

BRINGING THE REAL WORLD TO CLASSROOM WITH THE USE OF MOVIES – A CASE

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ABSTRACT

Bringing the real world to classroom is becoming popular in education. When students involve in real-world issues and contexts, they will recognize how their study is relevant to their possible future jobs and become engaged in learning important skills and content (edutopia, 2013). Other researchers also support this idea. Davies (2014) asserted students will involve in class if teachers use materials reflecting daily life activities or the real world. One of the most popular methods is using authentic materials such as videos which illustrate real-life practices that students may have never experienced (teachhub.com). This authentic way of teaching is especially crucial for those who learn a second language in their home countries (Ismaili, 2013 and Cruise, 2010). It is also a useful teaching tool to “connect visual images with concepts discussed in the lecture” (Fisher and Frey, 2011). Moreover, videos can inspire students by fostering their communication skill; increasing their GPA; and developing learner autonomy, etc. (Willmot et al, 2012). Recognizing such benefits, this paper was conducted with the aim of measuring how effective it is to use movies in culture classes. The study was done on 90 sophomores who took American-British culture as their compulsory module in Foreign Trade University. The collected data was analyzed using the Statistical Package for Social Sciences (SPSS). All questions in the survey reliably measured the effectiveness of movies with a Cronbach’s alpha of 0.879. The results supported previous research findings in the way that students were extremely interested in the movies as they enhanced students’ understanding of the cultural values, the country, people and daily life of Britain and the US and helped students naturally learn English skills. The study recommended that movies should be incorporated in not only culture classes but also others to enhance students’ learning experiences, motivate them to study, leading to their greater performance.

Keywords: *authentic materials, authentic videos, effectiveness, motivation, English skills.*

INTRODUCTION

Teaching has now become increasingly demanding than ever as students are more exposed to the world’s technology, requiring more interesting and appealing lecturers from teachers. In order to keep learners motivated in learning, teachers should provide quality teaching materials which are updated, engaging and interesting (Ismaili, 2013). Using authentic materials is one of the good methods that are supportive tools for lecturers during their teaching. Among these good methods, movies prove to be more effective than the others as they “provide exposures to “real language”, can be used in authentic settings and in the cultural context which the foreign language is spoken” (cited in Ismaili, 2013).

Research has shown that movies or audio-visual materials have the power to catch learners’ attention, increase their motivation and enhance their learning experiences (cited in Cruse, 2010, pg. 02-07). Teachers can integrate clips, documentaries, short movies, or extracts from movies, presentations, meetings into their lectures to provide materials for students’ learning and reference, therefore, students have more real experiences about things around them rather than focus on theory (Nguyen, 2015).

For many years, movies have been used as effective teaching tools to “connect visual images with concepts discussed in the lecture” (Fisher and Frey, 2011, pg. 02-05). Researchers also agreed that lectures become more lively, interesting and appealing when movies are used because movies affect

human's brain, thereby help students to imagine better, remember things longer and encourage students' creativeness and motivation in learning.

As an English teacher at Foreign Trade University for eight years and having been teaching culture classes, specifically, American and British cultures for five years now, I had been struggling in finding out the ways to engage students in culture classes. Three years ago, I attended a conference in teaching in the 21st century in which scholars presented their ideas on how to motivate their students so that they find a need to go to school due to the fact that lectures are interesting, not because they are forced by their teachers or parents to come to class. The idea of showing movies that can reflect cultural aspects learnt in class came into my mind and has been used since then. Through my personal observation, students are more excited during the lesson, which reversely makes me more motivated to teach them. Within this scope of research, authentic movies are selected to be studied.

The objectives of this study are:

- To analyze the effectiveness of using movies on students' knowledge of the American and British people and cultural values.
- To examine if using movies can be inspiring and helpful for students because they are more engaged and motivated with class activities in culture classes.

