

Unlocking Listening Proficiency: Integrating English Movies in Thai EFL Secondary Education

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Abstract

This study investigates the impact of integrating English movies on the listening comprehension and attitudes of tenth-grade EFL students at a school in Kalasin Province, Thailand. Despite the pivotal role of listening skills in language acquisition, EFL learners often face limited exposure to listening materials, leading to challenges in comprehension. Employing a mixed-methods approach, the study explores the relationship between English movie usage and students' listening comprehension and evaluates their perceptions of movie integration in the classroom. The participants, consisting of 33 tenth-grade students, underwent pre-tests and post-tests to assess listening proficiency, followed by questionnaires and semi-structured interviews to examine attitudes toward integrating movies in the classroom context. Following instruction through English movies, the findings indicate a significant improvement in students' English listening comprehension. Moreover, students displayed positive attitudes toward integrating movies as a learning tool, recognizing their potential to create an enjoyable and enriching learning experience.

Keywords: listening comprehension, English movies, EFL students, secondary education, Thailand

1. Introduction

Listening is recognized as a foundational skill in language acquisition. Krashen et al. (1984), Krashen (1985), and Hamouda (2013) assert that acquisition occurs when learners receive sufficient comprehensible input. Barker (1971) and Aulia and Adityo (2022) emphasize that listening is the primary step in attaining proficiency in a foreign language. Before mastering other language aspects, learners must first acquaint themselves with the sounds and speech patterns of the foreign language to achieve full comprehension. Proficiency in listening is crucial for effective communication, enabling individuals to understand the meaning of spoken words by others (Sihombing, 2018). Therefore, language learners must initially perceive the sounds and speech patterns of the target language to comprehend it effectively.

Listening is a dynamic and multifaceted process, requiring active engagement to understand, interpret, respond to, and retain information (Apgrianto, 2018). According to Rost (2002) and Hamouda (2013), listening comprehension is an interactive process where listeners actively construct meaning from oral input. It involves components such as sound discrimination, drawing upon prior knowledge, decoding grammatical structures, interpreting stress and intonation patterns, and considering linguistic and non-linguistic cues. Nadig (2013) further elaborates, defining listening comprehension as a multifaceted process encompassing stages of understanding and sense-making in response to spoken language. These stages include recognizing and distinguishing speech sounds, understanding individual word meanings, and comprehending sentence structures. Overall, listening comprehension entails a dynamic interaction between various linguistic and cognitive processes aimed at effectively understanding a spoken language.

In countries where English is taught as a foreign language, EFL learners typically have limited exposure to listening materials, despite the crucial importance of listening skills in language acquisition. Listening skills often lag behind other language skills, and low-level EFL learners commonly struggle with listening comprehension, finding it to be the most challenging skill. Rezaei and Hashim (2013) reported that many educators tend to assess listening as a final outcome, overlooking the processes and underlying skills involved in listening comprehension. Additionally, teachers in EFL contexts often lack awareness of the complexity of the listening process and the difficulties learners face in comprehension. Marlina (2018) noted that although listening is essential for

promoting successful communication, it is frequently disregarded for a variety of reasons. Firstly, some teachers believe that this skill will naturally develop as students acquire language proficiency. Secondly, individuals may conceal their lack of competence in listening by merely nodding or shaking their heads, even when they do not fully comprehend. Thirdly, although audio-lingual courses appear to give priority to listening skills, they often give equal importance to the enhancement of other language skills. Manurung et al. (2022) also mentioned that many instances of language learning failure occur due to students' lack of improvement in listening abilities during the learning process. Similarly, within educational contexts in Thailand, efforts to improve the quality of Thai EFL students' language proficiency have not yielded satisfactory results. According to the English Proficiency Index (2023) published by the language institution EF, Thailand was positioned at the 8th place within ASEAN nations, categorized as "very low," and ranked 101st internationally out of 113 countries and regions. Therefore, to effectively increase students' language proficiency, in particular listening proficiency, it is necessary to adopt a comprehensive approach that incorporates focused instruction, interactive activities, and supportive learning environments.

