

The Importance of Using Movie in Learning Literature at English Department, Balkh University

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Abstract: *The purpose of this research is to address the importance of using movie in learning literature at English Department, Balkh University. The researcher of this paper used questionnaire to figure out the role of using movie in teaching literature. During conducting this research students were asked to share their experience and insights while learning literature subject. Furthermore, they were asked to recommend their best practice of learning methods through literature. In addition, the researcher has collected the data from 60 respondents who are junior and senior of English Department, Balkh University. As result, it was found that majority of students believe that using movie help them to learn literature effectively and also increase their level of motivation and comprehension by watching movies. It is hoped that the findings of this research provide effective strategy for teaching literature courses.*

Key Words: *Movies, literature, and language learning.*

1. INTRODUCTION:

Learning is a great tool and a light that shows us the right way of achieving goals and success of life. But through movie it will be very attractive and effective to all subjects especially in literature. Therefore, most of researchers claim that authentic videos are more motivating and beneficial rather than textbooks during teaching literature. In addition, movies have allotted of beneficial effect in learning, such as memorizing vocabulary, pronouncing word, speaking as a native speaker and enhancing learning experience. As Crose (2013) claimed, “One of the greatest strength of video is the ability to communicate with viewers on an emotional, as well as a cognitive, level.”

Furthermore, movies can also develop students’ language skills such as reading, listening, and speaking, because during watching movies they can easily memorize, understand and practice language concept and keep the information for longer period of time. Therefore, this paper is designed to find the importance of using movie in learning literature based on EFL student’s perspective. Whether they are satisfied with using movie and do they want from their teacher to use this as a tool for learning or not?

1.1 Research Questions

- What is the importance of using movie in learning literature?
- Why is it important to use movie in learning literature?

1.2 Research Objectives

- To find out the importance of using movie in learning literature.
- To understand the reasons of using movie in learning literature.

2. LITERATURE REVIEW:

Movies are very effective teaching tools and have positive and effective results in learning a language. Therefore, teachers must understand the power of video materials in order to capture the attention of learners, increase their motivation and enhance their leaning experience. Mark (2011) discussed three ways of using movie in the classroom: it can be used for focusing on language; it can be used as a reflection of attitude, behavior, beliefs of a specific culture, and as text. Moreover, film can be used to challenge student’s conception and it will help them to consider other ways of seeing, feeling, and understanding of things. Also, he added that with written text students may not understand the grammatical structure or catch the meaning of specific words but through movie it can be possible.

Furthermore, Istanto (2009) asserts that film can be used as an effective platform that helps student to immerge themselves in the target culture of language, and it can reinforce class activities such as role playing, discussions, and debating, as well as out of class activities such as interviews and research on topics related to the film. Furthermore, he claims that learning culture through movie is very beneficial and easy, so we should add culture studies to our language syllabus, but many teachers didn’t want to add it because they are afraid of wasting time. He suggested that this problem

of in-class wasting time can be solve by asking students to watch the films outside of the classroom. Therefore, in this case time can be saved for learning other aspects or subject in the class.

3. METHODOLOGY:

This research is based on quantitative research approach using survey design. The respondents of this study were juniors and seniors of English Department, Balkh University. They were 60 students both male and female who were selected randomly. The adapted questionnaire consisted of ten open-ended and close ended questions about importance of using movie in learning literature. The collected data were analyzed using descriptive statistics in Microsoft Excel (2010).

4. ANALYSIS & FINDINGS:

This research paper is designed to implement at the university level and is based on the survey of student’s opinions where most of them suggested that watching movies will help them to learn literature effectively. Throughout this study, the researcher gathered the data and concluded the findings based on students experience and personal views.

