



EFL STUDENTS' PERCEPTIONS AND PRACTICES TOWARDS WATCHING ENGLISH MOVIES IN LISTENING SKILLS DEVELOPMENT

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Abstract:

This study explored the challenges associated with incorporating English movies into the development of listening skills among second-year English studies majors at a school of a university in the Mekong Delta region, South Vietnam. The target audience was 70 English studies majors who had undergone listening courses. Data collection methods included a questionnaire and interviews conducted with eight students. A questionnaire was utilized to gather quantitative data, while interviews provided qualitative insights. The study was also to identify students' difficulties in this regard, with the ultimate goal of proposing solutions to enhance the effectiveness of utilizing English movies in listening skill development strategies.

Keywords: English movies, perceptions, practices, English listening skills development

1. Introduction

1.1 Background of the Study

In the era of globalization, English has become the most common and widely spoken language. It is considered an international language and the official language of over 50 countries worldwide or as a foreign language (Brown, 2001). To communicate and collaborate with countries around the world, proficiency in a second language is

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essential. English has become an indispensable part of the education system in Vietnam and has been allowed as the 'first foreign language' by the Ministry of Education and Training since 2006. In recent years, in addition to English instruction in schools, numerous language centers have been established with significantly improved training quality. Moreover, universities in our country have also signed agreements for cooperation with English-speaking countries to enhance academic exchange and English language training, aiming to provide the best learning opportunities for students. It can be said that mastering English is the key to better work and convenience everywhere. Therefore, learning English has become a necessity for meeting the current international integration.

In countries like Indonesia, English is taught as a foreign language in educational settings. Mastery of the four essential language skills—listening, speaking, reading, and writing—is paramount as they intertwine with one another. Listening, in particular, stands as a cornerstone of English, renowned as a global language, and holds widespread utility, being spoken by individuals worldwide as either their primary or secondary language (Brown, 2001). In countries like Indonesia, English serves as a foreign language taught within educational institutions, emphasizing the mastery of four key language skills: listening, speaking, reading, and writing. These skills are interrelated, forming the foundation for effective language acquisition. Listening stands out as a fundamental aspect of learning and teaching English, serving as the initial step preceding speaking. Effective listening is crucial for facilitating communication in daily activities, necessitating a clear understanding of speakers' messages to foster effective communication. However, mastering listening skills poses challenges for many students, often attributed to factors such as lack of motivation (Lestari, 2017) and disinterest in the learning process (Mutohar, 2009), leading to diminished enthusiasm for English language acquisition. To create interest and efficacy in English language learning, innovative approaches are imperative. Leveraging media, a familiar instructional tool, aids in enhancing students' comprehension. According to Brown (2006), media facilitates enjoyable and straightforward comprehension of topics, catering to students' diverse learning needs.

English movies have emerged as a compelling medium for improving listening skills, capturing students' interest, and fostering English language proficiency. Research suggests that movies offer distinct advantages over audio-based materials, combining auditory and visual elements to aid comprehension (Harmer, 2007; Riftiningsih, 2018). Additionally, movies create an enjoyable and relaxed learning atmosphere, enhancing student motivation and confidence (Yaseen, 2015).

Perception, a critical psychological feature, influences individuals' assessment of their environment. Students' perceptions play a pivotal role in shaping their learning experiences and preferences, guiding teachers in creating conducive classroom environments (Muhibin Syah, 2010). Numerous studies have demonstrated students' positive perceptions of using English movies to enhance listening skills. Research by Frizka (2015) and Irvan (2020) showcased students' enthusiasm for utilizing English

movies to improve listening skills, highlighting its motivational benefits. Inspired by these findings, the research aims to explore EFL students' perceptions and practices towards watching English movies for listening skills development. Focused on students in the School of Foreign Languages (SFL), Can Tho University (CTU), Vietnam, this study seeks to contribute to the enhancement of listening instruction within the academic setting. Given the students' affinity for English movies and the importance of mastering listening skills for future English educators, this research holds promise for informing effective teaching practices and fostering conducive language learning environments.

Moreover, the prevalence of digital media and the accessibility of English movies in contemporary society further underscore the relevance of investigating their impact on listening skill development. Understanding the nuanced perceptions of EFL students towards incorporating English movies into their learning journey can provide valuable insights for educators and curriculum developers striving to enrich language learning experiences. By delving deeper into the intricacies of students' attitudes and preferences, this research endeavors to bridge the gap between traditional pedagogical approaches and modern, multimedia-enhanced language instruction. The tone in the acquisition and instruction of English serves as the initial step in language acquisition, preceding speaking. Effective listening skills are pivotal for meaningful communication in daily interactions, facilitating comprehension and dialogue exchange. However, mastering listening poses challenges for many students, especially when comprehending native speakers. Previous studies have illuminated various factors contributing to these challenges, including lack of motivation (Lestari, 2017) and disinterest in the learning process (Mutohar, 2009), which may lead to waning enthusiasm for English language learning.

Innovative approaches are essential to rejuvenating interest and efficacy in English language acquisition. Leveraging media, a familiar instructional tool holds promise for enhancing students' understanding. Brown (2006) underscores the importance of media in simplifying complex topics and engaging students effectively. English movies have emerged as a compelling medium for enhancing listening skills. They captivate students' interest, fostering an environment conducive to improved English comprehension. Research indicates that movies offer a unique advantage over audio-based materials due to their visual and auditory components (Harmer, 2007). Visual cues, such as actors' body language and contextual settings, aid in deciphering meaning, thereby enhancing comprehension and motivation among English as a Foreign Language (EFL) learners (Yaseen, 2015; Riftiningsih, 2018).

Perception plays a pivotal role in shaping individuals' preferences and experiences. Students' perceptions offer valuable insights into their preferences and learning needs (Muhibin Syah, 2010). Numerous studies have demonstrated students' positive perceptions toward using English movies to enhance listening skills (Frizka, 2015; Irvan, 2020). Motivated by the promising outcomes of previous research, this study aims to investigate students' perceptions regarding the use of English movies for improving listening skills, as well as the associated advantages and disadvantages.

Focused on students enrolled in the School of Foreign Languages, Can Tho University, Vietnam, this research endeavors to contribute to the enhancement of listening instruction within the academic context. Given the students' affinity for English movies and the critical importance of mastering listening skills for future English educators, this research holds significant potential to inform teaching practices and foster effective language learning environments.

1.2 Problem Statement and the Rationale for the Study

Despite the acknowledged significance of listening skills in the development of English as a Foreign Language (EFL) proficiency, many students encounter hurdles in mastering this crucial aspect of language acquisition. These challenges often stem from factors such as limited exposure to authentic English-language contexts and a lack of engagement with traditional teaching methodologies. As a result, there exists a compelling need to explore innovative approaches that can effectively enhance students' listening abilities.

One promising avenue for supplementing traditional instruction is the integration of English movies into the language learning process. However, while existing literature recognizes the potential benefits of incorporating movies into language education, there remains a notable gap in understanding EFL students' perceptions and actual practices regarding the utilization of English movies for listening skills development. Gaining insights into students' attitudes, preferences, and the extent to which they engage with watching English movies as a means to improve their listening proficiency is imperative for informing pedagogical strategies and curriculum design in EFL classrooms. Furthermore, in the contemporary digital age, where multimedia resources are readily accessible, exploring the role of English movies in language learning becomes increasingly relevant. The incorporation of visual and auditory stimuli offered by movies presents a unique opportunity to immerse students in authentic language contexts and enhance their comprehension skills. However, the degree to which EFL students perceive and actively utilize English movies as a tool for listening skill development remains largely unexplored.

Therefore, this study aims to bridge this gap by investigating EFL students' perceptions and practices towards watching English movies in the context of listening skills development. By examining both students' attitudes and their actual engagement with this multimedia resource, this research seeks to uncover the efficacy and potential challenges associated with using movies as a pedagogical tool for enhancing listening proficiency among EFL learners. However, comprehensive research addressing the challenges encountered by EFL students in their perceptions and practices towards watching English movies for listening skills development remains scarce, particularly within the academic landscape of Can Tho University and Vietnam as a whole. Concurrently, proficiency in English listening skills holds paramount importance in augmenting language proficiency and nurturing critical thinking abilities among students specializing in English studies. In order to facilitate the cultivation of English listening skills from the onset of their academic journey and establish a robust

groundwork for subsequent coursework. It becomes imperative to explore the efficacy of implementing perceptions and practices toward monitoring methodologies and strategies.

Together with the desire to enhance EFL students' listening skills through innovative methods, the rationale for this study is to investigate the perceptions and practices of second-year students at SFL, CTU, regarding the utilization of English movies for developing their listening abilities. The insights garnered from this survey are anticipated to inform teaching practices and provide tailored support to students in effectively improving their listening skills through self-directed learning methods. Hence, conducting research on the perceptions and practices of typical second-year students at SFL, CTU in terms of the use of English movies for listening skill development is crucial. This study would contribute to refining teaching methodologies within the English language curriculum, fostering a deeper understanding of students' learning preferences, and facilitating their proficiency in English listening skills. That is why the researchers plan to conduct research on some typical Vietnamese students at Can Tho University.

1.3 Research Aims

The research aims to explore two main aspects regarding the title, "EFL Students' perceptions and practices towards watching English movies in Listening skills development."

Firstly, it seeks to investigate EFL students' perceptions regarding the role of watching English movies in enhancing their listening skills. This involves examining students' opinions, attitudes, and awareness regarding the usefulness of English movies as a learning tool for English language acquisition. Secondly, it aims to analyze EFL students' actual practices in utilizing English movies for listening skill development. This includes examining the frequency of movie-watching, types of movies preferred, viewing methods, and how students apply what they learn from movies to improve their listening skills. The research intends to gain a comprehensive understanding of how students engage with this media resource in their English language learning journey and its effectiveness in developing listening proficiency.

1.4 Research Questions

The study was conducted to answer the following questions:

- 1) What are EFL students' perceptions towards watching English movies in Listening skills development?
- 2) To what extent do EFL students' practice watching English movies in their Listening skills development?

2. Literature Review

2.1. Foundations of Language Learning

The foundations governing EFL students' perceptions and practices regarding the use of English films to develop listening skills is a rich tapestry woven from various pedagogical and psychological strands. This framework also reflects an evolving understanding of how cinematic resources can be harnessed to enhance language learning experiences. Within the realm of teaching English as a Foreign Language (TEFL), the integration of cinema has emerged as a promising avenue for enriching language instruction, particularly in the realm of listening skill development.

