

## Movies as Tools for Enhancing ESL Learning: Insights into Students' Emotions and Experiences

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### ABSTRACT

Numerous studies have reported that ESL students often struggle with poor motivation, low self-confidence, and high levels of anxiety. Watching movies has a strong potential to ignite these students' interest in learning English, thereby enhancing their language learning journey. However, integrating movies into language learning is only effective if it positively impacts students' anxiety, motivation and self-confidence. This study explores university students' emotional factors along with their experiences to determine whether movies enhance their language learning. An online questionnaire via Google Forms was distributed to 76 participants, including 43 students from the LG241 program (Malay Language for Professional Communication) and 33 from the LG242 program (Arabic Language for Professional Communication) at Universiti Teknologi MARA (UiTM) Shah Alam. Data were extracted and analysed using SPSS version 29 via descriptive statistics. Results showed that movies created a calm and non-intimidating learning atmosphere, fostering increased self-motivation and self-esteem while reducing anxiety. Students also reported improved language skills, as movies provided real-life examples of English usage and immersive learning environments. This study demonstrates that integrating movies into English lessons can improve students' emotions and experiences, making language learning more effective. Collecting ESL students' feedback on using movies for language learning helps educators identify areas for improvement. By incorporating students' perspectives, educators can develop more effective teaching methods, ultimately enhancing the learning experience through unconventional means.

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**Contribution/Originality:** This paper contributes to the field by highlighting the value of collecting ESL students' feedback on using movies for language learning. Educators can pinpoint areas for improvement and devise more effective teaching methods by incorporating these perspectives. This approach enhances the learning experience and promotes the use of unconventional means in education.

## 1. Introduction

In a global landscape with a multitude of spoken languages, English serves as a second language in various countries, including Malaysia (Bayuonng et al., 2019). People from diverse linguistic backgrounds worldwide are actively working towards mastering this language as they recognise its pivotal role in today's interconnected society. However, Yaacob et al. (2021) noted that acquiring a second language can be challenging and requires significant time and effort. In Malaysia, for instance, the process of mastering English poses challenges particularly due to the country's multilingual environment, where various languages are spoken, making opportunities to use English limited. Kashinathan and Abdul Aziz (2021) in accordance with Md Zolkapli and Salehuddin (2019), highlight these struggles, noting that English proficiency among Malaysian students remains poor despite studying the language as a second language for 11 years. This situation has prompted more language instructors and scholars to explore ways to improve the teaching and learning of English as a foreign or second language (Roslim et al., 2021).

One effective method to enhance the learning process, particularly in developing language skills, is through the use of multimedia, specifically movies. Movies are highly effective in aiding the learning process, especially in enhancing language skill development (Anjum et al., 2021; Daneshfard et al., 2021; Manurip & Katemba, 2023; Roslim et al., 2021). A recent study by Alolaywi (2023) posited that movies are essential in improving students' English language skills by effectively expanding their vocabulary and assisting in the acquisition and recall of new words. He further highlighted that integrating movies into language-learning classrooms can significantly enhance students' language proficiency. Similarly, Daneshfard et al. (2021) stated that movies serve as a teaching tool that helps educators introduce diversity and real-world context to classroom activities. Anjum et al. (2021) similarly emphasised that ESL students often have limited access to native English speakers, making movies a valuable resource that can provide experiences not readily available in conventional classroom settings. Additionally, Manurip and Katemba (2023) argued that movies can motivate students to practice the targeted language, offering a dynamic and engaging medium that surpasses textbooks or audio recordings. They noted that motivation is a critical factor for the success of second language acquisition. Therefore, incorporating movies into the classroom will add an element of enjoyment and entertainment to language learning, helping students develop and master English language skills through an enjoyable experience.

Previous studies have proven that using movies can help students achieve better proficiency in listening, reading, speaking, and writing. Both Manurip and Katemba (2023) and Murshidi (2020) claimed that listening and speaking skills are intricately linked as they work seamlessly together in real-life situations to facilitate effective oral communication. This integration ensures that communication is both authentic and purposeful. Similarly, the interrelation between reading and writing serves as a tool for achieving proficiency in written communication. Furthermore, combining listening and

speaking with reading and writing nurtures learners who excel in all aspects, which elevates their overall communication skills. These competencies are crucial for effective communication and overall language proficiency (Sadiku, 2015). Kashinathan and Aziz (2021) supports this view by highlighting the interrelated nature of these skills. They claim that a shortfall in one skill directly impacts the others, and vice versa. For instance, if a student has a shortfall in listening skills, they may struggle to understand spoken instructions or conversation in movies. This difficulty can hinder them from responding appropriately in discussions or mimic correct pronunciation, thereby affecting their speaking skills. Similarly, a deficiency in reading comprehension can make it challenging to understand movie subtitles, which in turn can impact the student's ability to write coherently and effectively (Md Zolkapli & Salehuddin, 2019).

