Saudi Students' Perception of Using Movies to Improve Proficiency in English Vocabulary and Its Impact on Their Achievement in English

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Abstract

This study examined Saudi students' perceptions of using movies as a tool to improve English vocabulary skills and investigated the impact of this approach on their language proficiency. A total of 70 students from Qassim University completed a questionnaire assessing their views on incorporating movies for vocabulary learning. The questionnaire consisted of items rated on a 5-point Likert scale. Descriptive statistics and one-sample t-tests were utilized for data analysis. The findings revealed that students generally hold positive perceptions of movie-based learning and recognize its benefits. However, they also face certain challenges such as understanding complex dialogues and coping with unfamiliar vocabulary. Overall, when strategically integrated into the curriculum with appropriate support, movies show potential as an impactful supplement for bolstering vocabulary acquisition. The results provide useful insights for optimizing the use of movies in English language instruction.

Keywords

English proficiency, English vocabulary, language learning perceptions, movies.

INTRODUCTION

Many people have utilized English to promote their life goals because it has emerged as a global language for communication. The English language is used in many facets of human life, such as education, technology, tourism, health, economy, and so forth, demonstrating how closely tied English is to contemporary life. These days, English has a significant position because so many industries need workers with strong English skills. A native English speaker can find it simpler to communicate with foreigners. They may even obtain a senior position in a major corporation [1].

Learning a second or foreign language is one of the most challenging tasks a person may encounter in his life. In the Kingdom of Saudi Arabia, students are required to study English for twelve years to be accepted in a university. However, this extensive preparation, the majority of students are still struggling and have failed to become proficient in English language. The reasons for this failure are multifaceted and intricate in nature. This problem may have been caused, in part, by the focus on rigorous reading analysis of words, phrases, and syntax. Many EFL instructors in Saudi Arabia emphasize skill development and grammar decoding. Additionally, it has been claimed that the language-learning materials utilized in the majority of Saudi EFL programs are not engaging or interesting [2].

Learning a second or foreign language requires the development of various competencies, skills, and elements, such as language learning processes [3], communicative competence [4], vocabulary mastery [5], integration of culture and language [4], and content-based learning [6].

In order to effectively communicate in a foreign language such as English, one must first become well-versed in the language's vocabulary. The disability of English language learners to comprehend written material or get engaged with others can be in related to the lack of sufficient vocabulary. The importance of vocabulary in language cannot be understated. While language structures serve as the skeleton, it is vocabulary that breathes life into it. Vocabulary capability is a crucial aspect of learning English, as it forms the basis of effective communication. Without a strong grasp of vocabulary, communication becomes challenging. In a foreign language, having a good understanding of terminology makes it much easier to convey our thoughts and ideas [7].

Furthermore, learning vocabulary is crucial when learning a new language. A lack of vocabulary will make it difficult for students to express their comprehension and even output. It takes a lot of practice to become a good speaker of the English language, therefore learning the language is not as simple as it first appears. Additionally, there are a variety of elements of this language that must be acquired, including vocabulary. One important problem is the lack of language competence [8] . The foundation for how well language learners talk, listen, read, and write is laid in large part by their vocabulary [9] . In this situation, students should modify their learning method, approach, and usage of media to facilitate the development of their vocabulary mastery [10] ; [11] .

The function of technology is essential since today's world requires lecturers and professors to use technology in their classes. A number of components of education, including teaching, learning, and research, have improved because of the development of technology, which actually serves as the

primary necessity [12] . One of the ways teachers can cope with technology is by using media in the classroom [13] . In essence, the use of the media in the teaching and learning of English will motivate and focus students [14] . Additionally, it provides details about an item and clarifies the context of the classroom.

By incorporating a combination of words and visuals, multimedia, especially videos, helps to enrich the process of language learning. When individuals are presented with both verbal and visual cues, they are better able to absorb and comprehend the language. The incorporation of multimedia, specifically videos, has proven to be highly advantageous in the process of language acquisition. By leveraging the dynamic and captivating nature of videos, learners are able to establish meaningful connections between form and meaning, as well as visualize the target words in their minds. With the audio-visual components, learners can construct more robust mental images, aiding in the retention and comprehension of the language. Additionally, videos can alleviate anxiety and tension in the language learning context, fostering a more favorable atmosphere for learning [15].

The teaching-learning process is thus continued by language teachers using a variety of technology tools and gadgets [16] . Movies are a captivating tool that can effectively assist students in expanding their vocabulary, as noted by [17]. It's no wonder that watching films or TV shows can ignite a newfound interest in learning English through the introduction of new words and phrases. Many researches support this idea, highlighting how incorporating films into English learning can address common obstacles such as difficulty understanding, limited vocabulary, slow reading pace, weak grammar, and basic conversational skills [18]. Beyond simply providing entertainment and enjoyment, learning through observation adds an element of excitement and brings a host of advantages. Moreover, instead of limiting the movie-watching experience to a traditional cinema setting, students have the flexibility to enjoy it in a variety of locations. Thanks to the advancements in technology, students can access movies on their smartphones or laptops through the internet or a CD. This convenient option allows them to improve their English skills while studying at their own discretion, regardless of the time or place [19] .

