Impact of Watching English Movies, Series, and Cartoons on English Language Learning of a Private University in Bangladesh

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Abstract

The article examines the influence of English movies, series and cartoons on students majoring in English at a university in Bangladesh. The objective of this study was to ascertain the potential impact of films, series, and cartoons on the acquisition of the English language and to determine the extent of their influence. This quantitative research centered on the English department located in Dhaka, Bangladesh. A set of questionnaires was employed to administer a series of inquiries to 140 students. The research uses both primary and secondary data sources. Primary data sources include surveys and interviews, while secondary data sources encompass journals, publications, previous research, and websites. This study has shown the significant impact exerted by English films, series, and cartoons on the EFL learners. The development of English language proficiency—reading, speaking, listening, writing—was noticeably improved. It is found that watching English series, cartoons and movies is a quick and effective way for EFL students to pick up the language. The approach functions as an audiolingual method, incorporating visual aids and facilitating situational language instruction. Moreover, the subtitles have been found to enhance both reading and writing abilities, as well as promote social interactions and foster a deeper understanding of the culture of native speakers. This research will also provide valuable insights for future scholars and researchers.

Keywords: English Movies, English Series, Animated Cartoons, EFL Classroom, Language Acquisition

Introduction

Language, according to Hudson (1980), is at the center of human life, and the ability to learn a language is among humanity's most outstanding mental achievements. Nowadays English is the most dominant and powerful language globally. English proficiency is increasingly a requirement for employment across the board in almost all industries. A native English speaker can find it easier to communicate with foreigners. They may even land a fantastic position at a well-known corporation. The ability to communicate in English, according to Larson (1998), can help stimulate the creation processes in all spheres of life and the capability based on that knowledge. For language learners, learning a new language can be a complex process that requires considerable time and effort.

Second-language educators have been using different types of English resources to find the most appealing and effective way of teaching the language. A great way to encourage language learners' students to develop their language ability is through English movies, series, and cartoons. There are many different genres to choose that suit one's particular taste, and it is a short time, an hour and a half or 2 hours, so people find it easier and more entertaining than a book. Everyone will agree with the fact that cartoons are the most entertaining things of childhood. Mostly everyone has watched cartoons like Godzilla, Woody Woodpecker, and Samurai X.

All of these animated cartoons were characterized by a greater emphasis on entertainment value rather than intricate storytelling or complex themes. In recent years, a Japanese-produced animated form known as anime has gained global prominence due to its visually stunning animation and limitless imaginative narratives. However, it is worth noting that to access anime content, individuals must either view a version that has been dubbed or watch it in its original Japanese language with English subtitles. This linguistic aspect can be advantageous for students seeking to enhance their proficiency in the English language.

Numerous studies have demonstrated the advantages of subtitles and captions in movies (Akdemir et al., 2012; Efe et al., 2011; Gorjian, 2014; Rokni & Ataee, 2014; Saricoban & Yuruk; 2016). According to Rokni and Ataee (2014), utilizing subtitles has a favorable impact on language acquisition. Students engage with the audiovisual material when watching subtitled movies by translating the original text into the target language in addition to watching and listening to it (Gorjian, 2014). While previous research has examined the impact of films on language acquisition in a more general manner, the present study distinguishes itself by specifically investigating the influence of watching movies, series and cartoons as effective tools on students' language learning.

Language has a significant role in our everyday lives, as well as in our cultural context and that of others. Language is essential to human communication because it allows us to convey our thoughts, feelings, and emotions. Learning a language improves communication efficiency. Success in many areas of life depends on having effective communication skills. Practical communication abilities are needed for many vocations. In today's schools and institutions, quantitative instruction is prioritized over qualitative instruction. They don't achieve language acquisition's ultimate aim; instead, they teach the language skills needed to complete the assigned subject. Skills like speaking and listening are not prioritized at all because reading and writing are the main areas of focus. This study aims to investigate the potential impact of English films, series, and cartoons on students' language

acquisition. It seeks to examine if these audiovisual resources have been beneficial in facilitating English language learning, particularly in contrast to the traditional approach of rote memorization for test purposes. The primary objective of this study is to furnish language learner students with useful insights on the potential benefits of including films, series, and cartoons into their language learning endeavors. This research aims to demonstrate that these audiovisual resources can serve not only as sources of amusement but also as effective tools for enhancing English language proficiency.

