

Advanced learners thoughts and practises about watching English movies and improving their competency

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Introduction

Watching motion pictures can help language students work on their capability. In any case, significant in such manner are what sorts of motion pictures students see as advantageous and how they advantage from watching films. This investigation expected to find progressed English students' insights and systems in regards to watching motion pictures. To this point, the analysts chose 34 progressed English students in Iran. The members finished a poll and afterward the analysts talked with them to discover their discernments and techniques concerning watching English motion pictures. The discoveries proposed that the most loved kinds were parody, narrative and enlivened motion pictures, in the request given. Besides, the most widely recognized systems utilized by the students were recording new vocabularies, checking on them and utilizing them in ordinary circumstances. In addition, progressed students liked to watch films with English or no captions. The discoveries can help English students and instructors to get comfortable with successful methodologies in regards to watching English films.

This approach aims at creating an environment to accommodate knowledge concerning the subject, students' perceptions, and comprehension levels. Besides, students' cultural backgrounds, philosophical ideologies, and cultural perceptions will be incorporated into the learning process to create a student

centered approach to education (Bawa and Watson, 2017). Therefore, the constructivist learning approach focuses on teaching whereby the content of learning is supplemented by what is inherently known by the learners, which advances knowledge and teaching. To better understand the new paradigm of learning in China, it is necessary to evaluate the history of education reforms and identify the existing gaps concerning EFL education's constructivist approach.

English movies and improving their competency

As to captions while watching films and its impact on learning an unknown dialect, there is conflict among researchers. Albeit a few (e.g., Bird and Williams, 2002; Sydorenko, 2010) accept that captioned films are more viable in learning a language, others (e.g., Reese, 1984) guarantee that captions play no part in or may even obstruct learning a language. It is valuable to know what sorts of motion pictures can more readily assist students with learning English and what techniques they might utilize. Furthermore, as referenced above, there is by all accounts no consistent arrangement among researchers about the job of captioned motion pictures on students' capability level. In spite of the fact that Hsieh et al. (2010) have explored the impact of watching motion pictures and kinds of films on English learning for EFL students, they utilized halfway students and didn't test students' insights and procedures further by follow-up interviews. To address the present circumstance, this investigation likewise analyzes the impression of cutting edge language students with respect with the impact of utilizing captions in the advancement of EFL students' capability. The current investigation shows the viability of English films in the improvement of English capability. The sorts of motion pictures which are gainful in learning English, the valuable techniques utilized by cutting edge language students, just as the effect of utilizing captions would all be able to be helpful for language students who need to work on their English capability by watching English films. The outcomes can likewise help English educators who need to remember English motion pictures for their

homeroom exercises.

Conclusion

The current examination inspected progressed students' insights and techniques in regards to the job of watching English motion pictures in creating EFL students' capability. The discoveries uncovered that the high level EFL students accepted that watching English motion pictures can enormously affect the improvement of their capability. The members chose comedies, narratives and enlivened films as the best ones, individually. In addition, the greater part of them accepted that the sort of motion pictures might influence learning. The most usually utilized procedures by the members were recording new vocabularies or expressions heard in the film, more than once checking on the words or sentences composed from the film and placing them into regular use. Concerning captions, the majority of the members accepted that utilizing English captions could be extremely compelling in learning English while a portion of the members were of the assessment that watching motion pictures without captions was better. The most regular explanation referenced by the members for inclining toward no captions was that the designs of English and Persian dialects were entirely unexpected and in this way the presence of captions may be damaging in learning. Most of the individuals who favored English captions expressed that they helped further developing language abilities and sub-abilities. Not many members considered Persian captions to be valuable in improving English capability.