to find out the influence of watching English movies on the tertiary level students of Bangladesh in terms of enhancing their English language skills.

1.2 Research question

The researcher intended to find out the following question through her research:

1. To what extent, English movies have an impact on the Bangladeshi tertiary level students in terms of learning English as the second language?

1.3 Limitations of the study

The researcher conducted the research only 42 students which is not enough to find out the actual scenario of perspective of the people of other sectors. Moreover, only nine participants participated in the interview session which also is not enough to get the greater view of this study. Moreover, the research was conducted on only two private universities of Dhaka city which is an indication that the research might not portray the bigger image.

Chapter 2: Literature Review

2.0 What is second language acquisition?

L2 acquisition is the process of learning a language besides one's native tongue, whether in or out of the formal setting or classroom (Ellis, 1997). To be more specific, second language acquisition is a comprehensive academic perspective to people's capacity to study languages other than their native tongue during puberty and adolescence, and adulthood after mastering their mother tongue. SLA emerged in the late 1960s as a fledgling multidisciplinary venture that drew on the main areas of L2 learning, linguistics components, infant second language and many other aspects (Ortega, 2014, pp.1-2). It is the scientific focus on how people acquire a language apart from their native one. It also talks about why most second-language learners do not acquire the same level of competency as they have in their original tongue, and why certain individuals seem to reach the equal level of proficiency in multiple languages (Gass, 1993, p.102). One of the most extensively researched and aspirational models in second language learning is the Monitor Model (SLA). The Model is composed of five hypotheses that, according to Krashen, collectively establish a framework for understanding all occurrences in SLA theoretical and practical aspects (Shehadeh, 2020, p.1).

2.1 English as a second language in Bangladesh

The relevance of English language instruction in Bangladesh is now rising significantly to the ever-increasing for its global demand. It has always been mandatory to teach the English subject in our country, Schools devote their greatest efforts to teaching and learning in order to help students improve their English language abilities (Ahmed, 2007). However, in the case of English language instruction and learning, the situation is dire. Most teachers use a few basic ways but exhibiting movies and videos or employing technology as a learning tool within the classroom or encouraging them to watch movies outside the classroom is an uncommon occurrence (Begum et al., 2005). hence, upon entering university, students tend to study English throughout their school and college years. They acquire English to facilitate their further studies watching movies and, as a result, to improve their work prospects (Ara, 2020, p.86).

2.2 Movies as the tool of second language acquisition

According to Liando (2008), it has been seen that learners believe that watching movies is the simplest way to enhance their English abilities. They would actually listen and be excited to study English since they will be able to relax and enjoy the movies while improving their English skills. People are introduced to genuine phrases and the realistic forms of words through English movies. English movies and television programs can provide ESL or EFL learners the everyday conversational input when they are staying outside of an English-speaking context. As a result, English movies empower learners with realistic resources and a variety of linguistic contexts, allowing them to learn English in a practical situation (Pascoe & Wiburg, 2003). Consequently, watching English films increases the process of acquiring and helps learners to master abilities like speaking, writing, and listening in many more engaging and participatory manners. English movies facilitate the ability to understand English in a real-world setting (Kusumaningrum, 2016). Moreover, learners are able to learn about nonverbal communication, the varieties of interjection and emotions that are utilized, how individuals begin and maintain a conversational dialogue, as well as how individuals dispute interpretation (Eken, 2003). Streaming ones' s favorite English film two or three times to have a stronger insight of the facial expressions and accents used to pronounce a word or a whole conversation. Observing how an actor delivers a conversation; would not only enhance your knowledge, but it will also provide ideas on how to communicate effectively with appropriate body language(Martin & Jaen, 2009).

2.3 Authentic materials in second language acquisition

Materials made for native speakers are known as authentic text. These materials are not intended for language students, rather for native speakers (Harmer, 2007, p.45).Authentic material is often described as any content that has not been purposefully created for the aim of language training (Santos & Silva, 2008). More specifically, authentic material means things that are often utilized in real communication or authentic circumstances, such as magazine articles, auditory conversations, or video footage of real-life communication (Rehman &Perveen, 2021).

Movies are a great source of authentic learning as it provides naturalistic feeling along with comprehensible input (Nunan, 1999). It is stated that the ability to communicate in authentic situations, learners must also comprehend the nature of language setting, as well as engage with and acquire understanding through some of the background and cultural factors are considered in language usage scenarios. We must take television, virtual worlds, the online world, and other media thoroughly and utilize them as effective motivators for acquiring English language (Qizi et al., 2019).

Moreover, verbal communication of movies frequently consists of a variety of speeches, such as those of various academic situations, speeches of children and non-native speakers, slang and jargon, rural and urban speeches, and a variety of local accents that language learners would also experience in the target language country (Bahrani et al., 2014). Learners' understanding is boosted by English movies because they may hear interpersonal communication while also seeing visuals as physical gestures. These visual cues reinforce the spoken content and provide the students a glimpse of authenticity (Gruba, 2006). Consequently, learners can benefit from the movies to improve their grammatical comprehension, understand linguistic norms, and construct structural sentences on their own. Both narratives and videos are grounded in such a way that learners can freely comprehend why all of those various forms emerge (Higuchi, 1998). Authentic resources, notably which provide audio-visual sources like films and TV shows, tend to serve a much broader set of knowledge for learners and have the ability to bring the greater changes in learners' communication skill and understanding. The most valuable aspect of a film is that it allows learners to organically gain the sensation of 'language in action' in the target language (Gilmore, 2007).

2.4 Stephen Krashen's theory of second language acquisition

Krashen established his concept in terms of five hypotheses in the early 1970s, at a period when there was rising discontent with behavior-based language education methods. According to Krashen's Input Hypothesis (1985), language acquisition is described as a process by which a learner acquires a strategy to access language input while focusing on comprehending content or knowledge instead of just constructing meaning of the structure. For example, consider the formula $i + 1$, in which i denotes the existing level of language learners' competence and 1

denotes language resources that are somewhat more challenging than the learners' present state (Yiping, 2016, p.48). It has been stated that acquisition cannot occur without reinforcement, thus competence in language does not occur as a result of intentional teaching process, rather by giving pupils suitable opportunity to encounter and grasp the language in the actual context (Lichtman & VanPatten, 2021). Learning takes time and is most effective when messages are easily understood. Here, movies are comprehensible input as it is providing a substantial amount of L2 input through visual representation and realistic atmosphere. Because movies do have capacity to be valuable examples of understandable input considering they generally include a consistent storyline, a cast of primary characters, as well as regular settings (Murphy & Hastings, 2017, p.25). Indeed, Film, as a multimodal tool, provides pupils with something more than listening, rather they can interpret both visual and audio signals. . The graphics in a film add context that merely aural or verbal content never could. It has suggested that the more contact learners have with such comprehensive inputs, the more and quicker they will acquire the language (Swaffer & Vlatten, 1997).

Consequently, the 'affective filter' is a psychological obstacle that hinders learners from L2 acquisition even when suitable input is provided. When a learner is nervous, worried, or restless, he or she may block out input, rendering it inaccessible for acquisition (Lightbown & Spada, 2013). As Krashen mentioned, according to the Affective Filter Hypothesis, our instructional aims should involve not just providing understandable material, but also establishing an environment that supports low filtering. Motivation, self-confidence, and anxiety, according to Krashen, are emotional elements that impact language acquisition. Movies can create a relaxing environment that increases the motivation, confidence as well as it lowers the anxiety among the learners. Learners with strong drive, self-confidence, a positive self-image, and a lower chance of fear, according to Krashen, are adequately prepared for second language acquisition efficiency (Schütz, 2007). He also stated that movie is such a beneficial tool to lower the affective filter while learning a language because learners' motivation and confidence might be hampered by a dull and unpleasant setting.

2.5 Paivio's dual code theory

Allan Paivio introduced the idea which emphasizes the profound impact of a person's perception on the brain as well as remembrance. As per his hypothesis, an individual can acquire additional knowledge by vocal connections or visual images but combining the two is much more effective (Paivio & Clark, 2006). In the process of language teaching and learning, it is frequently used with films. It emphasizes that the human cognition structure comprises both a language and a non-linguistic component. It is simpler to keep the gathered knowledge in one's consciousness once the language and the non-language processes simultaneously interpret a speech than if any one of them did it alone. The picture data, speech data, and the underlying knowledge system are combined into a generic framework that converts the data into long-term and effective memory. Learners integrate audiovisual data during viewing English movies, which completely activates several sensations to acquire knowledge effectively (Kanellopoulou, 2019, p.2).

2.6 The Cognitive Theory of Multimedia Learning

Instructors and instructional designers can effectively connect with learners using audio and visual presentation methods. Mayer's multimodal learning theory (Mayer, 1997) offers a useful list of rules for developing successful instructional communication development. Paivio's work on dual coding theory began to influence Mayer's thinking as his findings showed that learning was most successful throughout sessions in which participants could both view and listen the contribution to the understanding description of the animation graphics simultaneously time (Mayer & Anderson, 1991). According to him, human beings have two distinct cognitive functions for interpreting visual and verbal input and learning get better when they get to practice the verbal input along with visual representation. He furthermore stated that, Students may learn more effectively through visuals and texts than from only words. The second point to consider is that each channel has a certain amount of processing power. In other words, humans could only digest a finite quantity of data, and they attempt to comprehend the data by constructing cognitive structures from the datasets. We don't have limitless storage or memory cells, so now we have to pick and select which snippets of information to focus on. The cautionary note urges us not to overload our brain with information.

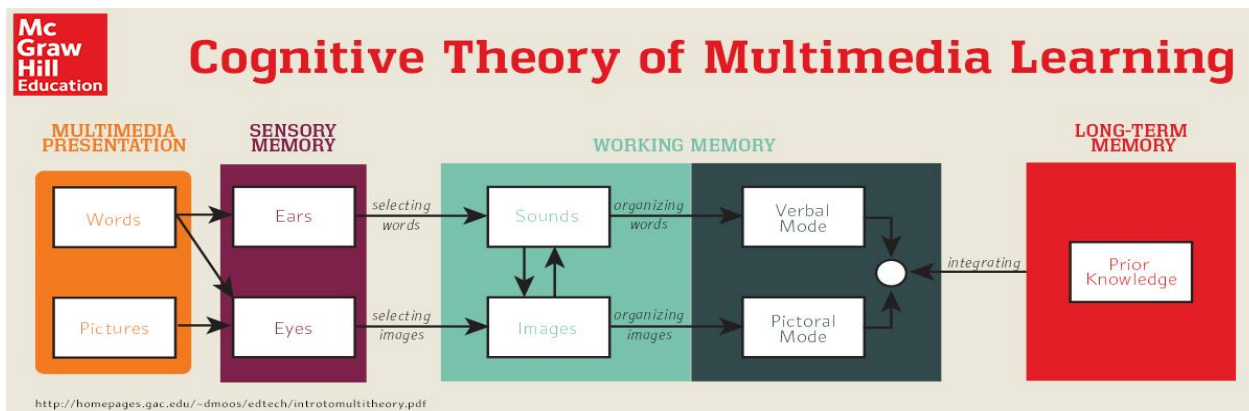


Figure 2.6.1

2.7 Skills achieved by learners through watching movies

Movies allow language learners to see how native English speakers communicate in genuine circumstances, which is regarded as one of the vital sources with the finest input to help them develop their skills (Herron et al., 1995). Watching movies is not only pleasant for learners, but it also helps them improve their linguistic competence. Such as, speaking ability develops, their pronunciation gets better, acquires additional vocabulary, may build self-expression abilities, and listening skills certainly strengthens (Pamungkas, 2020, p.120). However, the evidence of improving writing and reading skills through watching movies is not that prominent.

2.7.1 Speaking skills

Since movies give relevant situations and terminology using natural speech delivered at a realistic pace, it brings native like authentication to enhance the interaction using the English language (Liando, 2017, pp. 5-6). In terms of second language acquisition, People get more benefit from visual and spoken speeches, rather than just pictures and textual words. Speaking a second language entails further than memorizing a few terminologies or grammars. Learners develop their spelling skill when they watch English movies since the language has been shown in its actual setting of communication among native speakers and make sense of it (Kziber, 2020). In addition, as the learners are motivated, there is a chance of eliminating the anticipatory anxiety with not recognizing or being acquainted with English. Hence, movies can be beneficial for second language learners to grow their speaking skill (Rao, 2019, p.431).

2.7.2 Listening skills

In the era of modern technologies, to enhance the listening skills, employing movies to effectively carry the sophisticated language away from the conventional classroom standard has proven to be a great tool as it helps the learners to hear the language in a more natural situation (Hermansyah, 2020, p.33). Because English movies depict incredibly competent Native individuals conversing in English, they may be good actual developmental evaluations for listening skills. It provides learners with more access to the information when listening. The learners can both listen and watch what is going on (MarlinaSihombing, 2018, p.52). The visual feature of movies is extremely helpful to lessen the disorientation while listening to English native speakers and beyond beneficial than aural tapes. According to research conducted by Safranjanj (2015), through watching movies, nearly all of the participants improved their listening skills and developed positive attitudes. They feel they learnt more than language, acquired a better understanding of each word, sentence, felt calm and entertained while studying (p.172).

2.7.3 Reading and writing skills

While watching movies with subtitles one can develop his reading skills as they tend to read the subtitles to guess the meaning, although audiences are unaware of the fact of improving the reading skill.(Hanif &Wiedarti, 2021, p.178). Weyers (1999) carried out a study The experiment was carried out over the course of eight weeks in two second-semester Spanish classrooms at the University of New Mexico. The experiment's results revealed that telenovelas are a beneficial source for improving students' reading comprehension abilities at the completion of the study as they were looking at the English subtitles and while viewing the movie, they were also reading them simultaneously. However, there are rarely any evidence found which indicates that movies have any major or direct impact on developing the writing and reading skills.

2.7.4 Vocabulary acquisition

In movies, actual people are seen in a realistic context, which helps learners learn new vocabulary items more readily through linking them to scenarios inside the framework of the movie (Roslim et al., 2021). While watching a movie, one may experience both surface and profound sentiments and impulses, including such enthusiasm, rage, laughing, pleasure, affection, imagination, or indeed monotony. These characteristics of movies enable language

learners to help acquire new and varieties of vocabularies to describe their thoughts and sentiments (Berk, 2009). Moreover, in movies, words are being repeated and reused multiple times, which is very beneficial for enhancing the knowledge of vocabulary (Kalra, 2017). However, the learners may not master hundred percent of the vocabulary, but it will be plenty for them to utilize when necessary (Alluri, 2018, p.147).

2.7.5 Enhancing pronunciation

Learners can enhance their pronunciation by watching movies in the target language, because it allows students to discreetly and unconsciously self-train their skill while enjoying movies (Yaseen & Shakir, 2015). Most pupils struggle to speak English since they have a large vocabulary and thus do not know how to pronounce properly. As a result, in the teaching learning process, majority students would really like to communicate in English with correct pronunciation. The impact of watching an actor talk, listening to their pronunciation, and connecting it their system by practicing it reinforces knowledge, challenges, and gives the impression to enhance one's pronunciation (Aufa, 2017).

