Utilizing Disney Movies to Enhance English Language Teaching

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Abstract
This study investigates the use of Disney movies as an innovative tool to enhance English Language Teaching (ELT). Disney movies, with their engaging narratives and rich linguistic content, provide an authentic context for language learning. The research examines the effectiveness of these films in improving language skills among non-native English learners. Using a mixed-methods approach, the study explores the impact of Disney movies on vocabulary acquisition, listening comprehension, and cultural awareness. Results indicate that incorporating Disney movies into ELT can significantly enhance language proficiency and learner engagement.
Keywords: Disney Movies, Cultural Awareness, Language Proficiency, Learner Engagement, Idiomatic Expressions, Pedagogical Strategies, Language Skills Improvement, Film-Based Learning

1. Introduction

The integration of multimedia resources in English Language Teaching (ELT) has gained considerable attention over the past decades. Among various multimedia resources, movies hold a unique position due to their potential to provide authentic language input and context. Disney movies, in particular, with their universal appeal and rich linguistic content, offer a promising tool for enhancing language learning. This study aims to explore the effectiveness of Disney movies in improving the language skills of English learners [1].

1.1. Research Questions

1. How effective are Disney movies in enhancing vocabulary acquisition among English learners?
2. To what extent do Disney movies improve listening comprehension skills?
3. How do Disney movies contribute to cultural awareness and understanding in language learners?
4. What are the perceptions of learners and teachers regarding the use of Disney movies in ELT?

2. Literature Review

The use of films in language teaching has been widely studied and documented. Research indicates that films provide contextualized language input, which aids in the comprehension and retention of new vocabulary (Kusumarasdyati, 2004). Moreover, films enhance listening skills by exposing learners to various accents, speech patterns, and colloquial expressions (Champoux, 1999). Disney movies, with their captivating stories and visual appeal, have been shown to motivate learners and maintain their interest in language learning (Stempleski & Tomalin, 2001). Additionally, these movies often depict diverse cultural settings, thereby fostering cultural awareness and empathy (Sherman, 2003).

3. Research Methodology

The study employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis of the impact of Disney movies on English language learning.

3.1. Participants of Study

The participants of the study include 60 non-native English learners aged 10-15 years, enrolled in an English language course at a language institute. The participants are divided into two groups: an experimental group, which uses Disney movies as part of their learning material, and a control group, which follows a traditional language learning curriculum [2].

4. Instrument of Study

The instruments used in the study include pre-tests and post-tests to measure vocabulary acquisition and listening comprehension, surveys to gather learners' and teachers' perceptions, and observational checklists to record engagement and participation during movie sessions, shown in Table 1.

4.1. Procedure

Selection of Movies: Based on language level and thematic relevance, four Disney movies are selected: "The Lion King," "Frozen," "Moana," and "Zootopia." These films are chosen for their varied and rich dialogues, which encompass different linguistic features, including vocabulary, idioms, and cultural references. Each movie presents opportunities to introduce different aspects of language learning:

- **"The Lion King":** Provides exposure to formal and informal speech, animal-related vocabulary, and themes of family and leadership.
- **"Frozen":** Offers a range of emotions and expressions, dialogues around relationships, and cultural aspects of Scandinavian folklore.
- **"Moana":** Introduces learners to Polynesian culture, adventure-themed vocabulary, and dialogues that emphasize motivational speech.
- **"Zootopia":** Focuses on contemporary social issues, idiomatic expressions, and professional jargon related to law enforcement and societal roles.

