

**The application of cinemas and literature in the EFL  
classroom: assessing their effects on students' motivation,  
enjoyment, and vocabulary acquisition**

by

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## **Abstract**

Movies and literature significantly influence children nowadays, and they offer children rich and natural language exposure to help them expand their vocabulary which can benefit their language development. For this reason, this thesis explores whether students acquire and retain new vocabulary through reading literature or watching movies, and if they affect their motivation and enjoyment in the EFL, using one group pre-test and post-test design with participants aged from 10 to 11, whose English level was A2 to the beginning of B1. My study was conducted in three sessions. Before the experiment, a prequestionnaire was handed out to measure students' motivation to learn English and enjoyment in the EFL classroom, applying the English Language Learning Motivation Scale (ELLMS) of Ardasheva et al. (2009), validated in the Spanish context by Carmen Garridos (2023); and the the Foreign Language Learning Boredom Scale (FLLBS) by Li et al, (2019). After that, a postquestionnaire to measure students' motivation and enjoyment, adapted from the ELLMS and FLLBS was applied. During the three sessions, students were given worksheets to see if they could understand the new words with stories and movies. Finally, a posttest was made to assess their vocabulary acquisition and understanding and remembering of the words. Data was analyzed with the JASP statistics, using the Wilcoxon signed rank test, as well as the Chi-Square. Finally, the results obtained were that students' enjoyment did not significantly alter with the application of stories and movies. However, students were more motivated to learn with movies rather than with stories. Eventhough they were more motivated to learn with movies rather than with stories, their motivation did not significantly change from the prequestionnaire to the postquestionnaire for the application of movies. However, they did decrease their

motivation to learn English with stories. In addition, students acquired more vocabulary by watching movie clips instead of reading.

**Keywords:** Vocabulary acquisition, movies, literature, motivation, enjoyment.

## **Dedication – Acknowledgements**

I would like to express my gratitude to my thesis supervisor, Tú Anh Hà, for guiding me throughout this process. I would also like to thank the school and the participants who took part in my study, as it was at this school that I conducted my experiment and did my practicum.

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## **Chapter 1: Introduction**

The integration of movies and literature has been shown to enhance children's vocabulary retention and comprehension. For example, Keene (2006) says movies reinforce their language skills such as reading, listening, speaking, and writing. Then, with the use of literature, it benefits their extensive and intensive reading as they read with a limited amount of time without being able to check the meaning, which makes them try to learn the meaning of words as they can read in a short period of time (Maley, 1989). Nowadays, children are exposed to vocabulary in various environments, whether it is inside or outside the classroom with extensive reading and movies. In addition, readers are exposed to an array of vocabulary from literacy texts (Van, 2009).

Movies are a captivating form of visual storytelling that immerses people in multiple senses and creates a unique experience (Ismaili, 2013). Therefore, they are a great educational tool for conveying and explaining difficult concepts. Moreover, movies offer a perfect setting to cultivate critical thinking in children. On top of that, movies are a source of entertainment and language acquisition, which are also used in speaking and listening courses, and vocabulary is also taught with the help of sounds and images to help with students' understanding (Ismaili, 2013).

In addition, teachers often use movies in the classroom because they are effective learning tools that motivate students by exposing them to different learning styles. A scientific study by Berk (2009) concludes the effectiveness of using movies, or videos as a tool, facilitating students' process of learning.

On the other hand, as Yan (2017) states in her article, reading has been defined as “one of the most important ways for human beings to process information, and reading, and literacy education, is always a critical part of different levels of education (p.38)”. Furthermore, the study of literature helps students meet their academic and occupational goals, and as Widdowson (1983) argues “Not only is literature stimulating: as I’ve said, it sets up the conditions for a crucial part of language learning - the ability to infer meaning by procedural activity” (Widdowson, 1983, p.32).

Reading is seen as an important tool for vocabulary acquisition, making students learn more words. Also, research has demonstrated that introducing literacy reading, makes learners be more motivated and focused, which increases their chances of retaining more vocabulary knowledge (Protacio, 2012).

There are many studies investigating the effect of subtitled movies (Frumuselua et al., 2015), the benefits of using literature in class (Devečková, 2024), and the effects of employing ICT in watching movies (Metruk, 2019), but not many study the effect that movies and literature have on students' vocabulary acquisition and how they affect their motivation and enjoyment in the classroom. Therefore, this project has been conducted to see the implications of them and the effect they have on students in the English as a Foreign Language (EFL) Classroom.

In addition, my interest in movies and literature has also led me to conduct this study and learn from it. I want to see the impact that cinema and literature have on primary students in the EFL Classroom, how teaching through cinema and literature affects students, and if their motivation and enjoyment increase, as well as if students retain more new vocabulary through cinema or by reading literature.

This project aims to discover if students acquire new vocabulary through reading literature or watching movies, and how that affects their motivation and enjoyment in the EFL classroom.

From the reasons above, the questions of the research are the following:

- Q1: Does integrating literature in the EFL classroom affect students' motivation to learn English? To what extent, how does this affect students' motivation?
- Q2: Does integrating movies in the EFL classroom affect students' motivation to learn English? To what extent how does this affect students' motivation?
- Q3: Do students enjoy learning English with literature and movies?
- Q4: Are students more likely to acquire new vocabulary by watching movie clips or reading literature?

With the aforementioned research questions, the hypotheses of the project are the following:

- H1: The integration of movies and literature in the EFL classroom motivates students to learn English.
- H2: There is no difference between movies and literature in motivating students to learn English.
- H3: The integration of movies and literature in the EFL classroom increases students' enjoyment in learning English.
- H4: There is no difference between movies and literature in students' enjoyment in learning English.
- H5: There is no difference between movies and literature in helping students acquire vocabulary.

## **Chapter 2: Literature review**

### **2.1. Movies in the EFL Classroom**

The integration of movies in the EFL/ESL (English as a Second language) classroom has been demonstrated as being effective for several reasons. The application of movies can improve students' critical thinking (Eken, 2003), pronunciation, and pragmatic use (King, 2002), as well as improve their comprehension-based learning (Swaffar & Vlatten, 1997). Moreover, according to Seferoğlu (2008), Florence (2009) and Ismaili (2013), they can be a great motivation for learning a new language as well as helping students stimulate their imagination (Kusumarasyati, 2004).

Movies differ from other digital types in how they contain contextual information. They enhance interactional skills and are a good source of knowledge in many spheres such as literacy, drama, and cinema, among other interesting fields, which can reinforce students' language skills such as reading, listening, speaking, and writing; and promote critical thinking for students (Keene, 2006). Furthermore, movies provide a variety of new target language for students (Sarıçoban & Yürük, 2016). While watching phonetics, paralinguistics, and nonverbal behavior, it provides the opportunity to search for appropriateness issues (Sarıçoban & Yürük, 2016).

Ling (2009) states that using movies in the EFL classroom enhances students' motivation by making classes more engaging and exposing students to the target language. They also provide learners with comprehensible input and enable students to fully engage during the lessons at their own pace.

Movies have been studied due to their authenticity and high value of context. As Sherman (2003) mentions, authenticity brings special excitement to understand and enjoy real

things, which no other type of material does “ Movies will be intrinsically interesting to language learners, the learners will want to watch, even if comprehension is limited” (Sherman, 2003, p.4). Furthermore, how movies are designed is very attractive to students as they hold different cultural values and behaviors that students can watch. In addition, as the contexts that students watch in movies are similar to those in their daily lives, some of them may feel identified and inspired to do more discussions as they have a better understanding of the context (Stempleski & Tomalin, 2001).

Furthermore, according to King (2002), selecting proper movies that suit learners’ needs is relevant to make sure that the content is adequate for them and that they are not overly complex to meet students’ comprehensibility. Then, several studies indicate that when students are in the process of learning how to use words properly, watching movies increases their confidence when speaking (Seferoğlu et al., 2008).

Films have been used as educational tools since the 1970s, broadening the scope of instructional programs (Ismaili, 2013). The use of film scenes in the classroom allows to teach themes and ideas in a less demanding manner, making students experience real-life situations and learn through a sense of realism (Champoux, 1999). Furthermore, classroom activities help students explore their experience watching movies to put into practice what has been seen in class.

Many studies investigated the effect that subtitled movies have and the benefits of using literature and cinema in the EFL Classroom, such as the study examined by Frumuselua et al. (2015), which shows how higher education students learn informal and conversational speech through watching subtitled TV series; and the effects of employing ICT in watching movies, such as the study conducted by Metruk (2019), where the impact of using ICT, and the extensive watching of movies and TV series have on the listening

skills of EFL learners. However, not many studies have been made to investigate the effects that movies and literature have on students' vocabulary acquisition, motivation, and enjoyment in the EFL classroom.

## **2.2. Literature in the EFL Classroom**

Literature in the EFL classroom is defined as “a dynamic vehicle for promoting cultural awareness among students” (Devečková, 2024). It is a beneficial tool as it offers insight into cultural differences and universal human experiences, which provides students with empathy, understanding, and respect for the contrasts and similarities that define many cultures and languages. Furthermore, Stefanova et al. (2017, p.253) state that literature in the EFL classroom improves students' critical thinking as they get to express themselves and their ideas in their L2, a language that is not their native one.

According to Khatib (2011), literature is a promising tool to learn a language. Literature provides authenticity and input for language learning (Ghosn, 2002; Shrestha, 2008). It can be found in genres such as drama and novels, where novels, descriptive writing along other types of writing can be found to help learners to retain the language in their mind (Maley, 1989). Another type of literature is the short story, which is a great example to reflect real-life situations in the classroom. Short stories promote students with numerous examples of language use, and the stimulus offered by literary texts. The sequence of events, the plot's twist, the suspense, the climax, the unexpected ending, symbols, and themes, among many others are ideal for practicing the target language. On top of that, they are enjoyable and have many positive qualities such as they are short in length, clear, simple, made for different tastes and interests, and offer a wide range of different topics (Khan & Alasmari, 2018).

Literature is also beneficial for extensive and intensive reading purposes. Students are often given a limited amount of time to read and go through a novel without extensive use of a dictionary, so they cannot check the meaning of words. That is why, students get to speed up the process in intensive reading and this encourages them to guess the meaning of what they are reading to understand what they read in a short period (Maley, 1989).

Moreover, literature can promote sociolinguistic and pragmatic knowledge viewed in communicative competence models (McKay, 2001). As literature is authentic, it carries sociolinguistic and pragmatic information, making them strongly linked to “appropriateness” in language.

Additionally, literary texts enhance students’ motivation due to their authenticity and meaningful context (Ghosn, 2002 & Van, 2009). Motivation is a crucial factor in students' learning process as they are more proactive in learning when being exposed to what they are motivated to do (Ghosn, 2002 & Van, 2009). Furthermore, Kramersch (1993) states the reason why literary texts are useful in the language classroom: “literature’s ability to represent the particular voice of a writer among the many voices of his or her community and thus to appeal to the particular in the reader” (Kramersch, 1993, p.131).

To summarize, the benefits of literature in a foreign language class include building competence, learning about literature and language, helping students handle texts, enhancing their enjoyment and interest in reading literature, and developing their autonomy (Choudary, 2016). Despite having research on the strategies used of literature in the EFL classroom, not many research the effect of literature on students’ motivation, enjoyment, vocabulary acquisition and retention.

### **2.3. Multimedia learning theories**

Multimedia learning theories were introduced by Richard E. Mayer (2014), which are defined as theories that allow learning from words and pictures, as well as visual media. Literature and movies provide a range of words, images, and visual learning, which help students build mental representations and make their learning process more manageable. These are effective cognitive strategies that help people learn, and in this study some of them are presented including the movie clip methodology, the dual coding theory, and the cognitive theory of multimedia learning.

#### **2.3.1. The Movie Clip Methodology**

The Movie Clip Methodology is to promote reflection on attitudes and human values from a general perspective by exposing students to real-life situations. That is why, different movie clips are shown in a rapid sequence to illustrate or point out a specific point that matches students' experiences. Additionally, while the clips are being shown, a facilitator makes comments and answers questions about doubts that may arise (Blasco et al., 2006).

Moreover, making comments while the clips are being shown, helps learners reflect on their own process, and the "sudden changing of scenes in the clips" (Blasco et al., 2006, p.5), raises their concerns and makes them reflect and get to their own ideas, as they may disagree with all the facilitators' comments.

This method helps to work with students' emotions and searches how useful and educational it can be for them. The purpose of the Movie Clip Methodology is not only to make learners reflect and evoke emotions but going beyond that, to enhance them to put into practice what they learn from the movies into attitudes and actions (Blasco et al., 2006).

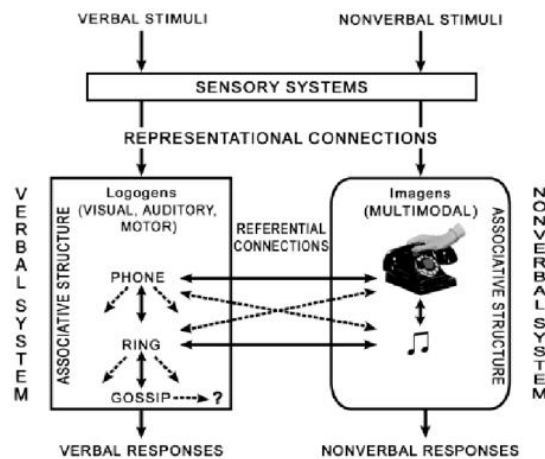
### 2.3.2. The Dual-Coding Theory

The dual-coding theory (DCT) was proposed by Allan Paivio in 1971. This theory states that people can learn new information through verbal influences and visual images, and a combination of both makes a successful learning. The theory is applied to literacy and language learning but is mostly focused on finding out the verbal and nonverbal influences that have on memory (Kanellopoulou et al., 2019).

