

# Impact of Motion Pictures on The English Receptive Vocabulary Knowledge of Grade 10 Students

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**Abstract:** *This study aimed to determine impact of motion pictures on the English receptive vocabulary knowledge of students for the second semester of school year 2019-2020. The study used quasi-experimental design. Selected grade 10 students were the respondents in this study. A researcher-made vocabulary test was administered to the respondents as the instrument of the study before and after the exposure to motion pictures integrated in classroom instruction. Based on the results of the study, the mean scores of the 40 respondents who were exposed to motion pictures improved from 42.41 in the pretest to 48.03 in the post test. This can be attributed to the exposure to motion pictures as the intervention in the study.*

**Keywords**—motion pictures, vocabulary knowledge

## 1. INTRODUCTION

The English idiom ‘A picture is worth a thousand words’ conveys that a simple image can produce a tremendous impact on someone looking at it. But with still photographs appearing and moving in succession coinciding with sounds of words, the effect might be surprising.

Motion pictures or film began in the 1890s as cited in an article by Sharp (2016). Movies filmed during this period were just under a minute long and had no sound. Motion picture cameras were then invented by Lumiere brothers (Bellis, 2016). The advent of technology drastically transformed simple moving pictures into high – quality and visually appealing movies which most people enjoy nowadays.

At present, films of various genres are available in movie houses. It is undeniably true that motion pictures play a pivotal role in the society. Moviegoers shell out money as they find enjoyment and relaxation in watching movies. A film is an effective medium in evoking a plethora of emotions. It can provide fear, anger sadness, joy, disgust etc. Blockbuster motion pictures jolt the industry forward providing economic stability. Film producers find this venture profitable. These aforementioned benefits prove that movies comprise a benignant force in the society.

The educational boon that motion pictures deliver is something that has been overlooked for years. Traditional learners have been bombarded with lectures wobbling their interest away. Eastwood (2012) asserts that students become bored when they have difficulty paying attention to the external information or environmental stimuli. A teacher who often uses a chalk and the blackboard with her voice echoing on the walls of the classroom might bore students to death. Multimedia resources like films and other video presentations might now come in handy. Using multimedia resources on topic of interest will help students to be familiar with academic vocabulary. It provides students with learning opportunities as their imagination will be stimulated with the

introduction of new materials on language and context (Joshi, 2012).

Moreover, learners may be able to pick up phrases or expressions that they apply in an environment where English is required to be spoken. Films with child friendly themes must be chosen to motivate young learners (Ruusen, 2011).

Hence, learners with limited vocabulary might find watching movies useful. Teachers may incorporate this in their language instruction. It is important for them to employ effective vocabulary instruction because the extensive knowledge of words is something that every child should possess.

Certainly, movie viewing may have a direct effect on the word bank of students. They grasp the thoughts of others and are able to communicate their own thoughts with them by having a good vocabulary.

This possibility made the researcher posits that the relationship between the language development of learners specifically their vocabulary knowledge and the use of motion pictures has to be checked so that further improvements on the methods and strategies of teachers will be observed, and the application of these multimedia resources in the instruction, if found effective will be maximized.

## 2. LITERATURE REVIEW

The birth of motion pictures changed the course of history. The invention of a motion picture camera by Thomas Edison started endless possibilities. Motion pictures have become widely available since then. With the aid of technology, the development continued reaching multitude of nations from different parts of the globe.

Dushi (2012) describes motion picture as an edited version of reality which can influence attitudes and behavior and offer common denominator of experience. The invention of motion toys sparked the interest of people in creating an illusion of motion (Hale, 2014)

The application of movies is infinite. It has proven in many studies that using movie in the classroom promotes language development. Movies serve as medium for acquiring language. Movie adaptation of some literary works can be used as supplement for reading. (Ismail,2013)

Donaghy (2014) explains how movie can help someone learn English. According to him, learning from movies is motivating and enjoyable. Varied language and visual context are the key points in using movies in language learning.

The use of lesson-related films is advantageous in discussing literary texts. Students are able to visualize concepts thus leading to better comprehension. Here, the learners are able to come across words and develop familiarization. They learn words unconsciously by listening to dialogues of characters in films they are viewing.

However, some conditions must be available for the favorable effects of movies to transpire. Marsh (2015) suggests some things to be considered to make the use of films in the classroom more effective and meaningful such as the internet connection, the room size, the darkness of the room, the sound, and even the advertisements appearing before the clip. In this way, lasting effects far beyond the classroom setting will be achieved.