Table 1 Selected Movies and Their Linguistic Features

| Movie	Themes	Linguistic Features
The Lion King	Family, Leadership	Formal/Informal speech, Animal-related vocabulary
Frozen	Relationships, Emotions	Emotions, Expressions, Scandinavian cultural references
Moana	Adventure, Polynesian culture	Motivational speech, Adventure vocabulary, Cultural terms
Zootopia	Social issues, Law enforcement	Idiomatic expressions, Professional jargon, Social themes
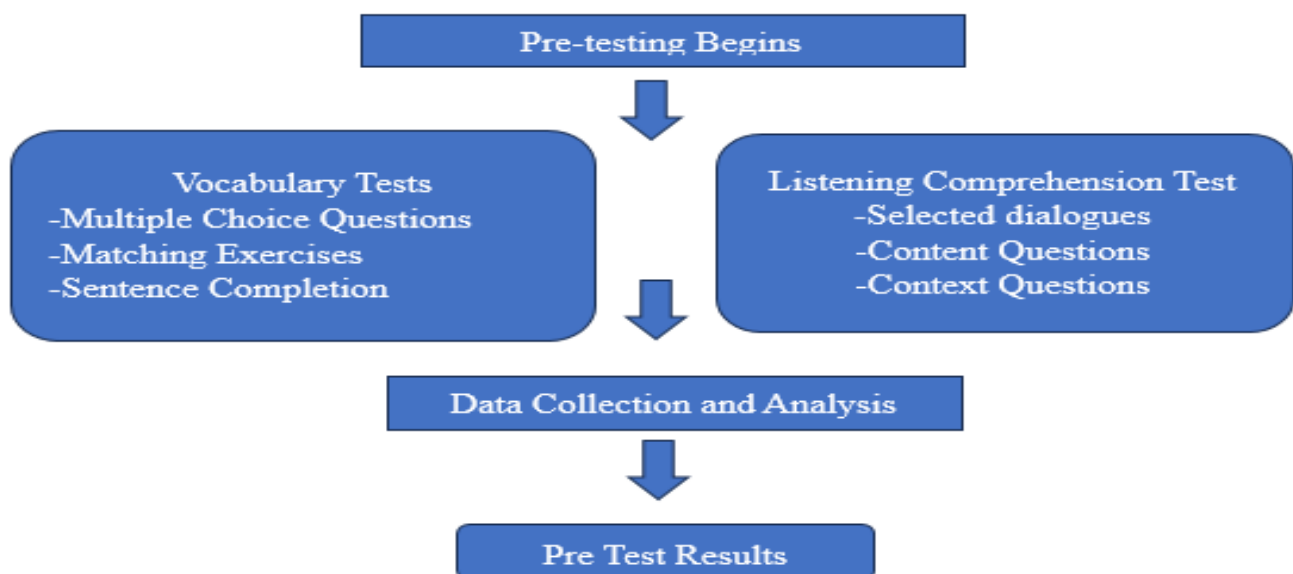
Figure 1 Flowchart of Pre-Testing Process

Pre-testing: Both groups undergo a pre-test to assess their initial vocabulary and listening comprehension levels. The pre-test includes:

- Vocabulary Test: A written test featuring multiple-choice questions, matching exercises, and sentence completion tasks designed to evaluate the learners' existing vocabulary knowledge.
- Listening Comprehension Test: An audio test where learners listen to selected dialogues from various movies (not the ones used in the study) and answer questions about the content, context, and details, shown in Figure 1.

4.2. Implementation

Over eight weeks, the experimental group engages in a series of structured activities using the selected Disney movies. Each session includes the following components:

4.2.1. Pre-viewing Activities

- Vocabulary Introduction: Key vocabulary from the movie segment is introduced using flashcards, pictures, and definitions.
- Context Setting: Background information about the movie and its scenes is provided to help learners understand the context.
- Prediction Tasks: Learners are asked to predict the content of the scene based on the title and pictures.

4.2.2. Viewing

- First Viewing: Learners watch the movie segment without subtitles to focus on listening.
- Second Viewing: The same segment is watched with English subtitles to reinforce understanding [3-6].

4.2.3. Post-viewing Activities

- Comprehension Questions: Learners answer questions about the plot, characters, and dialogues to check their understanding.
- Dialogue Analysis: Key dialogues are analysed for vocabulary, grammar, and idiomatic expressions. Learners practice these dialogues through role-plays and repetition exercises [7-8].
- Discussion and Reflection: Learners engage in group discussions about the themes, cultural aspects, and personal reflections on the movie segment.
- Follow-up Exercises: Homework assignments include writing summaries, creating dialogues, and vocabulary exercises related to the movie segment, shown in Table 2

Table 2 Weekly Implementation Plan

Week	Activities	Details
1	Pre-viewing: Vocabulary Introduction	Flashcards, pictures, definitions
	Pre-viewing: Context Setting	Background Information
	Pre-viewing: Prediction Tasks	Predict content based on title and pictures
	Viewing: First Viewing	Watching without subtitles
	Viewing: Second Viewing	Watching with English subtitles
	Post-viewing: Comprehension Questions	Plot, characters, dialogues
	Post-viewing: Dialogue Analysis	Vocabulary, grammar, idiomatic expressions
	Post-viewing: Discussion and Reflection	Group discussions
	Follow-up Exercises: Writing Summaries	Summaries, creating dialogues, vocabulary exercises
2-8	Repeat activities for different movie segments	Same structure with new segments from "Frozen," "Moana," etc.

4.2.4. Post-testing

- After the eight-week period, both groups take a post-test to measure any improvements in their language skills. The post-test mirrors the pre-test in structure but includes different content to accurately assess progress:
- **Vocabulary Test:** Similar format to the pre-test, using new words and phrases from the studied movies.
- **Listening Comprehension Test:** Audio segments from the movies studied by the experimental group are used, while the control group listens to similar-level content unrelated to the movies, shown in Figure 2.
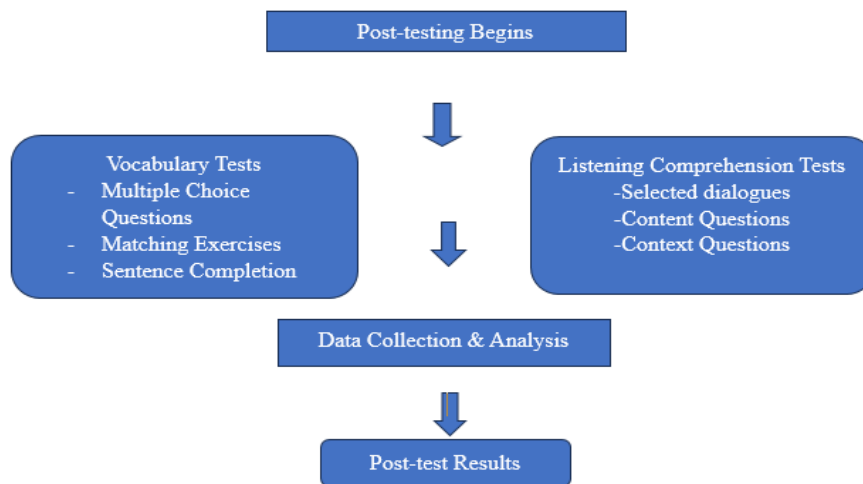

