

Running Head: IMPACT OF TELEVISION AND MOVIES ON ENGLISH TEACHING AND
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Impact of Television and Movies on English teaching and learning

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Abstract

Watching foreign '**movies**' is a great way to learn a new language” is really exciting to hear. One can't just watch a '**movies**'. One has to study a '**movies**'. A majority of people often rewatch '**movies**' more than they reread books. ... Sure there are e-books, but it's not like they have totally replaced real books being made, and it's better to watch the '**movies**' rather than cutting down trees to publish a book to read.If someone is watching '**movies**' , '**TV**' shows, or any other material in your target foreign language, it's generally better to watch it with subtitles than without them. Foreign-language subtitles are generally a slightly more effective study aid than native-language subtitles. Watching '**television**' can certainly improve your ability to understand English (passive vocabulary), it will only help with your conversational skills if effort is made to practise the words learned and use them in conversation.



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INTRODUCTION

'**Television (TV)**', sometimes shortened to tele or telly, is a telecommunication medium used for transmitting moving images in monochrome (black and white), or in color, and in two or three dimensions and sound. Television became available in crude experimental forms in the late 1920s. The term can refer to a '**television**' set, a '**television**' program ("TV show"), or the medium of '**television**' transmission. '**Television**' is a mass medium for advertising, entertainment and news.

'**Movie**', also called *film* or *motion picture*, is a medium used to simulate experiences that communicate ideas, stories, perceptions, feelings, beauty or atmosphere by the means of recorded or programmed moving images along with other sensory stimulations. The word "*cinema*", short for *cinematography*, is often used to refer to filmmaking and the film industry, and to the art form that is the result of it.

The purpose of the research is to investigate the impact of watching '**movies**' as a pedagogical tool on learning English Language by the students of English department .This paper will attempt to highlight findings that address the following questions:

- 1.To what extent watching '**movies**' beneficial for students to learn English language at the university?
- 2 .To what extent do students prefer '**movies**' as a pedagogical tool for learning English Language in the department of English language?

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The Evolution of the Learning Uses of Television

“Education is not always sombre or laborious. It is coextensive with the full range of human experience and includes joy and gaiety as well as hard intellectual endeavor. Educational television should be no less.” — The Report and Recommendations of the Carnegie Commission on Educational Television, 1967



INSTUMENTS

The instruments used in this study are

- a) A 'movies' in English language supplemented with English subtitle
- b) A proficiency test
- c) a post-test.



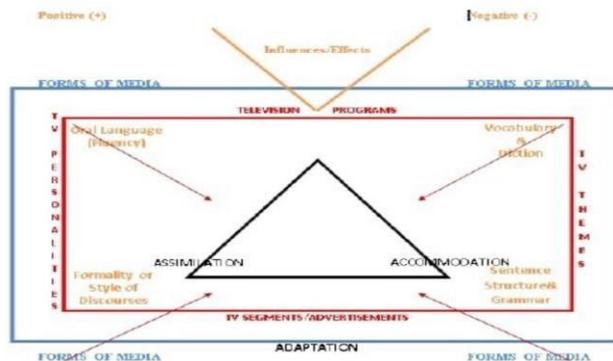
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LEARNING FROM FILMS IS MOTIVATIONAL IS MOTIVATIONAL AND ENJOYABLE

Motivation is one of the most important factors in determining successful second-language acquisition. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom.



The picture below shows how children are quickly and efficiently adapting this kind of teaching.



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FILMS PROVIDES AUTHENTIC AND VARIED LANGUAGE

One more benefit of using *film* is that it provides a source of authentic and varied language. *Film* exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only *film* and ‘television’ can provide learners with this real-life language input. *Film* provides students with examples of English used in ‘real’ situations outside the classroom, particularly interactive language – the language of real-life conversation

FILMS GIVES VISUAL CONTEXT

The visuality of film makes it an invaluable language teaching tool and enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners’ comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

VARIETY AND FLEXIBILITY

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

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Given the benefits of using film in the language learning classroom and it's not surprising that many teachers are keen to use film with their students and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

LESSON PLANS

There are many websites and blogs which gives well-structured and detailed lesson plans based on film and 'televions' n clips, short films and viral videos, that save the busy teacher a lot of time. Here are my personal favorites.

