

The Impact of English Movies on Students' Learning of English

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This study was conducted to determine whether the use of English movies in the classroom has a positive impact on students' learning of English. Two second-year undergraduate classes at the Langfang Open University in Hebei Province, China, were taken as the subjects, denoted as Class A and Class B. Class A students were taught by traditional means in addition to experiencing English movie-assisted teaching. At the end of the semester, the English learning outcomes of the two classes were compared, and a questionnaire survey was used to gather the students' views on English movie-assisted teaching. The results showed that the final examination score for Class A (92.36 ± 11.05) was significantly higher than the score achieved for the start-of-term examination (87.64 ± 12.39) ($p = 0.039 < 0.05$), and was also significantly higher than that of Class B (87.02 ± 11.03). There was no significant improvement in the start-of-term and final examination scores of Class B. The survey found that more than 90% of the students thought English movie-assisted teaching was useful for strengthening learning motivation, more than 70% thought it was useful for improving language outcomes, and more than 80% thought it was useful for enhancing cross-cultural awareness. Among the designed teaching activities, students thought movie dubbing and role-playing were the most useful. The results verify the positive impact of English movie assistance on students' English learning, and the study demonstrates that the method has practical value when applied in the language-learning classroom.

Keywords: English movie, English learning, final examination score, questionnaire survey

1. INTRODUCTION

With the rapid development of technology and the economy and, the continuous popularization of the Internet, and the progress and innovation of various technologies and equipment, great changes have occurred in all walks of life (Xu, 2021). In the information age, people have access to an increasing variety of cultures, such as music, movies, and games. The movie is a unique form of art (Zaidel, 2023) that conveys ideas, stories, and emotions through images and sounds. Not only do movies provide mass entertainment; they can also play a valuable role in education. Movies have been used as teaching materials in a wide range of educational contexts (Vuković-Stamatović & Bratić, 2021). Compared with traditional text-based courses, movies offer more vivid pictures and richer language and can be played and watched repeatedly. However, there is still less research on the use of movies for language teaching.

The widespread use of the Internet has led to the extensive application of computer technology in education (Shi, 2021). English, as an important language course (Qian, 2021), has undergone significant changes (Zeng, 2021) in terms of pedagogy due to educational reform and the development of information technology (Wang, 2023) such as assisted translation (Lin, 2020), resource recommendation (Zhang, 2021), and online teaching (Hakim et al., 2021). Zhao (2022) analyzed the application of the interactive teaching mode in English teaching using Qs and data analysis methods and found that the majority of respondents have a positive attitude towards this teaching mode. Zhang (2022) applied the Internet of Things and big data to English teaching, proposed a cluster routing protocol suitable for a highly dynamic environment, conducted a teaching evaluation of it, and found that this method performed well in regard to English teaching. Huang et al. (2022) co-collaboratively designed and tested a hybrid English teaching platform for higher vocational colleges based on digital technology. They found that the platform can optimize the current English

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teaching mode, thereby improving students' English learning outcomes. Gong (2022) established an oral English teaching platform. In the designed network environment, this platform's transformation effect was better than that of the existing work, and the detection rate of pronunciation errors was as high as 98.6%.

Original English movies are an excellent resource for English learning. They effectively combine sight and sound, which is both artistic and interesting. Movies are effective for learning spoken English, grammar, and culture (Silvani, 2020). Therefore, this paper used English movies as an auxiliary teaching tool to analyze the impact of this method on students' learning of English, with the aim of providing some references for students' language learning and some support for the application of new technologies and methods in English learning.

2. SUBJECTS AND METHODOLOGY

2.1 Research subjects

The subjects were students from two second-year undergraduate classes at the Langfang Open University, Hebei Province, China. The two classes were from the same major, and students were undertaking English courses with the same curriculum by the same instructors. Both classes comprised 36 students and had comparable English levels.

2.2 Methodology

The two classes were denoted as Class A and Class B, both of which were taught according to the syllabus. Class A was taught using English movie-assisted teaching during self-study sessions, while Class B experienced only the traditional teaching mode. The experimental period was one semester. The experiment was conducted as follows.