The students have the freedom to choose their own film preferences, allowing them to maintain their independence. If a student faces challenges in comprehending a concept while learning a language, they can enhance their understanding by repeatedly watching the corresponding video. This repetition helps commit the information to their long-term memory, ensuring better retention. This method of internalization is ideal [20] .

Therefore, the primary objective of this research is to discern the Saudi students' perspective on utilizing movies to enhance their proficiency in English vocabulary and to gauge its effects on their English proficiency. This study has valuable implications for students, educators, school officials, and scholars, as it offers valuable insights and raises awareness on the topic. The study encompasses three overarching research questions:

1. What is the Saudi students' perception of using movies as a learning medium to improve proficiency in English vocabulary learning?
2. How can language teachers effectively assist learners in English language learning through movies?
3. What is the impact of using movies to improve proficiency in English vocabulary for Saudi students?

LITERATURE REVIEW

Although grammar is vital for creating a well-structured and coherent language, it only captures a fraction of the message being conveyed [21]. While grammar rules provide a structure for constructing sentences, language goes beyond mere sentence formation [22]. It encompasses a wide range of elements such as vocabulary, idioms, expressions, and cultural context. Students who focus solely on grammar may overlook the bigger picture of language and miss the opportunity to develop a comprehensive understanding of its practical use.

Several studies have explored the effectiveness of different strategies and instructional approaches in enhancing vocabulary acquisition among learners of English as a Foreign Language (EFL). One method that has been investigated is the use of videos for L2 vocabulary learning. A study conducted in a Thai university found that EFL learners experienced an increase in post-test scores after engaging in learning L2 vocabulary using an English vocabulary video. The video included L1 and L2 captions, relevant images, and the proper volume of audios, which were preferred by the EFL students [15].

Likewise, watching English movies provided an opportunity for students to learn new vocabulary through listening and observing scenes. This indicates that multimedia resources, such as videos and movies, can play a significant role in facilitating vocabulary acquisition in EFL contexts [17].

The effectiveness of various strategies and methods that can be used in EFL classes to facilitate the learners' mastery of language skills and optimize the teaching and learning process has recently piqued the interest of many language instructors, material designers, and academics. Studies have shown that films have a substantial impact on the development of fundamental language abilities, including reading, listening, speaking, and writing [23] . As a result, films can become an essential component of the curriculum.

The media has numerous beneficial effects on students, such as encouraging active participation in class, social interaction, critical thinking, effective subject matter comprehension, and independent learning [24] . A study at the English Education Department, Universitas Negeri Makassar, Indonesia, investigated the learners' perspectives on using YouTube to improve their English language ability and discovered that this platform aided them in preparing their assignments. Only a few kids can participate in any class

activities because they are too shy. They may be inspired to view the videos of group studies conducted by students at various institutions. These students will be inspired to speak up and participate in class activities after repeatedly watching [25].

The opinions of students about the use of media videos as an efficient learning aid have been the subject of numerous research. English has become a widely utilized language for communication as many people have exploited it to further their personal objectives [5]. To be able to communicate effectively when speaking a foreign language, including English, one must be familiar with the language's lexicon. The usage of the media in English instruction and learning will entice students to pursue the subject. Film or films are among the engaging mediums that might aid students in learning vocabulary. Additionally, it provides details about an item and clarifies the context of the classroom. He, therefore, wanted to find out how students felt about using films to help them learn vocabulary. The Universitas Teknokrat Indonesia in Bandar Lampung served as the study's location. Questionnaires and interviews were the primary data-gathering tools. The study's conclusions show that students had a favorable opinion of using films in class to increase their vocabulary proficiency. As a result, it can aid students in developing their vocabulary acquisition, which they will ultimately use when speaking or writing in English.

Additionally, viewing films can improve your English. There are several benefits to learning English by watching movies, including the fact that the movie has interesting particular value, teaches viewers how to correctly pronounce words and balance facial expressions, aids in deciphering body language, includes lessons that explain processes, and has learning-friendly sounds and images. Additionally, watching English-language films will improve vocabulary and speaking abilities, particularly if the films have English subtitles [26] .

Students can accurately understand the pronunciation and duplicate it by viewing a movie with English subtitles because the movie has conversation and subtitles. Students can study intonation just like they study dialogue. Students may find it easier to understand all the words and phrases they already know if they have English subtitles. Students need subtitles because they frequently misunderstand the speaker's context while learning. Movies with subtitles have been shown to have a higher level of general comprehension than movies without subtitles [27] .