According to the dual-coding theory (DCT), people can learn new information through verbal influences and visual images. The brain retains new information and utilizes both visual and verbal cues which are processed differently. Then, two channels in the human mind create different representational connections for information that each of these channels processes. Moreover, the two coding systems, which are verbal and non-verbal, help improve memory. The verbal system retains linguistic information in sequential units which are named “logogens”, and some examples would be texts, sounds, and sign language. While the nonverbal system processes visual information such as symbols, pictures, and videos, among others.

According to Paivio and Clark (1991), three processing levels take place in the verbal and nonverbal systems, which are representational, referential, and associative processing levels. The **representational processing** activates the verbal or visual representation by a stimulus (e.g. word, or picture), in which the word activates the verbal and the picture activates the visual representation. Then, the **referential processing** is focused on the activation of one system to the other, (for instance, images can activate words and vice versa). This process allows logogens to be activated by images, which are representational units, or other representations, and referential linkages between logogens and images allow the labeling of objects and the encoding of images that evoke world knowledge by

names. This means there is a connection between images and verbal language, which permits the labeling of objects and elicits world knowledge when the names of objects are mentioned to encode the images (Figure 1). Finally, the **associative processing** activates additional information in the representational and referential systems, so the connections between words in both systems are activated.



**Figure 1.** *The dual-coding theory (DCT) model of multimodal logogen and imagen units, connections, and implied processes (Kanellopoulou et al., 2019, p. 2)*

### 2.3.3. The Cognitive Theory of Multimedia Learning

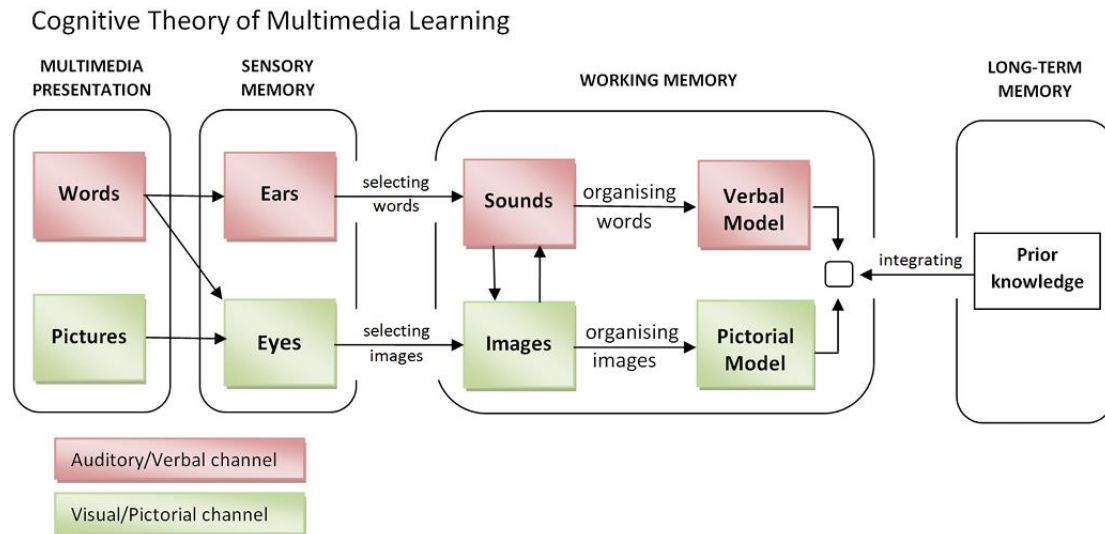
The Cognitive Theory of Multimedia Learning (CTML) is based on Wittrock’s (1974) generative theory and Paivio’s (1986) dual-coding theory. Although it is based on these two theories, it goes further than that. This theory describes how people acquire knowledge from multimedia tools and confirms the claim that learners form meaningful connections between words and pictures which can be retained in long-term memory ((Kanellopoulou et al., 2019).

Mayer’s (2014) CTML can be explained through three assumptions:

1. Dual channels: Two separate channels process information from sensory memory, and these channels are namely the auditory/verbal, and the visual and pictorial. The auditory/verbal channel is focused on producing information that is mainly spoken (words), narrated, or audible (sounds via the ears). On the contrary, the visual/pictorial channel is focused on producing information received through the eyes such as pictures, graphs, and videos/animation, among others.

2. Limited capacity: Learners have a limited capacity that they can store in their working memory, therefore, the processed information is not unlimited. When the cognitive system is required to process more information than it can handle, it results in cognitive overload. Moreover, Mayer explains that sounds are processed in a verbal mental model, while images are processed in a visual mental model, so he states that “when an illustration or animation is presented, the learner is able to hold only a few images in the visual channel of working memory at any one time, reflecting portions of the presented material” (p. 49).

3. Active processing: The learning that students acquire through the CTML is an active process where learners put into practice what they have selected and organized such as words and images, to put them together with prior knowledge. This helps transfer the information from long-term to short-term memory, making the learning process easier.



**Figure 2.** Mayer's adapted version of the Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2014, p.52)

#### 2.4. Content-Based Learning in the EFL Classroom

Content-based instruction (CBI) is an approach to second language teaching that is not only focused on language skills but also the content or subjects of a given topic. Therefore, students get to acquire language and content at the same time (Lyster, 2007).

The CBI has been studied and shown to be effective as the British Council (2017) found out that by communicating, students can acquire and learn language successfully. Therefore, as learners will be exposed to real communication, it will allow them to use their own strategies for language acquisition. Moreover, according to a review made by Stoller and Grabe (1997), content-based instruction helps in the process of vocabulary learning. By reducing the amount of new vocabulary to a specific subject area and focusing on just one, the amount of vocabulary becomes more feasible, making it easier for learners to learn more vocabulary.

On top of that, as the content is familiar to students, they can guess the vocabulary based on the context and acquire new concepts. Moreover, as the vocabulary will have been worked and dealt with in their L1, the process of acquiring the vocabulary will be faster when working in their L2 (Joe, 1998).

Davies (2003) mentions that an ESL teacher can create a syllabus that incorporates a wide range of themes that students would find entertaining rather than the traditional method. Additionally, they can provide students with supplementary materials from different resources such as the Internet and newspapers, among many others. Furthermore, it helps students acquire content and language skills, and the materials used in class should be enjoyable for students as they can support their motivation as well as their learning in class. For this reason, introducing interesting topics is a good and effective teaching approach that combines language learning with content learning.

## **2.5. Vocabulary acquisition**

There have been discussions on how L2 knowledge is acquired, and that is related to implicit and explicit learning. According to Ellis, (2005), *implicit learning* is the unconscious, natural, and simple process of acquiring knowledge that is learned naturally. However, *explicit learning* is the conscious process where “the individual makes and tests hypotheses in a search for structure” (Ellis, 2005, p.1). That is why the acquisition of knowledge in explicit learning is not learned naturally, but through a selection of information.

As Schmidt (1994) states, input is essential for explicit and implicit learning, nevertheless, there are still some unanswered questions about these two types of learning such as:

“What aspects of grammar and vocabulary can be learned implicitly? How modular and inaccessible is implicit learning? What are the various mechanisms of explicit learning? Are there sensitive periods for implicit language learning? What are the neural substrates of these processes? (Ellis, 2005, p.5).

As an answer to these questions, Ellis (2005) mentions that regular exposure and practice of new words are learned through implicit learning, such as the acquisition of phonetic and phonological features, as well as the aspects of word form articulation. On the other hand, the meaning of words is learned through explicit learning which requires conscious processing at the semantic and conceptual levels as well as a close focus on the form-meaning connections.

Incidental learning was conducted by Craik and Lockhart (1972) and Carik and Tulving (1975). This type of learning requires learners to do a task with the information that the teacher gives to students but without the guidance of the teacher. Incidental learning proposes two ways in which it can be done. The first design is to expose students to the materials without telling them to learn, meaning that learners perform some sorts of task but they do not know that they are being tested about the task. Then, the second type of design is asking learners to learn something but telling them that they will not be tested later.

On the contrary, intentional learning is focused on the cognitive process, and its main goal is learning rather than learning as an accidental impact. Moreover, intentional learning is determined by two factors which are situational and intrinsic factors which depend on the possibilities for goal-attainment posed by the situation and the mental resources opportunities and on what the student’s mental resources supply to the learner to achieve those objectives are. Therefore, focusing on intentional learning has benefits

because it provides the learner with the opportunity to deal with learning situations as well as with learning skills.

On the other hand, Krashen (2003) mentioned in his comprehension hypothesis that extensive reading provides intelligible input, which is an essential and sufficient requirement for language development. By making students engaged in reading, it creates reading fluency and enhances their reading skills, thus providing them with previous knowledge about grammar and vocabulary.

The input hypothesis of Krashen (2009), states that we acquire language by understanding the message that comprehensible input (CI) is the essential environmental ingredient in language acquisition. Comprehensible input is necessary for language acquisition, but it is not sufficient because the learner must be open to input as well as being open to acquiring an aspect of the language that commands to be ready to acquire it. Moreover, meaningful interaction and natural communication are essential in the L2 (Akan, 2018).

The interaction hypothesis of Long (2016) has been developed into a theoretical approach (Mackey & Gass, 2015). This theory is divided into two: the input hypothesis and the output hypothesis. The former states the idea that “learners learn best by reading, listening to conversations, and instruction on grammar and vocabulary”, whereas the latter is focused on “speaking and practicing the language”.

## **2.6. Students’ Motivation in the EFL Classroom**

Motivation plays a big role in a student’s language-learning process since it covers a wide range of concepts (Gardner et al., 2004; Spada & Lightbown, 1993; Zhou, 2018). The learner’s motivation has been defined as a learner’s “willingness or desire to be engaged in or commit effort to completing a task” (Zhou, 2012, p. 1318). Students need motivation

because otherwise, they can be prone to cooperate, take self-responsibility, or fully emerge in the learning process (Zhou, 2012).

Until the 1990s, research on L2 learning motivation was influenced by two authors who are Clément (1980) and Gardner (1983, 1985). During this period, students' motivation was thought to be seriously affected by their attitudes to their L2 as well as the learners' social judgments (Dörnyei, 2001). Moreover, according to William's (1994) view, language acquisition entails more than picking up on skills or rules. Instead, language learning is in our sense of identity and the different ways that is used for communication purposes, which is also described as "an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner" (Bahous et al., 2011, p.34). This means language learners' identity can affect learners' motivation in learning language as well.

Gardner et al. (2014) demonstrate how motivation impacts acquisition and mastery. Moreover, they studied how language training changed "language attitudes, motivation, and anxiety that take place over the academic year" (Gardner et al., 2014, p.7). Moreover, the results from the study indicated that the classroom environment and the teacher have an impact on students' attitudes. Therefore, teachers should apply different teaching strategies that boost students' motivation and decrease their language anxiety.

In a recent study conducted by Guilloteaux and Dörnyei (2008), motivational strategies (MSs) are described as instructional interventions carried out by teachers to enhance and stimulate students' motivation. Also, they are self-regulating mechanisms actively employed by students. To measure students' motivation and recognize the teaching practices used to motivate students, multiple scholars have created various motivational techniques specifically designed for classroom applications (Ruesch et al., 2011).

Authors such as William and Burden (1997) proposed 12 suggestions/strategies for teachers to motivate their students. Oxford and Shearin (1994) also integrated some theories such as the goal-setting theory, the need theory, and the expectancy-value theory, among others, to propose suggestions to increase learners' motivation in the class.

Dörnyei and Csizer (1998, p. 215) proposed ten strategies to motivate students in the classroom environment. The following “commandments” are that teachers should set an example in behavior, promote a relaxing environment, maintain a teacher-student relationship, enhance student's self-esteem, make sure that language classes promote discussion and learner autonomy, personalize the learning process and make it well-structured so students can understand it clearly, increase their goals, and finally that the L2 culture is promoted.

While people have different degrees and strengths of motivation, there are also kinds of motivation such as intrinsic and extrinsic which are related to the attitudes, beliefs, and goals that drive a certain course of action (MacIntyre & Vincze, 2017). Intrinsic motivation is defined as the action of doing a task because it is enjoyable and interesting to a person. On the other hand, extrinsic motivation is used for certain situations where students may get a beneficial outcome from it, such as getting a job or financial gain. According to previous research carried out by Ryan and Deci (2000), they have found that “the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons” (p.55).

Intrinsic motivation was first carried out with animal behavior in the 1950s. This experiment showed that certain animals engaged in curiosity-driven learning even when there was no reward for it (White, 1959). Ryan and Deci (2000) defined these behaviors as “although clearly bestowing adaptive benefits on the organism, appear not to be done

for any such instrumental reason, but rather for the positive experiences associated with exercising and extending one's capacities." (Ryan & Deci, 2000, p.3). Intrinsically motivated activities are carried out for the benefit of the activity itself and make humans curious, showing a drive to learn and explore from birth.

Furthermore, according to Ryan and Deci (2000), intrinsic motivation leads to high-quality learning and creativity. If students have an inner drive to learn a language, they will likely find satisfaction in the learning process, making it more enjoyable. Some of the daily activities people do are not described as intrinsic motivation.

