



Advantages and Disadvantages of Input-flood through Watching Movies on learning English: A Case Study

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Abstract

This case study was focused on advantages and disadvantages of the use of movies in improving participants' language skills. The aim of this case study was to investigate the EFL learners' attitudes toward the effectiveness of an input-flood language learning and what obstacles EFL learners may face during research time. To achieve this goal, two female intermediate learners, who were learning English as a foreign language (EFL), participated in the study. Data for this case study was collected through qualitative means from the participants. During research time, the participants watched English movies with and without subtitles as much as possible and wrote their diaries. Analyzing participants' dairies showed that Input-flood through English Movies had many advantages and disadvantages on language learning.

Keywords: input-flood, watching movies, learning English

INTRODUCTION

Input that learners receive in the learning process plays a very important role in the language learning. Learners need to be given the opportunity to make sense of what they hear or see, they seek for something more interesting, they want fun, a way for showing themselves and talk. They may be motivated through watching films .Watching movies is a great way for learners to improve their English. Films are not usually created for English language learners, they are made for native English speakers. Therefore, the language is exactly how learners hear it in real life.it is spoken quickly, with native accents and pronunciation and using many idioms and colloquial expressions. So, Study in this area is essential for both teachers and learners because it will indicate the values of films in language learning. In this study the researcher attempt to investigate advantages and disadvantages of Input-flood through Watching

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Movies on learning English. Findings of the study will clarify the effects of these two factors in learning language and will provide some practical suggestions and recommendations for the teachers and learners. Based on the results of this study, educators and learners can apply efficient strategies and techniques in language learning.

REVIEW ON RELATED LITERATURE

Many studies have investigated the role of input in foreign language learning. This part will review some studies about input as a central aspect of learning a foreign language. It is now widely recognized that input is essential for language learning.

Nowadays, the development of science and technology runs very rapidly. These developments almost cover the entire aspects of human being's life. Recently, new advances in technology in general and multimedia in particular, have played a key role in facilitating foreign language teaching and learning. Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input (Brett, 1995; Egbert & Jessup, 1996; Khalid, 2001; Talaván, 2010). Particularly in the field of language learning, using videos or films as an input has received a great deal of attention from researchers and has been successfully applied to various educational applications. Movie is one of the popular multimedia tools to be used in learning language because it helps to display the content, to deepen comprehension and to enhance lexical and grammatical learning.

The Importance of Using Movies to Learning English Language

In the world, the cultural heritage of a nation is the language. During the last decade, learning languages has become more important. Learning a new language not only develops individual intelligence, but also it gives learners, permission to enter and gets learners near to another culture and prepares them with the essential skills to succeed and change their behavior in a rapidly changing world (Chan & Herrero, 2010). Movies are a part of visual literacy and "movies are an enjoyable source of entertainment and language acquisition" (Ismaili, 2012, p. 122).

Using movies in the ESL classrooms or as an outside school activity can support motivation of the learners, because of their playful component, and they can be used as task activities to give an ideal environment for learning, as well as encouraging participation and interaction among students (Chan & Herrero, 2010). "The use of movies in the language classroom can encourage a creative approach that can have applications across the curriculum" (Chan & Herrero, 2010, p. 6). Many scholars have revealed that movies used in ESL classroom can become an essential part of the courses. This is based on the fact that movies give exposures to "*real language*," used in authentic settings and in the cultural context which the second language is spoken. They also have recognized that movies attract the learner, and it can positively affect their motivation to learn (Xhemaili, 2013). Watching movies serve as a bridge between learning skills and language objectives (output) and using them in ESL classroom provide background

information that activates foremost knowledge, which is important in stimulating the four skills' activities in the classroom (Herron & Hanley, 1992).

Using subtitled movies in the language classroom make students interact with the movies. When ESL learners watching a subtitled movie, except watching and listening to the audiovisual materials, they are also understand and interact with the movie, and they make a translation, between the source language and target language. This interaction seems to be in its pick in case of watching movies in reversed subtitled mode. While watching reversed subtitled movies, learners try less to understand aural input due to their familiarity with the audio language (Gorjian, 2014). Furthermore, Scholars have revealed that movie fragments are useful to enhance memory and improve recovery of information in reading skill and listening skill (Pezdek, Lehrer, & Simon, 1984). Using the same pattern, movies help the development of the writing skill of the learner and give interesting and motivating clues to accompany audio or written inputs, in that way they help understanding and producing of second language input/output (Ismaili, 2012).

