



## How Film Affects English Language Learning Instruction

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### ABSTRACT

The teaching and learning of English as a second language or a foreign linguistic communication is practised in many non-English speaking countries globally. Special English teaching centres have been built in these states to facilitate English language reading and instruction. The centres focus mainly on the teaching and learning of the English language through the skills of reading and writing. Novel methods of teaching English using the latest technology has been embraced by many learning centres and using film adaptations are one among them. Films being excellent sources of literature and language, teaching English language can be made more interesting and efficient by the use of films which provide the students with ample opportunities and facilities for learning. The main lacunae in the learning procedure, nevertheless, is the immense array of words in English, the unfamiliar background of the students, difficulty in comprehending the words and phrases, the communication gap between teachers and pupils, and the numerous choices in the movie versions. The main objective of the current study is to investigate the perspectives of the students on the effect of using film adaptations in learning language, to assess the efficacy of the film adaptations as tools in teaching literature with respect to the students. The survey was taken utilizing a questionnaire directed to measure the posture of the students in using the motion picture adaptations. The results evaluated in the study were of two types, e.g., results directly abstracted from the questionnaire and results that are evaluated based on the statistical formula applied over



it to retain the actual trends in the feedback collected from the respondents in the field survey. It is evident from the current study that the students are greatly benefitted by viewing the film adaptations since films provided effective teaching and learning methods and enhanced the individual skills of speaking, listening, reading and writing. However, the small sample size, and the study being confined to a small population, generalizations are not possible.

## **INTRODUCTION**

The film is one of the most effective media sources which reach out to more people due to its video form. The film is not a mere form of entertainment, but a very sensitive educational tool that can be used for teaching with long lasting effective impact on the viewers. Films are a source of teaching aid in the classrooms wherein the students view it more for the sake of learning. The efficiency of the films is high since the students are able to visualize the characters and see their actions practically creating great interest among the students.

The most effective and used sensory organs in man is the sense of vision (Gregory, 1972). The vision helps one to view and gain knowledge about complex subjects easily. In the modern day technology, the use of visual imaging equipment has increased the efficacy and outreach of visual teaching to more and more people in the world. The use of video as a means of entertainment, as a tool in teaching has been more widespread and effective in the industrialized nations globally. Video sessions and video systems are a close associate for man in today's technological world (Progosh, 1996).

Most students today conceive the study of literature as comprising of "black and white entities." In a study by researchers on 'A' level courses, where the perceptions of the students are assessed by means of the multiple choice questionnaire, it is more often found that the students are disheartened at the way a literature class is handled. Such methods of literature teaching involve varied explanations of the literary work taught and the method does not encourage the development of analytical abilities. Thus, researchers opined that the use of alternative techniques involving the use of technology, the visual aids and the electronic medium reach out to the students more effectively (Canning, 2004).

Films are a good medium for the teaching of a language and the literature. The teaching of English literature in the class can be made more effective and interesting to the students since it makes the students to think with the help of the visual aid provided by the films.

The use of films in the study of the English literature has been an effective facility which can be used by the teachers of English language. Several literary works have been adapted for teaching language skills in English and other languages and have been the source for language teaching in the classrooms.



It is seen that the use of films for teaching language taken from literary works, helps to bring about an interactive session wherein the students can view the films, analyse the film for its language content, interact with the teachers and other students and thereby learn better.

The researchers have identified that the film have a strong impact on the language learning abilities of students and viewers due to their highly efficient and rich content which is easily comprehended by the students (Al-Seghayer, 2005; Egbert & Jessup, 1996)

As (Krashen, 1985) indicated When the students are shown a film based on a text or literary work, they gain ample knowledge on the language learning skills through the film. The film helps the viewer to understand the film in a better manner and learn the nuances of the language easily. (Roknee and Ataee, 2014) further states The film viewing is more favoured when the films are in a language, especially a foreign language which the students do not speak or understand. In such case, the film becomes a medium through which the students are able to connect with the language and able to understand the meaning of the dialogues spoken with the help of the teacher or the subtitles which are often presented. The use of titles and other aids, help the students to learn the language more efficiently.

### **Problem statement**

English language teaching involves the use of a wide range of words that are creatively putting together to bring about a theme, a dialogue or a plot of a play in a presentation that denotes style and sophistication (Van, 2009). The students due to their unfamiliar background, find it tough to comprehend the meaning of certain words, phrases and terms. Many text and film adaptations make use of films depicted in old English style showing the characters of the Renaissance Period or the middle ages. Studying the great classics like the plays of Shakespeare wherein the student is unable to comprehend the matter of the play, making it difficult for them to follow the play.

The students find it difficult to understand and analyse the terms mentioned in the texts, cannot get the real meaning of the characters, the scenes and the symbolic representations of the film adaptations. The textual matter describes the various details of different objects but the exact depiction of the descriptions cannot always be shown in the films. Several intricate details, emotions, and adjectival forms of the characters cannot be shown on the screen. The use of sound and movement has been used creatively in the films, though; they fail sometimes to bring the correct depiction of the textual matter. For example, adjectives like beauty, feelings and emotions, and such words cannot be depicted clearly.

