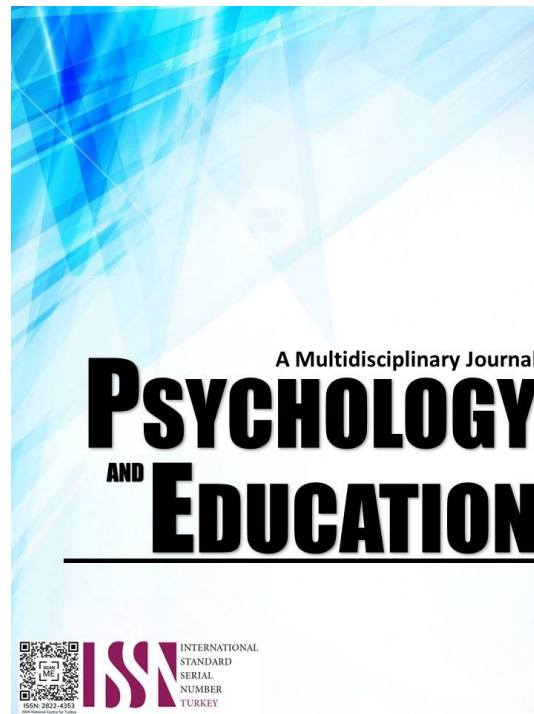


EXPLORING THE AFTEREFFECTS OF WATCHING ENGLISH MOVIES WITHOUT SUBTITLES: PERSPECTIVE OF STUDENTS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 8

Pages: 101-108

Document ID: 2023PEMJ632

DOI: 10.5281/zenodo.7808932

Manuscript Accepted: 2023-6-4

Exploring the Aftereffects of Watching English Movies without Subtitles: Perspective of Students

Joel S. Datulio*

For affiliations and correspondence, see the last page.

Abstract

This qualitative-phenomenological study aimed to know and understand the after effects experienced by students in watching English movies without subtitles. This study was gleaned through the three theories by Marshall that explain how learning may occur via well-selected video based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information. There were 14 Grade 10 participants in this study who were divided into two groups for in-depth interview and focus group discussion. Participants' experiences revealed five themes: difficulty in understanding; learning something new; enhance listening and communication skills; challenging; and misinterpretation. From their coping strategies, seven themes emerged: watching the movie repetitively; focusing and concentrating to the movie; being resourceful; listening carefully; unlocking difficult words; asking assistance from peers; and understanding through actions. Lastly, there were six themes revealed on the perspectives of students in watching English movies without subtitles which include: stimulates one's imagination; develops communication skills; enriches vocabulary; learns to love English movies; challenges the students; and develops comprehension. Results suggested that English movies without subtitle can be used in the classroom instruction to develop the macro skills of the students and learn English language effectively.

Keywords: *education, English movies, grade 10 students, qualitative-phenomenological research, Davao de Oro, Philippines*

Introduction

In this era of modern technology, media play an important role to make the learning experience more concrete and effective, more realistic, and dynamic. The use of media helps both the teacher to teach more reflectively and the learner to grasp the concepts more effectively (Liando et al., 2018). In Indonesia, the use of media, such as audio, video clip, movie, television, and others, is seen to be a beneficial tool used for teaching English in the classroom. However, many students have encountered difficulties and problems in getting the meaning and understanding the English movies they are watching. Specific problems met by the students in watching English movies are unclear pronunciations, native speaker's accent, long conversations, too many idiomatic vocabulary, and students' difficulties in listening (Aquino, 2015). In the Philippines, in the study conducted in one of the universities in Bohol Island, with its ongoing commitment to teaching of English, students were exposed to media-saturated, globally accessible world by teaching English using media like watching English movies and listen to English music. Yet, study revealed that students have struggles in understanding English language used. They were struggling with English oral competence, both linguistically and sociolinguistically (Sandigan, 2018).