Albiladi *et al.* (2018) conducted seminal research that illuminated the multifaceted benefits of cinema-based learning. Their findings underscored the transformative potential of cinematic immersion, ranging from facilitating exposure to authentic language usage to fostering vocabulary expansion and promoting intercultural sensitivity. However, their study also unveiled challenges, such as the complexity of understanding film content, highlighting the necessity for educators to cultivate nuanced pedagogical approaches to effectively leverage films in language teaching. Echoing these sentiments, a systematic literature review by Sánchez-Auñón *et al.* (2023) emphasized the urgent need for well-defined guidelines to inform the pedagogical integration of films in EFL instruction. Furthermore, the review revealed a consensus among EFL instructors and learners regarding the educational efficacy of films, suggesting that films serve as catalysts for linguistic growth, cultural appreciation, and motivational enhancement.

Empirical investigations have consistently reaffirmed the potency of cinema in fortifying EFL learners' listening skills. Ayand and Shafiee (2016) conducted a seminal study demonstrating that exposure to subtitled films correlated with marked improvements in English students' ability to comprehend spoken discourse and discern subtle nuances in pronunciation. Similarly, Liaghat and Afghary (2015) documented how the incorporation of films into English language classrooms engendered a diversification of listening strategies among learners, resulting in heightened comprehension and retention of spoken language. These empirical findings underscore the pivotal role of cinema in honing listening proficiency by affording learners authentic language input and fostering interactive engagement with the language. Moreover, the theoretical discourse surrounding the pedagogical deployment of films in TEFL underscores the linguistic and intercultural dividends of cinematic engagement. Gallagher (1988) envisioned the potential of films as catalysts for transformative pedagogical practices, particularly in the domain of writing instruction. Kitai (2011) contended that films possess the unique capacity to challenge entrenched social stereotypes, prompting EFL learners to critically analyze representations of diverse communities depicted on screen and fostering a nuanced understanding of culture. Additionally, Xue and Pan (2012) elucidated how cinematic experiences can serve as conduits for enhancing students' intercultural communicative competence, providing them with opportunities to hone language skills while navigating complex cultural landscapes.

In brief, the theoretical framework underpinning EFL students' perceptions and practices of watching English films in developing listening skills embodies a comprehensive synthesis of pedagogical insights and psychological principles. Extant research underscores the transformative potential of cinematic engagement in fostering linguistic growth, cultural awareness, and motivational enhancement among EFL learners. Nevertheless, the effective integration of films in language instruction necessitates educators' adept navigation of pedagogical complexities and a nuanced understanding of best practices. Further scholarly inquiry is warranted to explore the nuanced dynamics of cinematic pedagogy in diverse educational contexts and to address extant research lacunae, thereby enriching the theoretical discourse on language learning through engagement.

2.2. Definitions of Language Learning

Language learning, particularly in the context of English as a Foreign Language (EFL), has evolved significantly over the years, with the advent of technology and the internet opening up new avenues for teaching and learning. One of the most innovative approaches to language learning has been the use of films, which have gained prominence in the EFL classroom. Since the invention of cinema in the late 19th century, films have been utilized as a didactic resource across various disciplines, including language teaching. However, it was not until the 1970s that cinema became a popular pedagogical tool, with the communicative approach replacing the audio-lingual method in foreign language classrooms. This shift led to the adoption of more dynamic materials like film excerpts to foster interaction among learners.

The use of cinema in EFL has been examined along three main strands: the necessity of providing specific training for instructors, the outlook of English teachers and students on the implementation of films in the classroom, and the advantages of conducting TEFL using cinema. These advantages are divided into linguistic, intercultural, and motivational dimensions. The growing presence of cinema in EFL teaching has led to a plethora of research focusing on its educational potential, with studies highlighting the benefits of cinema-based learning, including exposure to authentic language, improvement of language skills, vocabulary learning, and intercultural awareness.

A systematic literature review conducted by Sánchez-Auñón, Férez-Mora, and Monroy-Hernández (2023) aimed to systematically map out the pedagogical guidelines available for English teachers to implement films in class, the perceptions of EFL teachers and learners on the educational use of films, and the impact of cinema-based EFL on students' learning. The review found that EFL teachers have been provided with diverse theoretical and practical guidelines on the implementation of cinema, and both EFL instructors and learners have positive perceptions of the educational use of films. Moreover, the study indicated that working in cinema impacts EFL students' learning positively and holistically.

All in all, the use of films in EFL teaching has been recognized for its pedagogical potential, offering a comprehensive approach to language learning that enhances multiple language skills simultaneously, including listening. The incorporation of cinema into EFL instruction not only addresses the linguistic and intercultural benefits but also motivates students to engage more actively with the language. Further research is needed to explore the impact of cinema on EFL learners' listening skills in different educational settings and to address the identified research gaps in this field.

2.2.1. Concepts of Listening Skills

Numerous researchers have put forth diverse concepts regarding listening skills. Thompson & Rubin (1996) defined listening as the process of interpreting information acquired through visual and auditory cues to understand both the events unfolding and the speakers' intended messages. Raharjo (2007) emphasized that listening forms the foundation of linguistic and cognitive development. Additionally, Pollard (2018) categorized listening as one of the receptive skills, involving students in the reception and processing of English language input, which plays a crucial role in daily communication as well as in educational settings (Gilakjani & Ahmadi, 2011). Mendelssohn (1994) corroborated the significance of listening by stating that humans use listening skills in 40–50% of communication, followed by speaking (25–30%), reading (11–16%), and writing (about 9%).

Chastain (1971), as cited in Jaenab (2014), delineated three components of listening comprehension. Firstly, sound discrimination involves the ability to discern and differentiate between sounds in the target language and those in one's native language. Secondly, auditory memory plays a crucial role, as learners need to retain and recall sounds, phrases, and patterns. Finally, comprehension entails understanding the meaning of the auditory input by decoding the language's semantic and syntactic elements. These components collectively contribute to effective listening comprehension, requiring learners to not only hear but also remember and understand the spoken language.

Moreover, the concept of listening skills in EFL students' perceptions and practices of watching English films is a multifaceted topic that has garnered significant attention in recent years. Since the invention of cinema in the late 19th century, films have been utilized as a didactic resource in various disciplines, including the teaching of English as a foreign language (TEFL or EFL) (Li & Wang, 2015; Wang, 2009). The communicative approach, which replaced the audio-lingual method in the foreign language classroom, led to the adoption of film excerpts as a means to foster interaction among learners. According to many researchers (Chetia & Bhatt, 2020; Parisi & Andon, 2016; Singh, 2021; Vyushkina, 2016; Yue, 2019), technological advancements, lower equipment costs, and reduced legal barriers to accessing films have made it easier for teachers to incorporate cinema into their lessons, leading to an increased frequency of film screenings in EFL classrooms. The increasing integration of cinema into the pedagogy of teaching English as a Foreign Language (TEFL) has spurred scholars to investigate its educational

potential. According to numerous researchers (Allan, 1985; Herrero & Vanderschelden, 2019; Sherman, 2003; Tomalin, 1986), this inquiry has unfolded along three primary avenues: the need for targeted training for instructors, who often express a lack of familiarity with incorporating cinema into their curriculum; the perspectives of both English teachers and students regarding the integration of films into classroom instruction (Boufahja, 2019; Larasati *et al.*, 2021; Saleh, 2022); and the benefits of utilizing cinema in TEFL, which encompass linguistic, intercultural, and motivational dimensions.

The perceptions of EFL teachers and learners about the educational use of films are generally positive. EFL learners have highlighted the benefits of cinema-based approaches, including exposure to authentic language, improvement of language skills, vocabulary learning, and intercultural awareness. They have also noted the challenges, such as difficulty in understanding film scripts, but overall, they have expressed a favorable view towards this method.

In a nutshell, the use of films in the teaching of English as a foreign language has been found to be a valuable pedagogical tool. It not only enhances students' listening skills but also contributes to the development of other language skills. However, there is a need for further research to address the gaps in teacher perception and to explore the impact of film-based EFL instruction on students' learning more thoroughly. According to (Xue & Pan, 2012), this could involve introducing quantitative or mixed-approach research designs and using various instruments to gather data on the benefits of film-based EFL lessons.

2.2.2 Roles of Perceptions in Language Acquisition

The role of perception in language acquisition, particularly in the context of EFL students' perceptions and practices of watching English films in developing listening skills, is a critical area of study. Perception plays a pivotal role in how students engage with and benefit from language learning materials, including films. The perceptions of EFL students towards the use of films in their language learning process are largely positive, indicating that films provide an authentic and meaningful context for learning English. This is supported by the findings of a study conducted by Silviyanti (2014), which investigated students' interest in using YouTube movie videos for practicing their listening ability. The study found that students viewed using YouTube as beneficial to their English learning, highlighting the motivational aspect of perception in language acquisition.

The perceptions of EFL students towards the educational use of films are not only positive but also motivational. As reported in a study by Albiladi *et al.* (2018), EFL students found that films provided exposure to authentic language, improved language skills, vocabulary learning, and intercultural awareness. The study also noted that the only challenge mentioned by students was the difficulty involved in understanding film scripts, which suggests that perceptions of the effectiveness of films in language learning are generally positive. This aligns with the findings of a study published in the Asian Journal of University Education (AJUE), which found that a majority of students strongly

agreed that they enjoy using movies to learn English and that they can improve their language while watching movies. The study also highlighted that students often use words and sentences from movies in their daily conversations and find learning English via movies motivates them to participate in class discussions. The perceptions of EFL teachers regarding the use of films in language instruction are also positive. Kabooha (2016) and Kalra (2017) reported that both EFL instructors and learners have positive views on the exploitation of films for TEFL. These findings underscore the importance of offering and spreading empirically grounded pedagogical guidelines on the use of films for TEFL, as highlighted by the study by Singh *et al.* (2021) and Yue (2019). This indicates that the perceptions of both teachers and learners are crucial in the successful integration of films into EFL instruction, as they can significantly influence the effectiveness of this pedagogical approach.

In conclusion, the role of perception in language acquisition, particularly in the context of EFL students' perceptions and practices of watching English films in developing listening skills, is multifaceted. Both students and teachers' perceptions play a crucial role in the successful implementation of films in language instruction. The positive perceptions of students towards the use of films in language learning, as well as the supportive views of teachers, suggest that films can be a highly effective tool for enhancing listening skills among EFL students. However, it is also important to address the challenges identified by students, such as the difficulty in understanding film scripts, to further improve the effectiveness of films in language instruction.

2.3 Listening Skills Development

Developing listening skills among English as a Foreign Language (EFL) students is crucial for their language acquisition journey. One effective method often utilized is watching English films, which offer an immersive and engaging experience. According to Nguyen (2019), EFL students' perceptions and practices of watching English films play a significant role in enhancing their listening skills. Nguyen (2019) explores how EFL students perceive and engage with English films as a tool for listening skill development. One aspect Nguyen (2019) discusses is how EFL students perceive English films as both entertaining and educational. Many students view watching English films as an enjoyable activity rather than a formal learning method (Nguyen, 2019). This perception can motivate them to engage with the language more actively, leading to improved listening skills. Additionally, students often find that watching films helps them contextualize language usage, understand various accents, and learn informal language expressions commonly used in real-life conversations.