LESSONSTREAM AND ENG CENTRAL

Jamie Keddie is a pioneer in the use of video in language teaching, and his website has a wealth of creative and imaginative lesson plans based on short videos.

Possibly the best website for students to improve their speaking and pronunciation. This site provides students with videos with subtitles. The students watch the videos, practice vocabulary used in the video, record themselves repeating what they hear, and then get feedback on their pronunciation.

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How Can Broadcasters Support Teachers in Their Use of Classroom Television?

Busy teachers today can use all the help they can get. Broadcasters can facilitate teaching with television by making their program options more flexible, more aligned with core curricula, and more supported by other learning materials and resources. To achieve the greatest impact on student learning, broadcasters might consider providing professional development workshops for teachers in their region.

Building Bridges in the Community

Television programming can serve as a bridge to community groups, cultural organizations, and professional and industry associations that can add a valuable real-world dimension to classroom learning. Such groups are often eager to support education but may lack concrete ideas on how to do so; a television series can help support and structure their relationship with the school. Barss (2002) comments, “These partnerships may link schools, public television stations, and museums, for example, to work together on collaborative projects that use a public television series as a springboard.” (For more on such a partnership, see the section above on Using Classroom Television to Support Specific Academic Disciplines, In Science.)

VIRAL ELT

This excellent blog by Ian James is dedicated to exploiting viral videos in language teaching.

FILM ENGLISH

This resource site has more than 120 detailed lesson plans based on short films.

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FILM GUIDES

If you want to show whole films, either in one sitting or over a number of sessions, it's necessary to do quite a lot of work on linguistic, cultural and cinematographic features of the film prior to actually watching the 'movies'. Not so long ago, teachers had to spend many hours creating their own film guides, but nowadays there are several sites where teachers can find free, high-quality film guides to use in the language classroom.

FILM IN LANGUAGE TEACHING ASSOCIATION

FILTA is an association of language teachers, researcher and film educators which provides film guides to use in language teaching.

FLIM CLUB

A UK charity, which gives children and young people the opportunity to watch, discuss and review films, supplies hundreds of pedagogically sound, free film guides.



FILM EDUCATION

A website that produces well-structured and engaging film guides for a wide range of films.



SHORT FILMS

Creating moving images has never been easier thanks to the digital revolution, the proliferation of mobile devices, the increased ease of capturing and editing video, and the emergence of video distribution sites such as YouTube and Vimeo. This has led to an explosion in the production of short films and their availability. However, due to the sheer quantity of short films, it's often very difficult for teachers to find high-quality short films they can use with their students. Here are my three favourite places for finding creative and innovative short films.

FILM SITES FOR LEARNERS

The internet now offers students the opportunity to improve their lexical, listening and speaking skills through watching short film clips and short films.

ANIMATED MOVIE MAKERS

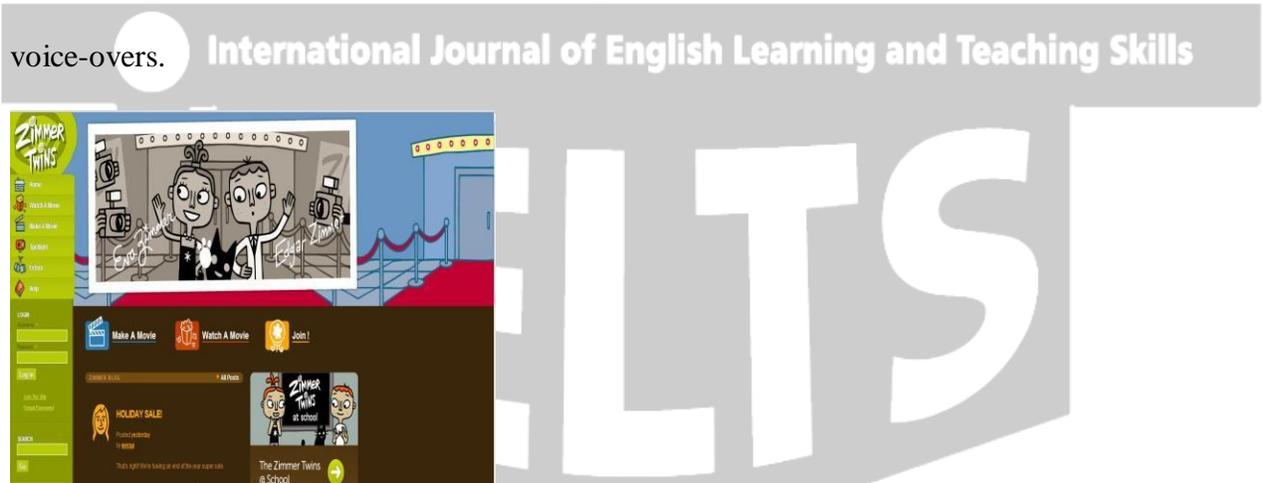
There are a number of websites where students can create their own animated short films and practise and improve their writing, vocabulary and speaking. Here are the two sites I've found students like most.

