The Effect of Input-flood through Watching English Movies on Language Productive Skills

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Abstract

This case study focused on the use of movies in improving participants' language productive skills. The aim of this case study was to survey the possible effect of the use of English movie on the improvement of EFL learners' speaking and writing ability. To achieve this goal, two female intermediate learners, that they have learned English as a foreign language, participated in this case study. Data for this study was gathered based on the results of two tests which was the speaking and writing parts of Cambridge IELTS Test and participants 'diaries. In the beginning of the research, the participants were tasted to assess their language proficiency. So, they were given an IELTS speaking and writing sections. During the research time, the participants watched English movies with and without subtitles as much as possible and wrote their diaries. At the end of the study, they were given an IELTS speaking and writing sections to measure their improvement in speaking /writing skills. Then, their diaries shed some light on the challenges they experienced. The result of this research showed that input-flood through watching English movies caused improvement on intermediate EFL learners' speaking skill and had some positive effects on intermediate EFL learners' writing skill, but it should be used by practicing writing.

Keywords: input, case study, movie, productive skills

INTRODUCTION

Learning English is a very important issue in the world of education. All language skills are difficult for language learners to learn. Moreover, mastering the productive skills is like a dream for majority of language learners.

Input is a very important role in the language learning. A great method for learners to improve their English is watching movies. Movies are not made for English language learners. So, the language is exactly how learners hear in real life.

This case study was focused on the use of movie in improving participants' productive skills. The aim of this case study was to understand the challenges the learners faced while they were learning English by using English movie. So, the study wanted to examine the participants' self-expressions of their proficiency in language productive skills before and after the study in the light of their true improvement as measured by LELTS writing and speaking test and the dairies that they wrote during the research time.

This case study wanted to survey the possible effects of watching English movies with and without subtitles on participants 'productive skills. This research focus on the role of input flood through watching English movies on Language Productive Skills. This study intends to investigate how language skills are developed. In particular the study wants to show how productive skills are expanded.

The case study was conducted to find answers to the following questions:

1) Does input-flood through watching English movies have any effects on participants' speaking skill?

2) Does input-flood through watching English movies have any effects on participants' writing skill?

REVIEW ON RELATED LITERATURE

The research wanted to evaluate the effect of using movies to learning English Language (input), and discusses its influence on the development of productive skills (output).

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 Productive Skills

Most of the previous research concerning the use of captions and subtitles while watching videos supported the value of using captions for facilitating language skills.

Blasco et al. (2006) have stated that the use of films in learning and teaching is crucial to provoking the reflective processes and attitudes in the learner. Some others (Butler et al., 2009; Casper et al. , 2003; Lesser & Pearl, 2008) have also argued that learners' ability to retain and recall information as well as overall satisfaction with the learning experience was significantly higher where film was an integral part of the learning and teaching activities. Champoux (1999) maintained that films offer both cognitive and affective experiences in the classroom. Moreover, film scenes could be very helpful in enhancing analytical skills of students and changing their worldview as they offer opportunity to connect theories to realistic situations.

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

Various studies (Baltova, 1999; Borrás & Lafayette, 1994; Garza, 1991; Neuman & Koskinen, 1992; Vanderplank, 1990, 2010) had demonstrated the positive effects of subtitling on productive skills such as a verbatim recall and retention of vocabulary in the proper context, as well as communicative performance in specific oral and written communication tasks. Canning- Wilson and Wallace (2000) suggested that subtitled movies encourage learners to consciously notice new vocabulary and idioms, and as such, may have potential to facilitate vocabulary acquisition without being a distraction for learners.

It has been proposed that one way of helping learners of English to comprehend authentic video programs while maintaining a target language learning environment is by adding English text subtitles to English videos (Vanderplank, 1990). In this respect, Boehler and Sidoti (1981) had asserted that the constant general movement indicates that information coming through two input types (i. e. dialogue and subtitles) is more systematically processed than if either dialogue or captions are presented alone.

Vanderplank (1990) examined how learners of English used captions over a three-month period. Those who took notes while watching captioned videos produced more accurate language on subsequent comprehension exercises. Those who did not take notes comprehended as well as the note-taking group but did not retain specific language used in the videos. He concluded that attention and processing are important for the intake and long-term retention of forms through caption.