The primary objective of this study work is to ascertain the educational advantages that university students derive from including English films, series, and cartoons into their learning endeavors and to examine the influence of foreign movie series and cartoons on students' acquisition of the English language.

Research Questions

The researcher intended to find out the following question through the research:

- To ascertain the degree to which English-language films, series, and cartoons influence language acquisition?
- To find out the students' opinions regarding cartoons, series, and films?
- Determine the ways in which films, series and cartoons affect students' listening, speaking, and writing skills?

Literature Review

This section provides a comprehensive review of the existing literature on the topic at hand.

The majority of prior academic study has focused on using solely films as instructional materials to help students learn and develop their English language proficiency. In a study conducted by Li and Wang (2015), the objective was to investigate the influence of English language movie consumption on the oral English ability of Chinese college students. To evaluate the efficacy of this methodology, the scholars integrated English films into the instructional framework of an English language course. In that study the pupils were directed to compose essays and engage in oral discussions as components of

their academic curriculum. The individuals actively engage in interview sessions wherein they are posed inquiries pertaining to the narrative structure or synopsis of the film, as well as their comprehension thereof. According to the research conducted by Li and Wang (2015), there exists empirical support indicating that pupils have exhibited improved oral proficiency.

The development of verbal communication abilities and cultural sensitivity is further enhanced by the exposure of students to diverse cultures and real-life language scenarios. This exposure not only increases students' engagement and attentiveness towards the subject matter, but also fosters their interest in the topic. Ismaili (2013) conducted a study examining the effects of incorporating movies into English as a Foreign Language (EFL) classroom. This study examines the perceptions and experiences of EFL instructors and students within universities located in the South East European region. The objective was effectively achieved within a three-month time frame, during which films were used as instructional resources for the purpose of evaluation. The research conducted involved the formation of two participant groups, which consisted of two separate cohorts of students. One experimental group was provided with instruction using conventional teaching approaches that did not involve the integration of English films during class. The study's findings revealed significant differences between the two groups, and it was determined that incorporating films in the educational environment improved language skills and increased student involvement. Based on the insights provided by educators, the act of viewing films has been found to serve as a catalyst for increased student engagement and enhanced interaction between students and their instructors. This notion is further supported by Kusumaningrum's (2016) examination of the utilization of films within the context of foreign language education. The research was conducted in Indonesia, where it is mandatory for high school seniors to enroll in EFL classes. Due to the prevalence of unfavorable learning practices among students, the researcher opted to utilize English movies as instructional materials for language acquisition. The study conducted by Kusumaningrum

(2016) validated the anticipated outcomes that incorporating movies into the educational setting yielded noteworthy benefits in terms of students' motivation, encouragement, and skill development. In Khoshniyat and Dowlatabadi (2014) conducted a study examining the utilization of Disney films as a pedagogical tool for teaching English idioms among young Iranian learners of English as a foreign language (EFL). The objective of employing Disney films was to facilitate the introduction of English idioms within an enjoyable and captivating context. Consequently, the students who received instruction including idioms and phrases demonstrated a notable improvement in their comprehension and retention of idiomatic expressions. The study conducted by Qiu (2017) aimed to examine the impact of English-language movie viewing on the listening skills of college-level language learners. The research findings indicate that the act of viewing English films has a positive impact on the enhancement of listening abilities among adult individuals who are learning the language. (Albiladi et al., 2018) revealed that the incorporation of English films into educational settings reduces students' apprehension towards studying and enhances the authenticity of the learning experience. The researcher suggested that English educators should consider including English films as a means to enhance students' listening and speaking proficiencies. The researcher reached the determination that English films provide a considerable educational advantage, enhancing the engagement and authenticity of English language instruction and acquisition for all learners. Harmer (2007) asserts that there exist numerous advantages associated with utilizing movies as a tool for English language acquisition. These benefits encompass the captivating nature of movies, their ability to facilitate comprehension of authentic pronunciation and facial expressions, their aid in comprehending meaning conveyed through body language, their provision of sequential lessons elucidating various processes, and their incorporation of auditory and visual elements that enhance the ease of learning. In addition, the act of viewing films in the English language, particularly those accompanied by English subtitles, has been found to have a positive impact on both vocabulary acquisition and the development

of effective communication skills (Pratiwi & Ayu, 2020). The ability of students to comprehend and imitate pronunciation with precision can be facilitated through the utilization of English-subtitled movies, as these films provide both spoken dialogue and accompanying subtitles. The inclusion of English subtitles can potentially facilitate students' comprehension of familiar vocabulary and expressions. The provision of subtitles is essential for students as it addresses the common occurrence of misinterpretation of the speaker's contextual cues during the learning process.