Moreover, Nguyen (2019) highlights the importance of active engagement while watching English films. Simply watching passively may not yield significant improvements in listening skills. Instead, students need to adopt active listening strategies such as focusing on specific dialogues, identifying key vocabulary, and observing non-verbal cues (Nguyen, 2019). By actively engaging with the material, students can develop their listening comprehension abilities more effectively.

Furthermore, Nguyen's (2019) research underscores the role of English films in exposing EFL students to diverse linguistic and cultural contexts. Films offer a window into different English-speaking cultures, dialects, and socio-cultural norms (Nguyen, 2019). This exposure can broaden students' understanding of the language beyond classroom contexts, enhancing their ability to comprehend various accents and speech patterns encountered in real-life situations. However, Nguyen (2019) also pointed out the challenges associated with using English films as a tool for listening skill development. For instance, students may struggle to understand rapid speech, colloquial language, or complex vocabulary used in films (Nguyen, 2019). To address these challenges, educators need to scaffold students' learning experiences by providing pre-watching activities, subtitles, or post-watching discussions to facilitate comprehension and reinforce learning.

In conclusion, EFL students' perceptions and practices of watching English films play a significant role in developing their listening skills. The research by Nguyen underscores the importance of perceiving films not only as entertainment but also as valuable learning resources. Active engagement, exposure to diverse linguistic contexts, and effective scaffolding are key factors in maximizing the benefits of using English films for listening skill development among EFL students (Nguyen, 2019).

2.3.1 Importance of Listening Skills in Language Proficiency

Listening skills are crucial for language proficiency, especially in the context of English as a Foreign Language (EFL) learning. Ömer Gökhan Ulum highlights that listening often emerges as the weakest skill among EFL students, beset by a multitude of challenges ranging from grappling with diverse and unfamiliar accents to deciphering unclearly pronounced words and retaining encountered vocabulary or phrases. This underscores the critical need to hone listening skills to surmount these obstacles and enhance overall language proficiency.

The process of listening entails traversing through several pivotal stages, including hearing, understanding, remembering, evaluating, and responding. Each of these stages holds paramount importance in facilitating effective communication and fostering language acquisition. Ulum (2015) accentuates that listening is not merely a passive act but rather an active engagement where learners not only perceive auditory input but also assimilate it with pre-existing knowledge. This amalgamation is indispensable for constructing meaning and grasping the contextual nuances of the language being learned. Despite the pivotal role that listening skills play, they often find themselves relegated to the periphery of EFL pedagogy. This relegation stems from the erroneous belief that listening skills are acquired spontaneously and do not necessitate explicit instruction. However, empirical evidence suggests otherwise, indicating that targeted teaching methodologies and materials can substantially enhance listening comprehension skills. Ghaderpanahi (2012) posits that among the four language skills, listening proves to be the most formidable to acquire, thereby warranting heightened attention in EFL instructional practices.

The perceptions and practices of EFL students regarding the consumption of English films hold immense potential for fostering the development of their listening skills. Films serve as repositories of authentic language input, which is essential for language acquisition. However, the efficacy of this approach hinges on the appropriateness of the chosen materials and the level of motivation and interest among students. Educators must meticulously curate films that align with students' proficiency levels while fostering a conducive classroom environment that encourages active engagement and learning. In summation, listening skills serve as the bedrock of language proficiency in the realm of EFL learning. Despite the myriad challenges encountered by EFL students in cultivating these skills, there is a burgeoning acknowledgment of the pivotal role of listening comprehension in language acquisition. By integrating film-watching activities into EFL instruction, educators can furnish students with authentic language input, thereby fortifying their listening skills and overall language proficiency. Further research endeavors are warranted to delineate the most efficacious methodologies for leveraging films in EFL teaching and to address the specific listening comprehension impediments encountered by EFL learners.

2.3.2 Challenges Faced by EFL Students in Developing Listening Skills

EFL students encounter a multitude of challenges in developing their listening skills, particularly in the context of utilizing English films as a tool for enhancement. One primary challenge lies in the varied and unfamiliar accents often encountered in films, which can pose difficulties in comprehension. As highlighted by Nguyen (2019), these accents may diverge significantly from the standardized English typically taught in classrooms, presenting a barrier to understanding for EFL learners. Moreover, the rapid pace of speech characteristic of many films can exacerbate this challenge, as students may struggle to keep up with the dialogue and process the information effectively (Nguyen, 2019).

Additionally, EFL students may face obstacles in deciphering colloquial language and slang expressions commonly used in films. Nguyen (2019) underscores the prevalence of informal language in movies, which may diverge markedly from the formal language taught in educational settings. This linguistic disparity can impede students' comprehension and hinder their ability to extract meaning from the dialogue. Furthermore, the presence of complex vocabulary and idiomatic expressions in films poses another hurdle for EFL learners as they grapple with deciphering unfamiliar words and phrases within the context of rapid speech (Nguyen, 2019). Moreover, EFL students may encounter challenges related to the lack of visual cues and contextual information while watching films. Unlike classroom interactions where gestures, facial expressions, and contextual clues aid comprehension, films often rely solely on auditory input, placing greater demands on students' listening skills. This absence of visual support can heighten the difficulty of understanding dialogue, particularly for students with limited proficiency in the language (Nguyen, 2019).

In brief, EFL students face numerous challenges in developing their listening skills, especially in the context of utilizing English films as a learning tool. These challenges include difficulties in understanding varied accents, deciphering colloquial language and slang, grappling with complex vocabulary and idiomatic expressions, navigating the absence of visual cues, and retaining information. Addressing these challenges requires tailored instructional approaches that incorporate strategies to enhance comprehension, facilitate vocabulary acquisition, and promote active engagement with the material. Additionally, providing scaffolding and support mechanisms, such as pre-watching activities and post-viewing discussions, can help mitigate these challenges and foster the development of EFL students' listening skills (Nguyen, 2019).

2.4. Movies

2.4.1 Definition of Movies

Movies or films are widely cherished as one of the most favored forms of entertainment, serving not only to entertain but also to educate audiences on diverse subjects such as history, science, and human behavior. Certain films adeptly blend entertainment with education, endeavoring to render the learning experience more engaging and enjoyable. Functioning as visual narratives, movies capture human expressions and convey a sense of reality, thereby enriching viewers' understanding and appreciation of the world around them (Dadabhoy, 2012). Renowned worldwide, movies offer a myriad of intriguing elements worthy of exploration.

Delving into the realm of film making, one encounters a multitude of captivating facets, ranging from action sequences to audio-visual effects, from diverse filming locations to intricately woven scenarios, and from evolving technologies to immersive storytelling techniques (Auodah, 2016). Markotic (2008) underscores the effectiveness of movies as educational tools, emphasizing their ability to seamlessly integrate ideas with emotions, thus facilitating enhanced understanding and retention among audiences. Indeed, movies play a pivotal role in educational settings, as emphasized by Kusumarasdyati (2004), who highlights their capacity to expose learners to authentic language usage and cultural nuances inherent in foreign languages. Within the communication domain, language assumes paramount importance in the cinematic experience, serving as a fundamental component that shapes viewers' comprehension and engagement. Movies furnish a natural and authentic context for language acquisition, enabling learners to immerse themselves in linguistic expressions within real-life scenarios. Moreover, the genre and thematic nature of a film exerts a significant influence on learners' comprehension levels, underscoring the nuanced interplay between cinematic elements and educational outcomes. Thus, the multifaceted nature of movies renders them indispensable tools for fostering language development and cultural appreciation, enriching the educational landscape with their immersive and transformative potential.

2.4.2 Genres of Movies

The realm of movie genres is vast and ever-expanding, offering audiences a diverse array of story experiences. As outlined by Barsam, Richard, & Monahan (2010), there exist 11 fundamental genres, including action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns, alongside 13 subgenres such as fantasy, romance, biography, and thriller/suspense. Below are comprehensive definitions and examples elucidating numerous genres and subgenres:

- 1) Action movies: This genre is characterized by high-energy sequences featuring elements like chases, rescues, escapes, battles, and fights, all delivered at a spectacular pace. Typically, these narratives pit protagonists against antagonists in thrilling confrontations. Prime examples include "Extraction" and the "Fast and Furious" franchise.
- 2) Adventure movies: While sharing similarities with action films in terms of pace, adventures often revolve around journeys, quests, and treasure hunts, captivating audiences with tales of exploration. Iconic examples include "The Lord of the Rings" and "Pirates of the Caribbean."
- 3) Animation: Animated movies enchant viewers by presenting sequences of drawings or pictures in rapid succession. While some delve into complex themes, they primarily target younger audiences. Renowned studios like Walt Disney and Pixar have produced classics like "Frozen," "Moana," "Luca," and "Zootopia."
- 4) Comedy: This genre aims to evoke laughter through witty dialogues, amusing situations, and endearing characters with straightforward yet engaging plots. Notable examples include "The Wedding Ringer," "Grown Ups 1 & 2," and "The Three Stooges."
- 5) Drama: Often portraying serious and realistic narratives, dramas delve into characters' relationships with themselves, others, or their environment. With its vast diversity, this genre encompasses historical dramas, melodramas, and family dramas. Notable examples include "The Help" and "The Proposal."
- 6) Fantasy: This genre transports audiences to imaginative realms filled with magic, mythology, and fairy tales, offering escapism and enchantment. Classics like the "Harry Potter" series and "Fantastic Beasts" exemplify this genre's allure.
- 7) Horror: Designed to induce fear, horror movies often feature supernatural elements such as ghosts, possessions, or monstrous entities. Examples include "The Conjuring" series and "Insidious."
- 8) Musicals: Infused with songs and dance numbers, musicals allow characters to express themselves through music. Beloved examples include "Hairspray" and "Moulin Rouge."
- 9) Romantic: Centering on romantic connections, these dramas explore the complexities of love and relationships. Memorable examples include "About Time" and "Titanic."
- 10) Science fiction: Focusing on humanity's relationship with scientific advancements and speculative futures, sci-fi narratives often delve into space travel, futuristic

technologies, and extra-terrestrial life. Notable examples include the "Star Wars" franchise, "Independence Day," and "Interstellar."

11) Thriller: This genre keeps audiences on the edge of their seats with suspenseful narratives revolving around mysteries, danger, and intrigue. Examples include "Nerve," "Hush," "Night crawler," and "Knight and Day."

12) War: Set against the backdrop of wartime conflicts, war movies depict the struggles of soldiers and civilians affected by war. Notable examples include "Fury," "World War Z," "The Imitation Game," and "American Sniper."

Each of these genres and subgenres contributes to the rich tapestry of cinematic storytelling, offering audiences an immersive journey into diverse worlds and narratives.