Movies function as persuasive media on account of their capacity to encompass a wide range of topics and convey information through a combination of auditory and visual elements (Lonergan, 1984; Stempleski, 2003; Safranji, 2015). Besides, Putri et al. (2023) emphasized that movies, incorporating engaging narratives for both viewing and reading, garner significant interest across all age groups. Integrating movies into the teaching and learning process holds promise for yielding intriguing outcomes. By regularly watching English movies in their leisure time, students can potentially enhance their communicative competence, particularly in speaking and listening skills. Li and Wang (2015) also supported that students' speaking and listening skills will be improved after watching movies. They may absorb spoken language nuances from these movies and subsequently apply them, thereby reinforcing their language acquisition process. Moreover, as mentioned by Ismaili (2013) using movies as both entertainment and educational tools has gained traction among researchers and English as a Foreign Language (EFL) practitioners. Movie adaptations of popular and contemporary novels offer a dynamic alternative to traditional reading materials, reducing the possible boredom that comes from relying entirely on books. The visual and auditory aspects of movies captivate students more effectively, making the learning process engaging and immersive. Khan (2015) reported that movies offer diverse methods and resources for teaching the target language effectively, thereby aiding students in improving their listening comprehension. The combination of audio and visual elements in movies enhances the learning experience by providing learners with authentic language usage, cultural context, and various linguistic features in real-life situations. Marlina (2018) also supported the effectiveness of using English movies to improve students' listening skills. A significant number of students demonstrate a preference for watching English films, signifying their strong enthusiasm and readiness to improve their auditory abilities through this form of media. As such, movies serve as valuable language teaching and learning tools, offering engaging and immersive experiences that can significantly benefit language learners.

2. Literature Review

Several research studies have been undertaken in an effort to enhance the listening comprehension of university students, as indicated by previous investigations. Worrawattananukul (2016) indicated that English movies are effective in improving listening comprehension. Moreover, high-proficiency students exhibited a more positive attitude towards using English movies to improve their listening comprehension. Marlina's study (2018) has shown that teaching students through the use of English films leads to notable enhancements in their listening comprehension. Throughout the instructional session, students attentively followed the lecturer's instructions and watched the films seriously. Moreover, students were engrossed in the short English films, attentively following along. Ismaili (2013) found distinctions between the experimental and control groups of students regarding integrated skills when utilizing video as part of the teaching material. The research concluded that movies captivate students' interest and present language in a manner more natural than that found in course-books. Furthermore, movies provide visual context aids that assist students in comprehension and enhance their learning abilities. Similarly, Liando et al. (2018) revealed that English major students were aware that English movies had a more direct influence on their improvement of listening skills than speaking skills, and subtitles helped students understand the conversation in the movies.

Regarding the study conducted with secondary-level students, several researchers have supported the notion that English movies are highly effective in enhancing students' listening skills (Putriani et al., 2013; Hermansyah & Hasan, 2021; Putri et al., 2023). Moreover, these studies have highlighted that students maintain a positive attitude toward using English movies as a learning medium. Putri et al. (2023) also revealed that watching English-language movies with English subtitles helps students improve their listening comprehension in the classroom. Besides, many students feel motivated and enthusiastic about their listening lessons, and they show a clear

comprehension of the educational ideals and moral messages depicted in the movie.

Although previous studies have attempted to enhance students' listening comprehension, few have conducted in-depth investigations. Additionally, research on the integration of English movies within EFL educational contexts in Thailand, particularly at the secondary level, seems limited. According to the literature, several studies have supported the effectiveness of integrating movies into language classrooms. However, empirical evidence demonstrating the adoption of this technique by Thai EFL teachers in actual classroom practice is scarce. This study aims to bridge this gap by utilizing English movies to enhance the listening comprehension of upper-secondary students in the Thai EFL context. The objective of the present study is to investigate the impact of integrating English movies on students' listening skills at the upper-secondary level. To achieve this, a mixed-methods approach is adopted. Additionally, interviews were conducted to gather in-depth information from the target group regarding their attitudes toward the integration of English movies as a medium of instruction. The questions are as follows:

- 1) To what extent does the use of English movies impact the enhancement of listening comprehension among grade 10 EFL students?
- 2) What are the attitudes of students toward integrating English movies as a medium to enhance listening comprehension?

