
RESEARCH ARTICLE

Efficiency of Movies Compared to Traditional Instruction Methods in Language acquisition: A Comparative Analysis of English Language Acquisition in a Foreign Language Classroom

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ABSTRACT

Learners' perceptions of the learning and teaching strategies for a second language (L2) play a crucial role in developing effective assessment methods, as they provide genuine feedback on the effectiveness of these approaches from the learners' perspective. This study aims to explore the views of Saudi and Sudanese students regarding the effectiveness of using films compared to traditional English language instruction. An online questionnaire was employed for data collection, consisting of ten targeted questions which focused on specific aspects of language acquisition. The results indicated that films serve as a more effective medium for language acquisition for both Saudi and Sudanese English learners. Students reported that they were able to grasp pragmatic cues, cultural elements of the L2, and other linguistic features more rapidly through films than through conventional teaching methods. There was no significant difference in the perceptions of Saudi and Sudanese students regarding the effectiveness of films in language acquisition. This finding reinforces the notion that films are widely favored among English as Foreign Language (EFL) learners. The study recommended that the use of films as educational resources should be further integrated into the curricula of EFL/ESL classes in both Sudan and Saudi Arabia.

KEYWORDS

Movies, traditional instruction, feedback, efficacy, acquisition

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1. Introduction

This study addresses English language acquisition as a complex phenomenon that represents subject linguistics of much which yet has to be discovered. Arguably many linguists, psycholinguistics and neuro-linguistics study focus on learning more about the acquisition of a language by human beings. In the case of examining this field in detail, many definitions and theories have been invented which try to account the production, nature and development of language through the history and the effect of psychology on language this process. Different perspectives concerning the relation between language and cognition during child development have been proposed. Specifically, the study deals with how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain. Learners of a second language (L2) vary in both the ways of learning an L2 and in what they actually succeed in learning. Second language learners may differ in their level of attainment. Psychological accounts for factors such as age, gender, motivation, language aptitude, anxiety, attitude, self-esteem, language shock, culture shock and their impact on the second language acquisition process. The relationship between language and cognition in child development is one of the oldest and most debated questions, which has recently come back to the forefront of several disciplines in the social sciences. Specifically the claim that adults can still acquire a language is supported by research in the field of adult language acquisition (None, 2018). This suggests

that language acquisition is not limited to specific age ranges and can occur in adulthood as well. But it posits learners in challenging situations to enjoy the pleasure of speaking a different language. According to Mendoza (2023) there is no specific way to approach this challenge. According to literature on second language acquisition, adults can acquire another language with the right attitude, motivation and using technology as a tool to succeed. These factors affect learners as individuals (Ellis, 1999). The study attempts to measure the influence of movies on English language acquisition in relation to traditional ways of instruction. The study also attempts to measure the relationship between language acquisition and the role of mind, focusing mainly on how language is acquired/learned, stored and occasionally. The purpose herein is to give insight into which tool of language learning both Saudi and Sudanese learners find effective in acquiring English.

2. Rationale

There is a rationale behind promoting noted language acquisition trend among students of English. The researcher attempts to encourage the hypothesis language even adults can acquire a language but via movies (Krashin 1983).

Study plans to take advantage of human abilities used in the way he acquires language in natural context through daily interactions such as conversations, TV programs, etc.

To rectify the claim that adult lack adequate language command which is needed in advancing their careers, missing out on opportunities for professional development.

3. Literature review

Factors affecting language learning/acquisition: Personality and learning styles are among the psycholinguistic factors that affect the foreign language learning process directly or indirectly. Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. On the other hand, learning styles is a term generally used to describe an individual's natural or habitual pattern of acquiring and processing information in learning situations. Some aspects of personality and learning style are extroversion/introversion, risk-taking, field independence/dependence, and visual/auditory/kinesthetic. A learner's being extrovert, in other words, his/her being sociable, gregarious, active, assertive, passionate, and talkative; or his/her being introvert, in other words, his/her being passive, quiet, reserved, withdrawn, sober, aloof, and restrained affects the foreign language learning process. Linguists define risk-taking as an ability to be eager to try out new information intelligently, regardless of embarrassment in linguistics.

It is suggested that a tendency to take risks in the process of foreign language learning is associated with the success in that process. On the other hand, in general, people who exhibit field dependence tend to rely on information provided by the outer world, the field or frame of a situation and their cognition (toward other things) is based on this overall field. Contrastingly, field-independent people tend to depend on their inner knowledge and analyze problems all by themselves, without reference to the frame. There is a common belief that there are different learner types visual, auditory, and kinesthetic. Visual learners take in information visually whereas auditory learners take in information auditorily. On the other hand, kinesthetic learners learn best when the whole body is involved in the process. To get an effective foreign language teaching/learning process, it is important to choose appropriate methods, techniques, and materials in accordance with the learner types. "Learning strategies" is the last dimension discussed under the heading of psycholinguistic factors affect the foreign language learning process. Learning strategies are used by students to help them understand information and solve problems.