According to a study conducted by Ebrahimi and Bazaee (2016), the utilization of movie subtitles has demonstrated more efficacy in enhancing overall comprehension when compared to non-subtitled movies. Furthermore, Ebrahimi and Bazaee (2016) have highlighted that the utilization of movie subtitles has demonstrated greater efficacy in enhancing overall comprehension compared to non-subtitled movies. Furthermore, Faqe (2017) asserts that the act of watching movies accompanied by English subtitles can effectively aid in the development of vocabulary skills, enabling pupils to enhance and broaden their lexical repertoire. Furthermore, it facilitates the acquisition of unfamiliar colloquial expressions, idiomatic phrases, and vocabulary in the English language. According to Yuksel and Tanriverdi (2009), the utilization of subtitles or captions during the process of watching a film offers significant advantages in the enhancement of language acquisition. Consequently, they assist the student in assimilating a concept within a particular context. In addition, engaging in the act of viewing films that center around a specific thematic element serves as a beneficial method for acquiring vocabulary, exemplifying this point. With sufficient repetition and effort, even individuals who learn at a slower pace have the ability to accumulate a substantial vocabulary (Akdemir & Ilhan, 2019). During the course of the film, the instructor may direct the students' focus towards particular lexical items that are intricately linked to the societal context. The development of students' speaking and listening skills can be enhanced through the utilization of movies as a learning tool (Goctu, 2017; Kalra, 2017; Ismaili, 2013; Liando

et al., 2018). As a result, this affords students an opportunity to engage with authentic materials in their language studies, enhancing their proficiency in conversational and communicative skills (Aliyev & Albay, 2016; Efe et al., 2011; Ismaili, 2013; Kalra, 2017). Moreover, the exposure to native speakers in films contributes to an enhanced sense of linguistic self-assurance among language learners (Kalra, 2017). Furthermore, the act of watching movies and reading the accompanying subtitles has been found to contribute to the enhancement of children's spoken and written communication abilities (Albiladi et al., 2018). The act of seeing films in the target language provides learners with an opportunity to engage with authentic, everyday conversations in a manner that is both organic and beneficial (Liando et al., 2018). One can enhance their speaking and pronunciation skills in the target languages via the utilization of movies. According to Aliyev and Albay (2016), films have the potential to enhance pronunciation skills and provide instruction on intonation, accent, and stress patterns. Research has indicated that students who engage in the practice of watching films in their target language demonstrate enhanced retention of linguistic elements, such as pronunciation, which they can associate with particular scenes. According to Yaseen and Shakir (2015), individuals are able to engage in self-training in a silent and natural manner while simultaneously enjoying the experience of watching movies, without being consciously aware of the educational benefits. The examination of L2 learners' comprehension abilities has been the subject of investigation by Guillory (1998), Taylor (2005), and Etemadi (2012). The authors employed either custom-made video content or a documentary ranging from five to seven minutes in duration for this objective. Researchers have employed sitcoms as a means to assist ESL learners in improving their pronunciation, intonation, and vocabulary acquisition (Mayer, 1997). The research conducted by Zarei A A & Rashvand Z (2011) and Kruger J-L, Hefer E, and Matthew G (2013) suggests that the inclusion of subtitles in movies and other forms of audiovisual content can be beneficial for English language learners in their language skill development. According to Hambrook (1979), television resources have been employed for the goal

of language learning as early as 1930. In his work, the author contends that the selection, evaluation, and creation of the material must adhere to the specified criteria. According to Danan (2004), the utilization of captions or subtitles in audiovisual resources has the potential to enhance their educational efficacy. There are numerous methods in which they contribute to the improvement of listening comprehension abilities in second and foreign language learners. They aid in language acquisition by helping pupils create mental images of auditory input. Additionally, they enhance language understanding and offer supplementary cognitive advantages, such as increased cognitive engagement.