Conversely, watching movies with English subtitles can positively impact vocabulary acquisition and speaking ability. This is because the exposure to new words and phrases and the visual context help students expand their vocabulary. By observing how native speakers in movies deliver lines and engage in conversations, students can gain models of fluent and natural English speech, which enhances their speaking ability (Faminiano & Yango, 2023). This kind of exposure can hold significant value, especially for students residing in non-English-speaking environments, where movies can serve as their primary source of authentic language input.

Nevertheless, despite the popularity and positive aspects of using movies in language learning, researchers have noted a lack of attention given to exploring students' perceptions regarding the role of movies in language skill development and their ability to increase motivation and confidence, as well as reduce anxiety. ESL learners often demonstrate low motivation due to the perceived difficulty of learning a new language and the lack of immediate, tangible rewards. Research has shown that motivation is a critical factor in second-language acquisition. Movies can serve as an engaging and relatable medium, potentially increasing students' intrinsic motivation by making learning more enjoyable (Manurip & Katemba, 2023). However, a lack of understanding of students' perceptions means educators may miss opportunities to use this tool effectively (Daneshfard et al., 2021).

ESL learners often have low self-confidence, which can hinder their willingness to practise speaking and participate in language learning activities. Low self-confidence in language learners is a well-documented barrier to effective language acquisition. Movies provide exposure to native speakers and natural language use, helping students build confidence by observing pronunciation, intonation, and conversational skills (Faminiano & Yango, 2023). This is also supported by the findings of Kartal (2023) and Silvani (2020), who both agree that movies offer a unique opportunity to immerse students in colloquial language that is often not found in traditional textbooks. However, it is unclear how much their confidence is boosted by watching movies. As noted by Rahmat et al. (2021), developing self-confidence is important because, without it, students cannot overcome their speaking anxiety. They further elaborated that fear of negative evaluation and lack of confidence is proven to be the source of ESL speaking anxiety. Similarly, Roslim et al. (2021) pointed out that high levels of anxiety are common among ESL learners, which often stems from fear of making mistakes and being judged. Therefore, previous studies have indicated the importance of ESL learners engaging in low-stress environments when learning to reduce their anxiety. Movies, as a form of entertainment, could provide this environment; however, further research is needed to confirm whether students feel less anxious when learning through movies compared to conventional methods.

A potential problem that may arise is that students may feel uncomfortable using movies as a tool for language learning due to the fear of not understanding the content or the fast-paced dialogue, which can lead to increased anxiety rather than reducing it. Studies have shown that movies often contain fast-paced dialogue, idiomatic expressions, and cultural references that can be challenging for ESL learners to comprehend. For example, [Vanderplank \(2016\)](#) highlighted that the rapid speech and colloquial language commonly found in movies can be overwhelming for non-native speakers. Similarly, [Kabooha \(2016\)](#) noted that the complex and dynamic nature of movie dialogues can make it difficult for learners to keep up, potentially causing frustration and anxiety. This discomfort can hinder their ability to effectively engage with the learning material, thereby limiting the potential benefits of using movies as a language learning tool. Therefore, there is a need to delve into students' emotional factors along with their experiences to determine whether movies enhance their language learning. Understanding the emotional responses of students, such as anxiety, confidence, and motivation, is crucial in assessing the effectiveness of movies as a language learning tool. By exploring these emotional factors, educators can identify potential barriers and facilitators to learning and ensure that the use of movies is tailored to support students' needs and preferences. This comprehensive approach can help optimise the students' learning experience, making it more engaging and beneficial for ESL learners.

## 1.1 Research Aim and Research Questions

The present study aims to assess students' emotions and experiences of using English movies for language learning among university students by answering the following research questions:

- i. How do students perceive the impact of English movies on their motivation, self-confidence, and anxiety in language learning?
- ii. What are students' experiences with using English movies to improve their language skills?

## 2. Literature Review

### 2.1. Theoretical Framework

To address the research questions, this study employed [Krashen's \(1985\)](#) Input Hypothesis and Affective Filter Hypothesis.