Class A: Start-of-term examination → traditional teaching + English movie-assisted teaching → questionnaire survey → final examination

Class B: Start-of-term examination → traditional teaching → final examination

SPSS 26.0 software (Capotosto et al., 2025) was used to compare and analyze the results of the start-of-term and final examinations of Class A and Class B to verify the effect of English movie-assisted teaching on students' English learning outcomes.

2.3 English movie-assisted teaching

(1) English movie selection

English movies are rich in subject matter and diverse in style. To achieve good teaching results, careful consideration should be given to the selection of English movies. The selected movies should satisfy the following requirements.

- ① Healthy content: The chosen movies should avoid unhealthy content such as violence and crime, and have correct values.

- ② Appropriate difficulty: The selected movies should have an appropriate level of difficulty, as content that is too obscure and hard to understand will dampen students' interest in learning.
- ③ Diverse themes: The chosen movies should have a rich variety of themes to prevent students from feeling bored and tired during the learning process.
- ④ Standard language: The chosen movies should use standard English, with standard pronunciation and intonation, appropriate speaking speed, and less slang and accented English.

The following six movies were selected for Class A: in this study: *Forrest Gump*, *the Sound of Music*, *Zootopia*, *Flipped*, *Green Book*, and *the Shawshank Redemption*.

(2) Teaching activities

English movie-assisted teaching should not merely involve watching movies; it should also include various teaching activities designed to enliven the classroom atmosphere, arouse students' interest, and improve learning outcomes. The following teaching activities were designed.

- ① Group discussion: Before and after each viewing of a new movie, several questions related to the movie content were designed to encourage students to engage in group discussion.
- ② Story retelling: After watching a new movie each time, students were asked to briefly retell the plot so as to exercise their English expression skills.
- ③ Explanation of knowledge points: The key and difficult words and phrases spoken in the movie were selected for explanation.
- ④ Recitation of lines: Students were asked to organize their favorite classic lines and recite them after watching the movie.
- ⑤ Movie dubbing: Representative or conflicting scenes were selected from the movie. Students were asked to choose their favorite characters for dubbing, thereby further improving their pronunciation under the guidance of teachers.
- ⑥ Role-playing: Representative or conflicting scenes were selected from the movie, and students were asked to choose their favorite characters to play, experience the emotions of the characters, and grasp the storyline.

2.4 Questionnaire survey

After English movie-assisted teaching, a questionnaire survey was conducted in Class A. The questionnaire items were:

1. English movie-assisted teaching for boosting learning motivation: Very useful/relatively useful/little useful/not useful

Table 1 Comparison of students' scores.

		Mean	Standard deviation
Start-of-term examination	Class A (n=36)	87.64	12.39
	Class B (n=36)	86.92	11.77
Final examination	Class A (n=36)	92.36	11.05
	Class B (n=36)	87.02	11.03

Table 2 Independent sample t-test results.

	95% confidence interval	t	Degree of freedom	Significance
Class A vs. Class B in the start-of-term examination	[4.44, 5.88]	0.263	70	0.793
Class A vs. Class B in the final examination	[0.38, 10.30]	2.149	70	0.035

Table 3 Paired sample t-test results.

	95% confidence interval	t	Degree of freedom	Significance
Class A vs. Class B in the start-of-term examination	[0.25, 9.19]	-2.146	35	0.039
Class A vs. Class B in the final examination	[4.62, 4.82]	0.043	35	0.966

- English movie-assisted teaching for improving language skills: Very useful/relatively useful/not very useful/not useful
- English movie-assisted teaching for enhancing cross-cultural awareness: Very useful/relatively useful/not very useful/not useful
- Among the English movie-assisted teaching activities, the one that is most useful for English learning is: group discussion/story retelling/knowledge point explanation/recitation of lines/movie dubbing/role-playing

3. RESEARCH RESULTS AND ANALYSIS

3.1 English Movie-Assisted Teaching Outcomes

Table 1 shows the performance of the two classes in the start-of-term and in the final examinations.

