

Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE

Ghadah Al Murshidi*

Department of Curriculum and Instruction, College of Education, United Arab Emirates University, UAE.

*Correspondence to: Ghadah Al Murshidi, Department of Curriculum and Instruction, College of Education, United Arab Emirates University, UAE, E-mail: g_almurshidi@uaeu.ac.ae

Abstract

Globalization has increased the need for learning the English language to communicate across the border. In the context of the UAE, it is more important to learn the English language as it has a greater number of expatriates. The Emirati students from schools to universities attend English as Foreign Language (EFL) classes to develop English Language skills and enhance English language proficiency. However, teaching and learning English as a foreign language is a complex task. There is a need for robust strategies and teaching materials to make English learning classes more engaging to maximize the involvement of the students in the learning process. By employing the literature review and quantitative research method, the present study has identified the use of movies as teaching material for EFL classrooms. Further the impact of watching English movies on listening and speaking skills of the students was examined along with the moderating role of their motivation to learn. Data was collected from students of studying in different universities of United Arab Emirates by applying convenience sampling technique. A total of 221 students participated in survey. SPSS 22 and SmartPls3 was applied to analyze the data. Results revealed that English movies positively impact the listening and speaking skills of the students and motivation to learn strengthen this positive association. The present study will have implications for both the teachers as practitioners, as well as the students as EFL learners.

Keywords: English as a foreign language learning, Motivation to Learn, watching English Movies, English Speaking and Listening Skills, UAE

Introduction

The English language has been considered significant for the personal and professional development of Emirati students. English is required for facilitating communication as UAE is the host of a huge number of foreign nationals with diverse cultures and languages (Albiladi, Abdeen, & Lincoln, 2018). In UAE, it is necessary to start the English language from KG classes (Ismail & Al Khatib, 2013), therefore, students become the part of English as Foreign Language (EFL) learning classes, from schools to universities. Teaching and learning a second language are complex processes that involves a huge amount of time and effort. So, the educators of foreign and second languages are in search of resources to find out the most effective and appealing teaching technique to make the process of language learning easy (Albiladi et al., 2018). One of the latest techniques which are becoming popular among the scholars of second language learning is the use of movies to develop language competencies and proficiency of the learners (Albiladi et al., 2018; Alluri, 2018; Bahrani & Sim, 2012; RAO, 2019; Thammineni, 2016).

The significance of learning foreign languages in today's world is not difficult to understand as the world has become smaller (Johnson, 2013) and turned into a global village. The concept of boundaries has become less significant with a wide spread of information through modern sources such as TV, Radio, film, mass media, and now the internet and social networking sites (Aysu, 2019). English has gained significant importance over the last few decades Crystal (2012) and it has become a global language (Vadivel et al., 2019). However, the acquisition of a foreign language is one of the most significant challenges a person faces in his/her lifetime (Kaboooha, 2016). Hence, the teachers of modern linguistics are in search of a variety of ways to make the learning process more appealing for the students (Cook, 2013). In recent times, most of the language instructors, designers of study materials, and research scholars are showing interest in assessing the effectiveness of the different strategies and methodologies to be employed in English learning classes (Nguyen & Terry, 2017). They are seeking ways to facilitate learners in mastering new skills and optimizing the process of teaching as well as learning languages.

One of the latest techniques is to use the English Movies effectively to encourage language learners so, that they can develop and enhance their competencies in linguistics. There are many recent studies Thammineni (2016); Alluri (2018); RAO (2019) and Albiladi et al. (2018) that have investigated and supported the use of movies as an integral part of the curriculum because they can have a significant impact on developing basic language skills such as reading, listening, writing and speaking.

The existing studies either have investigated the influence of one language skill or the other for instance Thammineni (2016) studied the influence of movies only on listening and speaking skills; Alluri (2018) analyzed the vocabulary and grammar as an outcome of watching English movie. On the other hand, researchers like Abeer, Al-Sobh, and Momani (2018) studied the influence of movies in enhancing pronunciation, etc. But to the best of researchers knowledge no research till date has been conducted to find out the moderating role of students motivation to learn in between the relationship of watching English movies and enhancement of their listening and speaking skills generally and in context of UAE specifically. Therefore, current study aims to achieve the following research objectives:

- i. To investigate and analyze the effectiveness of movies on enhancing the language proficiency of EFL learners.
- ii. To review the recent literature that has investigated the impacts of movies on linguistic skills.
- iii. To investigate the Moderating role of Motivation to learn between the association of watching English movies and listening skills of the students.
- iv. To investigate the Moderating role of Motivation to learn between the association of watching English movies and Speaking skills of the students.
- v. To suggest EFL learners and teachers in UAE using a robust teaching method i.e. use of English movies to develop language skills among the school, college, and university students.