#### 2.1.1. *Krashen's (1985) Input Hypothesis*

[Krashen's \(1985\)](#) Input Hypothesis seeks to clarify how learners acquire a second language by focusing on acquisition rather than learning ([Nath et al., 2017](#)). It posits that language proficiency is cultivated through comprehending messages in the target language, challenging traditional methods such as studying, repetitive practice, or mere listening and repeating ([Hedstrom, 2018](#)). Based on this hypothesis, language acquisition progresses naturally when learners are exposed to 'Comprehensible Input' slightly above their current level of linguistic competence, denoted as 'i+1'. If a learner is at stage 'i', acquisition occurs when they encounter comprehensible input at level 'i+1'. Even input considered very basic by learners can be valuable, as the brain requires time to process the intricate rules of grammar ([Daw, 2023](#); [Krashen, 2009](#); [Schütz, 2019](#)).

Recognising that learners vary in their linguistic proficiency, [Krashen \(1985\)](#) suggests that constructing a syllabus based on natural communicative input will ensure that learners receive suitable 'i+1' input that aligns with their current stage of linguistic competence. This hypothesis highlights the significance of direct exposure to language input, particularly in informal settings outside the classroom. Movies, in particular, can provide this type of input. The immersive and naturalistic environment found in movies facilitates a comfortable language acquisition experience for students. By appealing to emotions, movies can make learning more engaging, relatable, and accessible. The use of movies enables learners to recognise that language can be utilised in diverse contexts, fostering an awareness of how native speakers employ it within a specific language community. This serves as real language examples, which aligns with [Krashen's \(1985\)](#) Input Hypothesis. As learners focus on meaning while watching, movies can subconsciously activate their language acquisition capacity. The conversational interactions depicted in natural settings contribute to developing skills, and learners can incorporate this acquired information into their language performance ([Aliyev & Albay, 2016](#)). Since movies provide an effective medium for delivering comprehensible input in a naturalistic and engaging manner, this study employed [Krashen's \(1985\)](#) Input Hypothesis to study students' experiences in using English movies to improve their language skills.

### *2.1.2. Krashen's (1985) Affective Filter Hypothesis*

[Gilakjani \(2012\)](#) stated that [Krashen's \(1985\)](#) Affective Filter Hypothesis addresses emotional factors that influence language acquisition, which extends beyond linguistic aspects to include social and psychological dimensions. Emotional variables such as anxiety, motivation, and self-confidence play pivotal roles in second language acquisition. Learners' affective factors function like an adjustable filter, either facilitating or impeding the acquisition of new material. [Krashen \(1985\)](#) asserts that effective acquisition occurs when learners exhibit high motivation, high self-confidence, and low anxiety. Conversely, low motivation, low self-confidence and increased anxiety can act as mental barriers that hinder learners from effectively acquiring new information ([Gilakjani, 2012](#); [Onn et al., 2024](#); [Schütz, 2019](#)). [Schütz \(2019\)](#) claimed that even contemporary neuroscience research appeared to align with [Krashen's \(1985\)](#) proposition that stress impacts cognitive processes and learning.

[Krashen \(2009\)](#) argues that individuals with strong motivation typically excel in acquiring a second language. The inclination to learn a language while finding satisfaction in the learning process can be categorised as intrinsic motivation where learners are motivated by the desire to engage with or integrate into the second language community. Furthermore, [Krashen \(2009\)](#) notes that individuals with self-confidence and a positive self-image typically perform better in acquiring a second language. Self-confidence is also defined as an individual's expectations of performance and self-evaluations of abilities and prior accomplishments ([Ackerman, 2018](#)). Additionally, [Krashen \(2009\)](#) mentions that a state of low anxiety appears to facilitate second language acquisition, which can be personal or classroom-related anxiety. Anxiety is defined as the sensation of tension, apprehension, nervousness and concern. It can be categorised into three types: communication apprehension, which is associated with the fear of using a second language for communication; test anxiety, which involves the fear of failing tests; and fear of negative evaluation, which encompasses the fear of being assessed by others, whether real or imagined ([Nath et al., 2017](#)). The emotional engagement evoked by movies aligns with [Krashen's \(2009\)](#) idea that a low affective filter, characterised by low anxiety, high motivation, and increased self-confidence, can aid language learning. This is aligned with

