Use of English Movies as a Pedagogical Tool in Learning English Language

Analyn G. Walay
St. William's Academy, Bulanao, Inc.
analynwalay@gmail.com

Abstract

In a world of language globalization, the English language plays a crucial role as people tend to learn and master the language to cope with this dynamic transition. Therefore, teachers have been presenting English movies as these movies provide an authentic English environment. Thus, this study aimed to explore the use of English movies as a pedagogical tool in learning the English language among grade VII students. Specifically, it determined the extent of preference for the English movie genre and the extent of effectiveness of English movies as a tool for learning the English language as perceived by the students. A descriptive research design was employed in the study. The study revealed that the grade VII students often preferred the English movie genre as a tool in learning the English language. Students learned the English language best when they are watching comedy being described as often preferred. Furthermore, they perceived and considered the integration of English movies as much effective tool for learning the English language, especially its benefits on improving their pronunciation which was manifested and described as very much effective.

Keywords: English movies, English language, movie genre preference, pedagogical tool

INTRODUCTION

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage because of the native language interference in learning and using English. But they need to develop these skills because English is used as a "lingua franca" (common second language) in a multilingual country which includes the Philippines. English language enables students to access, process and keep abreast of information. They can also engage with wider and more diverse communities. It is therefore an important part in the students' intellectual, social, and emotional development and has an essential role in all key learning areas.

In school, all students must know how to use and understand English Language in order to comprehend and grasp what is being taught in all the subject areas. Dep-Ed Memorandum No. 36 S. 2006 implemented the policy to strengthen the use of the English language as a medium of instruction in the educational system. This means that English language shall be used as the medium of instruction for English, Mathematics and Science and Health starting Grade III. Likewise, the English language shall be used as the primary medium of instruction in all public and private schools in the secondary level, including those established as laboratory and/or experimental schools, and vocational/technical institutions. This order compelled educators to

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use all means in order to adhere on this policy and this includes the use of various tools to teach the English language.

Barza and Memari (2014) wrote in their article that language developers have always been concerned with progression of language skills through incorporating appropriate and authentic materials. Among these materials which have been recently introduced to the realm of English language teaching, foreign feature films have gained popularity due to their numerous advantages. Moreover, appropriate and creative exploitation of activities and techniques related to utilizing movies in English Language classrooms reveal their potentials in fostering the acquisition of English language and, therefore, are considered as essential concepts for ensuring optimum results and learning.

Especially that 21st century learners have a very short attention span, teachers cannot just rely on letting these students read a book or making them doing lectures and discussions all the time. These are insufficient strategies for them to learn the English language. Yildiz and Çetinkaya (2017) mentioned in their journal that attention ensures that knowledge is transferred from sensory memory to short-term memory to carry out further processing, and that it is noticed and selected during this transfer. He even mentioned that attention is a prerequisite to learning. Thus, the use of movies which was believed to sustain the students' attention will be explored to determine whether it is an effective strategy to teach English language to the learners.

One way that has been used effectively is encouraging language learners to develop their language competencies through English movies. In fact, much attention has been given regarding the effectiveness of using media, specifically English movies, in language teaching and learning. Tafani (2009) a proponent of using this type of media believes that movies allow more interactive and appealing ways of teaching and learning English. Other researchers like Kusumaningrum (2016); Sari & Sugandi (2015) as cited by Albiladi, Abdeen and Lincoln (2018) have argued that watching movies for learning English has some drawbacks because these movies lack instructional and pedagogical intentions.

Esteban (2015) stated that while students go to school to learn in a formal setting, their learning is not limited within the four corners of their classroom. TV shows and movies were also utilized by the students not only to be entertained but also to learn especially in the oral skills.