Another problem faced by the students is the availability of a large number of versions of a single literary text. When selecting a literary adaptation, it must be borne in mind that the version is fit enough to be screened in the class, devoid of any violence and other extraneous scenes which may be inappropriate to show in the class. The use of modern technology, however, makes it possible to select and preview a version before the screening so that unwanted material is removed prior to screening. Showing films increases the ability of the teacher to explain the literary work in a better manner, thus enhancing the ability of the students to understand the literary work as well.

Some groups such as like the Corner house and Routes into Languages North West (COLT) have taken up pilot projects in the non- English speaking nations like the Arab countries, central Asia,



southern Europe and China. Their main aim was to make available teaching materials for the teachers in a teaching kit, complete with the basic foundations to explore and interpret film adaptations in terms of language learning. They conducted sessions called 'Projector' which used films to educate youngsters with the help of film- based classroom study workshops in order to enhance language skills. The workshop was aimed at giving continuous professional development chances that can be used for students to improve their language skills.

### **Objectives and Aims**

The studies on teaching language in Arabic countries are a great challenge. Several new approaches have been tried in teaching and learning effectively in the non-English speaking countries. The advent of modern technology helps in using new pedagogies for teaching and learning. The use of film in teaching language has been considered as one of the methods of enhancing the process of teaching and learning in a better way and thus, using the modern technology for improving teaching and learning.

The main goal of the present research is to investigate the perspectives of the students on the effect of using film adaptations in studying language. The study has been undertaken keeping in mind the following research questions.

### **Research questions**

- How do film adaptations assist the students in learning language?
- How effective are the film adaptations as tools in learning language?
- What are the attitudes of the students in using film adaptations for learning language?

### **Significance of the Study**

The present study deals with assessing the efficiency of film adaptations in teaching of language. In the recent times, the teaching of the English language has been taken in many non-English speaking countries as a tool for developing international trade, for improving relations between the countries at global level. The initiative has been supported by the respective governments of these nations, especially the countries of the west Asian region like Saudi Arabia, Oman, Kuwait, Dubai, etc. The students in these countries are being encouraged to take up English language learning courses. These courses will help the students with their language learning skills and also provide greater job opportunity for the students.

The learning of a foreign language helps the students to gain more information and knowledge, and facilitates easier translation of works art and sciences of local languages to English thereby aiding in the spread of the culture, religion and scientific works to the outside world (Haifa Al-nofaie, 2014).

Since film are easy and effective method of motivating the students and the teachers alike, the present study will encourage increased and better usage of film in classrooms where English language teaching is being conducted.

The English being the second or foreign language to the local people, the film help in imparting better language skills, especially, listening and speaking abilities as also improving the writing and reading abilities of the learners. The use of film adaptations in the teaching of language, especially the second or the foreign language, helps to inspire the students towards learning and to develop better outlook towards language learning (Alqurashi, 2011).

### **Hypothesis**

The study has been conducted to evaluate the effect of film adaptations on language teaching. It has been assumed that the films have great impact on the minds of the students and therefore play a major role in increasing the language skills of the students. The viewing of film adaptations is expected to increase the reading habit of the students since they are encouraged to read the books from which the adaptations have been done. The students are expected to consider the film viewing as an instrument that helps in the teaching and learning process. They are also interested in looking at the characters live or in a personified way and visualize the textual matter. The students are expected to increase their level of communication and their capacity to discuss the language and other features presented in the films.

### **Limitations**

In most of the countries where English is taught as a foreign language, there is a great drawback in terms of the several reasons which hinder English language teaching. Firstly, the numbers of students who want to learn English are very few since learning English is not a prerequisite for them and is only limited to people who need to pass an exam may attend English classes. Secondly, there exists a social taboo which prevents students from learning English in Arab nations. Thus, it is essential for the teachers and institutions to use newer methods to motivate students and stimulate them to learn English. Next, most of the trainers and teachers who teach English in EFL classes are foreigners, i.e., either UK teachers or American teachers who are new to the culture and background of the students and since the teachers do not know the local language, find it difficult to communicate with the students.

On the other hand, students not being able to understand the foreign language or second language due to cultural and linguistic limitations, hesitate to use the foreign language. Hence, there seems to be a gap in the communication between the students and the teachers. Though English teaching has been promoted by most governments as being an aid in achieving the 'new global economy', the Ministry of education in many Arab nations does not consider the contents of the curriculum when it deals with topics like alcohol and dating which do not adhere to Muslim culture. Thus, selecting a film adaptation for screening in a class of adolescents or youngsters is a big challenge where viewing English films itself may be a taboo (Haifa AL-NOFAIE, 2014).

Further the sample size of the respondents used in the study was very less, thus making any kind of generalization of the results obtained is not recommended. The results obtained for the

particular sample size may differ from what may be present in another sample at a different location.