Literature Review

English is the most widely used as well as commonly studied language by people all around the world (Leith, 2005). Vadivel et al. (2019) further discussed that 70% of the overall communication held in English mostly takes place among the people who are not native English Speakers. It is one of the most convenient sources of communication among the people around the globe. Since English has been spoken almost in every country of the world as a second language so, many people consider learning English as the key to success in the contemporary world (Vadivel et al., 2019). Rapid changes being observed by the contemporary world as of the advanced development in technology has introduced new opportunities and methods for enhancing the process of teaching and learning (Lertola, 2019). Lertola (2019) further suggests that during the past two decades, interests have been shown towards the integration of Audiovisual Translation by following a communicative approach for teaching and learning languages by the policy makers. One of the audiovisual techniques is the use of movies that are the greatest sources of enhancing learning as well as teaching processes (Akter, 2019). A study carried out by Thammineni (2016) suggests that learners of the English language in a classroom set up must involve practical demonstration of communication skills. To make it possible, the teachers can take the help of some readily available movie clips as the supplement of classroom activities. Thammineni (2016) further, proved after the investigation that the use of movie clips was more effective in enhancing students' communication skills as compared to conventional syllabus prepared for learners of the English language. According to Alluri (2018) movies help in teaching and learning different skills in a foreign language classroom. Chang and Liu (2013), based on the findings of their research suggest that audio and visual elements help in increasing motivation for learning among the learners of English language.

Movies Improve Listening Skills of EFL learners

Listening is considered as one of the most significant skills in learning any foreign or second language (Gilakjani & Sabouri, 2016). Although there are four skills including reading, listening, writing, and speaking that is considered to be the principal components to have command on any foreign language but it is listening through which an EFL learner gets an idea of the meaningful language and enhance their ability to learn the foreign language (Metruk, 2019). The listening skills can also be the most difficult one among all the language skills to be enhanced (Hwaider, 2017). However, the importance of listening skills in the process of EFL teaching and learning cannot be denied Metruk (2019) and Qiu (2017) studied the impacts of showing English movies on the listening skills of foreign language learners in college and suggested that English movies are effective in improving the listening skills of the learners.

According to Ahmadi (2016), there are two different aspects where listening plays a very important role. Firstly, through listening carefully, a person can understand the spoken words as it happens naturally during conversations. After listening carefully, the learner tries to draw meanings out of what he/she listened to. Secondly, listening helps the learners in learning new forms of language that can be imitated from authentic materials.

Ismaili (2013) conducted an experimental study to investigate the impact of movies on communication and listening skills of students in an EFL class. The findings of Ismaili's study revealed that learners in the experiment group who watched videos as part of their teaching material improved integrated skills as compared to those who were

taught by using conventional teaching materials. In another recent study carried out by Liando, Sahetapy, and Maru (2018) the learners as respondents showed that after watching movies, their listening skills enhanced far better than the speaking skills. Similarly, the researcher, Safranji (2015) found that the dual process of learning activity or the involvement of both the audio and visual elements allows the students to obtain more information as compared to when they are exposed to a single channel. The researcher further explained that most of the students as participants of his study showed enhancement of listening skills and they showed favorable attitudes to watch films as part of their English language learning class. Therefore, it is hypothesized that:

H1: There is a positive association between watching English movies and enhanced listening skills.

Watching Movies can Enhance Speaking/Oral Skills

The term speaking has been defined in different ways in the literature. According to Nunan (1999) the term speaking refers to communicate orally or make a request while Chaney and Burk (1998) considered it a process of making and sharing meanings with the help of verbal and non-verbal expressions in various contexts. On the other hand, Brown (1994) defined the phenomenon of speaking as an interactive process used to extract meanings that involve production, receiving, and processing of information. Leong (2014) argued that speaking is one of the most significant skills to be advanced as a source of effective communication. The foreign language learners find it complicated to express themselves by speaking. They mostly face problems while using a foreign language to express themselves more effectively. In some cases, the learners stop talking as they face psychological distress for not finding suitable words and expressions to use in their conversations (Alluri, 2018). However, it is the need of the hour to have a good knowledge of spoken English to excel in every field of life (Leong, 2014). The teachers can adopt different strategies to enhance learners' speaking skills and one of the most effective methods is to use English movies in the classroom (Liando et al., 2018). In another study Tsai (2009) found that English movies can also improve spellings, ability to recognize words, pronunciation, and speaking skills. The movies and their scripts are widely used while teaching English because visuals help in stimulating learners' perceptions directly while written words impact indirectly. Films are more effective than reading in improving oral or spoken skills as Mirvan (2013) suggests that movies provide more sensory experience as compared to reading materials because, in movies, there are colors, movements, and sounds along with the verbal language. Movies also foster discussions in the classroom that as a result also enhances oral communication of the learners.