2.8 Impact of subtitles

Subtitles are supplementary material that corresponds to spoken audio speech and displays within the exact target language. While viewing a movie, participants tend to glance at the screen and notice the textual statements by which they improve their language abilities (Vandergrift, 2007, p.79). Captioned or subtitled English movies can help students enhance their speaking abilities. According to a study conducted by Rokni and Atae (2014), the group who watch the movie with subtitles improves significantly in their spoken English, whereas the other group watching the exact movie without subtitles improves slightly. Furthermore, Garza(1991) explored the role of subtitled movies on second language learners with Russian origins. He concluded that when learners watch subtitled movies, they get immense benefits regarding developing their reading, listening, and comprehension skills (p. 240).

2.9 Negative impact of watching movies on learning the English language

It has been seen that one of the common disadvantages of watching movies is that it can be time consuming and highly addictive. Moreover, while attempting to replicate a foreign accent, one

might end up with an incorrect and distorted pronunciation that is hard to discern (Ashrafuzzaman & Roy). Even though subtitles play an important role while learning the second language but sometimes learners may become diverted by target language writings on the screen and stop noticing the visuals and audio during viewing movies using L2 subtitles. People tend to create a dependency on the subtitles and eventually fail to develop their listening skill (Pimsamarn, 2011).

Chapter 3: Research Methodology

3.0 Introduction

This chapter discusses about the methodology which was used for collecting the data to explore the impact of movies on Bangladeshi tertiary level students regarding acquiring English as their second language. The justification for using mixed method research techniques, participants, instrumentations, data collection procedure and the strategy for data analysis are presented in this chapter.

3.1 Research Design

The researcher employed a mixed-method approach to collect data in which a quantitative survey was conducted and followed by qualitative data which is taking interview to get a better comprehension and in-depth insight into the perspective and belief of the participants. In this mixed-method study, the researcher used both qualitative and quantitative data gathering and analytical techniques in one study. The quantitative data and findings tend to give a broad view of the research topic. Therefore, the researcher has also gathered qualitative information for a more detailed examination of the research topic. Mixed method research combines two procedures sequentially to provide study findings that are more potent than each strategy alone. The researcher strongly thinks integrating quantitative and qualitative methodologies allows one to delve intensely into the more complicated elements and perspectives of individuals.

3.2 Participants

To achieve the purpose of this research, the researcher chose forty-two private university students who had completed their previous studies from both the Bangla and English medium students from two different universities. The reason for choosing students from two different mediums of education is that the impact of movies on the students varies from one medium to another due to environment. Furthermore, the reason behind choosing private university students because in private universities all the curriculum and instructions are conducted through English language. Therefore, knowing English language is mandatory for them. Moreover, the participants were chosen based on who watches movies frequently or who has been watching

movies since long time. The age range of the students is 20-25 years old, and they are from different semesters. All forty-two students participated in quantitative research. A group of nine students from both the university participated in the interview. . There are nine students from the English medium from East west university and twelve students are from Bangla medium. On the other hand, there are eleven students from English medium and ten students from Bangla medium from BRAC University.

Table 1

University	Medium of Education	Total students
Brac University	Bangla Medium	11
	English Medium	10

Table 2

University	Medium of Education	Total students
East West University	Bangla Medium	9
	English Medium	12

3.3 Instrumentation

A questionnaire consisting of 28 items was designed for the quantitative research. First six questions were based on their background information and gradually forwarded to the questions which asks about their perception or viewpoints about the research topic. There are different types of questions. Such as, eleven of them requiring respondents to answer yes or no to questions. Whereas eight of the questions followed the 5 level Likert scale. A Likert scale is an instrument with different segments in which participants can express their ideas, beliefs, or thoughts about a topic and commonly used in the study of second language acquisition (Nemoto, 2014, p.02). Moreover, three of the questions are followed by multiple choice answers.

For qualitative research, there are several types of interviews, such as structured interviews, semi-structured interviews, in-depth interviews, focus groups interviews. Here in this research the researcher opted for open ended questions interview sessions. The researcher started with

asking them some questions regarding their educational background and proceeded to ask the other questions to know about their perceptions. The interview session was friendly and there was no biasness from the researcher side.

3.4 Data collection procedure

For quantitative research, the data were collected through a google form. The researcher distributed the questionnaire among the students using the online platform like Facebook and WhatsApp. In addition, the researcher mentioned the details of the research to the participants while providing the Google form link. It took around one week to collect all the data through survey. Furthermore, the researcher used both the Bangla and English language to take the interview so that the participants could share their thoughts more openly. There were many forms of platform had been used to take the interviews. Such as the two of the participants gave the interview face to face in pair. However, they were not comfortable enough to be recorded and that is why the researcher noted down all the necessary information on a notebook to keep the data. On the other hand, five of the participants gave their interview on zoom meetings together. . Two participants gave their interview individually over phone and their calls were being recorded. It varied from 15-30 minutes of time to complete the interviews in different sessions.

3.5Data analysis procedure

Quantitative data was collected for the broader perspectives of the study and qualitative data was collected to get the profound viewpoints of the individuals on the topic. After collecting the quantitative data, the researcher converted them into pie chart using excel sheet. For qualitative data analysis, the researcher examined the interview several times and classified all the data, came up with distinct themes and the links connected to the research topic.

3.6 Ethical considerations

At first the researcher took the consent verbally of the participants and made sure if they really wanted to participate or not. The researcher did not put any pressure or restrictions to the participants and have them enough time. The participants were also given the permission of withdrawal from the research if they wanted to. While analyzing the interview section, the researcher used anonymous names and did not reveal their identity. And lastly, the researcher made sure that the participants felt comfortable to freely express their responses.

Chapter 4: Findings and analysis

4.0 Introduction

This chapter represents the analysis of both the quantitative and qualitative findings. The quantitative results have been shown through table and pie charts. On the other hand, qualitative results have been shown through different themes while analyzing the interviews of the participants.

4.1 Findings from the survey questionnaire

Q. How often do you watch English movies?

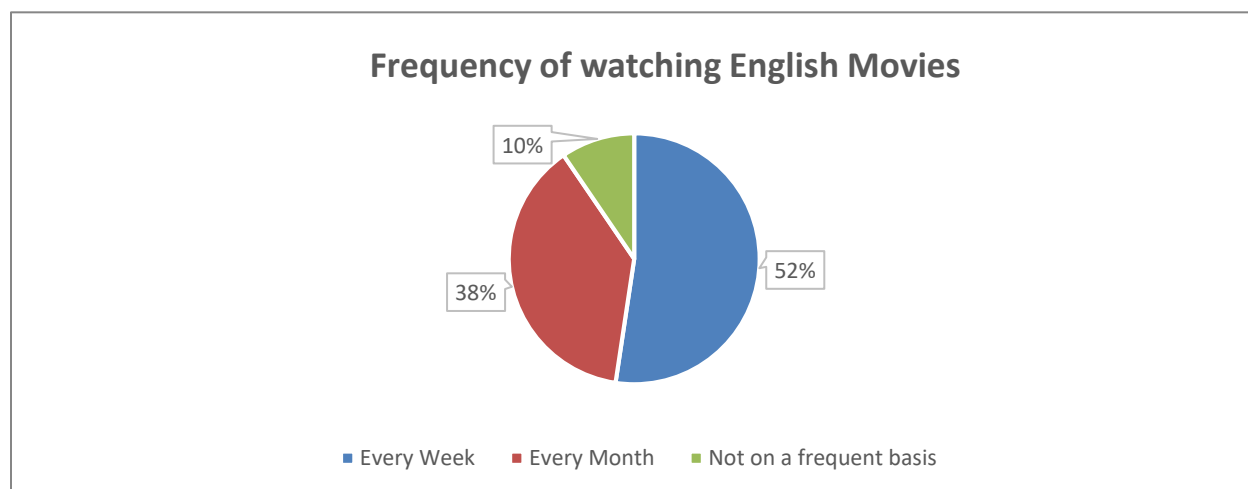


Figure 4.1.1

From the above, it has been noticed that majority of the participants 53% watch movies on every week, followed by 38% participants watch movies at least on every month which indicates that they are less regular on watching movies. Whereas four participants, only 9% responded by saying that they are very inconsistent in terms of watching movies.

Q. At which age did you start watching English movies?

Here, from the chart, it is noticed that majority of the students started watching movies from age 9-14 years old, followed by 36% have started watching movies from the age of 15-20 years old. On the other hand, only 9 students stated that they have started watching movies from the age of

3-8 years old which could be labeled as an early age. Consequently, age has an impact on learning a language and it is discussed in the qualitative section.

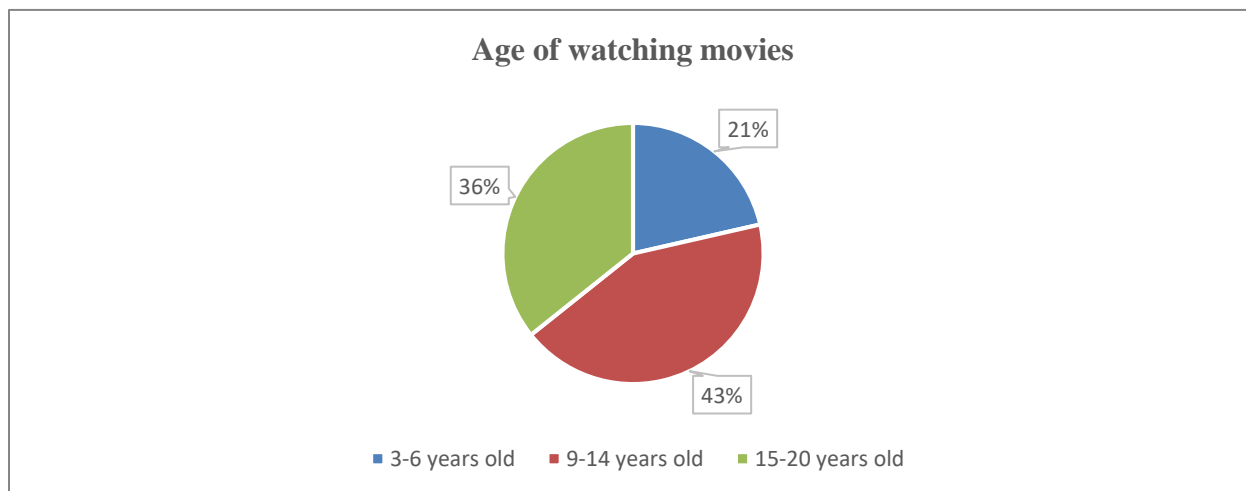


Figure 4.1.2

Q. Do you think is there any relationship between age and its impact on learning the English language through watching movies?

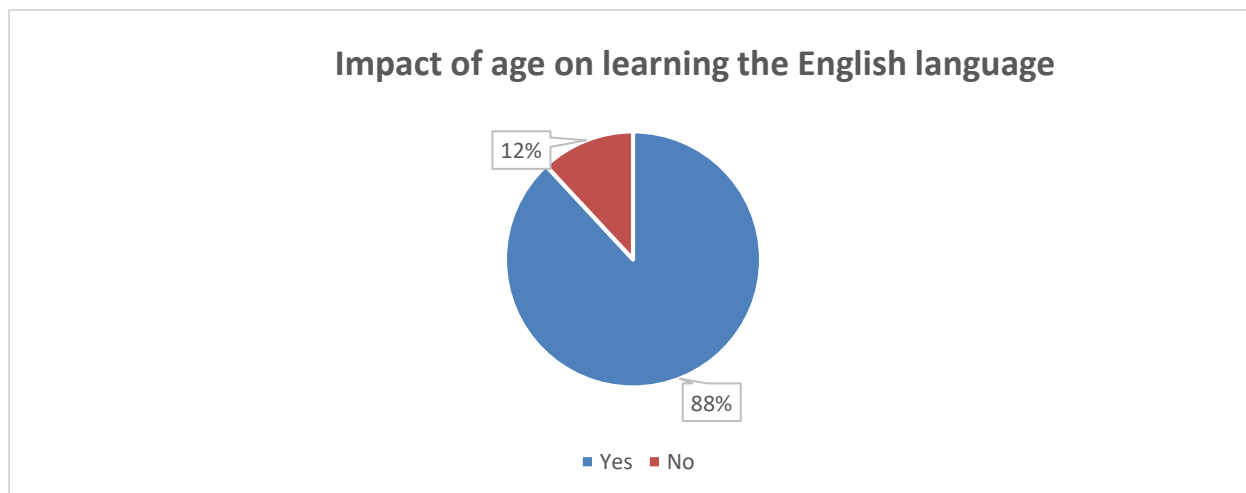


Figure 4.1.3

From the above it has been seen the majority of the students, 88% of them think age is a significant factor which has its influence on the learning the English language through watching movies.

Q. Do you think medium of education have an impact on watching English movies for learning the English language?

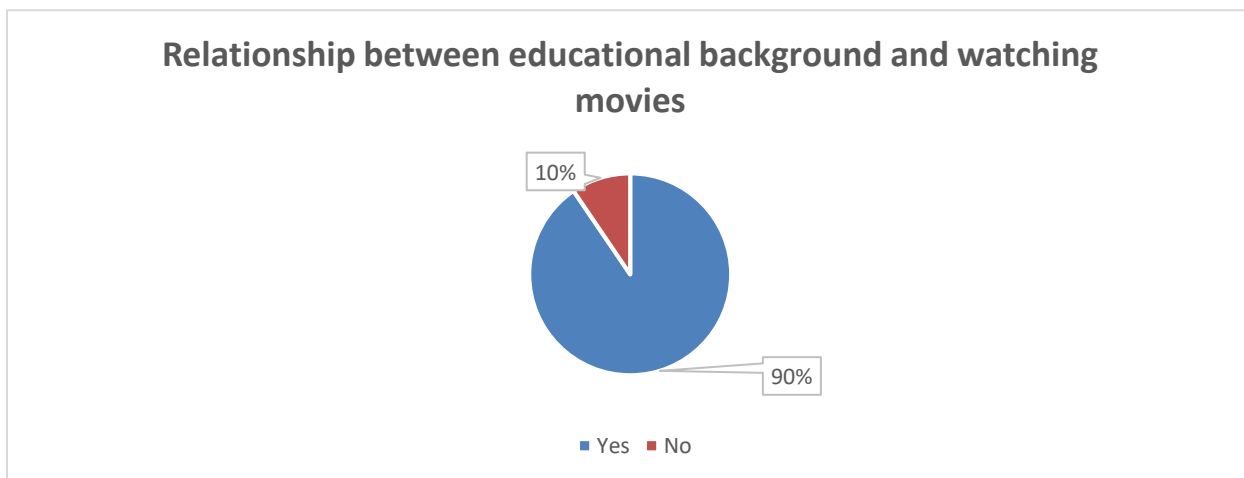


Figure 4.1.4

From the above chart, it is noticed that 90.5% participants think that educational background have an impact on watching English movies in our country. Whereas only 9.5% participants think medium of instruction of education background have no impact on watching movies.