LITERATURE REVIEW

Overview of authentic materials

Before authentic materials are discussed in details, it is essential to define what is understood as authenticity. Morrow (1977) perceives authenticity as the language "produced by a real speaker/writer for a real audience, conveying a real message". Porter & Roberts (1981) and Little et al. (1989) refer to authenticity as the language "produced by native speakers for native speaker in a particular language community". Besides, authenticity is also understood in various ways. According to van Lier (1996), authenticity relates to the interaction between students and teachers or to the social situation of the classroom (cited in Gilmore, 2007). It can be seen from these definitions that authenticity can be located in the text, the participants or in a particular context.

Originating from the definition of authenticity, the concept of authentic materials, in some senses, shares similar characteristics. Both Harmer (1991) (cited in Kilickaya, 2004) and Jordan (1997, p. 113) agree that texts considered authentic are those which are designed for native speakers, in other words, for the speakers of the language, not for language learners or not for language teaching and learning purposes. This definition also receives much agreement from other researchers. Wallace (1992) considers authentic materials "real-life texts" that are not written for the pedagogic purposes (pg. 145). Heitler (2005) defines authentic materials as any kind of written or oral materials composed by native English speakers for native English speakers. Some researchers identify authentic materials as "texts, videos, television programs or any other sources of language written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility" (Lansford, 2014). What is common in these definitions is that they emphasize the exposure to real language that is produced not for language learning purposes and can be used in its own language community.

Importance of using authentic materials

The benefits of using authentic materials in teaching have been recognized, therefore, they are widely used by teachers on various purposes ranging from illustrating examples, sample conversations to case studies used in modules of cultures, literature or Marketing (Nguyen, 2015). Authentic materials, including videos, audio-visual tools or television programs help audience to acquire and retain information and knowledge much better than text books in the way that students can develop different ways of learning and processing data. Therefore, it is difficult for students to achieve their learning

objectives if they only use text books. Learning through videos will be effective since it helps students to overcome this (zaneeducation.com). furthermore, “exposing students to the language of the real world, both written and spoken words, helps to bridge the gap between classroom knowledge and the real world” (Wilkins, 1976, pg. 79). Followings are the reasons why authentic materials are of great help in the teaching and learning process.

- Increasing learners’ motivation

The purpose of teachers in teaching is to make students more active and motivated when they participate in the learning process (zaneeducation.com) so authentic videos are now perceived as one of the most useful ways to maintain or increase students’ motivation in learning. Learners will have the feeling that they are learning the “real” language, they are living in the “real” society where the native speakers use the same language as what learners are using and that they are integrated in a “living entity” (Guariento and Morley, 2001). Nuttall (1996) also asserts this. He states that authentic materials are motivating since they prove that the language is used for real-life purposes by real people. This opinion is also agreed by Heitler. The real language that students gain during the use of authentic materials is the one that has not been made especially easy for learners, and this can be a great motivator as learners have the “real” interaction with the real language (Heitler, 2005).

- Improving English skills

As a result of being exposed to the “real” language, students can practice the language spoken, be familiar with the way the native speak, read and write; and gradually improve their English ability (Kilickaya, 2004). Berardo (2006) also asserted the role of authentic materials in teaching students reading skills. Authentic reading texts are motivating, giving students a sense of achievement and encouraging them to further read (Berardo, 2006).

- Up-to-date materials

Another reason why using authentic materials can be inspiring to students is that such materials are always up to date and constantly being updated. Not only the content but also the language of videos for native speakers are updated as the language itself is developing and changing. When working with updated sources of information, students will surely find themselves well informed and eager to acquire new things. Through this use of authentic materials, learners’ interest in a certain subject is increased, which makes the learning process enjoyable and retains students’ interest for longer periods (zaneeducation.com).

- Bringing experiences students may have never had

When using authentic videos in history classes, for example, teachers will provide students with real-life experiences that they may have never been through. Such videos bring students back to the past of their ancestors, help them to live in the context of wars and recognize the boundary between life and death, etc. All of these are shown clearly and vividly through movies (Nguyen, 2015). In other classes such as culture or literature, students may experience new living cultures and different aspects of life with new cultural values and beliefs. These, therefore, dig into students’ interest and inspire them to learn about and discover different parts of the world, which enriches their minds. The learning process will be more interesting and enjoyable as they make students stay focused in the class.