An independent sample t-test was used to determine whether there were significant differences between the two classes in regard to the start-of-term results and those for the final examination (Muzira, 2024).

As shown in Tables 1 and 2, for the start-of-term examination, Class A achieved a score of 87.64 ± 12.39 points, and Class B achieved a score of 86.92 ± 11.77 points ($p = 0.793 > 0.05$), indicating that the English proficiency of the two classes was similar at the start of the school term. Then, for the final examination, the English score of Class A was 92.36 ± 11.05 points, and that of Class B was 87.02 ± 11.03 points ($p = 0.035 < 0.05$).

To determine whether there was a significant difference between the start-of-term and the final examination scores of

the two classes, the paired sample t-test was used (Ghosh, 2024).

According to Tables 1 and 3, Class A achieved a score of 87.64 ± 12.39 points in the start-of-term examination and a score of 92.36 ± 11.05 points in the final examination ($p = 0.039 < 0.05$), indicating a significant improvement in the English proficiency after one semester of English movie-assisted teaching. For Class B, the start-of-term examination score was 86.92 ± 11.77 points, and the final examination score was 87.02 ± 11.03 points ($p = 0.966 > 0.05$), indicating no significant change in the English proficiency of Class B.

The comparison of the results showed that English movie-assisted teaching is helpful for students' English learning and can significantly improve students' English learning outcomes.

3.2 Results of The Questionnaire Survey

As shown in Table 4, more than 90% of students thought that English movie-assisted teaching was useful for boosting learning motivation (very useful = 47.22%, relatively useful = 44.44%), while only 2.78% of students thought that it was not useful for boosting learning motivation. This result indicated that using English movies as teaching materials can effectively arouse students' interest in learning English and boost their motivation.

More than 70% of students thought that the teaching was useful for improving language skills (very useful = 44.44%, relatively useful = 33.33%), while only 2.78% thought it was not useful. English movies provide a real language environment that helps students understand and learn the language in a more natural setting, thereby enhancing their language skills.

More than 80% of the students thought that English movie-assisted teaching was useful for enhancing cross-cultural

Table 4 Results of the questionnaire.

Question	Option	Proportion
English movie-assisted teaching for boosting learning motivation	Useful	47.22%
	Relatively useful	44.44%
	Not very useful	5.56%
	Not useful	2.78%
English movie-assisted teaching for improving language skills	Useful	44.44%
	Relatively useful	33.33%
	Not very useful	19.44%
	Not useful	2.78%
English movie-assisted teaching for enhancing cross-cultural awareness	Useful	47.22%
	Relatively useful	41.67%
	Not very useful	8.33%
	Not useful	2.78%
Among English movie-assisted teaching activities, the one that is most useful for English learning	Group discussion	8.33%
	Story retelling	16.67%
	Explanation of knowledge Points	5.56%
	Recitation of lines	5.56%
	Movie dubbing	33.33%
	Role-playing	30.56%

awareness (very useful =47.22%, relatively useful =41.67%). English movies contain a lot of content related to Western culture. Compared with teacher lectures, being exposed to movies enables students to better understand culture and thus develop cross-cultural awareness.

Among the English movie-assisted teaching activities, 33.33% of students think that movie dubbing was the most useful, and 30.56% considered that role-playing was the most useful. These two activities are highly interesting and create real language scenarios that encourage students to engage in language learning activities; hence, they are more popular among students.

4. CONCLUSIONS

This paper examined the impact of English movies on students' learning of English. The study focused on students in Class A and Class B. It was found that after one semester of English movie-assisted teaching, the English learning outcomes of students in Class A significantly improved and were markedly better than those of students in Class B who received only traditional teaching, demonstrating the positive impact of using English movies to assist students' acquisition of English. The results obtained by this study indicate that the use of English movies in the classroom can improve students' learning outcomes in English language classes.

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