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RESEARCH ARTICLE

THE MEDIATING EFFECT OF USING ENGLISH MOVIES ON THE RELATIONSHIP BETWEEN LANGUAGE EXPOSURE AND ATTITUDE TOWARDS LANGUAGE LEARNING ENGLISH

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Abstract

This study aimed to determine the significant mediating effect of using English movies on the relationship between language exposure and attitudes towards learning English. A total of 240 students from 1020 were selected through stratified random sampling. The study used the quantitative non-experimental method of research using the correlational technique. Mean, Pearson r, Regression Analysis, and Medgraph using Sobel z-test were employed as statistical tools of the study. Results revealed a very moderate level of language exposure. On the other hand, students also demonstrated a high level of students' attitudes towards English. Moreover, it showed a significant relationship between language exposure and students' attitudes towards English. Consequently, it was also revealed that using English movies as a mediator has shown a partial significant mediating effect on the relationship between Language Exposure and students' attitudes towards learning English. Based on the study results, it can be concluded that movies can be utilized efficiently to facilitate language learning. It can also improve collaboration among students and consequently motivate students' attitude in learning and develop students' comprehension and communication skills.

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Introduction:-

Rationale

The weakening and poor attitude of students towards language learning is one of the persisting concerns that academic institutions must consider and deliberate (Fakeye, 31). However, even though students spend between 11-13 years (six years in primary school and between five to seven years in secondary school) learning English, many students cannot master the language when they complete their secondary school (Hiew 12). Despite the countless efforts to improve the students' English skills through refining school curricula, numerous teachers' training courses, and utilizing present technology, the students' attitudes towards learning the English language still need more attention. Scholars worldwide have ascertained that pointing out students' attitudes towards learning English is vital in improving their chances in language learning (Abu-Snoubat 18).

Attitude is an important idea to understand the human English language and is well distinct as a mental state, which beliefs and feelings are comprised. Belief is an important factor in establishing achievement in language learning. If students believe that they cannot perform well, that belief would be a major impediment to successful learning a language (Van Viet 1). Accordingly, the idea of attitude is a significant determinant element in shaping the rate of

language learning (Amine 438). Also, Sengkey advocated that the "learner's attitude towards language depends is successful depending on their level of mastering the English language (115).

It was revealed that learners' attitude towards language learning is considered an indispensable factor in motivating them to learn the language (Abidin, Pour-Mohammadi, & Alzwari, H. 119). This supports the idea that if someone has a positive attitude towards learning a foreign language, there is a high chance of learning the language effectively. Moreover, Emir emphasized that a positive attitude towards learning English would motivate students to learn the language and improve learning than those who do not show a positive attitude towards learning the language (2). Multiple studies have shown similar results proving the significance of having a positive attitude towards learning English. Further, he added that when students possess a positive attitude or self-confidence, they become more involved in classroom activities, and thus, learning can be expedited (187). For students to be proficient in a language, they must learn the language itself.

Findings have shown that utilizing movies in language learning exposure for students could positively impact the students' motivations. It is supported by Krashen's Affective Filter Hypothesis, which declared motivation as one factor in language acquisition. Krashen also mentioned that highly motivated students could learn the language skills successfully. Movies and songs have also improved students' attitudes and motivation and allowed them to be interested in the exposure of the language input (Nath, Mohamad, & Yamat). Furthermore, Hussein and Parilah also discovered that students developed positive attitudes regarding watching movies to learn English. Students develop a positive attitude towards English because it allows them to be interested in American culture, motivating them to learn the language for a unifying function (220-221).

Consequently, movies are often claimed to subtly help learn the second language, especially when movies are about economic and social state impact (Agustina 42); they revealed that many scholars used movies in their classroom, which becomes a vital part of the curriculum. Films provide real foreign language exposure used in authentic settings and culture when spoken.

Moreover, using movies can also positively affect the motivation of learners to learn the English language. To illustrate the significance of studying using English movies, about language exposure and students' attitudes towards English, it was revealed by Getie (3) that language attitudes have something to do with students' EFL learning. These attitudes have motivated students, whether to learn or not, to learn the English language in the integral approach. Educational and social circumstances, learner personality circumstances, and other circumstances greatly impact learners' attitudes towards learning EFL. Data analysis has shown that one possible factor affecting students' interest and confidence in English is using English movies in the reading class (Baek 179-180). The study investigated the usefulness of using movies in culture-integrated English reading courses at the tertiary level. Still, it does not emphasize the significant effect of using English movies as a tool in language exposure for the students to achieve positive attitudes towards English.

Research Objective:-

The main objective of this research is to explore the mediating effect of using English movies on the relationship between language exposure and attitudes towards learning English of grade 11 and 12 senior high school students from a public school in Davao City. Specifically, this study seeks to realize the following objectives:

1. To ascertain the students' level of language exposure in terms of:
 - 1.1 home;
 - 1.2 friends;
 - 1.3 school, and
 - 1.4 media.
2. To ascertain the level of student's attitudes towards learning English in terms of:
 - 2.1 cognitive;
 - 2.2 behavioral, and
 - 2.3 emotional.
3. To measure the level of using English movies
4. To determine the significance of the relationship between:
 - 4.1 language exposure and attitudes towards learning English;
 - 4.2 language exposure and using English movies; and
 - 4.3 using English movies and attitude towards learning the English language.

5. To find out the significance of the mediating effect of using English movies on the relationship between language exposure and attitudes towards learning English.

Hypothesis

The following hypotheses were tested at a 0.05 level of significance:

1. There is no significant relationship between language exposure and attitude towards learning English among students.
2. There is no significant relationship between language exposure and using English movies.
3. There is no significant relationship between using English movies and attitude towards learning English among students.
4. Using English movies has no mediating effect on the relationship between language exposure and attitude towards learning English among students.

Review of Related Literature

Aiming to identify the current status of this study, a review of related literature is hereafter obtained. This section contains the related literature and studies on language exposure (de Carvalho Filho, Lajom, Regodon, & Bunagan 73) which has four indicators - home, friends, school, and media. The dependent variable of this study is the attitude towards learning English among students, which has three indicators: behavioral, cognitive, and emotional. The mediating variable in this study uses movies (Wang 41) taken from different books, journals, and other unpublished materials related to this research.

Language Exposure

Countless variables could impact English language learning. One of the significant factors is exposure to the language through home, friends, school, and media. These factors contribute to the development of this study.

Learners exposed to the target language through different mediums are expected to gain an affirmative attitude and better understand than those who are not. Language exposure is important to language learning at the utmost. Therefore, exposure is the total time of a person who undoubtedly plays a role in language exposure, evident in communication. Exposure to the English language may occur in different cases depending on the amount of engagement an individual is exposed to various factors, such as people they meet, reading materials, or any technological media that lead them to become active participants in the language (de Carvalho Filho, Lajom, Regodon, & Bunagan 65). However, there are several notable pieces of research that have discussed that exposure to the English language is one of the notable features that can boost language acquisition and ability. There are different ways for a person to acquire the target language, and if a person is not exposed to the ideals of the language itself, he will not acquire it, per se (Clark 4).

Furthermore, language exposure is highly demanding considering that English is a language used in many cultures, especially in the country of Taiwan in which learning the said language is highly needed to be learned, with Taiwanese are even looking for ways to learn English from a perspective where exposure to the English language is high. The Philippines is considered one of the best English-speaking countries in Asia, which delivers a better environment where international students are educated to learn English. Filipinos have been exposed to the English language since American colonization. English gradually started to be utilized in the Philippine barrios and towns as it was mainly entrenched in the public elementary school system in 1901. The Department of Education had established English as the sole means of instruction in the Philippines (Bernardo 18).

Subsequently, exposure to the English language may vary between informal and formal settings. A person learns in an informal setting to the target language at home or work, social interaction. In contrast, the target language is taught to second or foreign language learners in a formal setting. In a formal setting, a person focuses his learning on the target language, and then in an informal setting, learning is focused more on the meaning (Almashy 144-145).

The first indicator of this study is home exposure to the said language. Typically, a child's home is the primary place where they learned the language or any skill for that matter. Home is where they learn to interact, do some activities, involvement, and communication, so naturally, the home offers several positive opportunities. Dixon found that combined English exposure at home and in the classroom developed children's English language skills. Specifically, Palermo discovered that Spanish-speaking preschoolers' exposure to English at home from

parents enabled students to absorb and express new English words. In contrast, exposure to English from classmates in preschool enabled students to practice and utilize the new words (626).

Home and school are the two influential settings where young children develop their learnings at most par. However, others may extricate family involvement at home and school, where it focuses on the place where parent-teacher or parent-child connections happen (McWayne, Campos, & Owsianik 552).

