



PERCEPTIONS OF ENGLISH-MAJORED STUDENTS IN THE HIGH-QUALITY PROGRAM AT CAN THO UNIVERSITY TOWARD LEARNING ENGLISH THROUGH WATCHING MOVIES

Vo Thi Tuyet Hongⁱ,
Hua Huu Ty,
Nguyen Minh Dac,
Nguyen Hoang Anh Tai,
Huynh Minh Trang
Can Tho University,
Can Tho, Vietnam

Abstract:

This descriptive study aims to answer three main research questions, namely 1) What are the perceptions of English-majored students regarding the impact of watching English movies on their learning motivation?, 2) What are their perceptions of the impact of watching English movies on their language development?, and 3) What challenges do the students encounter when learning English through watching movies? In order to address these key questions, the data collected from 175 freshmen and juniors majoring in English Studies of the High-Quality Program at Can Tho University through a 5-point Likert scale questionnaire were quantitatively analyzed. The statistical analysis of the gathered data revealed that all the study participants strongly agreed with the positive impacts of watching English movies on their motivations to learn the target language as well as on their language development. Despite these positive effects, the students also admitted that they inevitably encountered several challenges while learning English through movie-watching, particularly in terms of rapid speech, extensive use of slang, and figurative language in English movies. Based on these research outcomes, possible implications have been further discussed for the effective use of movies in EFL classrooms to support the students' learning process.

Keywords: perceptions, English movies, learning English

1. Introduction

Although English is a global language that can open a variety of opportunities for international communication, education, and career development, mastering it is always

ⁱCorrespondence: email ytthong@ctu.edu.vn

a challenging task for many students, especially those in EFL countries where English is not widely used in daily life. Therefore, finding effective and enjoyable ways to learn English is important for EFL students in general and for Vietnamese EFL learners in particular, in order to help them significantly improve their language competencies.

One of the methods that has been suggested to enhance English learning is watching movies in English. Erlangga and Ayu (2022) asserted that language learners who are motivated and have a genuine interest in learning the target language through movies would participate actively in their English learning process because movies offer students numerous lessons that could be applied in their real lives. In fact, through watching movies, students can get exposed to various aspects of English such as vocabulary, grammar, pronunciation, conversations, and culture. Accordingly, as a rich source of authentic language, movies can stimulate learners to engage with the language by providing them with entertainment, emotion, and interest. However, the impact of watching movies on learning English may depend on different factors, specifically the genre, the level of difficulty, the subtitles, and the learner's purposes and preferences (Baharum, Naim, Ismail, Deris, & Noor, 2022). Therefore, it is necessary to investigate how EFL students perceive both the benefits and challenges of learning English through watching movies.

Up to now, there have been a few studies delving into exploring the effectiveness of English movies on both ESL and EFL learners (Albiladi, Abdeen, & Lincoln, 2018; Andriani & Angelina, 2020; Larasati, Rahmawanti, & Rahayu, 2021; Sánchez-Aunón, Férez-Mora, & Monroy-Hernández, 2023; Sari & Aminatun, 2021; Seo, 2017). These studies demonstrated that watching movies would be a valuable method for learning English as it could improve learners' language skills, intercultural competence, and motivation. However, they also indicated that there were some challenges and limitations that had to be addressed, especially in relation to the selection of appropriate movies, the use of subtitles, and the evaluation of learning outcomes. In Vietnam, where English is not commonly utilized on a daily basis, watching movies can serve as a valuable source of authentic language input and exposure for Vietnamese EFL learners. Nevertheless, there are also several difficulties that Vietnamese EFL learners may face when learning English through watching movies. For example, some movies may contain unfamiliar cultural references, slang, idioms, or accents that may hinder the comprehension and acquisition of the target language. The fact is that there is very little research on this issue in Vietnam at large and at Can University in particular. Additionally, the matters of both the benefits and the obstacles of learning English through movies as a learning mode do not seem to receive adequate attention from Vietnamese researchers. Therefore, this research topic is relevant and significant for further investigation into examining the Vietnamese EFL students' perceptions of learning English through watching movies. To be more precise, the current study aims to answer the following research questions:

- 1) What are the perceptions of English-majored students regarding the impact of watching English movies on their learning motivation?