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Go Animate and Zimmer Twins

A site where learners can create their own animated short films, write the subtitles and create a voice-over.

Younger learners love this site where they create short cartoon animations, add subtitles and voice-overs.



SUBTITLING AND REVOICING

Students can improve their vocabulary, writing and speaking in a fun and engaging way by subtitling and dubbing television and film clips.

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What is revoicing?

- To add speech to a clip
 - ▶ **Dubbing:** a new sound track and especially dialogue in a different language
 - ▶ **Voice over:** words that are spoken in a movie or television program by a person who is not seen
 - ▶ **Audio description:** description of what is happening in the film - for the blind and visually impaired
 - ▶ **Free commentary, karaoke singing, reciting**




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Bombay TV

A fun site where learners can add subtitles and voice-overs to Indian television and film clips.

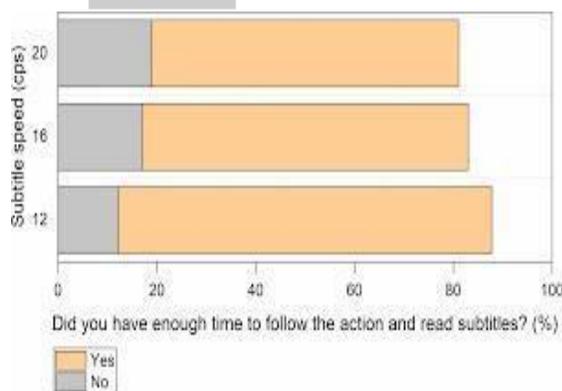
Clip Flair

A site where learners can ‘revoice’ (dub) and ‘caption’ (subtitle) video clips.



THE EFFECT OF SUBTITLES AND LANGUAGE LEARNING

Subtitles allow an accented language to become more intelligible for any viewer. But when those subtitles are in your native language, your understanding is purely meaning based if you don't understand the word, you read and process the subtitles in your native language. But when the subtitles are in the language of the film, you are able to hear the new accent while reading the text.



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THE EFFECT OF SUBTITLES ON VOCABULARY LEARNING AND COMPREHENSION

It is now commonplace to say that audiovisual material, with its rich context, is a powerful instructional tool known to have a motivational and affective impact on viewers, which in turn facilitates auditory processing (Baltova, 1994: 510-1). In addition, film, television, video, and now digitized images usually expose students to larger amounts of authentic oral language input, which in the long run should improve listening comprehension in face-to-face interaction with native speakers. A number of studies have more specifically focused on the effect of subtitles on vocabulary learning. Bird and Williams (2002) conducted two studies examining the effect of single modality (sound or text) and bi-modal (sound and text) presentation on word learning. Both experiments led to the conclusion that subtitling can improve the learning of novel words.

DATA COLLECTION AND ANALYSIS

Below are the findings from the analysis of the data collected to evaluate the exceptions and perception of students of department of English Language. Hence the responses of students are analysed.

Gender	F	%
Male	20	40
Female	30	60

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1. The effect of ‘movies’

Do you think watching English movies has beneficial effect on learning English Language?

Yes	Yes	No	No
F.	%	F.	%
50	100	0	0

The above table shows that 100% of the students agreed that watching English movies has beneficial effect on learning English Language.

2. Duration of watching Movies

How often do you watch movies as the purpose of learning English Language?