Thammineni (2016) reported based on the findings of his study that hearing natives speaking help in enhancing non-native's speaking skills, specifically fluency. According to Alluri (2018) there are two types of conversations that we use in our routine life activities, formal and informal. Formal conversations occur in a situation when there is a need to answer a specific question. Such conversations are normally less prolonged as the information may directly be related to the question asked. Whereas informal conversations are held in social settings so, there is a chance to prolong conversations and to switch between different topics. By incorporating films in the foreign language learning class, both formal and informal conversations can be improved which further result in enhancement of speaking skills. Based on the literature and above arguments it is hypothesized that:

H2: There is a positive association between watching English movies and enhanced speaking Skills.

Movies Can Enhance Student's Motivation to Learn in EFL Learning

The term motivation refers to the reason that causes certain behavior. In terms of education, it underlies the reason that students get themselves engaged in different activities, as mentioned by Guay et al. (2010). Motivating learners in an EFL classroom is not an easy task as it is associated with many psychological, sociological, and linguistic factors however, English teachers can play a significant role in motivating students, by adopting different learning strategies (Bahous, Bacha, & Nabhani, 2011).

The findings of a qualitative study carried out by Albiladi et al. (2018) suggest that movies are authentic as well as engaging and when are combined with motivational factor of the learner than become an important aspects of language learning. If used properly, movies along with motivation to learn will help EFL learners to develop their language skills in a more enjoyable to appealing manner (Cao & Meng, 2020). Similarly, Kabooaha (2016) while concluding the findings of his study, discussed that movies are one of the most powerful language instructional materials that help in developing the language skills of the leaners.

Moreover, Goctu (2017) revealed that using films in language learning classrooms enhances the students' motivation to learn because films include daily life conversations in such a way that they incite fun and increase the involvement of the students' in the learning process. In addition, Siska (2015) found that motivation to learn result into motivation to speak. The researcher used observation checklists, field notes, and interviews to record the results of the research. The study found that motivated students are good to speak English. As there are a lot of studies which reflects the importance of watching movies to enhance linguistic skills and also some studies depicted the importance of "motivation to learn" to enhance listening and speaking skills of individuals for English as a foreign language. But there exists a gap related to combine effect of watching English movies and motivation to learn on enhance linguistic skills. Thus to fill this gap researcher conducted this study based on the fact that being motivated to learn, the students pay attention to the details while watching movies and concentrate on the language and they use what the learn in discussions after watching movies. consequently, it enhances their proficiency in the English language. Therefore, it is hypothesized that:

H3: Motivation to learn moderates the association between watching English movies and listening skill such that listening skills are stronger in case of higher level of motivation to learn.

H4: Motivation to learn moderates the association between watching English movies and speaking skill such that speaking skills are stronger in case of higher level of motivation to learn.

Theoretical framework of the

study Research Methodology

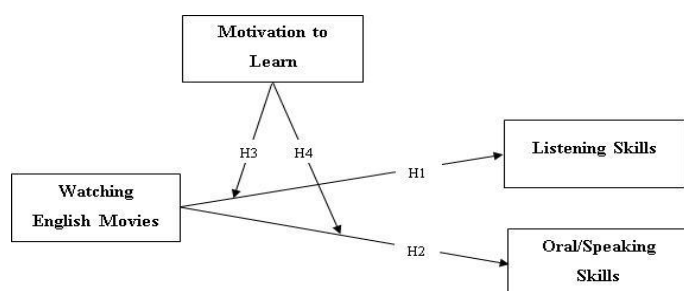


Figure 1. Theoretical framework

First of all a detailed review of the existing literature was conducted to investigate the effectiveness of English movies in teaching and learning English as a Foreign language, and to extract the model of the study and after empirical testing to provide suggestions to Emirati students and teachers based on the findings. The data for the study has been collected from the Students of different universities at UAE including United Arab Emirates university, Ain University of Science and Technology, Zayed University, Abu Dhabi Polytechnic, Khalifa University, University of Sharjah, Abu Dhabi University, Al Ghurair university, Hamdan Bin Mohammed Smart university, University of Bahrain, Ajman university and Yarmouk university etc. Convenient sampling technique was applied for selection of the respondents of the study. A Google survey questionnaire was developed with three parts, 1). The demographic information of the respondents, 2). Three general questions to know about the students familiarity with the method of incorporating movies as a method of teaching as well as to know about the frequency of the movie clips shown to them by their teachers as well as the types of movies they are invested in to watch, 3). Items related to the variables of current study on five-point Likert scale statements ranging from "strongly agree" to "strongly disagree". Google survey questionnaire was sent via WhatsApp and email to the students and they were told about the anonymity of their response to the items in the questionnaire. After one week of distribution of the survey responses started to come. Total of 350 students were approached for data collection but we received 221 responses back after sending reminders time to time. This constitute a response rate of 63% approximately. This low response rate is due the in COVID 19 pandemic as students are already very busy in online study stuff that they hardly find time to volunteer to respond the questionnaire sent to them.