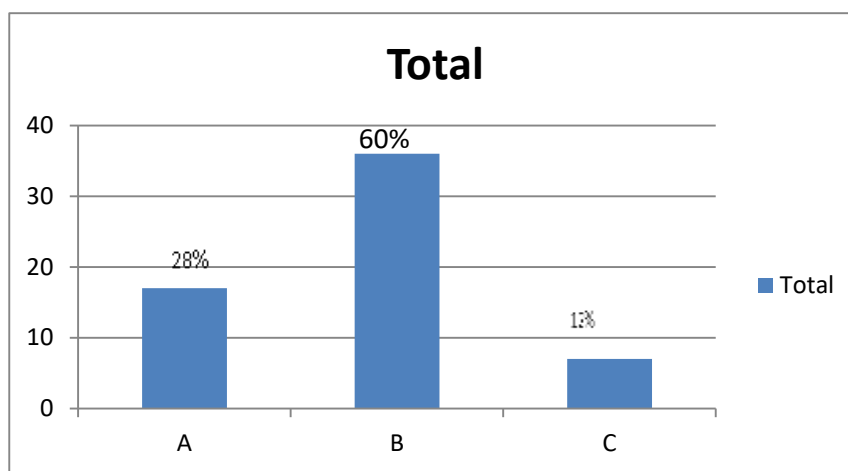


Figure 4.1: Use of Videos in Learning Literature

Figure 1 indicates that 60% of students at English department prefer videos to be used in their literature classes rather than written texts. About 28% of them strongly agreed to use English videos rather than text materials. The remaining 12% of participants strongly disagree to use videos in literature classes.

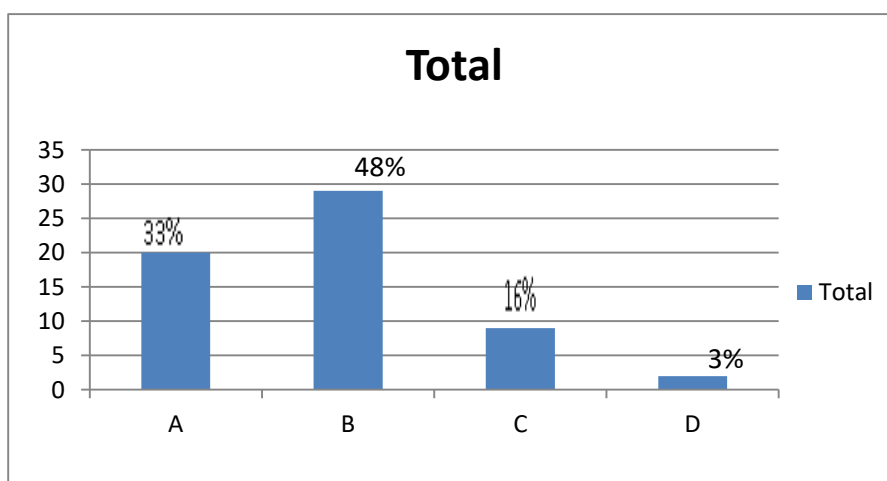


Figure 4.2: The Importance of Using Videos for Student’s Language Proficiency

Figure 2 illustrates that 48% of students believe that video materials improve language proficiency more than modified text materials. Furthermore, 33% of students strongly agreed that it will help them to improve their language proficiency, but 16% of students had opposite idea. They believe that modified text materials improve language proficiency more than video materials. The remaining 3% of them strongly disagreed.