### **Literature review**

Jim (1997) has defined that the term literature is used to explain a textual matter or a verbal speech According to Biswas (2005), the Encyclopaedia Britannica Eleventh Edition (1910-11) has succinctly defined literature as “the best expression of the best thought reduced to writing” The word ‘literature’ refers to any kind of written article of a technical work or written material pertaining to a specific topic, but most often used to denote the works of writing, which involves imagination, such as poetry, drama, a story, fiction and other materials of study (Rivkin and Ryan, 2004). Ross has quoted the term literature as the spoken or written language of a particular region or a group of people having specific traditions and customs Literature has more to it than being a mere instrument of history or cultural exhibit (Long, 2004). Yet the cultural benefits of studying literature cannot be ignored as it mirrors the national culture (Harris and Harris 1967a, b). Literature provides new inputs of experience through an imaginary world of its own, giving us an entry into the realm of books, plays, poetry and prose (Hegel, 2009). The happiness we gain from the comedies, and the sorrow that we share with the tragedies through the poems, stories, and drama allows us to be part of it in our saga with literature (Horvath, 2011).

Most often the literature is presented in the form of writing and as spoken words, specifically referring to a piece of higher intellectual order or of a creative nature. At a somewhat higher level, it can also be used to mean a broad array of language skills like an article, a technical description, or a scientific explanation, in addition to including literary, imaginary writings that captures the writers’ thoughts, and usually consists of poems, plays, stories and also articles of general interest with factual information.

‘Literature’ can be defined as a literary work in the form of writing or a script. Historically speaking, the word has origins in the Latin language, ‘literature/literature’ meaning “writing formed with letters” (Ohmann, 1971). Though some of the definitions also mean spoken language and those in the form of songs and verses, it is often meant to refer to work of writings which contain a higher order of knowledge, is intellectually more inspiring and that which provides more imagination than a mere mix of words. Literature is grouped according to the content that is written and comprises a narrative, subjective prose, a poem or a long story, drama and commonly classified works depicting a specific period in the history or a specific style referring to a group of people or thoughts and called ‘genre’ (Steen, 1999).

Literature has been defined by many scholars in many ways without quenching the desire to accept one particular definition to sum up the idea of literature.

Simon Ryan and Delyse Ryan (2014) brought out well this conflict, who aptly describe the situation as

“The quest to discover a definition for ‘literature’ is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time. In fact, the only thing that is certain about defining literature is that the definition will change. Concepts of what is literature change over time as well.”



According to Leitch et al. (2010), the definition of the literature from the eighteenth century period in Western Europe meant to include all 'books and writing'. The word was confined to mean only creative writings in the period of Romanticism during the late 1800 to 1850s (Eagleton, 1943). The studies based on the different cultures considers the existence of the two types of literature, the more prevalent ones and the lesser known writings, along with the presence of some of the greatest works of art and creative classics termed as 'Canons' (Leitch et al., 2010).

The quality of a good literary work acts as the embodiment of the human intellect and allows one to traverse through the thoughts and emotions of the writer. The literary writings stimulate the person's emotions and feelings when read and initiate the process of questioning into their minds. The literature empowers the person with the principles and forms the basis of one's behaviour.

The medium of literature plays an exclusive role in bringing together students of diverse backgrounds to interact with each other. Literature may be exhibited in form of acting, imitations, demonstrations, shows, and games become the medium through which literature is presented (Hermann et al, 2012). Further, 'role-simulation' is often used for activities which combine the two types, i.e., role-play and imitations (Middleman and Goldberg, 1998). Such forms of literature activities are useful in bringing out the inner meaning of the literary works to the fore.

### **Problems of English Teaching in Arab Countries**

English language teaching in Arab countries is comparatively different from other non-English speaking countries. Learning English language is treated as learning a second language, where English is not the mother tongue or in certain regions, English is totally a foreign language which is taught to a group completely alien to it. The teacher too has to depend on many external aids for teaching since the language is equally new to teach.

The teaching of English in Arab where it is a second language much depends on the insights of the teacher and the strategies used in the class for teaching grammar in terms of English as Communicative Language Teaching (CLT). Here, the teacher's grasp of the language skills impacts the method of teaching a second language (Bandura, 1997). The prospects of teaching English in regions of non- English-speaking countries through Communicative Language Teaching (CLT) began in the 1970s and was based mostly on Long's (1996) Interaction Hypothesis prompting the teachers of second languages to use more communicative modes of teaching in the class. Krashen and Terrell (1983) have stated that the English language teaching must be done on a more practical scale with emphasis on group study, 'immersion, teaching methods based on exercises, planned study and a flexible mode. According to Krashen (1985), one of the most important hurdles in second language teaching is learning the grammar aspects which is important in second language learning and acquisition (SLA). But Brown (2002) and Mochida (2002) believe that it can more easily be learnt through spoken and interactive sessions. English language training is faced with extreme hardships and is unable to achieve its goals as a foreign language in Arabic countries. Although the importance of English as a language is much needed for the overall progress of the countries, the learning of English is treated as not considered favorably by the people (Javid, Al-thubaiti and Uthman, 2013; Khan, 2011).

The government of Saudi Arabia has made several efforts to popularize the ELT and invested huge amounts of money and resources in this regard and opened several learning centres and



courses attached to some of the universities, yet, the response to this is meager (Javid, Farooq and Gulzar, 2012). The language learning skills and speaking abilities of English in some Arab countries, including Saudi Arabia is minimal, with Saudi having 26th position among 44 countries in English learning. The students show a high degree of deficiency in spoken, written and listening skills. Therefore, a majority of teachers, tutors and the students opt for special programs before taking up higher education in English.