- A flexible teaching tool

The more excited and active students are to learn, the more interactive the class and the longer students can retain the information in each lecture. When using videos, teachers can flexibly adjust them according to their purpose. For example, teachers can pause the video so that students can discuss what they have watched or guess what is going to happen next. Teachers can also replay the video in order for the students to get more information or check their understanding. Teachers even can replay certain extracts to help students clearly understand those extracts. Students will actively participate in the learning process (Nguyen, 2015).

Ways to integrate authentic materials in teaching

- To explain difficult terminologies

Thanks to the development of the Internet, instead of trying to explain difficult terms through delivering lectures, teachers could find short movies or short extracts which provide answers to difficult issues arising during the class. This is of great help as students 1) find the class more interesting, 2) find the term much easier to understand rather than listening to the lecture as normally and 3) remember the information or the term in longer periods. These can be gained because of figures, images, and short explanations used in the videos. For examples, in order to explain the term “Assumptions” in the module named “Critical Thinking”, teachers can play a short video about this (Figure 1).

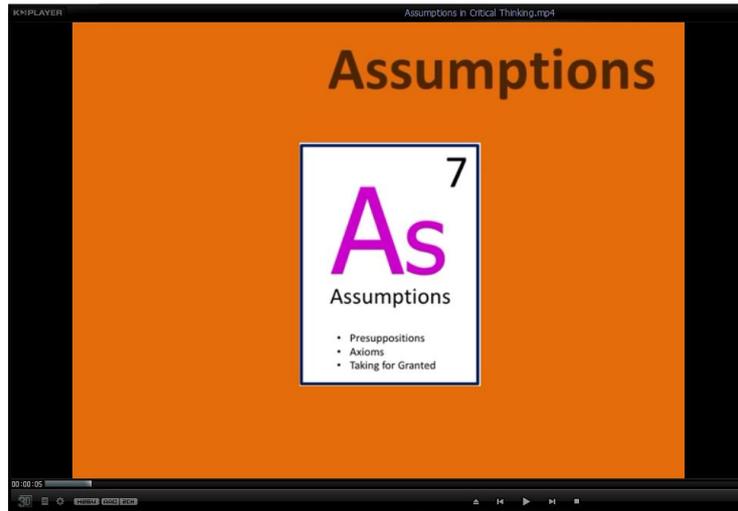


Figure 1: Video on assumptions

(Source: <https://www.youtube.com/watch?v=tfM5-pY5YXs>)

- To commence a new module

One of the most useful tools teachers can use in order to give students the first figure of the module is videos. Through the search engines as Google or Youtube, videos on the issue that is going to be taught are available for teachers to use. For example, in order to familiarize students with the term “Critical Thinking”, the author played a short video on “Critical Thinking”. Sometimes it is hard to explain the term or to get students understand the issue through oral explanation, however, with the use of videos illustrated by images, pictures, or even sitcoms, and easy words, students can figure out what is being discussed, what the teacher is trying to say, and so on. This saves time and energy for both teachers and students and of course, motivates students in the learning process (Nguyen, 2015) (Figure 2).

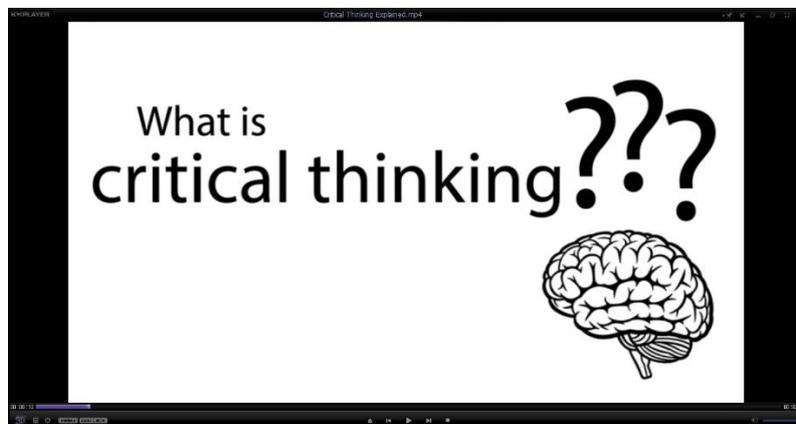


Figure 2: Video on Critical thinking

(Source: <http://www.procon.org/view.background-resource.php?resourceID=005476>)