Florence (2009) as cited by Kabooha (2016) found out in his study that films in English provided the participants in his study with authentic contexts as well as motivation to learn the language. The findings of Florence's study also revealed that movies enabled students to learn faster and remember longer especially in terms of vocabulary; as well as the study in South East Europe Ismaili (2013) which concluded that using movies in the classroom stimulated the perceptions of the students directly and made the class livelier and led to more teacher-student discussions. King's (2002) as cited by Kabooha (2016) also argued that movies in itself is a stimulus, in which learners can be motivated to communicate in contemporary colloquial English. This can only be accomplished when students are provided with a meaningful and authentic context, in which language proficiency can be improved and students feel less stressed and encouraged to use English as a tool for communication. This also supports the findings of a more recent study which argues that films are highly effective owing to the fact that they "attract

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the human psyche as they thrill, motivate, shock, entertain and render the masses powerless to resist the temptation of the silver screen" Macwan (2015).

Similarly, Albiladi, Abdeen and Lincoln (2018) affirmed this in their study that language learners believed that movies are authentic sources of language learning and can be used effectively to improve language skills including speaking, listening, reading, vocabulary, and writing.

According to Tafani (2009) the use of English movies as an English learning tool should be encouraged and implemented by language teachers. Many researchers like Ismaili (2013); Khoshniyat & Dowlatabadi (2014); Li & Wang (2015); Qiu (2017) have claimed that there are several advantages inherent in the use of English movies as means to develop language competency. These benefits include increasing students' motivation, enhancing students' oral and communication skills, and developing their cultural awareness thereby allowing for a more authentic language learning experience.

Accordingly, Khoshniyat and Dowlatabadi (2014) as cited by Albiladi, Abdeen and Lincoln (2018) believe that using English movies can empower ELLs (English Language Learners) with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency.

On the other hand, Abuan, Corpuz, Mamangon, and Ramos (2013) concluded in their research that movie would never replicate the book in presenting literary concepts. Albano (2011) further affirms that those things would not suffice to reach the depths of a reader in ways a book would.   Nevertheless, according to Rebekah (2012) turning books into movies give a concrete identity to the novel, apart from its identity as a novel in itself. Real faces are put into characters; dialogues are more effective, appealing and striking; concrete actions are shown; the setting complexity that often overlooked in a book-appears; and the plot visually unfolds before one's eyes.

Terry (2013) as cited by Abuan, Corpuz, Mamangon, and Ramos (2013) believed that the ability to think freely would be limited because the vision of the story is directly on screen, thus making the mind lazy. Literary appreciation will not be achieved if one possesses the lack of knowledge about the way the literature is written, if one fails to read and wholly place oneself in the story, and if one fails to analyze what certain element of the book made it appealing such that it had to become a movie.

While Choo (2006) stated in his research that teachers can take advantage of this by using the media to engage students and help them better appreciate literature. For example, film can be utilized as a tool to help students understand how literary devices are used in prose. She even suggested that when incorporating media into the Literature curriculum, it is important to provide a scaffold which allows students to understand the various components that contribute to the film's meaning.

Even though much research has been done to understand the importance of integrating media into the language classroom and the language learning experience, little work has been done regarding the genre preference of the students and the explicit effectiveness of watching movies specifically for educational purposes. What seems to be missing here is the students' interest in relation to movies in particular. In other words, it seems that their favorite genre is not taken into account. Few studies have been conducted to investigate the relationship between

students' movie preferences and effective learning. Thus, the fundamental goal of the present study was to explore the movie preference of learner's in learning English language skills and the effectiveness of watching movies as a tool for learning English language.

Davidoff and Owen van den Berg (1990) as cited by Knight and Silbor (2006) asserted that students learn better and more quickly when the teaching methods used match their preferred learning strategies. Thus, the methods to be used by the teacher in language teaching should be parallel to the students' language learning strategies to ensure learning.

There is a need to explore on possible interventions to help the students enhance their English Proficiency. If we are eager on helping these students improve their English Proficiency, further study should be conducted to determine how students can acquire English Proficiency skills that are vital in the learning process. Teachers should try out strategies that will help learners develop their English Language proficiency.

It is on these premises that this research on the use of English movies as pedagogical tool in learning the English language is conducted. There is a need to investigate the genre preference of the students and the effectiveness of movies in learning English language.

METHODOLOGY
Research Design

The researcher utilized the descriptive survey method. Descriptive survey research design was used in the study through quantitative analysis as it attempted to investigate the genre preference of the students and the perceived effectiveness of movies in learning English language in terms of perceptions of students toward learning English language.