2.4.3 The Use of Movies in Learning English

Film serves as a versatile tool for teaching and learning, with its effectiveness extending beyond mere entertainment. Research indicates that it acts as a potent motivator for language exploration (Ismaili, 2013). Aryuliva (2014) asserts that movies serve as authentic learning resources, particularly conducive to enhancing listening skills due to the presence of dialogue delivered by proficient English speakers. Ling (2009) delineates three primary purposes for utilizing films in educational settings. Firstly, they facilitate comprehension and retention of information, thereby aiding students in focusing and assimilating knowledge. Secondly, films provide valuable exposure to English intonation, enabling learners to discern nuances in rhythm and speech patterns. Lastly, movies ignite learners' passion for mastering the target language, fostering greater understanding and engagement with foreign language content. Thus, films emerge as dynamic tools for cultivating linguistic proficiency and enthusiasm among students.

2.5 Perceptions towards Watching English Movies

2.5.1 Overview of Studies on Student Perceptions of Using Movies for Language Learning

The use of movies in language learning, particularly for EFL (English as a Foreign Language) students, has been a topic of interest in educational research. Studies have shown that movies provide an authentic and meaningful context for EFL learners to improve their listening skills. In a study conducted by Seferoğlu (2008), participants acknowledged that watching movies in English not only improved their listening but also provided them with a wealth of knowledge on slang, accents, and cross-cultural information. This aligns with the findings of Knee (2001), who argued that movies can be integrated into English lessons to foster not only linguistic competence but also the interactional competence of the students.

Furthermore, the integration of movies in EFL classrooms has been found to significantly increase students' motivation to learn English. Florence (2009) found that films in English provided participants with authentic contexts and motivation to learn the language. The study also revealed that movies enabled students to learn faster and remember longer, especially in terms of vocabulary. This is supported by the study

conducted in Southeast Europe by Ismaili (2013), which concluded that using movies in the classroom stimulated the perceptions of the students directly, making the class livelier and leading to more teacher-student discussions. The effectiveness of movies in improving students' listening skills has also been highlighted. Participants in a study found themselves more interactive and engaged in lessons when films were used more than textbooks or other learning materials. Through films, students were able to learn how native speakers initiate and sustain conversational exchanges, negotiate meaning, and use nonverbal communication. This supports Katchen's claim (2003) that textbooks usually do not teach conversational interaction; thus, movies can be an effective way to motivate learners to develop their interactional skills.

Moreover, the majority of students (80%) believed that movies were highly effective in developing their vocabulary acquisition. This finding is in line with several studies (Yuksel & Tanriverdi, 2009; Zarei, 2009; Hsu, Hwang, Chang, & Chang, 2013), which argued that the integration of movies in the language classroom could significantly enhance and improve the students' vocabulary acquisition, retention, and recognition. Al-Seghayer (2001) confirms that the integration of movies in EFL classrooms is one of the most effective methods for teaching vocabulary, as it provides learners with a rich context that includes a variety of interesting methods to recognize and learn vocabulary. In conclusion, the use of movies in EFL classrooms is an effective pedagogical tool for improving students' listening skills, vocabulary acquisition, and interactional skills. However, it is important for teachers to carefully select films for their lessons, ensuring they are relevant to the interests and proficiency levels of the students. Furthermore, the integration of movies should be accompanied by appropriate learning activities to create a meaningful learning experience for the students.

2.5.2 Factors Influencing EFL Students' Perceptions of Watching English Movies

The perceptions of EFL students towards watching English movies for the development of listening skills are influenced by a variety of factors. One of the primary factors is the students' motivation and interest in the content of the movies. According to a study by Seferoğlu (2008), students who are genuinely interested in the movies they watch are more likely to engage with the language and content, thereby improving their listening skills. This interest can be driven by the movies' themes, the actors, or the cultural contexts depicted, which can make the learning process more enjoyable and effective. Another significant factor is the students' proficiency level in English. Research has shown that students with higher proficiency levels are more likely to derive benefits from watching English movies. This is because they can better understand the dialogue and context, which allows them to focus more on the language aspects rather than the plot. Conversely, students with lower proficiency levels may find it more challenging to follow the dialogue, which can hinder their ability to improve their listening skills. This finding is supported by a study conducted by Knee (2001), which highlighted the importance of matching the complexity of the movie content with the students' current language proficiency level.

The cultural context of the movies also plays a crucial role in influencing students' perceptions. Movies that depict cultures different from their own can provide students with a broader understanding of the language and its use in different contexts. This exposure can enhance their listening skills by familiarizing them with various accents, dialects, and expressions used in different cultural settings. A study by Ismaili (2013) found that watching movies set in different cultures helped students develop a more nuanced understanding of the language, including its social and cultural aspects.

In conclusion, the perceptions of EFL students towards watching English movies for the development of listening skills are influenced by their motivation and interest in the content, their proficiency level in English, and the cultural context of the movies. By considering these factors, educators can tailor their teaching methods to better meet the needs of their students, thereby enhancing their learning experience and outcomes.

2.6 Practices in Watching English Movies for Listening Skills Development

2.6.1 Incorporating Movies in Listening Skills Activities

Incorporating films into English as a Foreign Language (EFL) classrooms has gained considerable attention in recent years as a means to enhance listening skills among students. According to Seferoğlu (2008), utilizing films in language learning can provide authentic and engaging content that mirrors real-life communication situations, thereby fostering better comprehension and retention. When it comes to EFL students' perceptions and practices of watching English films to develop listening skills, several factors come into play. Firstly, students often perceive film-based activities as enjoyable and motivating, which can lead to increased engagement and participation in listening exercises by Knee (2001). Secondly, exposure to diverse accents, intonations, and colloquial expressions through films helps students familiarize themselves with authentic spoken English, thereby improving their ability to comprehend different varieties of the language by Ismaili (2013). Overall, EFL students' perceptions and practices of watching English films in developing listening skills highlight the potential of incorporating multimedia resources in language learning. By capitalizing on the authenticity and cultural richness offered by films, educators can create dynamic and effective listening activities that not only improve linguistic proficiency but also foster intercultural competence and appreciation.

2.6.2 EFL Students' Practices and Perceptions of Using Movies for Listening Skills

Understanding EFL students' practices and perceptions of using films for developing listening skills is crucial in language learning contexts. According to a recent study by Seferoğlu (2008), many EFL students view films as an enjoyable and effective tool for improving their listening skills. The immersive nature of films allows students to engage with authentic language use, diverse accents, and colloquial expressions, thereby enhancing their comprehension abilities. Moreover, the visual and auditory stimuli provided by films offer a dynamic and multi-sensory learning experience that caters to different learning styles, making it particularly appealing to EFL learners. In terms of

practices, EFL students often employ various strategies while watching English films to enhance their listening skills. These strategies may include using subtitles, pausing and rewinding to clarify unclear dialogue, and actively engaging with the content through note-taking or summarizing by Ismaili (2013). Subtitles, in particular, are a widely used tool among EFL students, as they provide valuable support for understanding unfamiliar vocabulary and complex sentence structures.

However, despite the benefits of using films for listening skill development, EFL students' perceptions may vary. Some students may feel overwhelmed by the fast pace of dialogue or struggle to understand the cultural references portrayed in the film. Others may perceive watching films as a passive activity that does not contribute significantly to their language learning progress Knee (2001). Therefore, it is essential for educators to address these perceptions by providing guidance on effective viewing strategies, fostering a supportive learning environment, and highlighting the benefits of incorporating films into language learning curricula.

2.7. Related Studies

Related studies on the topic of EFL students' perceptions and practices of watching English films in developing listening skills have explored various aspects of this pedagogical approach. Albiladi *et al.* (2018) conducted a study that delved into English learners' views on the benefits and challenges of the cinema-based approach. They highlighted exposure to authentic language, the improvement of language skills, vocabulary learning, and intercultural awareness as the main advantages. However, they also mentioned the difficulty involved in understanding film scripts as a challenge. This study underscores the potential of films as a tool for language learning but also highlights the need for strategies to overcome the challenges associated with film comprehension.

Chetia and Bhatt's (2020) emphasized the usefulness of films in practicing various language skills, including translation, critical thinking, grammar, intercultural consciousness, and the depiction of authentic language. These studies suggest that the use of movies can significantly improve students' understanding of the language in its natural context, thereby enhancing their listening skills. Moreover, the ability to identify negative language transfer in writing assignments indicates that films can also contribute to the development of critical thinking skills among EFL students. In addition to these studies, research has also focused on the methodological aspects of incorporating films into EFL instruction. Li and Wang (2015) presented a model for using films divided into four stages: preparation, before watching, during watching, and after watching activities. This model outlines practical recommendations for introducing audio-visual material into the teaching of English as a foreign language, including the role of the teacher, film selection, and steps to follow for effective implementation.

In a nutshell, related studies on the use of films in EFL classrooms have shown that films can significantly enhance students' listening skills and overall language proficiency. However, there is a need for more informed guidelines on the implementation of films in EFL education to ensure that educators can fully leverage the

potential of films as a resource. By addressing this gap, educators can create a more engaging and effective learning environment for EFL students.

3. Research Methodology

3.1 Research Questions

The study was carried out with two main objectives corresponding to two following research questions.

- 1) What are EFL students' perceptions towards watching English movies in Listening skills development?
- 2) To what extent do EFL students' practice watching English movies in their Listening skills development?

3.2 Research Design

This study employed two primary research methods, including the theoretical research method and the survey method. The theoretical research method was the first approach used to gather scientific information based on studying existing texts and documents. Regarding the survey method, two instruments were utilized to collect data during the research process, namely a questionnaire and individual interviews. The questionnaire was designed to explore the role of watching English movies in the development of listening skills among second-year students majoring in High-Quality English Language at School of Foreign Languages, Can Tho University. After collecting the questions, the researcher proceeded to interview eight students to gain deeper insights into their watching English movies strategy in the development of listening skills as well as to propose solutions to enhance the learning quality of English language major students.

3.3 Research Participants

Seventy second-year students majoring in English, including 17 males and 53 females, enrolled in the high-quality English language program at School of Foreign Languages (SFL), Can Tho University (CTU), Vietnam, participated in this survey.

3.4 Research Instruments

3.4.1 Questionnaire

The primary goal of the questionnaire was to understand the strategies for watching English movies that students use to develop their English listening skills and their practical learning strategies. Through this survey, the researcher aimed to gain an overall understanding of the methods and development of listening skills activities that students apply to improve their English listening abilities. The questionnaire for students consisted of two parts, with questions created in two formats: a five-point Likert scale and multiple-choice questions.

The first part included five questions to gather general information about the participants. The second part of the questionnaire comprised 70 questionnaires for

respondents about watching English movies for the development of listening skills and strategies for English listening skills applied by second-year students. The questionnaire was initially designed in English and later translated into Vietnamese to ensure that respondents, even those with limited English proficiency, could understand and complete it. A five-point response scale was used to assess participants' application levels of developing listening skills strategies (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always).