The most essential factor that decides the learning of a new language is the inspiration and enthusiasm which play a great role in making people take up a foreign or second language studies. The inspiration for learning and teaching English has been promoted by several authors like Dörnyei (1994) and Oxford and Shearin (1994). These writers have laid a strong basis for English as a second or foreign language and have elaborated many investigations in this regard (Lucas, Pulido, Miraflores, Ignacio, Tacay and Lao, 2010; Dörnyei, Csizér and Németh, 2006).

Language learning inspiration is considered to be a dynamic entity leading to a chain of events from inspiration to attaining language proficiency (Dörnyei, 2001). The degree of inspiration and the mode affect the learning skills of a person especially with a foreign language.

Thus, it is equally pertinent to recognize the modalities which discourage or disorient the learners to take up a foreign language. Recognition of the learner's attitudes towards English learning is utmost in deciding the language that is to be learnt as a second or foreign language, in deciding the types of activities that are used in the process of learning, and the amount of skills acquired, and the level of outside influences which control the learning for longer periods of time (Abu Baker, Sulaiman and Razaai, 2010).

Studies by Fromkin, et al., (2007) have indicated that the first language of the person has a strong influence over the learning of the second language, more during the beginning of the learning period of the second language. Observations have shown that the grammar structure of the person's native language has direct bearing on the learning of the second language grammatically. The reason for this is that the persons learning a new language have an inclination to depend upon the forms of words and signs from the native language and their traditions to those of the new language and its methods (Lado, 1957). It has been noticed that the English language learners from the Arab countries made more mistakes due to inter- language influences rather than the intra – language mistakes. The primary hurdle in the learning of the second language was the influence of the first or the native language. It has been evidenced that the hindrance in learning English is more due to cultural acquisition and leads to mistakes. The mistakes occur mainly as a negative effect of the native's language over learning English as a second language (Doughlas, 2000).

From the perspective of the student, the learners can be classified into students who have opted for English major and those studying Non English major. Alsamadani (2008) has indicated that the level of enthusiasm in case of Saudi Arabian students in the university was low due to several factors which comprised of the text books which were inadequate in satisfying the needs of the Arab students, the harsh treatment of the teachers, pressure from fellow students, inadequate usage of the modern methods of teaching, difficulties in pronunciation, tough grammar, and word power. Teachers seldom use English as the medium of instruction, making it difficult for the students to build a good word base. Teaching English in Arabic is frequent error committed by most instructors. Many trainers make use of Arabic, while others have completely obliterated the use of Arabic in the class. The classes are more often monotonous with textual sessions which do not interest the





students. The syllabus framed is often not in correlation and not graded according to the abilities of the students and thus does not cater to the needs of the students and so repelling the students and killing their enthusiasm in English language learning (AL-Khairy, 2013).

One of the most crucial errors in teaching English as a second or foreign language is the direct translation from the first language to the target language. The method of direct translation from the native language to the new target language is the most used and ancient methods of learning a new language. This method is extensively used till date in many parts of the world where in thought process from the person's native tongue is directly translated in the words of the second language and thus named 'grammar- translation method'. The method follows the rules and regulations of the grammar in the native's first language and is applied practically to the second language (Lado, 1964).

The context of teaching two different languages in a single classroom is a novel way of tackling problems in teaching foreign and second languages in alien set ups. The concept promotes well intended efforts in learning and teaching two entirely different languages in all their subtleties, complex features and intricacies, to be better understood, and learnt. The use of 'multilingual text and media' comprising both textual and film versions or video versions of the fiction or other learning topics helps in dissipating the knowledge and make language learning more efficient in the present circumstances. Efforts by several teaching institutes are on in this respect making learning English and other foreign languages more interesting and enjoyable than the conventional studies (Haddad, 2012).

### **Research Methodology**

Research methodology acts as the pulse of the study by providing appropriate methods that the researcher uses to achieve research objectives (Cohen, et al., 2007). It provides a clear idea about research procedures, analysis plan and the research location that would be addressed in the course of the study. Punch (2009) argues that the poor selection of research methods can lead to failure of the research study. Therefore, research methods should be selected with care and their advantages and disadvantages should be weighed before choosing the most pertinent methods.

This part describes the research methodology which has been followed for investigating the impact of film in teaching English language to students whose native language is not English.

### **Research Process**

Morgan and Smirchich (1980) consider that the choice of research method should be made based on the research problem. At the same time due consideration should be given to the availability of the information to the researcher (Maddison, 1983). Some of the factors that influence the choice of appropriate methodologies involve the experience of the researcher, the research statement and the audience who would benefit from this research (Creswell, 2003).



The choice of research method greatly determines the specification of the research methods that will be used in investigating a problem and the research design that includes collection, analysis and interpretation of the data (Dainty, 2008).

In this section, the two traditional strategies, along with the debates concerning these strategies and their implication, were considered as discussed by Moore (2000). These two research strategies are the positivist (quantitative) and the phenomenological (qualitative), which determines the course of the research (Easterby-Smith, et al., 1991; Collis and Hussey, 2003).