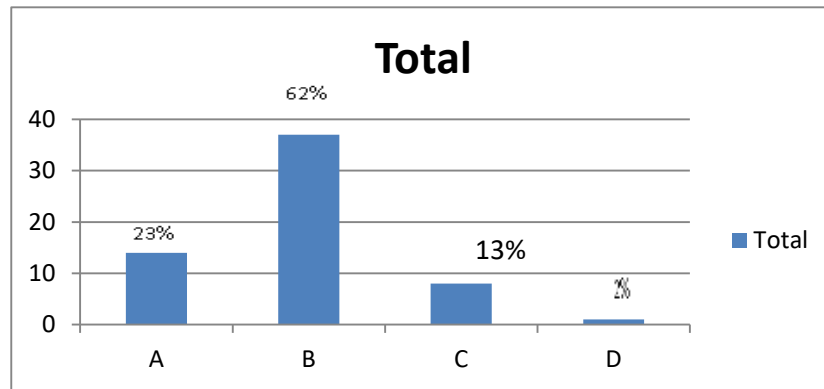


Figure 4.3: Video Materials Enhance the Level of Learning

Figure 3 shows that 62% of students at English department agreed that video materials increase the level of learning and help them to understand literary terminology. While 23% of them strongly agreed that video materials increase the level of learning and help them to understand literary terminology. However, 13% of the students reject this idea and the remaining 2% of them strongly disagreed.

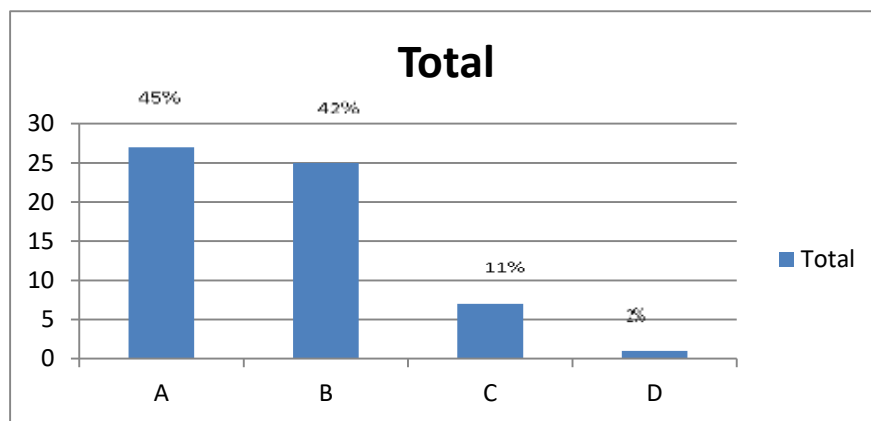


Figure 4.4: Video Materials as Motivation Tool in Learning Literature

Figure 4 illustrates that 45% of students strongly agree that watching video materials motivate them to learn literature. While 42% of them said that it might be useful. In addition, 11% of respondents had opposite idea and the remaining 2% of them strongly disagreed that watching video materials motivate students to learn literature.

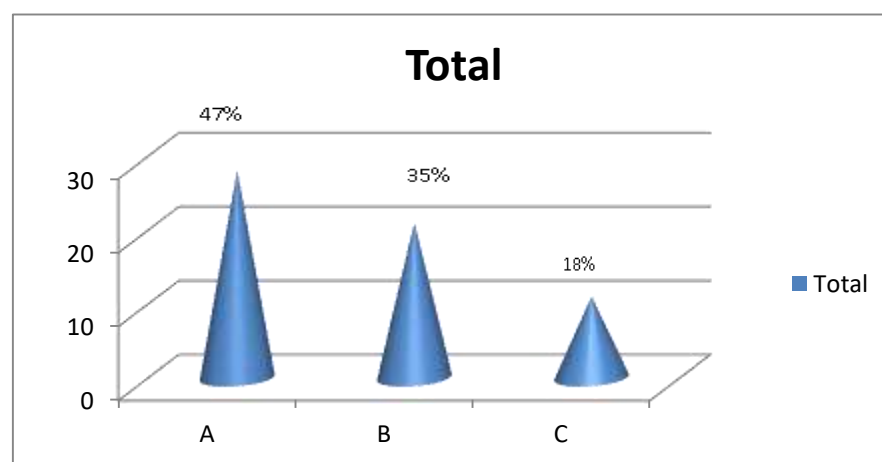


Figure 4.5: Students Interest in Watching Movies

Figure five states that 47% of students strongly agree to watch movies in literature classes rather than reading textbooks. Whereas 35% of them agree to watch movies rather than reading text. The remaining 18% of them prefer to read textbook in literature classes.