3. Method

This study utilized a mixed-method approach. To explore the effectiveness of English movies in enhancing students' listening comprehension, a quantitative approach with a one-group pre- and post-test design was employed. Additionally, a qualitative approach was utilized to elicit students' attitudes towards the integration of English movies as a medium of instruction.

3.1 Participants

The participants in this research consisted of 33 tenth-grade students from a school located in Kalasin Province, Thailand. Purposive sampling was used to select participants from schools that offer English instruction to upper-secondary students and are willing to implement alternative teaching and learning methods in English. Participants were students who learned English as a foreign language. The majority of participants showed similar levels of learning proficiency, frequency of English language usage, and comprehension of the research objectives. They also expressed their willingness to participate in the current study.

3.2 Instruments

The instruments employed in this study included lesson plans integrating English movies, a pre-test, a post-test, a questionnaire, and semi-structured interviews.

3.2.1 lesson Plans Integrating English Movies

Selecting a movie for classroom use requires careful consideration to ensure that the activity serves its intended purpose and yields educational benefits. Stewart (2006) emphasized that not all types of movies are suitable for language instruction, as some popular choices among students may lack meaningful content. When integrating movies into teaching, teachers must assess the appropriateness of the content. In selecting films for educational purposes, it is essential to evaluate their linguistic, cultural, and thematic suitability. This includes examining language complexity, encompassing style, dialect, and non-verbal communication, particularly when addressing advanced difficulty levels. Moreover, teachers should assess whether the film aligns with the classroom environment and the students' language proficiency level, while also considering age appropriateness. Additionally, educators must be mindful of taboo language or topics that may be culturally sensitive (Chan & Herrero, 2010). Marlina (2018) noted that a number of Hollywood movies released every year, designed to appeal to teenage audiences, may contain inappropriate content such as sex, violence, and crude humor, making them unsuitable for classroom use. Therefore, as suggested by Chan and Herrero (2010), teachers should avoid selecting films for language learning that contain elements that could complicate the learning process, including excessive verbal density, naturalistic speech that interferes with dialogue comprehension, formal language typical of historical dramas, technical language specific to particular groups, and dialects and regional accents that may lead to mispronunciations.

Regarding the selection of English movies, researchers initially allowed participants to suggest genres and specific movie titles they wished to learn from. By soliciting students' opinions, researchers obtained a variety of movie types, including adventure, action, musical, romantic, and fantasy genres. Based on these preferences, movies such as *Mulan*, *Moana*, *Frozen*, and *Tangled* were chosen for classroom instruction, considering their appropriateness

for the students' age and the moral messages they convey. Each movie was edited into short videos lasting 5–10 minutes, enabling students to focus on the storyline and allowing for multiple viewings to enhance comprehension. Once the lesson plans were developed, feedback was sought from three teaching experts to validate these lessons. The average score obtained from the Item-Objective Congruence (IOC) was 0.95.

3.2.2 A Pre-Test and a Post-Test

The pre-test and post-test each comprised 20 questions pertaining to scenes from four movies discussed in the classroom. These tests utilized a multiple-choice format, allowing students to choose the most suitable answer from the provided options. The validity of the test was confirmed by three teaching experts, yielding an average validity index (IOC) score of 0.92. Following a pilot test with a different group of students sharing similar learning backgrounds, test reliability was assessed using Cronbach's alpha. The results indicated difficulty (P) and discrimination (r) values of 0.53 and 0.72, respectively.