A learning strategy is a person's approach to learning and using information. Learning strategies consist of four main components as: cognitive strategies, metacognitive strategies, social strategies, and affective strategies. "Cognitive strategies involve the manipulation of the learning materials/input by means of repetition, summarizing; metacognitive strategies involve higher-order strategies such as analyzing, evaluating, organizing learning process; social strategies involve interpersonal behaviors aimed at increasing the amount of foreign language communication with native or non-native speakers; and affective strategies involve taking control of the emotional conditions and experiences that shape one's subjective involvement in learning" (Dörnyei, 2005; p. 169). In the context of foreign language learning, the key issue is how the learners strategically use linguistic information to practice the target language.

Andrade and Williams (2009) present an overview of research devoted to foreign language learning anxiety and then examine in detail the reactions reported by Japanese university students to anxiety-provoking situations in English-as-a-foreign language (EFL) classes. Questionnaire data was obtained from 243 Japanese learners in conversational English classes at 31 four-year universities in Japan. The research was conducted to determine the physical, emotional, expressive, and verbal reactions to the anxiety-provoking situation, the characteristics of anxiety in terms of occurrence, duration, intensity, expectation, and degree of hindrance, and the relationship between anxiety and pair and small group work. The findings indicate that some degree of anxiety affected 75% of the learners and that the debilitating aspects of anxiety strongly hindered about 11% of them. Other

findings include significant differences between male-female and high-low perceived ability groups on several dependent variables.

Robertson (2011) conducted action research and explored the role of affective filters in an adult English language learner classroom. By observing two adult English language learning classrooms, surveying the students and interviewing their teacher, this study found that when the adult affective filter was lowered, they used their target language more frequently and comfortably. Surveys responses from students suggest that the language learners were found that these students were intrinsically motivated by their life goals to learn their target language. In the teacher interviews created a collaborative learning environment to make students feel more comfortable with each other and reduce anxiety.

Social Distance: Nix (1993) investigated the existence of social distance between various ethnic groups. Social distance was measured by an adaptation of the Bogardus scale. A international students, living in residence halls on the university campus. The instrument asked various demographic questions and included a social distance scale. The findings revealed that social distance was a function of ethnic background, current educational level, and previous interaction with other ethnic groups. In addition, it was found that whether or not the respondent was an international or American student significantly affected social distance.

Age Difference: The studies on the influence of age factor on foreign/second language acquisition/learning could be grouped into two: the studies supporting the critical period hypothesis and the studies refuting the critical period hypothesis. Oyama (1976) examined 60 male learners who had immigrated to the United States. Their ages ranged from 6 to 20 years old, and they lived there for between 5 and 18 years. Two adult native speakers judged the native-ness of the learner's accents during a reading-aloud task and free speech. The results showed a significant negative correlation between age of arrival and acquisition, which meant that the younger their age of arrival was, the more authentic the accent they acquired. For instance, the youngest arrivals were rated the same as native speakers. However, no significant relationship was found between the length of stay and their accent. Burstall (1975) compared two groups of students with five years of instruction in England and Wales. One group had begun learning French at the age of 8, whilst the other had begun at the start of secondary school when they were 11 years old. Burstall found that the secondary school starters were superior in three areas (speaking, reading, and writing) to the early starters, who were superior in only one area (listening) when compared to the age of 16.

Learning styles: Tabanlıoğlu (2003) aimed to identify the learning styles and strategies of students, to check whether there were significant differences in the learning style and strategy preferences between male and female learners and investigate whether there was a relationship between students' learning style and strategy preferences. A total of 60 students were asked to complete two questionnaires. One was used to identify students' perceptual learning style preferences and the other was used to identify students' learning strategies. In addition, think aloud protocols were held to determine the cognitive and metacognitive strategies students used while reading. The data analysis of the first questionnaire revealed that students' major learning style preferences were auditory learning and individual learning. Furthermore, a significant difference was found in the preference for tactile learning between males and females. The analysis of the second questionnaire revealed that cognitive strategies were favored the most. No significant difference was found in the preferences of learning strategies between males and females. The analysis concerning the relationship between learning styles and strategies revealed that visual styles had a significant relation with affective strategies; auditory styles had significant relationships with memory, cognitive, affective, and social strategies; there was a significant relationship between the individual learning style and compensation strategies; none of the learning styles had a significant relationship with metacognitive strategies. The think aloud protocols revealed that students used various cognitive and metacognitive strategies.