A number of studies (Baltova, 1999; Danan 1992, 2004; Garza, 1991; Markham, 1993; Neuman & Koskinen, 1992) examined the efficacy of captioned and uncaptioned videos and television programs. According to Richards and Gordon, videos are believed to enhance students' comprehension by providing them with the opportunity to observe gestures, impersonations, facial expressions, and other forms of body language that accompany speech. Some research has explored the efficacy of including television shows, alongside videos, as a means of facilitating language learning (Aksar, 2010; Alcon, 2005; Brandt, 2005; Liontas, 1992). It is widely agreed upon by researchers and linguists that the act of watching cartoons facilitates the acquisition of various knowledge and skills among pupils. There was a prevailing assumption that individuals enrolled in the English department possessed a high level of proficiency in the English language. According to Clark (2000), the educational significance of cartoons in instructional methodologies is incalculable, since they provide a conducive setting for student engagement and facilitate the unconscious development of their talents. According to Doring (2002), it is indisputable that the language utilized in cartoons has a substantial influence on the process of language acquisition. Moreover, he asserted that through the act of watching cartoons, students cultivate and enhance their own oral communication abilities. Consequently, he perceives the act of studying to be captivating. The scholarly community has emphasized the significance and efficacy of utilizing cartoons as a pedagogical tool

for instructing and acquiring a foreign language among young children (Karakas & Sariçoban, 2012; Enayati & Farhad, 2016). According to Poti, this resource offers a dependable means of accessing authentic audiovisual language input, which has been demonstrated to enhance motivation among those learning a new language. The young individual perceives the utilization of language, specifically its fundamental purpose of communication, through the real-time speech of the characters displayed on the screen. In addition, the young individual perceives intonation patterns and observes accompanying gestures and facial expressions that serve to reinforce verbal discourse.

The acquisition of linguistic proficiency in a young individual involves not only auditory exposure to certain phrases but also visual observation of their usage, leading to a sense of naturalness and fluency in their application. Furthermore, the child acquires knowledge about the cultural aspects of native speakers through exposure to cartoons. The animation serves as a valuable resource for anyone seeking to acquire proficiency in various aspects of cultural adaptation, such as effectively ordering food and beverages in a foreign country, employing appropriate forms of address while interacting with adults, demonstrating gracious behavior, and gaining insights into idiosyncrasies associated with national cuisine or British (American) attire. Furthermore, the motivation for a young individual to acquire a language through cartoons stems from their desire to comprehend the content being shown on the screen. According to Harmer (2004), it is common for young children to have a tendency to identify with characters portrayed on television, such as princesses, travelers, pirates, and superheroes. They often express a desire to imitate these characters and communicate using their language as a means to replicate and embody their qualities. According to a study conducted by Lithuanian researcher Svetozar Poti, children who have been exposed to English cartoons, particularly those in American English, throughout their formative years exhibit exceptional pronunciation skills and demonstrate a significantly higher level of proficiency in the language compared to those who have not had such exposure. Nevertheless, there is no requirement for children to engage in the study

of a foreign language. The individual engaged in impulsive behavior, immersing themselves in the captivating realm of animation, focusing on beloved characters and compelling narratives. This phenomenon engrossed their attention entirely and resulted in a relaxed attitude towards a non-native language. The primary motivation for acquiring proficiency in a foreign language has transformed into the necessity of comprehending the content displayed on a visual interface. Additionally, the author notes that children who viewed American cartoons exhibit a distinct American accent. The significance of this finding lies in the fact that pronunciation serves as the fundamental element of speech and forms the basis for the progression and advancement of many forms of speech-related activities. The effective acquisition of the pronunciation mechanism and adherence to standard norms, along with the enhancement of speaking proficiency, are contingent upon the mastery of pronunciation. Improving one's pronunciation becomes increasingly challenging with age. To ensure the acquisition of accurate pronunciation, it is imperative to expose children to English immersion during their early childhood, which can be facilitated through the consumption of animated television programs. The act of watching cartoons in a foreign language has been found to have advantageous effects on the development of language abilities beyond orthography. Specifically, the kid acquires new vocabulary, develops sentence construction skills, learns to ask questions, and grasps the appropriate usage of words within their respective contexts. Cartoons have the advantage of visuals, enabling the child to make educated guesses about the content displayed on the screen without relying on direct translation. In a study conducted by Enayati and Kakarash (2016), the impact of English cartoon viewing on the grammatical accuracy of primary school students was examined. The researchers observed the advantages of cartoons in facilitating language acquisition, specifically in relation to the comprehension and application of grammatical structures. Nevertheless, according to the conclusions of their study, the act of viewing cartoons does not contribute to the improvement of one's writing skills.