3.2.3 Questionnaire

The opinion questionnaire comprised ten closed-ended items with a five-level rating scale based on Likert's principles, along with three open-ended questions aimed at exploring participants' attitudes of integrating movies to enhance their listening comprehension. The questionnaire was presented in Thai to prevent misunderstandings. The Item-Objective Congruence (IOC) administered by three experts yielded an average score of 0.90. Following the trial of the questionnaire, Cronbach's alpha was used to assess its reliability, resulting in a score of 0.88.

3.2.4 Semi-Structure Interview

The semi-structured interview format commonly includes probing questions such as "why" or "how," which allow researchers to collect unstructured information and explore participants' thoughts, feelings, and beliefs on a specific subject (Adams, 2015; DeJonckheere & Vaughn, 2019; Hongsa et al., 2023). Combining the semi-structured interview with an opinion questionnaire may provide researchers with both general and in-depth insights into students' attitudes regarding the benefits of integrating English movies to enhance their listening comprehension. Additionally, conducting the interview in Thai, as suggested by Poonpon et al. (2022), helps mitigate language barriers.

3.3 Data Collection

The researchers conducted the study during the first semester of the 2023 academic year, with learning activities occurring twice a week. Before classes began, the researchers administered the pre-test to evaluate students' listening proficiency. During implementation, the researchers followed a teaching procedure that encompassed pre-listening, while-listening, and post-listening stages (Brown, 2018; Karimi et al., 2019; Movva et al., 2022).

In the pre-listening stage, the teacher introduced topics and lesson objectives. The teacher encouraged students to discuss keywords or relevant topics, sharing their perspectives in order to assess their background knowledge. While listening, movie clips lasting 5–10 minutes were presented, and students were prompted to take notes. Following this, class discussions led by the teacher helped students understand the movie's storyline and main themes, reinforcing students' comprehension of the narrative's central ideas. Subsequently, the teacher replayed the English movies to help students better understand and learn vocabulary and sentence structures embedded in the dialogue. The post-listening phase allowed students to work on assignments analyzing the content of the movie scenes they had watched, focusing on questions of "who, what, where, when, and how." Upon completion, group discussions among classmates were encouraged to verify individual understanding, and group analyses were supported for presentation in class.

After all learning sessions were completed, post-tests and questionnaires were distributed to assess students' listening comprehension and gather their opinions on using English movies as a learning tool. Additionally, ten students were invited to participate in interview sessions to provide in-depth information.

3.4 Data Analysis

The results of students' listening comprehension gained from pre-test and post-test were analyzed using a dependent t-test. Additionally, the questionnaire, which measured students' perception based on five agreement levels—strongly agree, agree, uncertain, disagree, and strongly disagree—as proposed in Likert's work (1932), was analyzed through descriptive analysis such as mean and standard deviation. Students' responses to open-ended questions and semi-structured interviews were categorized to identify perception themes, revealing students' attitudes towards learning with English movies.

4. Results

In response to the first question, which examined whether the use of English movies had an effect on students' listening comprehension, the following results were obtained.

Table 1. Comparison of pre- and post-listening tests

| Test | N | Total Score | Mean | S.D. | t | df | Sig |
|----------|----|-------------|-------|-------|--------|----|-------|
| Pretest | 33 | 20 | 13.12 | 3.343 | -9.103 | 32 | <.001 |
| Posttest | 33 | 20 | 16.67 | 1.762 | | | |

Table 1 presents a comparative analysis of students' English listening pre-test and post-test scores. The mean scores for the pre-test and post-test were 13.12 and 16.67, respectively, with standard deviations of 3.343 and 1.762, respectively. Statistical analysis revealed that both pre-test and post-test scores were significant different ($t = -9.103, p < .001$ level), indicating a notable increase in post-test scores compared to pre-test scores. Consequently, the data suggests a significant improvement in students' English listening comprehension following instruction through English movies.