Accordingly, facts have shown that children whose parents influence at home are likely to develop their cognitive skills more effectively. If a family is educated and able to communicate in the target language, it will provide an opportunity for a child to practice the target language at home. The family members will make an environment of language classroom at home for the child to make him practice the target language. The family members encourage the child in second language learning; as a result, students from educated families will be more confident in their speaking skills. In this case, the child will be able to share his knowledge about the second language with his siblings and parents; conversely, his family members will also share theirs with him. Hence, parents who can communicate well in a second language can better assist the learning of their children in their schoolwork (Farooq et al. 4)

In addition, the home environment is said to be one's first schooling system, and one's personality is the outcome of his/her home environment. Individuals are deeply affected by their home environment in each field of life. For example, one's manners, behavior, social class, race, religious sect, economic situation, academic performance, among others, are the outcome of one's home environment. Thus, it covers a variety of factors in one's life; that may be an economic factor of the family; that may be an educational factor of family, and maybe a social factor of the family; all these factors contribute to form the personality and manner of a person. People are deeply affected by these factors in their manner and, most specifically, their language (Ceka, Ardita, & Murati 63)

In this study, the second indicator is friends. Studies have shown that the impact of social interactions on individual outcomes has been independently researched in several social science disciplines. The common studies have measured that peer results lead to learners' behavior. Economists have explored peer effects for different peer types, including schoolmates (Evans et al. 970); Hanushek et al. (245)), roommates (Sacerdote (682); McEwan and Soderberg (347), classmates (Ammermueller and Pischke (316); college course mates (Parker et al. (193), and friends (Cooley et, al.(513); Bramoull'e et al. (914). Though there is a huge amount of literature on peer effects in schools, studies researching and comparing numerous peer types and alternative channels of peer effects are slight. The availability of friendship and classmate data has helped peer effect readings in the current economic literature.

Several pieces of the literature suggest that various kinds of relationships have different impacts on individuals' attitudes. Some identified peer effects already investigate college students' results in answering their random assignments that help them with their grades. (Sacerdote 269; Zimmerman 9). On the other hand, numerous studies have examined the effects of small changes happening in the lives of a student's attitude in classrooms (Hanushek et al. 532; Lavy and Schlosser 12).

However, behavior is likely to adapt to their social circle, especially if the environment is favorable to risky behaviors. The social environment of the campus plays a huge role in the social development of individuals as the environment would help meet new peers and bond to form ties. Relationships of these kinds place a higher value on the views of individuals of their peers. Thus, it is suggested by the social cognitive theory that persons are more likely to follow the lead of their friends that might cause a resisting agent to the norm, which becomes harder to break. Palermo and Mikulski have friends who play an important role in sources because they offer English exposure and practices (1164).

Furthermore, the social cognitive theory suggested that students' peer influence is easily learned to cope with stress by observing their interaction with others and speculating their response to stress (Varela & Prichard 751).

Hence, the third indicator is school. The role of the schools is considered the linguistic environment in second language learning, providing affirmative evidence in the form of language constructions and activities directed toward non-native speakers during the acquisition process (Sorenson, Tamara, & Paradis 48-49).

Similarly, it is also revealed that most Arab countries believe that the school environment usually correlates with the good performance of students in English if the facilities are well given, such as classroom design, arrangement, and availabilities of books. Compared to classrooms with crowded set-ups, it is difficult for learners to learn, concentrate, and comprehend lessons. Therefore, crowded classrooms hamper the teaching-learning process in the making that would immobilize the teacher to move around the classroom due to a large number of students. Hence it is true that educational institutions with adequate facilities stand a greater chance of providing the best quality education to learners since students' academic success leads up to eleven (11) percentile points higher in schools with good facilities as compared to their performance in a mediocre institution (Wali, Abulfathi, & Mustapha 15).

The fourth indicator in this study is media. Media have indeed influenced a lot of lives in this lifetime. However, many would say that media becomes a gem, and their rarity brings an absolute value to most people to think that they cannot live without them. According to Kaiser Family Foundation, today's youth with ages 8-18 spend most of their 5-6 hours every day utilizing their social media accounts compared to the actual moment they spend with their loved ones or playing outdoors.

As people live in the modern age, teachers face several oppositions. Social, economic, and cultural aspects would create the vital issues leading to over-population, over-knowledge, development of philosophy and the change of the role of a teacher, the wide-spread of illiteracy, and inadequate staff and issues in the development of technology and mass media. With these, teachers are pushed to use the modern ways to adhere to the main problems in education, which would help attain the gap among the differences among learners in using technology (Aloraini).

Moreover, Aloraini added that bringing the idea of technology to the world of Multimedia is exactly the future pattern of endless features of computers. The idea of technology before was the use of sound cards and compact disks. Later on, the computer was introduced using digital cameras with video recording, which created the concept that computers became an important tool in education. In today's generation, multimedia has broadened the horizon of its usage to people since it is now used in medical and statistical aspects in creating databases worldwide. In the entertainment industry, the interaction in multimedia technology became one of the elements that most cinema creators are driven to use since multimedia programs deliver an astonishingly effective and bewildering influential experiment compared to using technology alone.

Indeed, as CarbonillaGorra and Bhati mentioned, students nowadays are more efficient with their study habits due to modern technology's easy and convenient way of accessing information online. Hence, the positive effect of this modern technology made students' lives easier to do their tasks in research and other homework. However, there is also a negative effect on using too many technologies, especially when it disrupts students from doing their important errands (93).

Attitudes towards Language Learning

The second variable in this study is the attitudes towards learning the English language. The first indicator of this study is attitude. Based on the tripartite concept, attitude consists of four main components: behavioral, cognitive, and affective (emotional) components (Abun, Magallanes, and Incarnacion 1496). Attitudes are observed to impact students' proficiency in learning the second language. Having a positive attitude usually achieves higher proficiency in learning the second language. (Oroujlou and Vahedi 995). However, an increased level of interest in learning the second language indicates a greater chance for students to develop their language skills.

Abun, Damianus et al. defined attitude as someone's opinions or feelings about something, especially their behavior and attitude towards learning English. It is no different since people perceive it dynamically. However, learning the English language has a positive attitude, and thus one must think that English is nice, easy, and normal and can be perceived as a Lingua Franca. In addition, attitudes towards English regardless of the grade level of a person are the same (222).

According to Lanos et al., attitude originated in people's reactions, which explains that language can be linked to the ideals of the theory of general attitude. Hence, attitude can be described from the interconnectedness of the three features of attitude (behavioral, cognitive, and emotional) to learning something new (3)

The first indicator is a behavioral feature. The attitude characteristics are discussed in a student's situation, particularly their actions and reactions towards it (Abidin, Pour-Mohammadi, & Alzwari 120). An emotional process is learning to be taught well (Akgün, Keskin, Byrne, & Aren, 501).

Learners gather their behavior on understanding something when their actions have an emotional impact on attitude in a particular situation (Bernaus et al. 121). Students can infer that their behavior has an emotional impact given with a situation with their behavior by their understanding of the language. Thus, emotional features of the attitude create changes in the learning of a student (Akgün, Keskin, Byrne, & Aren 502). Emotional attachment is why students learn the second language, which has a direct curiosity in a particular language community (Gardner & MacIntyre, 3). Their perceptions and behaviors to learn a language are mainly influenced by their emotional feelings (Aidin, Pour-Mohammadi, & Alzwari 121).

The second indicator is cognitive. Cognitive Aspect of Attitude, of which this idea pertains to how learners comprehend and understand the process of language learning and how the cognitive attitude is clustered into four steps linking the former knowledge to the new one by creating, checking, and applying new language in various situations. A cognitive feature of attitude consists of the learner's beliefs of information they obtain and understand as they experience language learning (Abidin et al. 121).

Hence, the last indicator is emotional. Learning is thought to be an emotional progression (Akgün, Keskin, Byrne, & Aren 504). It has been seen that emotion is a complex feeling of sensations and actions that tend to be ignited by certain conditions directed to a specific material or scenario. It envelops a broad range of agitated behavior without an exact orientation directed by a highly stirred goal. Hence, it is also ascribed as a very sturdy feeling of agitation concerning an internal and external physiological change or a situation of being distressed that leads an individual to react. However, emotion can be a state of being pleasant or unpleasant depending on the situation given.

Saul McLeod (3-4) embodied in Vygotsky's Social Development Theory the importance of social interaction in developing one's cognitive process. As mentioned by John Dewey, the process involving the inner psychological and intra-psychological of a child between other people and himself involves the child's education. However, study shows that one's emotional system is complex, widely dispersed, and prone to committing errors. It reflects our basic characteristics in the early stages of life, which embrace change. As it is in our brain's emotional center as projected in the neural fibers, our emotion is always a powerful factor in our behavior compared to the rational processes registered by our logical brain.