In one of the public schools in Davao de Oro Division, teachers have tried using English movies not only in English subjects in the classroom instruction, and since the researcher is one of the teachers in the locale, there are manifestations that many students find difficulty in understanding the movie being watched especially when there is no subtitle. Nevertheless, the curriculum guide in English subject included listening and viewing comprehension skills to be developed by the students. Thus, students' dilemma in watching English movies without subtitles should also be addressed to develop the required skills. There were many studies conducted with regards to the effects watching English movies with subtitles and the use of English movies in teaching English as second language learners. However, there are only limited studies conducted in qualitative research format which explore the experiences of students watching English movies without subtitles. With this mentioned gap, it is imperative to conduct a study to explore and understand the perspective of the students on the aftereffects of watching English movies without subtitles. Moreover, this study would be beneficial to the students in understanding and acquiring English as a second language. Eventually, students may use the language in meaningful ways in various contexts. When students know the language well, they can use it in their educational careers for personal growth and even for employment.

Moreover, this study sought answers to the following questions:

1. What are the aftereffects experienced by students in watching English movies without subtitles?
2. How do the students cope with the challenges they experienced in watching English movies without subtitles?
3. What are the perspectives of students in watching English movies without subtitles?

Literature Review

Watching English Movies

In our modern society, media, particularly the use of English movie, play an important role in learning English language (Liando et al., 2018). In one of the universities in North Sulawesi, there are students already possess their own personal media devices, such as laptop, PC (personal computer), or even smaller gadgets like smartphones and tablets. One of the things they do with their devices is watching movies from DVDs, online streaming, or video files downloaded from the internet. These students tend to share movie files with each other among their community in the dormitories inside the campus or even outside at rented houses and watch the movies in their free times.

Relatively, in a global perspective, viewing of television occupies a large portion of children's time. Recent studies suggest that starting from pre-school, children spend more time watching television than participating in any other activity except sleeping. Given this fact, it is important to understand potential effects of watching television on a variety of cognitive, academic, social, behavioral, and attitudinal outcomes of the viewers, particularly school going children (Kiarie, 2015). In understanding the potential effects of watching television or movies especially in English as second or foreign language countries, a study of Chun (2016) in China suggests that one of the good means to expose English language learners (ELLs) to authentic communication which will help reduce influence of the limited language environment is by watching English movies. It also found that feelings usually come before concepts in learners, and learners often understand things through intuition first and so watching movies is an effective way to motivate students' affective domain.

Moreover, by letting students watch videos in ESL class helps students connect their learning with real-

life circumstance, which will be helpful for them to understand the content better. Also, by using films, it is not only that students' ELL's cognitive learning is being stimulated but also it serves as an effective instructional tool (Kaur et al., 2014). In a survey conducted among the teachers who report using TV or video for two or more hours per week revealed that, two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases. More than half of frequent users also find that students use new vocabulary as a result of video use. Ultimately, the summary of the survey conducted revealed that television and video reinforce reading and lecture material, aid in the development of a common base of knowledge among students, enhance student comprehension and discussion, provide greater accommodation of diverse learning styles, and increase student motivation and enthusiasm (Cruse, nd).

Additionally, there are several studies that showed and presented how beneficial watching English movies is for the English language learners. One of those studies is the study conducted by Chun (2016), in which the result of her study indicated that most Chinese college students agreed that watching feature films in English learning can improve their cultural awareness, pronunciation, English life understanding, and appreciation of filming arts. Furthermore, watching feature films is not only used for entertainment but also a way of learning English. Similarly, as for the teachers, the use of films makes them able to reduce the negative influence of limited authentic language resources and provide authentic language materials. Another benefit of the media that is effective to use in English language teaching is movie. Through movie media, the students will use their two multisensory, sounds and sight at the same time when doing listening practice. Moreover, movie media can attract students' focus and concentration more than only audio or visual media. Besides, audio visual media such as video may increase the students' motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated in teaching listening skill process (Reza & Widodo, 2017).

Use of Films or Movies in the Classroom

Using videos and films as a learning tool received the attraction of researchers and even teachers in applying the tools successfully in a variety of educational environment. Video equipment and other modern pedagogical tools help language learners to improve their language properties in all aspects. When it comes

to language learners, the audio-visual aids are necessary rather than luxury; due to multimedia technology the process of learning has become effective (Faqe, 2017). Recently, new advances in technology in general and multimedia, have played a key role in facilitating foreign language teaching and learning. Multimedia technology (like TV, computers, networks, emails, video cassette recorders (VCRS), compact disc ready-only memories (CD-ROMs) and interactive multimedia) boosts teachers by providing authentic materials which further promotes learners' language acquisition. Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input (Brett, 1995; Egbert & Jessup, 1996; Khalid, 2001; Talaván, 2010 as cited by Gorjian, 2014).