Table 2. Students' attitudes towards using English movies to teach listening comprehension

| Statement | \bar{x} | S.D. | Interpretation |
|--|-------------|-------------|----------------|
| 1. Employing movie proves captivating as it allows me to not just hear the audio but also visually experience the movie. | 4.88 | 0.33 | Strongly agree |
| 2. I find class discussions more engaging when English learning is supplemented with movies. | 4.21 | 0.89 | Agree |
| 3. Engaging with conversations in movie improves my capacity to comprehend the English language. | 4.27 | 0.80 | Agree |
| 4. Watching English movies enhances my comprehension of unfamiliar words, idioms, proverbs, slang, and phrases. | 4.21 | 0.78 | Agree |
| 5. I feel relaxed when watching English movies. | 4.06 | 0.97 | Agree |
| 6. I like to improve my listening proficiency by watching English movies. | 4.21 | 0.74 | Agree |
| 7. Learning English by watching movies is enjoyable and requires less effort. | 4.03 | 1.07 | Agree |
| 8. I frequently incorporate phrases and expressions from the movie into my daily conversations. | 4.00 | 1.00 | Agree |
| 9. I am able to acquire new vocabulary by watching movies in English. | 4.24 | 0.83 | Agree |
| 10. I find that my listening skills can be enhanced more effectively by watching English movies compared to other educational resources. | 4.15 | 1.00 | Agree |
| Total | 4.23 | 0.84 | Agree |

Based on Table 2, it is clear that students had a positive attitude toward using English movies to teach listening comprehension. The high mean scores, ranging from 4.00 to 4.88, along with corresponding standard deviations, indicate a strong level of agreement among students across various aspects.

The statement that garnered the highest score was statement 1, indicating that the majority of students strongly agree or agree with statements reflecting the benefits of employing movies in the classroom (Mean = 4.88, SD = 0.33). Following that, statement 3 obtained the second-highest score, indicating that engaging with conversations in movies improves their capacity to comprehend the English language (Mean = 4.27, SD = 0.80). Statement 9 secured the third-highest score, highlighting that watching English movies enhances their comprehension of unfamiliar words, idioms, proverbs, slang, and phrases.

Three statements—statement 6, statement 4, and statement 2—received similar mean scores. Statement 6 (Mean = 4.21, SD = 0.89) revealed that students aim to improve their listening proficiency through watching English movies. Statement 4 (Mean = 4.21, SD = 0.74) reported that students believe watching English movies enhances their comprehension of unfamiliar words, idioms, proverbs, slang, and phrases. Statement 2 highlighted that students find class discussions more engaging when English learning is supplemented with movies.

Statement 10 obtained the fifth-highest mean score, indicating that students perceive a more effective enhancement of their listening skills through watching English movies compared to alternative educational resources (Mean = 4.15, SD = 0.83). Moreover, statement 5 received the sixth-highest mean score, revealing that students feel relaxed when watching English movies (Mean = 4.06, SD = 0.97).

Conversely, statement 7 received the second-lowest mean score, reporting that watching movies in English is enjoyable and requires less effort (Mean = 4.03, SD = 1.07). Finally, statement 8 obtained the lowest mean score, indicating the frequency of incorporating phrases and expressions from the movie into their daily conversations

(Mean = 4.00, SD = 1.00).

In order to supplement the findings derived from the closed-ended session, the responses of students in the open-ended and interview sessions were categorized by theme.

Table 3. Students' attitudes about using English movies as a learning tool

| Respondents | Example of students' response |
|-------------|--|
| Student 2 | "I think it's a good idea because students won't feel too stressed about studying." |
| Student 5 | "In my opinion, learning English through movies is more accessible than studying in a traditional classroom setting due to the engaging and fun." |
| Student 6 | "I find it captivating and attention-grabbing. Watching English movies helps me learn new vocabulary and effectively enhances my listening skills." |
| Student 7 | "Its positive impact on our learning is significant because we can seamlessly integrate the sentences from the movie into our everyday conversations." |
| Student 10 | "In my view, utilizing movies to enhance listening ability is highly beneficial. It offers a relaxing way to practice listening while enjoying the content." |