According to Enayati and Kakarash (2016), the acquisition of certain talents is particularly challenging, and it is important to note that cartoons or other media materials do not effectively facilitate the development of certain skills. In his study, Bahrani (2012) examined the role of audiovisual materials on the development of language acquisition. According to Gilmore (2007), cartoons serve as a valuable and genuine resource for acquiring a foreign language due to their ability to accurately reflect realistic speech patterns of native speakers, as opposed to being specifically designed for language training purposes. Cartoons facilitate the retention of foreign language vocabulary by establishing a causal and tranquil visual depiction, fostering a robust association between images and words.

Karakas and Sariçoban (2012), looked at the impact of subtitled cartoons on incidental vocabulary growth. Their findings did not support the notion that the group who watched cartoons with subtitles would perform better than the group that did not. However, the scientists found that both groups significantly improved at remembering the target words. By placing the target lexemes in comic context, they clarify this progression. It was simpler to memorize the words because the participants knew what they meant (Karakas & Sariçoban, 2012). However, Jaana Jylhä Laide (1994), an English and Swedish educator at a comprehensive school in Finland, studies the peculiarities of using television and video in the process of learning a second (foreign) language. The researcher highlights the necessity of video learning due to the absence of active participation and contribution. The study posited that the efficacy of television and video in language learning is contingent upon the presence of pre-existing learning capacities. In the absence of supplementary resources, an individual lacking expertise in a particular subject would have limited capacity to acquire knowledge, restricted to a few disconnected sentences or lexical units (Jylhä Laide, 1994).

Methodology

The core data describing the students' perceptions and information for this study was collected by the researcher using quantitative approaches. A survey

was conducted with students hailing from a private educational institution in Bangladesh. The survey participants were selected from a population of English students aged 18 to 28. The collection of primary data was conducted by means of a survey that utilized questionnaires. According to Margono (2007), a questionnaire is a data collection tool that allows individuals to provide written responses to nonverbal inquiries. A set of 14 questions, each accompanied by four response possibilities, was prepared and personally presented to the participants for the purpose of the research. A total of 140 individuals participated in the survey, and their replies were collected. The data obtained from the questionnaire was quantified and subsequently subjected to analysis. Descriptive statistics employed graphical representations and percentage tables to depict the outcomes. The private university selected for the study attracts students from various regions of Bangladesh, distinguishing it from other institutions within the country. If the identical study were to be replicated in a different institution, it is possible that the results may vary, but with a low probability of occurrence. The research in question necessitates a high level of comprehension and critical thinking, making it unsuitable for beginners and elementary school students.

The Methodology Employed for Data Collection and Analysis

The data acquired for this study encompassed two distinct methodologies, including primary data and secondary data.

Collection of Primary Data

The acquisition of primary data was assisted through the administration of a survey to a specific cohort of participants, consisting of 140 students who were now enrolled in the English department at City University. During the phase of questionnaire administration and observation, the researcher formulates inquiries and prompts the students to express their perspectives and behaviors in connection to real-life situations.

Utilization of Secondary Data

The collection of secondary data involves the examination and analysis of many forms of documentation, such as theses, books, academic books, academic articles, and journals. The data utilized in this research study has been sourced from scholarly articles and journals authored by academics from various regions across the globe. These artifacts are utilized to augment the acquisition of knowledge and ease the process of scholarly investigation. Moreover, it is vital to provide a comprehensive interpretation on the probable outcome that may be derived from the analysis of the original data.

Limitations of the Study

The researcher's study involved a sample size of only 140 students out of a total population of 1400. This limited sample size may not provide a comprehensive understanding of the perspectives held by individuals from various sectors. Furthermore, it is worth noting that the scope of this study was limited to a single private university located in Dhaka city. This particular option of research setting raises concerns about the generalize ability of the findings to a broader context.

Findings and Discussion

This part includes an examination of the data obtained from both quantitative and qualitative analyses. The quantitative findings have been presented using tables and pie charts. Conversely, throughout the narrative analysis of the certain themes have emerged as indicative of qualitative outcomes.
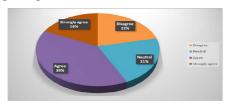
The data was collected by the researcher from a sample of 140 participants. The following discussion presents a comprehensive summary of the findings and outcomes derived from the gathered responses.