Q. Movies are a great source of acquiring English

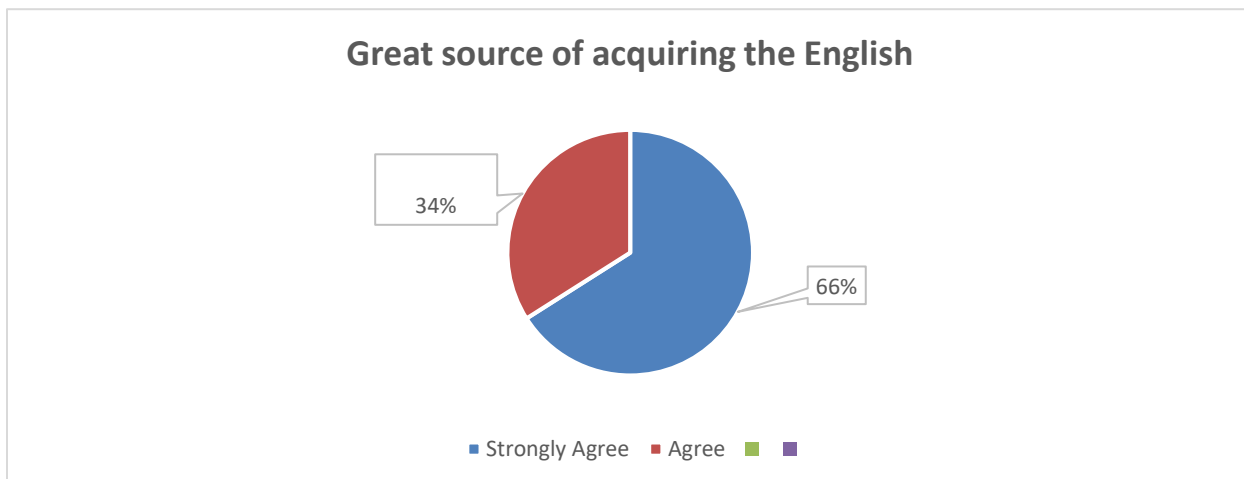
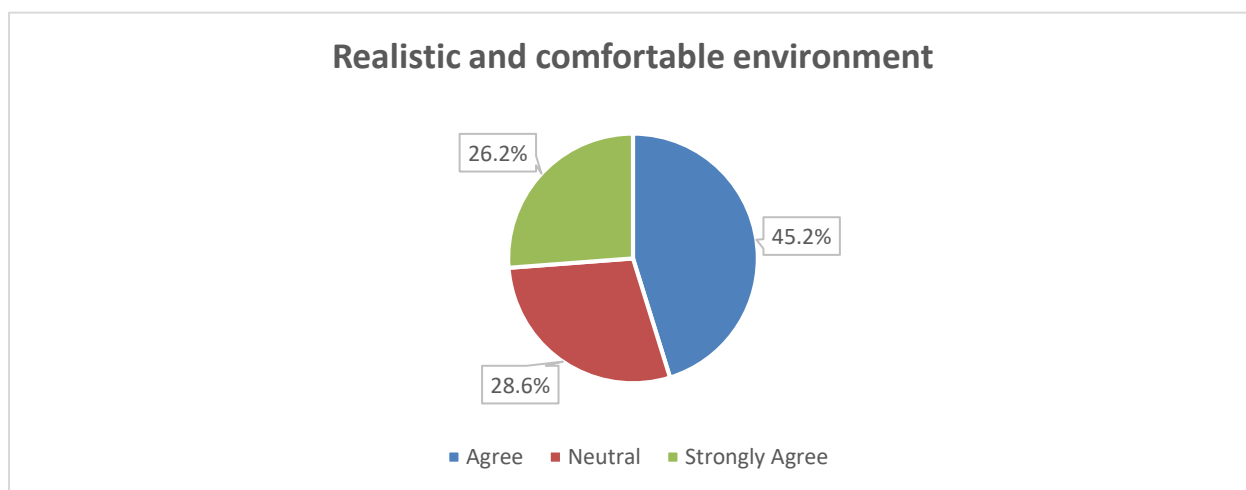


Figure 4.1.5

Here, the above chart shows all the participants agreed that movies are a great source of acquiring English language, where 66.7% of them responded to the option strongly agree and 33.3% responded to the agree option. The results of the figure 4.1.2 indicates that individuals should watch movies as a helpful technique to acquire English language in addition to other methods.

Q. Movies give you realistic and comfortable learning atmosphere.

**Figure 4.1.6**

Here, 45.2% participants agreed that movies help them to learn English in a realistic and comfortable environment, followed by 26.2% participants strongly agreed to this question. However, 28.6% participants remained neutral.

Nevertheless, Language learning become more engaging as well as intriguing by listening to genuine language depicted in films.

Q. Movies are one of the great sources to learn the English Authentically

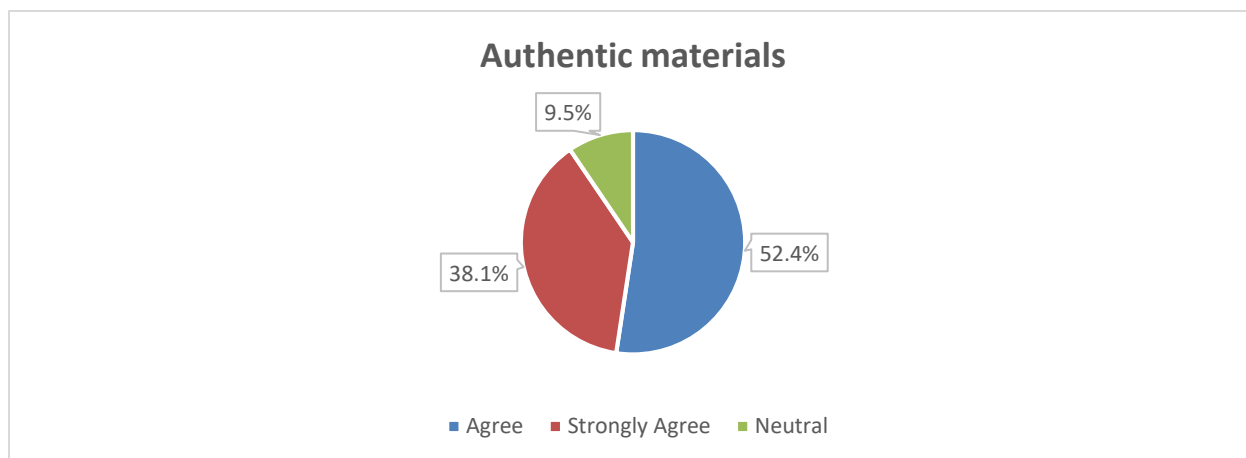


Figure 4.1.7

From the above figure, it is shown that majority of the participants, 52.4% agreed that movies are one of the great sources to acquire the English language authentically. Consequently, 38.1% participants strongly agreed to this statement. However, only 4 participants among 42, which is 9.5% of them remained neutral. It is needless to say that, amongst the most prominent benefits of utilizing movies as English learning techniques is the authenticity of language acquisition.

Q. Movies encourage/ Motivate you to acquire English language

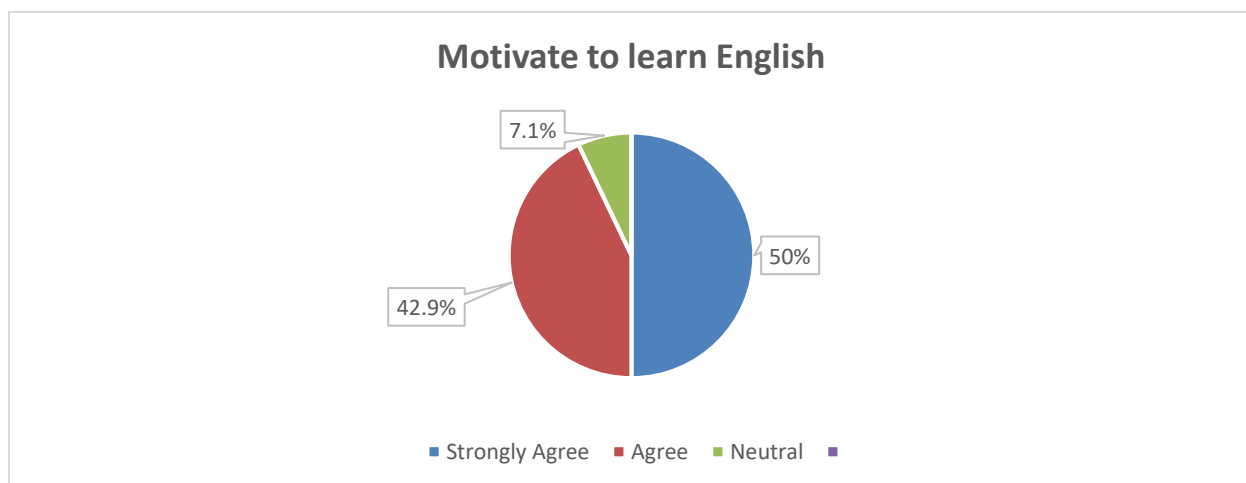


Figure 4.1.8

Here, half of the participants, 50% of them strongly agreed that movies encourage as well as motivate them to acquire English language. Consequently, 42.9% participants agreed to this statement. Although only 3 participants chose the neutral option.

Movies particularly hold the interest of the viewers, lessen the learners' stress through providing relaxing environment and motivate them to acquire English language.

Q. Do you think certain genres of movies have impact on the learning process?

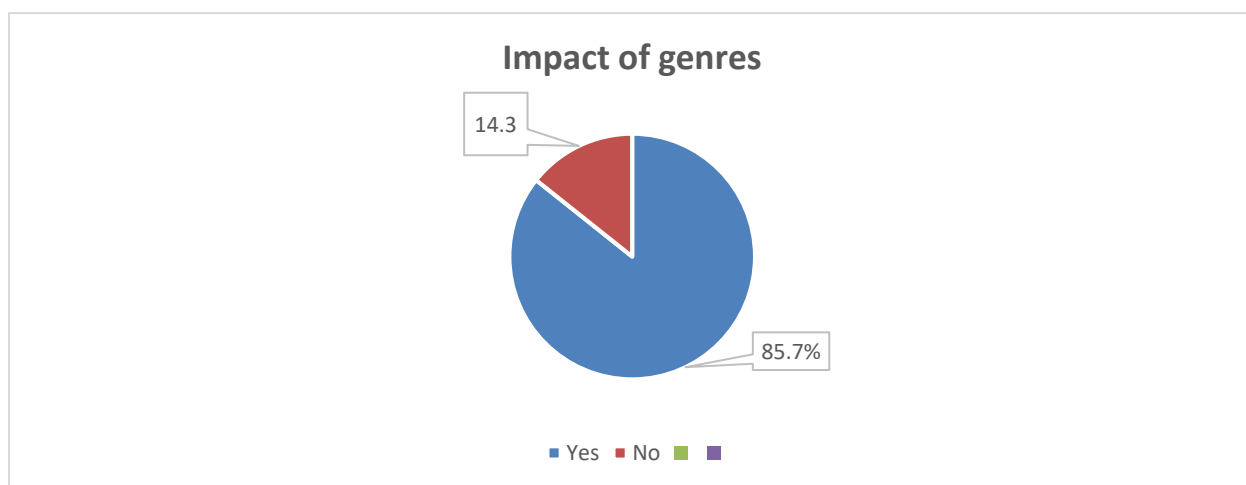


Figure 4.1.9

The above pie chart shows that 85.7% participants think that certain genres of movies have an impact on learning English, whereas 14.3% responded no to this question.

Q. According to you, which genre is comparatively beneficial to develop your English skills?

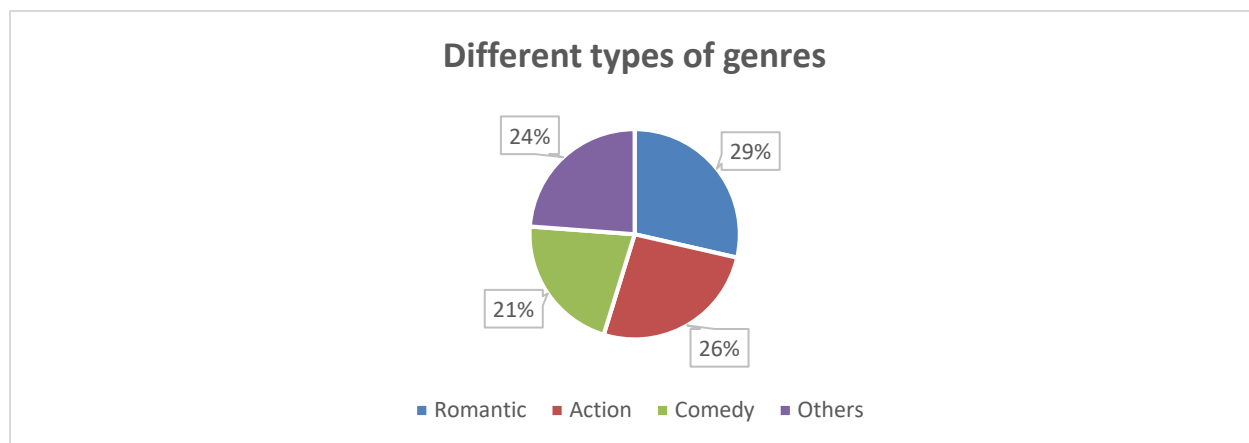
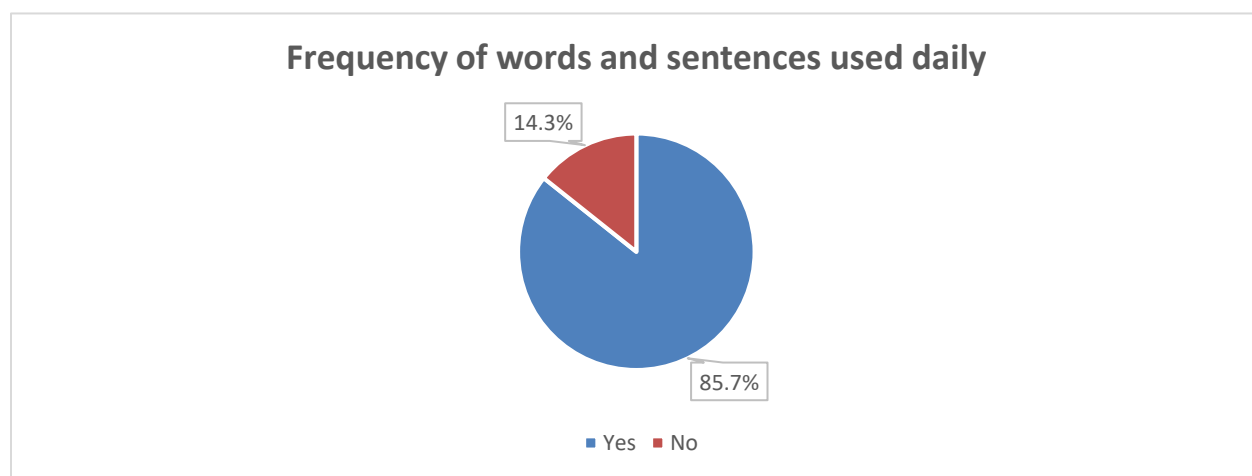


Figure 4.1.10

Each film belongs to a specific genre, such as comedy, action, Romantic, drama, horror, and so on. The effectiveness of the movies on acquiring English varies based on numerous genres because of different sentence structures and variety of words in the movie which perhaps the most essential aspect as well as influence the learner. Here, 28% of the participants prefer romantic genre to develop their English skills, followed by 26% chose action and 21% chose comedy. However, 25% of the participants answered by choosing the others option.

