

Journal Critique #1

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Abstract

This article was chosen for critique because it is about adult language learners learning English through movies. For the case study being conducted, my interviewee has expressed that one of the ways he enjoys learning English is through watching movies. However, he also expressed that even though it is enjoyable and does have its benefits, he also stated that there are more efficient ways of learning a language, such as through social interaction. However, being that he has learned some of his English through movie watching, there is most definitely a benefit in viewing what the studies show about adult language learners learning English through movies.

This study was guided by two research questions, which are the following: How do language learners describe their experiences using English movies as tools to learn English? To what extent do adult language learners believe that watching movies to learn English is beneficial? (Albiladi, 2018, p. 1568). In order to answer these two research questions, data was collected and analyzed through the use of interviews with 25 adult language learners. These 25 adult language learners were chosen purposefully, in that they were selected from all over the United States, all at various English proficiency levels and all participating in different language programs. In addition, the interviewees ethnic and educational backgrounds. The interviews with the adult language learners were conducted both in person and through online technology. Each interview conducted was approximately 30 to 60 minutes long. This interview time was used to ask participants questions about their opinion on learning English through the use of movies. All of the interviews conducted were recorded, transcribed and coded.

The data analyzed revealed four themes in terms of language learning for adults through movies. Those themes are as follows: language development, authentic learning, self-learning/autonomy, and cultural awareness. In terms of language development, the participant described that movie watching supported their language skills in terms of speaking, listening, pronunciation and vocabulary acquisitions. When it came to authentic learning, participants described that movies allows them exposure to real-life and current language that they will actually use. As for self-learning/autonomy, participants stated that movie watching makes the learning process rely more on oneself, while also making the process more enjoyable. Lastly, for cultural awareness, participants explained that movies not only help them learn the language of the United States, but also its culture.

In my opinion, this case study was well conducted and brought to light many aspects of language learning through movie watching that can go unseen if not be a language learner yourself. There is no better way to learn about the language learner process, than to ask the language learner himself. By asking the language learner, we are able to gain a more detailed understanding of various and different aspects of language that can be learned through watching a movie in English. This article was very useful to me and my case study, because when I asked my interviewee about his learning experience through movies, I was far too vague. Having now read this study, I will dig deeper in my next interview with my interviewee by asking questions related to the trends found in the interviews from this study. I would also be interested in watching a movie with my interviewee and seeing what I observe. Perhaps he will mimic the pronunciation of words or asks questions about the culture being shown in the movie.

References

Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through Movies: Adult English Language Learners' Perceptions. *Theory and Practice in Language Studies*, 8(12), 1567–1574.