The findings of several studies which have been conducted to investigate the impact of using movies in EFL classrooms indicate their powerful role in the teaching and the learning process Kabooha (2016). Accordingly, films provide authentic language input and a stimulating framework for classroom discussions. They also provide a realistic view of the language and culture providing insights into the reality of life of native English speakers. Studies have also reported some advantages to the integration of movies into foreign language classes. For instance, movies can capture the students' attention towards the target language; increase the students' motivation to learn the language; supply good material to teach conversations; and improve the students' awareness of the target language culture. Moreover, the integration of movies in the EFL/ESL classes can also improve the students' academic writing skills.

Furthermore, the 'visuality' of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool. She further argues that movies offer a variety of methods and resources for teaching the target language, helping students to improve their listening and communicative skills (Khan, 2015). Relatively, the development of technology changes both people's lives and people's relations within societies, education is also undergoing innovations and necessary reforms (Krause et al., 2017). The Internet which has a substantial influence on education provides ample opportunity for learning a language in a new and unconventional manner (Qiao & Wang, 2017). One such example, which illustrates using the ICT technologies or the Internet in education, is watching movies, TV shows, and authentic videos by L2 learners in order to develop

their proficiency in the target language either with or without subtitles (Metruk, 2018).

For many students, films are their initial contact with English-speaking culture. Films are a useful means for students to listen to authentic spoken communication and be exposed to various features of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, tone, etc. And since there are many films based upon a vast number of topics, themes, and issues, the teachers could use them to initiate or stimulate discussions about a certain focus area, be it a historical event, a time period or the culture of a foreign country (Khan, 2015). Likewise, films also offer English language teachers with a good opportunity to bring in local themes, natural discourse, and cultural information. They are an ideal way of engaging the students and being advantageous in second language learning at the same time, and teachers could go back over particular clips of the film to give attention to specific phrases or expressions (Goldstein & Driver, 2014).

Moreover, films are a fun way for students to relax/unwind and learn all at the same time. Not to mention, by bringing popular films into ESL lessons, English teachers could guide students how they can learn from and practice English when watching films in their own time. Films also are an inclusive piece of student' lives today so it makes perfect sense to integrate them into the language classroom. Film, as a motivator, additionally renders the language learning process a lot more enjoyable and entertaining (Khan, 2015). Given the advantages of using films in the ESL learning classroom, it is far from surprising that many teachers are eager to use films with their students, and a growing number of them are effectively integrating films into the language-learning syllabus. Until quite lately it was difficult to find pedagogically relevant film resources to help students improve their language through watching films, and teachers had to devote countless hours developing their own teaching resources (Keddie, 2014). However, with the onset of the internet there is now a wealth of online resources for both English language teachers and their students (Keddie, 2014).

An added advantage of using films in the ESL classroom is that it offers a source of authentic and diverse language scenarios. Films present students with instances of English used in real situations outside the classroom, specifically interactive language – the language of real-life communication. Films expose students to natural expressions and the natural flow of speech (Butler-Pascoe & Wiburg, 2003 as

cited by Khan, 2015). If the students are not living in an English-speaking environment, quite likely only films and television can offer learners with this real-life language input.

Similarly, Metruk (2018) also asserts that watching English videos can be considered as a powerful and popular tool with regard to learning English as a foreign language, and ought to be devoted serious attention by teachers and researchers. It does not only improve skills in vocabulary and listening-comprehension but it can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the varied film resources which are now readily accessible on the Internet (Sabouri et al., 2015). In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English learning in elementary and high schools or institutes.

Speaking of using films to teach a foreign language, Ebrahimi & Bazaee (2016) attested that it can help motivate students and remove some of the anxiety of not knowing the language. However, they are not just entertainment; they are also a valuable language teaching tool. The use of movies as a teaching tool is not new in the field of foreign language teaching and learning. Movies not only allow the teacher to introduce variety and reality into the classroom, but discussions based on movie content allow students to bring their own background knowledge and experiences into the discussion.

