The Significance of English Movies on Learning English in EFL Classrooms

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Abstract

As the communication is increasingly popular around the world, English language has been a major player in the rapid globalization. Thus, many non-English speakers have made it a goal to improve their command of English. In EFL classrooms, films related to the curriculum's subject matter can be utilized to add realism to the lessons being covered. Teachers in today's EFL classrooms make extensive use of cutting-edge technology to attract their students' interests. In this regard, English films are more beneficial for teachers to add a fresh perspective to English classrooms' instructions. The paper seeks to examine and analyze the variety of the implication of employing English movies on learning English in EFL classrooms. It also explores the role of audio-visual media, such as English films, in language classrooms with the aim of recommending their use for EFL English language learners. After the author points out the cinematic influence on language components, suggestions on improving efficiency of learning English by use of movies have been proposed in the end.

Keywords

English Movies, EFL Classrooms, Education and Teaching

1. Introduction

With the rapid globalization of languages, English has been a major player in this transition. Many non-English speakers around the world have made it a goal to improve their command of the language. Since non-English students don't spend much time in places where English is spoken naturally, they have a lot of trouble learning the language. For them, English movies are a better choice because they give them real-life opportunities to learn English. As a result, most English as a Foreign Language (EFL) teachers have begun showing English films to their students (RAO, 2019). The use of English films in language classes provides students with a unique opportunity to immerse themselves in a natural setting where the language is spoken and understood. EFL students often find that watching movies in English is a useful and entertaining way to learn the language. EFL English teachers have the responsibility of capturing their students' undivided attention by strategically incorporating English-language films into the classroom curriculum (RAO, 2019). Teachers in this context have the responsibility of choosing relevant and educational films that enhance classroom instruction.

Although there is no denying that movies can be an effective educational tool, there are still a number of obstacles that need to be solved before they are widely embraced. Most parents still believe that watching movies is an ineffective method of teaching, as the older generation hasn't yet accepted the educational value of the cinematic universe. Adopting a fresh approach can be difficult for teachers who follow more traditional teaching practices. To guarantee that the teachers are competent and self-assured, they must receive the required training and assistance. In the end, thorough
to incorporate the students' prior knowledge and life experiences into the classroom discussions. Additionally, they can engage in fruitful debate about the film or its content in order to enhance their understanding of English as a foreign language through film is not a novel idea. Teachers can present reality and variety to their students not only provide amusement but also serve as more effective teaching tools for introducing English in a relaxed setting.

Scholars have analyzed the variety of implications of employing films in the classroom. For instance, Pescosolido (1990) suggested that using films in teaching and learning is valuable and also noted how using audio-visual resources from the popular culture sphere might promote and help encourage active learning. However, Champoux (1999) warned teachers about the use of movies, stating that movie scenes could be major distractions for certain students and that the use of movies can restrict time for theoretical debates. Butler et al. (2009) claimed that when the information provided in texts is inconsistent with information displayed in movies, learners tend to recall inaccurate information instead of carefully addressing informational errors.

Psychologists have argued that using films in the classroom can have a positive effect on student's ability to think critically and learn new materials. When film is a big part of learning and teaching, both the learners' ability to retain and remember what they learned and their overall satisfaction with the learning experience is much higher. In addition, students' analytical abilities and worldviews may be greatly improved by using film scenes as a means of making connections between theoretical concepts and real-world examples (Walay, 2022). The fear of not understanding or being comfortable with English may be eliminated. English movies are more beneficial for EFL students because they not only provide amusement but also serve as more effective teaching tools for introducing English in a relaxed setting. English as a foreign language through film is not a novel idea. Teachers can present reality and variety to their students by showing films in the classroom. Additionally, they can engage in fruitful debate about the film or its content in order to incorporate the students' prior knowledge and life experiences into the classroom discussions.