Q. Do you often use words and sentences from the movies in your daily life?

**Figure 4.1.11**

The above pie chart shows 85.7% of the participants often use words and sentences from the movies in their daily life. However, only 14.3% of the participants claimed that they do not use any words or sentences from the movies in their day-to-day life. The result of the above chart shows that movies are a great tool to learn diverse sentences and words for everyday conversational purpose.

Q. Do you often imitate the native speakers of the movies?

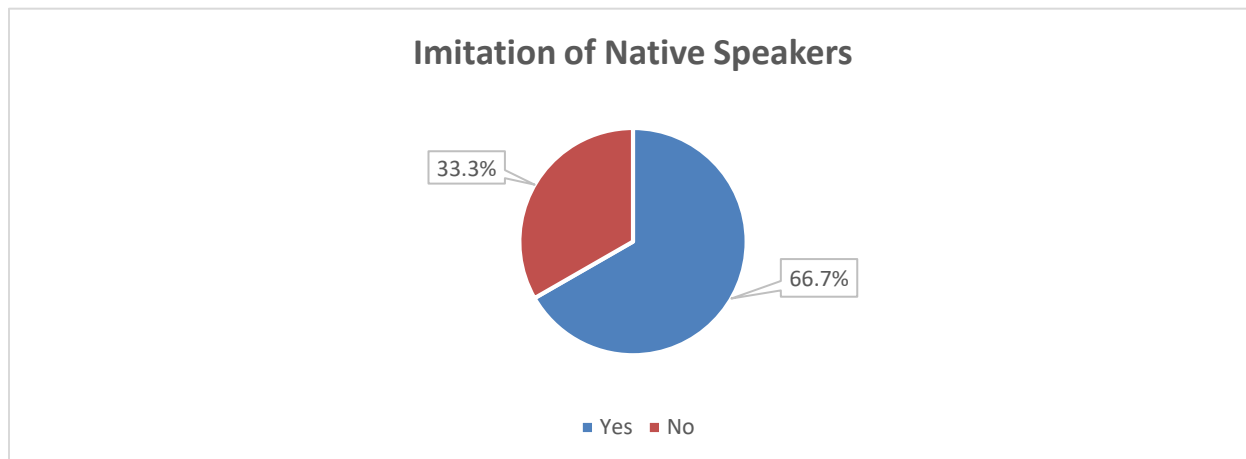


Figure 4.1.12

The result of then above figure shows that 66.7% of the participants often imitate the way native speakers talk in the movie. Although, 33.3% of them denied by saying that they do not imitate the talking way of the actors.

Q. Learning English through movies can grab attention because it can entertain and provide knowledge at the same time.

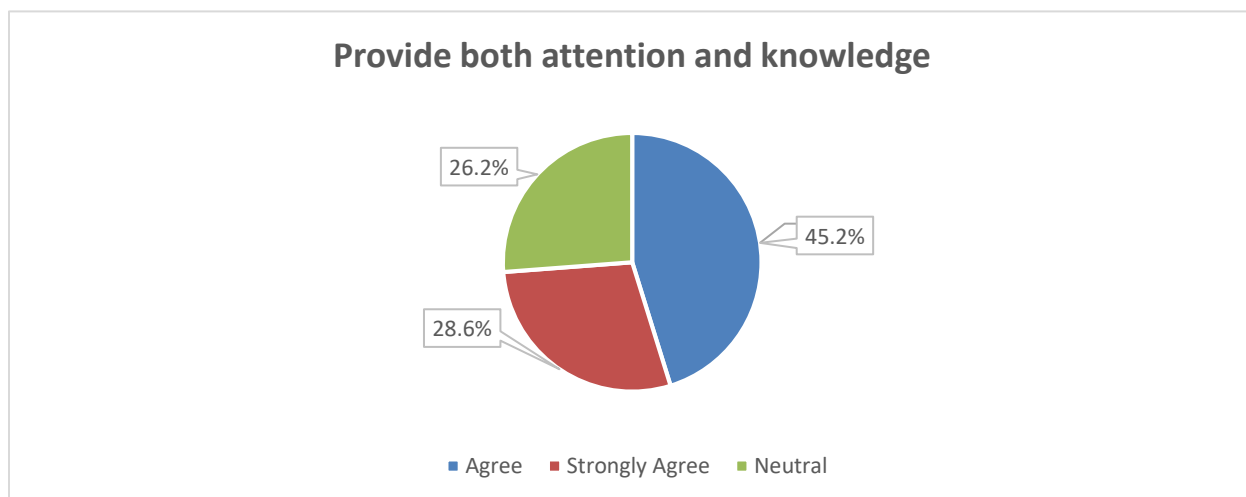
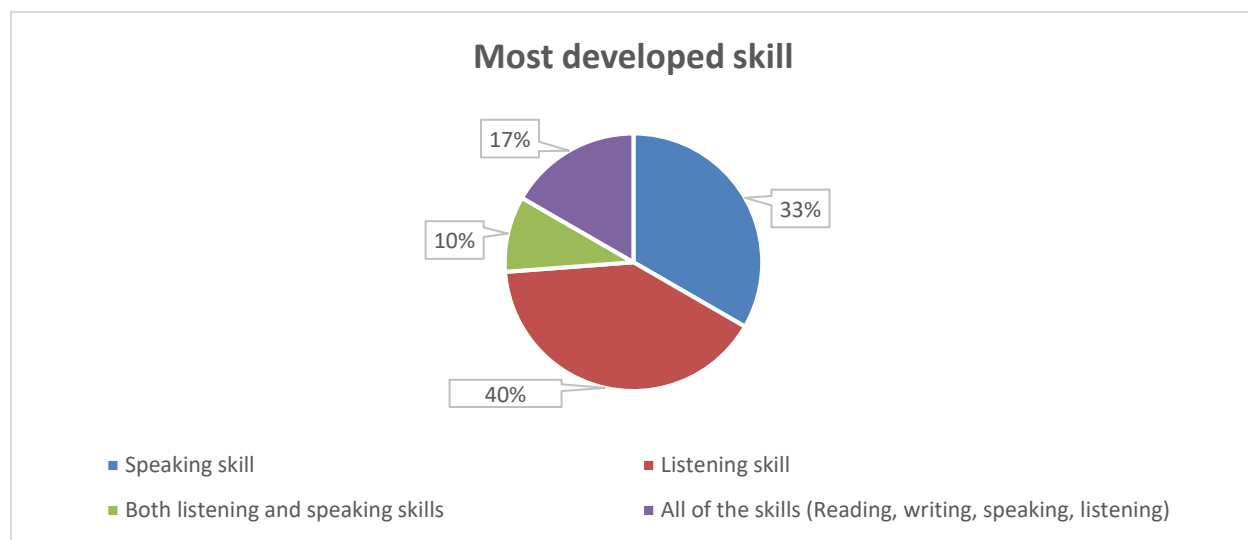


Figure 4.1.13

Movies are the source of entertainment which grasp the attentiveness along with giving language input. Here, 73.8% of the participants either agreed or strongly agreed that movies grab their attention because it can entertain them, followed by giving them English linguistic knowledge. Although 26.2% of the participants responded by choosing neutral option. Following results shows that movies are more engaging and pleasant than resources created for language teaching reasons.



Q: Movies help you to improve the most

Figure 4.1.14

Here, the chart describes that majority of the participants, 40% answered that movies helped them to improve the listening skill the most. Followed by this, 33% answered that their speaking skill gotten improved through watching movies. However, 4 participants claimed that both the listening and speaking skills gotten enhanced simultaneously. On the other hand, 7 students responded by saying that movies brought improvement in their all of the skills (Reading, writing, speaking, listening).

Q. Movies help you to learn new vocabularies

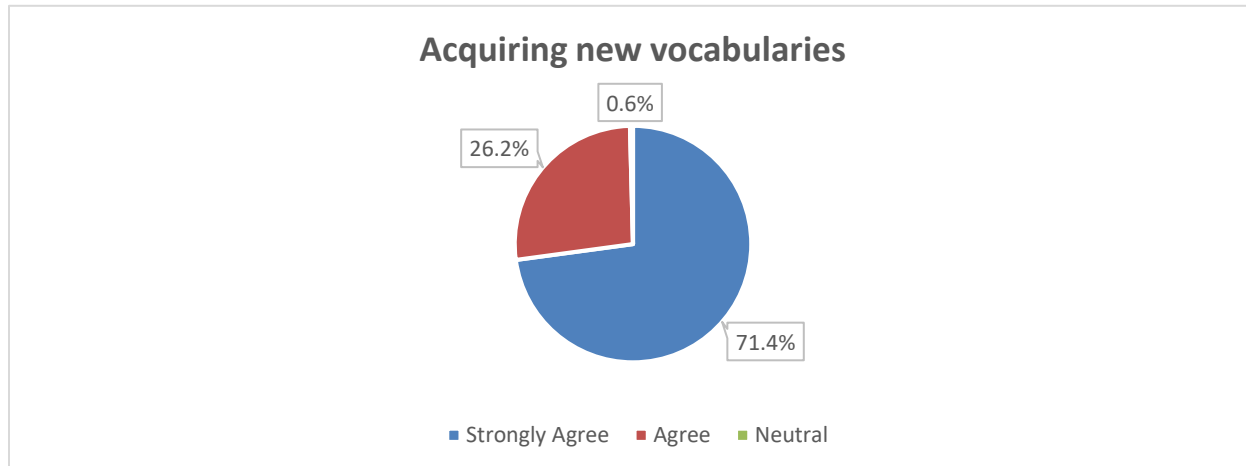


Figure 4.1.15

The above table shows that almost all the participants agreed that movies helped them to learn new vocabularies. The result of the figure 4.1.15 also indicates the importance of watching movies to enhance the knowledge of vocabularies.

Q. Movies help you to learn how to pronounce the English words

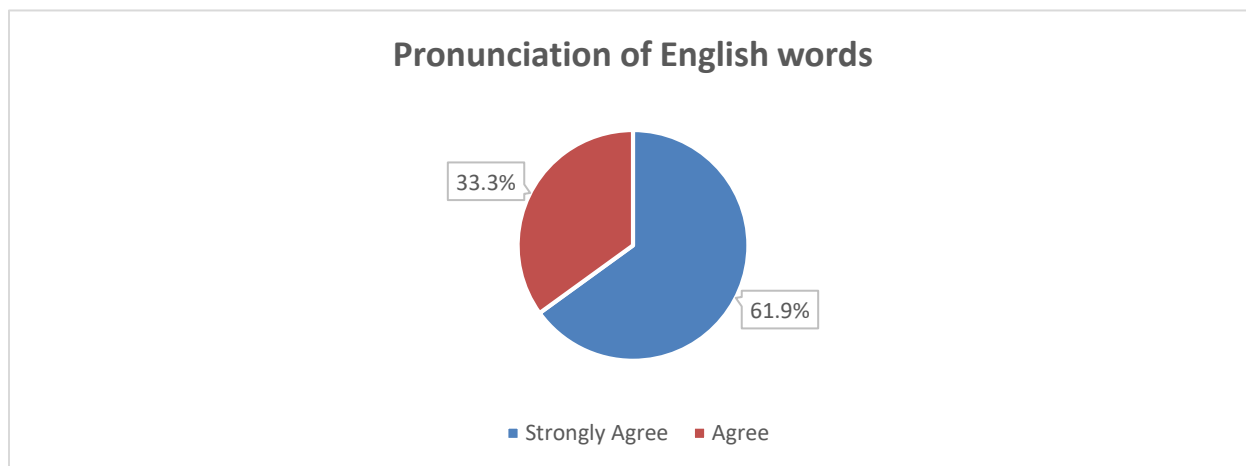


Figure 4.1.16

From the result, it could be said that 95.2% of the participants either agreed or strongly agreed to the statement that movies enhanced their pronunciation skill. As movies help them to listen how

native English speakers speak and pronounce words. However, few of the participants nor agreed or disagreed rather remained neutral in this statement.

Q. Watching English movies can improve your communication skill

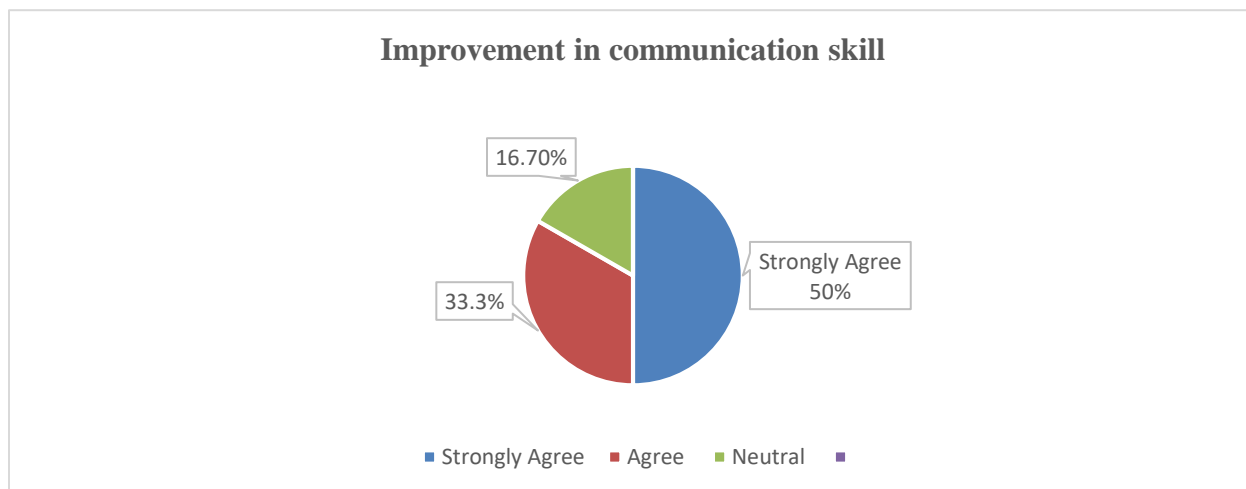


Figure 4.1.17

Here, 50% of the participants strongly agreed, 33.3% of them agreed and 16.7% of them remained neutral while answering the above statement. According to the statement, it could be said respondents feel that viewing English films has enhanced their communication abilities.

Q. After watching movies, you gain confidence it will improve your skills more

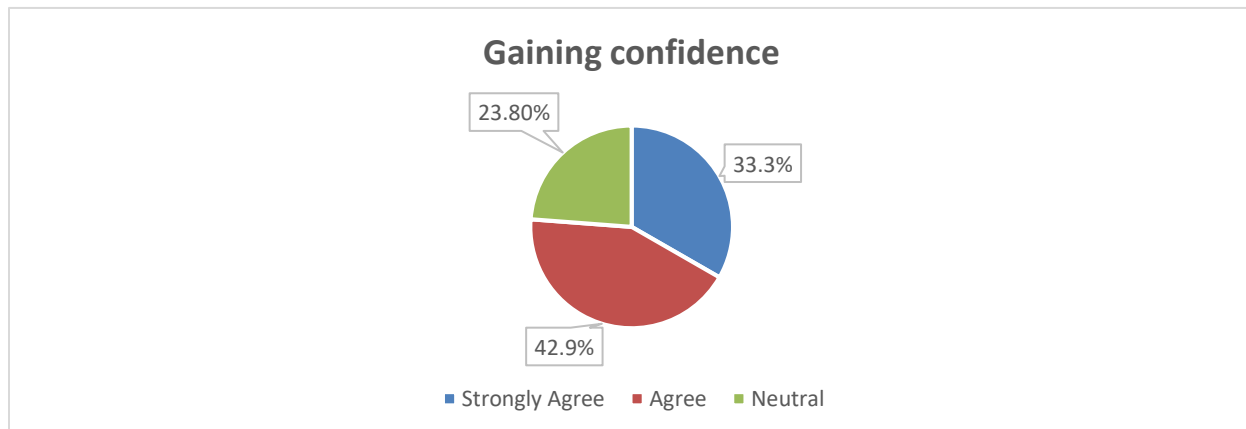


Figure 4.1.18

Here, 76.2% of the participants either agreed or strongly agreed that after watching movies they gain confidence that it would improve their English language skills which shows the enthusiasm of the participants to develop their skills through watching movies. However, 23.8% of the participants nor did agree or disagree but opted for neutral option.