Q.1. Does the act of watching English movies, series, and cartoons have a positive impact on the acquisition of the English language?

Effect on learning the English language			
Disagree	Neutral	Agree	Strongly agree-
21.43%	21.43%	39.29%	17.86%

The findings indicate that 21.43% of students expressed disagreement regarding the notion that movies, series, and cartoons have a positive impact on English language acquisition. Similarly, 21.43%

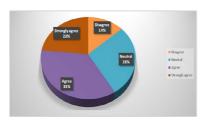of students held a neutral stance, neither disagreeing nor agreeing with this idea.

On the other hand, 39.29% of students agreed that these forms of media do have beneficial effects on learning English, while 17.86% of students strongly agreed with this notion.

Q 2. Do they enjoy or like to watch cartoons, television shows, or movies?

Whether enjoy watching or not			
Disagree	Neutral	Agree	Strongly agree-
13.17%	27.14%	34.29%	22.86%

In response to this question, it was found that 35% of respondents expressed a positive inclination towards the enjoyment of movies, series, and cartoons. Among these respondents, 23% strongly affirmed their enjoyment. Conversely, 28% maintained a neutral stance on the matter.
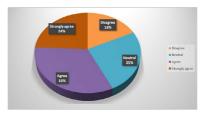

A minority of 13.17% disagreed with the notion of finding enjoyment in these forms of media. It is worth noting that various factors may contribute to this dissent, such as difficulties in comprehending the storyline due to language barriers.

Q 3. Do they feel that watching English movies, series, and cartoons motivate them to learn English?

Whether motivate the learners or not			
Disagree	Neutral	Agree	Strongly agree-
17.86%	25%	32.86%	24.29%

Motivation is a significant factor in the learning process, and when surveyed about the impact of English movies, series, and cartoons on their motivation to study English, 32.86% of students expressed agreement, while 24.29% strongly agreed.
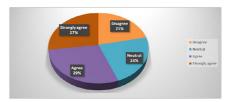

Conversely, 17.86% of students disagreed with this notion, while 25% maintained a neutral stance. Out of the total respondents, 57.15% expressed a good response, 17.86% expressed a negative response, and 25% expressed a neutral response.

These findings indicate that a substantial majority, comprising 57% of students, possess a positive inclination towards movies, series, and cartoons, while only a minority of 18% harbor a dislike for them.

Is vocabulary acquisition facilitated through watching movies, series, and cartoons?

Whether motivate the learners or not			
Disagree	Neutral	Agree	Strongly agree-
21.42%	22.46%	28.57%	27.14%

When asked about the acquisition of new vocabulary by watching and listening to movies, series, and cartoons, 25% of respondents expressed agreement, while 27% indicated strong agreement.
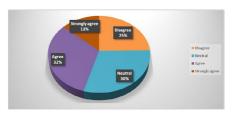

Conversely, 21% voiced disagreement with this notion, and 23% maintained a neutral stance on the matter. Hence, 52% of respondents gave a positive response, 21% gave a negative response, and 23% were neutral.

Q5. Without the subtitles displayed on the screen, would they be able to acquire new words?

Without subtitle would they learn new words or not			
Disagree	Neutral	Agree	Strongly agree
25%	30%	32.43%	13.56%

When asked if they would learn new words from watching cartoons, series and movies, 32.43% of respondents said they would, and 13.56% said they would strongly agree.
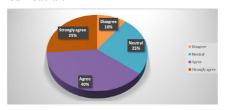

The remaining 25% disagreed, and 30% said they were neutral. Thus, just 45.99 percent of respondents gave a positive response, 25% gave a negative response, and 30% remained largely neutral.

Q6. Do they frequently use phrases or sentences from films, series and cartoons in their everyday speech?

Whether use phrases or sentences from media in daily life			
Disagree	Neutral	Agree	Strongly agree-
10%	25%	40%	25%

When asked how frequently they apply words or sentences they learn in their daily lives, 40% agreed, 25% strongly agreed, 11% disagreed, and 25% remained neutral.

This means that roughly 75% of respondents gave a positive response, 10% percent gave a negative response, and 25% remained neutral.

