

Learner Perceptions of English Movies in ESL Acquisition among Public University Students in Bangladesh

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Nevertheless, even after years of formal instruction in English language, most students in the Bangladeshi public universities still find functional proficiency to be a challenge especially in the areas of listening, speaking and pronunciation. This paper explores the attitudes and experiences of Bangladeshi students in the public university towards the importance of English movies in the acquisition of English as a Second Language (ESL). Using a qualitative design, the research involved a semi-structured interview that was in-depth and was carried out on 17 students who were invited by using purposive sampling in 16 public universities. The NVivo software was used to analyze the data thematically. Based on the concepts presented in the Krashen and Affective Filter Hypotheses and the Dual Coding Theory by Paivio, the results indicate that the learners found English movies to be significantly helpful in the process of building up of listening comprehension, speaking confidence, pronunciation, vocabulary, reading and writing capabilities. Subtitles were noted to be especially helpful in the communication between spoken and written language. Academic benefits also ensued such as better lecture understanding, higher performance in presentations and viva examinations, and better confidence in academic writing. Nonetheless,

participants also faced difficulties in the form of various accents, the fast speed of dialogue, difficult vocabulary, and cultural unfamiliarity. The research study fills in a gap in the research about ESL in Bangladesh, as it is an area that has not been well studied. It finds that English movies can be valuable as supplementary aids in ESL curricula with systematic pedagogical assistance.

INTRODUCTION

In the modern globalized society, English language has become dominant as an international communication language, higher education and research as well as in the job market. As noted by Crystal (2012), English is at the centre of cross-cultural communication and knowledge transfer. In the case of non-native speakers, the building of the competence in the English as the Second Language (ESL) is becoming more critical to academic and professional achievements. English is a mandatory subject in Bangladesh starting with basic education through to tertiary education. In spite of this extended exposure, not all students can achieve the functional proficiency, especially in oral communication (Hamid and Baldauf, 2008). Classroom activities are more inclined to memorizing grammar and preparing to study exams with little focus on building practical communication skills.

Traditional English language teaching paradigm in Bangladesh has been mainly based on textbooks, translation and teacher-centered learning (Begum et al., 2005). The size of classes, lack of interactive materials and inappropriate technological facilities also limit the chances of real language use (Ahmed, 2007). This has led to a large number of learners taking an informal, self-directed approach to enhancing their English proficiency outside the classroom. The English movies are becoming one of the most popular informal learning methods used by university students.

English films provide a language-enriched space, which exposes the learners to the natural language, contextualized words, pronunciation patterns, paralinguistic features, and cultural allusions. It has been revealed that audiovisual materials can be used to increase understanding since they can effectively stimulate two channels of processing: the visual and the auditory (King, 2002). Learning is also enhanced by the use of subtitled films because they generate links between oral and written language, thus aiding in vocabulary

and reading development. It has been proved that exposure to video-based materials is effective in enhancing vocabulary acquisition and listening comprehension (Pamungkas, Asfihana, and Sari, 2022), whereas exposure to audiovisual media can lead to a better level of pronunciation awareness and student motivation (Rokni and Atae, 2014).

The theoretical support of the incorporation of movies in the language learning is well developed. The Hypothesis of Input (1985) by Krashen suggests that language is learnt when comprehensible input is given to the learner a bit above his/her level of competence ($i + 1$). The English films are the source of such input because they include the use of speech, as well as contextual and visual clues that allow the learners to deduce the meaning intuitively. The Affective Filter Hypothesis by Krashen also highlights the importance of emotions in learning a language. The pleasant, stress-free feeling of watching movies can reduce the affective barriers, thus making it easier to absorb the input.

Theoretical support is provided by the Dual Coding Theory of Paivio (1971). The theory holds that both verbal and non-verbal information received improves the learning process. Films are attractive to both systems simultaneously, through dialogue, through visual images, through gesture, and through situation. Film captioning, in particular, permits students to listen and read at the same time, thus, reinforcing the information-coding and memorization. Vygotsky (1978) emphasized the social interaction and cultural mediation in learning as a sociocultural factor. Cultural texts such as movies also expose learners to the actual life dialogue, useful expressions, and social practices that offer contextually based language use that supplements formal learning (Mahmud, Yusoff, and Mahmud, 2021).

The advantages of language learning based on movies have been known by empirical studies. Al-Ahdal et al. (2021) discovered that the use of a film-based instruction facilitated the communicative competence and classroom interaction of EFL learners. Li and Wang (2015) have indicated oral proficiency and listening accuracy as well as pronunciation improvements after frequent exposure to English movies. The subtitled films have also been observed to enhance vocabulary retention and reading comprehension through bridging between the spoken and written language (Vandergrift, 2007). Furthermore, it is possible to develop academics with the help of movies, along with reflective assignments, like plot summaries, character analysis, or critical response writing, all of which blend listening, reading, and writing in a holistic way (Ismaili, 2013).

In spite of these benefits that have been well documented, there are challenges. Students can be too dependent on subtitles, distracted by entertainment or not be able to listen actively. Technical issues, unreliable internet connection and absence of pedagogical support can also diminish effectiveness. To effectively integrate movie-based learning into curricula and self-directed learning practices, it is necessary to have an understanding of both the affordances and constraints of movie-based learning.

The use of movies to enhance vocabulary, listening comprehension, and exposure to natural dialogue has been previously reported in the Bangladeshi setting (Ara, 2020). Nevertheless, the bulk of extant research has centered on students of private universities or small-scale classroom interventions. Students in the public universities, who have great structural limitations (crowded classrooms, limited access to language laboratories, and poor technological facilities), are still largely underrepresented in the research literature. This is a significant difference, because the learning conditions and informal strategies of students of a public university could vary significantly when compared to learning in a more resource-rich institutional environment. The current research fills this gap directly as it only targets students of the public universities of Bangladesh.