Q. Do you think movies help you to differentiate between formal and informal ways of talking?

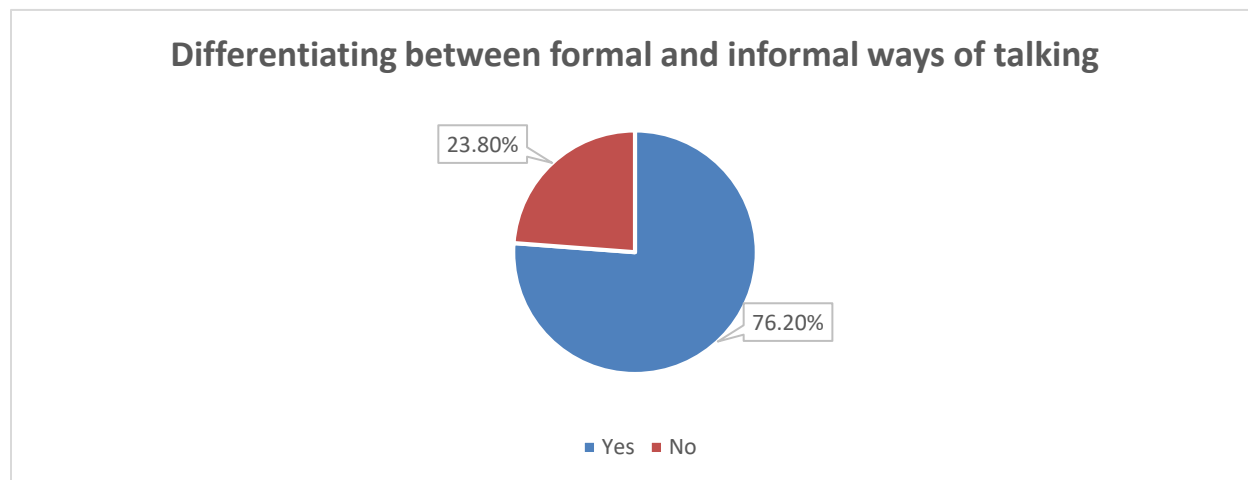


Figure 4.1.19

The above chart intended to find out whether viewing movies benefits learners in gaining an understanding of how English is employed for different context. Here, 76.2% answered yes, while 23.8% answered no. However, the overall result shows positive attitude. As different movies have different storyline and scenes incorporating both formal and informal dialogues, help them to get proper knowledge of using the appropriate words or sentences in distinct settings.

Q. Do you think Subtitle plays an important role in the process of learning English language?

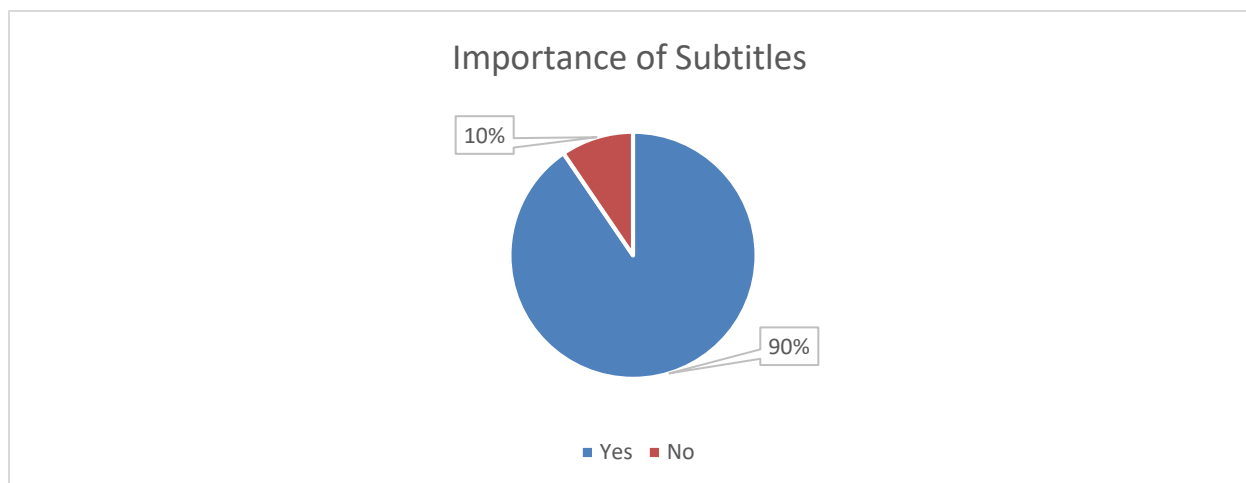


Figure 4.1.20

The above chart clearly indicates subtitle have a greater impact on English language learning as 90.5% of the participants answered yes. Although only 4 students answered no to this question. Sometimes understanding the pronunciation of the native speakers become very difficult and, in such situation, subtitles benefit a lot.

Q. Do you think apart from the usefulness of subtitle, it also has negative impact on the learning?

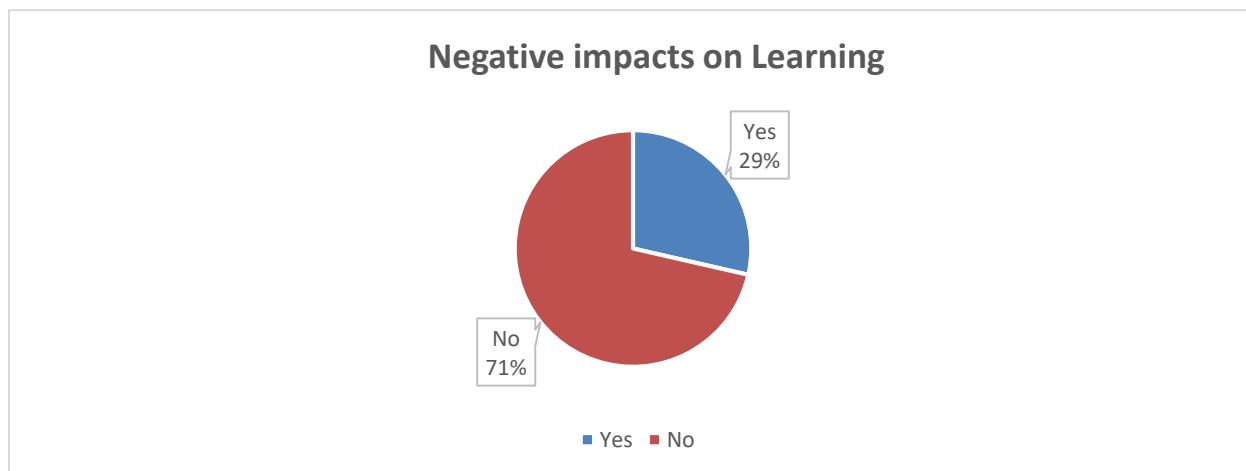


Figure 4.1.21

Here, majority of the participants' felt subtitle has no disadvantages on English language learning. However, 12 participants answered yes which shows that they felt the negative impact of the Subtitle on their English language learning. Subtitle can be distracting and addictive which is harmful for language learning.

Q. Do you pause the movie to reread the subtitle or rehear the conversation?

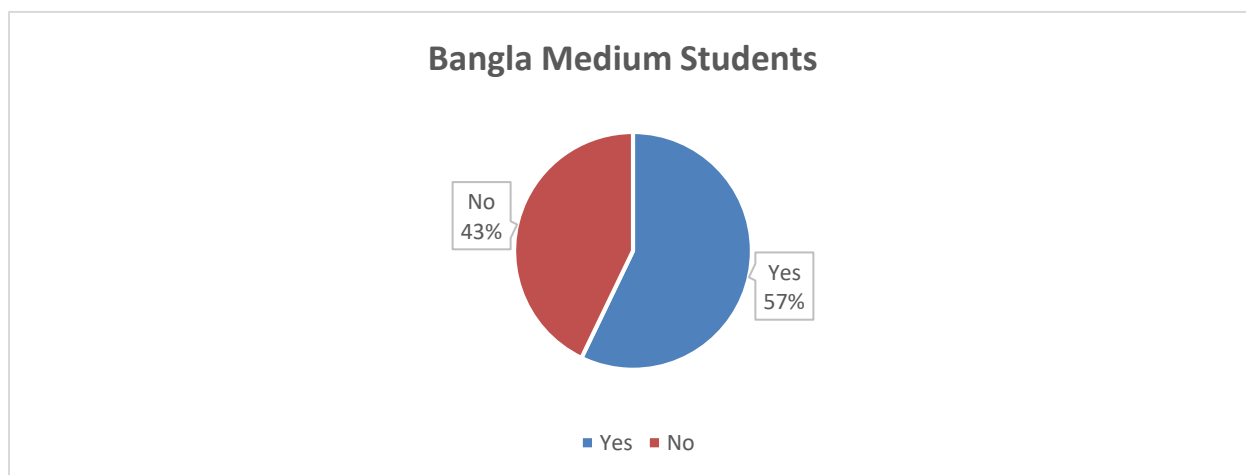


Figure 4.1.22

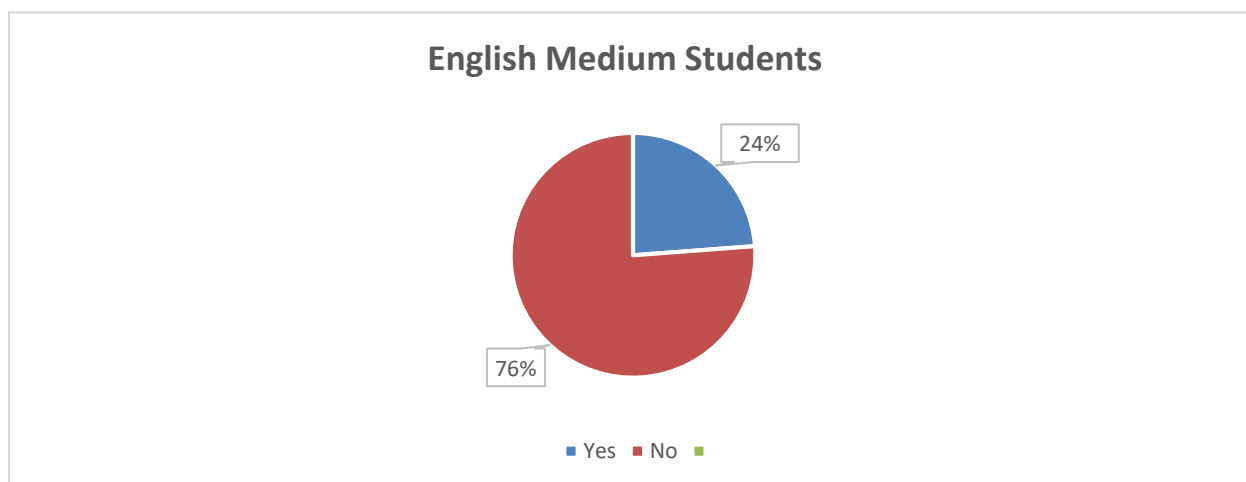


Figure 4.1.23

The purpose of the question was to find out if the participants pause movies to reread subtitle or rehear the conversation. To show the result more distinctively, two table has been created in terms of educational background of the participants. Here, first chart shows that the majority of

the Bangla medium students, 57% answered yes. On the other hand, second chart shows that only 24% of the English medium students answered yes to this question. Hence, the overall results indicates that very few Bangla medium students do not pause their movies to rehear or reread comparing to the students of English medium.

Q. Do you think apart from all the beneficial aspects, movies also have negative impact?

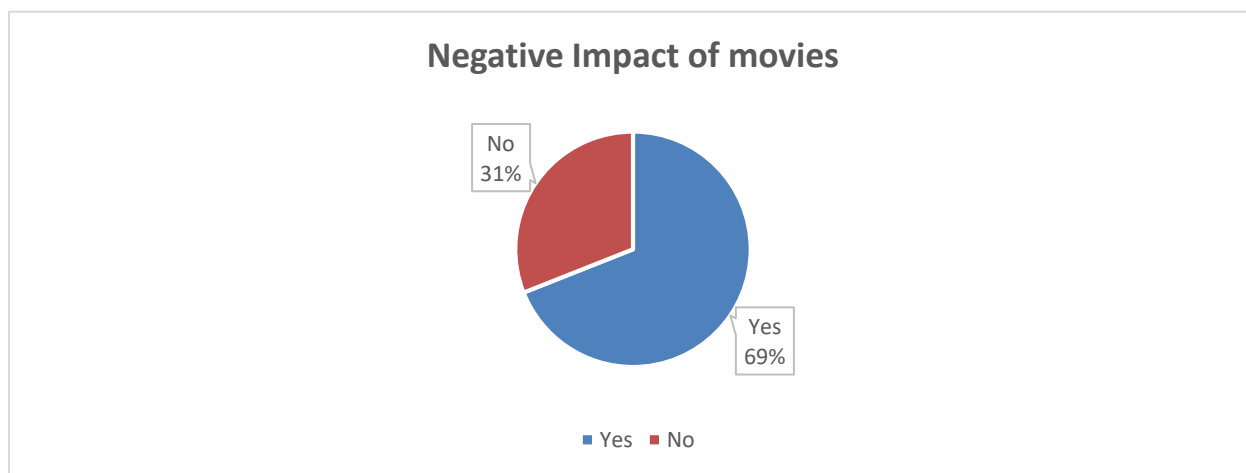


Figure 4.1.24

Although movies are the known to be one of the beneficial ways of acquiring English language. However, while asking the participants if they feel it also has negative aspects or not. Therefore, 69% of them answered yes while only 31% answered no. the result show that apart from all the benefits, movies indeed have disadvantages.