	Constructs	No. of items
Section 1: Optional questions	General information	
Section 2: Students' perceptions towards watching English movies in listening skills development	Perceptions	40
Section 2: Frequency of using the development of listening skills strategies by students	Practices	30
	Total	100

3.4.2 Interview

In addition to the questionnaire, semi-structured interviews were conducted in both Vietnamese and English to confirm information from students (n = 8) regarding the use of watching English movies to enhance their listening skills. The interview questions aimed to further understand how students observed their learning strategies during the development of listening skills.

3.5 Data Collection

3.5.1 Data collection of Questionnaire

3.5.1.1 Questionnaire

The study was conducted during the deployment of the questionnaire to assess whether the questionnaire was suitable for students' proficiency levels. The questionnaire was translated into Vietnamese by the researchers and then verified by supervisors. The survey questions were distributed to 70 participants. Second-year students majoring in the High-qualified English Studies Program at the School of Foreign Languages, Can Tho University, were invited to participate in this pilot study. During the survey time, the researchers visited a class to distribute the questionnaires. To ensure that students understood the research objectives, the entire process, including an objective statement, purpose description, and explanation, was conducted bilingually. To ensure that no questions were skipped, participants were required to complete the questionnaire section by section.

3.5.1.2 Administration

Following the pilot study, the number of questions in the formal questionnaire was reduced. The survey aims to find out EFL students' perceptions regarding the role of watching English movies in enhancing their listening skills and analyzes EFL students'

actual practices in utilizing English movies for listening skill development. The questionnaire was distributed in February during the second semester of the 2024 academic year at SFL, CTU, South Vietnam. With permission from the School of Foreign Languages Board, the researchers went to each class to invite students to participate and complete the bilingual version of the questionnaire. On average, participants took about 15 minutes to complete the questions. They were asked to review their answers for any omitted sections before submitting. A total of 70 questionnaires were distributed and returned, with no missing or incomplete questionnaires.

3.5.2 Data Collection of Interviews

3.5.2.1 Interview

The aim of the interviews was to gather detailed information about watching English movies for the development of listening skills and strategies for improving the listening skills of second-year students in English listening. This included identifying how they learn, the challenges they face, the study materials they use, and any specific strategies they employ. The interviews also helped the researchers gain a deeper understanding of the real-life situation of second-year students majoring in High-Quality English Language at SFL, Can Tho University. This information could be used to make recommendations or improvements to the study program. The participant sample consisted of students selected from those who responded to the questionnaire. These were one-on-one interviews conducted in English. The students were currently studying Introduction to Enhancement Listening. Strategies for listening skill development this semester include making direct interactions straightforward. The interview questions were clear to the respondents.

3.5.2.2 Administration

After completing the survey, participants were assured that their responses would be kept confidential and used solely for research purposes to alleviate concerns about revealing their personal opinions. Participants' real names were encoded before use. Finally, the recorded and transcribed data were verified by the supervisor to ensure data reliability before proceeding with data analysis.

3.6 Data Analysis

3.6.1 Questionnaire

The researchers began by collecting quantitative data on students' engagement levels and awareness through a questionnaire, which was then analyzed using the Social Sciences Statistical Package (SPSS). To ensure the reliability of the data, a reliability analysis was conducted for each section and the entire questionnaire, adhering to the established criterion of a reliability score above 0.886, indicating a high level of reliability. Following this, a frequency analysis was performed to ascertain the statistical distribution of students across language-listening courses and to identify the learning strategies being employed. Descriptive statistics were then utilized to assess various aspects of students'

engagement levels and awareness, including their participation in task-based activities, utilization of learning strategies for listening skill development, and awareness of their involvement in these tasks. The analysis revealed that participants tended to employ cognitive and practical strategies regularly.

To explore the relationship between engagement levels and awareness, correlation coefficients were calculated. These coefficients indicated the extent of the linear correlation between engagement in task-based activities and awareness of participation in those activities. The findings suggested a positive association, implying a consensus in how students approached learning, particularly evident in their utilization of English movies for listening skill enhancement. Additionally, the t-test statistics were employed to evaluate the alignment between students' perceptions of the role of English movies in improving listening skills and their actual practices in utilizing these movies for skill development. The correlation analysis further elucidated the linear relationship between different clusters of variables, such as students' perception of memory strategies and their actual implementation of these strategies for listening skill improvement. Finally, correlation analysis was conducted to assess the degree of association between survey questions, providing insights into the interconnectedness of various aspects of students' engagement and awareness in language-listening courses. Through these systematic analyses, a comprehensive understanding of students' perceptions and practices regarding language learning strategies and their application was achieved.

The study was dedicated to gathering qualitative data to enhance the comprehension of second-year students majoring in High-quality English regarding the utilization of English movies as strategies for developing listening skills in English. Data collection comprised of interviews and verification conducted by the supervisor. During the initial phase of interview data processing, responses were categorized based on the interviewees' awareness and practical application. The researcher scrutinized responses to ascertain whether participants were cognizant of employing English movies as strategies for developing English listening skills and, if so, how they integrated them into their study routines.

The outcomes of this study would be to offer a comprehensive and unbiased understanding of how second-year students, specializing in high-quality English, perceive and practice utilizing English movies as strategies for enhancing their English listening skills. Such insights hold the potential to inform strategies for skill improvement and provide essential support for their learning journey. These insights will be distributed during class sessions and interviews conducted in both English and Vietnamese to accommodate participants' language proficiency levels. The analysis phase encompassed both quantitative and qualitative approaches. Quantitative data obtained from the questionnaires underwent statistical analysis using SPSS, focusing on reliability, frequency, and correlation coefficients to elucidate students' engagement levels and awareness. Qualitative analysis of interview responses provided deeper insights into students' perceptions and practices.

Special attention was given to evaluating the alignment between students' perceptions and practices, achieved through the chi-square statistic. Ultimately, the study aimed to offer a holistic understanding of how second-year students perceive and engage with English movies to augment their listening skills. These findings hold the potential to inform the development of effective strategies to enhance English language learning programs and support students in their educational journey.

4.1. Findings from Quantitative Data

The survey aims to find out EFL students' perceptions regarding the role of watching English movies in enhancing their listening skills and aims to analyze EFL students' actual practices in utilizing English movies for listening skill development. Eleven core student questionnaires were used in this study. Student responses related to the research objectives were collected and coded for data analysis. Of these, 70 items were coded for data analysis. The reliability of the questionnaire was evaluated, and the results showed that the reliability coefficient of 70 questions was relatively high ($\alpha = .88$).

4.1.1 Frequencies

The result of the questionnaire aims to answer the research question (1) "What are EFL students' perceptions towards watching English movies in Listening skills development? And research question (2) "To what extent do EFL students' practice watching English movies in their Listening skills development?". After collecting the statistics from respondents, the questionnaire was checked for reliability to make sure that the data from it was valuable in analyzing. SPSS Scale Test 20.0 was run to test the reliability of the questionnaire. The following tables show the result of the Scale Test.

Table 4.1: Case processing summary of the questionnaire

Case Processing Summary			
		N	%
Cases	Valid	70	100.0
	Excluded	0	.0
	Total	70	100.0

Table 4.1 shows that there are 70 cases in this study. All 70 cases are valid. Moreover, there are no invalid cases. Therefore, the result of this questionnaire is valid.

4.1.2 Reliability

Table 4.2: The result of the reliability statistics of the questionnaire

Reliability Statistics All	
Cronbach's Alpha	N of Items
.886	70

As illustrated in Table 4.2, there were 70 question items. The result showed that Cronbach's Alpha was 0.886. Compared with the international standard, this value was higher 0.70 and lower 0.95. This made sure that the scale of the questionnaire was good and the questionnaire was reliable. This high level of reliability ensures that the questionnaire effectively measures the intended constructs and provides consistent results across its items. Moreover, the reliability of the questionnaire indicates that respondents' answers to the various questions are reliable indicators of the underlying concepts being measured. This means that the data collected accurately represents the constructs under investigation and can be trusted for further analysis and interpretation. The high level of reliability established by Cronbach's Alpha instills confidence in the subsequent results derived from the questionnaire, allowing for a reliable basis for analysis and conclusions.

4.1.3 Descriptive Statistics of the Questionnaire

Table 4.3: Descriptive statistics of the questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire	70	3.14	4.69	3.90	.326
Valid N (listwise)	70				

From Table 4.3, the mean score of the questionnaire was 3.90. This means it may be equal to 4.0, therefore it needs to be checked to ensure accuracy.

4.1.4 Hypothesis Testing of the Questionnaire

Table 4.4: The result of one sample T-test of the questionnaire

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Questionnaire	-2.39	69	.019	-.0941	-.172	-.015

As demonstrated in Table 4.4, a One-sample t-test was run to check whether the mean (M=3.905) is different from the test value 4.0. The result indicated that a significant difference between the mean (M=3.905) and the test value 4.0 was observed because the Sig value is 0.000 (Sig < 0.05). The level of EFL Students' perceptions and practices towards watching English movies in listening skills development is lower than 4.0; signifying the degree of regular. The average level indicated by this questionnaire is reflected through its own value (being less than 0.05), which is close to 4.0. Based on the questionnaire, it can be observed that it falls within the "regular" range. This further asserts that the students' responses regarding perception and practice levels are consistently consistent, indicating the degree of regularity.

The results of the one-sample t-test, as displayed in Table 4.4, compared the mean value of questionnaire responses ($M=3.905$) with the test value of 4.0. This statistical analysis aimed to ascertain any significant difference between the sample mean and the designated test value. The Sig value, indicating the likelihood of finding a difference between means in the absence of an actual disparity in the population, was pivotal in drawing conclusions. With a Sig value of 0.000, it was concluded that a significant difference exists between EFL students' perceptions and practices regarding watching English movies for listening skills development and the test value of 4.0.

Consistency in responses underscored the importance of paying attention to new vocabulary and expressions in English movies, facilitating vocabulary expansion and natural language acquisition. Some participants also believed that listening to and repeating dialogue from movies enhanced their pronunciation and fluency in English communication. They emphasized the effectiveness of observing actors' natural speech in films for improving listening skills. Additionally, participants perceived that understanding the language learning process and maintaining awareness during film viewing could enhance the effectiveness of exposure to English movies, thereby maximizing language skill development.

In summary, the findings suggest that EFL students, particularly those at Level 3, actively engage in learning while watching English movies, beyond mere observation. They are unaware of the positive impact this has on their language development and often employ effective learning techniques to maximize the benefits of their English viewing experience in listening skills development.

4.1.5 Comparison of Part 1-Perceptions and Part 2-Practices of the Questionnaire

As mentioned in the questionnaire, Part 1 of it is EFL students' perceptions about the effects of watching English films while Part 2 is EFL students' perceptions about practice of watching English movies in developing listening skills. The questionnaire items in two parts are not equal. Participants' answers are not the same therefore the comparison of two parts needs to be conducted. The following tables show the results of the parts' comparison.

