The Effect of Input-flood through Listening English Movies on Receptive Skills: A Case Study

Mozhgan Sadeghi *

Department of English, Abadeh Branch, Islamic Azad University, Abadeh, Iran

Ali Asghar Kargar

Department of English, Abadeh Branch, Islamic Azad University, Abadeh, Iran

Mohammad Rostampour

Department of English, Abadeh Branch, Islamic Azad University, Abadeh, Iran

Abstract

The present study was conducted to probe The Effect of Input-flood through Listening English Movies on Receptive Skills. In this study the researcher analyzed the progress during the listening of movies according to the notes and diaries that recorded during the experiment. Progress on the results of the IELTS test, which includes listening and reading skills were compared. At first, the researcher was tested. Progress was compared based on the results of the listening and reading parts of the two IELTS tests that come at the beginning and of listening to movies. The results of analyzing diaries and comparing the scores of the two tests showed that Input-flood through listening English movies had impact on increasing listening skills, but no significant impact on reading skills.

Keywords: listening skill, reading skill, Input-flood, movies

INTRODUCTION

This study intends to investigate how language skills are developed. In particular, the study tries to show how receptive skills are expanded. What are the ways in which these skills grow and which one is the best. One of the ways in order to develop such skills is to use input-flood instruction. By adopting a practice called input flooding, language teachers choose texts in which a particular grammatical structure is especially frequent. It is clear that such high frequency of occurrence would enhance structural saliency and promote the learners noticing. This study intends to show the importance of input flood and the relationship between input -flood, listening and reading.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of

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* Correspondence: Mozhgan Sadeghi, Email: M.Sadeghi1395@gmail.com

messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input flood appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Yin, 2010). Many EFL teachers complain that the importance of listening in curriculum design is often neglected. If students are being taught in English, they should have some meaningful practice with listening during each class. Listening, the very basic language skill is consistently interrelated and intervened with the other language skills - speaking, reading and writing. Until the late nineteenth century, written mode is predominant in language learning and then onwards listening began to gain its significance in language teaching. The challenges towards teaching listening are now better understood because of the new strategies contributing to effective listening and moreover the widespread availability of technology supports the language learners in enhancing their listening skills. Still, the assessment of listening skills, remain far behind the current views of listening and hence innovations to be made to renovate the teaching or learning of listening. In this study we want to survey the effect of input -flood through listening English movies on receptive skills.

Not only to language teachers but also to the researchers of the field, seems to be a dilemma on the primacy of input flood-based language teaching over out-put based language teaching. While some believe that input flood-based instruction leads to better improvement, some in light of the previous research think that output-based instruction may result in higher levels of attainment. The issue seems to be unresolved. Hence, the present study seems significant in that it wants to tackle this crucial problem. The present study is innovate and different from similar studies in that it employs a qualitative in depth case study to reveal all aspects of the problem of learning a language via stressing on input flood.

RESEARCH QUESTION

The present study was conducted to seek answers to the following questions:

1. Does input-flood through listening English movies have any effects on intermediate EFL learners' reading skill?
2. Does input-flood through listening English movies have any effects on intermediate EFL learners' listening skill?
3. What are the EFL learners' attitudes toward the effectiveness of an input flood based language learning approach?
4. What obstacles EFL learners may face during an input flood-based language learning approach?

LITERATURE REVIEW

Extensive listening is a way to practice your English listening skill. It means listen to many different recordings, videos and interviews about the same topic. This is a way to improve your fluency because the focus is on meaning rather than form. On the other

hand, by input flooding, learners are bombarded by an artificially increased number of the target form, while maintaining a communicative focus.

This section will review a number of studies which have employed input enhancement. There are a few studies which have attempted to assess or otherwise examine whether input enhancement (visual or textual enhancement) is effective in relation to drawing L2 learners to pay greater attention to a target feature or to otherwise making second language features more noticeable to L2 learners.

Shook's study (1994) was one of the earlier studies to evaluate visual or textual enhancement in a second language context. He wanted to determine whether or not this kind of input was effective. Two target features of Spanish language were used in his study: the relative pronouns (que, quien) and the present perfect. Participants in this study were Spanish learners, who were divided into three groups. In the first group, the subjects received enhanced passages (where all target forms were enhanced using a larger character size and bolding them), and were explicitly told to pay attention to the enhanced forms. The second group received the same enhanced versions of reading texts, but they were not told to pay attention to the enhanced target features. The participants in the third group (the control group) received the same materials without typographical modifications, and they also were not explicitly told to pay attention to anything in particular.