Videos that related to the content of the curriculum can be used in EFL classrooms, to bring a realistic phase of what is being taught in the class. This issue work as a supporter and motivator to the learners (Furmanovsky, 1997). "For this reason, many scholars and EFL practitioners prefer to watch the movie adaptations of famous and current novels as a supplementary source for the reading" (Ismaili, 2012, p. 122). Movies pave the way for the EFL learners and give the opportunities to see the social dynamics of communication just like native speakers incorporate into real settings (Ismaili, 2012). In addition, movies provide a great chance to students to gain background understanding, to combine with their own understanding of a story or concept. When students reading a text, movie features can help them connect to new information they may have not had a background in and change their new thoughts, images, and feelings to the text at hand (Gambrell & Jawits, 1993).

"The main component of using the movies in the class is actually enabling the readers to picture or to visualize the events, characters, narration, story and words in the context" (Ismaili, 2012, p. 123). Draper (2012) has described visualization as a foremost prerequisite for a good reader. Helping students gain visualization skills is an essential way to advance greater understanding while reading. It permits students the ability to become more engaged in their reading and they use their images to draw conclusions, create interpretations of the text, and recall details and elements from the text (Keene & Simmerman, 1997). Draper (2012) has researched and recognized that expert readers impulsively and purposefully create mental images in their mind at the time, and after they read. The creation of the images comes from the five senses and emotions, and they are stored in readers' encyclopedic knowledge. They use images to put themselves in detail while they read. The detail provides depth and dimension to the reading, engaging the reader more deeply, and making the text more memorable. Expert readers get the benefit from images to draw conclusions, to create different and unique interpretations of the text, to remember the essential elements of the text, and to

remember a text after it has been read. This is a good reason to support English instructors to be more imaginative and motivated using movies in EFL classrooms (Ismaili, 2012).

Therefore, teachers believed that using movies in EFL classroom can increase the interaction among learners; they improve learners' speaking skill and offer learners more opportunities to use English (Ismaili, 2012). "They also claim that they faced difficulties while selecting suitable movies for different proficiency levels and that watching a movie might be very time consuming" (Ismaili, 2012, p.125). Students believe that using movies in the classroom was new and very pleasant experience for the students. They claim that they enjoyed the assigned activities in the classroom. Students were more excited to see and hear real-life situations in spite of following the activities in a book, and movies also provide a relaxed atmosphere for students (Ismaili, 2012).

The Impact of Using Movies on the Four Language Skills

"In terms of instruction, teaching English is supposedly not confined only to grammar; it should include several aspects of the language, such as the four skills" (Almuhtaseb, 2012, p. 4).

The aim of learning English language is to improve the four language skills: reading, listening, speaking and writing of the EFL learner, with support of a great number of English vocabularies and proper grammar, but this is not enough. The learners should be able to speak in English language. Furthermore, most of the EFL learners have a good reading and writing skill compared to listening and speaking skill. They can easily read and write, but it is difficult for them to speak in second language and talk about themselves (Chun, 2006) because always the major focus has been on writing skill. Students do many writing activities from the first year of their academic study until they write their research paper in last year and during time they will have almost some courses related to speaking and reading skills (Almuhtaseb, 2012). Therefore, it is necessary for the instructors and learners to estimate the exertions and time given to pronunciation as an essential part of second language learning, and they have to decide which level of proficiency is required for effective communication (Gimson, 1980).

Varga stated a research question as follows: "Which skills can be developed with the help of feature movies?" (Varga, 2013, p. 343). The results demonstrate that all the four skills of listening, reading, speaking, and writing are possible to develop with one single movie. Using movies in ESL classrooms has beneficial effects on the learners' receptive and productive skills (Varga, 2013), since "much language production work grows out of texts that students see or hear" (Harmer, 2007, p. 267). Most of the instructors, experts and even learners believe that using movies in ESL classrooms has many advantages as they are essential tools for developing listening skill (Varga, 2013).