Emotional Aspect of Attitude stated that "Learning process is an emotional process resulting from various factors of emotions. Various emotions are produced like when the teacher and his students are interacting with one another". Attitude allows the learners to decide whether they like or dislike the objects or surrounding circumstances. It is prompted that students' inner emotions are influenced by their viewpoints and attitudes regarding the language being targeted (Choy & Troudi 125).

Using English Movies

Furthermore, the mediating variable in this study is using movies. Movies are described as films presented in a cinema or on television. There are numerous types of movies, such as silent movies, subtitled movies, and movies without subtitles. The movie is one entertainment that is considered part of our lives now. It has also become a medium to display human life and all aspect of a problem, and it can review a story or event in the last time. Using English movies, we discovered human habits, culture, and language in every corner of the globe. Several people used their time in front of the television to watch movies, sports, entertainment, news. In actuality, movies have countless effects on the life of the viewers. It can besaid that a movie is a universal form of communication. Nonetheless, the extensive entitlement in society absences an irrefutable scientific mark. According to the education specialists and the public media, there are varied opinions about the viability of learning the languages by using English movies. According to Barsam and Monahan (272), movies played a significant part in humans' life and culture to the point that people considered movies as a necessity for their existence.

It is popular today that teachers use movies as a teaching strategy for learning a second language for students to develop their understanding of that second language. Using movies is a way to support students' comprehension skills in understanding content. It becomes an important factor in aiding their proficiency in second language learning. Because of this, it made the educational institutions and schools aware of the necessary improvement of the

technical skills needed in their technological equipment and instructors to help the students' attention and interest in the learning process (Tahir 10)

Based on the experiment by Ismaili (121), movies can improve the listening and communication skills of the students. It is palpable that movies have several advantages to students' ability to improve their spoken language, ability to pronounce properly, acquire a new set of vocabulary, as it would enhance their manner of expressing themselves while unconsciously adapting the grammatical forms and the sentence patterns in a different context (Johnson, 2016).

The study conducted by Rahman entitled "Correlation between Frequency of Watching English Movies and Vocabulary Mastery of Second Grade Students of MAN 1 Semarang in the Academic Year of 2011/2012" displays the sum of time students spent in watching English movies relates to their vocabulary mastery. Then it found a correlation with an index value of .584. It was a positive correlation which means the more students watch movies, the more they improve their vocabulary mastery. Hence, there is a correlation between students' habit of watching movies and listening skills, increasing students' attitude towards language learning.

Also, several scholars have shown the importance of movies in the EFL classrooms and how they became an integral factor in the educational curriculum. Hence, in movies, it is evident that it provides an actual and authentic English language exposure as it is being used in the cultural context seen and heard in motion pictures. It was also discovered that movies made learners more interested and motivated to learn the foreign language positively (Kusumarasyati 1).

Many researchers (Aliyev & Albay 13) examined the purpose of movies in language teaching, and the plurality agreed on their benefits in the language learning environment. Movies or films are good sources to expose English language learners (ELLs) to real-life applications, which somehow aid reduce the influence of the controlled language environment (Wang 7)

Li and Wang examined the impression of using English movies to improve the English oral skills of Chinese college learners. The use of the English medium in the English course helped students improve their speaking and listening skills, as suggested by several researchers. These researchers provided students with written and oral activities that urged them to summarize or retell the movies' plotlines in class to become exposed to English movies during English lessons. According to Li and Wang, students' oral skills and cultural awareness have improved. For this reason, researchers continued to insist that using movies for educational purposes has enabled learners to learn and understand the English language and become aware of the differences between Chinese and Western cultures, which motivated the learners to be more flexible and cultivated in using a foreign language in communication and application in real-life scenario (1100).

Correspondingly, Albiladi, Abdeen, and Lincoln scrutinized the outcomes of using English movies in the foreign language (EFL) classrooms in the Southeast European University students and EFL teachers. Throughout the duration of the three months of observing the effects of using movies in teaching and learning English, there were participants in the study comprised of two major groups: the teachers and undergraduate students. The first group contained six teachers who were agreeable to partake in the study, while the second group contained sixty male and female students with ages ranging from 18-25, and they were pre-intermediate and intermediate EFL learners who were designated to experimental and control groups. The researcher combined the treatment group with English movies while the control group was assigned to the customary means of teaching with non-exposure to English movies throughout the class session. The study outcomes have shown significant differences between the two groups regarding their language proficiency level. It was concluded that using movies as a teaching strategy increased students' level of motivation about their language skills (1568).

The teachers who took part in the study believed that movies could be utilized effectively to ease the learning process, improve the learning atmosphere, and promote more student-teacher and student-student discussions, which aids in developing ELLs language skills. Kusumaningrum investigated the use and potential benefits of integrating English movies into English as Foreign Language classes.

The respondent teachers agreed to use movies to facilitate, enhance, and encourage students' learning. It enhanced the discussions between teacher and student, which certainly helped students develop their language proficiencies.

Kusumaningrum examined the potential practice of integrating English movies in foreign language classes. It was seemingly administered in an Indonesian EFL class in senior high school where English was a mandatory learning subject in their curriculum. Its main goal was to increase the aptitude level of language literacy among its learners. The utilization of movies as a teaching instrument was a new way to help learners develop their interest in learning a foreign language. Some students are unlikely to enjoy learning a new language with poor or traditional learning styles in a classroom environment. The study of Kusumaningrum was used to answer how and why English movies are used to teach English as a foreign language to senior high school students. Thus, it was discovered that using English movies established the learning process and developed students' language skills more interactively and interestingly, such as their speaking, writing, and listening skills. Therefore, it was concluded in the study that English movies contributed to students' exposure and increased their level of interest in learning the language in a more authentic way (12).

Qui publicized in his study the outcomes of using English movies on language learners' listening skills in colleges and how it was also discovered that English movies help improve learners' listening and language skills. Thus, it was mentioned in the study how English movies develop the authenticity of the learning course of students and how it can lessen their anxiety of learning a language. Moreover, the study proposed that teachers consider using English movies as a teaching tool in the teaching-learning process to develop their students' speaking and listening skills. For it was concluded that English movies could provide an important educational reward to language learners for it creates English learning and teaching more authentic and interesting (1011).

Lastly, Alive and Albay stated that movies are a teaching tool to improve learners' language learning as they provide an authentic language outcome. Furthermore, movies stimulate students' audio and visual skills as they are indispensable tools in developing foreign language proficiency (13).

Correlation between Measures

Items have shown that people exposed to English native speakers, peer groups, and parents at home positively affect students' attitudes towards learning English (Getie 34). Moreover, using English movies or songs as a tool in exposing students and letting them exert an effort in understanding the English language has also developed a positive attitude in speaking English (Abdul Samad, Husin, Mat Zali, Mohamad, & Che Mat 430; Bahrani 1718; Tam, & Nekouei-zadeh 1718). This idea also correlates to the proposition of Sheela and Ravikumar, which states that students are motivated to learn the second language to the extent of their exposure through formal or informal learning (772). Further, Fata and Mutia (8) also postulated that utilizing different technology like watching over a movie or listening to music can handle the informal language learning setting. By getting involved in watching a movie or listening to music, students try to comprehend the connotation of the current language; hence, these activities enable the students to acquire the target language aspects information effectively.

In addition, Pan, Zang, and Wu (149) posit language learners can attain steady progress if they learn a foreign language if they practice with a positive attitude which can be beneficial for them from stagnating in English learning. Based on the comprehensive theoretical model by Baker (9), it was stipulated in his study the significance of showing the research attitude in language learning, which hypothesizes that in the life of language, attitude towards language appears to be important in repairing language, safeguarding and deteriorating life.

De Bot et al. (72) emphasized that language teachers, researchers, and students should recognize that second language learning facilitates high motivation and positive attitudes. Learners would possess a negative attitude and would not acquire the target language if they were not interested in communicating with others using the target language. Considering the idea that the learning process is a positive change in the student's characteristics regarding the emotional, behavior, and cognitive domains while hypothetically, they think and behave differently (Kara 101).

Furthermore, studies have revealed that language learners are supposed to insist that movies are reliable foundations of language learning and can be used successfully to expand language skills. Hence, movies are valuable in growing students' cultural consciousness (Albiladi, Abdeen, & Lincoln 1567). According to Ismaili, movies are a pleasurable basis of entertainment and language achievement. Therefore, several researchers and EFL experts desire to watch movie editions of well-known and existing narratives as different foundations to the analysis. The exercise has revealed that understanding a full manuscript can be tedious and dreary, while an audio-visual practice can be more amusing and appealing to learners (122).

Consequently, Kersten and Earles believe that adults learn a language better when they are exposed to little segments of the language rather than when exposed to the full complexity (250). Carraher mentioned in his paper regarding with Entertainment-Education how a person from watching entertainment can learn from out of it. Thus, based on the subconscious and political messages in entertainment is credited to learning a language. Therefore, if a person can learn actions and behaviors or ways to live using entertainment, they must understand a language (5).