- 2) What are their perceptions of the impact of watching English movies on their language development?
- 3) What challenges do these students encounter when learning English through movie-watching?

2. Literature Review

2.1 Definition

Perceptions, as a fundamental aspect of human cognition, have drawn the interest and attention of numerous scholars from diverse fields. According to the Cambridge Advanced Learner's Dictionary (2013), perception is "*a belief or opinion, often held by many people and based on how things seem*". Gibson (1979) claimed that perception is a complex cognitive process through which individuals organize, interpret, and make sense of sensory information received from the environment, highlighting the subjectivity of human experiences. This definition is in line with Lindsay and Norman (1977) who defined perception as a process that involves the interpretation of sensory information. In other words, Lindsay and Norman (1977) viewed perception as the ultimate experience of the world, which involves the processing of sensory input received through various senses such as the eyes, ears, and nose. Bruner (1957) emphasized that individuals interpret sensory inputs based on their preexisting knowledge structures, which impacts the way new information is assimilated. Such cognitive frameworks serve as filters through which perceptions are processed, shaping how individuals perceive and respond to stimuli. Particularly, cultural, societal, and personal experiences play a vital role in forming these frameworks, leading to unique perspectives and interpretations.

Most importantly, Gibson (1979) introduced an ecological approach to visual perception, proposing that individuals actively engage with their surroundings to extract significant information, which means that perceptions are not only influenced by cognitive frameworks, the active and dynamic nature of perceptions, but also by the interplay between sensory inputs and cognitive processes. Therefore, in order to gain profound insights into the multifaceted concept of perceptions, it is essential to take into account these critical elements. Drawing upon varying perspectives on perceptions; however, within the scope of this current research, perceptions would be interpreted as a process of individuals in interpreting, organizing, and giving opinions of the learning process and experience to the stimulus that comes from individuals' surrounding environment (Fauzi & Muljanto, 2021).

2.2 Relevant Studies on the Impacts of English Movies

In reference to the use of movies in teaching and learning English, there have been a number of local and international studies delving into investigating this field in the last decade. A recent study done by Ha and Thao (2020), aimed at finding out students' attitudes towards the use of movies with English subtitles in English classes at Ho Chi

Minh City College of Industry and Trade. There were 150 first-year students of different majors participating in the study by answering the questionnaire with 25 of them taking part in the interview afterwards. The data collected from the questionnaire was processed using SPSS statistical software, and the students' responses to the interview were qualitatively analyzed. The research results indicated that the students had positive attitudes towards the use of movies with English subtitles, and their emotional aspect was higher than the behavioral and cognitive ones.

In Korea, Seo (2017) conducted a study on improving English skills through the movie *Chef* with 30 students (21 freshmen and 9 final year students) participating in the Cinema English Class in the first semester of 2017. These students had different majors, including Defense and Technology, Law, Fire Safety, Nursing, First Aid Engineering, Communication Design, Electronic Engineering, and Tourism-Hospitality. They were shown clips, plots, and trailers of the film in class and then had to answer questions related to the film on a short quiz given by the study researcher. The results of the study demonstrated that students improved their English skills when they had access to very interesting resources, and this motivated their learning process. However, because the duration of this study was too short, within about one month, it was suggested that for future studies, more time should be added for the research results to be more realistic and to make English classes through movies become more effective.

In the United States, Albiladi, Abdeen, and Lincoln (2018) conducted a qualitative study to explore English learners' perceptions toward the use of English movies as English teaching and learning tools. The study subjects including 25 language learners were chosen as a convenience and purposive sampling, from the Intensive English Program in America. The qualitative approach using face-to-face and online semi-structured interviews was applied to collect the data which were then coded and analyzed through Dedoose online software. The research outcomes revealed that the language learners believed that movies were a valuable source of language learning and could be effectively used to improve the students' language skills, particularly speaking, listening, reading, writing, and vocabulary. In addition, the participants stated that movies are also beneficial in increasing cultural awareness. However, there are still a few shortcomings concerning a small sample size and a limited time frame.