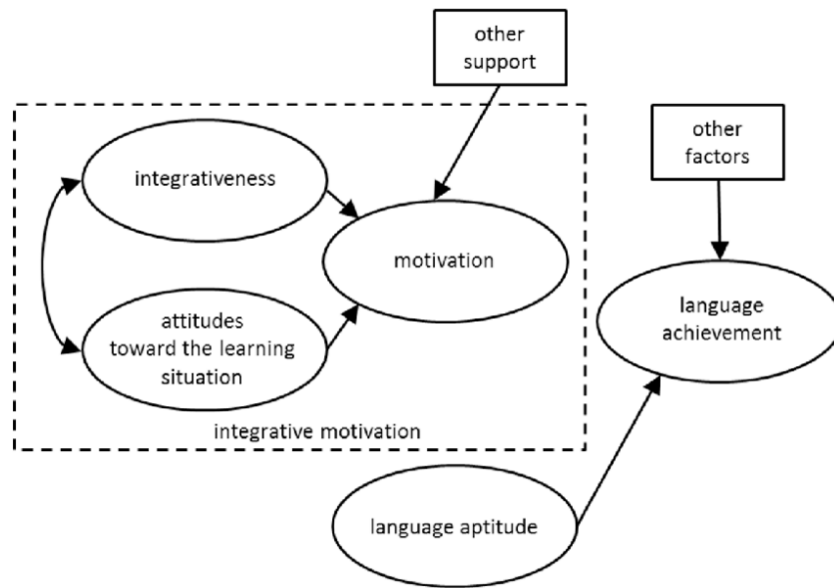
On the other hand, extrinsic motivation has been described as more controversial and some authors state that learners can undertake extrinsically motivated activities via resentment, resistance, and disinterest (Ryan & Deci, 2000). This type of motivation goes against the students' own principles. The incentive or drive to complete a certain task is derived from the consequences of the action, so the goal is self-endorsed and chosen deliberately. For example, someone does a certain action because they do not want to face the consequences that can happen if they decide not to do that action.

Extrinsic motivation is divided into four different branches such as external regulation, introjected regulation, identification, and integrated regulation (Ryan & Deci, 2020). The first one is external regulation, which is the act of doing something to meet the standards enforced on us. Then, introjected regulation refers to the pressure upon someone to conduct a task. Identification is determining the personal worth of doing something. Finally, the last stage is integrated regulation, which involves reflection and connecting with other people's wants and beliefs.

Furthermore, there are also two more types of motivation, which are integrative and instrumental. Integrative motivation comes from the desire or want to learn the language so it can be used in a community of native speakers. While instrumental motivation is the need to learn the language for material or academic purposes. (Warden & Hsui, 2000). These two types of motivation are considered important, nevertheless, according to the original Canadian study, integrative motivation is the most important one, but other studies done in other countries state the opposite (Warden & Hsui, 2000).

These two opposite notions overlap each other, but apart from these two concepts, there is another type of motivation related to these, which is the self and personal identity. This motivation discusses how a person sees or wishes to see themselves in the future, and how that affects the way of learning. For example, if they see themselves as a high-achieving student, they will put more effort into learning and keep learning, and vice versa (Ur, 2012).

In addition, a similar type of motivation is encountered, which is a concept associated with motivation based on the self and personal identity of individuals (Ur, 2012). It describes how individuals see themselves and how they would like to be seen by themselves in the future. For instance, a student who believes is high-achieving will put more effort when learning. While a student who views her or himself as a member of an international community, will be inspired to learn English to achieve their goals.



**Figure 3.** Gardner's Socio-educational Model (Gardner, 1983, p.3)

## 2.7. Enjoyment in the EFL Classroom

Foreign language Enjoyment (FLE) refers to the positive feeling experienced by language learners when their emotional needs are fulfilled when engaging in challenging language-learning activities (Dewaele & MacIntyre, 2014).

FLE has had a positive impact on the FL classroom, having many effects resulting in better academic achievement (Li, 2020); faster acquisition of the second language (L2); comprehensibility (Saito et al., 2018); increasing awareness of competence (Dewaele & Dewaele, 2017), stronger motivation (Pavelescu, 2019; Saito et al., 2018); greater capacity to communicate in the target language (Dewaele, 2019; Khajavy et al., 2018), and lower foreign language boredom (Li et al., 2021).

Moreover, the FLE was introduced with the 21-item Foreign Language Enjoyment Scale (FLES), measuring enjoyment in the classroom, which has been used and adapted by several authors (Jin & Zhang, 2018; Li et al., 2018). The items were developed based on

Ryan et al. (1990) interest-enjoyment scale, and measured their enjoyment of learning, the atmosphere in the classroom, peers, and the teacher.

On the other hand, boredom is an unpleasant emotion linked to low levels of physical arousal, cognitive stimulation, time perceptions, and situations that may cause it (Goetz & Hall, 2014). Moreover, researchers found two different kinds of boredom, classroom and homework boredom (Macklem, 2015). According to Dewaele (2019) and Li et al. (2021), measuring boredom in the EFL classroom is essential to know students' enjoyment in the EFL classroom.

## **2.8. The application of stories and movies in the foreign language class of the current study**

The cognitive theory of multimedia learning is based on Wittrock's (1974) generative theory and Paivio's (1986) dual-coding theory, which explains how people acquire knowledge from multimedia tools through the connections formed with words and pictures. In my study, students learned through literature (words and images) and movie clips (visual media). Also, the dual channels allow learners to process information from sensory memory; the verbal channel, which is the one that produces words and narrates, corresponds to the literature and how students receive the information. While the images channel, which is the movie clip, delivers the information obtained through the eyes such as the videos.

Then, the movie clip methodology shows how the reproduction of rapid sequences of movie clips and the teacher's comments enhance students' understanding of what they are being taught. In my experiment, I decided to use short clips because they are helpful to illustrate the point, and they are effective because students are likely to pay more

attention and focus during short clips rather than long clips. Moreover, learners have a limited capacity for storage in their working (Mayer, 2014). For this reason, as they can hold a few images in their visual channel of working memory, showing portions of clips is better for learners as they are more likely to integrate the information and remember the vocabulary more easily (Mayer, 2014). Furthermore, making comments during the process of viewing the movie clips can reinforce students' understanding and lead to a better acquisition of the vocabulary.

## **Chapter 3: Methodology**

This is an experimental study, applying one group pre-test post-test design. The study was conducted with one group of 6th grade students in four sessions at a semi-private school in Reus. The data collected includes both quantitative and qualitative data. The quantitative data was composed of the following components:

- the worksheets that students worked on during the four sessions,
- the pre-questionnaire and the post-questionnaire to measure students' intrinsic motivation to learn English and students' enjoyment in the EFL class,
- the final activity to check students' comprehension of targetted vocabulary learnt during the four sessions with a story and movie clips.

The qualitative data was a diary reflection composed of the teacher's reflection during each session.

### **3.1. Participants**

This experiment was comprised of 19 primary students from the 6th grade at a semi-private primary school in Reus. The students in this group are Catalan and Spanish native speakers aged between 10 and 11 years old. To be permitted to conduct the experiment with children under 18 years old, the study obtained the ethical approval of the Ethics Committee of Rovira i Virgili University. In addition, the study also received the permission from the students' parents and the teacher to implement the study. Both the class teacher and the students' parents agreed with the consent form to allow the implementation of the study via an MS document. To know their English level, the KET Cambridge level test for reading and listening was implemented, and their English level of reading and listening was from the end of A2 to the beginning of B1 (following CEFR).

### 3.2. Experiment

The story *The Beauty and the Beast* was written by Linda Woolverton in 1991, and then they adapted it into an animated movie named *Beauty and the Beast* in 1991 that was produced by Walt Disney Feature Animation, and directed by Gary Trousdale and Kirk Wise. The short story of *Beauty and the Beast* chosen in this study was produced by Ted Krycko and Randy Thornton, and published by 1991 Buena Vista Pictures Distribution Inc. Moreover, the story and movie featured simple present and past tenses, along with vocabulary such as adjectives, nouns, verbs, and phrasal verbs.

This story was chosen because it met their level of English reading comprehension. Before implementing the study, students were studying comparative and superlative adjectives, the present and the past simple, as well as the irregular and regular verbs of the past simple. That is why, the story was carefully chosen to fit their level and what they were studying at the time.

In this study, I only chose to do the first chapter given the allotted time for each session and the total time for the experiment, which is a total of 9 words and phrases, 6 words and phrases both appear in the reading and the movie, while in the movie, there are two more new word and phrase. To be specific, the chosen vocabulary was the following: *beggar, shelter, hideous, enchanted, far-off, daring, get your nose out of*. In the movie clips, the same vocabulary appears but there is one more new word: *haggard* and the phrase: *get your head out of* replaces the phrase *get your nose out of* in the story. Both *get your head out of* and *haggard* are synonyms of the phrase *get your nose out of* and the word *hideous* of the story respectively. In addition, I also selected the movie clips that represented the scenes from the book that we worked on.

Both the movie and the story have the same content in terms of vocabulary, grammar, content, and plot. The first scene introduces the story, using the past simple tense to explain the main events, what has happened to the prince, and how he can break the curse. There is one word that is used differently in the movie clip than in the story. In the movie, the word "haggard" is used to describe the beast's appearance, whereas in the story, the word "hideous" is used. Then, the following scene, the second one, is about Belle and her father, Maurice, who Belle appears running through town while reading and singing. Then, in the last scene, there is a meeting between Belle and Gaston, where Belle is reading, but Gaston does not want Belle to read. In this movie clip scene, instead of using the word *get your nose out of those books* as in the storybook, Gaston uses the phrasal verb *get your head out of those books*. For this reason, there are not many changes when comparing the movie with the story, therefore, it shows a great similarity between both.

The introduction from the first chapter of the story *The Beauty and the Beast* begins when a beggar woman asks for shelter, but the Prince ignores her and judges her by her appearance. For this reason, the beggar woman, who is a mysterious wicked enchantress, turns him into a hideous beast until he is capable of loving and be loved before the last petal of the rose falls. Then, another character who appears is Belle, the main character of the story alongside the Beast. She lives in a village with her father Maurice, an inventor. Belle loves to read books and wanders around town singing and dancing with a book in her hand, and a local hunter named Gaston spots her and gets her attention, mocking her for her father's inventions and her love and passion for reading books.

The materials used for the reading session were the introduction page and the first three pages from the first chapter of the story written by Linda Woolverton in 1991, and along with the worksheets, which can be seen in the Appendix (A and B). Then, the materials

for the movie clips session include the movie clips, which can be seen in Appendix B that match the storybook that students read. The movie clips were taken from YouTube directly from the app Disney +. They are extracted clips from the movie *Beauty and the Beast* directed by Gary Trousdale and Kirk Wise in 1991. In the movie clips, it is seen the same sequences that happen in the introduction of the story, and they offer similar vocabulary.

Worksheets, which can be seen in Appendix A were used in each session to see students' vocabulary acquisition from the first session to the last one. Also, they were used to see if they learned more vocabulary through reading or movie clips. The worksheets were divided into four different columns with the vocabulary that students would be working on in each session. The first column corresponded to guessing the meaning of the words without any context; the second column corresponded to guessing the meaning of the words based on the context (the story) but without the teacher's support; the third column was guessing the meaning of the words based on the context of the story but with the teacher's support, and the fourth column was guessing the meaning based on the content of the movie clip with the teacher's support.

### **3.3. Instruments**

#### **3.3.1 The instrument to measure students' motivation to learn English as a foreign language**

The questionnaire called The English Language Learning Motivation Scale (ELLMS) was originally developed and validated by Ardasheva et al. (2009) and later validated by Garridos in 2023 to use in the Spanish context. Garridos (2023) applied it with primary and middle school students, which made it suitable to use with my primary students. There are two reasons why I chose this specific questionnaire. The first one is because it

is suitable for primary students' cognitive level, and secondly, it had been validated in the Spanish context before with young learners, more specifically, primary students.

The English Language Learning Motivation Scale (ELLMS) (2023), validated in the Spanish context by Carmen Garridos, measures the motivational approaches of English language learners (ELLs), which include intrinsic and extrinsic motivation (Ardasheva et al., 2009). Although it contains both, I only chose intrinsic motivation because it differs significantly from extrinsic motivation in terms of experience and performance. Intrinsic motivation stems from a natural curiosity and the desire to learn a language for its own sake. According to Ryan & Deci (2000), this type of motivation leads to high-quality learning and creativity, resulting in finding satisfaction in learning and making it more enjoyable. Consequently, students were only tested on intrinsic motivation to measure their enjoyment and natural drive for learning new vocabulary. In addition, the ELLMS questionnaire had 12 items in total, but the intrinsic motivation part had 6 items, other items belong to Introjected regulation and External regulation, which are not related to the purpose of the current study. Therefore, only 6 items of Intrinsic motivation were taken from the ELLMS scale.

The Likert scale is used to measure psychological frameworks, which are related to an individual's affect or cognition. Then, within the field of SLA, there are different constructs such as linguistic (syntactic knowledge), affective (listening anxiety), or personality-based (extraversion), which are measured from one extreme to another.

Likert Scales are made of a narrow range of responses such as Disagree/Agree, I am not like this/I am like this, I am not willing/I am willing, or Not useful/Useful. They are usually made of four to six points, as it has been studied that more than six categories/points are not very viable due to the limitations in working memory capacity.

That is why, if working with younger students, four points are the desirable amount because they are easy to understand and follow and require less effort to answer. However, the 6-point scale is used to allow the possibility to measure increased measurement precision (Nemoto & Beglar, 2014).

In the first session, students did the pre-questionnaire of motivation based on the English Language Learning Motivation Scale (ELLMS). In the last session, they were given the post-questionnaire, which was adapted from the original ELLMS. To adapt the questionnaire to measure students to learn English with stories and movies, I added the context of stories and movies to the original sentences, as in the following Table 1.