### **Justification of the Chosen Research Method**

This research adopted the quantitative research strategy as it aimed to obtain the data based on the respondent's perception about the use of film in learning and teaching English. Qualitative research is often criticised for small sample size, which are not necessarily representative of the general population. Therefore, it is often found to be difficult to know how far the results can be extrapolated to the general population. Further, the findings in qualitative study lack rigour as there is a possibility of getting biased by the researcher's opinion (Brikci and Green, 2007).

On the other hand, the quantitative research method is considered more powerful as the research problem can be stated in very specific and set terms (Frankfort-Nachmias & Nachmias, 1992); specify the dependent and independent variables without ambiguity; follow closely the research objectives; attain more objective conclusions; frame and test hypothesis; determine the issues of causality; achieve high levels of reliability of the collected data (Balsley, 1970); eliminate, or at least minimize, subjectivity (Kealey & Protheroe, 1996); allow for longitudinal measures of subsequent performance of research subjects (Matveev, 2002).

This study was aimed at evaluating the use of film in developing the language skills of the students aspiring to learn English language in the classroom setup. In addition, an attempt was made to understand if film can form a common platform for the students to frame an appropriate teaching methodology to learn English using film.

Two types of data collection supported this study: primary source involving the collection of information through first-hand research and secondary source involving the collection of information published by others formulated through their primary research. Secondary research was gathered using reliable and key information from an extensive range of sources.

An exploratory and in-depth survey of the existing literature was first conducted to understand the how the technology is being used in the classroom setup to teach and learn English language. This understanding served as the background for the research. It helped to establish the problem, justify the need for research, which resulted in the establishment of research questions, aims and objectives of the study.

Based on the advantages of the quantitative research methods, this study adopted the quantitative approach to collect primary data through questionnaire from English language learning students to evaluate their opinion on how film have impacted their learning process to investigate the benefits of teaching English using film.

## **Research Strategy**

### **Sample**

The study was conducted group of respondents, namely the students group. The student group consisted of (65) respondents from Eastern Mediterranean University, Cyprus, who were learning English as a second language. The study group respondents were randomly chosen and prior consent of the study group was not taken since the identity of the student was never disclosed.

### **Research instruments**

McLean (2013) defines questionnaires as a “set of carefully designed questions given in exactly the same form to a group of people in order to collect data about some topic(s) in which the researcher is interested”. Jones and Murphy et al. (2008) suggested that questionnaires involve “low cost of data collection and processing, and the minimal training required by the person administering team,” and they are especially useful “for a greater geographical coverage” without the need to travel (Seale, 2012). Further, it reduces the risk of bias and facilitates the respondents to answer in the absence of the researcher, thus increasing the reliability of this method. These advantages motivated the use of a questionnaire in this study. The framing of the questionnaire was done with reference to the literature reviewed on the impact of the film in learning language. The questionnaire design strategy of Brace (2013) and Neelan (2007) was amended to fit into the existing population of the study, where the questions were designed to extract specific information pertaining to language learning through film.

The questionnaires extracted information pertaining to demographic details, perception on English language teaching and learning. The statements were marked as 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5=strongly disagree.

### **Students Research Questionnaires**

The student’s questionnaire consisted of 20 questions divided in to two sections: Part A and Part B. Part A comprised the demographic details of the participant containing four questions designed to collect the background information, such as age, gender, nationality, and occupation and education level of the participants. Part B consisted of 20 questions aimed at collecting the opinion of the student how film in the classroom as part of teaching helped them in learning the language.

The answers to the questions from questions 1 to 17was collected in 5-point Likert scale with 1 referring to Strongly Agree to 5 Strongly Disagree. The questions assessed the students’ opinion on the film and their ability to comprehend the new words used in the film. The student’s opinion on the improvement of listening skills, speaking skills, correct pronunciation of the words, motivational quality of the film, reading skills and writing skills. The questions further analyses the problems and challenges faced by the student while using the film with respect to learning the language.



### **Collection of the data**

The data was collected by both hard copy using a print version and by mailing the forms to the students. The data collected through the hard copy was then transferred to the computer along with the soft version for further analysis.

### **Statistical analysis**

Basically, the results evaluated for the study were of two types, e.g., results directly abstracted from the questionnaire and results that are assessed based on the statistical formula applied over it. Statistical assessed was done at this stage to retain the actual trends in the feedback collected from the respondents in the field survey. Statistical Package for Social Science (SPSS) version 21 was used to analyse the data.

Descriptive statistical analysis was used to describe the basic features of the collected data with summaries about the sample and the measures, together with simple graphics analysis. Simple linear regression test was employed to investigate the significant relationships/difference between variables and to verify the research hypotheses. The validity of the questionnaires were tested to check the efficacy of the research model. Validity refers to the extent to which a test/questionnaire can measure what it claims to measure. Any test that is conducted should be valid in order to accurately apply and interpret the results. Regression analysis was conducted to find if there was any overall improvement on the English language learning using film adaptations.

### **Data analysis**

This chapter presents the analysis of the data collected and its interpretation pertaining to the effectiveness of film as a part of teaching English as second language to students who are not native speakers. The data collected from the students were analysed separately and finally their opinions were weighed to interpret the overall impact of the film.