- To discuss and raise awareness of students about hot issues

Authentic videos are great tools to attract students' interest, especially when these videos are about hot issues which are happening in the society and receive much attention from the public. These videos can be used as topics for group discussions or writing assignments. Selected topics may be controversial or widely discussed on mass media such as traffic jam, climate change, globalization, environmental pollution, etc. Videos like these would provide a pool of ideas for students to exploit, share personal opinions or even propose feasible solutions (Nguyen, 2015), (Figure 3).



Figure 3: Students are watching a video on effects of climate change

(Source: Self-collection)

In short, authentic videos can be used in any type of module or subject, which provides students with the overview of what is being taught, the daily life activities of a certain group of people (in culture classes), the case study of a certain company or corporation, etc. This not only enhances students' language ability but it also enriches students' command of the country, people, the business environment or any kind of issue happening. However, to make it more helpful, after watching such videos, students should be given enough time to discuss what they have watched, what their feeling is, what they are going to do next or simply do the follow-up exercises. Teachers can make their class more meaningful by dividing the class into smaller groups and require one or more groups to share their opinions or just to summarize the video. It is better if these videos are shown in class, but if the time is limited, students can watch them at home and write the reflections for submission. Teachers may mark these reflections and share their own feelings of such activity (Nguyen, 2015).

EFFECTIVENESS OF USING AUTHENTIC MOVIES IN CULTURE CLASSES – SURVEY RESULT FROM STUDENTS OF FACULTY OF BUSINESS ENGLISH, FOREIGN TRADE UNIVERSITY

In order to evaluate the effectiveness of using authentic movies when teaching the module of American-British cultures, the author conducted a survey on 93 students who have taken the module in the previous semester. Before going into details of the survey, the author is going to introduce the module.

The overview of American-British culture module and the practice of movies

The American-British culture module is one of the compulsory modules for second-year students of the Faculty of Business English at Foreign Trade University. The course consists of eighteen 2.5-hour classes, in which the first eight classes are for British culture, two sessions are for midterm test and the others for American culture. The core books for these two cultures are *Britain* and *The American ways* respectively. In each sub-module, students are given a chance to watch one British movie and one American movie.

The objectives of showing movies in the culture class are primarily to 1) help students recognize the cultural values and beliefs of the two cultures (British and American cultures) and 2) verify these values to see whether they are the same with those discussed in text books. These objectives could be broken down into sub-objectives such as: 1) to help students particularly recognize a certain cultural trait of the British or Americans, 2) to enrich students' knowledge of not only the people but also the countries, governments, political systems of these two nations, 3) to improve students' English ability in general and speaking (including pronunciation, accents, vocabulary, idiom, spoken languages) ability in particular, and 4) to motivate students in class. It is important to note that based on such main objectives, the author does not have the intention to go into details of analyzing the plot, characters, motif, acting performances of the protagonists and so on. Therefore, the movies are served mainly for the purpose of the module – looking at the cultural aspects, the country and people of each nation.

In each class, the teacher must ensure to complete the unit or chapter around 20 minutes before the finish time so that the students can watch the movie. Students are encouraged to watch the movie in class while they are sitting together as a group because of two reasons. Firstly, they can discuss what they learn from the movie with each other after each episode. Secondly, by watching the movie for only 20 minutes each class, students are more eager and better inspired to come to class. It appears that there is something awaiting them at class and encouraging them to go to school. (interview result).

The movies: Sense & Sensibility and Pursuit of Happiness

The two movies selected for the course are *Sense & Sensibility* for British culture and *Pursuit of Happiness* for American culture. These two movies are chosen because both of them are written in the language of the native speakers, for native audience, clearly reflect cultural values of the British and Americans, deeply depict the society at that time and are a good source of English material for students to learn from.