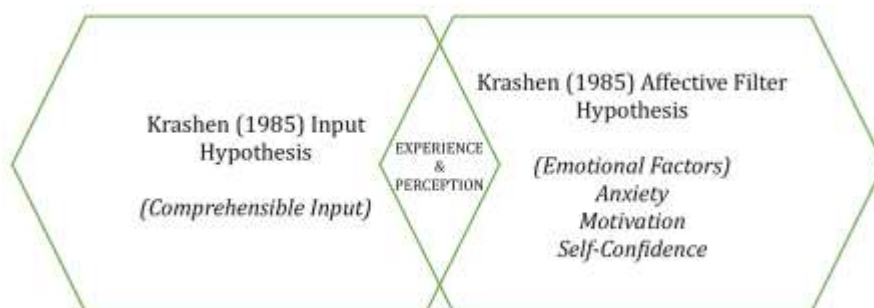
Gilakjani (2012) whereby the use of multimedia in education has the potential to establish a calm and non-intimidating learning atmosphere, fostering the promotion of learners' motivation and self-esteem while simultaneously reducing anxiety levels. Since movies provide emotional engagement, the study also employed Krashen's (1985) Affective Filter Hypothesis to explore students' perceptions and study the impact of English movies on their motivation, self-confidence, and anxiety in language learning.

## 2.2. Conceptual Framework

This study aims to examine university students' emotional factors and experiences to determine the impact of movies on enhancing their language learning. Therefore, this study combined Krashen's (1985) Input Hypothesis and Affective Filter Hypothesis to achieve a comprehensive understanding of how movies can influence both the cognitive (experiential) and affective (emotional) aspects of language acquisition.

Figure 1 illustrates the conceptual framework of this study. The study integrates comprehensible input of using movies for language learning and skill development (Krashen, 1985) with learners' emotional factors including anxiety, motivation, and self-confidence (Krashen, 1985). Lin and Lin (2020) stated that based on Krashen's theories, emotional factors can hinder language learning (i.e., Affective Filter Hypothesis), and learners benefit from exposure to language structures slightly beyond their current proficiency level (i.e., Input Hypothesis). Therefore, the Affective Filter Hypothesis in Krashen (1985) is relevant for understanding how emotional factors such as motivation, anxiety, and lack of self-confidence may influence language learning through movies.

Figure 1: Conceptual Framework of Krashen's (1985) Affective Filter Hypothesis and Input Hypothesis



Meanwhile, Krashen's (1985) Input Hypothesis aligns with the nature of movie-based language learning, emphasising exposure to language structures slightly beyond the learners' current proficiency level. The application of these theories aims to explore the dynamic interplay between emotional and cognitive aspects, providing insights into creating an optimal learning environment for effective language acquisition through movies. The emphasis on comprehensible input aligns with the core concepts of Krashen's (1985) five hypotheses of Second Language Acquisition. These include other hypotheses like the acquisition-learning hypothesis, the monitor hypothesis, and the natural order hypothesis. Based on these hypotheses, the acquisition of a second language is primarily driven by exposure to input, and the learner's output does not play a significant role in this process. The model underscores that second language acquisition occurs subconsciously, and the linguistic features learners acquire are a direct outcome of their exposure to the language (Nath et al., 2017).

### 3. Research Methodology

Since this study centres on exploring a specific group's opinions and encounters regarding the utilisation of movies in English language learning and skill enhancement, a quantitative research was designed to tackle survey-type inquiries effectively. Descriptive statistics were employed to summarise and provide an overview of the data.

#### 3.1. Research Sample

The study employed the random sampling method. [Horton \(2023\)](#) cited that simple random sampling involves studying a smaller subset of a larger population that is chosen randomly. Therefore, the population was first divided into subgroups, and a simple random sample was drawn from each subgroup to complete the sampling process. In this instance, the overall LG241 (Malay Language for Professional Communication) and LG242 (Arabic Language for Professional Communication) student population was divided into subgroups and a simple random sample was drawn from each subgroup to complete the sampling process. These fifth-semester students included 43 students from the LG241 program and 33 from the LG242 program from UiTM Shah Alam, centred within the faculty of the Academy of Language Studies. Consequently, the study sample comprised 76 participants, aligning with the sample sizes employed in [Alolaywi \(2023\)](#) and [Roslim et al. \(2021\)](#). The chosen sample shared similar attributes as these students were ESL learners who were not majoring in English. These students had likely developed a basic understanding of the English language and can provide valuable research into the experiences and perceptions of individuals who are not majoring in English but still engage in English language learning. The implementation of the random sampling technique helps minimise potential biases which yield a representative and well-balanced subset, thereby increasing the likelihood of accurately depicting the characteristics of the entire larger group. As highlighted by [Horton \(2023\)](#), this approach demonstrates the commitment to fairness and objectivity in the research process, enhancing the validity and generalisability of the findings.