Movies have a significant part in the teaching and learning process, according to the results of numerous research looking into the effects of employing them in EFL classes. Films offer authentic linguistic input and an engaging context for class discussions, claims [28]. Additionally, they offer a realistic perspective on the language and culture, giving insights into the day-to-day experiences of native English speakers. Studies have revealed a few benefits of including films in foreign language lessons.

For instance, films can draw students' attention to the target language, boost their enthusiasm to learn it, provide useful conversational material, and develop their understanding of the target language's culture [29] . Additionally, including films in EFL/ESL classrooms can help students' academic writing abilities. In an ideal visual setting, movies' "visuality" can help language learners understand and comprehend, making it a useful tool for language instruction. Additionally, she contends that films provide a number of tools and resources for teaching the target language, assisting students in developing their speaking and listening abilities [30] .

A study of Al-Ahdal, for instance, investigated the outcomes of using English feature-length films as teaching tools for sophomore English majors at the university level in Saudi Arabia. The findings showed that film-based training significantly improved language proficiency and increased student engagement. Additionally, the findings of pre-and post-tests indicated that seeing feature films helped students' listening skills improve [31].

A study of Tahir conducted a pertinent study in the field of language education to investigate the impact of films on English language acquisition with EFL tertiary-level students. The study found that watching films accelerates EFL students' acquisition of English compared to other methods [32]. The language learner's social interactions and awareness of the cultures of native speakers are all enhanced by watching films, particularly their listening and reading abilities. Additionally, the reading and writing skills of students might be enhanced through movie subtitles. Additionally, when looked at the impact of movie subtitles and discovered that English films that benefit from audio-visual technologies improved the English language ability of ESL/EFL learners. Additionally, incorporating audio-visual technologies into the classroom increased students' passion and motivation for learning, which had a surprising effect [33].

A study of Al Murshidi investigated the efficiency of films in EFL contexts at universities in the UAE for teaching and learning English as a foreign language. The study's findings suggested that watching English-language films helped students improve their speaking, listening, and motivation to learn [34]. In addition, a study of Ebrahimi examined the benefits and drawbacks of input flood when viewing films on the ability to learn English and noted potential challenges that EFL students may encounter. The participants claimed that watching English films significantly enhanced their speaking and listening abilities. However, they also mentioned drawbacks including losing track of the learning objectives while engrossed in a movie, how distracting subtitles may be, and how the language used in movies is primarily commonplace everyday language [35].

The researchers of the study of educational technology enhancement in EFL classrooms through cinema carried out an empirical investigation to confirm the effects of employing films to improve EFL undergraduate students' communicative competence in a teaching-learning environment. The researchers concluded that film-based

language education is an efficient and authentic method for language instruction because it led to an increase in communicative proficiency and student engagement. After watching films in class, the study's EFL participants reportedly felt more comfortable speaking English in settings where it may be needed [31].

Comparably, the researchers of the study of "A Research on Using English Movies to Improve Chinese College Students' Oral English" investigated how English-language films could help Chinese college students develop their conversational English. Their study's conclusions suggested that watching English films can help students improve their oral English skills. The Chinese college students' hearing and speaking abilities were enhanced by watching films during English class. Additionally, the films helped the students' vocabulary and pronunciation by broadening their range [36].

A study of Iranian EFL students investigates the connection between watching films with English subtitles and expanding one's vocabulary in English [18]. The statistical findings revealed no appreciable differences in participant scores between genders. Nevertheless, regardless of gender, participants in the experimental group outperformed those in the control groups, which led the researchers to draw the conclusion that subtitled films can help students learn and remember new vocabulary terms. It is also investigated how gender and films affected Iranian EFL students' acquisition of English idioms and colloquialisms. The results demonstrated that films greatly increased Iranian EFL learners' understanding of common and idiomatic English idioms, with no gender-related variation in improvement [37].

The usage of movie subtitles has been shown to be more effective than watching non-subtitled movies in boosting overall understanding, according to Ebrahimi who also stated that movie subtitles may give new routes for language learning and understanding [27]. Additionally, watching films with English subtitles will facilitate vocabulary development and help students expand their vocabulary, according to [38]. It also aids in learning new slang, idioms, and vocabulary in English.

The aim of the study is impact of using YouTube videos on learning vocabulary in Saudi FEL classrooms" was to investigate how teachers and Saudi EFL students felt about using English-language films in their classrooms to help students improve their language abilities. Participating in the study were fifty female intermediate-level English language learners enrolled in the Preparatory Year Programme (PYP) at the English Language Institute (ELI) of King Abdul-Aziz University (KAU), Jeddah, Saudi Arabia [39]. The students were given questionnaires to complete in order to learn more about how they felt about using English-language films in class to improve their language abilities. To learn more about how students and teachers felt about using films in the classroom, the researcher also conducted semi-structured interviews with both groups of people. In addition, teachers had to keep notebooks in which they reflected on how they used films in their classes. According to the study's findings,

teachers and students both had favourable opinions about using films in class to help students with their language abilities. The study gives pedagogical recommendations for EFL teachers who want to use films in their classes to help students learn the language more effectively. Students' motivation to learn the target language may be boosted by carefully chosen video resources that improve language acquisition.