Another study conducted on visual enhancement was that of White (2008), which was designed to investigate whether input enhancement (visual enhancement) is effective in getting language learners to pay attention to the target form (English third-person singular possessive determiners, i.e. his and her). The target form was typographically enhanced through underlining, italic, and bolding and text enlargement. The participants were 86 Francophone learners of English, and were divided into three groups: one group received input enhancement and extensive reading and listening tasks; the second group received only input enhancement; the third group, on the other hand, received no input enhancement. When White compared all three language groups, she found that all groups 'improved in their ability to use' third-person singular possessive in 'an oral communication task'. The post-tests scores for the two groups (which received enhanced forms) performed better than those of subjects in the unenhanced group. The results for the delayed post-tests (five weeks later) showed that the enhanced group continued to use the target form (his/her) in situations that called for their use, compared with other groups. This suggests that subjects in the enhanced group may benefit from their treatments; however, the differences were not significant. Researchers as Lee and Van Patten (2003) claim that visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting.

Leow (2009) presents two options for enriching input in terms of the target structure: input enhancement and input flood. Thus, providing learners with input flood seems one important way of helping learners to notice the target form and leading them to acquire it without interrupting the flow of communication (Lewis, 2000). In addition, Lightbown (1999) examined whether producing an L2 output enabled learners to

become aware of the gaps in their linguistic knowledge, and, if so, how they dealt with these gaps. The results showed that the learners became aware of the gaps through either internal or external feedback and used various strategies to reach a solution for their problems in their output. Based on these findings, Lightbown (1999) asserted "what goes on between the first output and the second … is part of the process of second language learning".

Skehan (1998) proposes two types of positive and negative input enhancement. In positive input flooding the correct forms in the input are emphasized whereas in negative input flooding the incorrect forms are highlighted. An example of positive input flooding would be visual input flooding of a reading text in which the intended forms are bolded, underlined, capitalized, or italicized. An example of negative input flooding would be the use of error flags which would focus learner's attention on their mistakes. Furthermore, two types of salience of input are introduced: internally derived salience (or noticing input because of learner's internal cognitive changes and processes) and externally derived salience (noticing input due to changing the manner of exposure). According to VanPatten (2000), recent studies in cognition and second language acquisition have scrutinized the role of input flooding on the triggering of the underlying cognitive processes to see whether input flooding affects the L2 learner's processing.

METHODOLOGY

Participants

This research is a case study. A case study is a qualitative descriptive research that is used to look at individuals, small group of participants, or a group as a whole. This study was conducted with one EFL learner as researcher. She was studying English at MA level in Azad university of Abadeh. She has not any experience about IELTS test.

Instruments

The first instrument of the study is an IELTS practice test. Second, dairy inspection is a good item that can be used as an instrument. Dairy is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person`s experiences, thoughts or feeling and comment on events outside the writer`s direct experiences. Third, she used 70 movies for this experience.

Procedures

At first the researcher was attend in an IELTS test. The purpose of the test was to show the level of her proficiency. Then listening to movies started and one film watched each day and a brief summery about it was prepared every night before going to sleep. It was included everything regarding the task. At last, in order to check the progress a second test was taken.

RESULTS

The test used at the beginning and at the end of the study was reading and listening modules of IELTS practice test. Each Module included 40 items reasonably arranged from easier to more difficult ones. Following tables describe the item types and the results of the experience.

Results of the Reading Module

The following table details the results of the reading module.

Table1. Results of the Reading Module

Paragraph No. and No. of items	Item type	Psycholinguistic Classification	First score	Second score
P.1 (1 to 7)	True-False	Recognition	1	2
P.1 (8-13)	MC items	Recognition	3	3
P.2 (14-22)	Finding main idea (choices were given)	Recognition	4	5
P.2 (23-26)	Understanding details (Choices not given)	Comprehension	2	3
P.3 (27-31)	Finding main idea (choices were given)	Recognition	1	2
P.3 (32-35)	Finding Main idea (choices were given)	Comprehension	1	1
P.3 (35-40)	Simple completion (answers not given)	Comprehension	0	0

The reading module as shown in the table has three long paragraphs with 40 items. The difficulty levels of items are also depicted based on Farhadi, Jafarpour and Birjandi (1998) psycholinguistic classification. Recognition type items are the easiest type as the answers can be easily found in the text. Comprehension type items are more difficult because it needs the readers' analysis and comprehension of the text. The table shows the experiencer score before and after the experience. It was hoped that the results and the inspection of the participant helped to understand whether or not the experience of watching movies improved her reading comprehension. By comparing the scores of reading skill, the modest improvement in the second test is clear. The one cannot explicitly say that input-flood through listening English movies have effects on intermediate EFL learners' reading skill according this experiment.