The most dominant advantage of English movies in ESL classroom is their authenticity (Varga, 2013). "Language is presented in everyday conversational settings, in real life

contexts rather than artificial situations" (King, 2002, p.2). Furthermore, movies pave the way to get familiar with the dialects of English language (King, 2002). Another advantage of English movies is that in spite of demonstrating real materials related to English language, they offer learners with paralinguistic characteristics such as; facial expressions and motion of hands and body to express thoughts and feelings which they can have beneficial effects in communicative situations (King, 2002; Kusumarasdyati, 2004; Rammal, 2005).

METHOD

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. Data for this case study was collected through qualitative means from the participants that were the researcher and her classmate. Both participants were female. The participants were studying English at MA level in Azad university of Abadeh. They had already passed all courses, and they wanted to defense their projects. Those participants were considered as intermediate level English proficiency. For language background, no difference existed between the participants; both of them are Iranians and their mother tongue is Persian. The participants were studying English as a foreign language. Furthermore, none of the participants had lived in any English speaking country.

Instruments

Quantitative data collection method was used to obtain the data and also to increase the validity of the findings. The instrument used in the study was participants' diaries:

During research time, the participants watched movies as much as possible during research time. The participants were watching movies more than 10 hours per week. Writing dairy can be repetitive and discouraging. However, a diary provides a record of our experience of watching movies, in only our view, and no one else. It is the safest form of communication as there are no limitations to how much we can write and what we can write. During research time when participants wrote a diary, they should keep up to date. They wrote about their selves to make their diary more personalized e.g. their favorite actor/actress, their feeling during watching movies, was it or favorite movies, and was it understandable for us, and etc. Participants watched many movies during research time to help them to improve English. They think they've got a fairly good perspective on this topic, having watched a lot of movies in English, and, importantly, at different stages of proficiency. This little project changed their perspective about the role of movies in language learning.

Materials

TV and movies have something for everyone, whether it's drama, romance, soap operas, nature documentaries or the news. And all these can help them improve their language skill. During research time the participant watched a lot of movies. Participant A

watched many movies such as: Enchanted(1990), Bride Wars(2009), Barefoot(2014), Frozen(2013), Life as We Know It (2010), The Wedding Pact(2014), Brave(2012), Beastly(2003), Cinderella(1950), Epic(2013), Knight and Day(2010), Knocked Up(2007), Prom(2011), Romeo and Julie(1996), The family Man(2000), The Vow(2010), Blended(2014), Tarzan(2013), In Her Shoes(2005), Pitch Perfect(2012), The Princess Bride(1987), Montecarl (2011), A Princess for Christmas(2011), Dirty Dancing Havana Nights(2004), Bad Teacher (2011), Just Go With It(2011), What Happens In Vegas(2008),Undercover Bridesmaid(2012), Just My Luck.(2006), Mean Girls(1952), Football(2007), The Holiday(2006). In addition, she also watched serials like The Secret Circle, Gossip Girl, Extra, and some episodes of Game of Thrones.

Participant B watched many movies such as Room(2015),Sand Castle(2014),The 5th Wave(2016),Take Shelter(2016), Snow Time(2015), A Brave Heart(2015), Anguish(2015),Garfield Pet(2009),The Driftless Area(2015),The Wrong Car(2016), Waist Deep(2015),The Last Witch Hunter, Polycarp (2015),Barefoot(2014),Bigfoot-The Last Coast Tape, Boys Don't Cry, Brooklyn(2015), Coffin Rock(2006),Bachelors Grove, Danny The Dog(2006),Eaten Alive Anaconda(2014),Girl on a Bicycle(2013),Hick(2011),Home(2016),In Her Skin(2009),House of Sand and Fog(2003),Intruder(2015),Komodo(1999),Exeter(2015),Labor Pain(2009),My Life is Ruins(2008),Not Without My Daughter (1991),Gudzila(2014),Mad Max Fury Road(2015),Hell and Back Again(2006),In Time(2015),Noah(2014),Far from the Madding Crowd, The Intern, Snitch(2013),The Keeping Room, Romy and Michele's High School Reunion(1991), Sharkansas Women Prison Massacre(2016),The Girl Next Door(2007)The Canyon(2009), The Choice(2016),The Dressmaker(2015),The Life Guard (2013),The Final Destination(2009),Bad Teacher(2017),Bella(2006),How to be Single(2016),Hidden in the wood(2014),Bite(2015),Blood Orange(2016),The Sand (2015),Pride and Prejudice and Zombies (2016),Hostel Part2(2007),Carol(2015),Against the Wild.2. Survive the Serengeti (2016),Even Lambs Have Teeth (2015),The Other Side of the Door(2016),Warcraft (2016), Heart Breakers (2001),Roommate Wanted (2015), Whiskey, Tango, Foxtrot (2016), Colonia(2015).