Population and Locale of the Study

This study was conducted in one (1) Science section with 42 female and 11 male students and one (1) regular section with 42 female and 15 male students of Grade VII enrolled during the school year 2019-2020.

Total enumeration in both the two classes handled by the researcher was used for the sampling technique in this study.
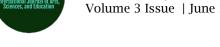
Data Gathering Instrument

The researcher's main data gathering instrument was a questionnaire which was adopted from the study by Tahir (2015) entitled "The Impact of Using Movies on Learning English Language at University of Halabja." It is composed of closed-ended questions and rating scales.

The strategy items on the first part of the questionnaire were required to be answered based on a scale responses using a four-interval scale of "rarely", "sometimes", "often", and "always". While the strategy items on the second part of the questionnaire used four-interval scale of "Less Effective", "Moderately Effective", "Much effective" and "Very much effective". The said instrument was particularly used to obtain the needed information which was later analyzed to determine the use of English movies in learning English language by Grade VII Students during the academic school year 2019- 2020.

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Data Gathering Procedures

The researcher sought permission from the authorities of the school respondent to gather the data needed in the study. The researcher personally administered the floating of the checklist inventory and explained some items unclear to the students, as well as personally retrieved all the data gathered that were utilized in the analysis of the research.

Statistical Tools Used

In determining the dominant language learning strategies of grade VII students in the respondent school enrolled in the two (2) programs in the academic school year 2019-2020, the researcher made use of weighted mean and t-test. This tool was used to measure the extent of English movie genre preference and the extent of effectiveness of the movies as a pedagogical tool in learning the English Language by the grade VII students. While t-test was used to determine if there is significant difference in the extent of English movie genre preference and the extent by which watching English Movies are effective in learning the English Language when grouped according to sex and program.

RESULTS AND DISCUSSION

Table 1. Extent of preference of English movies as a tool for learning English language.

Genre of English Movies	Weighted mean	D
a. Comedy	3.15	O
b. Detective/ Mysteries	2.50	O
c. Epic/Historical	2.36	S
d. Horror	2.80	O
e. Literature/ Folklore	2.20	S
f. Musical/Dance	2.73	O
g. Mythology	2.48	S
h. Romantic Drama	3.11	O
i. Science Fiction	2.54	O
j. Sports	2.32	S
k. Suspense-Thriller	2.64	O
l. War	2.86	O
Average Weighted Mean	**2.64**	**OFTEN**

As shown in table 1, the grade VII students often preferred to watch the listed genres of movies as a tool for learning English language in the survey questionnaires with an average weighted mean of 2.64.

Each movie has a genre, including: comedy, detective, drama, War, horror and etc. Depending on these genres, impact of the movies on learning language changes, because of the statements in the movie which are the most important feature and it affects the learner. In relation to the data from the questionnaire showed most students agreed that genre of movies is a

significant factor in learning English language. Hsieh, Wu, Lai, Chang, Chen, and Kao (2010) affirm the findings. They claim that movie preferences are related to effective language learning.

Among the twelve genres of English movies, comedy obtained the highest weighted mean of 3.15 followed by romantic drama with the weighted mean of 3.11 and war with the weighted mean of 2.86 described as "Often". This means that grade VII students often prefer to watch these genres of movie for learning English language. The finding further implies that grade VII students learned English language best when they are watching comedy, romantic drama and war. In addition, this tells that grade VII students tend to learn more English language when accompanied with pleasure.

Previous research conducted by the authors (Fischoff, 1994, Fischoff, Lewis, and Antonio, 1997) showed that what genre of film a person favors is a good predictor of what all-time favorite films titles a person will cite.

Among the twelve English movie genres, three genres were lowly manifested. These genres were "Epic/historical" with the weighted mean of 2.36; "Sports" with the weighted mean of 2.32 and "literature/folklore" with the lowest weighted mean of 2.20. The findings imply that the grade VII students sometimes prefer watching these genres of movies for learning English language. This could be because students cannot see that much the significance of these genres in their lives. Moreover, it is purely academic and gives no pleasure to the students. It is more on providing information, showing past events or set within a historical period and sharing cultures and practices.