In addition, Carraher derived several observations about language learning from Van Patten and Williams (2017). Carraher firstly mentioned that it is important for learners to have a substantial exposure on the amount of input from the target language; As learners focus on the meaning of utterance they incidentally learn the target language; eventually, learners produce more language than they originally anticipated; the speech production of learners develops in a predictable order; given the same condition, learners can however develop at different rates; more likely, learners has the tendency to be more competent in one area of language; there is a possibility for the learner to acquire or not acquire language even when they use it frequently; the first language of the learner may or may not have a major impact on the acquisition of the second language; even when a particular aspect of language is taught and practiced there is a possibility that instructional effects may be limited; language learning may not be what a student learns; as production of language is understandably important it is vital to note that it has its limits in terms of acquisition.

Given the extent of a certain period or phase with the conditions of a learner direct or indirect experience with a target language, may it be in the form of verbal or written, ways of communication that may be formal or informal, and the role of the individual that may be active or passive. Moreover, exposure to a second language occurs when individuals socially interact with family members, friends, classmates, and colleagues using the second language; each time they read books, magazines, and newspapers authored in the target language; whenever they experience seeing information being published in different multimedia sources; or even when being exposed to activity or place by which the second language is being expressed as just merely passive listeners.

According to Tuncay (56), learning English through watching movies help English language learners increase their knowledge of how the language is used for different functions, which are based on intuition compared to reading texts; thus, learning the English language help learners to develop them to learn something new that is far from the context of language (Seferoğlu 1; Johari 39; Tuncay 56; Yeh 66). Hence, using movies stimulates students' cognitive learning and is an effective teaching tool (Kaur, Yong, Zin, & DeWitt 38). Using movies is very advantageous for English students. It gives motivation and drive to students to learn the target language, so they learn it easily since movies are new media teaching tools that effectively motivate students' affective or emotional side (Blasco, Moreto, Blasco, Levites, & Janaudis 3).

Moreover, movies can help students project and reflect on their own life about the storyline used in the films, allowing them to exercise their everyday learnings and become more cognizant of other related language skills (Blasco et al., 7). Students can learn some words and phrases used in the movies as they are exposed to the English language used in movies, ultimately developing the target language. Indeed, movies are a great source for students to be exposed to authentic communication (Quinlisk 2016), which helps decrease the influence of an environment in which language is inadequate.

Finally, learning a language needs any kind of exposure. The best thing is through the tool of using movies that brings out their interest and changes their attitude in learning the target language compared to learning the target language through old books. Hence, students would develop their language learning and their interest in understanding something more than language (Seferoğlu 1; Johari 39; Tuncay 56; Yeh 66).

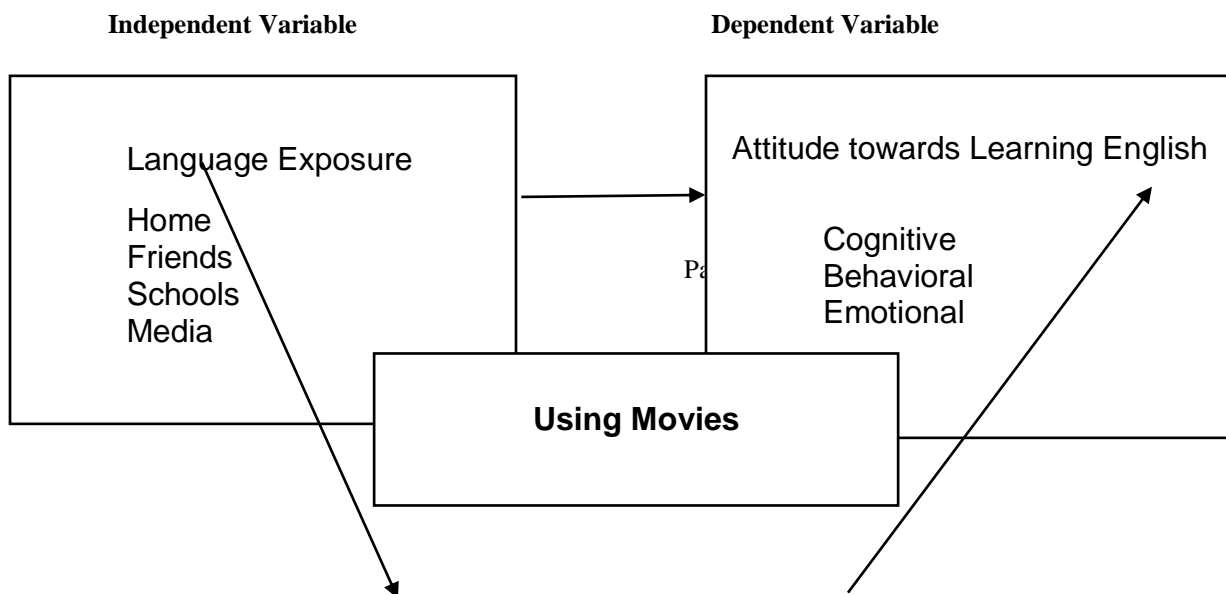
Subsequently, the presented related studies and literature will help the researcher acquire the essential concepts in this research. Furthermore, the initial presentation and discussion of various literature will aid in bringing into focus the variables of the study; language exposure, attitudes towards learning English, and the mediating variable, which is English movies. In addition, by further scrutinizing the above-related literature and studies, the researcher formulated the framework underscored in this study. These also will serve as support to the results and findings of the study.

Theoretical Framework

This proposition is anchored on Stephen Krashen's 1985 Theory of Second Language Acquisition, which specifically delineates the input hypothesis component that seeks to explain how second languages are acquired using inputs of any kind as people are exposed to a language using any media tool such as movies, the more their attitude of learning the language increases with the use of movie, which can be one of the media that can affect a person's focus, especially watching English movies (Raju Joshith 180). On the same note, Kusumarasdyati (2) and Luo (261) stipulated that using movies would certainly increase students' level of interest in learning the English language.

In addition, this is also supported by the proposition of Kabocha, of which students and teachers can improve a positive attitude towards the use of movies, and the implications of integrating movies in the class discussion could help students develop their language learning (248). Taher et al. mentioned that movies deliver an authentic exposure to students to the real-life language setting and apply the target language in their daily lives (2).

Furthermore, Ismaili postulated that movies are used efficiently to establish an increased level of students' social interaction, provide more opportunities, and motivate them to have a positive attitude towards learning the target language. Hence, movies aid students in becoming active participants in-class discussions. It develops their collaboration among their classmates. It enhances their communicative competence as movies provide them with several opportunities to integrate English into their daily lives. Through using movies, students become more active participants in every classroom activity. It also helps teachers believe that movies enable students to improve their collaboration, communication, and competence in class, which provides opportunities to utilize the English language. Thus, students are relaxed and motivated to view the real-life scenarios seen in the movies or activities observed in the books (125 -127).



Conceptual Framework

Shown in Figure 1 is the conceptual paradigm that indicates the study's variables. The first variable is language exposure which is ascribed to the comprehensive figure of time in which a person has direct or indirect experience with a target language. The aforementioned variable has the following indicators namely, home which states to the linguistic environment exposure which emerges at any time when learners engage in discussions using the target language with family member particularly the parents, guardians, relatives, brother, and sisters; friends which states the domain of linguistic exposure which emerges every time a learner participates in discussions using the target language with peers or other associates; school which states to the linguistic environment exposure which emerges whenever individuals participate in dialogues using the second language with school community members particularly like the teachers, administrators and other stakeholders; media which states to the platform of linguistic environment exposure which emerges whenever persons play a part in verbal or written conversations, reading,

listening and viewing using the English language with the aid of television, radio, newspapers, magazines, social media, movies, etc.

Furthermore, the dependent variable of this study is the attitudes of students towards learning English. Such variable is clearly stated as a tendency of every learner to react favorably or unfavorably to a particular idea, thing, or person. Crano and Prislin (2010) delineated attitudes as the appraising rulings that participate and recapitulate reactions of cognitive or affective.

The latter variable has three domains or aspects of attitudes. The behavioral feature of attitude deals with how one performs and responds to certain circumstances. Second, the cognitive feature of attitude includes the language learners' views about the information they obtain and their understanding of the language learning process. Then the emotional domain involves the learner's emotional learning process, particularly their inner feelings and emotions on varied objects or surrounding situations.

Lastly, the third variable that sets as the mediating variable in this study uses English movies. Movies refer to "the motion picture that tells a story, like television or cinema." Today, it is popular to use movies to teach a second language in class. Thus, this teaching strategy is integrated into various course contents, improving learners' comprehension skills (Tahir 10). They are aware of the importance of this technique in improving their proficiency in a second language.