Lastly, the factors influencing second language acquisition differ and are influenced by a learner's personal preferences and decisions. However, it is widely recognized that the most effective methods involve providing authentic language input [40].

METHODOLOGY

Study Sample and Data Collection

This research specifically focused on students from Qassim University in Saudi Arabia who were enrolled in the English Language and Translation Department. Through convenient sampling, a total of 70 students were chosen to participate in the study.

The data was obtained through a self-administered questionnaire that was distributed to students via Google Forms. The questionnaire consisted of 32 thoughtfully crafted items aimed at gathering insights about Saudi students' perspectives on using movies as a tool to enhance their proficiency in English vocabulary and its influence on their performance in the language. It comprised of inquiries about the effectiveness of using films to improve English vocabulary, their accomplishments in the language, and any challenges they may face while learning through this approach. The items were rated on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The required data was collected over a span of 5 weeks and analyzed using the Statistical Package for the Social Sciences (SPSS) software.

Analytical Approach

Data analysis utilized a combination of descriptive and inferential statistics, providing a comprehensive understanding. An examination of frequencies and percentages revealed a detailed demographic profile of respondents. Additionally, the reliability of the scale was determined through Cronbach's alpha testing. The variables of interest were summarized through means and standard deviations. In order to compare mean responses with a neutral value of 3, one-sample t-tests were performed. The results were presented in tables and thoroughly analyzed to draw meaningful conclusions about the perception of Saudi students and the connections between variables.

Gender Distribution

The gender distribution of the sample was examined. The results are presented in Table 1.

Table 1. Gender Distribution (N = 70)

Gender	Frequency	Percentage (%)
Male	29	41.04
Female	41	58.96
Total	70	100

The above table provides valuable insights into the gender distribution among Saudi students participating in the research study. The data reveals that out of the total 70 participants, 29 (41.04%) were male, while 41 (58.96%) were female.

The proportion of female students in this study stands out, underscoring their significant involvement as the majority. These results bring attention to the crucial aspect of gender representation and inclusivity in research.

By recognizing the gender distribution in studies, researchers, educators, and policymakers can identify potential disparities in perspectives and preferences regarding the utilization of movies for enhancing English vocabulary. This highlights the necessity of catering to the distinct needs and interests of both male and female students when creating interventions for language learning.

Reliability Testing

To ensure the accuracy and dependability of our main questionnaire, we first conducted a pilot study with 30 students and incorporated their valuable feedback to fine-tune it. We then analyzed the collected data to assess the reliability of the questionnaire's scales. This is a crucial step as it guarantees that the scales are internally cohesive and will yield consistent results over time. Our use of the Cronbach's alpha reliability analysis is outlined in Table 2.

Table 2. Cronbach's Alpha Reliability Test Results (N = 30)

Cronbach's alpha value	Number of Items
.871	32

The results of the Cronbach's alpha reliability test, as presented in Table 2, indicate that the questionnaire used in the pilot study exhibits a high level of internal consistency and reliability. The Cronbach's alpha value obtained is .871, which exceeds the commonly accepted threshold of .70 for satisfactory reliability.

The Cronbach's alpha score indicates that the questionnaire's scales effectively measure the intended constructs and yield consistent findings over time. This strong reliability makes the questionnaire a valuable tool for assessing the study at hand. The reliability of the questionnaire is paramount, as it guarantees that the collected data accurately reflects participants' perspectives and ensures that the results from the primary study will be credible and impactful. The high reliability coefficient observed in this pilot study gives ample confidence to incorporate the questionnaire in a larger sample size for the main study.

RESULTS

Testing Question 1: What is the Saudi students' perception of using movies as a learning medium to improve proficiency in English vocabulary learning?

Table 3 presents the results of the descriptive statistical analysis on student perceptions of using movies to enhance English vocabulary learning.

Table 3. Participants' Responses to Items Assessing the Saudi Students' Perception of Using Movies as A Learning Medium to Improve Proficiency in English Vocabulary Learning (N = 70)

#	Statement	Mean	Std. Deviation
1	I find that using English films to learn is entertaining.	4.55	.624
2	I try to watch the film many times to understand the dialogues.	3.74	.965
3	I try to write down the understandable words while watching the movie and then summarize the dialogue out loud.	3.13	1.335
4	I stop the movie at the sentences and listen to them many times in a row to store the words and their pronunciation in my memory.	3.87	1.088
5	I try to use the sentences and words I learned by watching movies.	4.39	.715
6	I try to write the dialogues and use the text at the bottom of the film if I am unable to understand the dialogue.	3.45	1.150
7	I try to listen to new words and how to pronounce them.	4.39	.844
8	I try to figure out where vocabulary is used in the dialogue	4.16	.860
	Total	3.96	.592

Based on the findings presented in Table 3, it can be concluded that Saudi students generally have a positive perception of using movies as a learning medium to improve their proficiency in English vocabulary. The mean scores indicate a favorable attitude towards using English films for learning purposes, with an overall mean score of 3.96 out of 5.