Furthermore, almost everyone finds watching films pleasurable and enjoys talking about them. From a motivational perspective, it seems that movies are a perfect choice for use in a language learning classroom. However, the burden is on the teacher to find ways to make movies an educationally valuable tool for instruction. This medium provides not only rich aural input, but also, the use of subtitles can expose learners to visual input as well (Ebrahimi & Bazaee, 2016). Indeed, audiovisual media are closer to real life because visual clues and context make it possible to view the message as much as listen to it. As a number of researchers have shown, listening comprehension is an active cognitive process involving speculating and predicting rather than individual sound deciphering because incomplete acoustic input often necessitates filling in missing information. Comprehension is also influenced by visual information and cultural knowledge (for example interpreting facial expressions), as lip-reading research has demonstrated (Baltova, 1994 as cited by

Ebrahimi & Bazaee, 2016).

From previous studies, a number of researchers have claimed the effectiveness of combining audio and visual aids in language classrooms. They argued that visual input combining with other technology tools stimulates deeper comprehension of the texts and enhances the interaction between the target language and learners' mind which in turn, allow learners to predict the target language more easily and to recall more fully. In addition to its effects on increasing learner's overall language ability, the strength of using multimedia tools in enhancing vocabulary learning has also been studied and reported (Gorjian, 2014).

In detail, researchers have considered several benefits of using movies in the classroom. For example, Pescosolido (1990) as cited by Rokni & Ataee (2014) argued that the use of films can be important in learning and teaching and also highlighted that active learning can be encouraged and better supported through the use of audio-visual materials from the popular culture arena. On the other hand, Champoux (1999), Rokni & Ataee (2014) cautioned instructors regarding usage of films in the classroom as film scenes could be strong distracters in the classroom for some students and using films in classrooms can also reduce time for theoretical discussions. Butler et al. (2009), Rokni & Ataee (2014) argued that when information mentioned in texts is not consistent with information revealed in films, students tend to recall incorrect information rather than correcting inconsistencies in information, which needs to be handled cautiously.

Meanwhile, there are a lot of studies that revealed the effects of watching English movies using subtitles in the context of second and foreign language learners to facilitate students' motivation, solve ambiguity and remove some of the anxieties common to the non-native learners. However, in an article by Chai & Erlam (2008) as cited by Sabouri et al. (2015), presented a study investigating how subtitled video clips impacted on the learning of second language words and phrases. Results supported a positive correlation between the presence of captions and learning of unknown words and phrases, suggesting that the use of captions does enhance micro-level learning. The majority of those in the captions group reported that they prioritized the reading of captions in watching the video, some reported that they were unable to pay attention to both sound and pictures at the same time.

As far as listening comprehension is concerned,

numerous researches have proved that listening comprehension can be enhanced with the addition of images as cited by Safranji (2015). Thus, besides that movies are motivating media due to encompassing various topics and that they are presented with both audio and visual stimuli, the benefits of using them for language learning are their images and sound that help set the scene of events and its additional information, such as the paralinguistic features, provided as support to listening comprehension (Safranji, 2015).

Features of Spoken Communication

Learning vocabulary, as the building block of any language, is believed to comprise a significant part of any language learning program. Without adequate vocabulary knowledge, a foreign language learner will encounter problems in using the four language skills, i.e., speaking, listening, reading and writing. No matter how well the student learns grammar, no matter how successfully the sounds of L2 (second language learner) are mastered, without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way'. In fact, many researchers believe that vocabulary learning is an inseparable part of each student's life. Vocabulary affects students' thoughts, actions, aspirations, and success, especially in academic achievement (Gorjian, 2014).

Furthermore, the incidental vocabulary learning is considered as a significant source of learner-centered vocabulary acquisition in authentic situations (Saboutri et al., 2015). They concluded that in the past decades, extensive reading has been the main focus in incidental learning research. Recent studies have examined how information technology media can assist learners in acquiring vocabulary incidentally. More specifically, vivid 3D simulation scenarios and players' interactions and communications may be applied to construct an incidental language learning environment.

On the other hand, oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice. Speaking fluency appears to develop with increased exposure to second language(L2) input. Input refers to the language data which the learner is exposed to (Nakhalah, 2016).

Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if

not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Nakhalah, 2016).