Q. In your opinion,

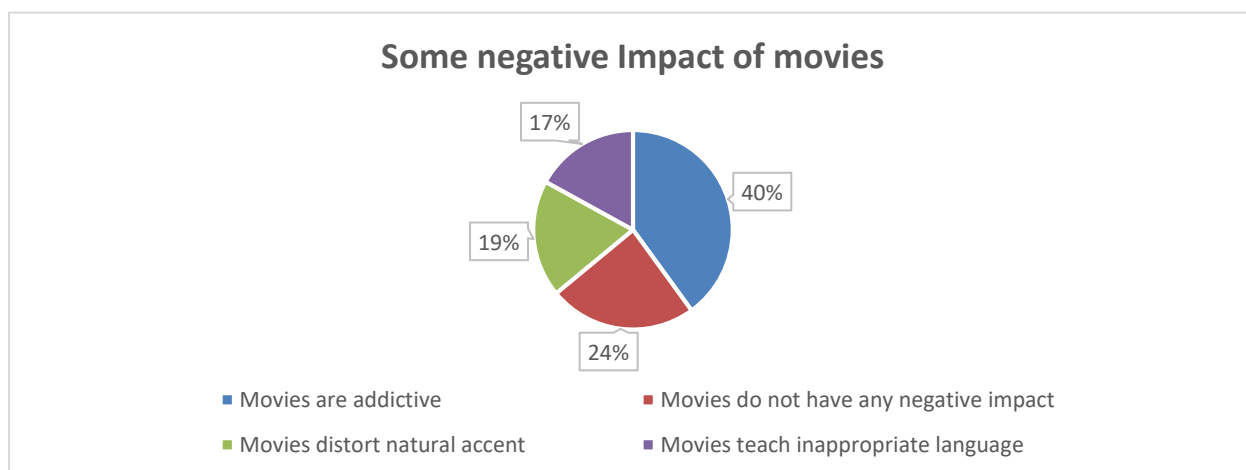


Figure 4.1.25

According to the 40% of the participants, one of the disadvantages of movies is it is addictive which could easily hamper the acquisition. Moreover, 19% of them claimed movie distort their natural accent as they may have tried to sound like the native English speakers. Consequently, 17% answered that movies teach inappropriate language or slangs. However, 24% of them claimed movies do not have any negative impact on their English language learning.

4.2 Interview responses

The themes focus on students' perception and experience in detail on the impact of watching movies to learn the English language.

4.2.1 Medium of education of the participants and its impact on watching movies to learn English

The first theme that emerged from the students' interviews was their perspective on their educational backgrounds and the learning styles their institution followed. Through this theme, it was aimed to find out if there is any connection between the medium of education and watching movies. The interviewees are from different backgrounds i.e. Bangla medium and English medium, hence, they have distinct opinions and experiences. While asking the participants if they feel that there is any relation between their medium of education and its influence on watching movies to learn English. , one of the respondents mentioned that “ when I was in my school years and struggling to develop my English language skills, I never knew or told that I could improve them by watching movies, rather I was wondering the whole time how would the endless memorization and limited materials of textbooks going to help me.” Consequently, two of the respondents from the Bangla medium background also stated that they had zero knowledge about the fact that movies could be a great tool to acquire the English language until their twelve years of education were about to end. Student 3 shared her experience as she said, “ Now that I think of the teaching style or the mindset of my teachers, I kind of feel disappointed about the fact that they did not encourage us to watch English movies at home, rather I was being told if I could master all the grammatical rules, I would be able to communicate in English.” However, student 4, another respondent of Bangla medium mentioned that although he had started watching English movies at a very young age, yet he did not understand or certainly

struggled to grasp the pronunciation and accent of those foreign native speakers until he was in 7th grade. He furthermore mentioned that “ My teachers used to teach us English using Bangla language and I was used to it. That is why initially it was quite difficult to comprehend my English language skills through watching movies.” He also stated that he thinks there is a connection between him watching movies and his educational background as he said, “I had started watching movies because I wanted to learn to talk in English which I would not have been able to do depending on my School.” However, overall all the participants agreed that movies have a bigger and greater impact on them acquiring English language than their twelve years of institutionalized education.

On the other hand, most of the respondents from the English medium background had quite different viewpoints compared to Bangla medium. According to their responses, it has been noticed that the participants from the English medium claimed that their medium of instruction was English and they did not study in the conventional way like Bangla medium. Student 5 one of the participants of English medium background stated that, “at a very young age I have started watching cartoon animated movies, not only this I have watched tons of Hollywood movies which are child friendly.” She also said she gained the interest of watching English movies from her school as she used to get to watch English short cartoon videos in the classroom on the big screen. Since most of the English medium schools follow the British curriculum to teach their students and that is why they try to incorporate video materials in their lessons. Two other participants stated that as they belong from the English medium background, they think they had certain level of knowledge of the English language before they started watching movies. And when they started watching movies, they realize they were understanding many the language quite well for having the pre knowledge. They furthermore emphasized the fact that somehow, they always had this interest or unknown pressure of watching English movies since their childhood and they also think their school environment is responsible for it to some extent because they needed the ability of fluent communication skill to adjust. Consequently, another participant, student 1, emphasized his experience by mentioning that, “ My school did not have any arrangement to watch movies in the classroom, since my teachers used to instruct us using English and initially, I was struggling to cope up. At that time I started watching movies in my house regularly to comprehend the difficulties of the classroom.” However, two of the participants showed a different opinion as they stated that there was no relation between movies

and their educational background. One of them said, “I cannot relate or remember if my educational background ever any connection with me had watching English movies. I believe that both things have quite different aspects.” However, almost all of the Bangla medium students believe that their movies have a greater influence on their English language learning than their twelve years of institutional education.

Overall, the opinions varied from and within the two backgrounds of the education system.

4.2.2 Attitudes toward the relationship between impact of age on watching English Movies

Regarding the question if they feel that age is a factor which could be related to the impact of watching movies on their English language acquisition. To answer this question, almost all the participants showed similar attitudes. All of them believe that someone who starts watching movies at an early age, becomes more proficient at acing all the English language skills. Student 6 stated that, “I believe that development of any skill gets better if you start doing it at a young age. I would suggest that one should start watching movies from their childhood because it would surely help them to learn the language like a native speaker.” Moreover, Raisa added by saying that “I wholeheartedly believe that if I could start watching movies at an early age, my skills would have been far better than now.” Consequently, student 4, a student who completed his studies from Bangla medium student, believes that he had expended his knowledge of vocabularies through watching movies only. He furthermore added, “If I Would have depended on my institutional materials to learn new words or vocabularies, I do not think I would have been able to learn them. I also think that my knowledge of vocabulary was better compared to my then classmates as I had started watching movies from an early age.” Furthermore, one of them also asserted that, “I believe if my mother starts to watch movies at her current age to learn English then it will not be as fluent or accurate as a child who would start from an early age.”

All the responses for this question show that they all think movies should be watched from an early age to get better results.

4.2.3 Frequency of watching English movies

While asking this question, one of the participants said he is currently in first year of university and all the instructions of his study are in the English language. He thinks he is not that proficient enough to understand or communicate in English yet. Therefore he watches at least two to three movies in one week. He furthermore stated that, “it's actually entertaining at the same time one of the best ways to improve your English language levels to a greater extent.” Consequently, three of the participants asserted that they usually watch movies once in two weeks due to hectic schedules. On the other hand, student participants said, “I would like to call myself a binge watcher as every weekend I watch 2-4 movies and I cannot stress enough how it helped me to enhance my listening skills and learn plenty of new vocabularies.” However, the rest of the respondents responded by saying that they try to watch at least one movie every month. Regarding this, one of them stated that, “for a certain period of time, I was very regular in terms of watching movies as I was determined to master the English language. Now that I have enhanced my English skills through watching movies, I kind of do not watch it regularly like I used to.” From the responses in general it is noticed some of them are very frequent watchers whereas some of them are not. However, all of them agreed that watching movies helped them remarkably.

4.2.4 Purpose of watching movies and selection of genre

Every student has distinct purposes or reasons behind watching movies, whether they watch it for entertainment purposes or learning purposes, an important question for this research. While answering this question, student 4a asserted that according to her, movies definitely are the sources of entertainment which are not bounded in entertainment, rather it gives the chance of learning a completely new language. She also added, “In my childhood I have gained the realization that movies are something which gives you pleasure and knowledge at the same time.” After that, another participant, described that she had started watching movies solely for learning purposes initially as she had very poor competency in English language. She mentioned that “Even after knowing proper grammar rules and everything, I was unable to communicate in English and then I decided to watch movies regularly.” However, some of the participants claimed that they watched movies for entertainment purposes only. Hence, student 8 asserted that, “ I do not think I ever watched movies because I wanted to learn English. I did it because I

was naturally exposed to the practice of it. And also, I would not say I was learning it, rather I was acquiring it which is more like a natural process.” Like the answer of Shuvo, another participant also mentioned that he watches movies mainly for the storylines and actors, learning English through watching movies is a bonus for him. Consequently, student 3 also added, “Even though I have always watched movies for entertainment purposes, unknowingly movies are still now helping me like a selfless friend to develop my English skill set. I also believe if someone watches movies particularly to learn English, there might not be any relaxation and he might feel pressured.” Moreover, interestingly, another participant stated that, “ I watch English movies because I think it is a fancy thing and it is also a good topic to gossip with other people. But I have to agree that unknowingly I have built up English Language skills.”

Here, from all the responses it is noticeable that most of them watch movies for fun and pleasure but subconsciously gained a greater improvement in English language.

On the other hand, they also think watching a movie genre plays an important role as certain genres have discrete sets of words and phrases. Regarding this, student 7 stated that, “ If I watch romantic movies then I tend to learn those words which are associated with emotions mostly. But when I watch sci-fi movies then I get to learn some words or phrases which are linked to scientific stuff.” Some of them also stated that it is better to choose the genre which one finds interesting because if someone is fond of a particular genre then he or she might find it more interesting to learn new words.

However, while talking about genres another aspect came out where some of the participants stated that different genres of movies helped to differentiate between formal and informal languages. As asserted by Student 8, if you are exposed to the basic interaction at first and then develop a habit of watching different genres later on, movies do help you in separating what is formal and informal. “Moreover, while asking them about choosing different genres of movies un terms of learning the language, some of them also mentioned that they believe one should always choose such movies which are compatible and comprehensible according to their level of English language competency. Because if someone’s competency is in lower scale, he would not be able to understand or learn anything from such movies which are bit complex. One of the participants also suggested that one should always chose those movies which are one or two level harder than their current knowledge.

However, two of the participants stated that the ability of differentiating between formal and informal languages, mostly learned from their academic knowledge rather than movies.

4.2.5 Development of English language skills through authentic material

There are different sets of skills to be improved through watching movies. And to answer this question, respondents shared their opinions through proper reasoning. To start off, a participant elaborated his experience by saying, “for me the skill which got improved through watching movies is listening skill because in our country, you don’t get to practice speaking English until you are at a certain environment such as college or university. So, till then, all you get to do is listen to it and internalize the pattern of it. If you have better exposure, the internalization gets better, and your listening gets improved. And for me, movies are that tool which improved my Listening skills.” Similarly, another participant student 1 also said that “I was quite good at speaking in English because in my school everything was based on the English language. My father also used to speak in English with me at home. So I believe, after watching movies, I have enhanced my listening skills.” According to him he was already good at communicating in English, and that is why movies did not have any significant impact on his speaking skills; rather, it contributed a lot to his listening skill. To add more, another respondent said that developing listening skill is quite hard compared to other skills. She thinks if a person listens as much as other people talk in the target language, his/ her listening skills would get better over time. And while watching movies people get to hear carefully what have been said by the actors. Some of the participants believe that the more one gets to listen how native speakers talks, the more you get to learn to catch up with the foreign words and eventually it led a person to develop their speaking or communication skill. However, in general most of the participants mentioned they significantly improved both listening and speaking skills because to them movies were the only tool which helped them to listen and practice English language. They also believe that there is a interconnection between all the language skills. More specifically, they think to develop other skills one should first focus on their listening skills. As student 4 said, “ when I realized I need to develop my English language skills, I noticed that there are very few people around me who would speak in English properly. At that time I took help from movies and fortunately it helped me greatly to teach me how to talk or how to catch a completely new word just by hearing the actors.” Interestingly, another respondent said “movies helped me to develop my English skills

at a point that sometimes I would speak in English in my mind and I used to get so happy that I had developed my speaking fluency and accuracy just by watching movies.” However, all of them agreed that the more they watch movies the more they get confidence to communicate or speak in English language. They also believe that they get such confidence because they get to observe how a native speaker talks in certain situation with appropriate expressions. One of them stated that, “what could be a better way of learning a language when you can listen to them and view them at the same time? Sometimes it feels like I am in the movie scene and talking to them.”

Another common response the researcher got from the participants is that all of them wholeheartedly believe they have learned an immense level of vocabulary which they never learned while studying their textual materials. One of them asserted that, “Textual lessons have very limited resources of vocabulary. But to me movies are the treasure of new words and phrases which also helped to get the sense of using those words according to the context.” Consequently, almost all of them stated that movies helped them to learn new vocabularies which also boosted their confidence level and made them feel superior because using new and different words while talking is like an achievement. Another participant stated that while watching movies they get to see actors using such words which they do not usually notice the local people use or nor they see those words in their textbook often. Regarding this, two of the participants precisely opined that while watching movies they get to hear the words on repeat and eventually those words incorporated to their brain automatically without memorizing. They have also emphasized on the fact that they have learned correct pronunciation of words. Regarding this, student 6 mentioned that “I would like to give a simple example of how movies helped to learn proper pronunciation. For a long time, I did not know how to pronounce the word ‘entrepreneur’, but one day I watched the movie called ‘The pursuit of happiness’, which not only taught me how to pronounce the word but also gave me a vast knowledge of new words related to entrepreneurship.” Consequently, they believed that they not only learn correct pronunciation or vocabulary, but movies also stimulate interest in them for further learning. Participants also opined that one cannot learn the proper pronunciation without hearing how native speakers speak and just being dependent on the textbooks.

To answer the question of which skills got developed, they also shared that they feel movies learning English through watching English movies is useful since these films depict proper

language spoken by native English speakers which is fully realistic. As stated by a participant, “If I learn something from an authentic and genuine source, the learning will be much stronger and enjoyable than ever.” Regarding this student 4 said, “I enjoy watching English movies as they portray genuine people speaking the languages with the full authenticity I want to learn. It's fascinating because the language seems quite different from what I learned in school.” Almost all of them claim while watching movies they feel very connected as movies give them a realistic atmosphere and eventually it is highly beneficial acquiring a foreign language. From the overall responses it has been noticed that most of them think listening skills got improved the most.

4.2.6 The use of subtitles and its impact on the learning process

Subtitles are a very important aspect of a movie which surely has a significant contribution on learning the English language. Student 5 stated that it is quite difficult to catch the accent and pronunciation of native speakers and in such cases, subtitles are a savior, and he always prefers subtitles while watching movies. Moreover, another participant said, “subtitles are an additional support in observing and learning English as a second language.” They also mentioned that subtitles are also a helpful tool to learn spelling as well. While two of the participants' said subtitles are beneficial in general, yet they do not really need it because they think they have developed their English language skills without the help of subtitles. Student 9 stated an interesting side of subtitles as he said, “sometimes I watch anime which are not in English language. In such a situation, to understand what the actors are saying I have to take the help of subtitles. An amazing thing is that even if I am watching a movie which is not in English, I am learning English through subtitles.” Even though most of them think subtitles are beneficial for learning English, not all of them prefer it. Because some of them think subtitles might create a dependency and hinders the listening skills.

