On Using Films to Develop Students' Reading Skills in the MALL Classes

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Abstract

Exposed to a great many media and technology resources, EFL students seem to lack the motivations for learning on the basis of the conventional teaching methods. For this reason, in teaching English, finding teaching methods and materials appropriate to make the learning experiences for EFL students more engaging and interesting has become more challenging than ever. This is the main reason why English language teachers always keep searching for more motivating teaching sources. Although most of course books have CD's and DVD enclosed, these turn out to be less authentic and not very engaging for students. In order to bring diversity into the classroom, many teachers use films in EFL teaching. Films are usually seen as a media that attracts students' attention and tend to present language in a more natural (interactive) way as well. What is more important is that films offer a visual context aids which help students understand and improve their reading skills. This paper analyzes the effects of using films in the EFL classroom. Moreover, It shows that films as a teaching resource play a very effective role in developing students reading and communication skill. Last but not least, mobile phones are used as a main supplementary device in that either group is recommended to watch a movie anytime and anywhere.

▶Keyword: media, films, teaching English, reading skill, comprehension

I. Introduction

Many scholars argue that film is a very important part of the curriculum, especially in English education. This is because films have the advantage that they can access contemporary English based on actual situation and they are naturally exposed to English-speaking cultural environment. According to the statistics of the World Daily, Korean university students watch a few films in a year. 36.4% (563 persons) of the sampled students answered 'less than 20 from 10' when asked how many films they watch on average for one year. 23.1% (357 persons) answered 'less than 10 from 5.' 19.3% (299 persons), '20 to 30 '. 10.8% (168 persons), ' less than 5 '. 7.5% (116 persons), less than 50 from 30. and 2.9% (45

persons), 'more than 50'. What is inferred based on the result that the highest percentage of respondents answer '10 to 20' is that the they watch one or two films a month on average. Also, the proportion of viewing more than 20 shows a large part, so college students have a higher frequency of watching films. This kind of interest in films surely should give great motivation to learning. Students often feel bored because reading materials commonly used in universities include literary works, news, documentaries, ideology, geography, science, history, and cultural contents. These kinds of texts are mostly unfamiliar to the students and are caused to diminish the interest of students in reading materials. When these

contents are presented as educational media along with related images, however, students' interest in reading English is expected to increase. In this sense, if film is introduced to the classroom, students will be able to understand and approach the characters, subjects, moods, and symbols of the characters still more easily, and predict the overall plot.

This study will investigate the positive effects of using films on reading classes, and emphasize the importance of various reading activities by actively using films and movie scripts from that point of view. It is supposed to be a practical help for teachers and learners who want to read novels, using films.

II. LITERATURE REVIEW

This paper will focus mainly on how films can affect the improvement of reading ability among the four functions of language. Luo's (2004) investigated the impact that DVD films have on students' comprehension. During the semester, nine films were screened in class, and DVD viewing was an additional activity specially designed for experiments. In the class activities, the specific topics required for the group discussion were selected from the movie contents, and then used for speaking, picture explanation and free questions. The teacher repeated the activity of inserting or omitting subtitles to help students practice reading if necessary for their classes. According to the final results of the statistical analysis, the students' reading comprehension was motivated by a low level of anxiety after a year of reading practice through the film, and DVD films in the learning environment showed improvement of the students' reading ability overall.

Pyeon (2002) emphasized the importance of using visual media to improve English reading comprehension in college education. For his class, he adopted Shakespeare's Romeo and Juliet literary work as a textbook, and the group that showed films as a supplementary textbook during the lessons had three to four times more improvement in not only learning motivation but also achievement than that without viewing films. He argued that direct use of the screenplay as a teaching material is a great help in learning living English. In addition, he argues that the course of English literary works, which is relatively difficult to

approach, was accompanied by movie watching, which brought the class to life and made interest in practical English through dialogue.

Lee (2008) also advocates the advantage of reading learning through film. This is because a priori experiential knowledge about contents through watching films gives attention to understand reading contents, relieves burden on reading, This means that a novel can be approached from a communicative point of view.