Garza (1991) compared Russian ESL learners' comprehension of video segments with second language subtitles to that of video segments without captions. The results showed that a textually enhanced visual channel, which presents information redundant to that presented by the auditory channel, facilitates students' comprehension.

Bird and Williams (2002) focused on the implicit and explicit learning of spoken words and non-words. A first experiment with 16 English native and 16 advanced non-native speakers demonstrated that participants in the captioned condition were better able to implicitly retain the phonological information they had just processed. They also showed superior explicit recognition memory when asked to aurally identify words that had been presented in a previous phase. A second experiment with 24 advanced ESL students found that captioning had a beneficial effect on word recognition and implicit learning of non-word targets paired with two rhyming and two non-rhyming aural cues, especially in the rhyme condition.

Mei-ling (2007) examined teaching English listening and speaking through films. The results suggest that English films pay a positive role in motivating students to learn English listening and speaking.

METHOD

Participants

Data for this case study was collected through qualitative means from the participants. The participants were two students at MA level in Azad university of Abadeh. Both participants were female. 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

The instruments used in the study were as follows:

Diaries

During research time, the participants watched movies as much as possible during 4 months. The participants were watching movies more than 10 hours per week.

During research time when participants wrote a diary, they should keep up to date. They wrote about themselves 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 them, and etc.

Participants watched many movies during research time to help them to improve English. They think they have 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.

Participants wanted to become fluent. Like many other people, they loved English cinema, and often watches movies to help them learn the language.

IELTS Practice Test

At the beginning of the study to determine the language proficiency of the learners, they were given an IELST speaking and writing sections. A pretest was administered to measure their speaking /writing ability.

Speaking Test

The speaking test consisted of some questions. The participants were supposed to answer the questions. They talked to an examiner for about 15 minutes and their interviews were audio recorded.

Writing Test

The writing test consisted of two tasks. The participants were supposed to write about the questions. They would have 60 minutes to complete both tasks. They should spend about 20 minutes on Task one and write at least 150 words. You should spend about 40 minutes on Task two and write at least 250 words (free practice test, 2016).

At the end of the study to determine the language proficiency of the learners, they were given the same IELST speaking section and writing section.

Materials

TV and movies have something for everyone, whether it is drama, romance, soap operas, nature documentaries or the news. And all these can help them improve their language skill.

During research time participant A watched many movies a lot of 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.

Choosing an Appropriate Movie Title

Watching movies is a great way for participants 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 participants hear it in real life – it is spoken quickly, with native accents and pronunciation and using many idioms and colloquial expressions.

So, choosing a film to watch that is suitable for their level of English could be difficult. After conducting a research through websites and TV programs, participants decided to select a movie appropriate for language learning.

Administration of First and Second tests

At first stage of research, first test was set before the treatment for specifying the participants' background knowledge of English. This test aimed to define the participants'

speaking and writing competences before the study started. During this stage, to determine the language proficiency of the learners, they were given an IELST speaking and writing sections. The same test was given to the participants at the end of the study.

Watching Movies and Writing Diary

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.

Analyzing Dairies, Speaking and Writing Tests

Because of the number of the participants, we could not generalize the effectiveness of watching movies. The participants' feeling and self-expression of how they accomplished the test as well as the results of the tests may shed more light on our understanding of the effect of watching movies as an extensive language activity. However, the study mainly focused on analyzing the dairies as the sole instrument for collecting intense qualitative data.

RESULTS

The Results of Analyzing Participants' Dairies

The major source data for this case study was diary. 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 l couldn't understand what they say in many time without subtitle
Animation	American		1:42	I love the story, and l understood many of conversations
Animation	American	✓	1:35	I watched it with and without subtitle. Based on the subtitle. l 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
Drama	Britain and American		1:30	I liked the film, but l 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 l 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

Subject	Accent	Subtitle	duration	Participant's comment about the movie
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 .

Subject	Accent	Subtitle	duration	Participant's comment about the movie
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		20episodes 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 understood 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 42minute	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 .

The analysis of the data were classified as the learning strategies used by learners, variables affected their learning and other events they experienced during the course of the study.

The following section discusses the findings obtained from the participants' dairies. The participants used both direct and indirect strategies distinctively in their language learning. They used more direct strategies than indirect strategies.