Mayer's "cognitive theory of multimedia learning" is used as a foundation by a lot of researchers to comprehend how learning works and how video can help or hinder learning. Three principles underpin the theory, the first being that visual and auditory information is processed through separate channels in the brain. Second, every channel has a finite scope and can only handle a few bits of information at once. The third tenet is that learning necessitates active processing. Learners choose meaningful sounds, words, and visuals to be digested, and they arrange the chosen sounds and visuals into a "mental model" of the substance they are learning. Learners then construct a cognitive model of new content that is assimilated with existing knowledge. "Effective learning" takes place when all three of these processes are appropriately engaged. Based on these theories, Schreiber et al. (2010) points out that videos can help students learn more effectively. Videos can be paused, replayed, and watched over and over again, which makes it easier for individuals with limited working memory to keep up. Videos also give learners the chance to interact with interesting material by paying close attention to video content, which can be organized and put together with what they've already learned. On the other hand, Castro-Alonso et al. (2018) points out that the requirement to process present images whilst also retaining and consolidating those that have vanished can lead to increased cognitive load when dealing with transient

2. Analysis of Movie as a Tool for Learning the English Language

2.1 Previous Studies on Movies in EFL Classrooms

Recently, the importance of learning languages has increased to a large extent. Learning a new language not only increases a person's intelligence but also introduces them to a new culture, gets them close to it, and equips them with the necessary skills to prosper and alter their behavior in a world that is evolving quickly. "Movies are a component of visual literacy, and "movies are a great way to entertain yourself and learn a new language (Murshidi, 2020)". Movies containing captions can be extensively effective in EFL classrooms as the practice has been simplified by the presence of innovative captioning software. Vanderplank (1990) conducted a study to examine how English students employed captions. Students who wrote down notes while watching captioned films were more precise in their language use in future understanding exercises. Even though the non-note-takers were able to follow up with the films in a general way, they were less adept at remembering the exact language that was used in them. He came to the conclusion that attention and processing are vital for taking in forms via subtitles and remembering them for a long time. Furthermore, since the lessons are conveyed by actual native speakers of English, video lessons are a great tool for students seeking to learn a foreign language. To this end, it is important for EFL teachers to consider incorporating relevant and interesting films into their lessons to pique students' interests and motivate them to learn. Explaining ideas through various film scenes brings theoretical contexts closer to reality. Scenes with high emotional content in films can also be excellent conversation starters and catalysts for self-reflection. The unique experience that cinema provides makes it an unparalleled medium for education.

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Mayer's "cognitive theory of multimedia learning" is used as a foundation by a lot of researchers to comprehend how learning works and how video can help or hinder learning. Three principles underpin the theory, the first being that visual and auditory information is processed through separate channels in the brain. Second, every channel has a finite scope and can only handle a few bits of information at once. The third tenet is that learning necessitates active processing. Learners choose meaningful sounds, words, and visuals to be digested, and they arrange the chosen sounds and visuals into a "mental model" of the substance they are learning. Learners then construct a cognitive model of new content that is assimilated with existing knowledge. "Effective learning" takes place when all three of these processes are appropriately engaged. Based on these theories, Schreiber et al. (2010) points out that videos can help students learn more effectively. Videos can be paused, replayed, and watched over and over again, which makes it easier for individuals with limited working memory to keep up. Videos also give learners the chance to interact with interesting material by paying close attention to video content, which can be organized and put together with what they've already learned. On the other hand, Castro-Alonso et al. (2018) points out that the requirement to process present images whilst also retaining and consolidating those that have vanished can lead to increased cognitive load when dealing with transient
forms of information.

In EFL classrooms, films related to the curriculum's subject matter can be utilized to add realism to the lessons being covered. This serves as a source of motivation and support for the learners. As a result, film adaptations of well-known and current novels are increasingly popular among academics and EFL teachers. Films open up the opportunity for EFL students to observe the social dynamics of communication that native speakers employ in natural settings. Additionally, films give students an excellent opportunity to gain background knowledge that they can then apply to a story or concept they are learning. When learners read a text, film elements can assist them relate to new information they might not know much about and change how they think, feel, and see the text (Metruk, 2018). The main reason for showing movies in class is to help students picture the happenings, personalities, narrations, stories, and words in their own minds. Visualization is the most important requirement for any good reader. It is critical to aid learners in improving their ability to visualize while they read if they are to progress in their comprehension. It allows students to become more involved in their reading, and they use their visualizations to make inferences, construct meanings, and remember specifics and parts of the text.