King (2002) argues that the integration of movies in language classrooms is effective when meaningful and useful tasks are planned to assist learners along with watching the film. Language instructors should be careful when selecting films for their lessons. Their choice should be based on the interests and the proficiency levels of the students. This would challenge teachers to choose genre of movies in accordance to the interest of students in order to achieve the goal of teaching the English language effectively.

Table 2. Extent of genre preference of English movies as a tool in learning English language according to sex.

Genre of English Movies	M (WM)	D	F (WM)	D
A. Comedy	3.23	O	3.12	O
B. Detective/ Mysteries	2.54	O	2.49	S
C. Epic/Historical	2.42	S	2.35	S
D. Horror	2.52	O	2.88	O
E. Literature/ Folklore	1.85	R	2.31	O
F. Musical/Dance	2.58	O	2.77	O
G. Mythology	2.50	O	2.48	S
H. Romantic Drama	2.50	O	3.30	A
I. Science Fiction	2.73	O	2.48	S
J. Sports	2.85	O	2.15	S
K. Suspense-Thriller	2.15	R	2.79	O
L. War	3.23	O	2.75	O

Average Weighted Mean	2.59	OFTEN	2.65	OFTEN

As shown on the table, the average weighted means of 2.59 for males and 2.65 for females show that the grade VII students consider watching these movies as a tool in learning English language. This means that regardless of sex, the students often prefer watching the listed genre of English movies for learning English language. This could be because both male and female students had similar experiences under the same learning context.

The table shows however that the average weighted mean of 2.59 for males is lower than that of 2.65 for the females. This implies that when it comes to learning new English words from watching movies, females perform better than the males do. The difference in the mean could be attributable to the researcher's observation that male students have short attention span when they are watching movies. Whenever they have activities in English class like film-viewing, the teacher usually gives especial attention to male students since they were more difficult to control. During the film-viewing activity, male students tend to do chitchat to their classmates. If not, they do other things not related to the activity. Maybe because sex and hormones influence how the human brain develops. Recognizing some of the differences between the male and female brain can help us to understand why teenage males and females often have different learning styles and behavioral patterns. A busier, bigger amygdala may also explain why boys and young men need to move around more while learning compared to girls and young women, who tend to have a longer attention span that allows them to sit still and focus on one subject for longer periods of time.

Colzato and her colleagues (2011) in their research found out that women turned out to only be different from men when they had a high level of estrogen during their menstrual cycle.

On the basis of these findings, the researchers concluded that differences in random attention between the sexes are not structural, but variable and dependent.

Among the twelve genres of movie, the grade VII male students often prefer to watch three genres of English movies. These were: "Comedy", "War" and "Sports" with the weighted means of 3.23, 3.23 and 2.85 respectively; whereas, the female students often prefer to watch "horror" with the weighted mean of 2.88, "comedy" with the weighted mean of 3.12 and "romantic drama" with the highest weighted mean of 3.30. This means that Grade VII male learners learn English language more when they are watching comedy, war and sports while females tend to learn English language more when they are watching romantic drama, comedy and horror. Comedy was preferred by both male and female in learning English language.

Chiu (2006) affirmed this when he mentioned that one reason for the selection of the comedy is that comedy creates an intriguing and relaxing learning environment in which the students learn not just English words but also culture.

Among the twelve genres of movies, male students rarely watch "Literature/Folklore" with weighted mean of 1.85 and "Suspense-Thriller" with weighted mean of 2.15. Likewise, the female students sometimes watch "Mythology and science fiction" with the weighted mean 2.48, "Epic/historical" with the weighted mean of 2.35 and "sports" with the lowest weighted mean of 2.15. This implies that grade 7 students prefer movies that gives pleasure and amusement instead of facts, discoveries, and historical.

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Romans (2015) affirmed this by stating that men and women also differed in film genre preferences, with women rating drama and romance genres higher than men, and men rating action and science fiction higher. These findings was also conform by Hutchinson (1998) stating our stereotypes about film genre preference, but could be affected by specific content factors such as number of female characters, expressions of sadness, and the amount of violence, which vary between films considered under the same genre.