One of the components of language that might benefit from the use of motion pictures in education is vocabulary. Cayubit (2011) defines vocabulary as the process of recognizing the meaning of words. It may also refer to the set of words that a person is familiar with. It is involved in reading comprehension and other language processes. Vocabulary is central to the acquisition of the language.

Vocabulary knowledge is the core of the language which is not acquired at one shot. It entails a long process as learners encounter words to develop familiarization. (Karakas and Saricoban, 2011). Exposure to the language over a period of time is what learners need.

Aggarwal (2011) believes that vocabulary is sometimes the basis that people use in judging someone's intelligence. Speaking high sounding words will make others realize that the one who is talking is educated. It will make you look smarter.

Vocabulary knowledge can be classified into two: reception and production. Olson (2012) defines receptive vocabulary as the input of the language and productive (expressive) language as the output. Receptive and productive control of words can be differentiated in terms of size. Receptive vocabulary is larger than productive vocabulary since most of the words that a person knows and recognizes are not often applied to speaking and writing which are the primary skills involved in production. (Benjamin and Crow ,2012)

Furthermore, Gruta et. al (2013) explains the major distinction between receptive and productive vocabulary. A person's receptive vocabulary includes words that he hears, reads and sees with understanding while words that a person

uses in speaking and writing constitute productive vocabulary.

Watching movies and serials will help in improving vocabulary. One can grasp the meaning of the words used in the scene as they are used in real-life context. Ostovar-Namaghi (2015) suggests the use of images and sounds in teaching vocabulary. He further explains that the use of images will help learners relate the new words to the visual concept. Suelto (2015) agrees that English communication skills will improve by watching English films and by listening to spoken media in English.

Since the youth of today are considered millenials, they are certainly impacted by technology. Most of the concepts being raised and brought up by students in classroom discussion are influenced by mass media. Educators need to maximize the use of multimedia visual in teaching as it can support the input received by the learners. (Ramirez,2015)

In addition, watching movies can shrug off anxiety of students in language learning.. Lucas et. al (2011) believes that vocabulary strategy are used by learners to cope with their anxiousness and apprehension in English class. The strategy allows them to control their own learning. Hence, enjoyment must be visible in a language class and this condition can be achieved through the use of film in instruction. Vocabulary development is possible as students are less-pressured.

Finally, vocabulary learning should be the top priority for language teachers. Teachers are responsible for the improvement of their learners' vocabulary (Carranza et. al, 2015)

### **3. RESEARCH QUESTIONS**

This study aimed to determine the impact of motion pictures on the English receptive vocabulary knowledge of students.

Specifically, it sought to answer the following questions:

1. How may the English receptive vocabulary knowledge of the respondents be described prior to the exposure to motion pictures?
2. How may the English receptive vocabulary knowledge of the respondents be described after the exposure to motion pictures?
3. Is there a significant difference between the English receptive vocabulary knowledge of the respondents prior to the exposure to motion pictures and their English vocabulary after the exposure?

### **4. HYPOTHESIS**

There is a significant difference in the mean performance of the students before and after the exposure to motion pictures integrated in classroom instruction.

## 5. SCOPE AND LIMITATION

This study was conducted at Meycauyan National High School – Annex within the length of the second semester of the SY 2019 – 2020. The focus of the study was the assessment of the English receptive vocabulary knowledge of the respondents before and after the exposure to motion pictures or films about lessons for the third quarter integrated in the instruction of the teacher. These movies were carefully selected by the researcher to ensure that the attainment of the learning competencies is not compromised.

This study was limited to the assessment of forty (40) students from grade 10 of the said school.

A researcher-made vocabulary test was used as the instrument in the study and was administered before and after the exposure to motion pictures. The test consisted of 70 multiple choice items. This was used to determine if the intervention had an effect to the vocabulary level of the students. Results were interpreted using t-test .

## 6. RESEARCH METHODOLOGY

Quasi Pretest-Post test one group design was used in the study. Shuttleworth (2009) describes pretest-post test design as the preferred method in evaluating the amount of change that has occurred due to the intervention or treatment applied.

The researcher used one group in this experiment. A pretest will be administered before the treatment and a post test after the treatment period.