4. Research Method

The study adopted a qualitative method of investigation which is based on the online questionnaire for data collection. This method suits the purpose of the study, where the researcher aims to compare English language acquisition through movies and traditional class instruction from the participants point of view.

5. Participants

The study encompassed a total of 40 English students, comprising 20 Saudi students from the Department of English language & Literature, College of Languages and Humanities, Quasim University – Saudi Arabia and 20 students of English from the Department of English (Faculty of Arts and Humanity and) in Gadarif University in the Sudan. As university students, both the Saudi and Sudanese participants possess comparable linguistic backgrounds, as they are all pursuing a bachelor's degree in the

English language. Notably, the participants in this study have enrolled in similar English courses across various semesters, which included listening and speaking components through aural activities.

6. Questionnaire design

An online questionnaire including 10 questions comparing the efficacy of movies to traditional instruction in classes teaching English as a foreign language has been used. The description of questions: acquisition vocabulary, expressions, pragmatic cues in context such as movies. The same questions were also raised on the traditional tool of language acquisition (appendix 2). The questionnaire was quality-standard enough with the relevant specifications needed for the case of our study.

7. The testing battery and scoring procedure

Participants were instructed to thoroughly review the questions before selecting one of the two options provided in the list. This list included test items in the right column alongside the choice options: movies and traditional instruction. The objective was to determine which method the participants considered to be more effective for English language acquisition. The students' scores were categorized into two variables: movies and traditional instruction. Data analysis was conducted using SPSS software. In terms of scoring evaluation, the students were asked to estimate their answers in percentage. To do this they were requested to choose a percentage (e.g. 40%, 50%, 60%, 70%, 80%, 90% etc.) that they believed to accurately represent their response.

8. Results and discussion

Figure (1) Scores of 20 Saudi students in relation to language acquisition through Movies and Traditional instruction

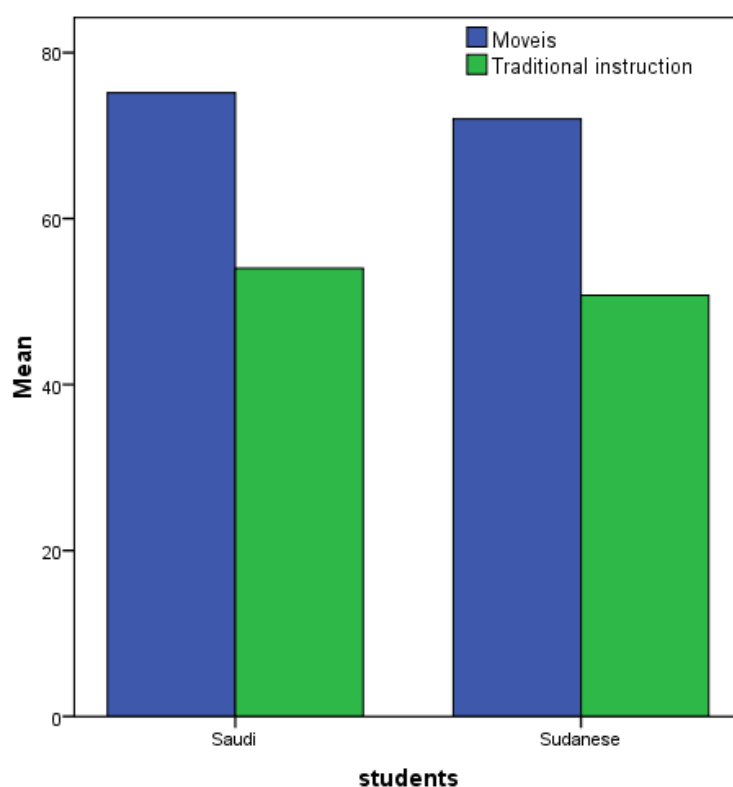


Figure (1) shows scores of 20 Saudi and 20 Sudanese students of English acquiring language through two channels; movie and traditional instruction. As the figure shows both Saudi and Sudanese students have higher scores acquiring language through movies than traditional ways of instructions. The scores of the two nationalities are arranged as follow 75%, 54% for Saudi students against 72% and 51% for Sudanese students respectively. The results suggest that both nationalities claim to pick up English faster through movies, natural-like context such as movies more than TV and traditional learning. Individual scores of students also show that the majority of students participated in responding to questionnaires of this survey, obtained higher marks ranging between 60% to 70% in relation to the effectiveness of movies while on the other two variables; TV and Traditional instruction, their scores range around 55% to 40% (Appendices 1, 2 and 3).