Andriani and Angelina's (2020) study revolves around examining the perception of English language-major students about using English-subtitled movies. The study was carried out at Sanata Dharma University, Indonesia, with 31 English majors answering the survey questionnaires and participating in the interviews with the researchers. The results showed that the students preferred to watch movies with English subtitles because it motivated them to learn English. Besides, the students also requested their teachers to design more activities related to English-subtitled movies. This study suggested that there should be more research in the future focusing on using English-subtitled movies to improve students' vocabulary, grammar, and other skills such as listening and speaking.

An example of how watching movies improves language skills is given by Sari and Aminatun (2021). This study focused on students' awareness of using English movies to improve vocabulary. This is a qualitative study with data collected on a total of 31 English majors (5 men and 26 women) at Universitas Teknokrat Indonesia through interviews combined with the survey questionnaires. Like other previous studies, most of the students in this investigation also agreed that watching movies could help to motivate them to learn English. Specifically, students could recognize and improve vocabulary acquisition and then know how to use appropriate English words in both spoken and written communication. The results of this study once again confirmed that movies are effective learning tools that can aid in the learners' development of vocabulary fluency. However, because the scope of the study was still narrow, it recommended that future studies should be conducted with a larger sample and in different contexts to make the results more generalizable.

Regarding the development of spoken grammatical structures through watching movies, Larasati, Rahmawanti, and Rahayu (2021) conducted a qualitative study to investigate students' perceptions of using movies with English subtitles for their understanding of spoken grammar. Ten students (5 boys and 5 girls) enrolled in the Speaking Grammar course at Universitas Ibn Khaldun University Bogor, Indonesia were selected as the subjects of this study, and they had to answer an online close-ended questionnaire. Then, a semi-structured interview was used to better understand the subject's point of view. The results disclosed that movies with subtitles had a significant impact on students' comprehension of spoken grammar. Additionally, the students suggested that watching movies with English subtitles should be used as an alternative to learning traditional grammar. The study also showed the difference in the viewpoints between male and female students, which suggested that gender might influence research results pertaining to their responses.

A specific study on developing intensive listening skills through watching cartoons was carried out by Susanto, Dharmawan, Hartini, Septiyana, and Firmansyah (2022). This study focused on 38 grade-tenth students in Indonesia, who were purposefully selected. The students were observed, interviewed, and they answered the questionnaire provided by the researchers. The findings showed that many students agreed that intensive listening through using cartoons should be implemented in the learning process because it could help students improve various skills such as pronunciation, overall storytelling, and speaking skills when combined with digital storytelling. The majority of students agreed that the animated videos enriched their knowledge, vocabulary, grammar, and pronunciation. They also thought that using cartoons as a learning medium is very interesting to improve the classroom atmosphere, making the transmission of messages more valuable and effective. However, the limitation of this research was that the longer the length of the film, the more vocabulary appeared in the film, thereby making it difficult for learners to understand the content of the film. This means that other influencing factors should be considered in future studies.

In summary, all of the aforementioned studies indicated that the use of English movies has had a positive impact on the students' learning process. Most of the participants in these investigations admitted that they found the activity of using English movies very interesting and that it made them more motivated to learn and improve their English. Nonetheless, there still exist certain limitations within these studies. The most prominent of which is the relatively small sample size with the sole focus on one certain group of the population; thus, the results could not be widely generalized for such a context. Moreover, since the majority of these studies focused on using the qualitative research approach as the main research methodology with quite a few investigations being carried out in Vietnam, it is possible that the obtained results could hardly cover all the research aspects of this topic. In an attempt to bridge these gaps in the previous studies, this current research will deepen into the perceptions of English-majored students in the High-Quality Program at Can Tho University, Vietnam towards learning English through watching English movies, deriving from the quantitative perspective including the two sampling groups of first-year and third-year students.