According to research conducted by Draper (2012), competent readers spontaneously and deliberately generate cognitive images during and after reading. The images' generation is aided by the five senses and emotions, which are then stored in the readers' innate understanding. While reading, they immerse themselves in the text and the stored images. The detail gives the reading more depth rendering the text more interesting and easier to remember. Competent readers gain from images in making inferences, forming their own unique understandings of the text, recalling key details from it, and remembering it long after they've read it. This is a good reason to encourage EFL teachers to be more creative and motivated in using films in the classrooms. Researchers believe that showing movies in EFL classes can increase students' interactions, as well as the student's ability to communicate in English (Metruk, 2018). In contrast to following classroom activities in a textbook, learners are likely to be more interested in seeing and hearing real-life situations, and films give a relaxed environment.

2.2 Movie as a Useful Tool for English Language Acquisition

Conventional EFL teachers used school books to teach the language, which would eventually result in learners becoming disinterested in the boring instructions. Teachers in today's EFL classrooms make extensive use of cutting-edge technology to attract their students' interests. In this regard, English films are more beneficial for teachers to add a fresh perspective to English classrooms' instructions. Because English films provide learners with a richer visual context, they not only listen to the language being taught but also envision real-world scenarios. As a result, the students gain instantaneous comprehension of body language. Muller (2006) asserts, "The 'visualize' of English movies renders them a powerful tool for teaching language because it helps learners understand the language in an immersive setting". Additionally, Gruba (2006) states that "English movies help learners understand by letting them hear language engagements and see nonverbal cues like body movements at the same time". These cinematic hints back up what is being said and give the students a place to focus their attention. Thus, EFL students will find it easier to learn the language if their teachers show films in the classroom. Learners gain greater firsthand experience when discussing English films because they find satisfaction and joy in watching them.

All EFL teachers agree that using audio-visual technologies along with traditional reference books is the best way to teach a foreign language. Numerous studies have focused on the integration of different audio-visual technologies, like English movies, as sources of real language insight in teaching language. Chapelle and Curtis (2000) conducted a pilot study on the use of different English-language films as suitable and realistic teaching resources in EFL classrooms in Asia. Their study centered on how inherently engaging resources, like English films, combined with traditional reference book instruction can improve English language learning among students. They claim that English-language films have a wealth of cross-cultural norms that offer exceptional starting points for the growth of learners' critical thinking abilities, supply them with extensive content, and also give language diversity. Each one of these unique characteristics of English-language films, paired with their motivating quality, enhances learners' communication abilities. Gebhardt (2004) and Heffernan (2005) also undertook comparable studies revealing that showing English movies in EFL classrooms made students more motivated and improved their understanding. Even learners with serious learning difficulties have demonstrated a reaction to and the ability to connect to movies. Learners from disadvantaged backgrounds, who lack access to books at home, frequently demonstrate an inability to read but are eager and enthusiastic when discussing movies that they have seen and can relate to. As the film industry becomes more diversified, a growing number of movies are beginning to appeal to the tastes of individuals from all over the world by being comprehensible.
3. Cinematic Influence on Language Components

Research has recognized and built around four crucial components (phonology, morphology, syntax, and semantics) that are universally present in languages. When students go to college, they may have trouble with their English because they don't understand it well, don't know enough words, use bad grammar, or don't have good communication skills (Simamora & Oktaviani, 2020). Movies can be useful for addressing and improving these aspects. When students watch films to learn English, they are learning through insight. At the start, several correct English utterances will be stored in the heads of EFL learners, and through digging, they will understand these utterances and use them to form sentences. It is possible for the student to become familiar with expressions that are difficult to find in English dictionaries while watching films. Film companies make films for people who already know how to speak English and not EFL students. As a result, all the characters featured in the film speak with the same accent and intonation as native speakers. Thus, EFL students can improve their pronunciation and vocabulary by watching English films. Students are introduced to many new scenes when film characters engage in dialogues, because they use expressions that are not contained in books. At this point, teachers should also explain to learners where they have difficulty understanding, and following the explanation, those sections can be shown to learners so that they have a thorough understanding of the subject.