All three of the above-mentioned studies have a commonality in that they have taught through a script rather than a novel. In a reading class, rather than using a vast novel contents as a basic text, using a movie script as a basic text is more focused on a practical reading class. The limitation of the contents of the class should be acknowledged in that the interest is generated by providing the background knowledge through the movie in advance.

III. METHODOLOGY AND PROCEDURES

This study collected data through two types. First, the data were collected based on the questionnaires obtained from the students, and the students' attitudes toward the film classes were examined. The questionnaire consisted of 5 points from 'very dissatisfied' to 'very satisfied'. The questionnaire was distributed to two teachers, fifty students in the experimental group and thirty two students in the comparison group. Second, the quiz was completed after reading lesson.

This study examines the positive effects of film-based instruction on the quality of instruction through lectures and learning processes. One class was divided into two groups: experimental group and as comparative group. Fifty students took the experimental group and thirty two students, the comparative group. Experimental group conducted the reading lesson of the novel after viewing the movie with the adaptation of the original novel. The comparative group read the same novel without reading the movie in advance. Participants in this class consist of sophomore students of English department of a 4-year university and their English language proficiency is intermediate. The questions raised by this study are as follows.

• What are the attitudes of students in using films as a textbook for reading English in college?

• Do you think the textbooks are useful for improving students' reading abilities?

• How effective do you think movie use was in improving English literacy?

• What are the attitudes of teachers toward the use of films in the development of students' reading skills in the academic setting?

• What are the students' perceptions of using films in the EFL classroom?

• Can films help students improve their reading skills?

• Participants in this study are sophomore undergraduates in a university. A total sample of participants consist of fifty boys and girls. Their mastery level is intermediate. This study is conducted for 4 months.

• A questionnaire is sent to two teachers who already had film classes in the class.

1. Procedure

Classes were differentiated between experimental group and comparative group. This class prepared the movie "Dead Poets Society" based on the original novel as shown in the class plan.

The control group chose the original novel as its text and followed the traditional instructional process of teacher-led progress, which is typical of classroom instruction. Before the class, the teacher briefly introduced the difficult words or phrases used in the class for the purpose of further understanding the novel contents to both groups. do. In the control group class, the teacher explained the composition of the overall book about the title and the table of contents, and conducted in-class reading tasks using routine procedures and activities. In both cases, the students were given a short list of words and phrases used in the book to help them better understand the novel. The control group sets the book cover picture and discussion title and activates the knowledge previously known about the novel. At this stage, students ask questions in advance of brainstorming activities and receive true/false questions. At the end, ask students questions to confirm their understanding.

For experimental groups, key themes were introduced from movie trailers. Throughout all the movie classes, students saw 10 to 15 minutes of video footage. When students saw a movie clip, the teacher sometimes stopped the class to confirm the understanding. At this time, students were encouraged to watch films to improve their understanding of the contents. After watching the movie, the experimental group received students' feedback about using films in the classroom and asked about the relationship between movie appreciation and student performance. After watching the movie, the students (both groups) were quizzed by vocabulary, writing and speaking activities. For writing activities, students had to write a brief summary of the story. Finally, follow-up activities gave students in both groups oral tasks that describe the best and least favorite parts of the novel. The experimental group watched the whole movie in the first class. This class allowed students to show the entire movie (about 128 minutes) with their mobile phones repeatedly using their free time, whereever or whenever it was. On the other hand, the relevant exercises from the second week could be easily overcome by dividing the activity into two sessions.

2. Scene Selection and Analysis Methods

First, the researcher repeatedly watched films over several weeks for classes. In this process, the researchers selected five scenes that fit the criteria of the movie selection of other scholars and are suitable for use in class. Table 1 below describes the five scenes in the movie selected by the researcher for the lesson.