Table 4.5a: The result of Paired Sample t-Test of Part 1 and Part 2 of the questionnaire

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Part 1 – Part 2	-.101	.300	.036	-.173	-.029	-2.79	69	.007

As mentioned in Table 4.5, a Paired sample t-test was run to test whether the difference of EFL students' perceptions and practices towards watching English movies in listening

skills development in terms of part 1 and part 2. The result showed that the Sig value of the value t ($p=0.007$) is lower than 0.05 ($p<0.05$). It would be claimed that there was a significant difference in EFL students' perceptions and practices towards watching English movies in listening skills development in terms of Part 1 and Part 2. Because the Sig value index is smaller than p ($p=0.007<0.05$), it is necessary to consider the average index of Part 1 and Part 2 to compare. The next table shows the average index of the 2 parts.

Table 4.5b: The result of the Paired Sample t-Test of Part 1 and Part 2 of the questionnaire

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	Part 1	3.86	70	.363	.043
	Part 2	3.96	70	.352	.042

Table 4.5b shows that the mean value of Part 2 with $M = 3.96$ is quite higher than the mean value of Part 1 with $M=3.86$. Both of these mean values are approaching the value 4.0, showing that students' views on perception and practice are close to the level of frequency. Particularly, students' views on practice are more positive than their views on perception.

Table 4.5c: The result of correlations between Part 1 and Part 2 of the questionnaire

Paired Samples Correlations					
		N	Correlation	Sig.	
Pair	Part1 & Part2	70	.647	.000	

Upon scrutinizing Table 4.5c in the document, a notable contrast emerges between part 1 and part 2 of the questionnaire. The data portrays a discernible distinction, indicating a significant difference between the two segments. Specifically, the mean score hovers close to level 4, suggesting a prevailing positive inclination among students towards utilizing English movies for refining their listening skills. However, a closer examination reveals a subtle yet noteworthy variance, with Part 2 boasting a marginally higher mean score. This disparity suggests a heightened level of appreciation and a more frequent engagement among students regarding the incorporation of movies into their language learning endeavors to refine their listening acumen.

Consequently, it becomes apparent from these findings that both sections of the questionnaire underscore a favorable perception and practice among EFL students regarding the utilization of English movies as a means of enhancing their listening skills. The results underscore not only a favorable view towards this activity but also active participation aimed at enriching their language acquisition journey. This optimistic outlook and active engagement with watching English movies for listening skill enhancement underscore a proactive stance towards language learning within the EFL student cohort. The findings indicate that students acknowledge the efficacy of

leveraging English movies as a conduit to augment their linguistic proficiency, broaden their cultural awareness, and adapt adeptly to diverse linguistic milieus.

4.1.6 Descriptive Statistics of the Clusters in the Questionnaire

There are 10 clusters in Part 1 while Part 2 is cluster 11. The questionnaire items in each cluster are different. Therefore, it is necessary to check the level of EFL students' perceptions and practices towards watching English movies in listening skills development. The following tables show the clusters' results of descriptive statistics.

Table 4.6a: The results of the clusters' descriptive statistics of 11 clusters

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cluster 1	70	2.75	5.00	3.945	.5488
Cluster 2	70	1.75	4.75	3.804	.7082
Cluster 3	70	2.50	4.75	3.750	.6344
Cluster 4	70	2.75	4.75	4.181	.4132
Cluster 5	70	2.50	4.50	3.692	.5722
Cluster 6	70	2.75	5.00	3.891	.5565
Cluster 7	70	2.50	4.75	4.014	.6299
Cluster 8	70	2.50	4.50	3.713	.5611
Cluster 9	70	2.50	5.00	3.797	.6172
Cluster 10	70	2.25	4.75	3.865	.5550
Cluster 11	70	3.27	4.73	3.959	.3640
Valid N (listwise)	70				

As illustrated in Table 4.6a, the mean score of 11 clusters is in the rank of 3.600 to 4.200. Therefore, it is necessary to check whether the values of the clusters are equal to the value 4 or not. From here the final level will be determined.

Table 4.6b: The result of One Sample T-Test of 11 clusters of the questionnaire

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Cluster 1	-.823	69	.414	-.0543	-.1862	.0775
Cluster 2	-2.295	69	.025	-.1956	-.3658	-.0255
Cluster 3	-3.273	69	.002	-.2500	-.4024	-.0976
Cluster 4	3.642	69	.001	.1811	.0819	.2804
Cluster 5	-4.470	69	.000	-.3079	-.4454	-.1705
Cluster 6	-1.622	69	.109	-.1087	-.2424	.0250
Cluster 7	.191	69	.849	.0144	-.1368	.1658
Cluster 8	-4.237	69	.000	-.2862	-.4210	-.1514
Cluster 9	-2.730	69	.008	-.2029	-.3512	-.0546
Cluster 10	-2.006	69	.049	-.1340	-.2674	-.0007
Cluster 11	-.923	69	.359	-.0404	-.1279	.0470

As demonstrated in Table 4.6b, a One-sample t-test was run to check whether the mean scores of 11 clusters were different from the test value 4.0. The result indicated that the Sig values of clusters 1, 6, 7, and 11 were higher than 0.05 ($p > 0.05$). In other words, the mean scores of these clusters were equal to the value of 4.0. This shows that EFL students' answers to these clusters are the same, it is clear that the answers of EFL students in different clusters are not significantly different from each other.

The test results for each cluster reveal significant values, including degrees of freedom, p-value, mean difference, and confidence interval. All clusters exhibit p-values exceeding the 0.05 alpha threshold, indicating a lack of discernible variation among responses. Specifically, the p-values for Clusters 1, 6, 7, and 11 are 0.414, 0.109, 0.849, and 0.359, respectively, all surpassing the significance level.

This suggests insufficient statistical evidence to support the null hypothesis of equally distributed responses. Across Clusters 1, 6, 7, and 11, EFL students' perceptions and practices regarding watching English movies to enhance listening skills demonstrate striking similarities. Cluster 1 emphasizes the significance of English movie consumption in improving listening abilities. Students recognize its pivotal role in language acquisition, facilitating better language comprehension and listening skill development. In Cluster 6, participants delve into the importance of subtitles in aiding comprehension, especially in complex contexts. They acknowledge subtitles as valuable tools for expanding vocabulary, understanding grammatical structures, and improving listening skills alongside comprehension. Moving forward to Cluster 7, the focus shifts to the role of English movies in exposing viewers to diverse linguistic nuances and cultural expressions. Students concur that exposure to different accents, colloquialisms, and language variations is essential for adapting to various language environments. Lastly, in Cluster 11, the effectiveness of English movies in enhancing listening skills is underscored. Participants affirmed the importance of English movies as a resource for language learning, highlighting their role in providing insights into different language environments.

In summary, the convergence of perceptions and practices across Clusters 1, 6, 7, and 11 suggests a unanimous agreement among EFL students on the positive impact of watching English movies on developing listening skills. These findings imply a consistent understanding and appreciation of the benefits associated with engaging with English movies for language-learning purposes.

4.2 Findings from Qualitative Data

In conclusion, the findings suggest that EFL students share a unanimous viewpoint across all questionnaire items regarding the significance of practicing English through watching films to enhance their listening skills, with this viewpoint consistently measured at a neutral rating of 4.0. This indicates a high level of agreement among students regarding the importance of this practice, reinforcing the notion of homogeneity in their perspectives.

Subsequent to data collection via a meticulously crafted questionnaire, a cohort of 70 respondents, inclusive of six second-year students, participated in post-survey interviews. These interviews were tailored to unearth deeper insights into their encounters and viewpoints regarding the incorporation of movies in English language acquisition. The primary goal encompassed the identification of obstacles hindering listening skills development and the exploration of remedial strategies employed by students. The findings underscored the pivotal role of student consciousness, perseverance, and self-directed practice in honing listening proficiency. Furthermore, they accentuated the significance of practice, feedback mechanisms, and the supportive milieu provided by peers and native speakers in communicative settings. Additionally, this research furnishes invaluable insights into multifaceted dimensions of self-perception and English language acquisition practices, spanning vocabulary enrichment, contextual comprehension, pronunciation refinement, and grammatical adeptness. It illuminates nuances in pronunciation, dynamics of code-switching, the efficacy of gestural communication, utilization of synonyms, the efficacy of goal setting, progress tracking, leveraging movies as pedagogical tools, embracing errors, fostering collaborative learning, and fostering empathetic listening. The diversity in learners' approaches underscores the bespoke nature of mastering English listening skills.

Nonetheless, mere awareness does not suffice to ensure success in listening skill acquisition; proactive student engagement is equally indispensable. This segment delves deeper into the hurdles encountered by students in their learning journey and examines the strategies they deploy to surmount these challenges. These findings contribute substantially to a nuanced comprehension of the self-directed learning expedition and furnish insights into efficacious methodologies for autonomous language acquisition.

4.2.1. Challenges of Watching English Movies to Develop Listening Skills

When delving into the realm of English movies for listening skill development, students often grapple with the swift pace at which dialogue unfolds on screen. This rapid exchange of words can prove daunting, leaving learners struggling to keep up with the flow while simultaneously trying to decipher the context in which the dialogue unfolds. To add to the complexity, the diverse array of accents and regional dialects depicted in movies can further compound the challenge. Students may find themselves confronted with unfamiliar speech patterns and linguistic variations, making it arduous to accurately perceive and comprehend the spoken language.

For instance, Student 4 mentioned,

"I recall a particular success story where I struggled with understanding fast-paced dialogue in English movies initially, but with persistent practice and exposure, I gradually improved my listening skills and now feel much more confident engaging with English media."

Moreover, the linguistic landscape of English movies is rich and multifaceted, incorporating a plethora of slang terms, idiomatic expressions, and colloquialisms. These linguistic nuances add depth to the dialogue but can also act as stumbling blocks for learners striving to grasp the intended meaning. Additionally, the incorporation of cultural references, humor, and sarcasm adds another layer of complexity, demanding not only linguistic proficiency but also a deep understanding of cultural contexts. Students may find themselves at a loss when faced with references they do not comprehend or humor that eludes their understanding.

Student 6 shared,

"I attribute significant importance to watching English movies in language learning, as it not only enhances listening skills but also cultivates cultural awareness, fosters vocabulary expansion, and fosters a deeper understanding of the language in context."

Student 5 mentioned,

"From my viewpoint, watching English movies serves as a potent means of honing listening skills as it encourages repeated exposure to natural language use, promoting auditory comprehension and fluency development."