### **Perception of Students**

Totally 65 students from Eastern Mediterranean University, North Cyprus, Magusa, participated in the study. The data were collected through a questionnaire which consisted of 18 questions. All the forms were filled in all respects without any missing values.

### **Demographic details**

Most of the students were of age group 17-25years (75.38%), while some of them were in the age group of 26-35 years (23.08%) and a small number of students (1.54%) were in the age group of 36-45 years. Since all the students were learning English as a second language, the distribution of the

age among the respondents was justified. Table 1 shows the age group of students, who were surveyed for the study on the influence of film in learning language.

**Table1: Age distribution of the students**

Age	Frequency	Percentage
17-25	49	75.38
26-35	15	23.08
36-45	1	1.54

The gender distribution of the students showed that most of the students who participated in the survey were males (63.08%), whereas the female population within the study was considerably less (36.92%) in comparison to males. The results were not surprising as this is a common trend found in any educational institution for most of the courses.

**Table2: Gender distribution of students**

Gender	Frequency	Percentage
Male	41	63.08
Female	24	36.92

As it is shown in table3: it was important to study the nationality of the students as this has an impact on how well they are able to respond to language learning. Most of the students who participated in the survey were of Turkish origin (68.09%), while students from other nations were also recorded in the study.

Students from North - Cyprus (8.51%), (2.13%) also participated in the study. Eastern Mediterranean University is an institution which admits foreign nationals from different countries and does not discriminate students based on nationality or gender.

**Table3: Nationality of students who underwent the survey**

Nationality	Frequency	Percentage
Turkey	32	68.09
Cyprus	4	8.51

Jordanian	3	6.38
Kurdish	2	4.26
Nigerian	1	2.13
Iraq	1	2.13
Russian	1	2.13
U.K	1	2.13
Oman	1	2.13
Pakistan	1	2.13

Table4: illustrates a majority of the students (90.77%) were full time students, while a small percentage of them were employed and pursuing English language learning as part-time vocation.

**Table 4: Occupation of the students**

Occupation	Frequency	Percentage
Student	59	90.77
Employee	6	9.23

As it's apparent in table 4: This survey was conducted among students from different levels of education. Around 69% of the students were undergraduates and the remaining students were graduates (15.38%) and postgraduates (15.38%). This is expected as the students were learning English as foreign language.

**Table5: Educational qualification of students**

Education	Frequency	Percentage
Undergraduate	45	69.23
Graduate	10	15.38
Postgraduate	10	15.38

**Validation of Survey Questionnaire**

Validation of the survey questionnaire is critical before conducting any statistical analysis on the data to test research model. Guidelines to study the validation of data obtained in positivist studies have been provided by Straub, et al. (2004). Validation of the research should include checking for construct validity and reliability and are considered as not only important but mandatory too.

### **Reliability testing**

Replication capability of the data obtained is essential for any test to be called successful. Reliability tests check to what extent the findings of the research can be replicated, in case if the research is replicated using the same methodology of research (Ritchie & Lewis, 2003). According to them, “The reliability of the findings depends on the likely recurrence of the original data and the way they are interpreted.” On the contrary, some argue that it is impossible to replicate the qualitative studies exactly the same way, as realities present at that time may vary therefore the data collected may vary according to the situation, and there is every possibility of change in the results too (Marshall & Rossman, 1999; Seale, 1999).

Hence, frequently, it can be considered as an unrealistic demand made on the research results. Similarly, phenomenological research too may not be repeated exactly as it depends on unstructured way of data collection (Gray, 2004). Despite these arguments, the reliability can be increased through reflexivity, which is “showing the audience of research studies as much as possible of the procedures that have led to a particular set of conclusions” (Seale, 1999).

In essence, it refers to the extent to which measurements are free from error, thus producing consistent results. It checks for internal consistency of the scale that measures the extent to which the items are similar. In other words, the procedures (or the items) assess the same skill, characteristic, or quality. Cronbach’s alpha is a coefficient of internal consistency. It is an important measure of the reliability of a psychometric method. As the correlation between the item increases, Cronbach’s alpha will also increase. Cronbach’s alpha of 0.7 or more is recommended to show high internal consistency (DeVellis, 2003; Kline, 2005).

In this study, the overall Cronbach’s alpha of the items was found to be 0.726, which indicates a moderate level of internal consistency of the scale used. Table 4.6 presents the Cronbach’s alpha for the items.

**Table6: Reliability statistics for students**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.726	0.723	16

### **Validity testing**

Construct validity tests whether an agreement exists between the theoretical concepts proposed and a specific measuring procedure or device. In other words, validity refers to the extent to which data collection procedure measures accurately what it is supposed to measure (Saunders, et al., 2007).

Factor analysis is a statistical test employed to identify a few of the factors that can be used to represent relationships among sets of inter-related variables. Factor analysis was used in this study to check for the construct validity of the survey questionnaire used and to evaluate factors that will have an influence on the English language learning perception of the students. Principal component extraction method with Varimax rotation was used to extract the number of variables and to detect structure in the relationships between variables. According to Hair, et al. (1992) and Straub (1989), factors having an Eigen value more than 1 and loading of at least 0.40 is considered to be an acceptable result for Principal Component Analysis (PCA).