The survey

At the end of the term, two classes with 93 second-year students (including 85 females and 08 males) of the Faculty of Business English at Foreign Trade University based in Hanoi were asked to answer a questionnaire of 17 questions regarding both the movies themselves and the activity of watching movies. The survey questions are composed based on the questionnaires adopted from research by Bravo et al. (2011), Ismaili (2013), Cruse (2010), and Pimsamarn (2011). The main purpose of the survey is to investigate into how effective it is to use movies in culture classes, with a view to considering introducing this tool of teaching to the future courses in the faculty and improving students' learning experiences. Respondents were asked whether they agree or disagree with the statements relating to watching movies.

There are three parts in the survey. In part 1, there are 14 questions which asked students to express their level of agreement based on a 5-Likert scale ranging from 1 – strongly disagree to 5 – strongly agree. These 14 questions are categorized into four three main groups with one general question to see how effective the movies are as a learning material (from questions 1 to 4c). Part 2 offers two open questions (from questions 5 to 6). And finally, Part 3 (from questions 7a to 7c) comes up with three questions which required respondents to make a priority list of the options mentioned in Part 1 (Appendix 1). As English is used as the instructional language during the course, the language of the survey is in English.

The statements of *Part 1* were:

1. Movies could be an effective learning material in the American-British culture class
2. Watching a typical British or American movie helps me better understand the cultural values of the British and Americans
 - 2a. The movie I watched reflects many cultural aspects of Britain (*eg. How people show their politeness, how social prejudices affect the relationships of people, etc.*), which might not be available in or different from the textbooks
 - 2b. The British's daily life in the movie enriches my knowledge of Britain
 - 2c. The US movie clearly reflects the traditional values and beliefs of the Americans (*eg. Hard work, self-reliance, equality of opportunity, etc.*) which are discussed in class in the form of theory
3. Watching a typical British or American movie has a beneficial effect on my learning English skills
 - 3a. I can learn correct pronunciation through the movies
 - 3b. The movies can familiarize me with more types of both British and American accents and dialects
 - 3c. I can better understand the meaning and use of idioms, proverbs, slangs and spoken language
 - 3d. The movies provide me with a wide range of new vocabulary, which is a good source of input for my reading and writing skills
4. Watching a typical British or American movie motivates me a lot in studying American-British culture
 - 4a. Thanks to the films, I am more eager to attend classes
 - 4b. Thanks to the films, I am more engaged in group discussions after each episode
 - 4c. The American film inspired me to be a positive person with a winning spirit that nothing is impossible if you work hard.

There was also a section after each statement where students could make comments to justify their choices.

The open questions of *Part 2* were:

5. How did the films make you feel?

Sense and sensibility:

Pursuit of *Happyness*:

6. What aspect of the films did you most engage with?

Sense and sensibility:

Pursuit of *Happy*ness:

Bellows are questions for *Part 3*

7a. Watching a typical British or American movie helps me better understand the cultural values of the British and American people

7b. Watching a typical British or American movie has a beneficial effect on my learning English skills

7c. Watching a typical British or American movie motivates me a lot in studying American-British culture

Survey results

A questionnaire was distributed to 93 students and a total of 93 valid surveys (100%) were returned. The high rate of return was due to the fact that the surveys were completed in the final lesson and the survey was short and entirely based on what they experienced. With a Cronbach's alpha of 0.879, almost all questions in the survey reliably measured the effectiveness of movies (Table 2.1.). However, two of these 17 questions are not statistically significant as their Cronbach's alpha figures are higher than 0.879 (questions 7a – 0.884 and question 7b – 0.880) and their corrected item-total correlation numbers are lower than 0.4 (0.173 and 0.328 respectively) (Table 2.2.). Furthermore, question 7c with the corrected item-total correlation number of 0.401, is statistically insignificant. For such reasons, these three items (7a, 7b and 7c) will not be considered in the data analysis and discussion. Questions 5 and 6 are open questions so they are also not analyzed statistically in the research.