#### 3.2. Research Instrument

This study employed an online questionnaire consisting of a three-section questionnaire measured using a 5-point Likert scale. The questionnaire was adopted and adapted from the questionnaire developed by [Roslim et al. \(2021\)](#), which is in line with [Krashen's \(1985\)](#) Input Hypothesis and Affective Filter Hypothesis. The first section focused on gathering the demographic profile of the students (3 items), while the second and third sections aimed to assess students' perceptions (9 items) and experiences (9 items) in using English movies for language learning. Cronbach's alpha was tested to check the reliability of the instrument. [Table 1](#) shows the value of Cronbach's alpha which exceeded 0.9 for both sets of questionnaire items related to perceptions and experiences. This indicates strong internal consistency among the items in the scale, as suggested by [Roslim et al. \(2021\)](#).

Table 1: Reliability Results of the Instrument

Instrument	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
Perceptions	.969	.969	9
Experiences	.972	.972	9

### 3.3. Data Collection Procedure and Data Analysis

The link to the online questionnaire via Google Forms was shared with the students via WhatsApp and email, accompanied by a brief explanation of the study's objectives. The data received were then extracted and analysed using SPSS version 29. The analysis process in this study incorporated descriptive statistics to summarise and provide an overview of the data. It addresses the research questions which focused on understanding how students perceived and experienced the use of movies to improve English language skills. Conclusions were then drawn based on the analysis outcomes, serving as answers to the research questions and providing insights into undergraduate students' perceptions and experiences regarding the use of English movies in their language learning.

## 4. Results

### 4.1. Findings for Demographic Profile

Figure 2 indicates that among the 76 participants, 43.4% (33) were male, while 56.6% (43) were female. Figure 3 indicates that 56.6% of participants were from LG241 whereas 43.4% of the participants were from LG242.