Learning Strategies

The memory related strategy that was frequently used by the participants indicates that when the participants came across new information in movie watching, they associated the new information with the existing information so that they could remember the information with ease. This strategy has been known as direct strategy. Example for this: both participants said they thought of relationships between what they already knew and new things they learnt from English movies

The compensation related strategies were also frequently used by them shows that they could be learning more efficiently when they guess the meaning of the words or sentences with the help of the linguistic or non-linguistic contexts. This strategy has been known as direct strategy. Example for this: both participants said they made guesses to understand unfamiliar English words.

The metacognitive strategy was also the most frequently used by participants pointed out that the participants were consciously aware and sensitive about any verbal communication in English. This strategy has been known as indirect strategy. Example for this strategy: both participants said they paid attention when person was speaking English during watching movie.

As for affective related strategy, they confessed the importance to speak English in daily life as it is one way to improve their speaking skills in English. This strategy has been known as indirect strategy. Example for this strategy: both participants said they encouraged themselves to speak English even when they was afraid of making a mistake.

Variables Affecting Participants Learning

Watching movies was a great way for participants to improve their English. It consisted of some factors that caused their language improvement. Watching movies stimulated participants' interest in learning. Watching English movies helped the participants to improve the level of English speaking, writing Pronunciation and vocabulary knowledge. It also helped them to understand the English national culture and helped the participants to put knowledge into practice. Participants believed that length of movies should be moderate, and the level of language difficulty should be from easy to difficult.

The Results of Analyzing Participants Speaking Tests

The participants speaking scores were calculated. Two raters familiar with the rating IELTS criteria scored the recorded voices and the mean of their scores were considered as their scores. By analyzing the scores of two participants, researcher understood the level of proficiency of each participant before and after research time. The participants' speaking proficiencies in four components are summarized and presented in the following diagrams.
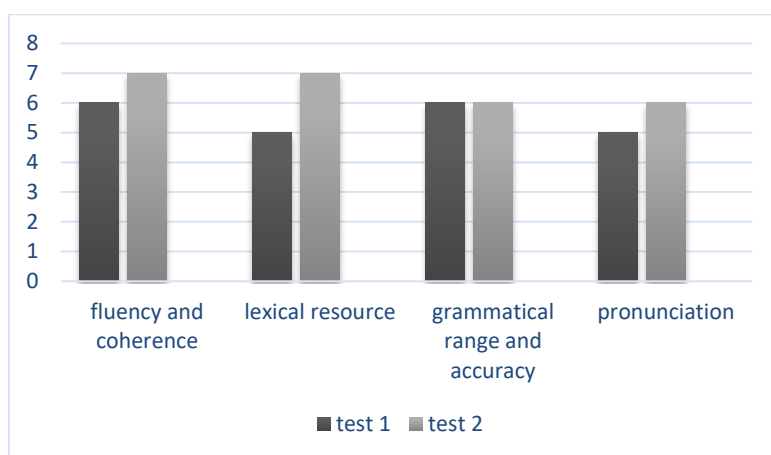
Figure 1. Comparison diagram of speaking skill of participant A
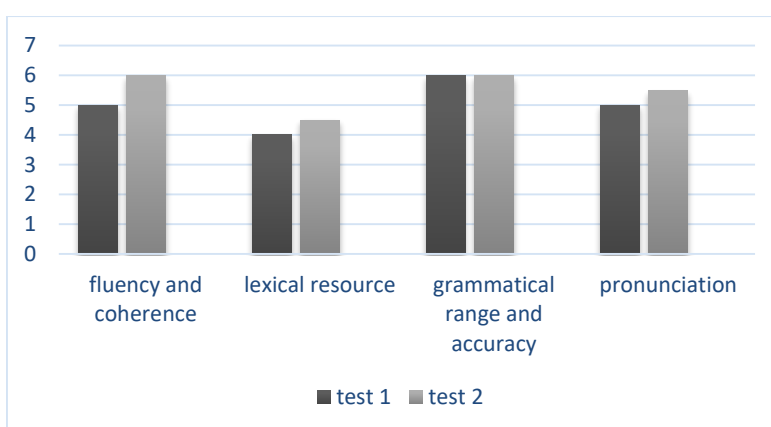

Figure 2. Comparison diagram of speaking skill of participant B

Comparison diagrams of speaking skill indicate improvement in the second test. So, input-flood through watching English movies have effects on participants' speaking performance according to this experiment.