Table 2.1. The Reliability Statistics

Cronbach's Alpha	N of Items
.879	17

(Source: Survey result)

Table 2.2. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1. Movies could be an effective learning material in the American-British culture class	59.48	46.535	.450	.875
2. Watching a typical British or American movie helps me better understand the cultural values of the British and Americans	59.71	45.230	.607	.870
2a. The movie I watched reflects many cultural aspects of Britain (eg. How people show their politeness, how social prejudices affect the relationships of people, etc.), which might not be available in or different from the textbooks	59.83	46.057	.578	.871
2b. The British's daily life in the movie enriches my knowledge of Britain	59.92	45.223	.523	.872
2c. The US movie clearly reflects the traditional values and beliefs of the Americans (eg. <i>Hard work, self-reliance, equality of opportunity, etc.</i>) which are discussed in class in the form of theory	59.44	47.184	.451	.875
3. Watching a typical British or American movie has a beneficial effect on my learning English skills	59.83	44.448	.594	.869
3a. I can learn correct pronunciation through the movies	59.90	44.371	.517	.873
3b. The movies can familiarize me with more types of both British and American accents and dialects	59.95	44.508	.561	.871
3c. I can better understand the meaning and use of idioms, proverbs, slangs and spoken language	60.15	44.716	.537	.872
3d. The movies provide me with a wide range of new vocabulary, which is a good source of input for my reading and writing skills	60.18	45.108	.488	.874
4. Watching a typical British or American movie motivates me a lot in studying American-British culture	59.94	42.518	.769	.862

4a. Thanks to the films, I am more eager to attend classes	59.92	43.375	.640	.867
4b. Thanks to the films, I am more engaged in group discussions after each episode	60.26	42.454	.586	.870
4c. The American film inspired me to be a positive person with a winning spirit that nothing is impossible if you work hard.	59.69	45.217	.519	.872
7a. Watching a typical British or American movie helps me better understand the cultural values of the British and American people	61.34	48.902	.173	.884
7b. Watching a typical British or American movie has a beneficial effect on my learning English skills	61.60	47.003	.328	.880
7c. Watching a typical British or American movie motivates me a lot in studying American-British culture	61.65	46.405	.401	.877

(Source: Survey result)

Findings and Discussion

- Findings

For questions 1 which asked students whether “movies could be an effective learning material in the American-British culture class”, no students answered they strongly disagreed. Almost all respondents expressed their strong agreement that the two movies they’ve watched are effective materials (Mean = 4.44) (Table 2.3.). This is in line with previous studies which also asserted the efficiency of using videos in class (Williams & Lutes, 2011; Wilkins, 1976; and Heitler, 2005).

Table 2.3. Descriptive Statistics Q1

	N	Minimum	Maximum	Mean	Std. Deviation
1. Movies could be an effective learning material in the American-British culture class	93	2	5	4.44	.616

(Source: Survey result)

From question 2, the author is going to investigate more deeply into how watching movies is an effective activity (Table 2.4.).

Table 2.4. Descriptive Statistics Q2

	N	Minimum	Maximum	Mean	Std. Deviation
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2. Watching a typical British or American movie helps me better understand the cultural values of the British and Americans	93	3	5	4.22	.623
2a. The movie I watched reflects many cultural aspects of Britain (eg. How people show their politeness, how social prejudices affect the relationships of people, etc.), which might not be available in or different from the textbooks	93	3	5	4.10	.553
2b. The British's daily life in the movie enriches my knowledge of Britain	93	2	5	4.00	.707
2c. The US movie clearly reflects the traditional values and beliefs of the Americans (eg. Hard work, self-reliance, equality of opportunity, etc.) which are discussed in class in the form of theory	93	3	5	4.48	.524

(Source: Survey result)

According to Table 2.4., most surveyed students totally agreed that their command of the cultural values held by the British and American people was much enhanced when they watched the two movies stated above (Mean = 4.22). The level of agreement ranges from 3 (Neutral) to 5 (Strongly agree). The cultural values stated in question 2 could be classified into three parts: cultural aspects & daily life activities of British people and the traditional values and beliefs of the Americans.