Measures of the Study

Seven-item scale developed by (Liando et al., 2018) was used to asses' Watching English Movies. 12 items scale developed by (Kabooaha, 2016) was used to assess Listening skills and speaking skills (6 items related to each skill). Finally, Motivation to Learn was measured using a seven-item scale adapted from (Goctu, 2017).

Results of the Study

Demographic Characteristics of the Respondents

Out of total 221 majority of the students (82%) were female and only 18% were male. The rationale behind is that in UAE most of the male work from their young age and women tends to study more. Most of the respondents were young i.e. 170 were in the age bracket 20-30 years, 35 were 31-40-years old and only 16 were above 41years. Whereas, in total 120 respondents were studying at ungraduated level and 101 were studying at graduate level.

Results of the General Questions

When students were asked about that do their teachers show them the movie/video clips to teach, in response majority of them (84%) showed consent with the statement and only 17.6% denied the statement. This reflects that in UAE most of the university teachers are aware of the fact that movies are a good source of teaching and learning English as a foreign language.

In response to another question related to type of the movies shown to the students by their teachers two categories were highlighted more with highest i.e. related to the students learning area (66%) and documentary type (49%) followed by science fiction category (20.8%), and animated movies (22%). This shows that teachers mostly focus

on learning prospective and believe on spreading more valuable information among students. For this question students were free to choose more than one option based on each and every teachers' preference of selecting different kinds of movies to teach.

Third question was related to the intensity of movie clips used by the teachers to teach their students. results revealed that most of the teachers use video clips either once (34.4%) or twice (36.2%) a month to enhance the knowledge as well as English learning skills of the students.

Whereas, 19% use them once in a semester time and only 10% are the ones who never use movie/video clips in their teaching methodology. These statics again reflect the adaptability movie clips teaching methodology among most of the teachers in UAE universities.

Data analysis

This study used SPSS version 25 to perform descriptive analysis and SmartPLS version 3.2.8 to perform structural equation modelling (SEM) analysis. In order to check the nonresponse bias and to check the possibility of significance difference between the means of the responses received on time with those received later on, an independent t-test was conducted as suggested by Armstrong and Overton (1977), results revealed no significance difference between the means. To test the full model the SEM technique by applying partial least square (PLS) with SmartPLS 3 was used. A two-stage analytical procedure recommend by Anderson and Gerbing (1988) was adopted. Therefore, to validate the instruments, measurement model was tested first, followed by the testing of hypothesized associations via structural model.

Assessing the measurement model

To investigate the psychometric properties of the measures a confirmatory factor analysis was conducted by using SmartPLS3. "Cronbach's α " and "composite reliability (CR)" were calculated to assess the reliability of measures as per directions provided by Henseler, Ringle, and Sinkovics (2009), and applied by many scholars like Mansoor, Fatima, and Ahmed (2020) and Sarstedt and Cheah (2019) in their studies. Table 1 depicts the reliability of all the reflective measures on the bases of values of Cronbach's α (above 0.70) and CR.

Henseler, Ringle, and Sarstedt (2015) suggested that Heterotrait-Monotrait (HTMT) ratio is more accurate measure of discriminant validity while using smart PLS. The value of HTMT ratio should be less than 0.9 as depicted in table 1 that all values were less than 0.9 for entire model.

Assessing the Structural Model Hypothesis Testing

Bootstrapping technique was employed to assess the structural paths. To test the hypotheses 500 subsamples were used. Hypothesized results were confirmed through B- coefficient, t-value, and p-value. While overall model fitness or change in model was measured by Coefficient of Determination (R^2).

Direct hypothesis.

In table 4 the results presented show that watching English movies is positively and significantly related to listening skills ($\beta = .664^{***}$, $t=12.132$) and speaking skills ($\beta = .460^{***}$, $t=8.183$). Therefore,

Table 1. Factor loadings, reliability, and validity

Constructs/ indicators	Factor Loadings Cronbach's α				AVE	CR	
	1	2	3	4			
Watching English Movies					0.693	0.94	0.889
WEM1	0.841						
WEM2	0.817						
WEM3	0.869						
WEM4	0.879						
WEM5	0.824						
WEM6	0.880						
WEM7	0.836						
WEM8	0.705						
Listening Skills					0.718	0.938	0.89
LIST1		0.813					
LIST2		0.882					
LIST3		0.840					
LIST4		0.812					
LIST5		0.881					
LIST6		0.850					
Speaking Skills					0.776	0.954	0.870
SPK1			0.882				
SPK2			0.840				
SPK3			0.891				
SPK4			0.893				
SPK5			0.880				
SPK6			0.897				
Motivation to Learn					0.654	0.913	0.883
MOT1				0.799			
MOT2				0.792			
MOT3				0.855			
MOT4				0.780			
MOT5				0.812			
MOT6				0.836			
MOT7				0.768			

"Note: CR, composite reliability; AVE, average variance extracted"