However, due to the variety of intervening variables like practice effect, no definite conclusion can be made on the effectiveness of the treatment. The participants then focused on their self-expression of language ability as they compared it with their state before starting the study. The results were as follows:

Participant A: After watching many films and series, I think I improve in listening and speaking and I think my improvement in writing and reading is little. I feel movie watching is very useful for my improvement in speaking. I think the subject of the move is very important. If the subject of the move fascinate me, I like to watch it, and it caused me spending more time to watch and try to understand it by any way you can, for example by using dictionary, using subtitle. But if it isn't interesting, you leave it. I think when use like movie, you like to use their sentences and learn some proverbs and slang.

I learned correct pronunciations of words and become familiar with accents and dialects through watching movies and also I learned new vocabulary. I think watching English movies cause improvement in my listening and speaking skill.

Participant B: I watched 70 movies. Movies were sometimes brutal, sometimes charming. I learned a lot. I feel movie watching is helpful for strengthen of my speaking skills. I think the subject of film is very important. If I was interesting, listening to them is more carefully. Because the film subject is determined, to learn a foreign language we must choice them properly.

I learned correct pronunciations and get used to unfamiliar accents and dialects through watching movies and also I learned new vocabulary. My understanding of unfamiliar proverbs and slang was improved. Also motion pictures helped me better understanding. I think English movies were more effective for my listening and speaking skill improvement than other English media, and it was an appropriate tool for improving speaking skill. I believe that watching English movies can be beneficial for my daily use of English.

As a result of watching movies, I think movies help a lot in learning English, especially in speaking and listening skills. Movie language is an ordinary language which spoken on daily life, so, they provide opportunities to hear native speaking of English.

Watching movies can improve our speaking skills. We are able to hear their (native speakers') accent and learn to speak more fluently. Watching movies is a modern technology for developing a better pronunciation and communication skills.

The Results of Analyzing Participants Writing Tests

After participants took the writing tests, two experts scored them. The IELTS Writing Band Descriptors ranging from 0-9 was used for their scoring, the mean scores were considered as the final score for analysis. It has categorized 4 components in analysis of writing process that are task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. The participants' writing are summarized here.
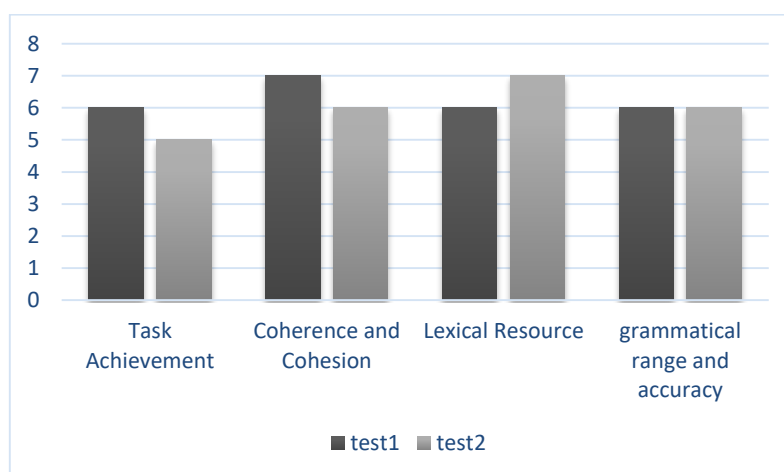

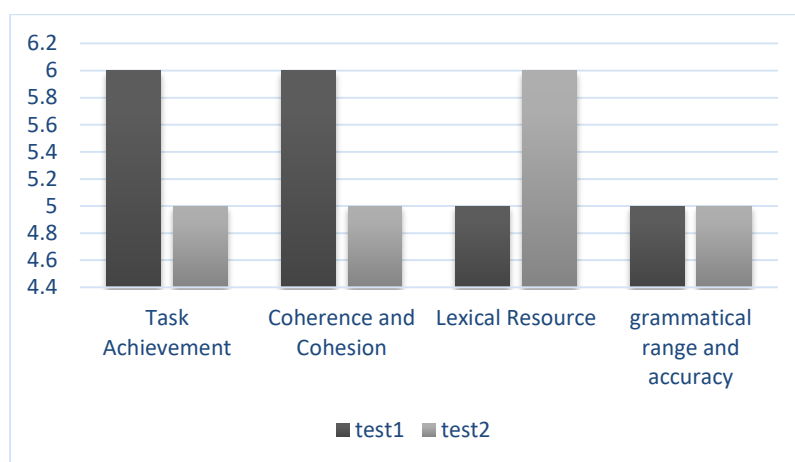**Figure 3.** Comparison diagram of writing skill of participant A