Q7. Do they imitate the native speakers they observe in movies, TV series and cartoons in order to improve at speaking?

Imitate the actors			
Disagree	Neutral	Agree	Strongly agree-
11%	25%	38%	26%

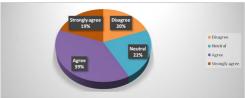In response to the question of whether they imitate the native actors' speech patterns in the film

in order to improve their speaking, the majority of respondents—38% agreed, 26% strongly agreed, 25% remained neutral, and in this case, with only 11% disagreeing.

The survey results showed that 64% of people answered positively, while only 11% disagreed with the idea of not imitating the speech patterns of native actors.

Q8.Do watching English-language films, series and cartoons inspire students to engage in class discussions?

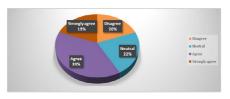| Whether inspire to participate in class discussion			
Disagree	Neutral	Agree	Strongly agree-
18.57%	21.42%	37.14%	18.57%

When asked if watching movies or other media increased their motivation to participate in class, 39% of students agreed, 19% strongly agreed, 20% disagreed, and 22% remained neutral. In this case, the positive number is 58%, the negative is 20%, meaning the positive is far ahead of the negative.

Q9. Do the teachers recommend watching English-language films, series and cartoons to help students learn the English language?

Whether recommend /motivate to watch or not			
Disagree	Neutral	Agree	Strongly agree-
20%	22%	39%	19%

Now, in response to the question of whether or not teachers recommend watching movies, television series, and cartoons to aid in the learning of a new language, 39% of respondents agreed, 19% strongly agreed, 20% disagreed, and 22% remained

neutral. Despite the fact that a large number of respondents responded positively, teachers remain the same, which begs the question as to why there are disagreements here.

Q 10. How much time do they spend watching the movies?

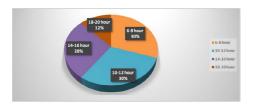| Duration of watching movies			
6-8 hour	10-12 hour	14-16 hour	18-20 hour
32.14%	23.57%	22.14%	22.14%

The majority of respondents (32%) reported watching movies for 6-8 hours per week. 24% watched for 10-12 hours, 22% for 14-16 hours, and another 22% for 18-20 hours.

Q11. How much time do they spend watching the series?

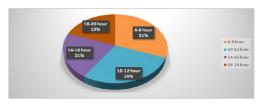| Duration of watching series			
6-8 hour	10-12 hour	14-16 hour	18-20 hour
30%	30%	27.86%	12.14%

When it comes to series, the most popular choice is a tie between two (6–8 and 10–12 hours), which is 30%; the other two are 14–18 hours (27.86%) and 18–20 hours (12.14%).

Q12. How much time do they spend watching cartoons?

Duration of watching cartoons			
6-8 hour	10-12 hour	14-16 hour	18-20 hour
30.71%	28.57%	21.43%	19.29%

Regarding the cartoon, the findings show that 6-8 hours make up 30.71%, 10-12 hours, 28.57%, 14-16 hours, 21.43%, and 18-20 hours, 19.29%. Since 6-8 hours and 10-12 hours hold the largest percentages, this is not a number that should be disregarded, even though it is a weekly count.

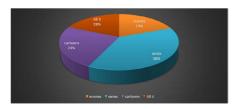Q13. Do the teachers use media, such as movies, videos as instructional tools?

Whether films are used as teaching tools or not			
Disagree	Neutral	Agree	Strongly agree
17.86%	35.71%	25%	21.42%

In response to the question of whether teachers use video as instructional tools, 25% of students agreed, 21% strongly agreed, 36% answered indifferently, and 18% of students disagreed explicitly. Although it is still higher than the negative number in this case, the positive number is rather close to neutral.

Q14. What do they watch most, cartoons, movies, or series?

Watch most			
Movies	Series	Cartoons	All 3
19.29%	37.86%	24.21%	18.64%

When queried about their primary viewing preferences, a significant proportion of students indicated a preference for series, accounting for 38% of the respondents. In contrast, movies were favored by 19% of the participants, while cartoons were the preferred choice for 24% of the sample. The majority of students express a preference for watching series, despite the fact that movies or cartoons need less time to consume, with all three options being favored by approximately 19% of the student population.

Discussion

This section provides an interpretation of the research findings by organizing the information into various thematic areas.