Figure 2: Percentage for Gender

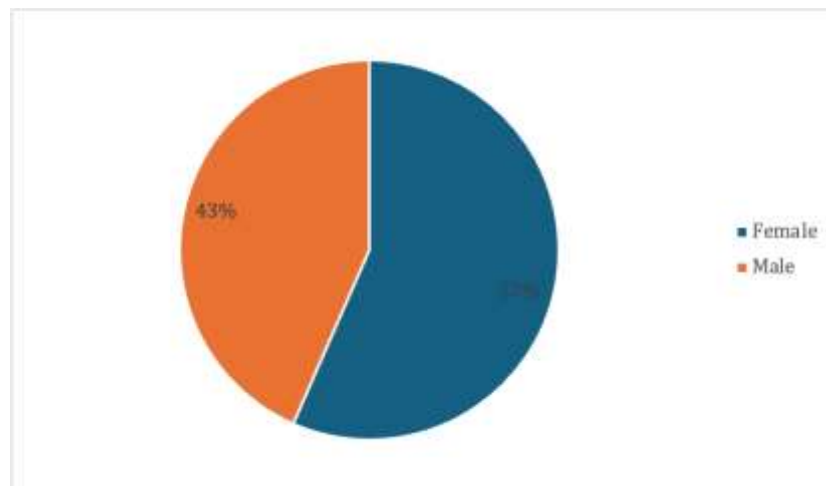


Figure 3: Percentage of Course

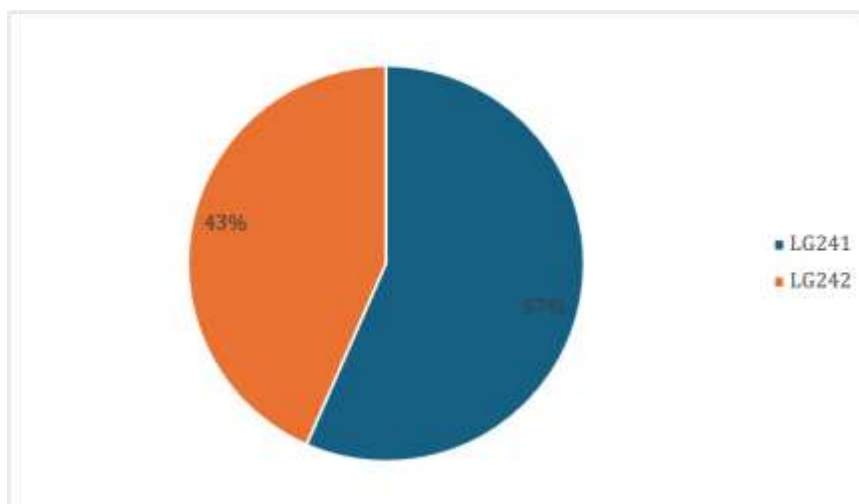
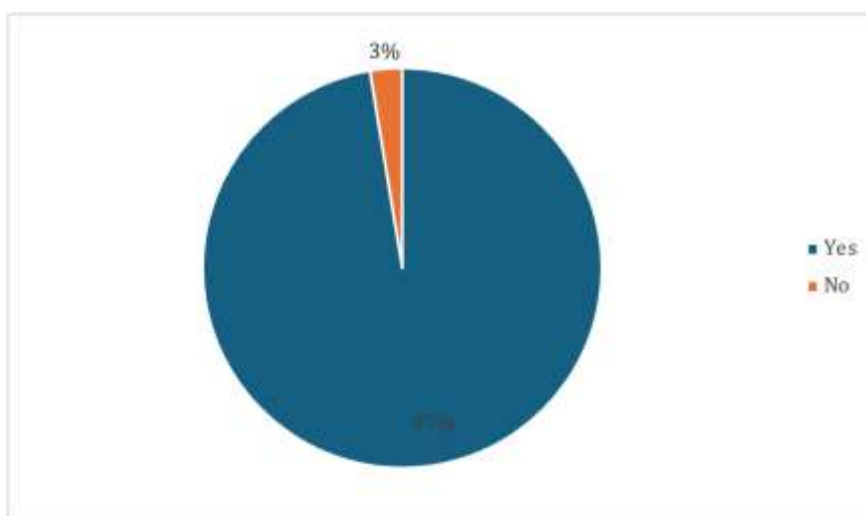




Figure 4 shows the percentage of students' preference for watching movies. As illustrated in Figure 4, 97.4% of participants indicated that they enjoyed watching movies, while a small percentage 2.6% indicated that they did not enjoy watching movies.

Figure 4: Percentage for Preference of Watching Movies



#### 4.2. Findings on Students' Perceptions of Affective Factors (Motivation, Self-confidence, Anxiety) in Using English Movies in Language Learning

As shown in Table 2, the mean values for two items exceeded the cut-off point of <4.21, indicating strong agreement. The statements "I enjoy using movies to learn English" and "Watching movies is a great source of motivation for me to learn English" had mean values of 4.29 and 4.28, respectively.

Table 2: Descriptive Statistics on Students' Perceptions of Affective Factors (Motivation, Self-confidence, Anxiety) in Using English Movies in Language Learning

Perceptions	Min	Max	Mean	Std. Deviation
I enjoy using movies to learn English.	1.00	5.00	4.29	.991
Watching movies is a great source of motivation for me to learn English.	1.00	5.00	4.28	1.001
Learning English through movies eases my anxiety and tension when communicating in the language.	1.00	5.00	4.07	1.024
Using movies to learn English motivates me to participate more in class discussions.	1.00	5.00	3.99	.973
Watching movies helps me improve my self-confidence in learning English.	1.00	5.00	4.09	.982
The dialogue-rich scenes in movies ease my anxiety in speaking English.	1.00	5.00	4.01	.986
Movies aid me in everyday conversations with friends, boosting my confidence in utilising English expressions.	1.00	5.00	4.13	.971

Watching movies in a classroom contributes to a positive learning environment and reduces my apprehension about speaking English in a group setting.	1.00	5.00	4.04	.930
Listing out new words I've found in movies, builds my language skills, instilling achievement and motivation in my language learning journey.	1.00	5.00	4.11	1.027

\*Mean values of >2.60: disagree, 2.61-3.40: neutral, 3.41-4.20: agree, <4.21: strongly agree

The mean values for the other seven items were significantly above 3.40, placing them in the 'agree' category. Specifically, the statement "Learning English through movies eases my anxiety and tension when communicating in the language" had a mean value of 4.07, "Using movies to learn English motivates me to participate more in class discussions" had a mean value of 3.99, "Watching movies helps me improve my self-confidence in learning English" had a mean value of 4.09, "The dialogue-rich scenes in movies ease my anxiety in speaking English" had a mean value of 4.01, "Movies aid me in everyday conversations with friends, boosting my confidence in utilizing English expressions" had a mean value of 4.13, "Watching movies in a classroom contributes to a positive learning environment and reduces my apprehension about speaking English in a group setting" had a mean value of 4.04, and "Listing out new words I've found in movies builds my language skills, instilling achievement and motivation in my language learning journey" had a mean value of 4.11.