In this study, this mediator variable, which uses movies, explains the correlation of the independent variable, language exposure, and the dependent variable, attitudes towards learning English. The mediator variable helps identify the facts that govern the relationship between the dependent and independent variables.

Significance of the Study

Data obtained from the study would impact education as this may be used to transform school teaching strategy to learners to gain a deeper understanding and appreciation of language learning. This study provides the footing for the education sector to a clearer vision and direction to attain and sustain the coveted school outcomes during the trend. Schools need to adapt strategically to gain students' interest in learning the second language through movies that will eventually change their attitude towards language learning due to media involvement. It is the greatest challenge in academic educators because they will use this study's effective outcome in teaching.

The importance of using movies in this era is helpful to the second language learner's exposure to the English language and their attitude towards language learning. The outcome of this study will be of great help to the parents, especially those who are concerned about their children who are spending much of their time on media. To the students, the findings of this research will surely benefit them. With this, they realize that watching movies can influence their attitude towards the English language and could help their exposure to the English language. This study will benefit future researchers by knowing that watching movies will be fun and help them learn a lot.

Definition of Terms

The terms being defined in the context of this study are defined operationally.

Language Exposure.

In this study, it refers to the state or condition of being affected or exposed to something through a certain medium, either useful or not to an individual. It is the degree of a specific time in which a student has direct or indirect involvement with a target language, whether in verbal or written form, formal or informal means of communications, and in which the role of an individual may be active or passive. Moreover, experience to a secondary language happens every time persons take part in discussions in the secondary language whenever they read books, magazines, and newspapers written in that language; whenever they come across a piece of information being publicized in different multimedia platforms; or even if they are just only listeners in any activity or area in which the second language is being expressed within the family members, friends, classmates, and colleagues.

Attitudes towards Learning English.

Ratanasiripong and Chai (2) defined attitude as the situation or position expected by the body in linking with action, feeling, mood, and a way of acting, feeling, or thinking that shows one's nature, view, and friendly attitude. All people have varied attitudes towards different aspects, whether neutral, positive, or negative. Attitudes towards

languages are no different. Based on the three-way notion, attitude consists of three main features: cognitive, behavioral, and affective (emotional) components (Abun, Magallanes & Incarnation 1495).

Using English Movies.

In this study, a film is also considered "a motion picture that speaks about a story; it can be on television or cinema." It is created by recording a photographic image using cameras or by making images utilizing animation strategies or visual effects. Thus, using movies shows human life challenges; movies also retell a story or event that happened in the past. By watching a movie, we can identify human habits, cultures, and languages of the world. Numerous individuals have used their time watching television shows or movies, entertainment, news, etc. In real life, the movie has greatly impacted the audience's life. It was also noted that a movie is a universal form of communication. However, this extensive claim in expert educators and the public media has diverse opinions about learning languages' feasibility.

Chapter 2

Method:-

This chapter presents the methods used in this study: research design, research locale, population and sample, research instrument, data collection, statistical tools, and ethical considerations.

Research Design

This study utilized a non-experimental quantitative design using correlational techniques and mediation analysis. A correlation was used to determine the degree to which two variables were related and test whether there was a linear relationship between the variables in the population (Berwick & Ross, 2011).

This technique was useful in this study to test the relationship between English language exposure and students' attitudes towards language learning and the mediating effect of using movies. Knowing and analyzing the relationship of students' English language exposure to their cognitive, emotional, and behavioral attitudes towards learning English would benefit their teachers and the entire educational landscape community.

Furthermore, mediation analysis was used to explore the 'how' and 'why' an effect occurs; it shows the process of the relationship of variables; thus, it suggests that the relation between an independent variable and an outcome is fully or partially explained (Figgou & Pavlopoulos, 2019).

Research Locale

This study was conducted within the Davao Region, or Region XI, as seen in Figure 2. Province of Davao Del Sur, Philippines. Davao City is one of the largest cities in the world, with an extensive land area of 224,000 hectares. It is the leading city and hub famous for its lively profitable activities, growing economy, culturally-diverse people, and the land of the current president of the Philippines; the first President from Mindanao, Rodrigo Roa Duterte.

The study was conducted within a secondary school in Toril, Davao City. The researcher opted to conduct the study because students in this secondary school are less interested in learning the English language and feel awkward using it in communicating with their classmates and peers.



Figure 2:- Geographical Location of the Study.

Figure 2. Map of the Philippines and Davao City

Population and Sample

The study was conducted in a school under the Department of Education in Toril, Davao City. Two hundred forty senior high school students out of 1020 were selected as respondents of the study. The total number of respondents in this study was identified using Slovin's formula.

Stratified random sampling was expended to determine the number of respondents in every grade 11 and 12 level class. Using the stratified random sampling technique, the researcher got 69 grade 11 males out of 295 and 77 grade 11 female respondents out of 326 while 44 grade 12 males out of 185 and 50 females out of 214. Stratified sampling is a probability sampling technique that is applied in sample surveys. The target population's portions are divided into apparent groups or strata. Within each stratum, the elements are related to choosing qualities of importance to the survey. Stratification was also made to amplify the effectiveness of a sample design concerning survey costs and estimator precision (Parsons 1). Stratified random sampling was used in this study because it allows a sample population that best represents the total populace being studied, ensuring that each subgroup of interest is represented.

The students of this school were chosen respondents for this study because they are of legal age and mature enough to answer the prepared questionnaire. Under the inclusion criteria, respondents are selected bona fide Senior High School Students of this public school who are officially enrolled in this public school for the school year 2020-2021. Meanwhile, students who are not officially enrolled in this school are excluded from this study under the exclusion criterion. Also, grade 7 to grade 10 students are not included or classified as respondents in this study. On the other hand, if a student feels threatened to become a respondent of this study, he or she is free to withdraw, and no coercion would be made. With the consideration and utmost desire of the researcher, everyone will be given an equal chance to be included in the study.

Research Instrument

Three sets of questionnaires were utilized to gather the information needed for this study. The survey instruments were validated by external validators who have expertise in research and statistics. Minimal revisions were commended in some subjects and statements of the instruments. A preliminary online survey of 30 respondents was done for reliability testing.

The researcher adopted a descriptive correlation survey method with the three sets of survey questionnaires from de Carvalho Filho, Lajom, Regodon, and Bunaga (2009), Munlr (2015), and Wang (2016) to determine the mediating effect of using English movies on the relationship between exposure to English language and attitude towards learning the English language. The questionnaire is useful in describing the characteristics of a large population, and no other observation method can provide this general capability (Milne, 1999).

The survey questionnaires contained three parts for the students to answer using the five-point Likert Scale with various descriptions. The first part is intended to determine the level of students' English language exposure. It has 23 items evenly distributed to four indicators: home, friends, school, and media. Then respondents answered the given questions based on the following five orderable gradations with their respective range of means and descriptions:

Range of Means	Descriptive Level	Interpretation
4.20- 5.00	Very High	English language exposure is always observed
3.40-4.19	High	English language exposure is often observed
2.60-3.39	Moderate	English language exposure is sometimes observed
1.80-2.59	Low	English language exposure is seldom observed
1.00- 1.79	Very Low	English language exposure is never observed

Then the second part aimed to measure the level of students' attitudes towards learning the English language. It has 22 items evenly distributed to four indicators: attitude, cognitive, behavior, and emotional aspect. Then respondents answered the given questions based on the following five orderable gradations with their respective range of means and descriptions:

Range of Means	Descriptive Level	Interpretation
4.20- 5.00	Very High	Attitude towards language learning is always observed
3.40-4.19	High	Attitude towards language learning is often observed
2.60-3.39	Moderate	Attitude towards language learning is sometimes always observed
1.80-2.59	Low	Attitude towards language learning

		is seldom observed
1.00- 1.79	Very Low	Attitude towards language learning is never observed

For the third part of the survey, the questionnaire is determined as the mediating variable of the study, which is the using movies. It has 12 items with no distributions of indicators. Then respondents answered the given questions based on the following five orderable gradations with their respective range of means and descriptions:

Range of Means	Descriptive Level	Interpretation
4.20- 5.00	Very High	Using English movies in school, home, media is always practiced.
3.40-4.19	High	Using English movies in school, home, media is oftentimes practiced.
2.60-3.39	Moderate	Using English movies in school, home, media is sometimes practiced.
1.80-2.59	Low	Using English movies in school, home, media is rarely practiced.
1.00- 1.79	Very Low	Using English movies in school, home, media is never practiced.