Procedure

This section briefly explains the procedures that were followed regarding how the study was conducted.

This study was carried out in three phases. First, the most appropriate English movie titles were selected as the material of this study. Second, the participants watched movies during research time and they wrote a diary. Analyzing their dairies was at the final. Choosing a film to watch that is suitable for their level of English can be difficult. After conducting a research through websites and TV programs, participants decided to select a movie appropriate for language learning. During research time, the participants would watch English movies with and without subtitles as much as possible. They wrote dairies at the end of the day. They also managed to write down some phrases and expressions in their notebooks so that they could practice and review. Because of the number of the participants, we could not generalize the effectiveness of watching

movies. The study mainly focused on analyzing the dairies as the sole instrument for collecting intense qualitative data.

Data Analysis

The data analysis was qualitative by using diary. A diary was a record with discrete entries arranged by date reporting on what had happened over the watching movie of a day or other period. A personal diary might include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct experience of watching movies.

In analyzing the qualitative data, the researcher used Burns' theory (1999) that, in general, the data analysis process included assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The data provided the evidence for the statements or assertions that were made about the research insights or outcomes. The following are the stages for analyzing qualitative data:

Gathering the Data

The first step was to assemble the data that had collected over the period of the research: field notes, journal entries, and so on. It was useful to note down thoughts, ideas, or impressions that occurred during this initial examination. At this stage, broad patterns should begin to show up which could be compared and contrasted to see what fits together. By scanning the data in this way, it began the process of more detailed analysis by bringing up possible patterns which could adopt or add.

Coding the Data

Some overall examination of the data, categories, or codes could be developed to identify patterns more specifically. Coding was a process of attempting to reduce the large amount of data that might be collected to more manageable categories of concepts, themes, or types. Data analysis became much messier when it was dealing with diary entries.

Comparing the Data

Once the data had been categorized in some way, comparisons could be made to see whether themes or patterns were repeated or developed across different data gathering techniques. The sequences of data were examined for identifying relationships and connections between different sources of data. At this stage the researcher should be able to map frequencies of occurrences, behaviors, or responses. The main aim at this stage was to describe and display the data rather than to interpret or explain them.

Building Interpretations

This was the point where the researcher moved beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data. This stage demanded a certain amount of creative thinking as it was concerned with articulating

underlying concepts and developing theories about why particular patterns of behaviors, interactions, or attitudes had emerged. Discussing the data patterns and themes with other members in the research could be a catalyst for new discoveries or interpretations, as could noting down thoughts or insights as they occurred and questioning what lied behind surface description.

Reporting the Outcomes

The final stage involved presenting an account of the research for others. There was various ways to report the research. A major consideration was to ensure that the report set out the major processes of the research, and that the findings and outcomes were well supported with examples from the data. The data in the action research had been systematically collected and analyzed. This systematic aspect needed to be shown in a report. This means at the very least setting out and discussing the original issue or questions that prompted the study, describing the contexts of the research, outlining the findings and providing data samples to support them, interpreting how the findings related to the context and suggesting how the project had been fed back into practice or could lead to other areas for research.

RESULTS & DISCUSSION

The following is the detailed diary of watching movies as experienced by the participants. They were classified and summarized to see what was happening during the course of study.