On the other hand, while asking them if they have to pause the movie to rehear the audio or reread the subtitles to understand, the answers have variation. Student 2, who is a student of English medium, mentioned that since he does not have to pause the movie to rehear unless he loses concentration. According to him, he could easily understand what the actors are saying as well as he does not need subtitles. However, a participant who was in Bangla medium stated that he needs to pause because he finds it very difficult to understand the accent or pronunciation. He also mentioned that he faces such problems because the exposure of English language happened

a bit late in his case. However, it does not always depend on the medium of education as One of the Bangla medium students asserted that she does not have to pause movies to comprehend the language because she has started watching movies from a very young age and through practice all these things got improved over time. Overall. The responses of the participants have mixed opinions.

4.2.7 Attitudes towards the motivation, self-confidence, and anxiety

Regarding this theme, all of the participants showed positive attitudes. All of them agree that movies are full of fun and pleasure and if someone could learn something while being in a cheerful mood then the learning surely becomes interesting and stronger than ever. One participant mentioned that “ movies give me high motivation to learn the English language because I am being entertained and practicing my skills at the same time. And most importantly, nobody is pushing me to learn the English language, so there is no chance of anxiety or pressure.” They also think movies give them relaxation with benefits of learning a foreign language, which make them motivated to watch more movies to gain knowledge. Furthermore, student 8 said, “There is no question of being anxious while watching movies because I am not forcing myself to learn the language, instead I am learning it subconsciously and happily.” Additionally, most of them claimed movies made them confident to communicate without fear. Overall, all of them think movies give them a calming environment, high motivation, and confidence to acquire a foreign language.

4.2.8 Attitudes towards the negative effects of watching movies

Here comes the last theme which emerged from the interview session. Regarding their opinion about the negative effects of watching movies on learning English have mixed results. Regarding the negative effects, student 5 mentioned that “movies are highly addictive, and another thing is sometimes I get so fascinated by the accent of the actors that I try to imitate them and eventually lose the naturality.” Two more participants also agreed that even though movies taught them the correct pronunciation, yet it also distorts the pronunciation for trying really hard to sound like the native speakers. Student 6 stated that, “some movies contain slang or inappropriate language which could have a bad effect on those child learners who watch movies from a young age.”

However, some of them feel movies do not have any negative effects, rather they view them as beneficial tools which significantly helped them to acquire a foreign language.

Chapter 5: Discussion

This chapter aims to interpret the research findings by discussing the information into several themes.

5.1 Correlation between the effect of medium of education, age and subtitles of movies on the learning process

In this research, the researcher had chosen participants from two different backgrounds of education. Although, all of the participants are currently studying at university no matter which medium of instruction they had been earlier, at present they are being taught using the English language completely. To get the broader idea of the impact of movies on learning the English language, the researcher looked at their medium of instruction they followed before getting into the university. In terms of Bangla medium students, the researcher noticed that they have almost zero exposure to the English language as they were being taught through the Bangla language and the people of their surroundings rarely interacted using the English language. In Bangladesh, particularly in Bangla medium schools and colleges, teachers tend to follow the traditional method to teach their students. In such a method, the students just memorize the rules and concepts from the textbook to get good grades. Consequently, this method never helps the students to develop their English skills. The students from Bangla medium are mostly dependent on the textbook from the starting of their education, they do not get any exposure to multimedia aided language learning. Due to this, initially when they started watching movies they were struggling to understand or grasp the message of the actors which kind of slowed down or made the learning process a bit harder. Moreover, the researcher also found that some of the Bangla medium students did not know that they could get greater benefits from English movies to develop their language skills rather tried to memorize grammar rules and eventually failed which is the indication of unavailability of the authenticity. The context in which a person begins learning a second language is critical to his or her learning outcomes (Hamid & Jahan, 2015). Therefore, the majority of the Bangla medium students wholeheartedly agreed that even though in the starting phase they struggled but eventually when they started developing all the language skills, movies have greater contribution than their educational knowledge. As the Bangla medium students could not learn how to communicate using the English language or had poor

listening skills, after watching movies they got greater benefits. On the other hand, those who were from an English medium background were surrounded by the people who used to communicate through the English language. Therefore, from the very beginning they were acquainted with the English language and that helped them to understand the comprehensible input of the movies. But that is not the same case for all the English medium students as few students mentioned they started watching movies because they were struggling to cope up or communicate using the English language in their school. Consequently, some of them also mentioned they were very fond of watching English movies from their childhood and somewhat their school environment has a connection to it because to fit into that atmosphere and have perfect communication skills, movies were staple for them. Yet, from the overall analysis of the findings, the researcher found that movies helped them to develop their language skills regardless of their educational background. However, it was also found that some of the participants of the English medium believed that there is no relationship between their educational background and watching movies.

Furthermore, age is a factor in terms of learning the foreign language and in this research, the researcher tried to find out the relationship between age and its impact on learning the English language through watching movies. Through this research, the researcher found out that almost all of the participants believe that age has a significant connection with movies regarding enhancing their skills. As from the interviews it has been noticed that participants believe someone who would watch movies from their childhood could achieve greater language accuracy and fluency than someone who would start late. It is important to begin learning a second language at a young age in order to be able to comprehend it in different environments (Mayo et al., 1997).

The subtitles play a major role in the learning process. From the responses of the participants, it has emerged that most of the students prefer subtitles and believe that it significantly helped them to catch the conversation or the pronunciation by looking at the screen, because understanding a native speaker might be a tough task but the help of subtitles make it easier. But not all of them prefer subtitles while watching movies as some of them have the competency of understanding the message of the movies without it because they had started watching movies at an early age. On the other hand, some of them do not prefer subtitles because they think it is a barrier to their listening skills by creating dependency. When presented with the textual

information along with the visuals, people struggle to figure out where to look or sometimes the audience tends to give more attention to the texts rather than on visions (Chapman & Underwood, 1998). Moreover, it has also been found that those who watch movies for the longest period have enhanced their ability to a certain extent that they do not even have to pause and reread the subtitles to understand. It is also an indication that the age, environment, and subtitles have a relation.

5.2 Enhancing the English language skills

The importance of learning a foreign language, more specifically the English language in today's era is undeniable since the world has shrunk and become globalized. However, learning a foreign language is one of the hurdles a person may encounter during their lives. Nevertheless, one of the excellent methods to acquire the language is by watching English movies, which has been inspected through this research. Although movies are for entertainment purposes, we cannot deny the fact that we are learning a whole new language just by watching movies in the target language. From the findings of the research, it has been found that all the participants enhanced their English language skills through watching movies. According to the participants, listening, speaking, vocabulary, and pronunciation are the four skills which had been strengthened by them. Although, from the survey results it has been noticed that some of the participants mentioned movies developed all of their English language skills including reading and writing. However, from the detailed interview result it has been noticed that none of the participants mentioned reading and writing skills.

From the analysis of both the survey and interview findings, the researcher found out that listening skills had been developed in a greater way by the majority of the participants. Listening is amongst the most important skills in English, according to (Rintaningrum, 2019), which is why it requires additional focus. Learners are more hooked to hearing English words since watching movies is mostly dependent on viewing and having to listen to what the actors are saying. The participants conveyed their viewpoints about how their listening skills developed through watching movies over the time by mentioning that the people of their surroundings rarely used English while communicating. It is because in every country people use their native language on a daily basis to speak to each other. Hence, the participants got very little exposure

to the English language, which is a hindering factor in terms of enhancing their listening skills. But when they started watching movies and hearing how native speakers talk, they eventually enhanced their listening skills, opined by the participants. The participants furthermore asserted a very important aspect as they think there is always a correlation between all the skills, precisely all the other skills are linked with the listening skills. From the experience of one of the participants, the researcher also found out that to master all the other skills, one should first ace their listening skills. However, it goes without saying that listening skills are extremely beneficial for students undertaking English proficiency assessments like the TOEFL and IELTS, which include listening as one of the standardized test topics. When people have to communicate with foreign individuals, the skills have always proven to be beneficial (Ihsan, 2021). Eventually in the process of mastering the listening skills, participants developed another significant skill which is communication or the speaking skills as mentioned. A person who has English language knowledge won't be deemed outstanding if he cannot use it to interact with others. Movies provide people the opportunity to see, hear or internalize the dialogue delivered through the actions of actors (Liando, 2018). The researcher found out through this research that all the participants learned how to communicate in English just by viewing English movies. Some of the participants strongly believe that movies are significantly responsible for enhancing their speaking skills. From the detailed interview, the researcher noticed that some of the participants mentioned that growing up they never really found an environment where they could practice with each other in English language. Hence, this is why they chose to watch movies and practiced or incorporated their speaking skills inside their brain since it provides them to observe how communication happens in the target language. As per the finding of the research the participants also mentioned that through watching movies they even learnt where to use which words or how to communicate according to the respective formal or informal contexts. Regarding this Rammal (2005), the student may become accustomed with casual talks and idiomatic phrases when viewing English movies that are not found in English dictionaries. Almost all the participants agreed that being an university students where everything is conducted through English, movies are a life savior to them.

Consequently, most of the participants asserted that while watching a movie they find it so fascinating how native speakers talk that they try to imitate them to keep the authenticity whenever they are with others in the English language. And imitating a native speakers led them

to learn how to pronounce the words correctly. Students can practice pronouncing characters in everyday life when they hear them speak. It's incredibly simple since they only need to listen and repeat those words. It is needless to say that If students imitate an English speaker when pronouncing a word, their pronunciation will be more correct, and all the participants showed a positive attitude towards it. They furthermore even mentioned that one cannot be dependent on learning the correct pronunciation from the textbook. As students who try to acquire pronunciation from a textbook are more likely to mispronounce a word. While some dictionaries provide phonetic pronunciation as a help to pronouncing a word, hearing a real person speak is still significantly more convenient.

And lastly another most significant skill achieved by them through watching movies is that it helped them to increase their vocabulary knowledge. Almost all of the participants stated that they have learned new words from movies which they never really saw in their textbook, nor did they notice the usage of those words in their daily life. Some of them also stated that knowing new words make them feel more confident and superior to others while communicating using the English language. The researcher also found that learning vocabulary from the movies also helped to learn their proper usage according to the needs as they develop the sense of the appropriateness of using them. Through watching movies, they get to know which words could be used in everyday life or which could be used in formal places. If a person memorizes various words from textbooks, there is a considerable possibility the word will not be applicable in everyday life, rendering it meaningless as it will not help them to learn how to use those words accordingly. From the findings of the interview, the researcher also found out that some of the participants mentioned that while watching movies they get to hear various words on repeat, and they automatically learn them without even memorizing and regarding this Ismaili (2012) asserted that due to the film's repeated usage of words help a learner vast their vocabulary knowledge. Moreover, as a foundation of the English language, vocabulary is thought to have a significant role in the learning process. An EFL learner will struggle to use the other language abilities if they lack sufficient vocabulary knowledge (Gorjian, 2014).

From the above discussion, it could be asserted that movies have a greater impact on acquiring or enhancing all language skills. Movies helped them to develop their language skills in a very well manner by providing them amusement and comprehension at the same time. More specifically,

the composition of visuals and auditory enhanced their skills more powerfully and naturally. Mayer and Paivio both give credible proof that learners may absorb visual and aural information simultaneously, allowing for faster language learning. If someone try to develop their English language skills by memorizing rules from a textbook it will be that effective. However, when someone see a video, listen to the audio simultaneously, it will be stored in their brain effectively for a long time. The learning will be more meaning when the learner will take necessary information to enhance their skills. Both Mayer and Paivio emphasizes on learning via both audio-visual materials.

5.3 Learning the language subconsciously with high motivation and less anxiety through authentic material

From the findings of the research, it could be asserted that all of the participants wholeheartedly agree that English movies enable an authentic learning atmosphere which provides entertainment and knowledge at the same time. Movies give language learners the opportunity to hear actual language spoken in real life situations. Authentic materials are created in the context of real interaction instead of for educational purposes. The qualities of language employed by native speakers are included in genuine materials, because they have a substantial influence on language acquisition (Nunan, 1999). From the findings, it has also been noticed that participants agreed that when they watch movies they could actually feel they are learning the language from the real context where native speakers communicate with each other in different ways in different scenarios. Learning the language by hearing the native speakers makes it stronger and more natural which also indicates that they are actually acquiring the language rather than learning it. As we all know, a native speaker does not learn a language, instead they acquire it subconsciously. Here, from the findings it has been noted that the majority of the participants watch movies to entertain themselves but while getting entertained they subconsciously or unknowingly acquire the English language. And this subconscious learning or acquiring happens due to the authentic material as the participants observe how a native speaker is communicating, uttering words with different expressions. Nevertheless, the participants feel so connected and engaged in the moment that they tend to acquire the language even if someone watches it for the learning purposes. They also shared their opinion by saying that to learn a foreign language,

exposure to the authentic environment is very important. Bidawi (2016) asserted that a movie is an audio-visual medium that portrays a whole communication context. The face expressions, postures, and physical context provided to the participants may be easily understood, and learning becomes more realistic. Furthermore, by the time someone has seen hundreds of movies, they have a better understanding of the language. They will, of course, eventually be able to speak in English. They will ultimately learn their target language, just as a toddler who listens to his parents speak in a specific language throughout his upbringing. It's like learning, but without attempting to learn something.

Furthermore, from the survey data and findings of the interviews, the researcher found out that all the participants are highly motivated while watching a movie. When someone is in a relaxing mood, the input becomes more comprehensible to store in their brain. One of the most significant learning disabilities is the belief that learning a foreign language is not enjoyable, difficult, or exciting. Movies can alleviate the problem since students do not connect viewing movies with learning. The objective of movies is to amuse, not to worry out students. Students will be unaware of their indirect acquisition when viewing movies. Nevertheless, movies create an atmosphere where there is no pressure, anxiety or fear and which makes the information understandable which has been proved through the opinions of the participants. Therefore, an anxiety-free second language learning setting is more favorable to intelligible information and, as Stephen Krashen stated, there is just one method to acquire a language and that is when we get understandable information in a low-anxiety situation. When someone tries to learn a second language from the materials of a textbook, the learning process might not be that successful because it is not interesting, rather very monotonous. While learning something new, input plays a significant role. Consequently, in terms of learning English as a second language, movies are an excellent way to present learners with appropriate information in a compelling environment. In this research, the researcher found out that participants acquired the English language by interpreting the information or receiving intelligible input while watching a movie. Like Krashen mentioned in his input hypothesis, while acquiring a language we go for the meaning first by looking at comprehensible input, and eventually we acquire the structure of the language. Participants also stated that before watching movies they had a certain level of knowledge about the English language and after watching movies they understood more of it. Regarding this Krashen stated that, the input in dispute should be just appropriate for the learners, not too

difficult and not too simple. Consequently, one of the participants recommended that one should watch those movies which are one level harder than their current knowledge. As King (2002) also stresses the need of picking English films should not be too complicated for the target learners' level of comprehension, but also not too easy.

5.4 Disadvantages of watching movies on learning the English language

This research was intended to find out the impact of the movies on the English language learning may it be positive or negative. From both the survey and interview results, the researcher found out that apart from the beneficial impact of movies it also has a negative impact on the learners. Most of the participants think movies are highly addictive which might act like a barrier in the learning process. As Roy (2019) also found out through his research that while watching movies with the intention of learning the English language some of the participants lost their track and became addicted to it without their own concern. Another negative impact which had been widely shared by the participants is while trying to imitate the native speakers or develop their pronunciation, sometimes things get into opposite directions as instead of enhancing the ability it tends to distort the pronunciation and they lose their naturality. Hence, it could be said that movies have some disadvantages too if someone wants to learn English through it.