Many students expressed a positive opinion regarding the use of English movies as a learning tool. They highlighted that learning through movies can alleviate boredom and stress that may arise in a traditional classroom setting. Movies are deemed effective in capturing students' attention and not only aid in enhancing listening skills but also improve speaking abilities, as they offer enjoyable content applicable in everyday conversations. Overall, these responses suggest that integrating movies into language learning not only makes the process more enjoyable but also enhances language skills across various aspects, including vocabulary acquisition, listening comprehension, and practical language use in everyday conversations.

Table 4. Students' attitudes on the advantages of utilizing English movies for listening practice

| Respondents | Example of students' response |
|-------------|---|
| Student 1 | "I derive several advantages from both the exposure to the native accent and precise pronunciation, as well as the inclusion of subtitles while watching movies, which significantly improves my understanding of the subject." |
| Student 3 | "I think that learning through English movies enables me to memorize sentences and words through auditory exposure." |
| Student 4 | "Watching English movies can enhance my listening skills by exposing me to actual conversations, a wide range of linguistic expressions, cultural variations, and various speech patterns." |
| Student 9 | "It [English movies] provides an enjoyable way to practice and improves overall listening skills." |

Regarding utilizing English movies for listening practice, students express several advantages, such as exposure to native accents, being familiar with diverse speech patterns, precise pronunciation, and cultural diversity. Movies allow students to memorize sentences and words through auditory exposure. Additionally, students find that practicing with English movies is enjoyable and contributes to overall improvement in listening skills. In summary, the students' opinions highlight the benefits of utilizing English movies for listening practice, including exposure to native accents, aid in memorization, exposure to diverse language use and cultural contexts, and increased enjoyment and engagement in learning.

Table 5. Students' attitudes regarding the effectiveness of using English movies to enhance listening comprehension

| Respondents | Example of students' response |
|-------------|--|
| Student 1 | "After watching the movies 2-3 times, we become more familiar with the storylines presented. Additionally, discussing the movies with friends to exchange insights further enhances our understanding." |
| Student 6 | "Movies offer authentic language usage, diverse accents, and colloquial expressions, fostering a dynamic and engaging learning experience. By becoming familiar with these elements, they serve as effective tools in enhancing our understanding of English." |
| Student 8 | "I think that it's an effective tool for enhancing our listening comprehension because it combines enjoyment with educational value." |
| Student 10 | "It works, in my opinion, because modern media and movies contribute to enhanced listening comprehension by providing diverse and engaging content, along with features that facilitate understanding and accessibility for viewers." |

As depicted in the table, students overwhelmingly agree on the effectiveness of utilizing English movies to enhance listening comprehension. Upon becoming acquainted with the storyline and engaging in discussions with peers, they expressed a deeper understanding of the movies they watched. The use of movies proves effective in improving listening comprehension, as they offer authentic language usage, diverse accents, and colloquial expressions. Moreover, movies provide both enjoyment and educational value, offering diverse and engaging content simultaneously. Hence, students consider movies as one of the most effective tools for enhancing listening comprehension.

5. Discussion

Regarding the first question, the findings revealed a significant improvement in students' English listening comprehension with instruction through English movies. This was evidenced by a notable increase in post-test scores in comparison to pre-test scores. This result confirms several studies on using English movies to enhance students' listening comprehension. Prior research has demonstrated that integrating English movies as a medium of instruction significantly improves students' listening comprehension (Khan, 2015; Li & Wang, 2015; Worrawattananukul, 2016; Marlina, 2018; Ismaili, 2013; Liando et al., 2018; Putriani et al., 2013; Hermansyah & Hasan, 2021; Putri et al., 2023).