The first step was to assemble the data that had collected over the period of the research:

Table1. The data collected from participant A's dairies

Subject	Accent	Subtitle	duration	Participant's comment about the movie
cartoon	American		1:15	I understood some of speaking but I did not understand singing
Animation	American	✓	1:42	I love it. I think I understood the story I think the subtitle was helpful
Cartoon	American	✓	1:30	I watched it with and without subtitle I couldn't understand what they say in many time without subtitle
Animation	American		1:42	I love the story, and I understood many of conversations
Animation	American	✓	1:35	I watched it with and without subtitle. Based on the subtitle I could recognize some words that I heard something else
Comedy	American		1:48	I like it and I tried to understand every part of the story, but sometime my attempt failed

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Drama	Britain and American	1:30	I liked the film, but I didn't understand many of words because the accent was Britain and I didn't use to hear that
Drama	American	1:30	I liked the film, but I didn't understand some of conversations
Comedy	American	1:30	It was funny story. I didn't understand some sentence at all
Drama	American	✓ 1:55	They speak so fast. If it didn't subtitle I couldn't understand many of conversations
Drama	American	1:30	I didn't understand some sentences, especially the sentences that black guys said. I think it because of their type of speaking
Drama	American	1:25	I understood the story very hardly. But because I wanted to understand how the story goes on, I watch it to end.
Comedy	American	✓ 1:57	It was so fascinating. I understood the story by using subtitle.
Drama	American	1:40	I didn't hear some sentences clearly. I thought they speak fast.
Comedy	American	1:25	I didn't know some words .I didn't hear some sentences clearly. I thought they speak fast.
Action	American	✓ 1:48	It was so fascinating .I understood subject. They spoke so fast. They used many unfamiliar words. If it didn't subtitle
Action	American	1:27	I understood some of conversations completely and some of a little. Sometimes they spoke fast.
Comedy	American	1:50	The film was too interesting, I understood more of conversations
Comedy	American	✓ 1:57	I understood many of conversations completely by using subtitle. Sometimes they spoke fast.
Comedy	American	1:50	Movie was interesting. I understood much of dialogues.
Drama	American	1:26	I liked the movie. I understood the story. I understood some of conversations

Drama	American and Britain	✓	2:15	I didn't understand many of sentences clearly I think because of British accent. But the subtitle was very helpful.it was too long for me to can focus.
Drama	American		2:5	I didn't understand many of sentences clearly. I think if it had subtitle, it would be more understandable.
Drama	American		1:43	They spoke so fast and I hardly understood what they say in some parts .I didn't understand singing. I think if it had subtitle, I would understand it better
Comedy	American		1:40	I clearly understood the meaning of some conversations. I didn't understand many of sentences clearly
Drama	American	✓	1:59	I watched it with subtitle. It had much unfamiliar word and phrases. Sometimes I couldn't find the meaning of words in dictionary. I think it wasn't understandable for me.
Comedy	American		2:13	I couldn't recognize what they said, because that time either they spoke so fast or they used new words.it was very long and I couldn't concentrate.
Comedy	American		2:5	I like the film. It was nice. I understood the story of the movie. If it was shorter it would be better
Comedy	American	✓	1:40	It was so fascinating and pretty. I could understand the meaning of some word and phrases that I didn't know the meanings by using subtitle.
Serial	American		22 episodes that each episode last at least 42 minute	I like the serial. After each episode I wanted to watch next episode, so it caused that I spend more time for watching. Some days I watch more than two episodes of it. Sometimes I watch one episode more than one time to understand it. I understood what happened .but some conversations weren't understandable for me.
Serial	American		10episodes that each episode last at least 45 minute	I watched some of its episodes, unfortunately , I didn't understand most of their conversations, actually I didn't like all part of each episode .I dislike serial that have a lot of killing on it .this serial had it .besides ,they used very unfamiliar word and phrases that I didn't understand meaning. I thought if I watched it , I would waste my time.so I quitted it.

Serial	Britain	20 episodes that each episode last at least 25 minute	I like that serial. The accent of the serial was Britain .I don't usually understand this accent .But they spoke in that way I could understand it.so it was one of reason I kept on watching it. After each episode I wanted to watch next episode, so it caused that I spend more time for watching. Each episode wasn't long so, I could face on it and I wasn't tried during watch it. At the end of it, I understood most of conversations and I understood the subject in each episode.
Serial	American	6 seasons each season had at least 18 episodes that each episode last at least 42 minute ✓	I loved watching this serial. I was interested in watching, it was so pretty. It caused me spending more time to watch. I understood subject of each episode and I could understand most of conversation.at least I understood their meanings. When I didn't understand a part I tried to find a way to understand it .for example, using dictionary, using subtitle, watching it more, etc. by the way. This series was the prettiest series that I had ever seen.