Table (1) Mean, mode, SD, and median of 20 Saudi and 20 Sudanese students in relation to language acquisition via movies and traditional instruction

Statistics				
Measurement	Sudanese		Saudi	
	Movies	Traditional instruction	Movies	Traditional instruction
Mean	72.00	50.75	75.15	54.00
Median	72.50	50.00	72.50	55.00
Mode	60	40	70 ^a	50
Std. Deviation	13.992	12.061	8.592	9.044
a. Multiple modes exist. The smallest value is shown				

Table (1) show more detail about the scores of students split up by nationality. Generally both Saudi and Sudanese have nearly similar individual scores in both when asked about their point of acquiring language via movies and traditional instruction. Moreover, table (1) provides data about the distance between the mean scores and SD values across the two variables broken by student nationalities. Larger SD values indicate that data is scattered far away from the mean spread in the case of Sudanese students which indicates that there is a slight inconsistency between the spread of their scores, in comparison to Saudi students. The results suggest that both Saudi and Sudanese learners claim to acquire the English language better through movies in comparison to traditional instruction. Interestingly, the impressions of efficacy of movies in developing English language across Saudi and Sudanese learners are similar. This result evidenced their claim that movies form better learning tool than traditional instruction. ANOVA results revealed (appendix 3) shows a statistically significant difference between groups mean with $p =$ value of (0.39) for movies and (0.34) for traditional instruction which is below the proposed value (.05). Previous research (Alolaywi 2023) showed that Saudi students believed that listening plays a central role in language acquisition and that media represents a major source of listening materials. More importantly they confessed that movies help them acquire a great deal of vocabulary and develop their listening and writing skills. Alolaywi added that even culture and thinking styles are enhanced through movies. Interestingly Al Murshidi (2020) reported research of English in EAU states reported similar results where English movies positively impact the listening and speaking skills of learners.

9. Conclusions and recommendations

On the basis of the findings arrived at movies form more effective ways of language acquisition for both Saudi and Sudanese students of English. Students found the acquisition of pragmatic cues, cultural elements of L2 and other linguistic components are acquired faster via films.

There is no clear difference between the impressions Saudi and Sudanese students towards the efficacy of movies in language acquisition. This supports the claim of the efficacy of movies everywhere among EFL learners.

Educational authorities should give more space to the involvement of films for the English acquisition Sudanese and Saudis in EFL/ESL classes.

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Appendices

Appendix1: questionnaires items comparing language acquisition via movies and traditional instructions. Students were asked to choose the tool they believe to be more effective in English acquisition.

No	Item	Movies	Traditional Instruction
1	Acquiring more vocabulary via.....		
2	Acquiring pragmatic cues better via....		
3	Develop fluency better via....		
4	Learn speaking strategies better via....		
5	Develop use of language in context via....		
6	Acquire Culture better via		
7	Acquiring language style better via...		
8	Ways of thinking via better via....		
9	Context utility via		
10	Acquiring idiomatic and every expressions better via...		

Appendix 2: ANOVA: Mean values of Sudanese and Saudi students of English

		Sum of Squares	Df	Mean Square	F	Sig.
Movies	Between Groups	99.225	1	99.225	.736	.396
	Within Groups	5122.550	38	134.804		
Traditional instruction	Between Groups	105.625	1	105.625	.930	.341
	Within Groups	4317.750	38	113.625		

Movies				
Mean	Frequency	Percent	Valid Percent	Cumulative Percent
65	3	13.6	15.0	15.0
67	2	9.1	10.0	25.0
68	1	4.5	5.0	30.0
70	4	18.2	20.0	50.0
75	1	4.5	5.0	55.0
78	1	4.5	5.0	60.0
80	4	18.2	20.0	80.0
85	1	4.5	5.0	85.0
89	2	9.1	10.0	95.0
90	1	4.5	5.0	100.0
Total	20	90.9	100.0	

As Table (1) shows most of the students scores range between 4.5 to 9.1 while

TV				
Mean	Frequency	Percent	Valid Percent	Cumulative Percent
40	1	4.5	5.0	5.0
50	7	31.8	35.0	40.0
55	3	13.6	15.0	55.0
60	6	27.3	30.0	85.0
65	1	4.5	5.0	90.0
70	2	9.1	10.0	100.0
Total	20	90.9	100.0	

Traditionallearning				
mean	Frequency	Percent	Valid Percent	Cumulative Percent
35	1	4.5	5.0	5.0
40	1	4.5	5.0	10.0
45	2	9.1	10.0	20.0
50	5	22.7	25.0	45.0
55	2	9.1	10.0	55.0
56	3	13.6	15.0	70.0
60	2	9.1	10.0	80.0
64	1	4.5	5.0	85.0
66	1	4.5	5.0	90.0
67	1	4.5	5.0	95.0
70	1	4.5	5.0	100.0
Total	20	90.9	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Movies	20	65	90	75.15	8.592
TV	20	40	70	56.00	7.539
Learning	20	35	70	54.00	9.044