Table 3. Summary of t-test on the extent of genre preference of English movies as a tool for learning English language according to sex.

Mean			Computed value	df	Critical value @.05	Decision
M	F	Difference				
2.59	2.65	0.057	-0.4162	22	2.074	Accept the null hypothe-sis

The computed value of -0.4162 is lower than the critical value of 2.074 with 22 degrees of freedom at .05 level of significance.

The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of genre preference of English Movies as a Tool for Learning English Language according to the variable sex.

Table 4. Extent of genre preference of English movies as a tool for learning English language according to program.

Genre of English Movies	Science	Description	Regular	Description
A. Comedy	3.25	A	3.05	O
B. Detective/Mysteries	2.53	O	2.47	S
C. Epic/Historical	2.51	O	2.23	S
D. Horror	2.81	O	2.79	O
E. Literature/Folklore	2.47	S	1.98	S
F. Musical/Dance	2.66	O	2.86	O
G. Mythology	2.42	S	2.47	S
H. Romantic Drama	3.26	A	3.12	O
I. Science Fiction	2.30	S	2.75	O
J. Sport	2.13	S	2.49	S
K. Suspense-Thriller	2.70	O	2.58	O
L. War	2.81	O	2.91	O
Average Weighted Mean	**2.65**	**O**	**2.64**	**OFTEN**

Table 4 shows that students belonging to all the two programs often prefer watching the genre of movies as a tool for learning English language. This finding implies that regardless of program, the students consider watching these lists of movie genres in the medium range of frequency. However, those in the Science class obtained the highest average weighted mean of 2.65 followed by those in the regular classes with the average weighted mean of 2.64.

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This implies that the program where the students belong had an influence on how these students prefer to watch movies to learn the English as their second language. Students who belong to the science class were expected to academically perform better than those in the lower sections of the regular classes since they have had undergone qualifying measures before they were enrolled in the said programs. These however did not yield influence on the way they watch the movies as shown by their similar description "often" preferred watching these genres for learning English language. This means that they moderately consider these movie genres in learning the English language.

As shown on the table, students in science class often watch, "romantic drama", "comedy" and "war/horror." with the weighted means of 3.26, 3.25 and 2.81 respectively. This means that students in science class prefer to watch "romantic drama", "comedy" and "war" to learn English language. Similarly, students in the regular, often watch these movie genres, "romantic drama", "comedy" and "war" with the weighted means of 3.12, 3.05 and 2.91 respectively. This implies that regardless of the school programs they belong, they had the same extent of genre preference of English movie genre. However, those in the Science class obtained the higher weighted mean. This implies that although students in the two different programs often preferred watching these movie genres, those in the Science class prefer to watch these movie genres the most. Another thing to consider here was that they had the same set of teachers which means they encountered the same teaching methods, instructional materials and even activities; hence, the similar perception.

As shown on the table, students in the Science class sometimes watch the movie genres, "Mythology" with weighted mean of 2.42, "Science fiction" with the weighted mean of 2.30 and "sports" with the weighted mean of 2.13. Students in the Regular class sometimes watch the English movie genres, "Detective/Mysteries/Mythology" with the weighted mean of 2.42, "Epic/historical" with the weighted mean of 2.23 and the lowest weighted mean "Literature/folklore" with the weighted mean of 1.98. These findings imply that these genres are sometimes preferred to watch by grade VII students as a tool to learn English language.

Several studies have established varying movie preference by different learners. Mohammed (2017) found that the higher the respondents' levels of education became, the more likely they tended to choose drama. Moreover, comedy and romance were consistently incorporated in the preference of the respondents.

This could be because people with higher academic performance might prefer movies that challenge their knowledge and mentality and some might want films that are simple and straight forward.

Table 5. summary of t-test on the extent of genre preference of English movies as a tool for learning English language according to program.