Table 2. Heterotrait-Monotrait Ratio

Constructs	1	2	3	4
Watching English Movies	-			
Listening Skills	0.84	-		
Speaking Skills	0.831	0.814	-	
Motivation to Learn	0.756	0.816	0.812	-

Table 3. Hypothesis Testing Results

	Hypothesized relationships	Std. Beta	t-value	P value	Findings
H1	W English Movies -> Listening Skills	0.664	12.132	0.000	Supported
H2	W English Movies -> Speaking Skills	0.460	8.183	0.000	Supported
H3	W English Movies *Motivation to learn ---> Listening Skills	0.249	3.010	0.000	Supported
H4	W English Movies *Motivation to learn ---> Speaking Skills	0.252	3.369	0.000	Supported

What types of movies you teachers use as teaching material in English class?

221 responses

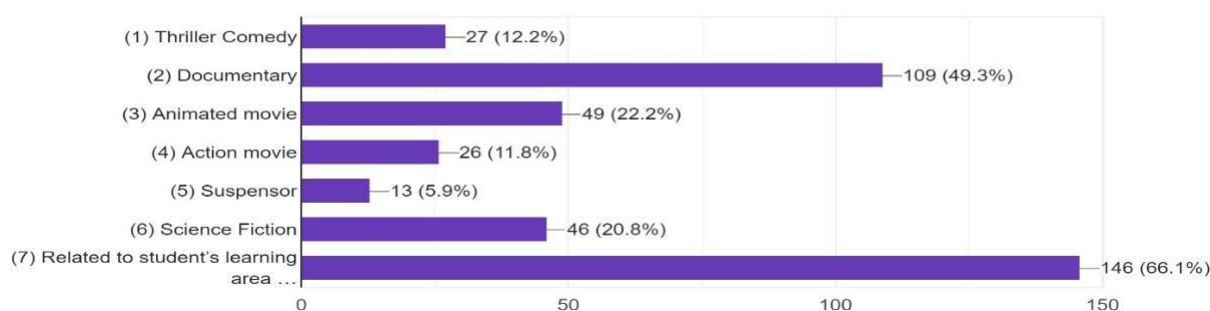


Figure 3. Movie Clips shown by the teachers

How often your teachers use the movies / video clips in your classroom?

221 responses

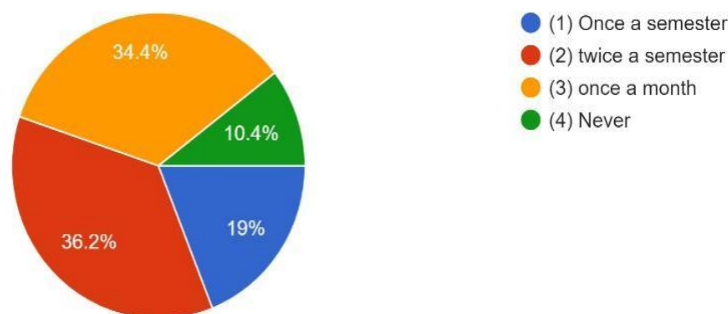


Figure 4: Intensity of the movies shown by the teachers

hypothesis1, which projected a positive association between watching English movies and listening skills and, hypothesis 2, which projected a positive association between watching English movies and speaking skills is fully supported.

Moderating Hypothesis

In order to assess the moderating effect of a construct in PLS-SEM, interaction terms between the moderator and the predicting variables were created using the product indicator approach suggested in (Chin, Marcolin, & Newsted, 2003) to examine its effect on the listening and speaking skills. The results indicate that hypothesized moderation effects of motivation to learn was supported. Specifically, the results indicated significant interaction terms, watching English movies*motivation to learn ($\beta = .249$, $t\text{-value} = 3.01$, $p < .001$) on the relationship of watching English movies and listening skills and with a slight difference ($\beta = .252$, $t\text{-value} = 3.369$, $p < .001$) on the relationship of watching English movies and speaking skills. Following this result, the

R2 change between the main effect model and model with moderation effect was also examined. The R2 for the main effect model for listening skills was 0.610 and its R2 with the interaction effect was 0.795. The R2 for the main effect model for speaking skills was 0.568 and its R2 with the interaction effect was 0.743. The R2 change suggested that the inclusion of a terms increased the explanation power by 23.27%, for listening skills and 23.55% for speaking skills, respectively.

Drawing from the significant interaction's effects, plots were depicted to interpret the nature of interaction following the steps used by Mansoor and Noor (2019), two interaction plots were drawn based on the significant moderator effects of H3 and H4. As shown in Figure 6, the line labelled for higher level of motivation to learn has a steeper gradient compared to lower level of motivation to learn for the association of watching English movies and listening skills, same is case with for the association of watching English movies and speaking skills.

Thus, hypothesis H3 and H4 were supported.