3. Material and Methods

The population of this research was selected through the convenient and purposeful (or purposive) sampling method to include all the English-majored freshmen and juniors of the High-Quality Program at Can Tho University in the academic year 2022-2023. This population highly supported the scope and the aim of the current study, which centered upon English-majored students' perceptions of learning English through watching English movies.

In order to address the research questions posed in the current study, a 5-point Likert-scale survey consisting of 24 questionnaire items was utilized to explore the students' perspectives on learning English through movies, specifically in terms of students' motivations for learning English, their language development, and their challenges when learning English through watching movies. The questionnaire was divided into three parts with the first part being about demographic characteristics. This part covered the participants' personal information such as age, class, gender, frequency of watching movies, and their current level of English proficiency. The second part of the survey consisted of 16 Likert-scale items related to the impacts on learning motivations and the impacts on students' language development. The last part of the questionnaire was composed of 8 Likert-scale items to examine the challenges students would face when learning English through watching English movies. Almost all the questionnaire items in this present study were adapted from the ones employed in previous studies that examined similar research issues (Sari & Aminatun, 2021; Susanto et al., 2022). The questionnaire was piloted to ensure its clarity, comprehension, and reliability before being administered to the participants.

To ensure reliability and validity, the questionnaire was piloted on 24 students who represented the target population of this research before it was distributed to all the

participants for the full data collection. The statistical analysis of the collected pilot data, computed by the SPSS version 25.0, yielded a Cronbach's alpha of .745, demonstrating that the instrument was significantly reliable for use in the whole process of data collection of this investigation. Two weeks after the pilot survey, the main questionnaire was directly administered to all of the study participants in their classrooms, which required no more than 15 minutes to complete. Before commencing, the students were provided with a clear explanation of the research's purpose and detailed instructions on how to respond to the questionnaire. After the data collection, all 24 Likert-scale questionnaire items were subjected to quantitative analysis through the SPSS program to answer the research questions.

4. Results

The reliability analysis of the main questionnaire through the SPSS version 25 produced Cronbach's alpha coefficient of .865. This value indicated that the questionnaire was statistically reliable. Thus, all of the collected data from the questionnaire could be used for further analysis to address the research questions.

In order to identify the students' perceptions of learning the English language through English movies, descriptive statistics were run on the mean scores and the standard deviations for the three clusters in the questionnaire, namely (1) students' perceptions of the impact of watching English movies on motivations for learning English language, (2) students' perceptions of the impact of English movies on language development, and (3) students' perceptions of challenges when learning English through watching movies. The mean scores and the standard deviations of their perceptions of these aspects are presented in Table 1, Table 2, and Table 3.

With regard to the students' perceptions of the impacts of English movies on learners' motivations for learning English, Table 1 further clarifies their viewpoints through the descriptive analysis of the six questionnaire items.

Table 1: Descriptive Statistics on Students' Perceptions of Impacts of Watching English Movies on Learning Motivations

Impacts on Learning Motivations	N	Min	Max	M	SD
Learners feel more excited than traditional learning methods.	177	1	5	4.28	.705
It is a very fun and interesting way of learning through listening, watching, and getting exposed to scenes and cinematography.	177	2	5	4.43	.628
Learners become more proactive in self-improvement of vocabulary.	177	1	5	4.13	.833
Learners become more proactive in self-improvement of listening skills.	177	1	5	4.26	.754
Learners become more proactive in self-improvement of speaking skills.	177	1	5	3.87	.923
Learners become more proactive in participating in class discussion activities.	177	1	5	3.38	1.010

Notes: N=number of participants; M=mean; SD=standard deviation

It is clear from Table 1 that the students had positive attitudes towards the impacts of English movies on their learning motivations. To be more specific, almost all of the participants agreed that learning English through watching English movies is a very fun and interesting way because they would not only listen, but also watch, and get exposed to the scenes and cinematography ($M=4.43$, $SD=.628$). In addition, the students mostly agreed that learning English through watching movies would help them feel more excited than traditional learning methods ($M=4.28$, $SD=.705$), as well as to be more proactive in self-improvement of listening skills ($M=4.26$, $SD=.754$). Also, they admitted that learning English through watching movies would promote their activeness in self-improvement of vocabulary ($M=4.13$, $SD=.833$). Although the students were likely to agree that watching English movies could help them become more proactive in self-improvement of speaking skills ($M=3.87$, $SD=.923$), they had the least agreement when it comes to the idea that learning English through watching movies would make learners more proactive in participating in class discussion activities ($M=3.38$, $SD = 1.010$).