The highest mean score was recorded for the statement "I find that using English films to learn is entertaining" (mean = 4.55), suggesting that students perceive movie-based learning as an enjoyable and engaging approach. This indicates that movies are considered an effective tool for capturing students' interest and motivation in learning English vocabulary.

The responses also highlight that students make efforts to comprehend the dialogues in movies, as indicated by the relatively high mean scores for statements such as "I try to watch the film many times to understand the dialogues" (mean = 3.74) and "I stop the movie at the sentences and listen to them many times in a row to store the words and their pronunciation in my memory" (mean = 3.87). These findings suggest that students actively engage with movies by repeatedly watching and listening to dialogues to enhance their vocabulary knowledge.

Moreover, the participants demonstrate a willingness to apply what they have learned from movies, with high mean scores for statements such as "I try to use the sentences and words I learned by watching movies" (mean = 4.39) and "I try to listen to new words and how to pronounce them" (mean = 4.39). These responses indicate that students recognize the practical value of movie-based learning and actively incorporate new vocabulary into their own language usage.

However, some statements received lower mean scores, such as "I try to write down the understandable words while watching the movie and then summarize the dialogue out loud" (mean = 3.13) and "I try to write the dialogues and use the text at the bottom of the film if I am unable to understand the dialogue" (mean = 3.45).

These findings suggest that while students may not extensively engage in writing activities during movie-based learning, they still acknowledge the importance of listening and speaking skills for vocabulary acquisition.

Lastly, we conducted a sample T-test to evaluate the first question. The findings are presented in Table 4.

Table 4. One Sample T-Test for the First Hypothesis

T value	Significance (p-value)
9.027	.000

The results of the one-sample t-test conducted for Question 1, which aimed to investigate the Saudi students' perception of using movies as a learning medium to improve proficiency in English vocabulary learning, revealed a significant and positive response. The obtained t-value of 9.027, with a corresponding p-value of .000, indicates a strong statistical significance.

These findings suggest that Saudi students generally have a favorable perception of using movies as a tool for enhancing their proficiency in English vocabulary. The significant results provide evidence for the effectiveness of utilizing movies as a learning medium and highlight its potential as an engaging and impactful approach for vocabulary acquisition among Saudi students. This conclusion supports the notion that incorporating movies into English language instruction can be a valuable strategy to promote language learning and enhance vocabulary skills.

Testing Question 2: How can language teachers effectively assist learners in English language learning through movies?

Table 5 presents the findings from the descriptive statistical analysis of students' responses on how language teachers can effectively assist learners in English language learning through movies.

Table 5. Participants' Responses to Items Assessing How Can Language Teachers Effectively Assist Learners in English Language Learning Through Movies (N = 70)

#	Statement	Mean	Std. Deviation
1	Teaching using films motivates me and increases my mental awareness.	4.16	.898
2	Learning using films develops my thinking ability.	4.42	.765
3	Using movies to learn English increased my confidence in my ability to learn and pass tests.	4.13	.806
4	I feel that learning through films helps in learning several concepts at once.	4.32	.832
5	Using movies to learn English facilitates the process of recognizing new words.	4.42	.672
6	Using films in teaching English helps with the correct pronunciation of vocabulary.	4.32	.832
7	Using movies to learn helped me spell vocabulary correctly	3.90	1.221
8	Using films in learning increased my ability to understand what was read	4.10	1.012
9	I feel an increase in my desire to learn through films after what I have achieved through my experience	4.16	.934
10	Using films in learning made me less dependent on the teacher	3.74	1.210
11	I feel more competent at reading	3.97	.912

12	Using movies in learning helps connect imagination to reality	4.13	.763
13	Using films in learning increased my chances of success	4.19	.873
14	Using films in learning helped me use educational vocabulary correctly	4.23	.805
15	Using movies in learning helped me pronounce English words and sentences accurately and correctly.	4.48	.724
16	Using movies in learning helped me get my ears used to hearing the language and its pronunciation.	4.45	.675
17	Using films to learn makes it easier for me to use English grammar correctly.	4.13	.991
18	Using movies in learning motivated me to learn English.	4.42	.720
	Total	4.21	.519

Based on the findings presented in Table 5, it can be concluded that language teachers can effectively assist learners in English language learning through the use of movies. The mean scores indicate that students perceive various positive outcomes and benefits associated with using films as a teaching tool, with an overall mean score of 4.21 out of 5.

The responses indicate that teaching using films is motivating and enhances learners' mental awareness (mean = 4.16). This suggests that incorporating movies in language instruction creates an engaging and stimulating learning environment that promotes student motivation and attentiveness. Additionally, learning through films is perceived to develop thinking abilities (mean = 4.42), indicating that movies stimulate critical thinking skills and promote cognitive growth among learners.