**Table 1.** *The pre-test and post-test to measure students' intrinsic motivation to learn English, based on the English Language Learning Motivation Scale (ELLMS), validated by Garridos (2023) in the Spanish Context*

ORIGINAL VERSION PRE-QUESTIONNAIRE	ADAPTED SCALE FOR STORIES & MOVIES POST-QUESTIONNAIRE
It is fun to learn a new language.	It is fun to learn English with stories.  It is fun to learn English with movies.
I like learning new things.	I like learning new words with stories.  I like learning new words with movie clips.
I like learning about English culture.	I like to learn English with stories.  I like to learn English with movies.
I like it when I do well in English.	I like it when I do well in reading stories in English.  I like it when I do well in watching movies in English.
I like it when I can understand difficult things in English.	I like it when I can understand difficult things in movies in English.
I like learning difficult things in English.	I like it when I can understand difficult things in stories in English.  I like it when I can understand difficult things in movies in English.

### 3.3.2 The instrument to measure students' enjoyment in the English as a foreign language class

To measure students' enjoyment in the EFL classroom, the Foreign Language Learning Boredom Scale (FLLBS) by Li et al., (2019) was used to measure students' enjoyment to see their progress in the EFL classroom in the post-questionnaire. For the post-questionnaire, the scale was adapted from the original FLLBS to measure students' enjoyment when learning with movies and stories, which can be seen in the following Table 2. The scale is composed by the Likert Scale containing 5 points, going from 1 being strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

<b>Table 2.</b> <i>The pre-test and post-test to measure students' boredom in the EFL class, based on Foreign Language Learning Boredom Scale (FLLBS) by Li et al. (2019)</i>	
ORIGINAL VERSION PRE-QUESTIONNAIRE	ADAPTED SCALE POST-QUESTIONNAIRE
The English class bores me.	When learning English with stories and movies, The English class bores me.
I start yawning in English class because I'm so bored.	When learning English with stories and movies, I start yawning in the English class because I'm so bored.
My mind begins to wander in the English class.	When learning English with stories and movies, My mind begins to wonder in the English class.
I am only physically in the classroom, while my mind is wandering outside the English class.	When learning English with stories and movies, I am only physically in the classroom while my mind is wandering outside the English class.
It is difficult for me to concentrate in the English class.	When learning English with stories and movies, it is difficult for me to concentrate in the English class.
Time is dragging on in English class.	When learning English with stories and movies, time is dragging on in the English class.
I get restless and can't wait for the English class to end.	When learning English with stories and movies, I get restless and can't wait for the English class to end.

I always think about what else I might be doing to kill the time rather than sitting in this English class.	When learning English with stories and movies, I always think about what else I might be doing to kill the time rather than sitting in the English class.
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In addition, to measure students' enjoyment of learning new vocabulary and their understanding of the vocabulary with stories and movies, six new items were created, as shown in the Table 3 below.

**Table 3.** *New items created for the post-questionnaire*

New items created for the post-questionnaire	I like learning new words with stories.
	I like learning new words with movie clips.
	I like learning new words with stories more than movie clips.
	I can understand new words with stories.
	I can understand new words with movies.
	I understand new words better with movies rather than stories.

### 3.3.3 The instrument to measure students' vocabulary acquisition and retention

Then, to collect data and measure students' vocabulary understanding as well as their vocabulary retention, worksheets were used in each session, which contained four different columns with the vocabulary that students would be working on in each session. The first column corresponded to guessing the meaning of the words without any context whatsoever; the second column corresponded to guessing the meaning of the words based on the context which is the given story without the implementer's support; the third column was to guess the meaning of the words based on the context of the story with the implementer's support, and the fourth column was to guess the meaning based on the content of the movie clip with the implementer's support.

WORDS	GUESS THE MEANING	GUESS THE MEANING (Reading alone)	GUESS THE MEANING (Reading with support)	GUESS THE MEANING (Movie-clips)
BEGGAR (noun)				
SHELTER (noun)				
HIDEOUS (adjective)				
ENCHANTED (adjective)				
FAR-OFF (adjective)				
DARING (adjective)				
GET YOUR NOSE OUT OF SOMETHING (phrasal verb)				

**Table 4.** Worksheets used to measure students' vocabulary acquisition and retention

Finally, the post-test to check students' vocabulary usage and remembering was applied. This post-test was made in order to check students' retention and understanding of the vocabulary to see if they were able to use it out of the context. The test was made of 9 questions where students had to fill in the gaps with the corresponding words learned during the three sessions. The allotted time for the test was 15 minutes.

**Fill in the blanks with the corresponding words**

Beggar – shelter – hideous – enchanted – Far-off – daring – got your nose out of – get her head out - haggard

1. The old woman was homeless and wanted \_\_\_\_\_

2. The prince lived in an _____ castle.
3. Belle wanted to travel to _____ places.
4. There was a dangerous and _____ beast that wanted to fight others.
5. Gaston told Belle to _____ the book because she was concentrated.
6. There were _____ fights between the prince and the beast.
7. An old _____ woman was asking for charity to the prince.
8. The prince was repulsed by his _____ appearance.
9. It's about time you _____ those books.

**Table 5.** *Post-test to measure students' understanding and retention of the vocabulary*

### **3.3.4 The instrument to collect qualitative data of the experiment progress**

For the qualitative data analysis, a diary reflection composed of the teacher's observations in the classroom was used. The diary is presented as below.

1st session:

In the first session, students had to guess the meaning of the words without guidance from the story. Given that it was unknown vocabulary for them, they found it difficult to guess the meaning of the words, so they felt a bit lost without the teacher's support, therefore, some of them could not guess the meaning, but others showed more enthusiasm when trying to guess it. Students went through the story on their own, and read intensively while trying to figure out what the word could mean based on the context. I observed students and saw that some of them could guess some of the vocabulary, but just a few. On top of that, I felt that the vocabulary was a bit difficult for them, and that is why, they may have felt lost when learning on their own and trying to figure out the meaning of the words without any previous context.

2nd session:

In the second session, we read the story together and commented on each paragraph. I noticed that doing commentaries along the process, made the process easier for students when understanding vocabulary. Some examples were: Okay what do you understand from this paragraph? What is happening in this section? Which important events can you read? Etc. That is why, students felt more encouraged to continue learning, and they felt happier as they were understanding some new words and relating them with the given context. Moreover, I also felt accomplished that students understood the story and what we were doing. For this reason, encouraging them and giving students examples made the session much easier and flowing to understand the vocabulary, which made students feel that they were learning new words while not being lost in the process.

3rd session:

In the third session, students liked the idea of watching movie clips from the story because they found it entertaining and different from the story, even though they were learning the same vocabulary. Students were participative and found the session interesting, and they finally understood the vocabulary that they had to guess with the teacher's support. I could see that students showed enthusiasm as they raised their hands to comment on what was happening and give their thoughts on the story. Moreover, I think that the use of movie clips helped them to connect with the vocabulary as it is an effective tool for students. Finally, even though some students preferred reading to watching the movie clips, they still found themselves to be enjoying the process. Overall, it was a fun session

that both the students and the teacher enjoyed and that is why I felt accomplished with it,  
as I observed that students when learning unconsciously and consciously at the same time.

### **3.4. Data Analysis**

Quantitative and qualitative data have been collected and analyzed. In terms of quantitative data, a Motivation and enjoyment prequestionnaire, and a postquestionnaire, a worksheet, and a final test. In terms of qualitative data, a diary reflection to collect teacher's reflections and progress during the three sessions was used. All of the data was collected using the JASP application for Windows.

#### **3.4.1. Quantitative data analysis**

The quantitative data includes:

- The pre-questionnaire and the post-questionnaire to measure students' intrinsic motivation and enjoyment in the EFL class, based on the English Language Learning Motivation Scale (ELLMS) by Ardasheva et al. (2009), and the the Foreign Language Learning Boredom Scale (FLLBS) by Li et al. (2019).
- The worksheets and the post-test to measure students' vocabulary understanding and remembering.

Then, to analyze the data, both the T-test and the Wilcoxon signed-rank test were used to compare the differences between the pre-questionnaire and post-questionnaire. These two statistical tests help to see if students' motivation and enjoyment significantly change through the experiment with the application of movies and stories. Even when the data is normally distributed, the study only had 19 students, which is a small sample size, therefore, the comparison between the T-test and Wilcoxon signed rank test is recommended (Ramachandran & Tsokos, 2021).

Furthermore, these aforementioned tests were also used to analyse the results that students got for their worksheets and post-test checking their vocabulary remembering. These tests

aimed to see if students make any significant progress after each session of the whole experiment.

Then, the Chi-Square was used to analyse the results students got for the six new items asking students to compare their enjoyment and understanding when learning vocabulary with stories and movies. There are some reasons to use the Chi-square for the six items. The six items have not been validated to become a scale, instead they rather ask for students' respective opinions of their preferences (either stories or movies) in their language learning and which tool (stories or movies) helps them understand the vocabulary better.

#### **3.4.2. Qualitative data analysis**

For my qualitative data, a diary of the three sessions when the experiment was conducted was made in order to collect the teacher's thoughts and observations throughout the sessions and the progress that students made in each activity, as well as the results that they got from it. Then, the results were analyzed by categorizing ideas into groups and themes, using the Grounded Theory (GT) by Noble and Mitchell (2016), which is a research method used to collect and analyse social relationships and behaviours of groups. The first step was open coding: I took notes of my observations and coded the concepts and key phrases into different components, identifying and reflecting on my observations. The second step was axial coding, where I identified the different categories, such as tasks, guidance of appearance, and results, and how they were connected. Finally, the last step was selective coding, where I finished identifying categories and wrote how they related to each other.

### 3.5. Procedure

In the first session, students began by taking the prequestionnaire to measure their motivation and enjoyment in the EFL class at the beginning of the experiment, which took 10 minutes of the total time. The first step was a warm-up activity, students were asked about the context of the story *The Beauty and the Beast*, and to provide a summary if they knew about it. Some students knew the story and remembered the story at a surface level. Therefore, the ones who remembered narrated the story in English. They could remember that it was about a prince who was turned into a beast and in order to break the curse, the beast had to fall in love with Belle. The second step was the introduction of new words which was done with wordcards, where students were shown a word card of the new word, and students had to guess the meaning of it in their worksheet. The introductory activity took about 15 minutes of their time. The last step, consisted of reading the first chapter on their own, doing intensive reading to figure out if they understood the meaning of the words based on the context.

Then, the second session consisted of reading the first chapter altogether. The first step was a brief introduction about the session and explaining what was needed to write, which took around 3 minutes. The second step was asking volunteers to read the first page until coming across a highlighted word. Once there was an underlined word, students would stop reading and comment on what they understood from the paragraph and which situation was happening, so based on that, students were asked to write a synonym or a specific word that they thought the highlighted word meant. Even though students had the guidance, they were not given the correct answer of the meaning as they were just guessing. Students could use their mother tongue when writing to express themselves in case they would not know it in English.

The third step was to continue with the second and last page, doing the same exercise of commenting and discussing the story to raise awareness of the context. Each page took around 10 minutes, making the session 45 minutes long. At the end, as a closing activity, students were asked to express how they felt during the session and if they enjoyed the process.

Finally, in the last session, students worked on the same chapter and vocabulary but through the movie clips, which took around 25 minutes. In the first step, students were asked to pay attention to the scenes and what they were saying, therefore, when a new word appeared, the teacher and students would stop the video, and students were asked to express and comment on what they saw and what was happening. Based on that, students had to write what they thought the word meant. In the second step, after watching the movie clips and completing the worksheet, students had to do a post-test in order to check their retention and see if they could identify and use the words out of the context. In the last step, students were given a postquestionnaire to complete to check and see their progress in their motivation and enjoyment, and to see if it changed when working with stories and movies.

## Chapter 4: Results

This chapter focuses on the results of the study using the Wilcoxon signed ranked test, and the Chi Square test through the open statistics program JASP. The results have been divided into three sections, the first two ones focus on the motivation and enjoyment of students of the prequestionnaire and postquestionnaire, and the last section focuses on the vocabulary achieved through reading literature and watching movie clips.

### 4.1. Comparison between the prequestionnaire and postquestionnaire, regarding students' motivation in learning English

#### 4.1.1. Comparison between the prequestionnaire without the application of stories and the postquestionnaire with the application of stories, regarding students' motivation in learning English

##### Paired Samples T-Test

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Pretest	- Posttest stories	Student	2.424		18	0.026	0.556	0.224	0.065	1.034
		Wilcoxon	99.000	2.215		0.029	0.650	0.285	0.198	0.874

*Note.* For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 6.** *Wilcoxon signed rank test – Motivation prequestionnaire without stories and postquestionnaire with stories*

The data from the Wilcoxon signed rank test assessed the difference in motivation before implementing the study, and then once after working with the stories. As shown in Table 6, the *p-value* (0.029) is less than .05. This means that the results of the prequestionnaire

and postquestionnaire are significantly different. The results showed a statistical difference between the prequestionnaire results ( $M = 3.644$ ,  $SD = 0.701$ ) and the postquestionnaire results ( $M = 3.091$ ,  $SD = 1.229$ ). Also, the Means show that students in the prequestionnaire had a higher motivation than in the postquestionnaire, which shows that students' motivation did not increase when learning English with reading stories. Instead, it decreased. This difference is seen in Figure 4 with the descriptives plots, which demonstrates that the motivation was higher when students performed the prequestionnaire. Finally, the Standard Deviation for the postquestionnaire with reading stories is bigger than that in the prequestionnaire. This means that opinions vary; some students may like reading, and others may not. For this reason, reading is appropriate for some students to increase their motivation when learning English, while others may need another way to increase their motivation.