Chapter 6: Recommendations and Conclusion

This chapter contains few recommendations based on the findings of the research and followed by a conclusion.

6.1 Proposed recommendations

By looking at the findings of both the survey and interview, the researcher came up with the following recommendations.

1. At first one should identify a genre that entices participants attention. The primary goal of watching movies is to understand the meaning and develop the language skills while having pleasure. If the participants sit in front of the computer or television for hours to watch a movie which is not even interesting to them and become bored, they may lose interest in learning.
2. The next stage is to choose a film that uses the same level of English as you or one level higher. Some films feature difficult terms and concepts that require considerable knowledge to comprehend. Hence, if someone has very low competency, then he should start by watching movies which contain very simple language.
3. To acquire new vocabulary, the participants could watch one movie two times if they want. Because when someone hears a similar term repeatedly, they will eventually recall it.
4. When someone is confident in his present command of the English language, they should start watching movies without subtitles. Because watching movies with subtitles can impair one's ability to listen.
5. One should start watching movies from an early age along with their textual materials to enhance their English language skills. But while watching movies they should also take care of the fact that it should not become an addictive thing or nor should they copy the accent of those actors. Because every country has its own accent, and it should be intact even if someone is acquiring a foreign language.
6. Lastly, as we all know the classrooms of most of the schools and colleges has no such facility where they can watch English movies or clips to learn the English language and also it is not possible to arrange such things overnight. However, necessity steps could be taken gradually. In this case, schools and colleges should arrange for English movies once or twice in their hall rooms via projector to motivate them or make them understand the fact how movies can help

enhancing their second language skills. On the other hand, universities already have multimedia classroom and that is why they should include video materials or movie in their classwork or syllabus to develop their listening and communication skills more.

6.2 Conclusion

Learning English may be hard as it is not the first language of the people of Bangladesh. However, one can learn a foreign language like English through watching English movies because it gives tremendous entertainment along with the chance of enhancing one's language skills. It is needless to mention that audio-visual technology certainly plays a significant part in the advancement of English language learners. When it comes to ESL or EFL students, English movies are supplemented by audio-visual technologies to help them improve their English language skills which is proven to be more effective than textual materials. In this research, the researcher has also found out movies have a certain extent of impact on learning the English language as their second language. The participants think movies are authentic source which give them enjoyment and knowledge. However, the impact varied from person to person but overall it showed a positive impact. Being a Bangladeshi to ace the second language, movies are a great tool. The person who has low competency and the person who has high competency in the English, both of them can get more benefits from watching movies. Although from the research, it has also been found that movies do have some disadvantages. More specifically, sometimes by trying to talk like the native speakers, people tend to distort their natural accent and pronunciation, and these are some things should be kept in the participant's mind. Consequently, for the further or future researcher, the researcher may try to find out how English movies are influencing on the English language skills of the university of public university since my research is limited to the students at private university. Moreover, the future researcher could also conduct research outside the Dhaka city.

Hence, to conclude, it could be said that through this research it has been found English movies highly improve the realism of the learning process and reduce pupils' stress and make them enthusiastic .

References

- Ahmed, F. (2007). The Effectiveness of Teaching Speaking Skill in Bangla Medium Schools at the Secondary Level: A Comparative Study. Unpublished Master thesis, IML, Department of English, University of Dhaka.
- Ara, R. (2020). A Foreign language or the second language: The future of English in Bangladesh. *International Journal of language Education*, Vol. 4 No.1, pp. 81-95
- Asadullah, N., (2017, July 11). Breaking the rules. *Dhaka Tribune*.
- Ashrafuzzaman , M., & Roy, S. (2019). Learning English through Watching Movies. *ResearchGate*.
- Aufa, N. (2017). Using Movie To Increase Students' Pronunciation. A Thesis. Department of English Education of Faculty of Tarbiyah and Teacher Training Ar-Raniry. *State Islamic University Banda Aceh*.
- Bahrani, T., Tam, S. S., Zuraidah, M. D. (2014). Authentic Language Input Through Audiovisual Technology and Second Language Acquisition. SAGE Open
- Begum, M., Roshid, M. M., & Banu, M. S. (2005). Developing English language skills. Dhaka: Media Wave.
- Berk, R. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- Chapman, P. R., & Underwood, G. (1998). Visual search of driving situations: Danger and experience. *Perception*, 27(8), 951–964.
- Creswell, J. W. (1999). Mixed-method research: Introduction and application. In the Handbook of educational policy (pp. 455-472). Academic press.
- Ebrahimi, R., Karger, A. A., Zareian, A. (2018). The Effect of Input-flood through Watching English Movies on Language Productive Skills. *Journal of Applied Linguistics and Language Research*, 5(2)
- Eken, A. N. (2003). “You’ve got mail”: A film workshop. *ELTJournal*, 57(1), 51-59.

- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Garza, T. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, 24(3), 239-258.
- Gass, S. M. (1993). Second language acquisition: past, present and future. *Second Language Research*, 9(2), 99–117. <http://www.jstor.org/stable/43104467>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40 (2), 97-118
- Golden, J. (2001). *Reading in the Dark: Using film as a tool in the English classroom*. Urbana, IL: National Council of Teachers of English.
- Gruba, P. (2006). Playing the videotext: A media literacy perspective on video mediated L2 listening. *Language Learning and Technology*, 10(2), 77-92
- Hamid, M. O., & Jahan, I. (2015). Language, identity, and social divides: Medium of instruction debates in Bangladeshi print media. *Comparative Education Review*, 59(1), 75-101.
- Hanif, N., Weidarti, P. (2021). The Use of Movies as Reading Comprehension Materials for Eighth Grade. *International Journal of Linguistics, Literature and Translation*. 4(4).
- Hanley, J. E. B., Herron, C. A. & Cole, S. P. (1995). A Comparison Study of Two Advance Organizers for Introducing Beginning Foreign Language Students to Video. *The Modern Language Journal*, 79, 387-396.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow, England: Pearson Longman.
- Hermansyah, S., & Hasan, H. (2020). Exploring the Impact of English Movies to Improve the Students' Listening Comprehension. *MAJESTY JOURNAL*, 2(2), 32-36.
- Higuchi, M. (1998) Using authentic texts in EFL teaching and learning. Annual report of University of Shizuoka, Hamamatsu College. No.12-1, 75-88.
- Hoque, E. M. (2017). *An Introduction to Second Language Acquisition*.
- How to improve your Spoken English skills while staying at home during lockdown. (2020, April 08). *THE TIMES OF INDIA*.
- Ihsan, M. F. (2021, November). Watching Movies: A New Way to Learn English Without Having to Learn. *ResearchGate*.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom – A Study Conducted at South East European University, 2(4), 121- 123

- K., K., & G. (2019). The Dual-Coding and Multimedia Learning Theories: Film Subtitles as a Vocabulary Teaching Tool. *Education Sciences*, 9(3), 210. <https://doi.org/10.3390/EDUCSCI9030210>
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15(5), 509-523.
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Krashen, S. D. (1985). The input hypothesis: Issues and implications. London: Longman.
- Kusumaningrum, M. (2016). Using English movies as an attractive strategy to teach senior high school students English as A foreign language. *LLT Journal: A Journal on Language and Language Teaching*, 18(1), 11-18.
- Kziber, M. (2020). The impact of English movies on the spoken fluency of students.
- Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*, 5(6).
- Lichtman, K., & VanPatten, B. (2021). Was Krashen right? Forty years later. *Foreign Language Annals*, 54(2), 283-305.
- Lightbown, P., & Spada, N. M. (2013). *How languages are learned*. Oxford: Oxford University Press.
- Martín, M., & Jaén, M. (2009). Teaching conversation through films: A comparison of conversational features and collocations in the BNC and a micro-corpus of movies. *The International Journal of Learning*, 16(7), 445-458
- Mayo, L. H., Florentine, M., & Buus, S. (1997). Age of second-language acquisition and perception of speech in noise. *Journal of speech, language, and hearing research*, 40(3), 686-693.
- Mirvan, X. (2013). The advantages of using films to enhance student's reading skills in the EFL classroom. *Journal Of Education Practice*, 4(13).
- Murphy, B., Ashley H. "Making Movies More Comprehensible: The Narrative/Paraphrase Approach." *The International Journal of Foreign Language Teaching*.
- Nemoto, T., & Beglar, D. (2014). Likert-scale questionnaires. *In JALT 2013 conference proceedings*. (pp. 1-8). Tokyo: Jalt.
- Nunan, D. (1999). *Second language teaching and learning*. Boston, MA: Heinle & Heinle.

- Ortega, L. (2014). *Understanding second language acquisition*. Routledge.
- Paivio, A., & Clark, J. M. (2006, September). Dual coding theory and education. In *Draft chapter presented at the conference on Pathways to Literacy Achievement for High Poverty Children at The University of Michigan School of Education*. Citeseer.
- Pascoe, M. & K. Wiburg. (2003). *Technology and teaching English language learners*. New York: Pearson Education, Inc.
- Pamungkas, I., & Adi, S. (2020). Students' perception about improving English listening skills using movies among the vocational high school students. *Erudio Journal of Educational Innovation*, 7(2), 128-138
- Qizi, A. Z. A., OG, A. A. U. B., Muzaffarova, A. N. (2019). The importance of media in the learning process. *Вопросынауки и образования*, 3 (47).
- Ramdhani, A. Ramdhani, A. M., Amin, S. A. (2014). Writing a Literature Review Research Paper: A step-by-step approach. *International Journal of Basic and Applied Science*. 3. 47-56.
- Rao, S. P. (2019). The impact of English movies on learning English in ESL/EFL classrooms. 7. 430-438.
- Rehman, A., Perveen, A. (2021). Teachers' Perceptions about the Use of Authentic Material in Pakistani EFL Classrooms. *International Journal of Language Education*, 5, 63-73.
- Rokni, S. J., & Ataee, A. J. (2014). The effect of movie subtitles on EFL learners' oral performance. *International Journal of English Language, Literature and Humanities*, 1(5), 201-215.
- Safranji, J. (2015). Advancing Listening Comprehension Through Movies. *Procedia - Social and Behavioral Sciences*, 191 (2015) 169 – 173.
- Santos, D., & Silva, G. V. (2008). Authenticating Materials through Critical Thinking: The Case of Teaching and Learning Suggestions in Portuguese. *Hispania*, 91(1), 110–123.
- Schütz, R. (2007). Stephen Krashen's theory of second language acquisition. *English made in Brazil*, 2(2), 2007.
- Schumann, J. (1978). The acculturation model of second language acquisition in RC Gingras (ed.): *Second Language Acquisition and Foreign Language Teaching*. Washington, DC: Center for Applied Linguistics.
- Shehadeh, A. (2020). Monitor Model. *Taylor & Francis*.

- Shahriar, G. (2012). Foreign Language Teaching and Learning in Bangladesh. *An Investigation on the impact of Authentic Material*, Munich, GRIN Verlag.
- Sihombing, H. (2018). Improving students' listening ability by watching English films. *JURNAL LITTERA: FAKULTAS SASTRA DARMA AGUNG*, 1(2), 47-56.
- Swaffar, J., Andrea V. "A Sequential Model for Video Viewing in the Foreign Language Curriculum." *Modern Language Journal* 81.2 (1997): 175-88. Print.
- Tapper, J. (2019, March 2). No hablaespañol? How Netflix could transform the way we learn languages. *The Guardian*. www.theguardian.com.
<https://www.theguardian.com/education/2019/mar/02/netflix-languages-education>
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.
- Wagner, E. (2007). Are they watching? Test-taker viewing behavior during an L2 video listening test. *Language Learning and Technology*, 11(1), 67-86. <http://dx.doi.org/10125/44089>
- Weyers, J. R. (1999). The effect of authentic video on communicative competence. *Modern Language Journal*, 83(3), 339-349
- Yiping, J., (2016). An Investigation into the Effects of English Movies on English Listening and Suggestions. *International Journal of Arts and Commerce*, 5 (4).

Appendix A: Questionnaire for the survey

1. what is your name?
2. How old are you?
3. what is the name of your institution?
4. which medium of education are you from?
5. How often do you watch English movies?
6. At which age did you start watching English movies?
7. Do you think is there any relationship between age and its impact on learning the English language through watching movies?
 - Yes
 - No
8. Do you think medium of education have any impact on watching English movies in our country?
 - Yes
 - No
9. Movies are a great source of acquiring English language.
 - Strongly disagree
 - Disagree
 - Neutral
 - Strongly agree
 - Agree

10. movies give you a realistic and comfortable learning atmosphere.

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

11. Movies are one of the greatest sources of learning the English language authentically.

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

12. Movies encourage / motivate you to learn the English language.

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

13. Do you think certain genres of movies have an impact on the learning process?

- Yes
- No

14. According to you, which genre is comparatively beneficial to develop your English skills?

15. Do you often use words and sentences from the movies in your daily life?

- Yes
- No

16. do you often imitate the native speakers of the movies?

- Yes
- No

17. learning English through movies can grab attention because it can entertain and provide knowledge at the same time.

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

18. movies help you to improve the most

- Speaking skill
- Listening skill
- Speaking and listening skills
- All of the skills (Reading, writing, speaking, listening)

19. Movies help you to learn new vocabularies

- Yes
- No

20. Movies help you to learn how to pronounce the English words

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

21. Watching English movies can improve your communication skill

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

22. After watching movies, you gain confidence it will improve your skills more

- Strongly disagree
- Disagree
- Neutral

- Strongly agree
- Agree

23. Do you think movies help you to differentiate between formal and informal ways of talking?

- Yes
- No

24. Do you think Subtitle plays an important role in the process of learning English language?

- Yes
- No

25. Do you think apart from the usefulness of subtitle, it also has negative impact on the learning?

- Yes
- No

26. Do you pause the movie to reread the subtitle or rehear the conversation?

- Yes
- No

27. Do you think apart from all the beneficial aspects, movies also have negative impact?

- Yes
- No

28. In your opinion,

- Movies are addictive
- Movies teach inappropriate language
- Movies natural accent and pronunciation
- Movies do not have any negative impact on you

Appendix B: Interview questions

1. What was your medium of instruction in secondary and highersecondary level?
2. How would you describe the English language learning styles ofyour secondary and higher secondary level?
3. From which age have you started watching English movies? Andwhen did you realize that movies are having an impact on yourlanguage learning?
4. Do you think English movies helped you to develop your languageskills better than your twelve years of education? Share your opinion.
5. How often do you watch movies? Do you feel that movies bringconfidence in yourself to communicate in English? If so, how do youdescribe it?
6. Do you think movies give you a realistic and authentic atmosphere to learn English as your second language?
7. Do you think you are subconsciously developing your Englishlanguage skills through watching movies? Share your individualexperiences.
8. What really makes you want to watch English movies? Forentertainment purposes or do you watch English movies to enhanceyour English skills?
9. Could you describe your opinion on subtitles? Does it benefit yourEnglish skills? If so, how?
10. According to you, which skills (speaking, listening, reading, writing) did you develop the most?
11. Do movies really help you to differentiate between formal and informal conversation in English language?
12. Apart from all the beneficial aspect of the movies, do you think movies have also negative impact on your learning process? Share your thoughts.