Furthermore, using movies to learn English is seen to increase learners' confidence in their ability to learn and perform well on tests (mean = 4.13). This finding suggests that movies provide learners with a sense of achievement and self-assurance, positively impacting their overall language learning experience.

The responses also highlight that using movies facilitates the process of recognizing new words (mean = 4.42) and helps with the correct pronunciation of vocabulary (mean =

4.32). This indicates that movies serve as an effective tool for vocabulary acquisition and pronunciation practice, enabling learners to expand their vocabulary repertoire and improve their spoken English skills.

Moreover, the findings reveal that using movies in learning enhances learners' ability to understand written texts (mean = 4.10) and increases their competence in reading (mean = 3.97). This suggests that movies contribute to the development of reading comprehension skills and promote overall reading proficiency in English.

Additionally, using movies in learning is perceived to connect imagination to reality (mean = 4.13), increase the chances of success (mean = 4.19), help learners use educational vocabulary correctly (mean = 4.23), and make it easier to use English grammar correctly (mean = 4.13). These findings emphasize the broader benefits of using movies in language instruction, such as fostering creativity, promoting success, improving vocabulary usage, and enhancing grammar skills.

Overall, the findings indicate that language teachers can effectively assist learners in English language learning through the use of movies. Movies serve as a motivating and engaging medium that develops thinking abilities, boosts confidence, facilitates vocabulary acquisition and pronunciation, improves reading and comprehension skills, and connects imagination to reality. These findings highlight the positive impact of integrating movies into language teaching practices, supporting their effectiveness as a valuable tool in English language instruction.

Lastly, we conducted a sample T-test to evaluate the second question. The findings are shown in Table 6.

Table 6. One Sample T-Test for The Second Question

T value	Significance (p-value)
12.903	.000

The results of the one-sample t-test conducted for Question 2, which aimed to explore how language teachers can effectively assist learners in English language learning through movies, revealed a highly significant and positive response. The obtained t-value of 12.903, with a corresponding p-value of .000, indicates a strong statistical significance. These findings suggest that language teachers have a crucial role in effectively utilizing movies as a support tool for English language learning. The significant results emphasize the importance of incorporating movies into language instruction and highlight the potential benefits it can provide for learners.

The findings imply that language teachers can effectively assist learners by employing various strategies while utilizing movies, such as implementing pre- and post-movie activities, selecting appropriate movie genres, providing comprehension tasks, and facilitating discussions related to the movie content. By employing these techniques, language teachers can enhance students' language skills, including vocabulary acquisition, listening comprehension, speaking, and cultural understanding.

Moreover, the significant results indicate that language teachers should receive appropriate training and professional development to effectively integrate movies into their teaching practices. This would enable them to leverage movies as a valuable resource to engage learners, foster their language proficiency, and create an immersive and interactive learning environment. Overall, this conclusion underscores the importance of language teachers' role in utilizing movies effectively and provides insights into how they can support and enhance English language learning through this medium.

Testing Question 3: What is the impact of using movies to improve proficiency in English vocabulary for Saudi students?

The findings from the descriptive statistical analysis of students' responses on the impact of using movies to improve proficiency in English vocabulary for Saudi students are displayed in Table 7.

Table 7. Summary of Participants' Responses to Items Assessing the Impact of Using Movies to Improve Proficiency in English Vocabulary for Saudi Students (N = 70)

#	Statement	Mean	Std. Deviation
1	I get bored when I can't understand dialogue.	3.94	.854
2	I find it difficult to understand the dialogue due to the large number of new words.	3.48	1.029
3	I find that the pronunciation of words is different from what I learned in school.	3.94	.929
4	I don't have time to listen to movies.	2.71	1.101
5	I feel like I am unable to remember the words I have memorized.	3.45	1.150
6	I feel that my ears are not used to hearing language, so I cannot distinguish words.	2.74	1.460
	Total	3.37	.634

Based on the findings presented in Table 7, it can be concluded that using movies to improve proficiency in English vocabulary has both positive and negative impacts on Saudi students. The mean scores indicate a mixed perception regarding the effectiveness of using movies for vocabulary improvement, with an overall mean score of 3.37 out of 5.

The responses reveal that some challenges and difficulties are associated with using movies for vocabulary learning. Participants expressed feelings of boredom when they couldn't understand the dialogue (mean = 3.94) and reported difficulty in comprehending the dialogue due to a large

number of new words (mean = 3.48). These findings suggest that the complexity of movie dialogues and unfamiliar vocabulary can hinder students' understanding and engagement, potentially impacting their motivation and interest in using movies as a learning tool.

Furthermore, students noted that the pronunciation of words in movies is different from what they learned in school (mean = 3.94). This finding indicates a discrepancy between the pronunciation taught in formal classroom settings and the variations observed in authentic spoken language. Such differences may pose challenges for students, affecting their ability to accurately recognize and pronounce words encountered in movies.