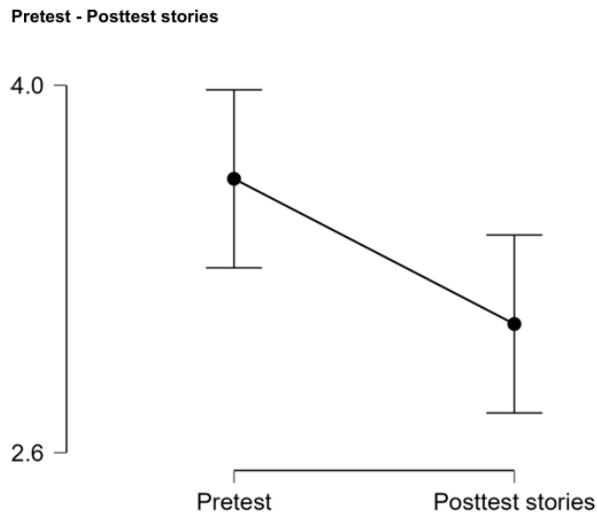
## Descriptives

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pretest	19	3.644	0.701	0.161	0.192
Posttest stories	19	3.091	1.229	0.282	0.398

**Table 7.** *Descriptives – Motivation prequestionnaire without stories and postquestionnaire with stories*

**Descriptives Plots**



**Figure 4.** *Descriptive plots - Motivation prequestionnaire without stories and postquestionnaire with stories*

**4.1.2. Comparison between the prequestionnaire without the application of movies and the postquestionnaire with the application of movies, regarding students' motivation in learning English**

**Paired Samples T-Test**

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Pretest	- Posttest movies	Student	0.707		18	0.489	0.162	0.217	-0.293	0.613
		Wilcoxon	84.500	-0.044		0.983	-0.012	0.262	-0.492	0.474

*Note.* For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 8.** *The Wilcoxon signed rank test and Paired Samples T-Test – Motivation in the prequestionnaire without the application of movies and the postquestionnaire with the application of movies*

The data from the Wilcoxon signed rank test assessed the difference in motivation before implementing the study, and then once after working with the movies. As shown in Table 7, the *p-value* (0.983) shows that between the prequestionnaire (M = 3.644, SD = 0.701) and the postquestionnaire (M = 3.477, SD = 1.241), students' motivation did not change significantly when learning English with movies. However, the mean obtained in the postquestionnaire is slightly lower than the mean obtained in the prequestionnaire. Then, the Standard Deviation (SD) is higher in the postquestionnaire than in the prequestionnaire, meaning that their motivation varies throughout the sessions. The difference is shown in Figure 5 in the descriptives plots.

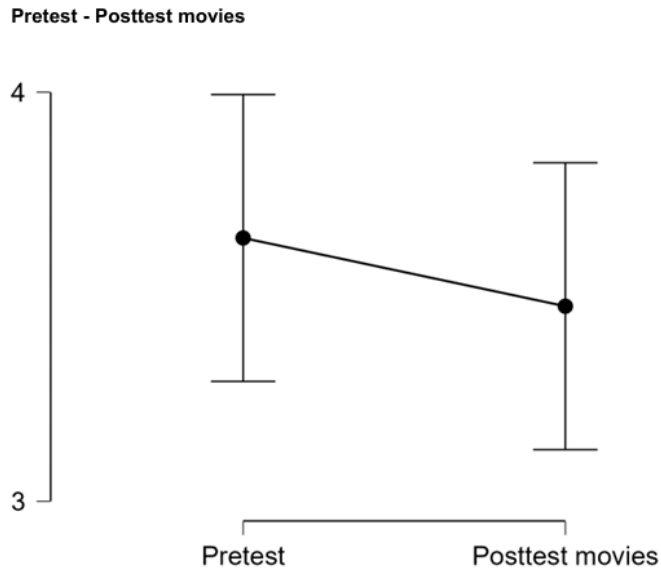
## Descriptives

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pretest	19	3.644	0.701	0.161	0.192
Posttest movies	19	3.477	1.241	0.285	0.357

**Table 9.** *Descriptives - Motivation in the prequestionnaire without the application of movies and the postquestionnaire with the application of movies*

**Descriptives Plots**



**Figure 5.** Descriptive plots - Motivation in the prequestionnaire without the application of movies and the postquestionnaire with the application of movies

**4.1.3. Comparison between stories and movies in the postquestionnaire, regarding students' motivation in learning English**

**Paired Samples T-Test**

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Posttest stories	- Posttest movies	Student	-6.760		18	< .001	-1.551	0.069	-2.216	-0.867
		Wilcoxon	1.500	-3.550		< .001	-0.980	0.269	-0.993	-0.943

Note. For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 10.** The Wilcoxon signed rank test and Paired Samples T-Test - Motivation between stories and movies in the postquestionnaire

The data from the Wilcoxon signed rank test assessed the difference in motivation between the postquestionnaire with stories and the postquestionnaire with movies. As shown in Table 10, the *p-value* ( $< .001$ ) is less than .05, this means there is a great difference between stories ( $M = 3.091, SD = 1.229$ ) and movies ( $M = 3.477, SD = 1.241$ ) in motivating students to learn English. Students were more motivated when learning English with movies than with stories, as seen in the descriptives plots in Figure 6.

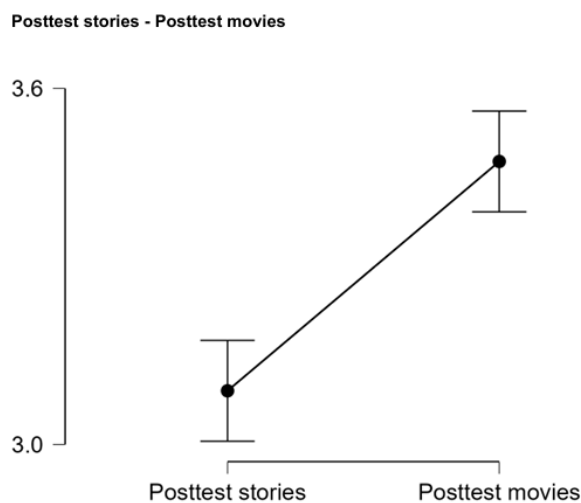
### Descriptives

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Posttest stories	19	3.091	1.229	0.282	0.398
Posttest movies	19	3.477	1.241	0.285	0.357

**Table 11.** *Descriptives – Motivation between stories and movies in the postquestionnaire*

**Descriptives Plots**



**Figure 6.** Descriptives plots - Motivation between stories and movies in the postquestionnaire

**4.2. Comparison between the prequestionnaire and postquestionnaire, regarding students' enjoyment in the EFL class**

**4.2.1. Comparison between the prequestionnaire (without the application of stories and movies) and postquestionnaire (with the application of stories and movies), regarding students' enjoyment in the EFL class**

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Pretest	- Posttest	Student	0.305		18	0.764	0.070	0.239	-0.381	0.519
		Wilcoxon	77.000	0.024		1.000	0.007	0.269	-0.489	0.499

Note. For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

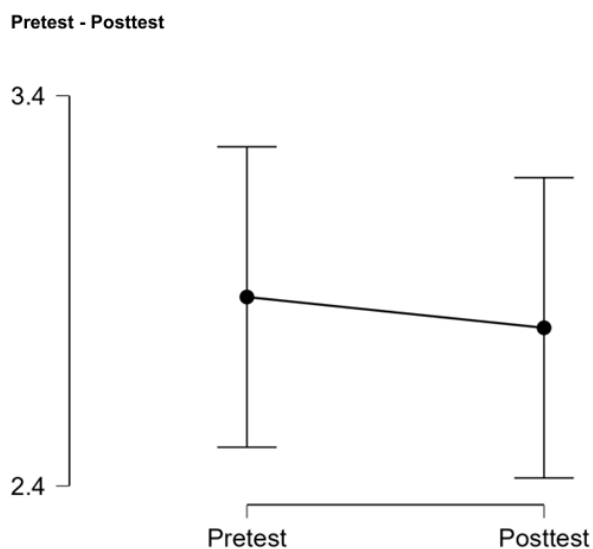
**Table 12.** The Wilcoxon signed rank test and Paired Samples T-Test – Enjoyment prequestionnaire and postquestionnaire

The data from the Wilcoxon signed rank test assessed the difference in enjoyment between the prequestionnaire and postquestionnaire. In Table 12, the *p-value* is more than .05, so it does not show a difference in students' enjoyment from the prequestionnaire (M = 2.884, SD = 0.913) to the postquestionnaire (M = 2.805, SD = 1.201). The results show that there is not a difference in their enjoyment, as seen in Figure 7 in the descriptive plots.

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pretest	19	2.884	0.913	0.210	0.317
Posttest	19	2.805	1.201	0.275	0.428

**Table 13.** Descriptives - Enjoyment prequestionnaire and postquestionnaire



**Figure 7.** Descriptives plots – Enjoyment prequestionnaire and postquestionnaire

## 4.2.2. Postquestionnaire comparison between stories and movies in terms of students' enjoyment in the EFL class

Contingency Tables

Treatment		Like					Total
		Agree	Disagree	Neutral	Strongly agree	Strongly disagree	
Movies	Count	4.000	1.000	3.000	9.000	2.000	19.000
	Expected count	5.500	2.000	2.000	8.500	1.000	19.000
	% within row	21.053 %	5.263 %	15.789 %	47.368 %	10.526 %	100.000 %
	% within column	36.364 %	25.000 %	75.000 %	52.941 %	100.000 %	50.000 %
Stories	Count	7.000	3.000	1.000	8.000	0.000	19.000
	Expected count	5.500	2.000	2.000	8.500	1.000	19.000
	% within row	36.842 %	15.789 %	5.263 %	42.105 %	0.000 %	100.000 %
	% within column	63.636 %	75.000 %	25.000 %	47.059 %	0.000 %	50.000 %
Total	Count	11.000	4.000	4.000	17.000	2.000	38.000
	Expected count	11.000	4.000	4.000	17.000	2.000	38.000
	% within row	28.947 %	10.526 %	10.526 %	44.737 %	5.263 %	100.000 %
	% within column	100.000 %	100.000 %	100.000 %	100.000 %	100.000 %	100.000 %

**Table 14.** Contingency table – Chi-Square test of Independence - Comparison between stories and movies in terms of students' enjoyment

The contingency table obtained from the Chi-Square test shows that when students were asked about their enjoyment with movies. Many students (47%), 9 students, strongly agreed that they enjoyed learning with movies. When they were asked about their enjoyment with stories, the majority of students (42%), 8 students strongly agreed that they enjoyed learning with stories.

Chi-Squared Tests

	Value	df	p
X <sup>2</sup>	4.877	4	0.300
N	38		

**Table 15.** *Descriptives - Comparison between stories and movies in terms of students' enjoyment*

The Chi-square test of Independence shows that the results  $\chi^2 (4, N= 38) = 4.877, p = 0.3,$  showing that there is no difference in students' enjoyment when learning English with stories and movies (Table 15).

### 4.2.3. Postquestionnaire comparison between stories and movies in terms of supporting students' vocabulary understanding

Contingency Tables

Treatment		Understand					Total
		Agree	Disagree	Neutral	Strongly agree	Strongly disagree	
Movies	Count	5.000	1.000	3.000	9.000	1.000	19.000
	Expected count	4.500	0.500	6.500	6.000	1.500	19.000
	% within row	26.316 %	5.263 %	15.789 %	47.368 %	5.263 %	100.000 %
	% within column	55.556 %	100.000 %	23.077 %	75.000 %	33.333 %	50.000 %
	% of total	13.158 %	2.632 %	7.895 %	23.684 %	2.632 %	50.000 %
Stories	Count	4.000	0.000	10.000	3.000	2.000	19.000
	Expected count	4.500	0.500	6.500	6.000	1.500	19.000
	% within row	21.053 %	0.000 %	52.632 %	15.789 %	10.526 %	100.000 %
	% within column	44.444 %	0.000 %	76.923 %	25.000 %	66.667 %	50.000 %
	% of total	10.526 %	0.000 %	26.316 %	7.895 %	5.263 %	50.000 %
Total	Count	9.000	1.000	13.000	12.000	3.000	38.000
	Expected count	9.000	1.000	13.000	12.000	3.000	38.000
	% within row	23.684 %	2.632 %	34.211 %	31.579 %	7.895 %	100.000 %
	% within column	100.000 %	100.000 %	100.000 %	100.000 %	100.000 %	100.000 %
	% of total	23.684 %	2.632 %	34.211 %	31.579 %	7.895 %	100.000 %

**Table 16.** Contingency table – Chi-Square of Independence - Comparison between stories and movies in terms of students' understanding

The contingency table shows that when students were asked about their understanding with movies, the majority of students (47%), 9 students, strongly agreed that they understood new words better with movies. When students were asked about their understanding with stories, the majority of students (52%), 10 students, answered neutral.

Chi-Squared Tests

	Value	df	p
X <sup>2</sup>	8.214	4	0.084
X <sup>2</sup> continuity correction	8.214	4	0.084
Likelihood ratio	8.953	4	0.062
N	38		

**Table 17.** *Descriptives - Comparison between stories and movies in terms of students' enjoyment*

The Chi-square of Independence shows that the results  $\chi^2(4, N=38) = 8.214, p = 0.084$ , which is more than .05, showing that the results are not significant, meaning that there is no difference in their understanding either with movies or stories.

### 4.3. Findings from the worksheets

#### 4.3.1. Comparison in understanding vocabulary through reading stories with and without the support of teachers

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Reading alone	- Reading with teacher's support	Student	-10.841		18	< .001	-2.487	0.705	-3.401	-1.556
		Wilcoxon	0.000	-3.724		< .001	-1.000	0.262	-1.000	-1.000

Note. For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 18:** *The Wilcoxon signed rank test and Paired Samples T-Test - Understanding vocabulary through reading stories with and without the support of teachers*

The data from the Wilcoxon signed rank test assessed the difference in understanding vocabulary through reading stories with and without the teacher's support. As shown in Table 18, the *p value* (<.001) shows a significant difference when students had to do the task alone ( $M = 0.158, SD = 0.501$ ), and when they had the teacher's support ( $M = 4.789, SD = 1.718$ ). This means that students understood more vocabulary when they read with the teacher's support rather than when they read on their own. This difference can be seen in Figure 8 in the descriptives plots.