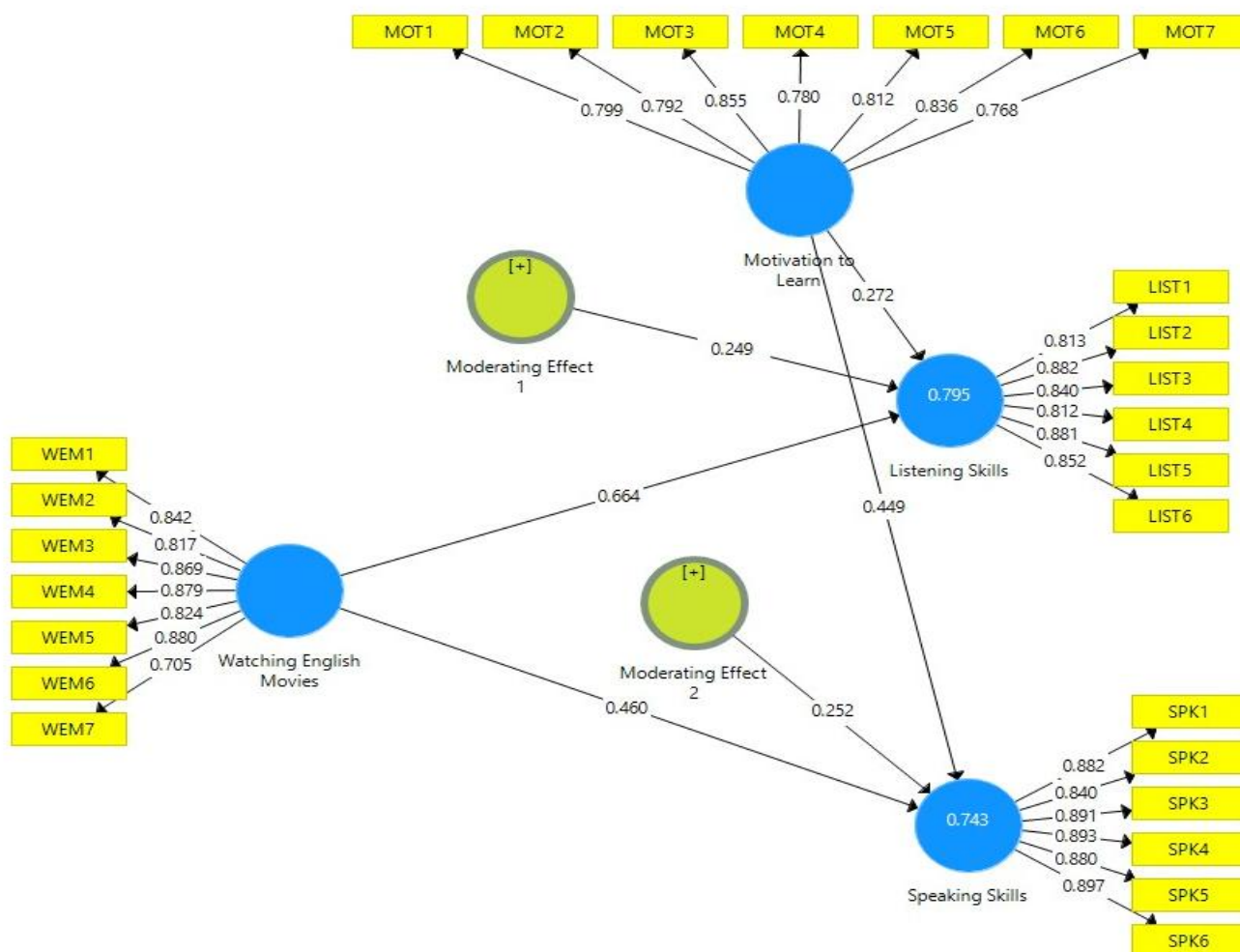


Figure 5. Full Measurement Model

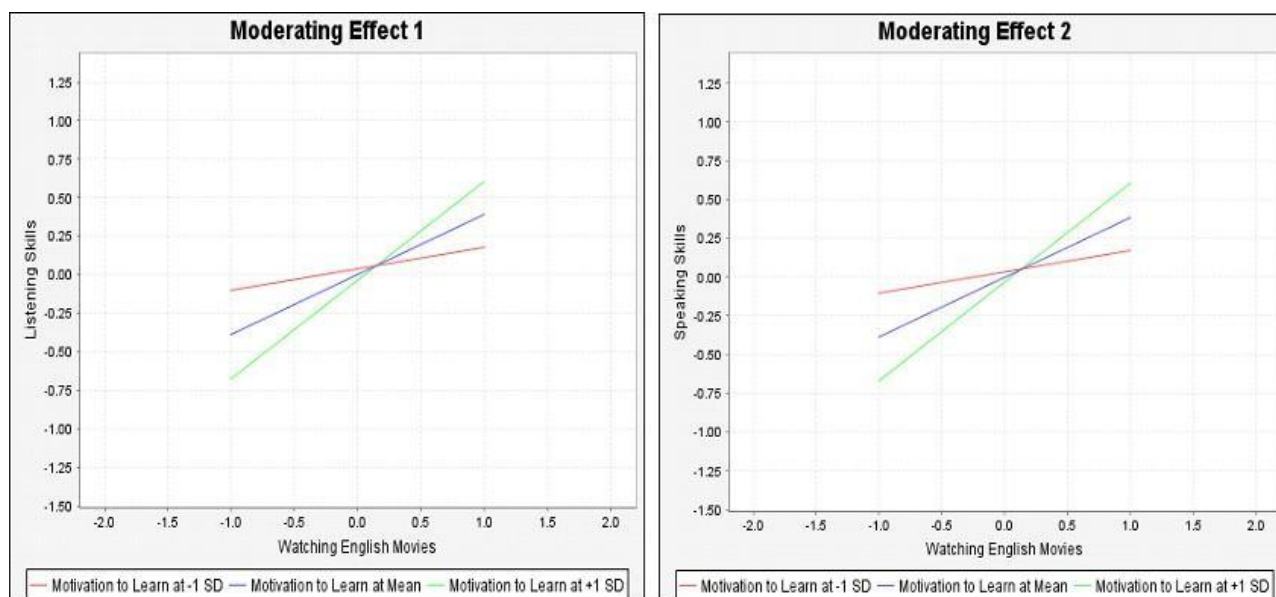


Figure 6: Interaction plots for moderating effects

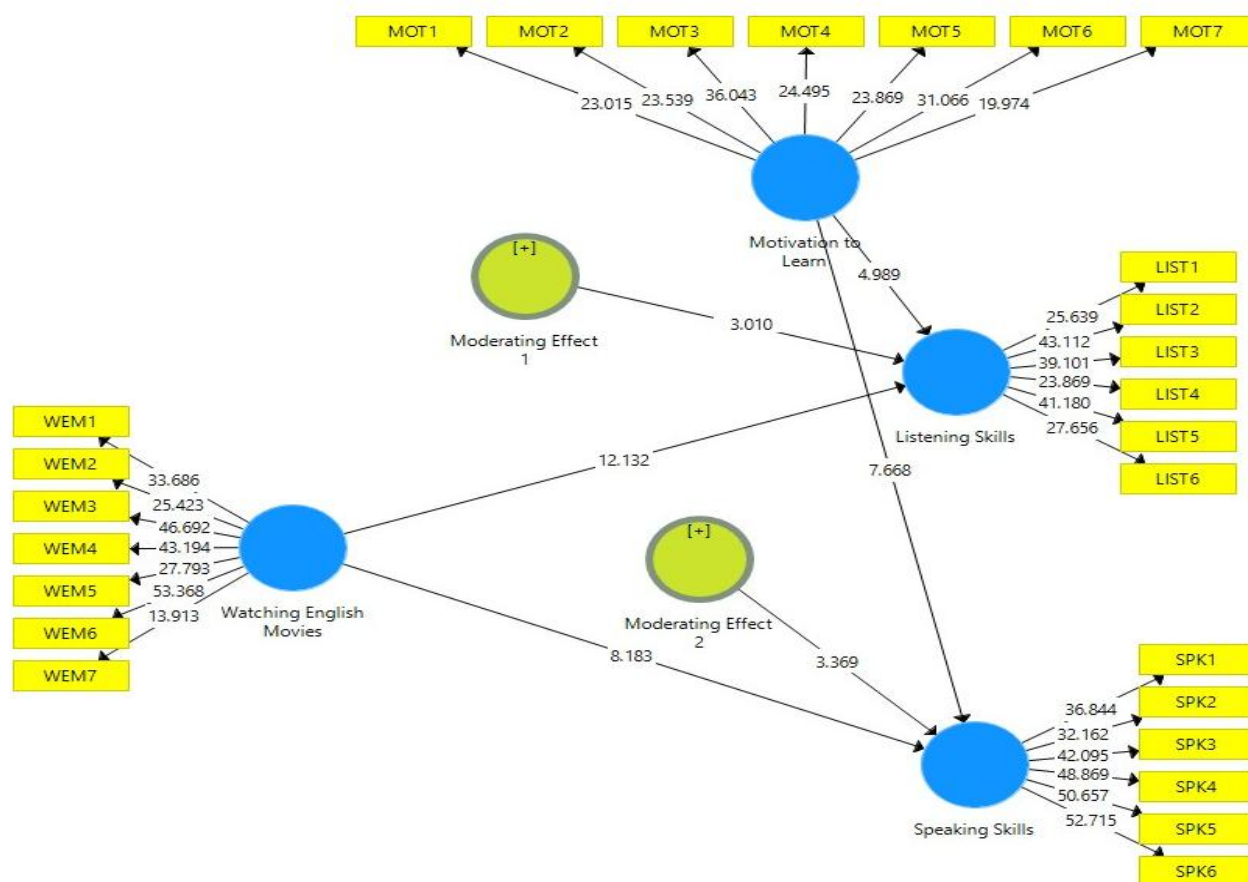


Figure 7: Full Structural Model

Discussion, Implications Limitations and Future Directions

Findings of the study

All hypothesis of the study was found to be supported. That shows that watching English movies are positively related to the enhancement of the listening and speaking skills of the students.