Factor analysis extracted four factors with Eigen value more than 1 that explained 50.257% of the variability of the data. The extracted factors were then rotated using Varimax (variance maximising method) rotation. These rotated factors with their variable constituents and factor loadings are given in Table7, for better reading of the results factor loadings below 0.40 are suppressed in the table.

**Table7: Factor analysis for students**

	Factor loadings	% Variance	% Cumulative variance
Writing Skills		20.272	20.272
WS-1	.533		
WS-2	.665		
WS-3	.620		
Speaking Skills		10.691	30.963
SS-1	.697		
SS-2	.660		
SS-3	.577		
SS-4	.468		
SS-5	-.728		
Reading Skills		10.293	41.255
RS-1	.684		
RS-2	.518		



RS-3	.820		
RS-4	.748		
Listening Skills		9.002	50.257
LS-1	.614		
LS-2	.563		

The data were collected on the 5-point Likert scale with 1 being Strongly Agree and 5 being Strongly Disagree. The average of the items for speaking, writing, listening and readings were taken and the descriptive analysis showed that overall the students agreed that they were able to improve their English skills after attending to classes that used film as part of the learning methodology.

Analysis of the specific skills showed the students agreed that Speaking skills ( $2.073 \pm 0.405$ ), Listening skills ( $2.1 \pm 0.720$ ), Reading skills ( $2.465 \pm 0.541$ ), and Writing skills ( $2.559 \pm 0.688$ ) improved in that order. Pae (2011) reported the development of listening skill as a precursor to reading skill. This study also clearly demonstrates that listening skills to have developed more effectively than the reading skills.

**Table8: Different language skills developed in individuals**

Skills	Mean	Std. Deviation	Std. Error Mean
Speaking	2.0725	.40473	.05020
Listening	2.1000	.71916	.08920
Reading	2.4654	.54104	.06711
Writing	2.5588	.68781	.08531

This research clearly reveals that the students are benefitted from the using of the film in the classroom as part of the learning methods. The students found the film to be interesting. Overall, all the four language learning skills have improved.

**Significant Findings of the Study**

- The demographic details of the students showed that a total of 65 students from Eastern Mediterranean University, North Cyprus, Magusa city, who participated in the survey, where 75.38% of them were in the age group of 17-

25 years, some were (23.08%) under 26-35 years and only 1.54% below 36-45 years. 63.08% of them were males while 36.92% of them were females. The majority of the students (68.09%) who participated in the study were of Turkish origin while the remaining 31.91% of them hailed from the different countries of Turkey, Cyprus, Russian, Iraq, Jordan, Kurdish, Oman and Pakistan with 90.77% present as full time students and the rest 9.23% were employed.

- Student's perception about the development of the four skills indicates that overall the students agreed that they were able to improve their English language skills after attending to classes which used film as part of the teaching methodology.
- Analysis of individual skills showed that speaking, listening, reading and writing were developed in the same sequence.
- The majority (90%) of the students agreed that using film in language classes was effective teaching tool and improved their listening and speaking skills resulting in affluent vocabulary. Whereas, some of them (9.09%) felt that the exact translation of the novel was not possible through film.

### **Recommendations**

Based on the significant findings of the study the following suggestions have been made to help the teachers in a better evaluation of their students and effective delivery of language skills in language classrooms:

- The teachers should make appropriate use of the film in language classrooms for effective pedagogy.
- The teachers should optimally make use of the film as a teaching tool to initiate further classroom discussions and realizing their educational goals and objectives rather than merely as an entertainment tool to pacify or control the students.
- The teachers should try to implement their planned evaluation techniques to the fullest and critically evaluate the performance of the students.
- It is the accountability of the teachers to fetch permission from their respective college/university deans to use film in their classrooms. Hence the teachers can take up a pilot study to prove the effectiveness of film in language learning.

### **Conclusion**

Adopting film in pedagogical process has revolutionized the teaching-learning process as a whole and finds its place in every sphere of learning including the language learning process.



Hence this is a study aimed at discovering the impact of film in English language learning. This part presents the significant findings of the study and some recommendations to the teachers to overcome the difficulties faced by them in using film, few key evaluation techniques and better measures to enrich their pedagogy.