In terms of the students' perceptions of the impacts of English movies on learners' language development, Table 2 provides more insights into the participants' specific perspectives through the descriptive analysis of the ten questionnaire items.

Table 2: Descriptive Statistics on Students' Perceptions of Impacts of Watching English Movies on Language Development

Impacts on Language Development	N	Min	Max	M	SD
It is an effective way to improve language skills.	177	2	5	4.21	.714
Learners understand and learn English better.	177	2	5	4.18	.760
Learners better improve their pronunciation, namely reduction, linking, and stress.	177	1	5	4.33	.736
Learners get exposed to and understand various accents and intonations of world Englishes.	177	2	5	4.37	.735
Learners improve their vocabulary (e.g., technical terms, dialects, collocations, idioms).	177	2	5	4.29	.684
Learners better understand English spoken grammar.	177	1	5	3.90	.915
Learners improve their speaking ability (e.g., daily conversation, expressing opinions and views).	177	2	5	4.12	.823
Learners become more confident when conversing and communicating in English.	177	1	5	3.84	.918
Learners better improve their English listening skills.	177	2	5	4.24	.733
Learners better understand the culture and society of English-speaking countries.	177	2	5	4.21	.788

Notes: N=number of participants; M=mean; SD=standard deviation

According to Table 2, the students generally perceived that learning English through watching English movies would be an effective way to improve language skills ($M=4.21$, $SD=.714$), which would help learners better understand and learn English more effectively ($M=4.18$, $SD=.760$). More precisely, most of the participants agreed that watching English movies would help learners get exposed to and understand various accents and intonations of world Englishes such as Australian English, British English,

American English, and the like ($M=4.37$, $SD=.735$). The students also shared a strong agreement that watching English movies could assist learners to better improve their pronunciation, namely reduction, linking, and stress ($M=4.33$, $SD=.736$).

Furthermore, the participants acknowledged that watching English movies would not only help learners improve their vocabulary, particularly regarding technical terms, dialects, collocations, and idioms ($M=4.29$, $SD=.684$), improve their English listening skills ($M=4.24$, $SD=.733$), but also enhance their speaking abilities, especially in relation to daily conversations and expressing their opinions ($M=4.12$, $SD=.823$). They specifically considered watching English movies could help them better understand the social and cultural issues of English-speaking countries ($M=4.21$, $SD=.788$). Nevertheless, the participants were quite likely to agree that watching English movies would help learners better understand English spoken grammar ($M=3.90$, $SD=.915$) and become more confident in conversing and communicating in English ($M= 3.84$; $SD= .918$).

In reference to the students' perceptions of the challenges of learning English through watching English movies, Table 3 offers detailed information about the students' stances through the descriptive analysis of the eight questionnaire items.

Table 3: Descriptive Statistics on Students' Perceptions of Challenges When Learning English through Watching Movies

Challenges of Learning English through Watching Movies	N	Min	Max	M	SD
Learners find it difficult when watching English movies without subtitles.	177	1	5	3.77	.897
Learners need a lot of time to understand English subtitles when watching movies.	177	1	5	3.75	.946
Learners pay more attention to the scenes and plots than the language used by the movie characters.	177	1	5	3.76	.965
Movie characters speak too quickly and use too much slang and English structures that are too difficult to understand.	177	1	5	4.23	.719
The length of a certain movie is too long.	177	1	5	3.26	1.118
It is difficult for learners to find reliable and authentic sources to watch English movies.	177	1	5	3.20	1.173
It is difficult for learners to find appropriate English movies that match their interests and language ability.	177	1	5	3.40	1.109
Learning English through watching movies is passive due to the lack of interaction.	177	1	5	3.02	1.225