Lastly, the research instruments were validated by a group of experts and had rated with a mean score of 4.51 or very good. The researcher followed the advice and corrections made by the experts for the participants to understand the questionnaire better. To further ensure the questionnaire's reliability, it underwent pilot testing using Cronbach Alpha. Thus, the reliability was proven in the Alpha equivalent of language exposure (0.93), attitude towards learning English (0.70) and using movies (0.95).

Data Collection

The researcher observed the following procedures in securing the necessary data for this study. This was to ensure the validity of the data generated since the validity of the conclusion in quantitative research lies in the data used in the analysis. First, the researcher sought approval by asking for the endorsement letter from the dean of the professional school of the University of Mindanao for the conduct of the study. The researcher then requested the school's division superintendent to grant the conduct of the study on the mediating effect of using movies on the relationship between language exposure and attitude towards learning English. The researcher experienced a dilemma seeking a permission letter from the Division since the office was rigid and strict in entertaining transactions due to following the health protocol to avoid Covid-19. However, it took a while for the researcher to retrieve the permission letter from the superintendent. Still, the researcher presented it to the school heads of the participating public schools as soon as the letter was ready. Appointments were also prepared for the data collection. The researcher requested the experts to validate the questionnaires via email since no face-to-face transaction was allowed at the University of Mindanao. After validating the questionnaires, the researcher contacted an ICT expert to convert the instrument into Google Forms for an online survey. The researcher encountered difficulties since not all students in senior high school have internet access. Before the actual conduct of the survey questionnaire, the statistician asked for pilot testing of the validated questionnaire to test the validity of the items of each survey. After which the instruments were passed their validity test, the researcher started collecting data via Google forms by sending the links to the senior high school teachers. So, they easily send the links to their respective group chats in messenger or by any means necessary. The data collection lasted for about four months, from January 2021 to April 2021. The researcher successfully retrieved the data since it can be easily downloaded from Google Sheets once the respondents answered the online survey form. The researcher was grateful for the support and sincere attitude shown by the respondents and the teachers for their willingness to take part in the administration of the survey. The data

gathered were downloaded through the Microsoft excel program for evaluation and interpretation. Appropriate statistical tools were utilized to treat the gathered data.

Statistical Tools

The following statistical treatments were utilized to obtain a more thorough analysis and interpretation of the data gathered.

Mean.

Mean is the preferred method to calculate the center of the data set. This tool characterized language exposure, attitude towards learning English, and movies.

Pearson r.

This was used to determine the relationship between language exposure and attitude towards learning English, language exposure and using movies, and attitude towards learning English.

Regression Analysis.

This was used to determine the significance of the influence between language exposure and attitude towards learning English, language exposure and using movies, and attitude towards learning English.

Medgraph using Sobel z-test.

This was used to determine the mediating effect of MV on the relationship between language exposure and attitude towards learning English.

Ethical Consideration

This study was conducted with a strong adherence to the ethical protocols and guidelines set forth by the University of Mindanao Ethics committee. The researcher religiously requested and secured corresponding permission from key school officials to complete this research. The researcher ensured the appropriateness of identified recruiting parties and reviewed the level of risks and measures to mitigate these risks (including physical, psychological, and social-economic). Proper authorization and consent were also gained from the sample of the study, in which they were guaranteed that all their rights would be fully protected, specifically in handling the data such as, but not limited to:

Voluntary Participation.

Respondents were given the free will to participate without any form of consequence or penalty. The study's outcome was given to the school, and the respondents had the right to participate in the body of knowledge which was considered carefully and followed. The names of the respondents would not appear, and only the researcher knew about the respondents' specific answers. In confidential cases, the researcher would assign a number to the responses, and only the researcher has the key to point out the number that belongs to the specific respondent. Under the inclusion criteria, only selected 17 to 20 years old senior high school students who were officially enrolled in the school year 2020 -2021 would become respondents of this study.

Privacy and Confidentiality.

The respondents' personal information that was required would be kept in private and with the utmost confidentiality. The respondents were not obliged to disclose all their personal information. The researcher would allow the respondents to be anonymous so that even the researcher could not associate the data gathered from the study's respondents.

Informed Consent Process.

The respondents were brief and informed of their roles and responsibilities in the study. Meanwhile, the research questionnaire was free of technical terms and was easily understandable to the study respondents. After conducting the study, it provided the population with a clear view of the students' benefits. The research questionnaire was handed out with the consent and support of the authorities of the school administration. Therefore, no research questionnaire was given to any teaching and non-teaching personnel of the school without permission from the authorized command channels.

Recruitment.

As reflected in Table 1, the distribution of the respondents shows how the population is being distributed. Furthermore, the data collection procedures indicate how the questionnaires were administered and selected samples in a population. The researcher secured a letter of endorsement to conduct the study from the dean of the UM professional school, submitted to the Office of the School Division Superintendent of Davao City. With the approved letter of the School Division Superintendent, a letter to conduct the study was submitted to the principal of the research locale. After the school principal's approval, the researcher conducted an orientation to the class advisers on choosing the study's respondents based on the qualifications given and how to facilitate gathering data from the respondents.

Risk.

The study did not involve risk situations that the population may experience in physical, psychological, or socio-economic concerns. The researcher also adhered to the guidelines given by the Inter-Agency Task Force in gathering data from the students to prevent risk from contagion due to Covid -19 pandemic.

Benefits.

The result of the study would benefit the school administrators, teachers, and students of a public school in Toril, Davao City, because this study was expected to contribute to an improved students' attitude towards learning the English language. The respondents were given no tangible benefits since they were free to be included or excluded in the study.

Biosafety.

The study did not deal with medical or scientific experiments that jeopardize biological and environmental subjects.

Plagiarism.

The researcher assured that the proper and accurate way of citing ideas from other writers and scholar were observed. To do this, this paper went through grammar and plagiarism checking via Grammarly and Turnitin software.

Fabrication.

This study was based on several existing studies; the researcher made sure that there were no making tales in the literature of this study. Thus, all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works.

Falsification.

This research conformed with the APA 6th Edition citation format; hence, there was no misinterpretation of work alterations of any data gathered in the study. The data and information retrieved were presented in the most accurate writing.

Conflict of Interest.

The conflict of interest (COI) wherein no trace of COI, wherein there was no set of conditions in which a professional judgment concerning primary interest such as the participants' welfare or the validity of the research tends to be manipulated by a secondary interest such as financial or academic advantage or recognitions. The researcher ensured that there would be no conflict of interest since the researcher was not affiliated with the senior high school department of the institution.

Deceit.

The writings in this paper did make use of any form of untruthfulness to harm the welfare of the respondents. All the information written was checked and validated by the panel of experts.

Permission from Organization/Location.

The research was conducted with formality and clear adherence to the ethical standards; thus, a formal letter was sent to the authorities of the Division of Davao City and the principal of the school where the study was conducted. The research was only conducted after approval from the authorities.

Authorship.

Lastly, this study considered authorship qualifications in the conduct of the study. The researcher and the help and guidance of the research adviser extensively interjected to the conception and design, possession of data, or analysis and interpretation of data. The researcher and adviser collaboratively drafted the article and revised it analytically for important intellectual content. Both contributed to the study leading to the publication of the research.

Use of Technology.

With the restrictions required by the protocols against the COVID19 pandemic, the researcher used Google Form a data collection tool.

Chapter 3**Results:-**

Presented in this chapter are the data and results of the study. The tables are arranged in the following subheadings: Level of Language Exposure, Level of Attitudes towards Language Learning, Level of Using Movies, Significance of the Relationship between Levels of Language Exposure and Attitudes towards Learning English, and Significance on the Relationship between Levels of Using Movies and English Language Exposure, significance on the relationship between Level of Using Movies and Attitude towards Language Learning.

From all the statistical tables, it was indicated that the standard deviation ranged from 0.597 to 0.889. These are less than 1.0, which is the typical standard deviation for a 5 - point Likert scale, according to Wittink and Bayer (14). This meant that the ratings obtained in this study were chosen to the mean, indicating consistency among the students.

Level of English Language Exposure

Shown in Table 1 are the mean scores for the indicators of language exposure with an overall mean of 3.06 described as moderate with a standard deviation of 0.582. The mentioned overall mean score was the result collected from the computed mean scores of its highest to lowest indicators: school, 3.77 or high; media, 3.60 or high; friends, 2.57 or low; and home, 2.33 or low. The moderate level of interpretation of all indicators explained that the language exposure of students is sometimes observed.

Table 1:- Level of Language Exposure.

Indicator	SD	Mean	D.E.
School	0.697	3.77	High
Media	0.609	3.60	High
Friends	0.833	2.57	Low
Home	0.761	2.33	Low
Overall	0.582	3.06	Moderate

Attitudes towards Language Learning

Students' attitudes toward language learning are the study's dependent variable: behavioral, cognitive, and emotional parameters. Presented in Table 2 is the summary of the respondents' responses on the students' attitudes towards language learning. It can be determined from the table that students' attitudes towards language learning have an overall mean of 3.74 or a high level. This means that the attitudes towards language learning are frequently observed. This value is derived based on the scores of 4.20 or high on cognitive, which is the highest domain, followed by emotional with a mean score of 3.70 or high, and lastly behavioral with a mean score of 3.43 or high.