In the oral fluency, it is believed that it is quite natural that the learners of English as a second or foreign language encounter problems in their pronunciation. In this regard, Begum & Hoque (2016) thinks learner's L2 is affected by their L1 for the following: 1. Sounds: learning of pronunciation depends on aspects other than the phoneme, for example: distinctive feature. 2. Syllable structure: L2 learners simplify use consonant clusters and add extra epenthetic vowels, often to fit the first language. 3. Voice onset time: L2 learners gradually acquire the L2 way of voicing stop consonants. Their first language is affected by their knowledge of the second language. 4. Intonation: L2 learners are still capable of discriminating tones. L2 learners have strategies for dealing with new intonation.

Moreover, it was also found out that there are some factors which are responsible for poor pronunciation of English. From interaction with the teachers and students the factors that this study brings out are: social factors, such as- students are not motivated by the friends or the family members or even by the teachers to produce correct English; lack of efficient teachers in phonetics and phonology; lack of using modern technology at the educational institutions; economic factor; lack of motivation; students' lack of exposure to the target language; poor pronunciation standard of the teachers; massive L1 interference and pre-established systems of English pronunciation (Begum & Hoque, 2016).

Another study conducted by Hassan (2014) on the features of spoken communication indicates that many studies in the field of (SLA) discussed the factors that hinder achieving native-like pronunciation among foreign languages learners in general. Researchers and linguists have pointed some linguistic factors such as the differences of the sound system between the (L1) and the (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation.

Additionally, the study by Hassan (2014) suggested that there should be pronunciation lessons ranking the same as lessons in other skills e.g. Grammar, and vocabulary and sentence structure to draw the attention of the Sudanese Students of English (SSEs) to the importance of pronunciation in learning English. It is advised that the teachers in pre-university stages have good knowledge of phonetics and phonology because this will provide a basis for teachers to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions which help SSEs correct, faulty pronunciation. With all the different literature presented in this study, watching English movies or using authentic input in teaching can be a factor that would affect the English language acquisition of the students. The related literature cited in this chapter provided an overview of the resources which will serve as my guide in conducting this research thoroughly.

Methodology

In this section, qualitative research design employing phenomenological approach, which is a systematic subjective approach used to describe life experiences and situations to give them meaning (Burns & Groove, 2013).

Moreover, this study employed a purposive sampling technique in this study. Following the suggestion of Creswell (2013), there were fourteen participants: seven (7) for focus group discussion (FGD) and seven (7) for in-depth interview (IDI). The participants of the study were selected using the following criteria: first, participants should be Grade 10 students from a public high school; second, participants should be students who watch English movies without subtitles; and third, they should be able and were willing to talk about their lived experiences in watching English movies. Students who were not able or willing to talk about their lived experiences were excluded as participants of the study.

Participants

In this study, a purposive sampling technique was employed. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability sampling in which participants will be selected according to the researcher's selection criteria based on the purpose of the study. Specifically, purposive sampling was used in the study, wherein members of the sample have a shared set of

characteristics (Foley, 2018).

The participants of the study were selected using the following criteria: first, participants should be Grade 10 students from a public high school; second, participants should be students who watch English movies without subtitles; and third, they should be able and were willing to talk about their lived experiences in watching English movies. Students who were not able or willing to talk about their lived experiences were excluded as participants of the study.

Instruments of the Study

The data of the study were taken primarily from the in-depth interview (IDI) using semi-structured interview guide questions. In-depth interviews are useful in gathering detailed information about a person's thoughts and behaviors. Interviews offer a complete picture of a person's experiences under a particular situation. Furthermore, an in-depth interview is used when the researcher wants to distinguish individual opinions. It follows the general process of research, which sequentially includes planning, developing materials or instruments, collecting, and analyzing data, and disseminating findings (Boyce & Neale, 2014). An in-depth interview (IDI) was suited to be used in this study to explore additional and more personal points, where the participants freely and comfortably speak without any unnecessary interruption. Aside from the in-depth interview (IDI), other relevant data which helped support the study were gathered, such as existing related studies and literature from journals, books, and other articles.

Procedure

Qualitative researches undergo series of activities in the process of collecting data. As cited by Dave (2013), Creswell stated that the data collection includes locating site, gaining access, and making rapport, purposive sampling, collecting data, and storing data. Thus, the following step by step process in collecting the data for the study.