### Descriptives

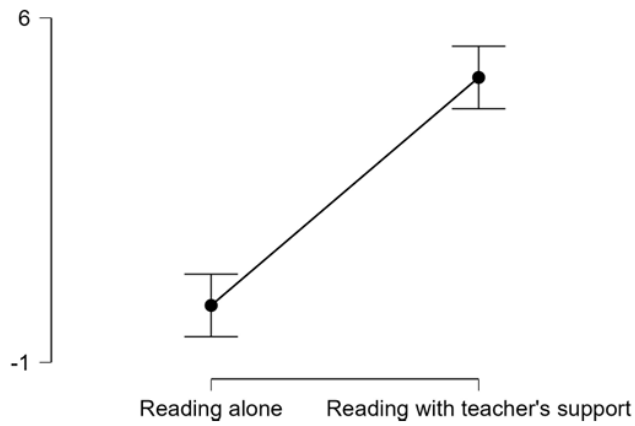
Descriptives

	N	Mean	SD	SE	Coefficient of variation
Reading alone	19	0.158	0.501	0.115	3.176
Reading with teacher's support	19	4.789	1.718	0.394	0.359

**Table 18.** *Descriptives - Understanding vocabulary through reading stories with and without the support of teachers*

### Descriptives Plots

Reading alone - Reading with teacher's support



**Figure 8.** *Descriptives Plots - Understanding vocabulary through reading stories with and without the support of teachers*

### 4.3.2. Comparison in understanding vocabulary through reading stories and watching movies

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Reading stories	- Watching movies	Student	-4.897		18	< .001	-1.124	0.318	-1.693	-0.535
		Wilcoxon	0.000	-3.724		< .001	-1.000	0.262	-1.000	-1.000

Note. For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 19.** *The Wilcoxon signed rank test and Paired Samples T-Test - Understanding vocabulary through reading stories and watching movies*

The data from the Wilcoxon signed rank test assessed the difference in understanding vocabulary through reading stories and watching movies. As shown in Table 20, the *p*-value (< .001), shows a great difference between learning with stories and learning with movies. The results from learning through reading with stories (M = 0.684, SD =0.245) and watching movies (M = 0.936, SD = 0.093) show that students acquired more new vocabulary through the movie clips rather than with stories. This difference is visible in Figure 9 in the descriptives plots, where there is a great difference, as students learned more vocabulary when watching movie clips than when reading stories.

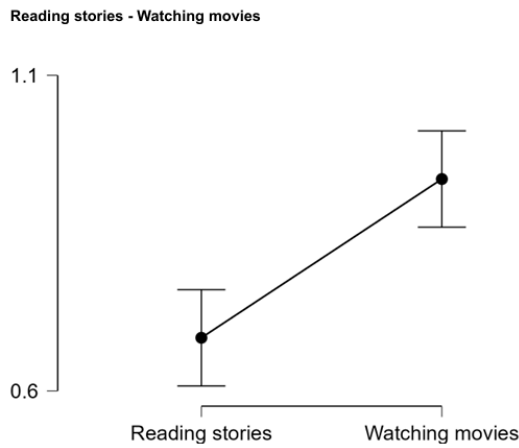
#### Descriptives

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Reading stories	19	0.684	0.245	0.056	0.359
Watching movies	19	0.936	0.093	0.021	0.099

**Table 20.** *Descriptives - Understanding vocabulary through reading stories and watching movies*

Descriptives Plots



**Figure 9.** Descriptives plots - Understanding vocabulary through reading stories and watching movies

**4.3.3. Comparison in understanding vocabulary through both stories and movies and remembering and using vocabulary in a specific context**

Paired Samples T-Test

Measure 1	Measure 2	Test	Statistic	z	df	p	Effect Size	SE Effect Size	95% CI for Effect Size	
									Lower	Upper
Understanding words	- Remembering and using words	Student	6.389		18	< .001	1.466	0.416	0.802	2.110
		Wilcoxon	136.000	3.516		< .001	1.000	0.277	1.000	1.000

Note. For the Student t-test, effect size is given by Cohen's *d*. For the Wilcoxon test, effect size is given by the matched rank biserial correlation.

**Table 21.** The Wilcoxon signed rank test and Paired Samples T-Test - Understanding vocabulary through movies and remembering and using words

Descriptives

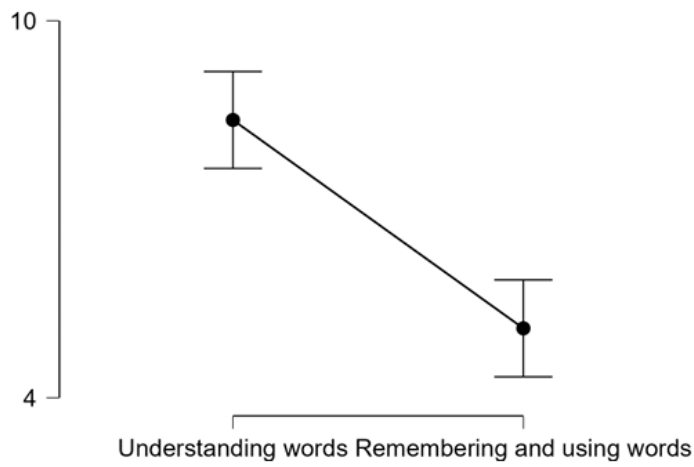
	N	Mean	SD	SE	Coefficient of variation
Understanding words	19	8.421	0.838	0.192	0.099
Remembering and using words	19	5.105	2.283	0.524	0.447

**Table 22.** *Descriptives - Understanding vocabulary through movies and remembering and using words*

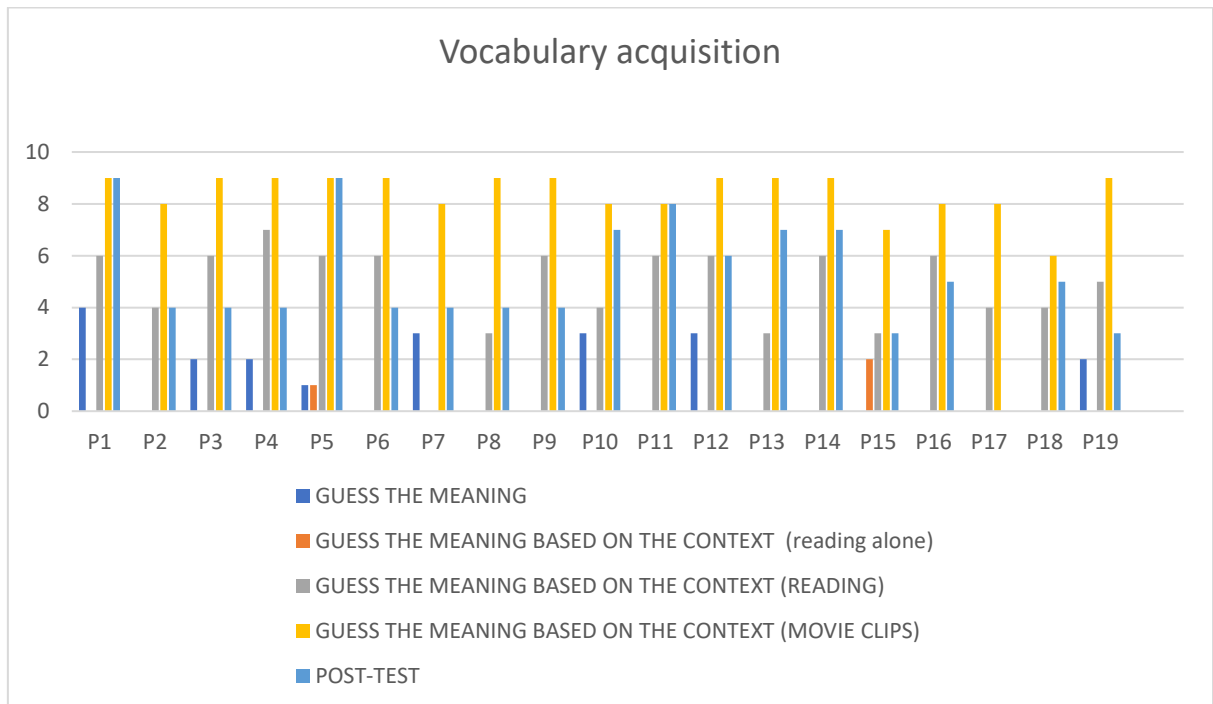
The data from the Wilcoxon signed rank test assessed the difference in understanding vocabulary through reading stories and watching movies and remembering the vocabulary to do the posttest. As shown in Table 22, the *p value* ( $< .001$ ) is less than .05, meaning that the results showed a great difference from understanding the vocabulary in context to remembering and using the vocabulary. The results from understanding words through movies in the last session ( $M = 8.421$ ,  $SD = 0.838$ ) and remembering and using words ( $M = 5.105$ ,  $SD = 2.283$ ) show that after encountering the words in three sessions, students could not remember and use them well although they could understand almost all words ( $M=8.421$  in the total of 9). This difference is visible in Figure 10 in the descriptives plots, where there is a great difference, as students understood the vocabulary, but when they had to perform, they had more difficulty when doing the task.

**Descriptives Plots**

**Understanding words - Remembering and using words**



**Figure 10.** Descriptives plots - Understanding vocabulary through movies and remembering and using words



**Figure 11.** Overall results of vocabulary acquisition

#### 4.4. Diary analysis

The diary was analysed using the Grounded Theory (GT) into themes including: the task, the appearance of guidance and the results, which is summarised in the table below.

Task	Guidance	Results	
Guess the meaning of words, based on the story without the teacher's support	No	Students' feelings	Overwhelmed
		Teacher's feelings	Wondered if the task was too difficult.
		Students' vocabulary acquisition	Did not know the words and found it difficult.
Guess the meaning of words, based on the story with the teacher's support	Yes	Students' feelings	Happy and motivated to continue learning.
		Teacher's feelings	Satisfied with students' understanding.
		Students' vocabulary acquisition	Some students guessed the meaning and were more motivated to guess the meaning as they were understanding new vocabulary.
Guess the meaning of words, based on the movie clips with the teacher's support	Yes	Students' feelings	Happy and motivated to continue learning.
		Teacher's feelings	Satisfied with students' understanding.
		Students' vocabulary acquisition	In the last session, most of the students got to guess all the words and found they had more facility to acquire the vocabulary than in the first session.

**Table 23.** *Diary analysis of the three sessions*

## **Chapter 5: Discussion**

### **5.1. The effect of literature and movies on students' motivation to learn English**

The first research question is how the integration of literature in the EFL classroom affects students' motivation to learn English. The results showed that students' motivation did not increase when learning new words with reading the story, and in fact, decreased. Moreover, as students did not know the meaning of the targetted words at the beginning, and had difficulties when reading the story alone that could have been another cause elucidating why their motivation declined because they were having problems with the acquisition of new words. As Guthrie et al. (2013) proposed, perceived difficulty is a factor that students may encounter when being in front of a difficult text that is hard to read for them. Due to this, their efficacy, hence their motivation decelerated.

The second research question was how integrating movies in the EFL classroom affects students' motivation to learn English. In the pre-questionnaire, students showed high motivation when learning English in the EFL classroom. Then, in the post-questionnaire when students were asked about their motivation with movies, their motivation did not change considerably, and they still had high motivation.

Furthermore, the statistics results demonstrated that students showed significantly higher motivation to learn English by watching movies rather than with the story. According to Ling (2009), movies in the EFL classroom increase students' motivation and comprehensible input by making classes more fun and engaging when they are learning the target language. For this reason, students are motivated when they are learning new words because they are engaged in the learning process.

Fleming (2001) proposed different learning styles visual, auditory, reading, and kinaesthetic. Some students are keener to learn visually, or by reading, through the ear, or by movement. Visual-spatial learning style refers to a person's ability to perceive and process visual information. For this reason, some students are visual when learning, which is why they like to learn more with movies than reading and are more motivated when learning with them. Then, there is the linguistic learning style, which is based on words such as reading, and learners like to read and are more motivated by it.

The results showed that students had more motivation to learn English through movies, which can be explained that they can be more visual, and that is why they are significantly more motivated to learn with movies. Also, the dual-coding theory (DCT), by Paivio and Clark (1991) can elaborate why students are more motivated. The dual-coding theory is based on two channels, verbal and visual, which establish representational connections of information to enhance memory and retention. Therefore, as movies incorporate both channels and stories mainly addressing the verbal channel rather than the visual one, movies in comparison with stories can help students process and understand information, therefore increasing their motivation.

## **5.2. The effect of literature and movies on students' enjoyment in the EFL class**

The third research question posed is if students enjoy learning with movies and stories, which of these two they enjoy more, and if their enjoyment changes through the experiment. First of all, their enjoyment generally did not change considerably. Then, when they were asked in the post-questionnaire, in order to measure students' enjoyment, they were asked about their boredom, and the results showed a mean of ( $M = 2.884$ ,  $SD = 0.913$ ), so students answered they disagreed and answered neutral, being closer to

neutral than disagreeing. This means that their enjoyment was not very high, and did not change significantly throughout the experiment.

Short stories promote a sequence of events, suspense, and unexpected endings, among other things, which make the reader engaged. For this reason, as Khan & Alasmari (2018) pose, they are enjoyable as they are short in length, clear, simple, and made for all kinds of tastes and interests. Therefore, literature is an enjoyable source of reading for students.

On the other hand, other students enjoy movies when learning. Many scholars state that they prefer movies when they are learning due to their enjoyable source of input and language acquisition (Kusumawardhani & Nurhayati, 2019; Yazici, 2020). Therefore, they provide students with text, characters, messages, and visual media that are authentic and more engaging for students when learning in the classroom ((Ismaili, 2013; Kalra, 2017).