Table2. The data collected from participant B's dairies

Subject	Accent	Subtitle	Duration	Participant's comment about the movie
Drama	Canadian		1:52	talking simply, I did not understand one word
Horror	American local accent		1:33	I did not understand too much, Following their conversation was difficult
Drama	American	✓	1:50	I tried to listen to the conversations carefully, I checked the word in the dictionary
Horror	American local accent		1:26	I did not understand too much
Cartoon	Simple	✓	1:22	Actors spoke plain. I understand a lot of sentences, made for kids and tried to speak simple
Documentary	Understandable		1:16	very attractive for me, I want to see the film once again
Cartoon	Simple		1:17	I knew a lot of them, its simplicity is that is made for kids

Action	Local	1:30	Talking too fast. I did not like it at all
Action	special accent	1:36	Somewhat interesting. I saw the movie twice, I was eager to see more movies
Criminal	Understandable	1:22	I liked this movie, talk too fast, could understand very much
Horror	American	1:44	I hate horror films, refuse to watch them
Drama	Understandable	1:32	I did not like the subject. did not really pay attention to what they say
Domestic	Understandable	1:20	Attractive movie. understood most parts
Imaginary	special accent Perhaps it was local accent	1:25	Was interesting. Sometimes I can understand
Drama	Understandable	1:51	spoke too simple, I understood more of conversations, did not like it
Horror	Understandable	✓ 1:48	Did not like it, and I was scared, I understood more of conversations
Horror	Understandable	1:42	I feel that realized the dialogues more comfortable than before.
Action	Understandable	✓ 2:5	The film was too interesting, I understood more of conversations, it was long
Action	Understandable	1.53	too interesting, I understood a lot of conversations
Horror	Understandable	1.31	Movie was not interesting but I understood much of dialogues.

Coding was a process of attempting to reduce the large amount of data.in order to reduce the data from table 1, researcher found some crucial variables influencing success, which are mostly beyond the control of the learners (using their dairies). It consisted of some factors that caused language improvement. Researcher also compared the participants 'diaries. She found many agreements in their ideas

Table 3. Variables Affecting Participants Learning and the level of agreement

Variables	Level of agreement
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	very high	high	moderate	low	Very low
1- stimulating participants' interest in learning		✓			
2- Helping the participants to improve the level of English speaking		✓			
3- Helping participants to understand the English national culture and background knowledge		✓			
4- Helping the participants to improve the level of English listening		✓			
5- Length should be moderate, and the level of language difficulty should be from easy to difficult		✓			
6- Helping the participants to improve the level of Pronunciation				✓	
7- Helping the participants to improve the level of vocabulary knowledge		✓			
8-Helping the participants to improve the level of English reading				✓	
9- Helping the participants to put knowledge into practice		✓			
10- Helping the participants to improve the level of English writing				✓	
11- having beneficial for English use in everyday life		✓			

What actually happened when participants used input-flood through watching a movie?

- ✓ They could get used to the sounds and rhythms of the language, and certain cultural idiosyncrasies as well.
- ✓ They might notice certain words and phrases that crop up often.
- ✓ It helped to consolidate language that they have been learning elsewhere. For example, if they've learnt a word in a textbook and hear it later in a movie, that might help it to stick.
- ✓ Motivation is the key to learning a language. They love English cinema, so that passion for the culture is going to motivate them to keep learning.
- ✓ Not only that, but they would probably continue to watch movies, which would increase our exposure to the language. That's a great thing.
- ✓ they were creating an English environment at home
- ✓ If they were going to spend their evening watching a movie anyway, they preferred it to be in English than Persian.

Now let's look at the other side of the coin and see if a different picture starts to emerge.