However, some students stated that they don't have time to listen to movies (mean = 2.71), suggesting that time constraints might hinder students from engaging in movie-based language learning activities. In addition, they feel like they were unable to remember the words they had memorized (mean = 3.45), implying that students face difficulties in retaining vocabulary learned through movies. Lastly, students felt that their ears were not used to hearing the language, so they could not distinguish words (mean = 2.74), indicating that students may struggle with auditory skills necessary for language comprehension.

In conclusion, using movies to improve proficiency in English vocabulary for Saudi students presents both advantages and challenges. While it can enhance vocabulary retention and offer exposure to authentic language, students may encounter difficulties in understanding dialogues, coping with unfamiliar vocabulary, dealing with pronunciation variations, managing time constraints, and distinguishing individual words. These findings highlight the need for appropriate support, guidance, and strategies to overcome these challenges and maximize the benefits of using movies as a tool for vocabulary improvement among Saudi students.

Lastly, a sample T-test was conducted to evaluate the third question. The findings are shown in Table 8.

Table 8. One Sample T-Test for The First Hypothesis

T value	Significance (p-value)
3.306	.002

The results of the one-sample t-test conducted for Question 3, which aimed to examine the impact of using movies on the improvement of proficiency in English vocabulary for Saudi students, indicate a significant and positive impact. The obtained t-value of 3.306, with a corresponding p-value of .002, demonstrates a statistically significant relationship between the use of movies and the enhancement of English vocabulary proficiency among Saudi students.

These findings suggest that incorporating movies as a learning medium can have a beneficial effect on Saudi students' vocabulary skills in English. The significant results indicate that the use of movies can contribute to vocabulary development by providing contextualized and authentic language input.

The positive impact of using movies in vocabulary learning can be attributed to various factors, including the visual and auditory stimulation that movies offer, the exposure to natural language use, and the engagement and motivation that movies provide to learners. Additionally, movies often depict real-life situations, cultural contexts, and a wide range of vocabulary, which allows students to acquire new words in meaningful contexts.

The significant results of this study support the notion that movies can be an effective tool for improving proficiency in English vocabulary among Saudi students. Language educators and curriculum developers can consider integrating movies into their teaching practices and designing related activities to enhance vocabulary-learning outcomes. Furthermore, these findings highlight the importance of selecting appropriate movies and implementing suitable instructional strategies to maximize the benefits derived from this approach.

DISCUSSION

This study aimed to investigate Saudi students' perceptions of using movies as a learning tool to improve English vocabulary skills and its impact on their language proficiency. Overall, the findings revealed that students have a positive perception of incorporating movies for vocabulary learning and recognize its potential benefits. They expressed that movie-based learning is an engaging and entertaining approach that facilitates vocabulary acquisition and pronunciation practice. These results align with previous research that highlighted the appeal and effectiveness of multimedia resources such as movies for vocabulary development in EFL contexts [17]; [15].

The students particularly acknowledged that movies help recognize new words, determine word usage through context, and get accustomed to natural pronunciation patterns. These observations corroborate with [15], study which found that EFL learners experienced increased vocabulary test scores after engaging with captioned videos that contained relevant images and proper audio volumes. The inclusion of both textual and visual cues enables learners to more thoroughly absorb and comprehend the target language (By incorporating a combination of words and visuals, multimedia, especially videos, helps to enrich the process of language learning.). Movies thus act as an enriching medium that fosters robust mental representations leading to better retention and understanding of vocabulary (With the audio-visual components, learners can construct more robust mental images, aiding in the retention and comprehension of the language.).

In terms of teachers' role, students believed that movies have the potential to develop critical thinking, boost motivation and confidence, facilitate communicative abilities, and improve literacy skills if strategically integrated into lessons. These perspectives coincide with prior research highlighting that movies draw attention to the target language, increase enthusiasm for learning, offer natural conversational input, enhance cultural awareness, and aid academic writing when implemented in the classroom [30] ;[29]. Therefore, movies serve as an invaluable resource that language instructors can leverage to actively engage learners and augment their language proficiency through stimulating activities and discussions related to film content and themes. However, teachers require appropriate training to optimize movie-based instruction and overcome potential challenges like losing track of objectives or distracting subtitles [35].

At the same time, there were mixed findings regarding the impact of movies on vocabulary improvement. While students generally agreed that movies strengthened word retention and authentic language exposure, they also confronted difficulties understanding complex dialogues, coping with unfamiliar vocabulary, and discerning pronunciation variations. These difficulties concur with previous literature highlighting that movies predominantly contain every day, casual language instead of academic terminology and pronunciation inconsistencies between formal classroom input and natural speech can pose issues [35]. Additionally, time constraints and auditory discrimination emerged as hindrances according to students in the current study, resonating the challenges mentioned in other research of retaining objectives and distinguishing individual words during immersive movie viewing [27].