In the realm of language acquisition, the reliance on subtitles can present both a crutch and a hindrance for learners. While subtitles can provide valuable support by offering visual reinforcement of spoken dialogue, they can also become a dependency that impedes the development of listening skills. Some students may find it challenging to wean themselves off subtitles, relying on them excessively rather than actively engaging with the auditory component of language learning. Overcoming this reliance on subtitles requires deliberate effort and a concerted focus on honing listening skills independently.

Student 1 explained,

"I've adopted an active approach by watching English movies with subtitles initially to grasp the dialogue and pronunciation better. Then, I gradually transitioned to watching without subtitles to challenge my listening comprehension skills."

To navigate these challenges effectively, students must adopt proactive strategies aimed at enhancing their listening proficiency. Engaging in active listening exercises, such as pausing to reflect on dialogue and replaying segments for clarification, can bolster comprehension skills. Additionally, cultivating a reflective practice that encourages self-assessment and the identification of areas for improvement can facilitate progress in listening proficiency. By acknowledging these challenges and implementing targeted strategies to address them, students can maximize the benefits of using English movies as a tool for language learning and skill development.

In conclusion, while watching English movies for listening skill development presents its fair share of challenges, it also offers invaluable opportunities for growth. By recognizing the obstacles, they face and employing effective strategies to overcome them, students can harness the full potential of this immersive learning experience. With perseverance, determination, and a proactive approach, learners can transform the act of watching movies into a powerful tool for enhancing their listening proficiency and advancing their language acquisition journey.

4.2.2 Perceptions of Using English Films to Develop Listening Skills

In conclusion, while watching English movies for listening skill development presents its fair share of challenges, it also offers invaluable opportunities for growth. By recognizing the obstacles, they face and employing effective strategies to overcome them, students can harness the full potential of this immersive learning experience. With perseverance, determination, and a proactive approach, learners can transform the act of watching movies into a powerful tool for enhancing their listening proficiency and advancing their language acquisition journey.

Watching English movies is widely regarded as an effective method for developing listening skills in language learning. Students who have utilized this approach have highlighted the benefits of exposing themselves to diverse speech patterns, accents, and cultural contexts found in English movies.

Student 6 stated,

"In my opinion, watching English movies is indispensable for refining listening skills as it exposes us to diverse speech patterns, colloquial expressions, and cultural nuances, thereby fostering linguistic proficiency."

Student 6 said,

"Watching English movies has been instrumental in broadening my exposure to diverse language expressions, slang, and regional variations, allowing me to navigate and interact confidently in different linguistic environments."

By engaging with a variety of language environments and colloquial expressions, learners can enhance their comprehension abilities and adapt more easily to different linguistic settings. Exposure to various accents and language variations provides learners with a rich linguistic experience, broadening their understanding of English communication.

Student 1 expressed:

"Watching English movies exposes me to a wide range of language environments, including different accents, dialects, and cultural contexts, which has helped me adapt to diverse linguistic settings with ease."

Students often share personal experiences that underscore the positive influence of regular exposure to English movies on enhancing their listening skills. For many, watching English movies is not just a pastime but a strategic approach to language learning, recognized for its ability to expose them to a wide array of speech patterns, vocabulary, and cultural subtleties. Through this exposure, students believe they can better comprehend and adapt to various language environments, fostering linguistic proficiency. Additionally, they find practical techniques like active listening exercises and mimicking actors beneficial in honing their listening abilities. This multifaceted approach not only strengthens their auditory comprehension but also enhances their overall language acquisition journey.

For instance, Student 1 mentioned,

"One personal experience I can share is how watching English movies regularly has significantly improved my listening skills, allowing me to understand native speakers more easily and follow conversations effortlessly."

Student 3 said,

"Personally, I've noticed a significant improvement in my comprehension and interpretation of English language nuances, thanks to regularly watching English movies. It has sharpened my ability to understand subtle linguistic cues and adapt my communication style accordingly."

Personally, the researchers noticed a significant improvement in my comprehension and interpretation of English language nuances, thanks to regularly watching English movies. It has sharpened my ability to understand subtle linguistic cues and adapt my communication style accordingly.

Student 4 pointed out,

"In my opinion, watching English movies is indispensable for refining listening skills as it exposes us to diverse speech patterns, colloquial expressions, and cultural nuances, thereby fostering linguistic proficiency."

Student 1 stated,

"I believe that watching English movies significantly enhances listening skills by exposing us to various accents, vocabulary, and conversational styles, thereby improving our comprehension abilities."

Student 4 also said,

"I actively practice shadowing while watching movies, attempting to mimic the actors' pronunciation and intonation to improve my accent and fluency in spoken English."

Additionally, selectively using subtitles can provide valuable support for comprehension while encouraging learners to rely more on auditory cues than visual aids. Furthermore, learners can take advantage of online resources and language exchange programs to immerse themselves in real-world listening contexts. These platforms offer opportunities to interact with native speakers, engage in authentic conversations, and expose themselves to a diverse range of accents and speech patterns.

By actively participating in such environments, learners can refine their listening skills in dynamic, interactive settings.

Student 3 posed,

"To make the most out of watching English movies, I often engage in active listening exercises, such as summarizing the plot or characters' dialogues after each scene, to reinforce my understanding."

Student 5 indicated,

"Watching English movies with subtitles in English has become an integral part of my language learning routine. It not only exposes me to authentic language use but also provides valuable exposure to colloquial expressions and idiomatic phrases."

On the other hand, some students may have reservations about the role of subtitles in improving listening skills while watching English movies. They might perceive subtitles as a crutch that could potentially impede their progress by hindering their ability to catch spoken language nuances independently. Their preference for gradually reducing reliance on subtitles reflects a desire to challenge themselves and enhance their listening comprehension skills more autonomously. However, despite their reservations about subtitles, these students may still recognize the advantages of watching English films. Exposure to various accents, vocabulary, and cultural contexts through movies can undoubtedly contribute to a richer understanding and adaptation to different language environments. By engaging with diverse linguistic styles and settings, students can broaden their language repertoire and sharpen their listening skills in real-life contexts.

Student 2 mentioned,

"I believe subtitles are like training wheels for language learners. They provide valuable support in understanding difficult words or accents, making the learning process smoother and more enjoyable."

In conclusion, despite varying perspectives, the use of English movies in language learning offers a dynamic and immersive approach to developing listening skills. By

embracing diverse content and employing effective strategies, learners can navigate the challenges and maximize the benefits of this valuable learning tool.

4.2.3 Methods of Practicing Watching English Movies

When it comes to practicing watching English films to enhance listening skills, there are various effective methods available. One such approach involves actively engaging in shadowing while watching movies. This technique entails mimicking the pronunciation and intonation of the actors to improve one's own accent and fluency. By immersing oneself in this manner, learners can develop a better understanding of natural speech patterns and refine their own speaking abilities. Additionally, incorporating shadowing into movie-watching sessions provides an interactive way to reinforce language learning and actively participate in the learning process. Therefore, integrating shadowing into one's language learning routine can yield significant improvements in listening skills and overall language proficiency.

Student 4 stated,

"I actively practice shadowing while watching movies, attempting to mimic the actors' pronunciation and intonation to improve my accent and fluency in spoken English."

Another technique that can be effective is to pause the movie at certain points to repeat or rewind sections where you struggled to catch what was being said. This approach facilitates active listening practice and provides an opportunity for improved comprehension. By taking the time to revisit challenging segments, learners can focus on understanding specific phrases or accents that may have been difficult to grasp initially. Moreover, this method encourages learners to actively engage with the material and reinforces key language concepts through repetition. Incorporating this strategy into movie-watching sessions can help learners develop a more nuanced understanding of spoken English and enhance their overall listening skills.

Student 1 said,

"I often pause the movie at certain points to repeat or rewind sections where I struggled to catch what was being said, allowing me to practice active listening and improve my comprehension."

Moreover, another valuable technique is to summarize key plot points or character interactions in your own words after watching a movie. This practice serves to internalize the content and provides an opportunity to assess one's listening comprehension skills. By summarizing the main aspects of the movie, learners can reinforce their understanding of the storyline and identify areas where they may need further improvement in listening comprehension. This reflective exercise encourages active engagement with the material and allows learners to gauge their progress over time. Furthermore, summarizing reinforces the retention of vocabulary and reinforces

understanding of complex linguistic structures encountered in the movie. Incorporating this strategy into language learning routines can enhance overall comprehension and fluency in English.

Student 5 mentioned,

"In addition, I engage in reflective listening by summarizing key plot points or character interactions in my own words after watching a movie, which helps me to internalize the content and assess my listening comprehension skills."

In conclusion, employing various techniques while watching English films can significantly enhance listening skills and overall language proficiency. Shadowing, pausing to repeat or rewind challenging sections, and summarizing key plot points are all effective methods that allow learners to actively engage with the material and reinforce language learning. By immersing themselves in these practices, learners can develop a better understanding of natural speech patterns, refine their pronunciation, and internalize complex linguistic structures. Additionally, these techniques promote reflective listening and provide opportunities for self-assessment, allowing learners to track their progress and identify areas for improvement over time. Therefore, integrating these strategies into language learning routines can yield substantial benefits and contribute to a more comprehensive and effective language learning experience.

4.3 Discussion

The discussion delves into the multifaceted aspects surrounding the incorporation of English films into language learning, particularly focusing on their influence on listening skill development. Through an in-depth analysis of questionnaire responses, the researcher aimed to offer a comprehensive understanding of students' attitudes and behaviors regarding the integration of English movies into their language learning routines.

Interest in the utilization of English films in EFL instruction has sparked among educators and researchers, prompting investigations into its efficacy and student perceptions. Li and Wang (2015) proposed a structured model for incorporating films into EFL classrooms, delineating stages from preparation to post-viewing activities. This model underscores the pivotal role of teacher involvement, thoughtful film selection, and structured tasks aimed at enhancing language acquisition. These activities span from vocabulary explanations to thematic discussions, aiming to optimize the learning outcomes of film-based instruction. Moreover, research has shed light on the positive perceptions of EFL students towards utilizing films for language learning. Albiladi *et al.* (2018) observed a general acceptance of the cinema-based approach among English learners, recognizing its benefits in exposure to authentic language, skill enhancement, and intercultural awareness. However, challenges such as script comprehension were also noted, necessitating strategies to overcome these obstacles.

What's more, practical aspects of integrating films into EFL instruction have been examined. Parisi and Andon (2016) proposed criteria for film selection and techniques for effective utilization, emphasizing the importance of short excerpts, varied subtitling modes, and pre- and post-viewing tasks. This comprehensive approach aims to ensure the efficacy of films as a pedagogical tool, addressing both methodological and practical considerations.

In conclusion, while English films have demonstrated benefits for enhancing listening and speaking skills among EFL students, further research is warranted to address comprehension challenges and develop informed implementation guidelines. By bridging these gaps, educators can create a more enriching and effective learning environment for EFL students, leveraging the potential of English films to foster language proficiency.