Table 1. Explanation of Selected scenes

scene	scene description
scene 1	Nolan's speech at Welton Academy (scenes 1, 2, 3)
scene 2	Keating's first English class (scenes 17, 18)
scene 3	Keating's second English lesson (scenes 27)
scene 4	Neil asks Keating about the dead poet society (scene 29, 30)
scene 5	Keating's third English lesson (scend 35)

The above scenes are selected by judging the extent to which the researcher has a lot of English education elements and the content of the scene is impressed through the process of reading and understanding the poetry quoted in the kyungbyeon and kyungsung history of the movie. In this study, four major aspects of film were analyzed. In other words, we analyzed the scene script in terms of language form, vocabulary, pronunciation, and culture, and then extracted the part containing essential grammatical elements. The next step is to extract vocabularies that we believe need to be given to the students in the five scenes. In this process, vocabularies were extracted from various vocabularies,

which are easy words in terms of students, but which are not very commonly understood, and unfamiliar vocabulary which is quite difficult. Finally, we selected the parts of the scenes that have a cultural element that will contribute to the education of the Anglo – American culture. Cultural elements have also been analyzed by attaching additional cultural knowledge through the Internet or books.

IV. Results

The results of this study showed significant differences between the experimental group and the control group for the integrated technology using the video included in the textbooks. The results of the questionnaire survey on students' satisfaction with the movie class before class are as follows.

Table 2. Comparison on Satisfaction between Classes

	group	N	M	SD	Standard error
satisfaction level	film class	50	4.06	.867	.123
	novel class	32	3.38	1.008	.178

In the comparison of the average satisfaction level between the two classes, it was concluded that the experiment group with the movie class had a score of 4.06 in the 50,000 satisfaction level and the comparative group with the novel only showed the satisfaction level of 3.38. We can conclude that motivational factors associated with film-based pedagogy have helped to enhance the effectiveness of teaching and learning processes.

Question 1) What is the teacher's attitude toward film use in developing students' language skills and performance in the academic setting? Teachers generally acknowledge that films have a positive effect on students' language learning process. They believe that by using films in class, students can actively participate in classroom activities. Teachers also argue that cinema improves communication skills. Therefore, students have more active interaction with other students in the classroom. Most teachers responded positively to the

students when they watched the movie with their reading activities, and as a result, students actively participated in classroom discussions.

Question 2) What are the students' perceptions of using films in the EFL classroom? Using films in the classroom is a new and enjoyable experience for students. Students are more motivated to learn by watching the actual situation through the movie than through the book. Students argue that the use of film offers more opportunities in English vocabulary and conversation practice. Repeated vocabularies in books and films help to anticipate key words of content and clearly understand the content of the film. Through the students' questionnaire, the following conclusions can be drawn.

• The favorite genres of students are comedy and action films, and films have a beneficial effect on learning English.
• Movie preference affects learning, and English subtitles are also beneficial for learning English.
• Most students agreed that films were useful for learning English and that they learned to watch films and learn English. They acknowledge that repetition of words has helped them acquire words.

Question 3) Can the use of films increase student literacy?

The results of the survey show that students can learn more effectively than when their interests are focused on the task. Table 3 below shows students' satisfaction with whether film classes helped them to read English, and Table 4 is the average of satisfaction.

Table 3. Effect of Film class on Reading ability

	Number of Students
very satisfied (5)	18
satisfied (4)	21
don't know (3)	9
dissatisfied (2)	1
very dissatisfied (1)	1
Total	50

Table 4. Satisfaction level of Film class on Reading ability development

		group	increase
N		50	50
		0	0
M		1.00	4.08
SD		.000	.900

Therefore, they are more focused on the language they use. The classroom atmosphere is comfortable and cooperative and there is a lot of interaction between students. As a result, students get better results in all skills. In addition, different types of work acted as catalysts to understand different patterns of interaction. Students with good comprehension ability in reading also show excellent ability in listening by using chunks (Hawkins et al., 1991). As for the students' responses to the questionnaire about reading ability development, the answers appear positive. Students respond positively to film-based instruction and show that the advantage of using films to teach reading is to increase learning interests and motivation. The students said they were given the opportunity to learn real life conversation through film and helped them improve their reading, writing and speaking skills. Students in the experimental group were found to be more motivated to read high-leveled novels after they watched the film, showing much better results than students in the control group. The films also had a big impact on their participation in group discussions. They fully understood character traits and panoramic story development when participating in the discussion. By watching the movie and participating in vocabulary learning, students could easily access new words. Students were able to acquire new vocabulary, to allow students to speak more words, and to express themselves in abundance and detail. Through all of these processes, students can develop critical thinking skills. Watching films, students can read and repeat texts base on understanding given through an effective learning process that provides both visual and textual information. Another important advantage of the film is that students can naturally recognize the rules and patterns of words used in key vocabulary and communication.