Mean			Computed value	df	Criti-cal value @.05	Decision
SC	RC	Difference				
2.65	2.64	0.012	0.0901	22	2.074	Accept the null hypothe-sis

The computed value of 0.0901 is lower than the critical value of 2.074 with 22 degrees of freedom at .05 level of significance.

The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of Genre Preference of English Movies as a Tool for Learning English Language according to the variable program.

Table 6. Extent of effectiveness of watching English movies on learning English language.

Statements	Weighted mean	Description
1. It improves my pronunciation.	3.47	VME
2. It improves my intonation.	3.05	ME
3. It improves my grammar.	3.39	VME
4. It improves my spelling.	3.35	VME
5. It improves English vocabulary.	3.11	ME
6. It improves my fluency in speaking.	3.11	ME
7. I learned more literary devices.	2.61	ME
8. It improves my comprehension skills.	2.65	ME
9. It improves my critical thinking.	3.01	ME
10. It develops my imagination.	3.35	VME
11. It helps me discover new things.	3.36	VME
12. It improves my social skills.	3.20	ME
13. It helps me to learn English language faster than other ways.	3.11	ME
14. It improves my communication skills.	3.35	VME
15. It promotes my understanding about the different cultures.	3.39	VME
Average Weighted Mean	**3.17**	**MUCH EFFECTIVE**

As shown on the table, the students revealed that on a general level, students considered the integration of movies in the classroom as Much Effective with an average weighted mean of 3.17. This implies that majority of the participants found movies to be useful in developing their English language skills as well as keep them interested.

Among the fifteen benefits of movies, the language skill, "It improves my pronunciation." obtained the highest weighted mean of 3.47 described as very much effective. This means that grade VII students agree that movies were very much effective in improving their pronunciation.

Another benefit of watching English movies with the second highest mean of 3.39 is "It improves my grammar." and "It promotes my understanding about the different culture." This implies that watching movies does not only enhance English language skills but also it introduces them to the new innovations, cultures and practices.

The grade VII students manifested three of the fifteen benefits of watching English movies the least. There were "It develops my critical thinking." with the weighted mean 3.01, "It improves my comprehension skills" with the weighted mean of 2.65 and "I learned more literary devices." with the lowest weighted mean of 2.61. This finding implies that students lowly manifested and consider watching movies as a support tool for them to learn literary devices. This could be because literary devices are not manifested on the movies they are actually watching in the classroom. If not, teachers doesn't provide scaffold which allow them explore literary devices.

While Choo (2006) stated in his research that teachers can take advantage of this by using the media to engage students and help them better appreciate literature. For example, film can be utilized as a tool to help students understand how literary devices are used in prose. She even suggested that when incorporating media into the Literature curriculum, it is important to provide a scaffold which allows students to understand the various components that contribute to the film's meaning.

It is indeed important for the teachers to look for the most effective strategy on how to help students appreciate literature since learning English as a subject does not only entails students to learn language and grammar but literature as well which includes the developing appreciation for literary devices and symbols.

Table 7. Extent of effectiveness of watching English movies according to sex.

Statements	M (WM)	D	F (WM)	D
1. It improves my pronunciation.	3.38	VME	3.50	VME
2. It improves my intonation.	2.73	ME	3.15	ME
3. It improves my grammar.	3.15	ME	3.46	VME
4. It improves my spelling.	3.27	VME	3.38	VME
5. It improves English vocabulary.	3.00	ME	3.14	ME
6. It improves my fluency in speaking.	3.15	ME	3.10	ME
7. I learned more literary devices.	2.58	ME	2.62	ME
8. It improves my comprehension skills.	2.92	ME	2.56	ME
9. It improves my critical thinking.	3.04	ME	3.00	ME

10. It develops my imagination.	3.31	VME	3.36	VME
11. It helps me discover new things.	3.54	VME	3.31	VME
12. It improves my social skills.	2.96	ME	3.27	VME
13. It helps me to learn English language faster than other ways.	3.27	VME	3.06	ME
14. It improves my communication skills.	3.23	ME	3.39	VME
15. It promotes my understanding about the different cultures.	3.27	VME	3.43	VME
Average Weighted Mean	**3.12**	**ME**	**3.18**	**MUCH EFFECTIVE**

The table shows that grade VII male and female students perceived the benefits of watching movies as much effective to them. This implies that regardless of sex, grade VII students moderately perceived the benefits of watching movies as a tool in learning English language. This means that both male and female learners consider these benefits with about the same frequency. The female students, however, obtained an area mean of 3.18 which was higher than the males who obtained 2.12. This further implies that grade VII female students manifested more effectiveness of watching English movies than the males did.