First, a permission letter was submitted to the Division of Davao de Oro to the Schools Division Superintendent. Next, permission from the administrator and principal of the research site by submitting a letter containing the purpose of the study, the target participants, and the data collection procedure. Second, selected the sample of the study through purposive sampling technique wherein target participants should possess the inclusion criteria. To easily determine the sample, a list of suggested

students from the Grade 10 Junior High School advisers, and afterwards, communicated with the target participants. Then, distributed to the participants the informed consent which contained the participants' right to voluntarily withdraw anytime, the central purpose of the study and data collection procedure, the comments about how confidentiality would be maintained, the known risks and benefits to the participants, and the participants' and researcher's signature. Third, conducted the in-depth interview and focus group discussion in the place conducive and quite or in any place decided by the participants. To ensure a complete data, asked permission to the participants to audio record the interview and discussion. Fourth, made sure to have back-up files in my computer in storing data. High quality audiotapes were also used to ensure clarity of the interview or discussions. Also, used pseudonyms in the data to protect the anonymity of the participants.

Ethical Considerations

Among those generally accepted principles in our culture tradition, the Belmont Report suggests three that are particularly relevant to the ethics of research involving human subjects, these are respect for persons, beneficence, and justice. Bryman and Bell (2007) established ethical principles which focuses upon harm to the participants, lack of informed consent, invasion of privacy, deception, data management, copyright, reciprocity and trust, affiliations, and conflicts of interest; and by the Data Privacy Act of 2012 or RA 10173 which emphasizes on the anonymity of the research participants.

To conform the ethical considerations in my study, the researcher needs to follow the ethical standards in conducting this study according to the Belmont Report in 1979. The primary concern of this study are the Junior High School students experiencing learning through watching English movies without subtitles. They were minors and therefore considered as vulnerable in this study. Further, their safety and full protection must be ensured in order to preserve the trust that they will be giving.

Results

This section presents the experiences of the participants, their coping mechanisms with the challenges they experienced and their perspectives in watching English movies without subtitles as well as the concepts which emerged from the information gleaned through the in-depth interviews and focus group discussion.

Table 1. *Major Themes and Core Ideas of the Aftereffects Experienced by Students in Watching English Movies Without Subtitles*

Major Themes	Core Ideas
Difficulty in Understanding	<ul style="list-style-type: none"> Student finds it difficult to understand and gets confused. Student cannot understand the movie without subtitle. Student cannot understand the movie because of the accent and the delivery of the dialogue. Student finds it hard to understand because of not being used to watch the movies without subtitle. Student learns something new that can be used in relation to his/her studies.
Learning Something New	<ul style="list-style-type: none"> It gives learning to students that they can apply in their assignments and projects. It helps students get new learnings. Student's listening skills are enhanced as well as their intonation and pronunciation.
Enhance Listening and Communication Skills	<ul style="list-style-type: none"> Student learns how to be fluent in speaking English. Student's listening and communication skills are enhanced by mimicking how the characters speak. Student focuses and uses his/her hearing senses to understand the movie. It enhances listening and communication skills. Students are challenged in watching English movies without subtitle.
Challenging	<ul style="list-style-type: none"> It challenges them to listen to the movie carefully. It challenges them to listen and understand the words used by the characters. Students are challenged to understand and analyze what the movie is all about.
Misinterpretation	<ul style="list-style-type: none"> Student shares wrong interpretation of the movie. Student may have different idea on the action shown in the movie. Student misinterprets the movie when there is no subtitle.

Table 2. *Major Themes and Core Ideas of How the Students Cope with the Challenges They Experienced in Watching English Movies Without Subtitles*