Table 5. Results of Reading Test

	group	SD (pre)	SD (post)	t	p
Results of Reading Test	film class	23.22 (4.70)	24.04 (4.54)	1.597	0.11
	novel class	22.59 (5.14)	22.87 (5.14)	0.794	0.43

Table 5 is based on a paired t test. There was no significant difference between the control group and the experimental group for improvement of their reading ability. Although the experimental group showed a slight increase in term of improvement, the growth rate was not very large. However, exhibited in Table 3 and Table 4, it is noteworthy that the results of the lessons the students showed and the thoughts about the improvement of English reading ability are due to the lesson using the film. It is believed that if we develop more content and teaching methods in a more progressive classroom, we will definitely make a big difference in improving your English reading skills.

V. Conclusion

1. Advantages and Disadvantages of Using films as Supplementary Materials

One of the advantages of using films in class is that visual images can directly stimulate students' perceptions. In addition to language, movie scenes require more sensory experiences such as color, movement, and sound than reading alone. Recently, an experimental class based on a movie is becoming active. Film viewing caused more interesting discussions between students and teachers and between students and students. There is no doubt about the advantages of using films in that the film attracted students' attention in the field of English education. Among the advantages highlighted above, the film enhances students' reading abilities in a way that enhances students' understanding of expressions in English context. It can also help learners practice pronunciation by being repeatedly exposed to new words through voices. Students can effectively guess the meaning of a word through visual cues. Film lessons also help develop other skills such as English listening and writing skills. In addition to improving listening and writing skills, students can expand their thinking skills such as comparing and contrasting, perspective analysis, and error analysis while watching films. On the other hand, there are some disadvantages besides these positive aspects. One of the most common disadvantages mentioned by participating teachers is that using a movie in the classroom consumes class time. Indeed, showing the full amount of the film through a given class means that it not only creates a sense of rejection but also alleviates the completeness of the class. The main disadvantage of watching a movie is that the original

novel has no time limit in developing the story, but the film usually has to reduce the whole event to two hours. While the meaning of the novel is controlled by the artist, the meaning that students bring from the movie is a result of the joint efforts of many people. Another disadvantage is that the film does not allow interaction with the plot or character through our thoughts or imagination. For some teachers, this is often the most frustrating part of turning a novel into a movie. Students can also refuse to watch films without English subtitles or English subtitles. Rather, it gives the burden of having to make more effort to students because they have to watch the scenes while reading the subtitles.

2. Pedagogical implications and suggestions for further research

This study investigates the relationship between movie viewing and effective learning in the EFL classroom. Research has shown that films can certainly stimulate learning, but it is not absolutely necessary. It depends both on instructor's selecting educational films sensibly and his/her adopting effective teaching methods. The special features such as subtitles have helped to develop an effective learning environment. Some readers might have little background knowledge on text, which makes them difficult to understand (Anderson & Pearson, 1984). In such a case, because the film provides additional background information, it activates a priori knowledge to help understand the reading (Mei-Ling Chen, 2012). Based on the results of the research, three educational meanings were emphasized. First, the instructor conducted film-based lessons to improve students' ability to read and speak English through film-based education. Second, teachers were able to increase students' interest and learning motivation by applying films to reading activities. Finally, activities derived from films such as dictation, group discussions, and oral presentations can improve students' reading and speaking skills. This experiment may be limited in that it was performed over a relatively short period of time. In addition, this study was limited to a relatively small number of students and requires a more objective assessment tool to measure students' reading ability.

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