Figure 2 Flowchart of Post-Testing Process

4.2.5. Surveys and Observation

Surveys are administered to gather perceptions of the use of Disney movies in learning. The surveys include:

- **Learner Surveys:** Questions on enjoyment, motivation, perceived improvements in language skills, and overall experience with using movies in learning.
- **Teacher Surveys:** Questions on observed engagement, participation, and effectiveness of movie-based activities compared to traditional methods. Observational data is collected throughout the sessions using checklists to record:
- **Engagement Levels:** Attention, participation in discussions, and enthusiasm during activities.
- **Interaction Quality:** Quality of language used during role-plays and discussions, and willingness to communicate in English.
- **Cultural Awareness:** Responses to cultural themes and understanding of cultural nuances depicted in the movies, shown in Table 3.

Table 3 Survey Questions

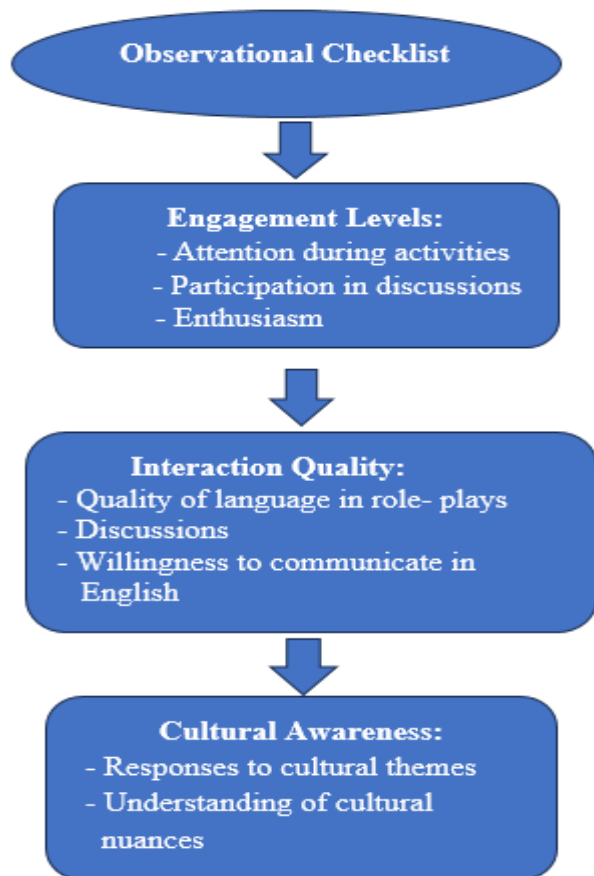| Survey Type	Questions
Learner Survey	1.How enjoyable did you find the movie-based activities? 2.Did the movies help you learn new vocabulary? 3.How motivated were you to participate in class?
Teacher Survey	1.How engaged were the learners during movie-based activities? 2.Did you observe improvements in learners' language skills? 3.Were the activities effective?

Figure 3 Observational Checklist

This detailed procedure emphasizes the integration of Disney movie dialogues into ELT, enhancing the learning experience by providing authentic language exposure and engaging learners in a variety of language activities. Figures and tables are included to visually represent the process and data collection methods, shown in Figure 3.

4.3. Data Analysis

Quantitative data from pre-tests and post-tests are analysed using statistical methods to determine the significance of any improvements. Qualitative data from surveys and observations are analysed thematically to identify common perceptions and insights.

4.4. Results and Discussions

The results of the study indicate a significant improvement in vocabulary acquisition and listening comprehension in the experimental group compared to the control group. The thematic analysis of survey responses reveals that learners found Disney movies enjoyable and motivating, contributing to a positive learning environment. Teachers observed increased engagement and participation during movie sessions. Additionally, the cultural content of the movies helped learners gain a better understanding of different cultural contexts, enhancing their cultural awareness and empathy.

Conclusion

Incorporating Disney movies into English Language Teaching offers a dynamic and effective method for enhancing language skills and cultural understanding. The engaging narratives and rich linguistic content of Disney movies provide an authentic and enjoyable learning experience. This study supports the integration of Disney movies into ELT curriculum and suggests further research on the long-term effects and potential challenges of using films in language education.

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