Notes: N=number of participants; M=mean; SD=standard deviation

As clearly shown in Table 3, the students mostly agreed that the greatest challenge of learning English through movies was because the characters in movies speak too quickly as well as use too much slang and English structures that are difficult to comprehend ($M=4.23$, $SD=.719$). Besides, the participants seemed to agree that learning English through watching movies could be challenging due to the lack of subtitles ($M=3.77$, $SD=.897$), learners' more attention to movies' scenes and plots rather than the language used by the characters ($M=3.76$, $SD=.965$), learners' taking time to understand English subtitles when watching movies ($M=3.75$, $SD= .946$), and difficulties in finding

appropriate English movies that could match their English interests and language ability ($M=3.40$, $SD=1.109$). However, the students appeared to slightly agree with the idea that the length of a certain movie is too long ($M=3.26$, $SD=1.118$) and it is difficult for learners to find reliable sources to watch English movies ($M=3.20$, $SD=1.173$).

5. Discussion

This study has been conducted to answer the major questions posed in the study concerning the perceptions of English-majored students regarding their learning of English through watching movies. The results obtained from the quantitative analysis of the questionnaire items disclosed that all the participants held positive perceptions about learning English through watching movies. To be more specific, they strongly agreed with the impact of watching English movies on their motivation to learn the target language and on their language development. Both freshmen and juniors in this study largely concurred that learning English through movies could make them feel more excited than traditional learning methods and that it would be an effective way to enhance their language skills. These findings are indeed in line with the previous studies which indicated that English movies could aid learners in developing their language competencies (Andriani & Angelina, 2020; Larasati et al., 2021; Susanto et al., 2022).

Besides the positive impacts of English movies on the participants' learning motivation and their language development, they inevitably encountered several challenges while learning English through movie-watching. Drawing on the research findings, the students highlighted that their difficulties primarily stemmed from a rapid speech of movie characters, extensive use of slang, and intricate English patterns. Such research outcomes align with the study done by Susanto et al. (2022), which discovered that a higher volume of vocabulary in movies posed challenges for learners in understanding the film's content. Similarly, Nation (2001) emphasized that movies frequently incorporate colloquial language, idiomatic expressions, and swift dialogue, all of which could present obstacles for learners with lower language proficiency.

In short, the research results not only showcase the positive aspects of using English movies but also shed light on certain obstacles that educators and learners may encounter when implementing this approach. The alignment of opinions across different cohorts, specifically among first-year and third-year students, along with the consistency with previous research, underscores the importance of incorporating multimedia resources, particularly English movies, to enhance students' motivations and language competencies. Despite potential challenges, it is generally argued that embracing innovative strategies, especially movies and media, could pave the way for more engaging and effective language learning experiences.

6. Conclusion

The primary objective of this study is to investigate the perceptions of English-majored students in the High-Quality Program at Can Tho University, Vietnam regarding their learning of English through watching English movies. Specifically, this current investigation aims to address the three main research questions 1) What are the perceptions of English-majored students regarding the impact of watching English movies on their learning motivation?, 2) What are their perceptions of the impact of watching English movies on their language development?, and 3) What challenges do these students encounter when learning English through movie-watching?

First, the results achieved from the statistical analysis of the questionnaire showed that all the participants, both first-year and third-year English-majored students, had strong agreement with the positive impacts of watching English movies on their learning motivation as well as on their language development. These research findings are in accord with the previous studies (Andriani & Angelina, 2020; Larasati et al., 2021; Susanto et al., 2022) which stressed the significance of English movies in promoting the learners' language competence and proficiency.