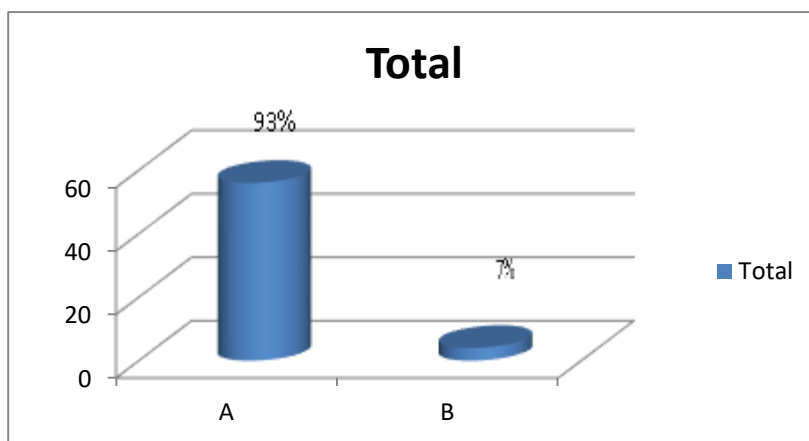


Figure 4. 6: Movies with Subtitles

Figure 6 shows that 93% of students believe that watching movies with subtitles will help them to learn literary terms. While 7% of them disagree. Therefore, the result shows that the majority of students like to watch movies with subtitle in order to learn literary terms, and also it will help them to understand the characters’ dialogue better.

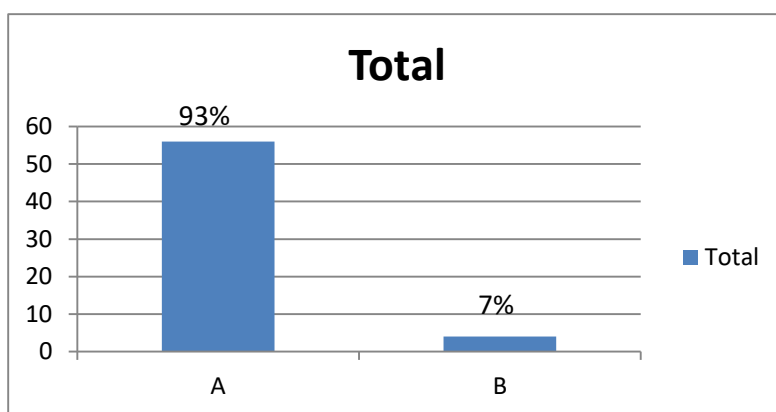


Figure 4.7: Beneficial Effect of Watching Movie

Figure 7 shows that 93% of students believe that watching English movies have positive effect on learning literature, while 7% of respondents reject this idea.