Overall, more than half of the students agreed or strongly agreed with each of the nine statements related to their perceptions. The mean values indicated that fewer students remained neutral, and there was a lower tendency for students to disagree with the statements. This suggests that students generally had positive perceptions of using movies as a tool for learning English. Incorporating movies into language learning strategies can effectively enhance motivation, reduce anxiety, and build self-confidence, ultimately contributing to a more engaging and productive language learning experience.

### 4.3. Findings on Students' Experiences Using English Movies to Improve Their Language Skills

The same holds for students' experiences, as the majority agreed or strongly agreed with each of the nine statements related to their experiences (see [Table 3](#)). Four statements from the experience category had mean values of 4.21 or higher, indicating strong agreement among most students. These items included "Watching movies in English improves my English skills (speaking, listening, reading, writing)" with a mean value of 4.24, "Learning English using movies is interesting" (M: 4.30), "Movies help me learn new English words" (M: 4.28), and "Watching movies with subtitles has helped me read and write better, boosting my vocabulary" (M: 4.21).

The other five items had mean values higher than 3.40, showing that students agreed with these statements as well. Specifically, the items "Watching movies in the classroom makes it easier for me to learn English" had a mean value of 4.11, "Rewatching my favourite movies without subtitles improves my listening skills, enhancing my proficiency in English" had a mean value of 4.14, "I often use words and sentences from movies in my daily conversations" had a mean value of 3.99, "I often imitate the native speakers in the movies to improve my speaking skills" had a mean value of 4.04, and "I learned how to pronounce English words from the movies" had a mean value of 4.11.

Therefore, it can be concluded that the mean values exceeded 4 for eight of the statements. In other words, responses tended to lean more towards agreement rather than disagreement with all the statements. Consequently, it can be inferred that students provided positive feedback regarding the use of movies for language learning. This also suggests that students generally found movies to be a beneficial and enjoyable tool for enhancing their language skills.

Table 3: Descriptive Statistics on Students' Experiences Using English Movies to Improve Their Language Skills

Experiences	Min	Max	Mean	Std. Deviation
1. Watching movies in English improves my English skills (speaking, listening, reading, writing).	1.00	5.00	4.24	.936
2. Learning English using movies is interesting.	1.00	5.00	4.30	.938
3. Watching movies in the classroom makes it easier for me to learn English.	1.00	5.00	4.11	.960
4. Movies help me learn new English words.	1.00	5.00	4.28	.947
5. Re-watching my favourite movies without subtitles improves my listening skills, enhancing my proficiency in English.	1.00	5.00	4.14	.905
6. I often use words and sentences from movies in my daily conversations.	1.00	5.00	3.99	1.064
7. I often imitate the native speakers in the movies to improve my speaking skills.	2	5.00	4.04	.999
8. I learned how to pronounce English words from the movies.	1.00	5.00	4.11	.988
9. Watching movies with subtitles has helped me read and write better, boosting my vocabulary.	1.00	5.00	4.21	.998

\*Mean values of >2.60: disagree, 2.61-3.40: neutral, 3.41-4.20: agree, <4.21: strongly agree

#### 4.4. Discussion of Findings

##### 4.4.1. RQ1 - How do students perceive the impact of English movies on their motivation, self-confidence, and anxiety in language learning?

This study revealed that movies have a positive influence on students' motivation and self-confidence, concurrently alleviating anxiety in their language learning journey. Students in general affirmed that learning English through movies, especially ones with rich dialogue scenes, can ease their anxiety and tension when communicating and is a great source of motivation. This aligns with [Krashen's \(1985\)](#) Affective Filter Hypothesis, which asserts that the emotional engagement facilitated by movies corresponds with Krashen's concept of a low affective filter. Perceptions encompass three main aspects: motivation, self-confidence, and anxiety, referred to as affective or emotional factors in [Krashen's \(1985\)](#) Affective Filter Hypothesis. These factors are crucial in evaluating the effectiveness of movies as a language learning tool, especially for participants engaged in second language acquisition, which in this study were the LG241 and LG242 students. [Krashen \(1985\)](#) contended that these factors significantly impact learners, either facilitating or hindering the acquisition of new material. Effective language acquisition, according to [Krashen \(1985\)](#), is associated with high motivation, high self-confidence, and low anxiety.