### **5.3. The acquisition and understanding the vocabulary through reading stories and watching movies**

Finally, the last research question is which treatment is better for students to acquire new vocabulary either through reading stories or watching movies. First, students were asked about their understanding of targeted words in movies and stories.

When students were asked to guess the meaning of words without any context, only several of them could as they did not have any context at first and never heard those words before. Then, when students had the context of the story, it was still difficult for them to guess the meaning of some words by reading the story without any teacher's support. The reason why students could not guess it, may be due to their insufficiency of reading competence which requires ambiguity tolerance and prediction (Paribakht, 2004). Also, as Paribakht's (2004) reveals in a study, knowledge of grammar influences the ability of

L2 learners to guess the meaning of words. Some words can be deduced based on their similarity and meaning. However, if students have limited knowledge of grammar, it hinders their successful guessing.

Still, some students could guess the meaning of the words, and that may be due to the statement that Nagy (1988) explains, which is that a person does not need to know all the words in a text to understand it. Also, researchers have found that “a more difficult synonym can replace a content word in six without decreasing students’ comprehension” (Nagy, 1988). This means that students can guess words and follow the text without understanding of all of them.

However, when having the teacher’s support, students understood more new words, going from not understanding none of the words, to understanding half of it, or almost all of it. This means that when students are learning new vocabulary, they need the teacher’s support to guide them through the process of understanding in order to figure out the meaning of the words that they have not known, so they need explicit teaching. Explicit teaching involves modelling and demonstrating a reading skill, showing its use in an actual reading situation, and discussing with students how the skill is utilized (Rupley et al., 2009). Guiding students has been an effective tool for years, and as Blair et al., (2007) argue, explicit instruction enhances the mastery of word identification in children, so students who receive explicit teaching can decode word identification better than those who do not receive this kind of teaching. Therefore, when students do not receive explicit teaching, they are less likely to understand the text.

In addition, the vocabulary was difficult for students, but with the teacher’s guidance, students got to master the words better. According to the comprehensible input theory of Krashen (2009), language is acquired by understanding the message, and comprehensible

input is necessary for the acquisition. As the teacher guides students in their understanding of the words and makes the difficult words comprehensible for students, learners can acquire the input better and understand the meaning of words.

As students acquired more new words by watching movies, this means that movies have been an effective tool for vocabulary acquisition. When reading, statistics showed that students acquired a good amount of words. In addition, when they learned through the movie clips, they acquired most of the vocabulary. The acquisition of vocabulary through visual images, and verbal influences, can be effective, as the Dual Coding theory (DCT), by Allan Paivio explains. This theory says that people can learn new information through these two factors, which results in successful learning.

The use of movie clips in young learners was effective in this study, as the movie clip methodology states, young learners are exposed to rapid information daily, and movie clips promote a real perspective for students. For this reason, when movie clips are shown in a rapid sequence to illustrate something, and the teacher makes comments and answers questions along the process of viewing, which is what I did in the last two sessions could facilitate students' comprehension and make it easier for them to understand what they were viewing.

Lastly, students were asked to do a post-test to see how many words they understood and retained, and if they could use them out of the context. In this case, the performance of students was lower than in the previous sessions. For this reason, students were able to understand and acquire new words but were not fully able to retain all of them. The reason why students were not able to remember and use some of the words, is due to the fact that students need from 5 to 16 exposures to learn a new word from context (Nation, 1990). Many research results have found that L2 learners need an amount of exposure and

practice to be able to retain unknown words. However, there are other factors to take into account in the mastery of a word, such as the word's salience in context (Brown, 1993), the quality and quantity of the learner's vocabulary, and the richness of contextual clues. (Laufer & Hadar, 1997; Nation & Hwang, 1995), which was not controlled in this study.

#### **5.4. Relationship between understanding, enjoyment, and motivation**

From what I observed in my experiment with movies and stories, it seems that understanding seems to connect with motivation. For this reason, when students understood more vocabulary, their motivation increased, so as students understood more vocabulary through watching movie clips, it has led to higher motivation to learn English. Therefore, when students do not understand, which is what happened with stories, their motivation was lower when learning English.

In addition, enjoyment in this study does not seem to be connected with understanding, because even when students understood more vocabulary and learned English better with movies than with stories, their enjoyment remained the same, as statistics showed no difference in enjoyment. Finally, it has also been seen that enjoyment has not led to motivation either, because while students were motivated to learn with movies, but not as much with stories, they still enjoyed both stories and movies equally. Therefore, to be motivated when learning, you need to understand.

## **Chapter 6: Limitations of the study and implications for further research**

The study has some limitations. Firstly, the research design had a small sample size of only 19 students, all from one group. For this reason, there were not any other groups to compare the effects of the two treatments (stories and movies) and the impact that the order of the two treatments (the application of stories before movies) can have on the results. To address this, future research should include three groups - two experimental groups and a control group - to investigate whether the two treatments (stories and movies) and changing the order of treatment (e.g. exposure to movies before stories, or vice versa) can affect vocabulary acquisition, motivation, and enjoyment of students.

Secondly, the time constraint is another limitation. The experiment comprised only three sessions, which may not have been enough for a comprehensive assessment of vocabulary retention, motivation, and enjoyment. For this reason, future research could involve a longer duration to determine if vocabulary retention increases with more exposure (ideally at least six times) and investigate any associated changes in students' motivation and enjoyment.

## Chapter 7: Conclusions

After analysing the results and discussing them, I have reached the conclusions of my study. My study aimed to determine whether students acquire more new vocabulary by reading literature or watching movies and whether this affects their enjoyment and motivation in the classroom.

The experiment was divided into three sessions, each consisting of completing a worksheet with the meaning of words based on the context of movies and literature. It also implemented a pre- and post-questionnaire to assess students' motivation and enjoyment.

After collecting the data, students' motivation was high in the pre-questionnaire, and in the post-questionnaire, it remained the same for movies, indicating that students' motivation did not change. However, their motivation did decrease when exposed to stories.

The study showed no significant change in students' enjoyment from the pre-questionnaire to the post-questionnaire. Although students disagreed and were neutral about feeling bored in class, indicating that they somewhat enjoyed it, when asked separately about their enjoyment with movies and stories, they showed slightly higher enjoyment with movies, although the difference was not statistically significant.

Moreover, students acquired more new vocabulary through movie clips than stories. At first, students did not know the meaning of words, and they felt lost reading alone; for this reason, through explicit teaching and having the teacher's support, students acquired more new vocabulary. However, students acquired more new vocabulary through movie clips, which has been demonstrated to be an effective tool for students' acquisition and comprehension of the vocabulary. However, only being exposed to the vocabulary three

times is not enough for students to remember and use it in the context as in the posttest, students' performance was not high.

Finally, there were two limitations in my study. The first one is the research design having a small sample size of 19 students, and for this reason, there were not any other groups to compare the effects of different treatments. The second limitation is the time constraint. The study was divided into three sessions, which may not have been enough to accurately assess the students' vocabulary retention, motivation, and enjoyment.

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## **Appendix A:**

### **LESSON PLAN**

#### **1. Theme and topic**

The lesson's theme is vocabulary, and the topic is "Beauty and the Beast".

#### **2. Students' level and age**

The number of participants is 19, and students are 10 and 11 years old, and their CEFR English level varies from an A2 to the beginning of B1, depending on the student. That is why, not all students have the same English level. Moreover, they study at a semi-private primary school located in Reus, Tarragona.

#### **3. Time**

Each lesson lasts 45 minutes.

#### **4. Objectives**

Students are expected to:

- Identify new vocabulary based on the context of the short story.
- Identify new vocabulary based on the context of the movie clips.
- Understand the story and the vocabulary by working with their peers.
- Match the words with their corresponding meaning.
- Remember the use of the vocabulary.

#### **5. Activities with detailed explanations**

### Lesson 1

<b>Time</b>	<b>Objectives</b>	<b>Interaction and skills</b>	<b>Activities</b>	<b>Resources</b>
5 minutes	To understand what they must do in each part of the listening test.	Whole class  Listening	<b>Opening:</b>  Explanation of the Listening Pre-Test to students of the different parts of the test.	Cambridge Listening Sample Test
45 minutes	To know students' CEFR level of English.	Whole class  Listening	<b>Test:</b>  Students do the listening test.	Cambridge Listening Sample Test

### Lesson 2

<b>Time</b>	<b>Objectives</b>	<b>Interaction and skills</b>	<b>Activities</b>	<b>Resources</b>
10 minutes	To measure students' motivation at the beginning of the experiment.	Whole class	<b>Opening:</b> The teacher hands out a Motivation survey done with the Likert Scale to students and explains what they need to do.	The English Language Learning Motivation Scale (ELLMMS), Ardasheva et al., (2009)
2-3 minutes	To raise students' knowledge about the story and remember it if some students don't know what is about	Whole class  Speaking	<b>Warm-up:</b>  Ask students what they know about the story and do a summary.	
15 minutes	To see if students can guess the meaning of new words or if they already know some of them.	Whole class  Writing	<b>Introduction of new words:</b>  The teacher shows students some vocabulary with flashcards, and students must guess the word or write what they know about the word's meaning on the worksheet.	Wordcards

15-20 minutes	To identify new vocabulary based on the context of the text.	Individually Reading	<b>Reading the first chapter:</b>  Students will do intensive reading on their own, and while they are reading, they must write what they understand of the vocabulary based on the context after reading the first chapter.	Short story book about the beauty and the beast
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### Lesson 3

Time	Objectives	Interaction and skills	Activities	Resources
2-3 minutes	To raise students' knowledge about what they are expected to do during the session	Whole class Reading	<b>Opening:</b>  Explain what we will do throughout the session and the boxes they need to fill out.	
10 minutes	To understand the new vocabulary	Whole class Reading	<b>Reading (1<sup>st</sup> page):</b>  Continue reading the first chapter. The teacher asks one student to read where the highlighted word is found, and then we comment on what they understand from that, and then they put the synonym or what they understand from that specific word.	Short story book about the beauty and the beast
10 minutes	To understand the new vocabulary	Whole class Reading	<b>Reading (2<sup>nd</sup> page):</b>  The teacher asks one student to read where the highlighted word is found, and then we comment on what they understand from that. Students continue filling out the boxes.	Short story book about the beauty and the beast

10 minutes	To understand the new vocabulary	Whole class Reading	<b>Reading (3<sup>rd</sup> page):</b> The teacher asks one student to read where the highlighted word is found, and then we comment on what they understand from that.	Short story book about the beauty and the beast
2-3 minutes			<b>Closing:</b> Ask students how they felt during the session.	

#### Lesson 4

Time	Objectives	Interaction and skills	Activities	Resources
10 minutes	To identify new vocabulary based on the context of the movie clips.	Individually Listening	<b>Listening and watching the movie clips:</b> The students work on the first chapter of the story with the movie clips. Showing students the movie clips from the scenes and filling in the box simultaneously.	Disney + Youtube movie-clips
15 minutes	To raise their knowledge about the vocabulary and identify unknown vocabulary.	Individually	<b>Comprehension activity:</b> Students do the post-test by filling in the blanks with the vocabulary they have learned.	
10-15 minutes	To identify if their motivation has changed from the first session to the last one.	Individually	<b>Post-questionnaire:</b> Students do the Motivation Likert scale.	The English Language Learning Motivation Scale (ELLMS), Ardasheva

				et al., (2009).
2-3 minutes			<b>Closing:</b>  Ask students about their enjoyment and how they felt during the session.	

## Appendix B

### Posttest

1. Fill in the blanks with the corresponding words:

Beggar – shelter – hideous – enchanted – Far-off – daring – got your nose out of – get her head out - haggard

1. The old woman was homeless and wanted \_\_\_\_\_

2. The prince lived in an \_\_\_\_\_ castle.

3. Belle wanted to travel to \_\_\_\_\_ places.

4. There was a dangerous and \_\_\_\_\_ beast that wanted to fight others.

5. Gaston told Belle to \_\_\_\_\_ the book because she was concentrated.

6. There were \_\_\_\_\_ fights between the prince and the beast.

7. An old \_\_\_\_\_ woman was asking for charity to the prince.

8. The prince was repulsed by his \_\_\_\_\_ appearance.

9. It's about time you \_\_\_\_\_ those books.

**Appendix C:**

**PRE-QUESTIONNAIRE**

NAME.....



Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)



	1	2	3	4	5
1. It is fun to learn a new language.					
2. I like learning new things.					
3. I like learning about English culture.					
4. I like it when I do well in English.					
5. I like it when I can understand difficult things in English.					
6. I like learning difficult things in English.					
7. The English class bores me.					
8. I start yawning in English class because I'm so bored.					
9. My mind begins to wander in the English class.					
10. I am only physically in the classroom, while my mind is wandering outside the English class.					
11. It is difficult for me to concentrate in the English class.					
12. Time is dragging on in English class.					
13. I get restless and can't wait for the English class to end.					
14. I always think about what else I might be doing to kill the time rather than sitting in this English class.					

**Appendix D:**

**POST-QUESTIONNAIRE**

NAME.....



Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)



	1	2	3	4	5
1. It is fun to learn English with stories.					
2. It is fun to learn English with movies.					
3. I like learning new things with stories.					
4. I like learning new things with movies.					
5. I like to learn English with stories.					
6. I like to learn English with movies.					
7. I like it when I do well in reading stories in English.					
8. I like it when I do well in watching movies in English					
9. I like it when I can understand difficult things in stories in English.					
10. I like it when I can understand difficult things in movies in English.					
11. I like reading difficult things in English.					
12. I like watching difficult things in English.					
When learning English with stories and movies...					
13. The English class bores me					
14. I start yawning in the English class because I'm so bored					

15. My mind begins to wonder in the English class					
16. I am only physically in the classroom while my mind is wondering outside the English class					
17. It is difficult for me to concentrate in the English class					
18. Time is dragging on in the English class					
19. I get restless and can't wait for the English class to end					
20. I always think about what else I might be doing to kill the time rather than sitting in the English class					
21. I like learning new words with stories					
22. I like learning new words with movie clips					
23. I like learning new words with stories more than movie clips					
24. I can understand new words with stories					
25. I can understand new words with movies					
26. I understand new words better with movies rather than stories					

## Appendix F

### Consent form



## Formulari de consentiment informat

**Títol Provisional del Treball de Fi de Màster:** *The application of cinemas and literature in the EFL classroom: assessing their effects on students' motivation and vocabulary acquisition* [CEIPSA-2024-TFM-0032.]

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### INFORMACIÓ SOBRE EL TRACTAMENT DE DADES PERSONALS

**Dades:** El responsable del tractament de les seves dades és la Universitat Rovira i Virgili amb CIF Q9350003A i l'adreça és carrer de l'Escorxador, s/n, 43003, Tarragona.

**Finalitat:** Les dades personals són tractades amb la finalitat de participar en el treball de Fi de Màster (TFM). En el cas que l'estudi prevegi la publicació, difusió i reutilització dels resultats obtinguts incloent dades personals, les dades personals seran utilitzades per a aquesta finalitat sempre que l'interessat hagi atorgat el seu consentiment. Les dades personals seran anonimitzades i que en cap cas es faran públiques de manera que puguin ser identificades.

**Drets:** L'interessat podrà exercir els drets d'accés, rectificació, cancel·lació, oposició, limitació i portabilitat mitjançant comunicació escrita, detallant motivadament la sol·licitud, adreçada al Registre General o mitjançant la seva presentació al Registre General de la Universitat, presencialment o telemàtica, segons s'indica a <https://seuelectronica.urv.cat/registre.html>.

**Informació addicional:** Es pot trobar informació addicional sobre el processament de les dades personals al treball de Fi de Màster a la

**Informació addicional:** Es pot trobar informació addicional sobre el processament de les dades personals al treball de Fi de Màster a la URV i sobre els seus drets al Registre de Processament de la URV, publicat a <https://seuelectronica.urv.cat/rgpd>, on també es pot trobar la Política de Privacitat de la URV. A banda, es pot trobar aquesta informació al document d'informació al participant en relació amb aquest estudi. A més a més, es pot preguntar als tècnics de protecció de dades qualsevol qüestió relacionada amb la protecció de dades personal enviant un correu a [dgd@urv.cat](mailto:dgd@urv.cat).

\* Obligatorio

1. Nom i cognoms i relació amb l'alumne/a. \*

Escriba su respuesta

2. - He llegit la còpia que he rebut sobre el document d'informació al participant en relació amb l'estudi.
- He pogut preguntar i rebre resposta sobre els meus dubtes personals en relació amb l'estudi i la participació de l'alumne/a.
  - Entenc que l'alumne/a participi en aquest estudi segons les especificacions en el document d'informació al participant i segons les respostes que he rebut als meus dubtes i entenc els riscos i beneficis que aquest comporta.
  - Accepto que la participació de l'alumne/a és voluntària i dono el meu consentiment lliurement

-Una vegada s'hagi completat la recerca, les dades obtingudes poden ser d'interès per altres estudis relacionats. Considerant això, s'ofereixen les següents opcions:

\*

- NO AUTORITZO l'ús de les dades en altres estudis relacionats.
- AUTORITZO l'ús de les dades en altres estudis relacionats.

### 3. Lloc i data \*

Escriba su respuesta

4. Escrivint el nom a l'espai de sota i enviant aquest formulari, està d'acord que l'alumne/a participi en aquest estudi. \*

### 3. Lloc i data \*

Escriba su respuesta

### 4. Escrivint el nom a l'espai de sota i enviant aquest formulari, està d'acord que l'alumne/a participi en aquest estudi. \*

Escriba su respuesta

**Enviar**

No revele nunca su contraseña. [Notificar abuso](#)



Este contenido lo creó el propietario del formulario. Los datos que envíes se enviarán al propietario del formulario. Microsoft no es responsable de las prácticas de privacidad o seguridad de sus clientes, incluidas las que adopte el propietario de este formulario. Nunca des tu contraseña.

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## Appendix G

### Ethics form



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#### Responsible statement on the ethical aspects of the Final Master Project (TFM) / Final Degree Project (TFG)

Ethical aspects are fundamental for Rovira i Virgili University. Therefore, you need to perform the following ethical evaluation on your final master project (TFM) / final degree project (TFG), as appropriate. Answer YES / NO to the questions below. If all of your answers are NO, no more details are needed than your signature. If, on the other hand, you answer YES to any of the following questions, it is required, depending on the object of study and the competent evaluation and monitoring committee:

- CEIm-IISPV:..... Favourable report
- CEEA:..... Favourable report
- CEIPSA:..... Responsible statement and formal commitment of the teachers and students involved in terms of monitoring the applicable regulations, as stated at the end of the document.

**Name of the teacher/s in charge:**

Tú Anh Hà

**Name of the student/s:**

Glòria Delgado Guinovart

**Name of Master's / Bachelor's Degree:**

Master's Degree in Teaching and Learning English as a Foreign/Second Language

**Title of the**  TFM /  TFG (check the appropriate box)

The application of movies and literature in the EFL classroom: assessing their effects on students' motivation and vocabulary acquisition.

**Brief description of the TFM / TFG (max. 1000 characters, spaces included):**

The TFM consists of seeing how teaching through movies and literature affect students' motivation and vocabulary acquisition in learning English. That is why, I will do a comparative study between two groups of undergraduate students from the URV and primary students from Sant Pau School in Reus to verify the effects of movies and literature. With this thesis, I want to test students' motivation and vocabulary acquisition to see their comprehension.

Indicate whether the TFM / TFG you want to develop includes any of these aspects.

Section	Yes	No
1. Human Embryos/foetuses		
Does your research involve Human Embryonic Stem Cells (HESCs)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your research involve the use of human embryos?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your research involve the use of human tissues / cells?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



2. Humans		
Does your research involve human participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Are they volunteers for social or human sciences research?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are they persons unable to give informed consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are they vulnerable individuals or groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are they children / minors?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Are they patients?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Are they healthy volunteers for medical studies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your research involve physical interventions on the study participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Human cells / tissues		
Does your research involve human cells or tissues (other than from Human Embryos / Foetuses, i.e. section 1)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Personal data and privacy		
Does your research involve personal data and / or processing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Does it involve the collection and / or processing of sensitive personal data (e.g.: Health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does it involve processing of genetic information?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Does it involve technological tracking or observation of participants (such as surveillance or location data, and WAN data, such as IP address, MAC, cookies, etc.)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does it involve the processing of personal data collected prior to this TFG / TFM (secondary use)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Animals		
Does your research involve animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Third countries		
In case non-EU countries are involved, do the research related activities undertaken in these countries raise potential ethics issues?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you plan to use local resources (e.g. animal and / or human tissue samples, genetic material, live animals, human remains of historical value, endangered fauna or flora samples, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you plan to import any material –including personal data- from non-EU countries into the EU?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you plan to export any material –including personal data- from the EU to non-EU countries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



In case your research involves low and / or lower middle-income countries, are any benefits-sharing actions planned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Could the situation in the country put the individuals taking part in the research at risk?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>7. Environment / Health and safety</b>		
Does your research involve the use of elements that may cause harm to the environment, to animals or plants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your research deal with endangered fauna and / or flora and / or protected areas?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your research involve the use of elements that may cause harm to humans, including research staff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>8. Dual use</b>		
Does your research involve dual-use items in the sense of Regulation 428/2009 <sup>1</sup> or other items for which an authorisation is required?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>9. Exclusive focus on civil applications</b>		
Could your research raise concerns regarding the exclusive focus on civil applications?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>10. Misuse</b>		
Does your research have the potential for misuse of research results?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>11. Other ethics issues</b>		
Are there any other ethics issues that should be taken into consideration? Please, specify:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

We confirm that we have assessed all the ethical aspects described above and that, if so, the signatories formally undertake, according to the object of study and the competent evaluation and monitoring committee, to:

- CEIm-IISPV:.... Prepare a description of the ethics issues involved and the required documentation, in accordance with the instructions in the Researcher's Guide.
- CEEA:..... Prepare a description of the ethics issues involved and the required documentation, in accordance with the instructions in the Researcher's Guide.

<sup>1</sup> Dual-use products are those products, including software, and technology that can be used for both civilian and military uses and that include all products that can be used for both non-explosive purposes and the manufacture of nuclear weapons or other explosive nuclear devices. See Reglament CE 428/2009 del Consell de 5 de maig de 2009.



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- CEIPSA:..... Act in accordance with applicable regulations if the work in question has ethical implications and respect the ethical recommendations emanating from this Committee.

Follow the guidelines established in the "Researcher's Guide" and the "Guide on the protection of personal data in the Final Degree and Master's Thesis at Rovira i Virgili University".

Respect the confidentiality of personal data that may be obtained in the RDI activity, both in terms of academic use and in terms of their public dissemination. If we consider that any result of the RDI activity could affect or be of interest to the people or groups participating, we will communicate this in advance.

Not to use the personal data obtained in the project for other different studies. In the latter case, we will first request the corresponding authorization of this Committee.

Reus, 1/2/2024

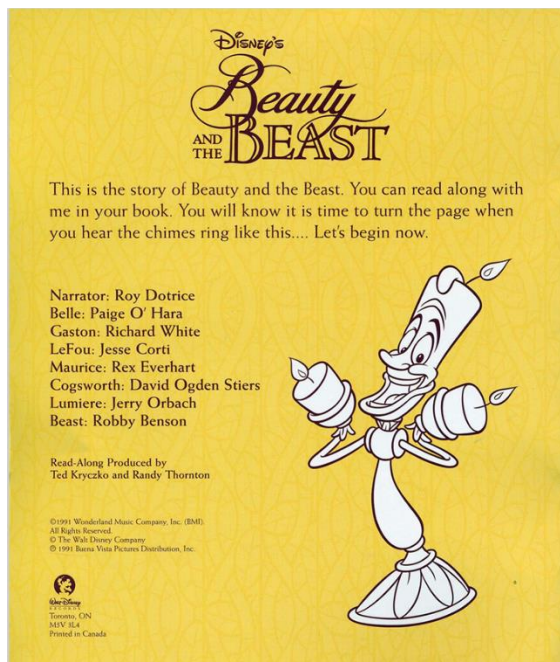
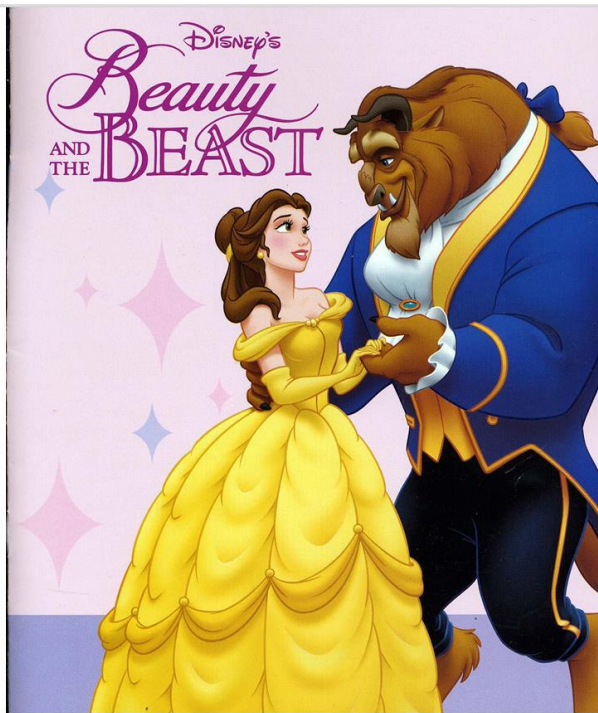
Signature of the teacher/s in charge

Signature of the student/s

Note: Once completed, convert the document to PDF, sign digitally and send to the address [carlos.garcia@urv.cat](mailto:carlos.garcia@urv.cat)

## Appendix H

### The storybook



nce upon a time, a young Prince lived in a shining castle. One cold night an old **beggar** woman arrived, offering him a single rose in return for **shelter** from the cold. Repulsed by her ugliness, he turned her away. Suddenly she transformed into a beautiful enchantress.

To punish the Prince, she turned him into a **hideous** beast. Then she gave him a magic mirror and the **enchanted** rose, telling him it would bloom until his twenty-first year. To break the spell, he must love another and earn that person's love in return before the last petal fell.



Nearby, in a small village, a beautiful young woman named Belle hurried through town. She greeted the townspeople and then rushed to her favourite shop – the bookstore. The owner gave her a book as a gift. A dreamy look crossed Belle's face.

"It's my favourite! Far-off places, daring sword fights, magic spells, a prince in disguise.... Oh, thank you very much!"

Belle rushed outside, reading as she walked.

2

As Belle walked, a handsome hunter named Gaston ran after her. "Belle, the whole town's talking about you. It's not right for a woman to read! It's about time you got your nose out of those books and paid attention to more important things – like me."

Belle tried to get away without being rude, but Gaston's friend Le Fou joined them and began to insult her father, an inventor.

"My father's not crazy! He's a genius!" As Belle spoke, an explosion boomed from her father's cottage and she took off running.



3

## Appendix I

### Movie clips

#### 1<sup>st</sup> scene



#### 2<sup>nd</sup> scene



3<sup>rd</sup> scene