The study attempted to find out the impact of motion pictures on the English receptive vocabulary knowledge of the students. These motion pictures will include films related to lessons specifically literary texts for the third quarter to be included in the instruction of the teacher. These movies included Life of Pi (2012), The Hunchback of Notre Dame (1996) and The Three Musketeers (1993). The subjects were exposed to the treatment for almost two weeks.

Using the treatment presented, the researcher analyzed the English receptive vocabulary knowledge of grade 10 students for the second semester of S.Y. 2019-2020 before and after the exposure to motion pictures.

### Sampling

The population of this study consisted of a group of grade 10 students for the second semester of the school year 2019-2020 at Meycauyan National High School – Annex.

One grade 10 section was used in the study. All of the 40 students in the section were exposed to motion pictures for a short period of time assessing their receptive vocabulary knowledge before and after the treatment period.

Subjects were chosen through convenient sampling.

### Data Collection

A section from grade 10 was taken as the subjects of the study and was given a pretest and a post test.

A researcher-made vocabulary test was used as the research instrument and was administered before the treatment. This test was checked and validated by the researcher’s English subject coordinator.

They will be exposed to some of the items in the test included in the films to be selected and to be integrated in the instruction of the teacher for almost two weeks. By watching foreign English movies about lessons for the third quarter, they were expected to pick up some words thus improving their vocabulary.

This transpired in the result of the same research instrument with some of the items rearranged to be used also as the post-test after the intervention.

### Ethical Issues

All the procedures to be conducted was strictly compliant with the fundamental ethical principles. A consent letter was secured by the researcher to make sure that the research activities were allowed. The welfare of all subjects were taken into account to ensure that they were protected from unnecessary risks, or mental and physical discomfort that the research activities may cause them. The data concerning each subject were gathered and treated with utmost confidentiality to prevent untoward effects to them and their families.

Moreover, all research procedures were conducted with the permission from the school administration.

### Data Analysis

The data gathered for the study were tallied and computed.

The results obtained from the pretest and post test of grade 10 students were checked, collected and interpreted.

Mean and standard deviation were used in the pretest and posttest scores. Table 1 shows the mean of the pretest and posttest scores.

Table 1 Mean of the Pretest and Posttest Scores

|           | Participants | Test Items | Total Scores | SD   | Mean  |
|-----------|--------------|------------|--------------|------|-------|
| PRETEST   | 40           | 70         | 1698         | 7.09 | 42.41 |
| POST TEST | 40           | 70         | 1925         | 7.64 | 48.03 |

As evident in the table, the mean scores improved from 42.41 in the pretest to 48.03 in the posttest. Needless to say, the exposure to motion pictures which was the intervention in the study had an effect on the w receptive vocabulary of the subjects.

Furthermore, paired sample t-test was used to test the significant differences between the scores of the subjects in the pretest and post test.

Table 2 T-test for Mean Scores

| n  | Calculated/ T-value | Critical value | Decision  | Remarks     |
|----|---------------------|----------------|-----------|-------------|
| 40 | 5.39                | 2.02           | Accept Ha | Significant |

Table 2 shows the calculated t-value of 5.39 is greater than the critical value of 2.02.

This only means that there is a significant difference between the mean of the pretest and post test scores. Hence, the motion pictures integrated in the instruction had an effect on the English receptive vocabulary knowledge of the respondents.

## 7. RESULTS AND DISCUSSION

### Conclusion

### Conclusion

The following conclusions were drawn based on the result of the quantitative analysis:

1. Based on the result of the performance of the mean scores of the 40 respondents who were exposed to motion pictures related to lessons, it was proven that their mean scores improved from 42.41 in the pretest to 48.03 in the post test. This can be attributed to the exposure to motion pictures as the intervention in the study.

2. The t-test paired sample result showed that the 5.39 calculated value is greater than the critical value of 2.02. This means that there is a significant difference between the mean of the pretest and posttest scores.

### Recommendations

Based on the results of the study, the researcher would like to give the following recommendations:

1. Use motion pictures or films in the discussion of literary lessons to develop word knowledge.

2. Maximize the utilization of motion pictures in English classes to expose students to words thus leading to vocabulary development.

3. Schedule film viewing activities properly so as not to compromise other subject areas.

4. Reinforce film viewing activities with comprehension questions and other word drills.

5. Develop future researches dealing with English vocabulary development and the use of other learning media.

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