Conversely, low motivation, low self-confidence, and increased anxiety act as barriers, impeding the acquisition of new information (Gilakjani, 2012; Schütz, 2019). Krashen (2009) emphasised that strong motivation correlates with success in acquiring a second language, individuals with self-confidence and a positive self-image tend to perform better in second language acquisition, and a state of low anxiety facilitates second language acquisition, be it personal or classroom-related anxiety. The Affective Filter Hypothesis underscores the significance of movies in language learning, as the emotional engagement they evoke aligns with Krashen's (1985) idea of a low affective filter characterised by low anxiety, high motivation, and increased self-confidence, all conducive to effective language learning. Movies, in this context, serve as a powerful tool in language education, creating an immersive and engaging learning experience. Referring to Gilakjani (2012), the use of multimedia (*movies*) in education has the potential to establish a calm and non-intimidating learning atmosphere, fostering increased motivation and self-esteem while simultaneously reducing anxiety levels. As follows, the findings of this study are supported by previous research, for instance, Lin and Lin (2020), who observed that Taiwanese students perceive movies, along with other methods like games, songs, and music, as motivating, relaxing, and effective in language learning. This proves that incorporating movies into language learning not only enhances students' motivation and self-confidence but also reduces their anxiety, making it a highly effective tool for second language acquisition.

#### 4.4.2. RQ2 - *What are students' experiences with using English movies to improve their language skills?*

To answer the second research question, the study reveals that movies have a positive influence on students, particularly in the development of skills. It can be concluded that enhancing skills through learning English via movies is prevalent among learners. They show a clear preference for this learning method over traditional approaches, particularly due to the exposure to native language contexts. This aligns with Krashen's (1985) Input Hypothesis, which posits that second language acquisition is mainly driven by exposure to input, while the learner's output plays a less significant role. The hypothesis highlights the importance of exposing learners to language structures that are just beyond their current proficiency level. Movies expose these students to native speakers and natural language use, helping them build confidence by observing pronunciation, intonation, and conversational skills (Faminiano & Yango, 2023). This conclusion is reinforced by Kartal (2023) and Silvani (2020), who found that movies offer a unique opportunity for students to immerse themselves in colloquial language, which is often absent from traditional textbooks. Furthermore, various researchers concur that using movies can greatly improve students' speaking abilities by exposing them to real-life English usage in communication, which closely mirrors everyday situations (Alolaywi, 2023; Daneshfard et al., 2021; Manurip & Katemba, 2023). This proves that incorporating movies into language learning can effectively enhance students' language skills by providing authentic, real-world language exposure that traditional methods often lack.

## 5. Conclusion

This study enhances the understanding regarding the integration of movies into language learning, providing insights into how these audio-visual resources can be effectively integrated into educational practices. The assertion that the results highlight the efficacy of incorporating movies speaks to the tangible impact on learners' perceptions and experiences, suggesting that this multimedia approach holds promise for enhancing

language acquisition. Additionally, the adaptation of Krashen's (1985) Affective Filter Hypothesis and Input Hypothesis adds theoretical underpinnings to the study, enhancing its credibility and alignment with established frameworks in language acquisition studies. This study also contributes to academia and offers practical implications for those actively involved in shaping language education practices such as educators, policymakers, curriculum developers, and students.

However, meticulous consideration should be exercised in the selection of movies for further research to ensure that the films are intentionally and purposefully chosen to reap the effectiveness of using movies as a language-learning tool. Furthermore, there is a need for future studies to delve deeper into the nuances of how the theoretical framework aligns with and enhances the language learning experience through movies. In-depth analysis by qualitative and mixed methods approaches may provide a deeper understanding and richer perspectives on the impact of movies on language learning. Lastly, gaining an understanding of how students from various academic disciplines participate in and derive benefits from language learning through movies could facilitate more interpretations, especially in discerning differences between those fields.

### **Ethics Approval and Consent to Participate**

The researchers used the research ethics provided by UiTM Research Ethics Committee. All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants.

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### **Conflict of Interest**

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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