English films enhance EFL students' pronunciation, and understanding of the spoken language since films that they do not understand will have no impact on them, can't teach them anything, and they would find it disinteresting to watch such films. Also, to understand the films, the student needs to know many English words and how to spell and pronounce them correctly. As a key component of the English language, vocabulary is thought to be the most crucial aspect of learning the language. An EFL student will have a lot of difficulties using the four language competencies, including reading, listening, speaking, and writing, if they lack sufficient vocabulary acquisition. As per the outcomes of an EFL students' study, learners stated that watching movies is an excellent way to expand their English vocabulary and give them more chances to use the language (Liando et al., 2018). The majority of students asserted that watching a film in the classroom would teach them new words (roughly 3-5) since those words were repeated frequently throughout the film.

4. Suggestions on Improving Efficiency of Learning English by Use of Movies

To make a better use of the benefits of a movie that have been brought to English learners, a sequential procedure should be followed. First of all, understanding the setting of the subject of any English-language film that will be shown to students is very crucial. Prior to presenting some film, teachers should adequately prepare for a discourse on its subject with their students. This pre-movie activity will provide an alternative method of introducing film EFL learners. Teachers can have the students view a preview of the English films that will be shown in class and predict what they will be about.

After the teachers provide them with hints, the students will automatically respond to classroom queries. With such practices, the students will have a clear understanding of the film they are about to watch. Teachers may assign a fill-in-the-blanks exercise with vocabulary words related to the storyline of English films as a pre-viewing activity for their students. These practices are appropriate for lower-level students. For students of a higher level, however, teachers can facilitate group discussions about the personal attributes of the film characters. Prior to undertaking these exercises, it is the teachers' primary duty to present their students with a list of descriptive adjectives. Teachers may also conduct brainstorming exercises. Teachers of English should exercise caution when choosing which films to show to their students. While watching movies, students become more engaged and immersed in the experience of learning English because of the use of audio-visual technology. Thus, teachers should always show valuable and pertinent films that are more relevant to the subject matter that students will be learning in EFL classes.

Furthermore, as film instruction is becoming more and more popular in many different settings, a wide range of design alternatives are now readily accessible. When making these decisions, the teacher should think about the best substance, style, and tool for presenting the information. Learners' emotions and learning goals must also be taken into consideration. Motivation is a crucial factor in achieving success. There are several obstacles that students must overcome in order to reach their full potential. Students look up to their teachers as role models. Consequently, teachers play a significant role in the learning of their students and should be a source of inspiration for them.

5. Conclusion

The use of movies as a contemporary tool in language instruction has evolved into a crucial prerequisite for the goal of learning a foreign language. This paper describes the effects of English-language films on language instruction in EFL classrooms. First and foremost, the significance of technology in education, particularly when EFL learners, has been thoroughly covered. Later, a full presentation of how EFL learners' communication abilities are developed through
English-language films was made. After that, it was made very evident how movies can be used as authentic resources and how they may provide visual context for EFL learners. Additionally, the utilization of English-language films in an EFL setting has been well-presented. Then, a methodical explanation of how to choose appropriate English movies and the significance of the practice before watching a movie was given. Helpful advice has also been given to English teachers and EFL students on how to make the showing of English movies in EFL classrooms a huge success.

Students from the "Internet" generation, innovative teaching methods, a changing learning atmosphere, technological advancements, and an increased understanding of the advantages of films in language will all contribute to this ongoing evolution. In addition, research indicates that films can positively affect students' attitudes, concentration, and understanding. In each of these ways, English movies have demonstrated a significant effect on language learning. The most effective way for EFL instructors to motivate their students in language classrooms is by showing English films. However, it is the exclusive responsibility of teachers to research creative methods for using English films as an educationally beneficial component of their lessons. In fact, English-language films give a wealth of audio input, and students can be exposed to visual material through the use of subtitles.

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