Results of listening module

Table 2 shows the results of the listening module. As shown in the table, the module had four parts with 40 items. As it moved forward the listening texts were more difficult. As for reading, it was hoped that the researcher could come to the understanding of the effect of watching movies on the receptive skill of listening. Her inspection and her experience of listening to the movies could help finding the effect. The listening skills scores comparison in the second test sows that in some points related to special

questions there are significant improve than the first test. These points are related to Recognition of the speech. According to the test results we can conclude that input-flood through watching English movies have effects on intermediate EFL learners' listening skill.

Table2. Results of the Listening Module

Section No. and No. of items	Item type	Psycholinguistic Classification	First score	Second score
S.1 (1 to 5)	Simple completion	Recognition	1	4
S.1 (6-10)	Simple completion	Recognition	0	3
S.2 (11-14)	Answering questions (choices given)	Recognition	3	7
S.2 (15-20)	Summarizing details (Choices not given)	Comprehension	2	0
S.3 (21-30)	Simple completion (choices not given)	Recognition& Comprehension	1	2
S.4 (31-35)	Simple completion (choices not given)	Comprehension	2	1
S.4 (36-40)	MC items	Recognition& Comprehension	0	2

The following table summarizes the contributing factors the experience referred to during of study.

Table 3. My level of agreement after watching movies

Effecting factors	Level of agreement				
	Very high	High	moderate	low	Very low
1-English subtitles helps me understand conversation in the movies better		✓			
2-Learn correct pronunciation through movies			✓		
3-undrestand unfamiliar accents and dialects better	✓	✓			
4-learn new vocabularies	✓✓				
5-undreastand unfamiliar idioms, proverbs and slangs better			✓	✓	
6-the motion picture in the movies helps me understand the conversation better	✓✓				
7-english movies can improve my listening skill better than other English media normally used	✓	✓			
8-english movies can improve my reading skill better than other English methods normally used		✓			

DISCUSSION

When someone learns English with movies, s/he is learning the real English used by native speakers. In movies, you'll hear natural pronunciation, everyday vocabulary,

spoken grammar, common idioms, and slang. Even better, you will learn these from interesting and emotional stories. Movies are a powerful way to improve your English, enjoyable. In general, movies help a lot in learning English, especially in the aspect of speaking and listening. They provide learners with more opportunities to hear native speaking of English. Watching movies can improve our oral skills. We are able to hear their (native speakers') accent and learn to speak more fluently. Watching movies is a channel for developing a better pronunciation and communication skills.

Apart from learning English, students can gain knowledge and broaden their horizons by watching films. The growing awareness of culture of the English-speaking world is important to any ESL course as learners should not only aim for fluency but also cultural development as the ultimate aim of learning English is to be able to interact and communicate with other speakers of the language.

Such a motivating context does not only help language and knowledge acquisition, but it was proved that students often think beyond passive viewing. They enjoy discussing with their peers after watching films as they believe they can learn from others as well as practicing their oral English. Moreover, discussion after viewing the movies also helps students to focus on different aspects and techniques used in movie making rather than the story alone. I like having discussions after watching a film. It requires a lot of thinking as it can be about acting skills, props and settings and so on. We have to pay attention to the films and try to feel what the characters are experiencing.

The findings support the argument that films provide an authentic and meaningful context for ESL learning. The participants in the study welcomed the exposure to the 'real' English used by native speakers in the films, which they commented as being highly effective in helping them to improve both their confidence and ability to speak English. Baddock (1999) proposed that the "realism" of films is the strongest attraction to ESL learners because they provide a context in which "realistic language is presented in realistic contexts" (p.3). Moreover, as agreed by Eken (2003), a film's rich and popular context makes it both a medium of enjoyment and a popular topic of people's daily conversation. Films provide cultural insights of the English-speaking world to students besides ESL instruction. As a result, the participants in this study became more confident and involved themselves more in the discussion, the post-viewing task, and found that their spoken English improved. They also welcomed the exposure to informal and conversational use of English, which helped them to learn the slang and informal phrases used by native speakers.

The results of the study are consistent with the previous studies which found that using input-flood through listening English movies could be beneficial for improving the listening comprehension of learners. In addition, they provided evidence for the positive effect on enhancing the learners' vocabulary recognition. The findings of this research are also in line with the study of Chung (1999) who found that using video movies with advance organizers and can significantly affect the listening comprehension of the learners. In addition, the results of this study confirmed the findings of Markhan (2011) research project which indicated that using input-flood

through listening English movies can improve the learners listening word recognitions skills. According to the findings, input flooding makes difference in level of listening skill. The present study provided evidence for the positive effect in improving EFL students' listening comprehension. The results are in line with other studies which have confirmed the beneficial effect with audio-visual materials to enhance the listening comprehension of a foreign language (Goudarzi & Moini, 2009).