Major Themes	Core Ideas
Watching the Movie Repetitively	<ul style="list-style-type: none"> Watching the movie twice is needed to have a deeper understanding of the movie. Students watch the movie again and again before proceeding to the next scene. Students rewind the scene and pay attention to the expressions of the characters. Watching the movie again and again on the part which is unclear to the student. Students set their mind and focus in watching the movie.
Focusing and Concentrating to the Movie	<ul style="list-style-type: none"> Students focus and concentrate to the movie. Student encourages himself to focus to understand the movie. Students concentrate to understand the flow of the story. Students write down the unfamiliar words and search their meaning in the dictionary.
Being Resourceful	<ul style="list-style-type: none"> Students need to be resourceful to understand the movie. Students turn the speaker's volume high. Students use earphones and read the summary of the movie. Student listens carefully to understand the movie.
Listening Carefully	<ul style="list-style-type: none"> Student listens carefully to the dialog of the characters. Student encourages himself to listen carefully. Students find the meaning of the difficult words in the dictionary.
Unlocking Difficult Words	<ul style="list-style-type: none"> Students search the meaning of the words being used by the actors. Student looks for a clue to understand the difficult words uttered by the characters. Student writes down the unfamiliar words and find their meanings in the dictionary. Students search the meaning of the unfamiliar words in the internet.
Asking Assistance from Peers	<ul style="list-style-type: none"> Student asks questions to the person who already watched the movie. Student asks to his/her peers if they have the same understanding of the movie. Student asks assistance from friends in watching the movie without subtitle. Student gives importance to every detail to get the entire thought of the movie and to the actions of the actors.
Understand Through Actions	<ul style="list-style-type: none"> Student focuses on the conversation and actions to enjoy and understand the movie. Student pays attention to the actions and how they are interconnected.

Table 3. *Major Themes and Core Ideas of the Perspectives of the Students in Watching English Movies Without Subtitles*

Major Themes	Core Ideas
Stimulates One's Imagination	<ul style="list-style-type: none"> • Student's mind is stimulated because of the twists of the movie's story. • Students imagine and make inferences through the actions of the actors. • Student's imagination really helped in understanding English movie. • It enhances one's imagination.
Develops Communication Skills	<ul style="list-style-type: none"> • It helps in the development of our communication skills. • It helps students how to speak English properly and fluently. • It is a good way to learn how to speak English. • It helps the students improve their pronunciation and speaking skills.
Enriches Vocabulary	<ul style="list-style-type: none"> • Students learn new words. • It enriches our vocabulary. • It expands our vocabulary and improve our comprehension. • Students learn new words used by the actors in the movie.
Learns to Love English Movies	<ul style="list-style-type: none"> • Students learn to like and get used of watching English movies. • Students are more interested to watch English movies. • Student love watching English movies.
Challenges the Students	<ul style="list-style-type: none"> • It is indeed challenging. • It challenges the students to understand the movie by themselves. • It challenges us to learn English. • It challenges us to understand the dialog of the actors.
Develops Comprehension	<ul style="list-style-type: none"> • It serves as an avenue for students can further develop their comprehension. • Students need to focus and analyze the movie. • Student's comprehension in watching English movie is really enhanced.

Discussion

The use of media, particularly watching English movies without subtitle, play an important role in English language learning. By letting students watch videos in ESL class helps students connect their learning with real-life circumstance, which will be helpful for them to understand the content better and it is not only that students' ELL's cognitive learning is being stimulated but also it serves as an effective instructional tool (Kaur et al., 2014).

Results of the study showed that watching feature films in English learning can improve cultural awareness, pronunciation, English life understanding, and appreciation of filming arts. Films also provide authentic language input, a stimulating framework for classroom discussions, and a realistic view of the language and culture providing insights into the reality of life of native English speakers (Chun, 2016).

Moreover, the integration of movies in the EFL/ESL classes movies captures the students' attention and awareness towards the target language; increase the students' motivation to learn the language; supply good material to teach conversations; and can also help improve the students' writing skills (Kabooaha, 2016).

Thus, if English movies will be utilized as motivating media due to encompassing various topics and that they are presented with both audio and visual stimuli, the benefits of using them for language learning are their images and sound that help set the scene of events and its additional information, such as the paralinguistic features, provided as support to listening comprehension (Safranji, 2015).

Conclusion

Watching English movies without subtitles has really great impact to the learning of the students. The result showed that this strategy helps develop the skills and improve the learning of students most especially in the English language acquisition. This can be the basis of teachers and school heads for the consideration of employing this strategy in the classroom instruction as a supplementary resource in delivering a lesson most especially in English subjects.

However, with massive number of English movies readily available anywhere, it is a duty of the teacher to filter and check beforehand the content and values the movie has laden. This is to ensure that movies are mainly used for educational purposes that will help address the necessary skills learners need to develop. Moreover, it is left to the discretion of the teacher or the school head to design program or set the schedule of having this film viewing activity in the class or in school.