Table 2:- Level of Attitudes towards Language Learning English.

Indicator	SD	Mean	Descriptive Level
Cognitive	0.678	4.2	High
Emotional	0.597	3.7	High
Behavioral	0.745	3.43	High
Overall	0.605	3.74	High

Using English Movies

Shown in Table 3 are the mean scores for the items using English movies with an overall score of 3.85, described as high. The high level could be attributed to the high rating given by the respondents on most items. This implies that the respondent's responses to the using movies were often manifested in most of the cases presented.

The cited overall mean was the result gathered from the computed mean scores of all items of using movies. Responses of the respondents are presented from highest to lowest according to their mean value. These are as follows: 4.06 or high for understanding the authentic language used in the movie, 4.06 or high for knowledge of how English is used for different functions and purposes within a context, 4.03 or high for speaking skills and pronunciation, 3.99 or high for knowledge of how language is used in different contexts, 3.79 or high for performative skill (speaking), 3.78 or high for knowledge of how the authentic language is used in various contexts and settings, 3.78 or high awareness about the cultural issues and cross-cultural comparisons, 3.75 or high for fluency, 3.74 or high for critical thinking about the English culture, 3.72 or high for translation skill from English into mother tongue while watching non-captioned movies, and 3.72 or high for grammar and structure.

Table 3:- Level of Using Movies.

Indicator	SD	Mean	Descriptive Level
Understanding the authentic language used in the movie	0.754	4.06	High
Knowledge of how English is used for different functions and purposes within a context	0.829	4.06	High
Speaking skills and pronunciation	0.88	4.03	High
Knowledge of how language is used in different contexts	0.809	3.99	High
Performative skill (speaking)	0.86	3.79	High
Knowledge of how authentic language is used in various contexts and settings	0.889	3.78	High
Awareness about the cultural issues and cross-cultural comparisons	0.846	3.78	High
Fluency	0.869	3.75	High
Critical thinking about the English culture	0.847	3.74	High
Translation skill from English into mother tongue while watching non-captioned movies	0.824	3.72	High
Grammar and structure.	0.882	3.72	High
Overall	0.654	3.85	High

Significance of the Relationship between Levels of Language Exposure and Attitudes towards Learning English

Displayed in Table 4.1 are the results of the relationship between language exposure and students' attitudes towards language learning. Based on the preliminary Pearson r test conducted among the indicators of each variable, the overall correlation was determined, having a computed overall r-value of 0.239 and a p-value of <0.05, which is considered statistically significant. This meant that language exposure is significantly related to students' attitudes towards language learning. Moreover, doing a pairwise correlation among the measures of both variables, computed r values ranged from 0.147 to 0.213. This implied a positive correlation between language exposure and students' attitudes towards language learning.

Table 4. 1:- Significance of the Relationship between Levels of Language Exposure and Attitudes towards Learning English.

Language Exposure	Attitudes towards Learning English			
	Behavioral	Cognitive	Emotional	Overall

Home	0.209 (.000)	0.135 (.023)	0.233 (.000)	0.213 (.000)
Friends	0.233 (.000)	0.103 (.081)	0.206 (.000)	0.202 (.001)
School	0.170 (.004)	0.175 (.003)	0.197 (.001)	0.199 (.001)
Media	0.164 (.005)	0.083 (.161)	0.149 (.012)	0.147 (.013)
Overall	0.252 (.000)	0.145 (.014)	0.248 (.000)	0.239 (.000)

*Significant at 0.05 significance level.

Significance of the Relationship between Levels English Language Exposure and Using Movies

Shown in Table 4.2 are the results of the test of the relationship between using movies and English language exposure. By doing an in-depth analysis, it can be determined that the indicators of using movies and language exposure revealed a computed r-value of 0.284 with a p-value of <0.05, which is significant. This implies that the higher the language exposure of respondents, the higher is their exposure to the use of movies.

Table 4.2:- Significance of the Relationship between Levels English Language Exposure and Using Movies.

Language Exposure	Using English Movies
Home	.279** (.000)
Friends	.285** .000
School	.151* (.010)
MEDIA	.184** .002
Overall Critical English Language Exposure	.284** (.000)

*Significant at 0.05 significance level.

Significance of the Relationship between Levels of Using Movies and Attitudes towards Language Learning

Displayed in Table 4.3 are the results of the relationship between using movies and attitudes towards language learning. By doing an in-depth analysis, it could be determined that the indicators of using movies and attitudes towards language learning showed a computed r-value of 0.377 and a p-value of <0.05, which is significant. This implies that the higher they use English movies, the higher is the students' attitudes towards language learning.

Table 4.3:- Significance of the Relationship between Levels of Using Movies and Attitudes towards Language Learning.

Using English Movies	Attitudes toward Language Learning			Overall Attitudes toward Language Learning
	Behavioral	Cognitive	Emotional	
	.276**	.372**	.382**	.377**
Using English Movies	.000	.000	.000	.000

*Significant at 0.05 significance level.

On the Mediating Effect of Using English Movies

In this study, the mediator using English movies elaborates why or how a relationship occurs, linking the predictor, language exposure, and dependent variable, attitudes towards language learning. The hypothesis was that the weight of the predictor, language exposure, is somehow alleviated by using English movies, leading to students having favorable attitudes toward learning English. The mediated effect of using English movies on language exposure estimates how students could improve their attitudes towards language learning.

As garnered in Table 5, X stands for English Language Exposure; the independent variable significantly influenced the mediating variable for English movies. Similarly, it could also be seen on the table that using English movies, the mediator, has a significant effect on the dependent variable, which is the attitudes towards language learning. Likewise, it was also found that English language exposure has significant effects on attitudes towards language learning; thus, this is a partial mediating of using English movies on the relationship between English Language Exposure and Attitude towards Language Learning.

Table 5:- Mediation Analysis of the Three Variables Regression Weights (group number 1 – default model). Partial Mediation (With Sign Unchanged)

			Estimate	S.E.	C.R.	P	Label
MV	<---	X	0.318	0.064	5	***	
Y	<---	MV	0.15	0.059	2.551	0.011	
Y	<---	X	0.312	0.052	5.96	***	

Chapter 4

Discussion:-

Presented in this chapter are the discussions on the data gathered to test the mediating effect of using movies on the relationship between language exposure and attitude towards learning English among students. These are as follows: level of English language exposure, level of attitudes towards language learning, level of using movies, the correlation between the measure of English language exposure and attitudes towards language learning and using English movies, and the mediation analysis of the three variables. Conclusions and recommendations are formulated based on the result of the study.

Language Exposure

The moderate level of language exposure is due to the moderate level given by the respondents on school, media, friends, and home. It signifies that students are exposed to the English language whenever they participate in dialogues using the second language with school community members, particularly the teachers, administrators, and other stakeholders; whenever students play a part in verbal or written conversations, reading, listening, and viewing using the English language with the aid of television, radio, newspapers, magazines, social media, movies, and every time the students participate in discussions using the target language with peers or others associates, and when learners engage in using the target language with family member particularly parents, guardians, relatives, brother, and sisters.

Hence, these practices presented were expected to increase language exposure level since it is congruent to the views of various authors (de Carvalho Filho, Lajom., Regodon, & Bunagan 65; Clark 4; Almashy 144- 145; Farooq et al. 4) who marked that exposure to the English language may happen in different aspects depending on the amount of engagement an individual is exposed to various factors such as people they meet, reading materials, or any technological media that lead them to become active participants in the language.

Attitude towards Language Learning

The high level of attitude towards language learning is due to the high level given by the respondents on cognitive, emotional, and behavioral. This indicates that students believe that attitudes as the appraising discernments that incorporate and summarize cognitive or affective reactions deal with the mode one performs and respond to in certain circumstances. Students believe that attitude includes the views of the language learners about the information they obtain and their understanding of the language learning process. It involves the emotional learning process, particularly the inner feelings and emotions on varied objects or surrounding situations. These positive perceptions of students of the English language are expected to increase their attitude towards the language learning since they are parallel to views of various authors (Oroujlou & Vahedi 995; Ianos et al., 3; Abidin, Pour-

Mohammadi, &Alzwari 121; Choy &Troudi 125, Gardner &MacIntyre, 3) who pointed out that further positive attitudes can greatly affect the degree of interaction with the second language and can be associated to enhance the learning of the language.