The First Research Question

The documentary film was useful in preparing to write the argumentative essay. It deepens the interest in the subject. It helped her visualize the destruction brought about the word so she thought more about the factors leading to it. She did further research to find out the consequences and what we can do to save the environment. It was reported that films are particularly useful for vocabulary learning among other language items. However, students feel more confident about what they can learn when worksheets and explicit instructions are provided before and during viewing. By watching the film, she can not only form language sense, but also correct their wrong tone and intonation. The repeated presence of the learned or new words, phrases and sentences also leave a deep impression on learners. So movies can enhance students' learning interest, also to deepen students' cognition of western culture. According to her second test result against the first test, it is clear that its improvement is low.

The Second Research Question

Input-flood through watching English movies has positive effect on learners' listening study. English movies create a real language environment for learners with pictures, plots and performance which make the scene more vivid. Listening to conversations between characters and understanding their relationship is a great way to gain a new perspective on English. The fast dialogue and use of slang may seem daunting but it will help you to get used to the natural flow and sounds of the language. It is also useful to see facial expressions and hand gestures, as these will give you more understanding of the conversation. The real language environment to make she deeply realizes the language environment. Also in the movie the lines and language are more colloquial, it is more practical learners. In the film, the language is simple and the sentence is not very long, so that they can be easily understood.

From the above comment, we can assume that the visual schema found in the films were very powerful in capturing and sustaining students' attention, the effect of which will not be easy to achieve if the same topic was presented with newspaper or textbook articles. Also in second test she had better sense to what she heard. From comparison of first and second test diagram we can see this improvement is significant.
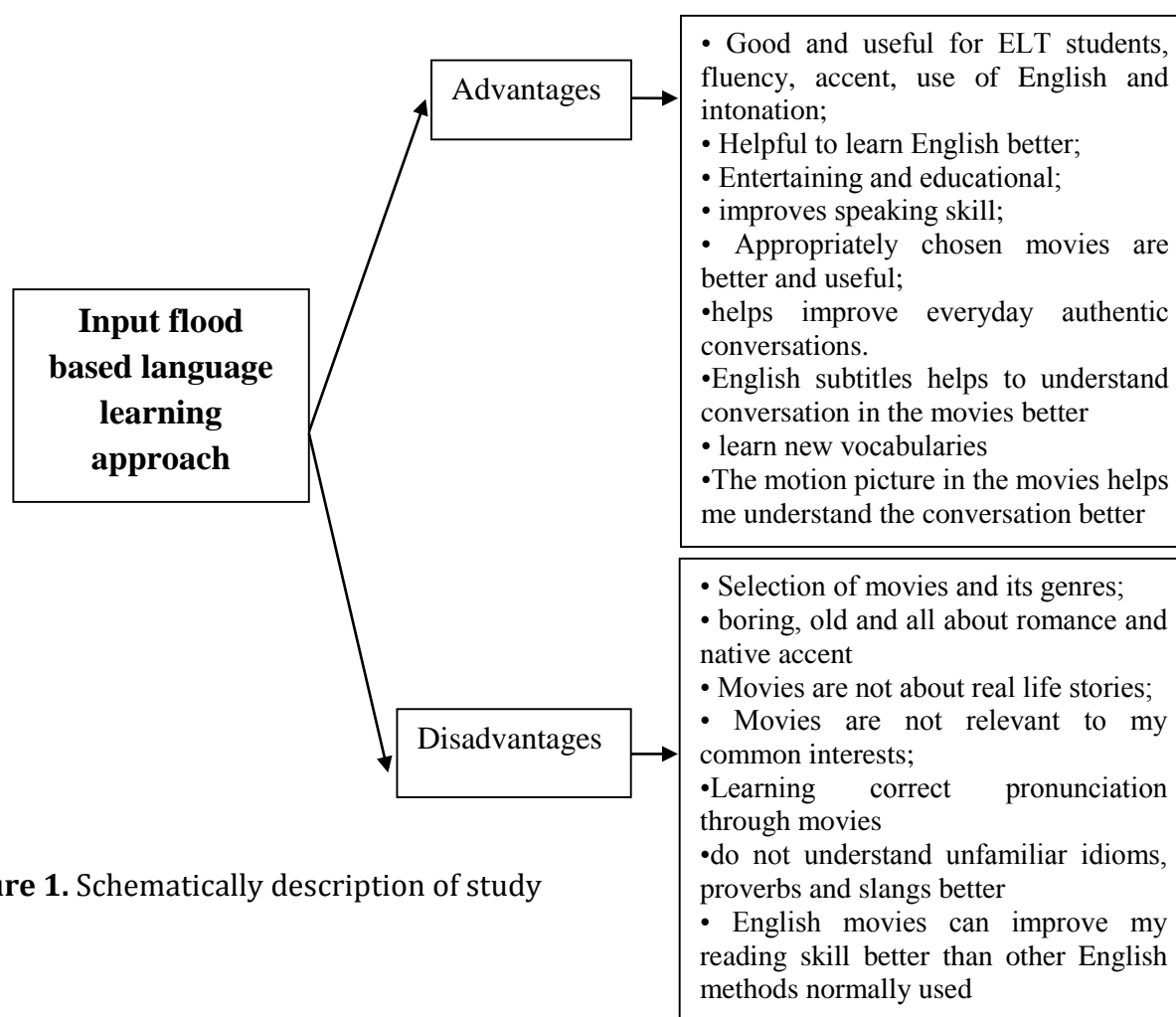
The Third Research Question