To address such impediments, scholars recommend implementing pre-viewing activities to contextualize upcoming vocabulary, conducting focused practice on unknown terms after viewing, and utilizing captioning judiciously for comprehension support without over-reliance [27]; [35]. The mixed findings of this study therefore highlight the necessity of suitable scaffolding mechanisms, strategic selection of movie types based on language level, and sufficient processing opportunities for learners to overcome bottlenecks and optimally capitalize on the affordances of movies. With the inclusion of such mediating measures tailored to students' needs and abilities, the results indicate movies hold promise as an authentic, engaging vehicle for boosting English vocabulary proficiency and overall language competence among Saudi EFL learners.

Furthermore, the current study is significant because it gathered insights directly from the perspective of Saudi students on utilizing movies for vocabulary improvement. Previous investigations predominantly employed objective pre-post assessments to gauge learning outcomes without exploring learners' own viewpoints [31]; [34]. By prioritizing students' direct input, this research offers crucial awareness into how movie-based learning can best be designed and implemented according to learner preferences to enhance motivation and engagement. The predominantly positive perceptions demonstrate learner receptiveness towards incorporating films as a supplemental language aid. However, the feedback also cautions that difficulties will surface without guidance, emphasizing the active role of educators in developing strategic lesson plans with suitable scaffolding.

The outcomes further underscore the necessity of nuanced instruction that balances the drawbacks and benefits highlighted through this study. While movies arouse interest and allow contextualized practice, simply exposing students to the target language through unstructured viewing may not suffice for tangible learning to occur without direction [36]. Educators must therefore leverage movies purposefully by designing pre-, while-, and post-viewing tasks that focus students' attention on target features, encourage output rehearsal, and gauge comprehension. For example, thematic movie clips could serve as springboards for discussions around newly encountered terminology. Worksheets prompting learners to identify, define and eventually implement new words encountered may assist in transferring movie exposure to applicable vocabulary gains [39].

The findings also emphasize the importance of catering instruction to individual learning styles and difficulties. Students signaled boredom due to lacking comprehension and memory-based issues, implying a need for differentiated support mechanisms. Captioning represented one strategy, yet excessive reliance could undermine development [27]. Creative techniques involving kinesthetic movement, visual concept-mapping, peer-teaching and role-plays may inspire struggling learners by appealing to multiple intelligences. For auditory processors, repeating movie clips with strategic pauses allows focused listening practice. Crucially, obtaining direct feedback from students sheds light on personalized challenges that warrant innovative solutions. Overall, a balanced, strategically designed film-integrated curriculum holds aptitude for optimizing the perceived benefits of movies.

To conclude, this study makes valuable contributions to existing research on vocabulary instruction through movies. It brings to light Saudi learner perspectives on the approach and identifies pertinent considerations for English teaching framework development. Integrating multimedia judiciously with strategic pre-viewing, during viewing and post-viewing activities tailored to individual pace and preferences emerges as an impactful vocabulary strengthening method according to participants. Educators play a pivotal role in translating the entertainment facet of movies into a meaningful language learning experience through needs-based design. Future work can investigate optimum lesson plan models and the influence of differentiated teaching methods on perceived difficulty levels and learning gains.

CONCLUSION

This study explored Saudi students' perceptions of using movies as a tool to improve English vocabulary and examined the impact of this approach on their language proficiency. The findings provide valuable insights into how movies can be effectively utilized as a supplement to traditional vocabulary instruction methods.

The results revealed that students generally hold positive views about incorporating movies for vocabulary learning. They find the movie-based approach to be an engaging and entertaining medium that facilitates vocabulary acquisition and pronunciation practice. However, students also encounter certain difficulties such as understanding complex dialogues, coping with unfamiliar vocabulary, and discerning pronunciation variations.

Nonetheless, movies offer benefits such as strengthening word retention, exposing learners to authentic language use, and providing enjoyable language input. When used strategically with appropriate support mechanisms, movies show promise as an impactful tool for bolstering English vocabulary skills among Saudi EFL learners.

The study also highlighted the important role of language teachers in optimizing movie-based instruction. Teachers can assist learners by selecting suitable movies, designing useful pre-, during, and post-viewing activities, and providing needed scaffolds to overcome challenges. With suitable training and resources, teachers are well-positioned to harness the rich linguistic and cultural resources available through film to augment students' language proficiency.

A key contribution of this research lies in directly eliciting students' viewpoints, which brings to light preferences and difficulties that can shape effective implementation. Incorporating feedback at the planning stages helps ensure movies are integrated purposefully and learner-centered to maximize motivation and outcomes.

Overall, the findings suggest movies have promise as a valuable supplemental tool for vocabulary advancement when thoughtfully incorporated into the curriculum with strategic teacher guidance and support for individual learning needs and styles. Future work can explore optimum models for enhancing uptake through differentiated instruction and assessing relatedness to performance improvements.

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