Using English Movies

The high level of using English movies is due to the high-level rating given by the respondents. English is used for various functions and purposes within the context of speaking skills and pronunciation; this designates that students believe in understanding the authentic language used in the movie knowledge of how. Students also gain ideas of how language is used in various contexts, performative skill (speaking), comprehension of how the genuine language is used in various contexts and settings. Students also believe that using English movies gives them consciousness about cultural dilemmas and interracial comparisons, fluency, and critical thinking about the English culture.

Students also viewed using English movies as a strategy to translate their native language while watching non-subtitled movies, structure, and grammar. These perceptions are expected to increase students' interest in the use of English movies as classroom strategy since these are aligned to the ideas of numerous authors (Barsam and Monahan 272; Tahir 10; Ismaili 121; Kusumarasdyati 2; Luo, 261; Alivey and Albay 13) who indicated that movies could become an instrument as a tool to increase students' language learning based on the principle that movies are provided actual life language input.

Significance of the Relationship between English Language Exposure and Attitudes towards Learning English

One of the most important objectives of the study is to test the link between English language exposure and Attitudes towards Language learning. Utilizing the appropriate statistical tool revealed that English language exposure and attitudes towards language learning are correlated. The result of the study shows to reject the first null hypothesis of the study since the two variables measured each other,

Home, friends, school, media were the indicators that significantly contributed to the overall positive significant relationship. This means that English language exposure leads to positive attitudes towards English Language learning. Further results indicated that home, school, friends, and media had a big impact on students' attitudes towards language learning.

Further, the data indicated that English language exposure is frequently used to improve students' attitudes towards language learning. This argument supports the statement ofGetie(34), who emphasized that exposure toEnglish native speakers, peer groups, and learners' parents at home affect students' attitudes towards learning the English language. Furthermore, the findings above agree with Sheela and Ravikumar (772) observed that students are motivated to learn the second language to the extent of their exposure through formal or informal learning. Additionally, Abdul Samad et al.. (430) stated that different technology such as film viewing or listening to songs helps promote administering the informal setting of language learning. By taking part in the activities of viewing a movie or listening to the songs, students can attempt to comprehend the meaning of the present language; so, these activities can direct the students to keep the information of the target language aspects implicitly, asserted that using English movies or songs as a tool in exposing students and letting them exert an effort in understanding the English language has also helped them develop a positive attitude in speaking English.

In this study of mediation, the primary stage of Baron and Kenny's (1174) method that there is a correlation between the independent variable English language exposure to the dependent variable, English language exposure

Significance of the Relationship between English Language Exposure and Using Movies

The relationship between English language exposure and using movies has been found to be significant by the study. According to Bahrani et al. (1718), technology carries notable progress in audio, video, and computer-mediated communication programs. It can also offer an opportunity for teachers to lead English-based activities such as listening or watching English programs and holding English conversations with natives in reality. It is also avowed by Fata and Mutia (8) that the use of different techniques such as watching a film or listening to the songs can conduct the informal setting of language learning. Being part in the activities of film watching or hearing songs, students try to comprehend the connotation of the current language; therefore, these activities can guide the students to retain the information of the target language aspects indirectly.

Finally, various authors, Seferoğlu (1), Tuncay (56), Yeh (66), emphasized that learning a language needs any exposure and the best thing is through the tool of using movies that brings out their interest and changes their attitude in knowing the target language compared through old books. Since students learn and develop something even unrelated to language, this will help them learn and become holistic beings.

The second step in Baron and Kenny (1174) was established in this study since there is a significant relationship between the independent variable, English language exposure, the mediating variable, using English movies.

Significance of the Relationship between Using Movies and Attitudes towards Language Learning

The findings of the study revealed that there is a significant relationship between using movies and attitudes towards language learning. This result is supported by the study of Tuncay (56), who accentuated the information that audio-visual kits for teaching, like movies, upsurge the students' motivation to learn and involve themselves in pedagogical tasks. Studying English by watching featured films allows English Language Learners to improve students' knowledge of utilizing English in various functions, which is more perceptive than just reading printed books.

Furthermore, Blasco, Moreto, Blasco, Levites, and Janaudis (3) asserted that using movies is advantageous for English students. It motivates students to learn the target language, so they learn it easily since movies are an innovative media teaching instrument that is an operative way to stimulate students' expressive or emotional side.

The Baron and Kenny method for testing hypotheses in this study is still significant since there is a significant relationship between the mediator variable and the dependent English language exposure using English movies.

On the Mediating Effect of Using movies

In this study, multiple regression was utilized to determine the significant effect of language exposure to using English movies. Consequently, using English movies has significantly affected attitudes towards language learning. Findings revealed that English language exposure significantly affects attitudes towards language learning. Still, in turn, both English language exposure and attitudes towards language learning affect the mediating variable, using English movies.

The significance of the independent variable English language exposure to dependent variable attitudes towards language learning corroborates the study Kabooa (248), which states that movies are very advantageous for English students. The movies motivate students to learn the target language, so they learn it easily since they are a new media teaching tool that effectively motivates students' affective or emotional side.

In terms of establishing the relationship among the three variables, various researchers such as Ismaili (125-127) pointed out that learning a language needs exposure. The best thing is through the tool of using movies that brings out their interest and changes their attitude in learning the target language compared to learning the target language through old books. It will help their language learning, but also it helps them learn and develop even things not related to language.

Conclusion:-

Established on the results of the study, the conclusions on this academic inquiry are drawn in this section. Baron and Kenny's procedure is strengthened by the use of Multiple Regression in this study and goes through analyzing, creating output, and reporting.

Results show that the language exposure among the respondents is moderate. To specify, the indicator that got the highest mean is school. The attitudes towards learning English among the respondents are high, and the highest mean is cognitive. Furthermore, the level of using movies in class is high, and the indicator which got the highest mean understands the authentic language used in the movie. The study further states a significant relationship between language exposure and attitudes towards learning English, establishing the first step of Baron and Kenny's procedure of testing mediation. There is also a significant relationship between language exposure and using movies.

Moreover, it has also been revealed attitude towards learning English is also significant to using English. These two complete the second and third steps in Baron and Kenny's procedure in mediation. Hence, the study reveals that language exposure among students in a secondary school in Toril, Davao City, is evident. Still, with the effective use of English movies in classroom instructions, students established positive attitudes towards learning English.

In conclusion, the study results align with Krashen's Second Language Acquisition, which Raju and Joshith (180) reviewed, particularly the component of the input hypothesis, which pursues to explain how second languages are acquired using inputs of any kind. When individuals are exposed to a language using any media tool such as movies, their attitude of learning the language increases; with video, film, or movie, their focus and motivation can improve in acquiring the second language. Furthermore, Kabootha also advocated that students acquire a positive attitude in learning English when studying the subject through film or movies. By watching a short English film or movie, students can create an English language culture and how this language is used. Exposure of students to English movies allows them to truthfully comprehend the reality of language, which allows them to learn the proper intonation and pronunciation. Accordingly, Ismaili (125-217) also reinforced that movies can be utilized efficiently to facilitate language learning; it also increases collaboration among students, motivating students' attitude in learning and developing students' comprehension and communication skills, offering them more opportunities to use the second language.

Recommendations:-

The following recommendations are suggested from the findings generated and conclusions drawn. Since there is a moderate level result of English language exposure, it is suggested that schools need to create a policy of using the English language in teaching subjects that utilize English as a medium of instruction school may promote school activities, training, workshops, and seminars that use conversational English among students and teachers. Since English language exposure at home is the lowest, teachers can give students movie reviews on English movies or vlogs and other related social media platforms where the students are interested at the same time, and they can utilize these platforms to have more exposure to the English language.

On the other hand, students' attitudes towards language learning showed a high mean score. Among the indicators, the behavior domain has the lowest mean score. With this, it is recommended that schools, particularly teachers, provide holistic activities that train the heart, hand, and mind of the students through symposiums, training, public speaking, role-play theater activities, and other extra-curricular and co-curricular activities that can hone students' social skills essential for success in life.

As revealed in the study, language exposure is intervened using the English movies strategy, which is why students have a positive attitude towards language learning. Even though English language exposure and attitude towards language learning are the dependent variables, their possibility of a low-level use of using English movies strategies in the teaching and learning process would not stop their relationship to one another.

Finally, other mediating variables might be tested on their mediating effect on English language exposure and students' attitudes towards learning the language. Moreover, movies and other forms of media, particularly social media platforms, which are commonly used by almost everyone to communicate, deliver educational instructions, conduct business, and others may be used by the school administration in enhancing students' exposure to the English language so that students will develop more interest in learning the language. In addition, future studies about this phenomenon should be undertaken. The studies should focus on the students, too. This future study would add to the body of knowledge that students' language exposure is linked with their attitude towards learning a language; students' behavior in learning the English language through the authentic language used in English Movies is a mediating factor in developing such interest in learning the English language.

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