Firstly, the cultural aspects of the British people could be interpreted as the politeness of the British people which is clearly shown in almost every scene of the film "Sense and Sensibility" (Appendix 2). They are also understood as the discrimination between classes in the society which strongly affects the relationship among people, etc. Some of these things are not mentioned in the text books – Britain (Question 2a). One possible explanation for this missing information may be because the movie was written by Jane Austin in 1811, long before the book Britain was published (in 1995). However, as earlier said, the movie still reflects the society of the British people at the moment, typically the politeness, which sounds ordinary to outside people but still exists right now. This should be proved by the experiences that the author gained during her Masters study in England some years ago. In this question, no students chose 1 or 2 for their answers, instead, 3, 4 and 5 were selected, which showed respondents are mostly satisfied with the statement (Mean = 4.1).

Secondly, in question 2b, respondents also supported the idea that watching "Sense and Sensibility" did enrich their understanding of Britain (Mean = 4.0). And finally, when being asked whether the American movie – Pursuit of *Happy* clearly reflects the traditional values and beliefs of the Americans, almost every student (around 95%) completely agreed with that statement (Mean = 4.48 – the highest figure of all) (Question 2c). Only one respondent ticked in the box "Neutral" (Table 2.4.).

The author also acknowledges opinions from students on separate questions. For example, for Question 2b, My Le from Class 3 said that:

"Culture is reflected from little things in our daily life, from people's behaviors and manners. This helps us to enrich our knowledge".

And other students held the same opinion that after watching “Sense and Sensibility”, they know more about how British people behave in some certain situations, recognize things the British respect in their life, codes of conduct, characteristics, values and beliefs of the British people, etc. (Questions 2a and 2b).

Regarding Question 2c, lots of students said that through the life of Chris – the main character of “Pursuit of Happyness”, they could review all values and beliefs of the Americans which were taught in chapter 2. When watching the movie, students have a different way of learning and feeling about the lecture, which makes them inspired and eager to come to each class. This, therefore, explains the reason why the mean of question 2c is so high (4.48) and also supports other statements in Question 4.

As can be seen from Table 2.5., question 3 finds out the answer to the question of whether movies can positively impact students’ English skills. The answers range from 2 (Disagree) to 5 (Strongly agree) with the overall mean of 4.1. The means of these questions are from 3.74 to 4.1, quite high figures, explaining that most respondents agree that they can learn correct pronunciation through the two movies and better understand the meaning and use of idioms, proverbs, slangs and spoken language (Mean = 4.02 and 3.77 respectively). Besides, respondents also agreed that the movies familiarize them with more types of British and American accents and dialects and provide them with a wide range of new vocabulary, which helps to improve their reading and writing skills (Mean = 3.98 and 3.74 respectively).

Table 2.5. Descriptive Statistics Q3

	N	Minimum	Maximum	Mean	Std. Deviation
3. Watching a typical British or American movie has a beneficial effect on my learning English skills	93	2	5	4.10	.723
3a. I can learn correct pronunciation through the movies	93	2	5	4.02	.821
3b. The movies can familiarize me with more types of both British and American accents and dialects	93	2	5	3.98	.751
3c. I can better understand the meaning and use of idioms, proverbs, slangs and spoken language	93	2	5	3.77	.754
3d. The movies provide me with a wide range of new vocabulary, which is a good source of input for my reading and writing skills	93	2	5	3.74	.765

(Source: Survey result)

To further illustrate the answer for Question 3, the author collected ideas from the respondents. Some of them said they learnt a lot from the way the characters spoke to each other including the pronunciation, intonation, spoken language, and even slangs. Different accents and dialects also provide students with different options of whether following the British-English or American-English. Vocabulary is another point that students gained while they were watching the two movies.

The findings here really well prove what have been discussed in the literature review that when students are more exposed to authentic materials, they can remember, imitate the language of the native, and gradually use the language naturally (Kilickaya, 2004 and Berardo, 2006).