According to the second question, the majority of students agreed that using movies is effective for improving listening comprehension. This indicates a positive attitude towards using English movies for educational purposes. This finding aligns with several previous studies (Worrawattananukul, 2016; Liando et al., 2018; Putriani et al., 2013; Hermansyah & Hasan, 2021; Putri et al., 2023).

Krashen et al. (1984), Krashen (1985), and Hamouda (2013) noted that learners acquire language when they receive sufficient comprehensible input, which enables them to comprehend the language even if they are not familiar with all its words and structures. This input should be just slightly above their current level of proficiency, allowing them to gradually acquire new vocabulary and grammar in a natural and meaningful context.

Utilizing English movies as a medium of instruction offers numerous benefits to students. It not only makes the learning process more enjoyable but also enhances language skills across various aspects, such as improving vocabulary acquisition, enhancing listening comprehension, and familiarizing students with language usage in daily life. This result is supported by studies such as Ismaili (2013), which found that the visual and auditory elements of movies have a more significant effect on students, resulting in a more engaging and immersive learning experience. Putri et al. (2023) also observed that movies capture interest across all age groups. Li and Wang (2015) mentioned that students may absorb spoken language nuances from these movies and subsequently apply them.

When using English movies for listening practice, students highlight several benefits, including being exposed to native accents, being familiar with different speech patterns, improving pronunciation, and experiencing cultural diversity. Movies facilitate the memorization of sentences and words through auditory exposure and the use of subtitles. Additionally, students find practicing with English movies enjoyable and beneficial for enhancing their overall listening skills. This finding is corroborated by Liando et al. (2018), who demonstrated that English movies significantly improved listening skills, with subtitles aiding students in comprehending movie dialogues.

Regarding the effectiveness of using English movies to enhance listening comprehension, utilizing English movies has proven to be effective due to their provision of authentic language usage, diverse accents, and colloquial expressions. This finding is consistent with the research of Ismaili (2013), Khan (2015), and Li and Wang (2015). Ismaili (2013) highlights the dual role of movies as sources of enjoyment and educational tools, attracting attention

from both researchers and EFL practitioners. Moreover, movie adaptations of well-known novels offer a dynamic alternative to traditional reading materials, preventing monotony that may arise from solely reading books. Khan (2015) emphasizes how the integration of auditory and visual components in movies enriches the educational experience, providing learners with genuine language usage, cultural insights, and diverse linguistic features in real-life contexts. Consequently, regular exposure to English movies may facilitate students' absorption of authentic communication (Li & Wang, 2015).

6. Conclusion

The utilization of movies as a medium of instruction for enhancing students' English listening comprehension proves to be highly effective, as evidenced by the significant improvement observed in students' listening comprehension before and after their exposure to movies. This improvement reflects a notable enhancement in students' comprehension of spoken English after engaging with movie content. The study also highlights that not only do movies enhance students' listening proficiency, but they also foster an enjoyable and enriching learning journey for students. Movies create a fascinating and engaging classroom environment that promotes the improvement of students' learning abilities, particularly in the context of listening skills. With their diverse content, authentic conversations, and representation of cultural diversity, movies seem to be an effective tool for capturing students' attention and facilitating their English comprehension.

The findings of this present study offer valuable insights for researchers interested in investigating the effectiveness of using English movies to enhance students' listening proficiency. Besides, this study provides benefits for both teachers and students in EFL contexts, encouraging them to integrate movies into their classrooms to improve students' listening skills. Additionally, utilizing movies as a learning tool can captivate students' attention and aid them in naturally absorbing spoken language.

Regarding the limitations of the study, one issue arises from the sampling techniques applied, wherein the sample size was small, comprising only 33 students. This limitation stemmed from the restricted number of students in each classroom and the availability of classes able to participate throughout the study's duration. Future studies may benefit from exploring the comparison between two groups: a traditional group and an experimental group, to assess potential differences in learning performance. Additionally, comparing the use of movies among students in different contexts, such as high-performance versus low-performance groups, and students from rural schools versus those from targeted schools, could be considered for further investigation.

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No additional data are available.

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