In relation to the queries, a substantial percentage of students, ranging from around 50% to 58%, indicated a favorable propensity towards perceiving movies, series and cartoons as sources of enjoyment and engagement. Moreover, the pupils held the belief that these media formats exert a positive influence on their development of language skills. In contrast, a relatively smaller proportion, varying between 13% and 21%, expressed a negative response towards this concept. The remaining participants had a neutral position towards the issue. There is clear evidence to suggest that a significant proportion of students hold the belief that they receive pleasure from watching videos and perceive it to be advantageous. Consequently, the utilization of time is successfully maximized.

In light of the inquiry pertaining to the acquisition of a new language through the medium of films, series, and cartoons, it was found that roughly 46-52% of students had a positive inclination towards this approach. On the other hand, just 21–25% of students had an unfavorable opinion, and the rest of the students had a neutral opinion. This suggests that individuals obtain both enjoyment and intellectual advantages from seeing these videos, specifically through the acquisition of significant vocabulary.

In response to the question of whether people attempt to imitate the characters on film and use the dialogue in real life, approximately 62–67% of respondents said they felt positively, and just roughly 10–25% said negatively. The remaining participants kept a neutral position. Furthermore, it was noted that a considerable percentage of respondents experienced a sense of motivation to acquire knowledge solely via the act of observing these performers.

In response to a question concerning how much teachers encourage their pupils to watch films, series, and cartoons, roughly 57–58% of students gave a good response, while roughly 17–25% gave a negative one.

When examining the use of films, series, and cartoons as pedagogical aids in educational settings, it was found that a mere 46.42% of teachers replied positively, while the remainder participants either remained neutral or expressed negative viewpoints. The observed discrepancy underscores a notable potential for educators to employ films, television series, and animated programmes as valuable resources in their instructional methodologies. When individuals utilize effective instructional methods and share them with others, students can prevent time wastage and instead opt for strategies that will enhance their learning outcomes.

Based on the findings of the preceding three investigations, it is apparent that a substantial percentage of students allocate roughly 12-18 hours per week to watching a variety of films, television series, and animated programming. The considerable amount of time that students dedicate to their studies requires educators to provide suitable supervision, since it can have significant effects on student achievements.

In summary, the results suggest that approximately 58% of students expressed a favorable viewpoint, whilst just 17% of students indicated a negative opinion, with the remaining 25% of students adopting a neutral position.

Conclusion

The findings of this study demonstrate that films, series or television shows, and cartoons have a significant impact on students' language skills and vocabulary development, therefore serving as effective educational tools. Audiovisual media,

including films, series, and cartoons, play a crucial part in facilitating the process of acquiring the English language for learners. Krashen's influential research on language acquisition, namely his Input Hypothesis introduced in 1985, asserts that the availability of understandable input plays a crucial role in the language learning process. No doubt, series and television programmes, films, YouTube videos, and animated series offer language learners with relevant and easily understandable material. These forms of media not only offer entertainment value, but also exhibit a continuous pattern of facilitating learning. In addition, the Affective Filter Hypothesis, as put forth by Krashen (1985), holds considerable importance in facilitating learners' involvement with films, television programmes, and animated content as a method of acquiring language, since it successfully diminishes their levels of anxiety and tension. From an early stage of development, individuals initiate their involvement in the watching of animated television programmes, commonly referred to as cartoons, with the primary objective of seeking amusement. As a result, individuals are exposed to the language components that are inherent in these animated products.

This study provides support for King's (2002) assertion that the strategic utilization of English films and television programs can serve as a helpful resource for language learners seeking to enhance their linguistic skills in an interesting and engaging way. Over the course of time, there has been a noticeable increase in the popularity of English series and films within contemporary society. This may be attributed to their innovative storytelling, visually captivating effects, and proficient direction. Consequently, there has been a growing trend among students to allocate substantial periods of time towards the exposure of such media. It is important to acknowledge that the proper use of these resources can successfully enhance language training and acquisition, consequently promoting significant educational advantages. The promotion of using English films, cartoons and series as pedagogical and instructional materials, rather than just for entertainment purposes, is recommended.

In conclusion, this research has demonstrated that the inclusion of English movies, series, and cartoons in the EFL classroom significantly enhances the authenticity of the learning experience, reduces students' anxiety, and cultivates their enthusiasm for learning.

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