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### پوخته

ووتنهوهو فیروونی زمانی ئینگلیزی وهك زمانی دووهم یان ئه و وولاتانهی زمانی یه كه میان زمانی ئینگلیزی نیه له زۆر وولاتی جیهان کاری بهرجهسته ئه کریت . سهنته ره تاییه تیه کانی فیروونی زمانی ئینگلیزی بو ئه وه دانراون كه خه لک فیروئی ئه م زمانه بن . ئه م سهنته ره تاییه تیه زياتر تيشك ئه خه نه سه ر ووتنه وه و فیروونی زمانی ئینگلیزی له هه ریه ك له توانستی (خویندنه وه ونووسینی) زیاتر له توانستی تری زمانه كه . ریگای نویی ووتنه وهی زمانی ئینگلیزی بریتیه له به کارهینانی نویتین ته کنه لو جیای سه رده م كه پیشوازیه کی گه رمی لیکراوه له لایه ن هه ریه ك له وانه بیژان و زۆریه ی سهنته ره کان له نیوانیشیاندا به کارهینانی فیلم و کاریگه ریه کانیه تی بو هه مان مه به ست . فیلم و کاریگه ری فیلم وهك نامرازیك یه کیکه له گرنگترین سه رچاوه کانی فیروونی زمانه , فیروونی زمانه له ریگای فیلمه وه سه ره نجراکیشته ره و کاریگه رتره و به به کارهینانی ئه م ریگایه ی وانه ووتنه وه خویندکار زیاتر ئاره زووی وه رگرتنی زمانه ئه کهن . ئه و بو شایی و کۆسپ و ته گه رانه ی ریگرن له فیروونی زمانه بریتیه له ووشه سازی ئه م زمانه وشاره زایی نه بوونی خویندکاران و کیشه ی وه رگرتنی ووشه ورسته سازیان بو درووست ئه بیته , کیشه ی په یوه ندی نیوان خویندکاران و مامۆستاکانیان , چۆنیه تی هه ل بژاردنی جوړی ئه م فیلمه ی كه خویندکار هه ز ئه کات لیوه ی فیروئی زمانه كه بیته

كارىگهريه كى گرنگى هديه ئه بيٽ جوړه فيديو فيلمهك هه لى بى ريت كه به پراستى كارىگه ر بيت بو وه گرگرتى زمانه كه كه نامانجيه تى . گرنگرتى نامانجى ئه م تويزينه وه به بريته له ليكولينه وه وه هه لسه نگاندى وزانينى ديدى خويندكاران له فيربوونى زمان به ريگاي فيلم و كارىگه ريه كانيه تى وهك نامرازيكى كارىگه ر . بو ئه م مه به سته راپرسيه كى راسته وخوم ئه نجام داوه كه كومهلئى پرسيار له خوئى ئه گرئى له سهر فيربوونى زمان به ريگاي فيلم فيديو وه به مه به سته راپرسيه كى راسته وخوم ئه نجام داوه كه كومهلئى پرسيار فيربوونه . ئه نجامه كاني ئه م تويزينه وه وه بريته له ورپرسيه راسته وخوئيه كه خويندكاران به ته واوى كارىگه رى خوئان نيشانداوه له ده ر ئه نجامه كه ئه ميش به هوئى ئه م داتا و ئه نجامانه ئى كه له لايه ن تويزه ر ئه نجام دراوه وكو كراوه ته وه به ريگاي به رنامه ئى تايبه تى نامارى بو كراوه بو ده ر نجامى تويزينه وه كه . هه روهك له هه لسه نگاندى خويندكاران به روونى ئه وه نيشان ئه دات كه وانه ووته وه له ريگاي فيلم كارىگه ريه كى كه وه وه به نرخبى هه به له فيربوونى زمان له هه ريه ك له توانسته كاني خويندنه وه , نووسين , گوئيگرتن وگفتوگو , دياره ئه م تويزينه وه وه بو به شيك له خويندكاران كراوه و ناتوانين به شيوه به كى گشتى داتا كه ئى گشتاندى بكرئى وه به كار به يئيرئى .

#### المستخلص

تتم عملية تدريس وتعلم اللغة الإنكليزية كلغة ثانية في العديد من البلدان حول العالم , حيث أن المراكز الخاصة بتعليم اللغة الإنكليزية في تلك الدول تقوم بتسهيل عملية التعلم , ومعظم هذه المراكز تركز بشكل أساسي على التعليم من خلال استخدام المهارات الخاصة بالكتابة والقراءة , كما أنها تستخدم المناهج الحديثة في عملية تدريس اللغة الإنكليزية واستخدام الأفلام إحدى تلك الأساليب الحديثة , حيث تعد الأفلام مصدراً ثرياً للأدب واللغة , كما أن استخدامها يضيف المزيد من المتعة والفعالية للعملية التعليمية وتوفر فرص تعليمية كبيرة للطلبة , إلا أنها على الرغم من ذلك لا تخلو من بعض العيوب مثل الكم الهائل لمفردات الكلمات في اللغة الإنكليزية والتباين فيما بين خلفيات الطلبة والصعوبة في فهم المفردات أو التعبيرات المستخدمة في تلك الأفلام ووجود فجوة بين الأساتذة والتلاميذ بالإضافة إلى تعدد إصدارات الأفلام.

إن الهدف الرئيسي لهذه الدراسة هو قياس مدى فعالية استخدام الأفلام كأداة تدريسية في عملية تعليم اللغة الإنكليزية , وذلك باستكشاف انطباعات الطلبة حول استخدام الأفلام في العملية التعليمية , حيث تم تصميم استبانة خاصة بذلك وزعت على الطلبة . وقد بينت النتائج المستخرجة من تلك الاستبانة , وذلك بعد تحليلها إحصائياً , أن الطلبة قد حصلوا على فائدة كبيرة من خلال عرض الأفلام , حيث أنها وفرت وسيلة فعالة لتحسين مهارات التكلم والاستماع والقراءة والكتابة لدى الطلبة , إلا أن الحجم الصغير للعينة لا يمكننا من تعميم نتائج هذه الدراسة .