- The language level is way too high for them to understand most of what goes on. Improving in a language requires them to be able to notice interesting features of the language from the things people are saying. For that to happen they needed

to listen to language that was slightly above their current level (this is known as comprehensible input).

- Watching a movie is a passive experience, with no interaction.
- They were not really listening. Didn't feel under the impression that they were really listening to the language. If they had got subtitles on, what they were actually doing was reading. And they were reading in English. OK, they could still hear the English being spoken, but it was not the focused listening they thought it was.
- Movies are long! What other learning activity would they spend two hours on, without varying it, or trying other things?
- They couldn't focus. And during those two hours, how much were they really focusing on the language? They were probably trying to enjoy the movie at the same time, which means inevitably they were going to spend a lot of the time more focused on the subtitles and the story line than the English that was being spoken.
- It was impractical to look up words in the dictionary. They could look up the odd word, but no more than that if they actually want to reach the end of the movie!
- There was no accompanying text/transcript to help them. Even if there was, it'd be too long. Compare that to a short dialogue in a textbook which they could learn from, go back over and analyze when they wanted to understand something. (Even if they had subtitles in English, it was not the same – it was usually paraphrased, and they only got one line on screen at the time.)

Nothing was perfect, But, they still think if they spend hours watching movies in English, it can help them to improve their English.

RESULTS & DISCUSSION

According to the data of the present study, it was revealed that input-flood through Watching Movies have many advantages on improving language learning. Participants also faced some obstacles during an input flood-based language learning (disadvantages).

Researcher summarized them as follows:

Advantages of input-flood through Watching Movies language learning:

- ❖ Participants claimed that they learned correct pronunciations of words and become familiar with accents and dialects through watching movies and also they learned new vocabulary.
- ❖ They said that understanding of unfamiliar proverbs and slang was improved. Also motion pictures helped them better understanding.

- ❖ They thought English movies were more effective for their listening and speaking skill improvement than other English media, and it was an appropriate tool for improving speaking skill.
- ❖ They believed that watching English movies can be beneficial for their daily use of English.
- ❖ Participants claimed that they were able to hear their (native speakers') accent and learned to speak more fluently.
- ❖ Watching English movies encouraged participants to learn English, understand foreign cultures and have positive attitudes towards English.
- ❖ They claimed that they enjoyed watching movies.
- ❖ They were more motivated to see and hear real-life situations than to read a book.
- ❖ Their opinions were that movies also provided a relaxed atmosphere for them.
- ❖ They claimed that using movie was a good way to improve English and gave them more chances to practice English.
- ❖ They said that they had learned new words because those words that had been repeated many times throughout the film.
- ❖ They thought English subtitles were good in learning English.
- ❖ They said that genres of movies had effect on learning English.
- ❖ They believed that watching movies were edutainment activity.
- ❖ They could get used to sounds and rhythms of the language, and certain cultural idiosyncrasies as well.

Disadvantages of input-flood through Watching Movies language learning:

- ❖ Movies caused participants lost sight of instructional objectives, and they paid more on the characters or color and technique in the film instead of content of the film.
- ❖ The subtitle on the film distracted their attention. Subtitle interfered their attempt to listen. Those films took more effort to follow because of the need to read the subtitles and watch the scenes.
- ❖ Language of the movies is an ordinary language which spoken on daily life, the rich-content of which contain phrases and idioms, and the fast speed, all of these made some difficulties for participants to understand.
- ❖ The length of movie: the participants felt exhausted and bored for long boring movies. Therefore, the time of movies should be moderate.

- ❖ Movie selection: the difficulty of dialogues directly effects on learning. So, in the selection of movies, they should consider a difficulty level of the movie.
- ❖ Accent of movies sometimes caused participants understand neither conversation nor words that they familiar with them.

CONCLUSION

The purpose of this study was to investigate advantages and disadvantages of input-flood through watching movies on learning English. Based on the data analysis, we can see the uses of movies as a modern technology in the area of language learning have become an essential requirement for the purpose of language learning. Movies have many advantages on improving language learning although participants faced some obstacles during using movies in the course of language learning. According to the result of the present study, it was revealed that watching movies have impact on improving four communicative skills. For example, watching movie completely or sequence of its events can be used to practice listening and reading, and as a model for speaking and writing.

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