Learning from films is very enjoyable and much more interesting than learning from textbooks, because the situations are more familiar to us. She even found that some of the characters in the films similar to her family members and friends.

Table 3. Summary of my comments on using films

Problems	Advantages
• the selection of movies; • boring, old and all about romance and native accent • not about real life stories; • movies are not relevant to my common interests; •Learn correct pronunciation through movies •do not understand unfamiliar idioms, proverbs and slangs better • English movies can improve my reading skill better than other English methods normally used	• good and useful for ELT students, fluency, accent, use of English and intonation; • helpful to learn English better; • entertaining and educational; • improves speaking skill; • appropriately chosen movies are better and useful; •helps improve everyday authentic conversations. •English subtitles helps to understand conversation in the movies better • learn new vocabularies • the motion picture in the movies helps me understand the conversation better • genres of movies had effect on learning English

While the films as a language learning tool has been proved to be highly effective, this study found out that films are useful for vocabulary acquisition in particular. She could acquire vocabulary from an authentic and meaningful context.

Figure 1. Schematically description of study

Using films is more effective because it is less boring than reading a book or an article on the same subject. Our attention can be kept longer so we can learn more when we watch films. First, she found that films provided her with an authentic and meaningful context to learn English. Such an authentic context was found to be particularly useful in enhancing spoken English, as she had the opportunity to listen to the language used by native speakers and in every day conversations. Secondly, films motivated her to learn in this study because reading passages from conventional textbooks boring and meaningless. Learning from films enabled her to learn and remember things faster, which was especially true in vocabulary acquisition. Thirdly, the use of films was not only useful in language instruction, but it helped to stimulate discussion and promote critical thinking beyond the materials. She was motivated to think beyond the films so she became more interested in learning English, thus increasing her overall language proficiency.

From the study, it can be concluded that

 1) The use of films in ESL learning is highly effective,
2) There are different genres of films to suit different interests and ability levels of ESL learners and
 3) Films only become effective learning tools when lessons are well designed with relevant and meaningful pre-viewing and follow-up tasks.

The Fourth Research Question

According to diagram we can see that there are some obstacles during input flood-based language learning approach. Among this selection of movies and its genres is very important because there are not relevant to student`s common interests. Some boring, old and all about romance and native accent have not appropriate effects. Also movies that are not about real life stories that is not attractive. Since the actors with native accent speak too fast, almost learning correct pronunciation through movies is difficult and with native accent students are unfamiliar to idioms, proverbs and slangs. English movies cannot improve her reading skill better than other English methods normally used.

CONCLUSION

At the end she find that film can bring variety and flexibility to the language learning by extending the range resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

SUGGESTIONS FOR FUTURE RESEARCH

 Since using movies in EFL teaching is a subject that has not been studied much, there are still many factors left unknown. Further research is required in order to find out for instance whether there are factors that affect the movies. Also, we suggest that future studies do this work with more examples. By providing captions learners would have a better chance of understanding the film's content and captions are a means of enhancing students' comprehension of the films in their second language.

Using technology such as audio-visual materials can aid the learners in developing their listening comprehension. However, this technology should be geared to the level of the students and different factors such as the needs, goals, and processes of language learning should be considered. I think by using captioned videos, the features and modes of representation are of high importance and it's important that future researches on input flood effect on listening skill focus on captioned videos.

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