Among the fifteen benefits, both male and female students considered the statement, "It improves my pronunciation." as very much effective with weighted means of 3.38 and 3.50 respectively. This implies that both male and female students highly considered and manifested watching movie as a tool to learn pronunciation.

Other benefits which was highly manifested by the male students are "It develops my imagination." with the weighted mean of 3.31 and "It helps me discover new things." which obtained the highest weighted mean of 3.54. And for the female students it was reflected that the statements "It improves my grammar." with the weighted mean of 3.46 and "it promotes my understanding about the different cultures." were considered and highly manifested as very much effective.

Esteban, (2015) confirms this finding. She found out in her study that both male and female students highly considered and manifested watching English TV shows and movies as a learning strategy for them to improve their English language skills. In her study, she found out that whether male or female, the students are picture and word smart since watching entails the sense of sight as well as the sense of hearing. It was reflected in her study the power and effect of technology and the fact that more and more, people rely on the media not only for entertainment but also for information and education.

On the other hand, among the fifteen benefits of movies, male students manifested three benefits the least. These were "I learned more literary devices.", "It improves my intonation." and "It improves my comprehension skills." with weighted means of 2.58, 2.73 and 2.92 respectively. Likewise, females also lowly manifested three benefits which were "It improves my comprehension skills.", "I learned more literary devices." and "It improves my fluency in speaking." with weighted means of 2.56, 2.62 and 3.10 respectively. For both male and female students, the finding implies that watching movies was described as much effective in improving comprehension skills.

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It was also shown in the finding that both male and female students do moderately consider the benefit of learning intonation and fluency in speaking from native speakers.

Esteban, (2015) affirms this in her study. She found out that speaking like a native speaker did not appeal good and meaningful to male students. In her study, female students who were trying to find patterns in English did not help them improve their English language skills.

On the other hand, some studies corroborate the finding. Among these are Uzzaman and Roy, (2015). They found out in their study that hearing natives accent also helps our speaking skills, especially our fluency in speaking. They believed that students can get idea about how to link words together and where to put intonation on certain words and sentences.

Table 8. Summary of t-test on the Extent of Effectiveness of watching English movies as tool for learning English language according to sex.

Mean			Computed value	df	Criti-cal value @.05	Decision
MALE	FEMALE	Difference				
3.12	3.18	-0.062	-0.6306	28	2.048	Accept the null hypothesis

The computed value of -0.6306 is lower than the critical value of 2.048 with 28 degrees of freedom at .05 level of significance.

The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of effectiveness of watching English movies as a tool in learning English language according to the variable of sex.

Table 9. Extent effectiveness of watching English movies as a tool in learning English language according to the variable of program.

Statements	SCIENCE	D	REGULAR	D
1. It improves my pronunciation.	3.32	VME	3.44	VME
2. It improves my intonation.	2.92	ME	3.21	ME
3. It improves my grammar.	3.47	VME	3.44	VME
4. It improves my spelling.	3.42	VME	3.30	VME
5. It improves English vocabulary.	3.17	ME	3.05	ME
6. It improves my fluency in speaking.	3.06	ME	3.16	ME
7. I learned more literary devices.	2.51	ME	2.63	ME
8. It improves my comprehension skills.	2.51	ME	2.79	ME
9. It improves my critical thinking.	2.87	ME	3.23	ME
10. It develops my imagination.	3.42	VME	3.28	VME
11. It helps me discover new things.	3.26	VME	3.54	VME
12. It improves my social skills.	3.28	VME	3.00	ME
13. It helps me to learn English language faster than other ways.	3.13	ME	3.30	VME
14. It improves my communication skills.	3.58	VME	3.11	ME

15. It promotes my understanding about the different cultures.	3.49	VME	3.33	VME
Average Weighted Mean	**3.16**	**ME**	**3.19**	**MUCH EFFECTIVE**

The table shows that students in two programs moderately manifested and considered the benefits of watching English movies in learning English language. However, those in the regular class obtained the highest area mean of 3.19. This implies that students in the regular class consider these benefits of movies more than those in the science class. This further implies that though the difference was not significant, those in the regular performed better when using English movies as a tool for learning the English language. This could be attributed that grade VII learners under the regular class could learn more English language skills when watching English movies than the learners in the science class.