Similarly, findings of the study revealed the relationship between watching English movies and listening and speaking skills is moderated by motivation to learn such that in case of high values of motivation to learn the associations are stronger. Our findings related to watching English movies are consistent with the findings of (Gilakjani & Sabouri, 2016; Hwaider, 2017; Ismaili, 2013; Metruk, 2019; Qiu, 2017) which depicted that to improve listening skills for English bad a foreign language movie play a vital rule in multiple ways.

The findings related to the watching English movies and speaking skills are consistent with the results of the Alluri (2018); Leong (2014); Liando et al. (2018); Thammineni (2016) and Kabooaha (2016) as they reflected the importance of the exploration of modern technologies to learn and speak foreign languages to have insights about the cultures and societies of the other nations and enhance knowledge and exposure. Likewise, current findings related to the moderation effect are in line with the results of many scholars (Barrick, Mount, & Li, 2013; Cao & Meng, 2020; Di Domenico & Fournier, 2015) who used the motivation to learn as moderator in different combinations and in different study settings. Therefore, finally it be stated that watching English movies when coupled with motivation to learn are the excellent source of learning English as a foreign language by the university students at UAE.

Implications of the research

The present study will have implications for both the teachers as practitioners, as well as the students as EFL learners. The teachers can use a robust method, movies as instructional material to teach English, which will help them in teaching by capturing the attention of students and providing them a sense of enjoyment in learning rather than depending on the conventional methods of teaching that make students feel bored. On the other hand, the study has implications for students as they can naturally learn English by watching movies. It may help them acquiring English as a foreign language along with all the aspects of the language.

Conclusion and Recommendations

The present study contributes to the body of literature which supports the use of movies in enhancing different English language skills. It has adopted a literature review as well as quantitative research method to combine the different factors that can be influenced by watching movies to develop and enhance the English language proficiency of EFL students from schools to universities. The results revealed that Movies can be used as an authentic language input to enhance English language proficiency. However, movies influence proficiency by improving different language skills. First, Movies can improve speaking skills as the students get an opportunity to hear natives speaking in an original accent which helps them in learning the way native people speak in different contexts. This as a result improves their fluency while communicating in the English language.

Second, it improves the listening skills of the learners as movies attract students' interest to a level that they carefully listen to everything.

Movies also provide visual aid which helps them in understanding what they are listening to. Third, by watching movies students can learn a lot of new and unfamiliar words that they can retain in their minds and use them while communicating with others. Fourth, the learners by watching English movies will be able to learn the correct pronunciation of English words as movies provide them an opportunity to listen to the natives. After watching movies, students will try to imitate the correct pronunciations which will improve their ability to speak English. Fifth, movies exactly depict the cultures of Western countries which help the students in differentiating between the culturally appropriate and inappropriate language.

Lastly, movies when combine with motivation of the students to learn the English language can result into more improved language skills. Movies are accompanied by fun factor and provide a source of entertainment along with learning. While watching movies, students show interest and listen to everything carefully as films give them a sense of joy. It cannot be achieved only by depending upon the conventional teaching methods.

Limitations Future Research Directions

Although, the researcher of the study tried to be focused and industrious in terms of subject of the study along with analyzing the facts and figures but still there few limitations which can be considered by the future researchers to overcome. This study is cross sectional in nature, future studies can adopt the experimental designs by dividing respondents into two groups i.e. control and experimental group. Then after showing some movie clips to the experimental group and then asking different questions from both groups to find out the difference of results between the skills of both groups. Secondly, the sample size of the current study is very small which be improved by the future researchers with more favorable circumstances.

Further, based on the findings of the study, the following recommendations are proposed for the FEL teachers and students in the UAE. The teachers must adopt movies as teaching material for Emirati students, as non-English speakers which will help them in naturally learning English without putting much effort. Movies cannot be an alternative to the syllabus of the classroom, they can support the learning process. So, teachers should use movies as part of the teaching process along with the classroom syllabus and lectures. Before deciding on which movie to be shown, the teachers must research the movie and try to understand its relevance and quality in terms of language learning. The teachers should go for subtitled movies as it helps the students understanding and remember the words if they cannot understand that in English.

Students must understand the pedagogical importance of movies and should not take them as a source of entertainment if they get an opportunity to watch movies as part of their learning process. The students must try to remember words and use them while communicating with each other so, that they can store what they learned for future use.

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