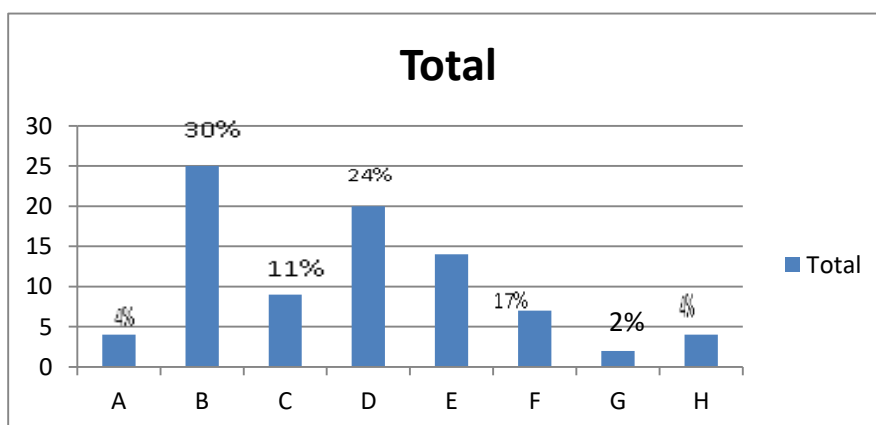


Figure 4.8: Kinds of Movies to Learn Literature

Figure 8 illustrates that 30% of students believe that comedy movies are beneficial to learn literature. 24% of students agreed that documentary movies are beneficial and about 17% of them believe that romantic movies are better. But about 11% of students claimed that war movies are the best for learning. While 8% of them stated that science movies will help them more to learn literature. Just a few of them about 4% agreed that thriller movies will be a better choice. The other (4%) of respondents believe that action movies are very helpful. The remaining 2% of them suggest fiction movies.

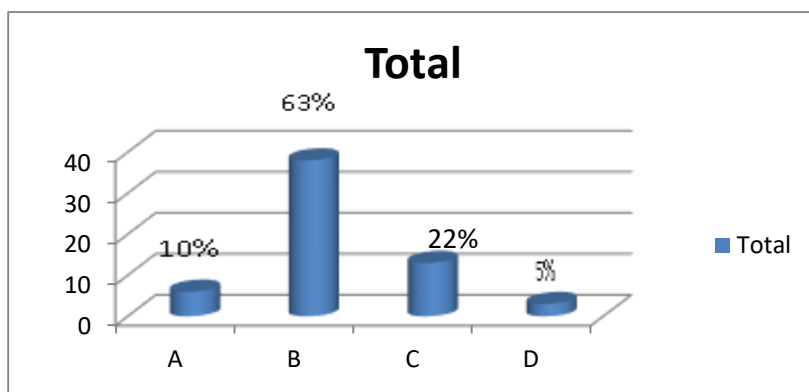


Figure 4.9: Time for Watching Movie

Figure 9 shows that about 63% of students sometimes watch movie in order to learn literature. While 22% of students often watched movie for learning literature. Other 10% of the respondents stated that they always watch movies for learning purposes. The remaining 5% of them claimed that they never watch movies for the purpose of learning literature.

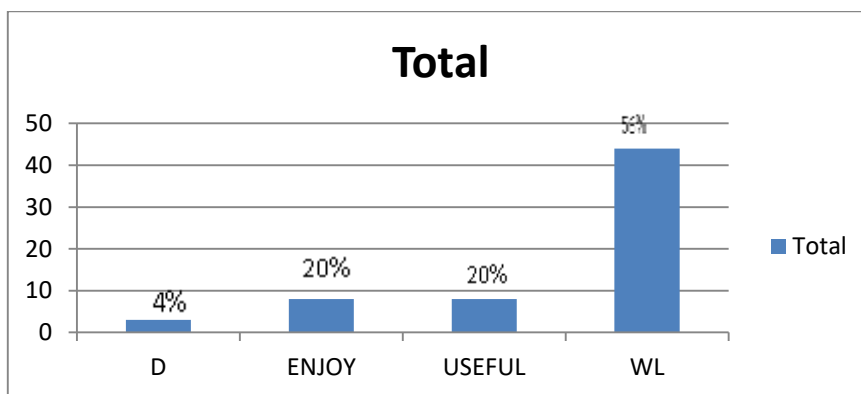


Figure 4.10: Students' Personal Perception and Ideas

Figure 10 shows that 56% of students believe that watching movie motivate them to learn literature. 20 % of students argue that movies are very useful tools and teachers should use them in their classes. The other 20% of respondents believe that learning from movie is better than textbooks because through movie they enjoy the lesson. While remaining 4% of respondents have different idea and they prefer to learn literature from textbooks.

5. CONCLUSION:

The research shows that most of students at English department are satisfied with using movies in literature classes. They strongly believed that using movies would help them to learn literature subject effectively and they suggested that every teacher should use video materials in their classes. In addition, they believed that learning through movie will increase their motivation and make the lesson interesting and effective during learning process. Therefore, it's highly recommended that literature instructors should use authentic movies in their classes.

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