Question 4 examines whether movies are inspiring and helpful for students (Table 2.6.). The answers range from 2 (Disagree) to 5 (Strongly disagree) with a mean of 3.99, which shows that most students agreed that “Sense and Sensibility” and “Pursuit of *Happyness*” did motivate them in studying American-British culture. Specifically, lots of students shared that they were eager to attend classes (Mean = 4.0) and more engaged in group discussions after each episode (Mean = 3.67). More importantly, almost every student said they could develop their positive thinking with a winning spirit gained after they watch “Pursuit of *Happyness*” (Mean = 4.24 – a rather high number of the three items mentioned). These numbers are a good illustration of what have been discussed earlier in previous studies by (Guariento & Morley, 2001; Nuttall, 1996; Heitler, 2005; and Berardo, 2006) that using authentic materials (including videos or movies) is highly motivating as it makes students exposed to the “real” language of the native, puts students in the “real” context or society and brings them “real” experiences they may not have in their life.

Table 2.6. Descriptive Statistics Q4

	N	Minimum	Maximum	Mean	Std. Deviation
4. Watching a typical British or American movie motivates me a lot in studying American-British culture	93	2	5	3.99	.759
4a. Thanks to the films, I am more eager to attend classes	93	1	5	4.00	.794
4b. Thanks to the films, I am more engaged in group discussions after each episode	93	1	5	3.67	.959
4c. The American film inspired me to be a positive person with a winning spirit that nothing is impossible if you work hard.	93	2	5	4.24	.713

(Source: Survey result)

From the reasons students shared for Question 4, the author recognized that more students preferred watching “Pursuit of *Happyness*” to “Sense and Sensibility”. Most answers clearly stated the American movie teaches them so many lessons that did change their point of view especially that these lessons encourage them to try their best as everyone deserves happiness if they work hard. Respondents also asserted that Chris – the main character of “Pursuit of *Happyness*” proves to be a good example for them to follow.

For open questions 5 and 6 asking about the feeling of respondents on each movie and the aspect of the film that students most engage with, lots of common opinions were reported from the survey. Most of them agreed that “Pursuit of *Happyness*” is more inspiring and meaningful than “Sense and Sensibility” and that “Pursuit of *Happyness*” is not only touchy but also highly educational, shown in the short conversations between father and son, in the way Chris (the father) works, in the values and beliefs Chris holds and also in the dream of having happiness Chris is pursuing.

For question 7, as earlier said in the overview of survey result (Part 2.4.), questions 7a, 7b and 7c are statistically insignificant because these three questions are to assert one more time on the importance of watching movies. This is the reason why the author will not discuss them in detail.

- Discussion

From the survey result, it is clear that questions 1, 2, and 3 provide the answer to the first objective of analyzing the effectiveness of using movies on students' knowledge of the American and British people and cultural values. And question 4 meets the second objective of examining if using movies can be inspiring and helpful for students because they are more engaged and motivated with class activities in culture classes. Questions 5 and 6 explain further the feeling of the respondents on movies and the aspects of the films that viewers are most engaged with.

For the first objective, it is asserted that "Sense and Sensibility" and "Pursuit of *Happyness*" are useful in the way that students understand more about the cultural aspects of the British and American lives, that is, manners and behaviors of the native British are clearly shown in the movie, which enriches students' knowledge. Also, the traditional values and beliefs of the Americans are reflected clearly by the main character of the film – Chris. His thought, dream of having happiness, and effort are all vivid and long-existing in respondents' mind, which strongly enhances students' command of the American values. Furthermore, both movies help students to learn English and become better English users as respondents learn correct pronunciation, expose to the real language, be familiar with spoken language and improve their vocabulary. This also fits in the literature review previously discussed.

For the second objective, both movies especially "Pursuit of *Happyness*" is highly motivating, inspiring and meaningful to students. Almost every respondent strongly agreed that when watching the movie, they were inspired a lot by Chris to become a better person, to live stronger, to pursue their dream, to dare losing but to be stronger to face the challenge. This finding also supports other previous studies done by other researchers.

CONCLUSION

The study of the literature review validates the idea that authentic materials, specifically in this research, authentic videos can be a powerful tool as an educational, effective and motivating tool, especially when being used as part of an active learning approach. The results of the study strongly support this and clearly indicate that movies do have a significant and positive influence on students' motivation and interest, which is highly beneficial for students' learning process. This is consistent not only with the expectations from the theory, but also with practical experiences.

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