Among the fifteen benefits of watching English movies, those in the science class highly manifested three benefits of watching movies, these were "It improves my communication skills.", "It promotes my understanding about the different cultures." And It improves my grammar." with the weighted means of 3.58, 3.49 and 3.47 respectively.

Conversely, regular class highly manifested the four benefits of movies "It helps me discover new things." with the weighted mean of 3.54; "It improves my pronunciation.", "It promotes my understanding about the different cultures." and "It improves my grammar." with the same weighted mean of 3.44.

This could be attributed that students from both science and regular classes perceived watching movies as very much beneficial to promotes their understanding about the different cultures and improving their grammar skills.

Base on observation, students tend to be more curious about the new things they see on the movies like the different cultures and practices of other races. They also compare our culture with that of what they see in the movie. They usually asked questions and wanted to deepen their understanding about these cultures they encounter.

On the other hand, students in the both science and regular class lowly manifested the benefits of watching movies, "I learn more literary devices." with the weighted means of 2.51 and 2.63 respectively and "It improves my comprehension." with the weighted mean of 2.51 and 2.79 respectively. This implies that regardless of program, watching movies does not cater much their need to learn literary devices and improve their comprehension skills. Thus, it does not promote literary appreciation.

Table 10. Summary of t-test on the extent of effectiveness of watching English movies on learning English language according to program.

Mean			Computed value	df	Criti-cal value @.05	Decision
SCIENCE CLASS	**REGULAR CLASS**	**Difference**				
3.16	3.19	-0.027	-0.2493	28	2.048	Accept the null hypothesis

The computed value of -0.2493 is lower than the critical value of 2.048 with 28 degrees of freedom at .05 level of significance.

The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of effectiveness of watching English movies as a tool in learning English language according to the variable of program.

In summary, the extend of preference of English movie genre as a pedagogical tool for learning English language was often preferred and the extent of effectiveness of the use of English movies as a pedagogical tool in learning English Language of the grade VII students was much effective.

There were no significant differences on the extent of effectiveness of the use of English Movies as a pedagogical tool for Learning English Language of Grade VII students when grouped according to sex and program.

There were no significant differences on the extent of preference of English movie genre as a pedagogical tool for learning the English language by Grade VII students when grouped according to sex and program.

CONCLUSIONS

Based on the findings of the study, it is concluded that most of the Grade VII students agreed that the genre of movies is a significant factor in learning the English language. This tells that these students tend to learn more English when accompanied by pleasure. In addition, it was revealed that there were no significant differences in the extent of preference of the English movie genre as a pedagogical tool for learning the English language by the students when grouped according to sex and program.

The data have also shown that the students, on a general level, considered the integration of movies in the classroom to help develop their English language skills, specifically on improving their pronunciation of words. Moreover, there were no significant differences in the extent of effectiveness of English Movies as a pedagogical tool for learning the English language by the students when grouped according to sex and program.

RECOMMENDATIONS

1. Language instructors should be careful when selecting movies for their lessons. Their choice should be based on the genre preference, interests and the proficiency levels of the students.
2. A survey of the students' genre preference in learning English language should be conducted at the beginning of the school year so that this would serve as basis and guide for the teachers.
3. The Grade VII students highly value the integration of English movies to improve their English language. Therefore, the policy makers of the school should give a lot of attention to it.
4. Further researches regarding this topic with school program as variable, larger population and in all grade levels might give educators more relevant findings.
5. English language instructors should motivate and encourage their students to use English movies to develop their language skills.

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