Second, in spite of the substantial impact of English movies on students' motivation to acquire the target language, the participants in this study admitted facing a few difficulties while learning English through watching movies. These problems would be relevant to swift dialogue delivered by film characters, abundant use of slang, and complex ellipsis in English structures. Such research results are in congruence with Nation (2001) and Susanto et al. (2022) who insisted on the vital role of vocabulary and figurative language, namely informal speech, idioms, and fast-paced conversations which are more likely to pose challenges for the students in learning English through movies.

7. Implications, Limitations, and Recommendations

Based on the research outcomes, several pedagogical implications are further considered in order to effectively incorporate English movies into English classrooms to benefit both EFL teachers and learners. First, instructors should recommend a number of reliable and accessible sources of movies so that students can choose the one suitable for their interests and level of English proficiency. It is generally suggested that students should select movies with English subtitles and start by watching movies with English subtitles to improve comprehension and vocabulary. This allows students to connect spoken words with their written forms and aids in understanding dialogue, especially for beginners or those with lower language proficiency. Students can use movies as a language learning tool, treating movies as a learning resource by analyzing the language used in dialogues; for example, idioms, expressions, and sentence structures. This can be done by taking notes of new vocabulary and phrases and trying to apply them in their daily practice of

English so as to consolidate their knowledge of vocabulary and remember it longer for effective acquisition of the target language.

Second, when watching movies, students should focus on actively listening to the dialogue, paying attention to the pronunciation, intonation, and tone of the characters. They should try to mimic the actors' speech patterns and practice speaking along with them to improve their own pronunciation and fluency. In addition, students should engage in English discussions with their classmates, or online communities to share their thoughts, interpretations, and analysis of the movies they watch. This will actively promote learners' engagement, critical thinking, and language practice. Finally, students should establish clear goals for what they want to achieve when watching movies such as improving listening skills, expanding vocabulary, or understanding idiomatic expressions. Setting obvious goals helps them stay focused and motivated. While movies can be a valuable tool, it is important to supplement their learning with other activities, specifically reading, writing, and speaking practice. Thus, instructors might assign students to watch a certain part of a movie based on the compromise of the whole class or let them choose their favorite movies that match the theme or topic of the class discussion. Then, students have to write a reflection for a writing class or prepare an oral presentation or make a video recording of their reflection for a listening-speaking class. By doing so, it is believed that movies can be effectively integrated into English classrooms as a well-rounded language-learning approach.

Though this study has been done with caution, there are still some limitations. The first limitation pertains to the scope of the study. Since this study mainly focuses on students' perceptions of learning English through movies as a medium of learning, future research should take into account the perceptions of both teachers and learners regarding learning English through movies, especially when using English movies as a common approach to teaching and learning English. This is important because they all play crucial roles not only in shaping the learning experience, but also in providing instructors with valuable insights into learners' unique needs and motivations. Another limitation of the present study is its relatively small sample size. In fact, the study only included the freshmen and the juniors majoring in English Studies of the High-Quality Program at Can Tho University. This implies that the findings from such a study may not be easily generalized to all EFL learners. Therefore, it is recommended that future investigations involve more diverse groups of participants, covering different levels of proficiency and research areas, in order to achieve generalizability and a broader range of research findings. Lastly, to gather extensive and detailed information about learners' progress and their experiences with learning English through watching movies accurately and comprehensively, it is advisable for future researchers to conduct longitudinal studies that closely examine learners' progress over time while watching English movies. Additionally, researchers should consider various influencing factors to create a complete picture of how English movies impact EFL learners' acquisition of the target language.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Ms. Vo Thi Tuyet Hong has been an EFL lecturer at Can Tho University since 2012. She is primarily interested in Sociolinguistics, Second Language Writing, Corpus Linguistics, Second Language Acquisition, Language Teaching and Technology, EAP, and ESP.

Hua Huu Ty, Nguyen Minh Dac, Nguyen Hoang Anh Tai, and Huynh Minh Trang are undergraduate students who are majoring in English Studies in the High-Quality Program of the School of Foreign Languages, Can Tho University, Vietnam. Their research interests are Innovations in Classroom Practice, Language Assessment, and Intercultural Communication.

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