With these, the results of this study are deemed beneficial to the educators not only in English learning areas but also to many other subjects. This provide the teachers an effective way of developing student's macro skills which are to be addressed based on the curriculum. Therefore, to develop the skills and improve the learning of students most especially in the English language acquisition, the school do not need highly advanced technologies nor expensive equipment or gadgets just to address students' needs. By letting students watch English movies, wherever they may be situated, the same meaningful learning they can get.

References

- Aquino, F. (2015). English Foreign Language Learners Perception Toward the Use of Watching English Movie in Language Learning in One Public University, Jambi.
- Begum, A. & Hoque, M. (2016). English Pronunciation Problems of the Tertiary Level Students in Bangladesh: A Case Study. <https://www.researchersworld.com>
- Boyce, C. & Neale, P. (2014). Conducting In-depth Interview: A Guide for Designing and Conducting In-depth Interviews for Evaluation Input. https://www.cpc.unc.edu/measure/training/materials/data-quality-por-tuguese/m_e_tool_series_indepth_interviews.pdf
- Bryman, A. & Bell, E. (2007). The Ethics of Management Research: An Exploratory Content Analysis. *British Journal of Management*.
- Chun, W. (2016). Effects of Watching Feature Films in English Learning for Chinese College Students.
- Creswell, J. W. (2007). *Educational Research – Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

4th Edition. Pearson Education, Inc.

Cruse, E. (no date). Using Educational Video in the Classroom: Theory, Research and Practice.

Ebrahimi, Y. & Bazaei, P. (2016). The Effect of Watching English Movies with Standard Subtitles on EFL Learners' Content and Vocabulary Comprehension. <https://www.jallr.com/>

Faqe, C. (2017). The Effectiveness of English Movie Subtitles in Vocabulary Learning Among Iraqi Kurdistan EFL Learners: Soran University EFL Learners as an Example.

Foley, B. (2018). Purposive Sampling 101. <https://www.google.com.ph/>

Goldstein, B., & Driver, P. (2014). Language Learning with Digital Video. <http://www.elvoices.in/>

Gorjian, B. (2014). The Effect of Movie Subtitling On Incidental Vocabulary Learning Among EFL Learners. <http://www.aessweb.com/journals/5007>

Hassan, E. (2014). Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology.

Kabooaha, R. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI).

Kaur, D., Yong, E., Zin, N. M., & DeWitt, D. (2014) The Use of Videos as a Cognitive Stimulator and Instructional Tool in Tertiary ESL Classroom.

Keddie, J. (2014). Bringing Online Video into The Classroom. <http://www.elvoices.in/>

Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. ELT Voices. <http://www.elvoices.in/>

Kiarie, C. (2015).. Effects of Television Viewing On English

Language Performance in Secondary Schools in Imenti Central, Meru County <https://www.scribd.com/>

Krause, M., Pietzner, V., Dori, Y., & Eilks, I. (2017). Differences and Developments in Attitudes and Self Efficacy of Prospective

Chemistry Teachers Concerning the Use of ICT in Education. <https://doi.org/10.12973/eurasia.2017.00935a>

Liando, N., Sahetapy, R. & Maru, M. (2018). English Major Students' Perceptions Towards Watching English Movies in Listening and Speaking Skills Development. <https://doi.org/10.14738/assrj.56.4627>

Metruk, R. (2018). The Effects of Watching Authentic English Videos with and without Subtitles on Listening and Reading Skills of EFL Learners. <https://doi.org/10.29333/ejmste/90088>

Nakhalah, A. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. <https://www.ijhssi.org/>

Qiao, F., & Wang, H. (2017). Mobile Interactive Translation Teaching Model Based on "Internet". <https://doi.org/10.12973/ejmste/78191>

Reza (2017). Students' Perception on the Use of Movie Media in English Language Teaching.

Sabouri, H., Zohrabi, M., & Osbouei, Z. (2015). The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners. <https://www.arcjournals.org/>

Safranj, J. (2015). Advancing Listening Comprehension Through Movies. University of Novi Sad.

Sandigan, A. (2018). Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics. International Journal of English Literature and Social Sciences (IJELS).

Affiliations and Corresponding Information

Joel S. Datulio, MAEd

Taguapo National High School

Department of Education - Philippines