Duration per week	F.	%
1-3	34	68
4-6	9	18
More than 6	7	14

It can be said that 1-3 hrs per week of watching movies is not enough to learn English Language well. Thus from the above table it is recommended to watch movies for atleast 4-6 hrs per week to e good learner. Those who are watching movies for more than 6 hrs per week are called heavy watchers. Being a heavy watcher it is much more easier to leach English Language quite faster than the other two groups.

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3. The use of subtitles.

Do you think English subtitles help in learning English language?

Yes	Yes	No	No
F.	%	F.	%
38	76	12	24

Here it is seen that 76% of the participants agree that using subtitles can facilitate learning English.

4. The impact of movies on Language skills

No	Statement	5	4	3	2	1
1	It is more enjoyable to watch movies	27	23			
2	It improves reading skill	6	17	17	9	1
3	It improves writing skill	3	13	21	9	4
4	It improves listening skill	30	15	3	2	
5	It improves thinking skill	22	17	11		
6	It improves social skill	9	20	19	2	
7	It improves English vocabulary	25	17	5	3	
8	It helps to learn English Language faster	19	22	8	1	
9	It improves communication skill	23	19	8		

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Reading skill, listening skill, speaking skill and writing skill, which is the most difficult one among the four language skills, development of these four skills makes learning English language very easier. 46% of the participants agreed that watching movies with subtitles improve their reading skill, 34% unsure about it, 18% disagreed that movies have effect on improving their reading skill and only 2% of the participants strongly disagreed with positive effects of movies on reading skill. 6% of them strongly agreed that watching movies improve their writing skill, while 26% agreed. 42% were uncertain, 18% disagreed that movies have beneficial effect on their writing skill, and 8% are strongly disagreed. It is believed that movies are designated for improving listening skill; unconsciously, movies affect the learner's listening skill and improve it, so "Films are the best tools for developing listening skills".

5. Motivating Students

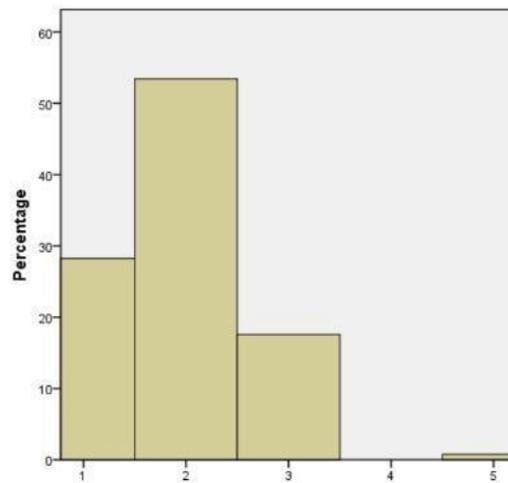
Do teachers encourage learners to watch English movies for learning English?

Yes	Yes	No	No
F.	%	F.	%
33	66	17	34

Students need to be motivated and encouraged in order pass the barriers and success. In the survey as it is shown in the table in the response of the 66% of the participants said (Yes) which is the highest percentage, 34% said (No).

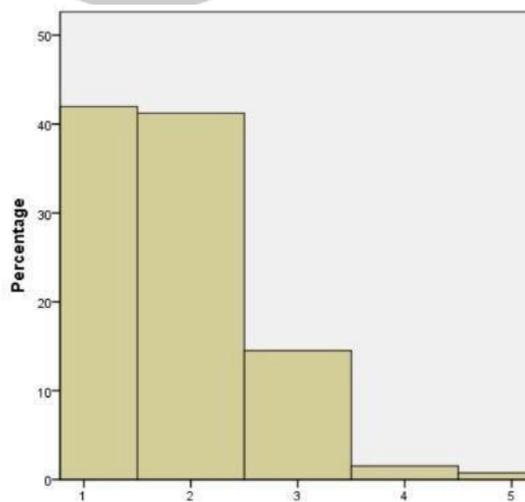
Effects of Using Movies in Language Learning

Watching movies improve my awareness about cultural issues and cross-cultural comparisons



Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

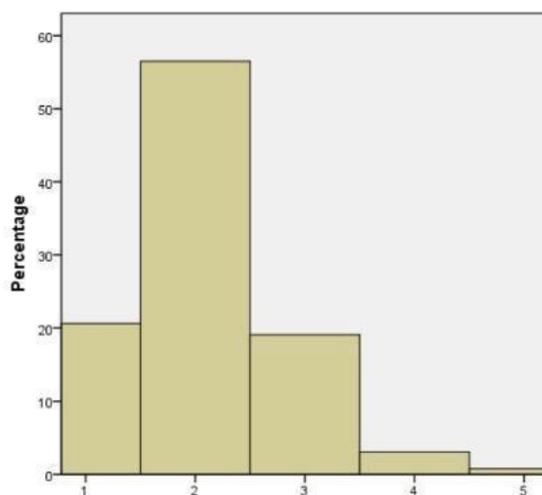
Watching movies improve my pronunciation



Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

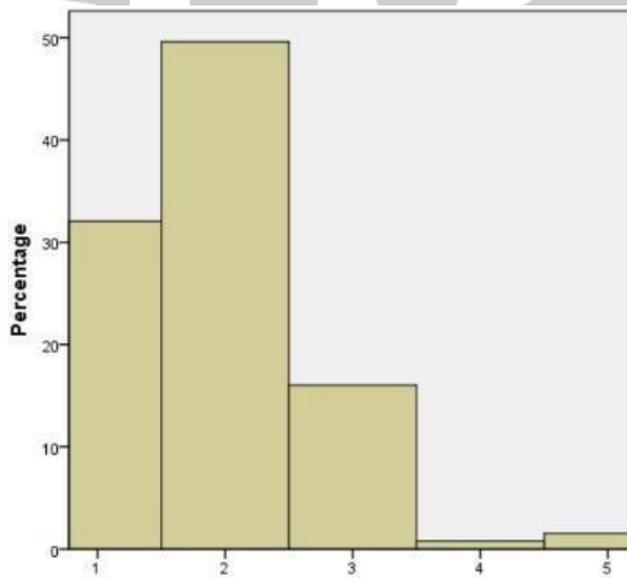
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Watching movies improve my understanding and appreciation of life in the English country



Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

Watching movies improve my understanding and appreciation of the filming arts

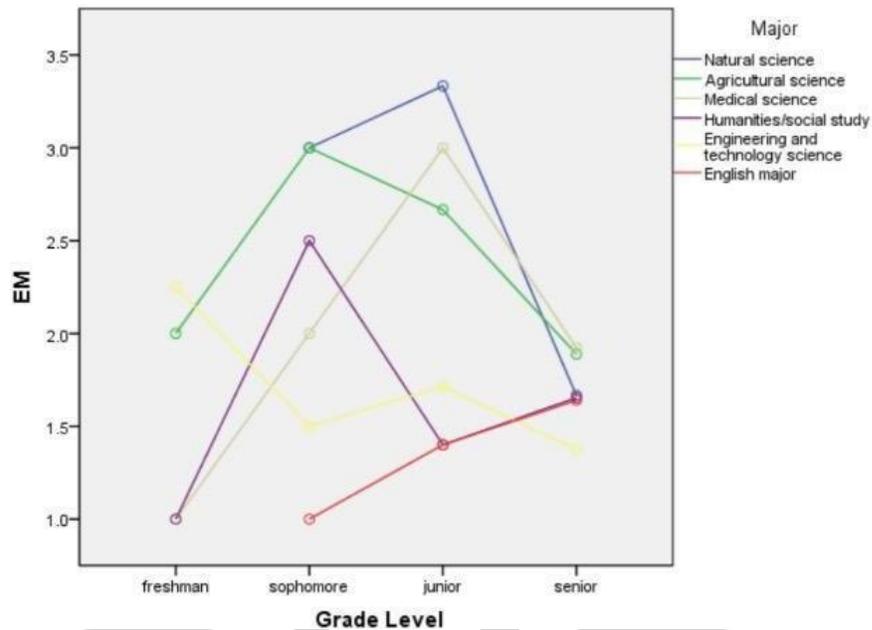


Note. 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

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Watching movies improve my receptive skills

Watching movies improve my receptive skills



WORKSHOPS

- emphasize collaborative, technology-based learning through a “teachers teaching teachers” approach;
- adhere to local, state, and national standards in core-curriculum subject areas; and
- provide extensive year-round support via NTTI Online which offers tutorials, ideas and models, and hundreds of tried-and-true lesson plans.