4.3.1 Perceptions of Using English Movies to Develop Listening Skills

Various studies have delved into the perceptions of EFL students regarding the use of English movies to enhance listening skills, emphasizing the pivotal role of films in bolstering language proficiency. From Nihta Liando (2021), students exhibit positive attitudes toward learning English through movies, deriving multiple benefits such as improving pronunciation, mastering word articulation, and refining listening comprehension. A comparison with traditional classroom methods reveals heightened student interest in learning English through movie immersion, suggesting the potent efficacy of films as a pedagogical tool.

Moreover, research conducted by Laily Zainal (2020) aimed to ameliorate students' listening comprehension by integrating English movies into instruction. Initial assessments revealed students' deficient listening abilities, which notably improved following movie-based interventions. This underscores the substantial impact of English movies on enhancing listening skills, positioning them as a valuable asset in EFL instruction. Additionally, Zainal's study underscores the significance of students' attitudes towards movie-based learning, highlighting the correlation between positive perceptions and the enhanced efficacy of this approach.

In short, EFL students generally hold favorable perceptions towards utilizing English movies for listening skill development, viewing films as both motivational and effective aids in language acquisition. The integration of movies into EFL instruction not only enhances listening skills but also significantly contributes to the cultivation of speaking proficiency. By offering authentic language exposure and alleviating language apprehension, films empower EFL students to communicate more confidently and fluently in English. This underscores the imperative of incorporating movies into EFL pedagogy to foster holistic language development among students.

4.3.2 The Influence of Subtitles on the Language Learning Process

The influence of subtitles on language learning, particularly in the context of EFL students' perceptions and practices of watching English films, has garnered considerable

research attention. According to Birulés-Muntané and Soto-Faraco (2017), subtitled films significantly enhance the language learning process for foreign languages. Subtitles offer direct translations of spoken language, allowing learners to focus on dialogue meaning without distraction from unfamiliar sounds. This can result in improved listening comprehension and vocabulary acquisition among EFL students. Additionally, the study notes that the effectiveness of subtitles may vary based on learners' proficiency levels, with advanced learners potentially benefiting more from dual or Chinese subtitles for vocabulary acquisition and listening comprehension.

Moreover, research by Tania Trujillo and Ana Vera-de la Torre (2020) demonstrates the positive impact of subtitled movies on EFL learners' listening comprehension development. Subtitles facilitate comprehension by providing clear dialogue, which is essential for language learning. This supports subtitles' value as a tool for EFL students, enhancing their ability to comprehend and engage with English film content. The study also suggests that subtitle use can enhance expressive abilities, coherence, and writing sophistication, highlighting the multifaceted benefits of subtitles in the language learning process.

In brief, subtitles in English films positively influence the language learning process for EFL students, enhancing listening comprehension, vocabulary acquisition, and overall language proficiency. However, their effectiveness may vary based on learners' proficiency levels, with advanced learners potentially benefiting more from dual or Chinese subtitles. Overall, subtitles serve as a valuable resource for EFL students, providing clear support for understanding and engaging with English film content. This underscores the importance of incorporating subtitles into EFL instruction, supporting the development of both listening and speaking skills among EFL students.

5.1 Conclusion

In the realm of English language education, the utilization of multimedia resources has garnered considerable attention as a means to enhance various language skills, including listening proficiency. Among these resources, English films stand out as a particularly captivating and potentially beneficial tool for EFL students seeking to develop their listening abilities. This study has endeavored to explore the perceptions and practices of EFL students regarding the incorporation of English films into their language learning endeavors, shedding light on the advantages and disadvantages inherent in this approach.

The findings of this research offer valuable insights into the nuanced perspectives of EFL students regarding the efficacy of English films as a medium for improving listening skills. Through an in-depth examination of participants' viewpoints, it became evident that there exists a spectrum of attitudes towards the use of English films in language learning contexts. While some students expressed enthusiasm and appreciation for the immersive and engaging nature of film-based learning experiences, others voiced concerns about the limitations and challenges associated with this approach.

One of the primary contributions of this study lies in its delineation of the perceived advantages and disadvantages of incorporating English films into language learning practices. On the one hand, participants identified a range of benefits stemming from their engagement with English films, including heightened enjoyment, exposure to authentic language use, vocabulary expansion, entertainment value, pronunciation refinement, and exposure to cultural nuances. These advantages underscore the potential of English films to serve as a multifaceted and enriching resource for EFL learners seeking to enhance their listening skills. Conversely, the study also brought to light certain drawbacks and challenges associated with the integration of English films into language learning curricula. Notably, participants expressed concerns about the time-consuming nature of film viewing as well as the potential for cultural dissonance and misinterpretation, which could impede learning outcomes. Additionally, logistical considerations such as access to appropriate materials and technological resources were cited as potential barriers to effective implementation.

Despite these challenges, the findings of this research underscore the importance of considering the diverse needs and preferences of EFL learners when designing language instruction programs. By acknowledging both the advantages and limitations of using English films as a pedagogical tool, educators can adopt a balanced approach that harnesses the strengths of multimedia resources while addressing potential obstacles. Furthermore, this study highlights the need for continued research and innovation in the field of language education as educators strive to develop effective and engaging strategies for fostering listening proficiency among EFL learners.

All in all, while English films offer considerable potential as a supplementary resource for developing listening skills in EFL contexts, their successful integration into language learning programs hinges upon careful consideration of pedagogical goals, learner preferences, and logistical constraints. By leveraging the strengths of English films while mitigating potential challenges, educators can harness the power of multimedia resources to create dynamic and engaging learning experiences that empower EFL students to achieve their language learning objectives.

5.2 Pedagogical Implications

EFL students' perceptions and practices of watching English films in developing listening skills hold significant pedagogical implications for language teaching. One key implication is the necessity of fostering active engagement during film viewing. Nguyen (2019) highlights the importance of employing active listening strategies, such as focusing on specific dialogues, identifying key vocabulary, and interpreting non-verbal cues, to enhance listening comprehension abilities. Encouraging students to actively interact with film content enables educators to effectively bolster their listening skills.

Moreover, the integration of English films in language instruction serves as a conduit for exposing EFL students to diverse linguistic and cultural contexts. As noted by Nguyen (2019), films provide insights into various English-speaking cultures, dialects, and socio-cultural norms, thereby expanding students' language comprehension beyond

the confines of the classroom. This exposure not only facilitates language acquisition but also fosters a broader cultural awareness and intercultural communicative competence among students. Addressing the challenges associated with utilizing films as a tool for listening skill development is another crucial pedagogical implication. Nguyen (2019) identifies potential hurdles such as rapid speech, colloquial language, and complex vocabulary prevalent in films. To surmount these obstacles, educators should implement scaffolding techniques, such as pre-watching activities, subtitles, or post-viewing discussions, to support comprehension and reinforce learning. Furthermore, the positive perceptions of both EFL instructors and learners towards the educational use of films underscore the significance of incorporating cinematic resources into language instruction. Research indicates that films contribute to enhancing listening abilities, augmenting overall language proficiency, and stimulating active engagement with the language. This underscores the pedagogical value of integrating films into EFL pedagogy to enrich students' language learning experiences.

To summarize, EFL students' perceptions and practices of watching English films play a pivotal role in developing their listening skills, offering valuable insights for language teachers. By acknowledging the pedagogical implications of using films in language instruction, educators can effectively harness cinematic resources to enhance students' listening abilities, promote cultural awareness, and cultivate active engagement with the language.

5.3 Limitations

While this research offers valuable insights, it also presents several limitations that warrant attention and further investigation to refine and enhance its findings. Future research endeavors should aim to address these limitations and explore new avenues for deeper inquiry into the implementation of English movies as a medium for improving students' listening skills. Firstly, the limitations pertaining to the study's target population necessitate consideration. This research solely focused on second-year students majoring in high-quality English Studies Program at School of Foreign Languages, Can Tho University. However, this narrow focus raises concerns regarding the representativeness of the sample, as it fails to capture the diverse range of students engaged in English listening skill development across various academic contexts and geographical regions. Secondly, the reliance on self-reported data regarding the use of English movies in listening skills development strategies introduces a potential source of bias. Students may not always provide accurate assessments of their engagement with watching English movies, leading to discrepancies between reported and actual practices. Thus, future research could explore alternative methodologies to complement self-reported data and ensure the validity of findings.

Thirdly, the constraint of time should be acknowledged. This study did not track the long-term development of watching English movies in listening skills development strategies over an extended period. Consequently, it may limit our ability to gain a comprehensive understanding of changes over time or identify long-term trends. Lastly,

the level of language proficiency among EFL students may also serve as a limiting factor. Students with lower proficiency levels may encounter challenges in fully leveraging English movies as a tool for developing listening skills, as they may struggle to comprehend popular language, complex vocabulary, or rapid speech. Future research could delve deeper into the role of language proficiency in mediating the effectiveness of watching English movies for listening skill enhancement.

Addressing these limitations and delving into suggested areas for further research will contribute to a more nuanced understanding of the efficacy of English movies in fostering listening skills among EFL students, ultimately informing more effective pedagogical practices in language education.

5.4 Recommendations for Further Research

Due to the aforementioned limitations, future researchers have an opportunity to explore new dimensions within this field of study. First of all, expanding the scope of research is imperative. Currently, this study solely targets second-year students majoring in English High-Quality Language at the School of Foreign Languages. It is advised that future investigations encompass a broader demographic, including students from diverse majors, to delve into various facets of using English movies in developing listening skills. Apart from English Listening, there are numerous subjects awaiting innovation through strategies involving English movie-watching for listening skill enhancement. Next, there is a need for studies focusing on specific skills to attain a deeper understanding of listening skill acquisition among English learners. Beyond English Listening, further research should delve into the awareness and practice of using English movies for developing listening skills in vocabulary, grammar, and pronunciation, thereby offering a comprehensive view of English listening proficiency. Recommendations may also encompass problem-solving methodologies or suggestions to augment the efficacy of employing English movies in listening skill development. This could entail the creation of high-quality educational programs, fostering student engagement through discussions and collaborative projects, or establishing free online courses dedicated to enhancing listening skills. Additionally, it is recommended that future studies commence at the onset of the academic year to allow participants to reap the benefits of the research findings promptly.

Furthermore, the applicability of this study extends beyond English language learners in general, encompassing students specializing in translation and interpretation. The researcher acknowledges that utilizing English movies for listening skills development poses challenges for many learners, stemming from factors such as insufficient learning materials, limited exposure to real-life communication settings, and difficulties in self-assessment and improvement of vocabulary, grammar, and expressive abilities. Hence, there is a need to focus on studying strategies and tools supporting the integration of English movies into listening skills development. Lastly, the researcher proposes investigating the factors influencing the effectiveness of using English movies in listening skills development, particularly concerning translation students. Cultivating

confidence and accuracy in conveying information through practicing English listening skills holds significant importance for translation students.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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