Figure 3. Comparison diagram of writing skill of participant B

Comparison diagrams of writing skill shows improvement in their lexical resource. But, input-flood through watching English movies didn't have special effect on other components of writing. So, input-flood through watching English movies have effects on participants' writing performance according to this experiment.

Similar procedure, asking for self-expression of the writing ability was used to define the results of the table. The participants explained their writing ability before and after watching movies as:

Participant A: After watching many films and series, I think that watching movie don't have a lot of effect on my writing by itself. I think it directly expanded my vocabulary domain. The use of movie provided some important aspects in stimulating my motivation in producing the writing. My writing improved just by practicing, for example, When I translated my dairies to English, I felt my writing improved.

Participant B: I watched 70 movies. I feel movie watching is helpful for my speaking and listening skills. If we want to improve our writing, we should do something more. Just by watching movie we cannot have improvement in my writing. After second test, I translated my dairies to English, I think my writing improved.

As a result of watching movies, I think movies help a lot in learning English, especially in speaking and listening skills. Writing improves just by practicing, for example, participants watch movie then identify, mention verbs used. To know sentence patterns used in movies, the participants made sentences from the verbs mentioned in movies to be able to write them in sentences with the correct grammar. In addition, they wrote the summary of each film. When the participants translated their dairies to English, they felt their writing improved.

DISCUSSION

In this part, the research questions are answered in light of the findings of the study. The findings of the present study revealed that input-flood through watching English movies had some positive effects on intermediate EFL learners' writing skill, but it should be used by practicing writing. Participants believed that watching movie couldn't effect on their writing by itself. The use of movie provided some important aspects in stimulating their

motivation in producing the writing. Participants claimed when they translated their dairies to English, they felt their writing improved.

The results gathered from the analyses revealed the answer for the second research question of this study that input-flood through watching English movies caused improvement on intermediate EFL learners' speaking skill. 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.

CONCLUSION

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 learning English. This study had analyzed carefully that movies have an essential role in developing and improving language skills of EFL learners.

According to the result of the present study, it was revealed that watching movies have impact on improving productive skills. During participants' experiences of watching movies, they discovered some ways to exploit English movies:

Watch the same movie over and over, Instead of a new one. The repetition will help you notice language and help words and phrases to sink in. Turn off the subtitles! They distract you from noticing new things in the language. A good advice is to watch a movie once with subtitles, so you understand exactly what's going on, and then watch it more times with the subtitles turned off. Don't stop and start the movie to look things up in the dictionary. Probably the biggest value in watching movies is exposure, rather than specifically learning new things. Instead, you can keep a notebook next to you and jot down words and phrases that catch your attention. Don't look anything up in the dictionary (you can do that later), just jot down things you want to remember. Whatever you do, watch things you enjoy! If you can find the script for a movie you like, it will be one of the most valuable resources you can find that can help you to understand better. While watching, try to engage with the story line. Ask yourself consciously: "What did he/she just say?" "What's happening now?" If you do understand something that's said, repeat it aloud essentially try to find ways to make the viewing experience interactive rather than passive. Watch TV series rather than movies: Episodes of TV series are shorter, and the language used can be simpler than in a lot of movies. Best of all, you can control the power of repetition. From episode to episode, there's a lot of repetition in the language that's being used. This is because the topic/theme of the drama will usually stay constant, and each character tends to have a well-defined personality, talking in a specific way and using the same words and expressions over and over. This repetition is incredibly valuable for you as a learner and will help you notice things much more easily

than one stand-alone 2-hour movie. After watching each movie or episodes of TV series, you should write summery of that in English by using the words and phrases that you learnt during watching to improve your writing.

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