ADVANTAGES AND DISADVANTAGES

Nowadays many people all over the world spent most of their free time watching television; but since its appearance, television has brought to man many advantages as well as disadvantages.

ADVANTAGES

1. Films at times can also widen your scope of knowledge according to their genre.

-A historic film can improve your knowledge in history;

-A sci-fi movie can touch you with some knowledge of science and so on.

-Good comedy movies have the power to make you laugh and can thus enhance your mood.

2. Watching movies improve reading skills.

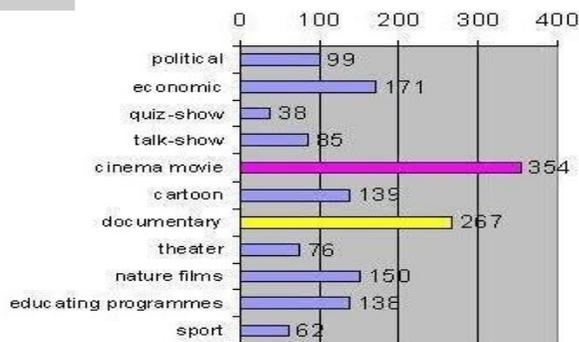
3. It improves writing skills.

4. It improves listening skills.

5. It improves thinking skills.

6. Most importantly it improves social and communication skills.

7. It helps to learn English Language faster.



S: own research

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DISADVANTAGE

Disadvantages are very few in this context.

-Most of the movies nowadays show violence which can affect the public in a negative way. It can indirectly contribute to violent thoughts in one's mind especially in the youth.

Certain content shown in the movies is not appropriate for some people. It can actually mess up with their mind.

People at times fail to differentiate between the movie and reality. They get so engrossed in it that they somehow start to believe that the reality is the same as portrayed in the movie which can have undesirable side effects.

So it is recommended not to these kind of movies while watching movies is a tool of English Learning and Teaching.

LIMITATIONS AND FUTURE STUDIES

Several significant differences on using feature films were shown in this study, which will help teachers use feature films with concentration, and help Chinese college students be aware of the importance of using feature films in language learning. For teachers, using feature films makes them be able to reduce the negative influence of limited authentic language resources and provide authentic materials in class. Based on results from this study, different majors have different perceptions on leaning with feature films. Except for providing authentic language materials, teachers will be able use feature films with concentration on different majors. Different scenarios in feature films can be used as visual teaching examples, which will help

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students learn English more intuitively and effectively. For students, using feature films in language learning expand their ways of learning, broaden their horizon, and makes them have access to English-speaking life. This study will make students be aware that watching feature films can not only be entertainments but also be a way of learning English. Results from this study will make students pay attention to the significant differences, and it helps students watch feature films with concentration. Although this study contained 131 participants, not equal numbers were included in each subgroup. So results based on this study is good to compare opinions from different majors, but is limited to discuss it with specific grade level. If the future study needs to compare students' perceptions from different majors and grades, data should be collected more from freshmen and sophomore, and the numbers of participants from each grade should be roughly equal. Besides, most of the participants were from humanities/social study majors and English. In future study, other majors except humanities/social study and English, and make sure average distributions from different majors.

CONCLUSION

The use of movies as a modern technology in the area of language teaching. It has become an essential requirement for the purpose of learning a second language. This study has analysed carefully that movies have an essential role in developing and improving language skills of learners.

1. With the development of technology nowadays, the use of movies as a part of technology in the process of teaching has become unavoidable.

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2. The students of every department highly value the impact of using movies to improve their English language.
3. Movies can be helpful in putting theory and practice together in learning second language.
4. English language instructors should motivate and encourage their students to use movies to develop their language skills.

RESOURCES

Viewed on 11/20/03 at <http://www.sfusd.k12.ca.us/sfsv/eyes.html> Herndon, P.N. (1992). "Eyes on the Prize: The civil rights struggle, 1954 to 1965" (curriculum to accompany the PBS video series)

Viewed on

11/20/03 at <http://www.yale.edu/ynhti/curriculum/units/1992/1/92.01.03.x.html>