The proposed research will investigate the perception and experience of ESL acquisition by students of Bangladesh in the context of public universities and how English movies contribute to the learning process. Particularly, it examines the impact of exposure to movies on listening comprehension, speaking confidence, vocabulary development, pronunciation and reading skills; and the academic advantages of movie-based language learning; the obstacles they face as learners; and how students perceive movie-based language learning when compared to traditional in-class delivery. The study was guided by the following research questions:

1. What is the perception of the students of Bangladesh public universities about the impact of English movies on learning ESL?
2. What are the most affected language skills due to exposure to English movies?
3. What is the impact of movie-based learning in academic performance?
4. What are the difficulties in using English movies as a language learning tool by learners?

The results of this research should be used to enhance a more complex view of informal ESL learning practices within resource constrained academic settings. They provide practical implications also to curriculum developers, language teachers and policymakers who want to find cost effective, engaging, and pedagogically sound strategies to teaching English language in Bangladesh and other like situations.

METHOD

Research Design

The research design used in this study was exploratory qualitative research to examine the lived experiences and perceptions of the students in relation to watching English movies as a method of acquiring the English language. The qualitative approach would be especially appropriate to this question since it allows gaining a profound insight into the subjective experience and interpretation of the participants (Forbes et al., 2019). As opposed to the statistical measurement of the influence of movie-watching, this research aimed to investigate the meaning, processes, and patterns that participants ascribed to their learning experiences. This is in line with interpretivist epistemological approach that the research is based on which considers knowledge as contextual and co-constructed.

Study Area and Participants

The study was conducted across public universities in Bangladesh. A total of 17 students were recruited from 16 different public universities, representing a geographically and institutionally diverse sample. The research areas are illustrated in Figure 1.

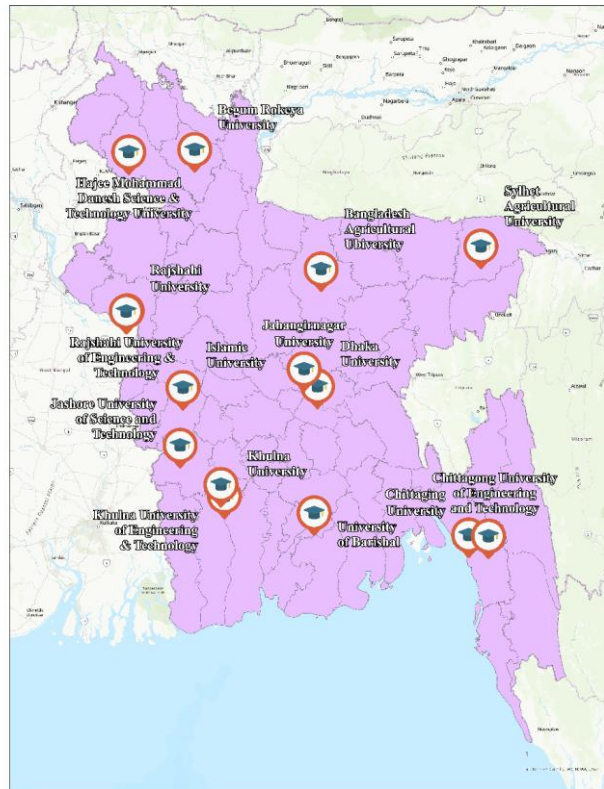


Figure 1: Study area location (prepared using ArcGIS Pro).

Sampling and Sample Size

The participants were chosen using purposive sampling, which is a non-probability sampling strategy where the researcher chooses his or her information-rich cases that can answer the research questions (Creswell, 2013). The purposive sampling was better than the convenience sampling since the study needed participants with a steady exposure to watching English movies and were able to explain what impact it had on their language learning. The 17 sample is sufficient to ensure that the final sample is within the range of qualitative studies with homogenous samples. Sandelowski (1995) recommended that such studies should use a sample of 10 and Crouch and McKenzie (2006) indicated that samples of less than 20 are more open and enable deeper communication between the researcher and the study participants. Guest et al. (2017) also confirmed the sufficiency of 15 participants in purposely selected qualitative case studies.

Data Collection Procedure

Semi-structured interviews were used to collect data, as they are chosen due to the ability to produce detailed and nuanced accounts and retain a similar thematic focus throughout participants (Kallio et al., 2016). Semi-structured interviews would enable the researcher to delve into the views of the participants in a more detailed manner and still maintain the flexibility of following unforeseen avenues of questions. In order to ensure open and candid answers, interviews were done in both, Bangla and English, as preferred by participants. Informed consent was given by all participants beforehand. The data were also anonymized to maintain the privacy and confidentiality of the participants and the procedures were also conducted within the established ethical principles of a research involving human subjects.

The interviews were carried out in various platforms. Face to face interviews were conducted in pairs with three participants and the rest (14) interviewed individually over the telephone with the calls recorded to be transcribed. The time of interviews was between 10 and 20 minutes.

Data Analysis

Data analysis was based on an inductive thematic analysis process, as discussed by Braun and Clarke (2006). Transcripts were read repeatedly in order to detect common patterns and themes in the description of the participants. Data were first used to generate initial codes, which were then grouped into larger thematic units. NVivo 12 and NVivo 15 were utilized to enable systematic coding, word cloud analysis, cluster analysis, and visualization of mind maps, thus, promoting transparency and rigor in the analysis.

Various measures were taken to develop trustworthiness. Member checking was used to improve credibility whereby a select group of participants were invited to check the emerging themes to ensure that they were accurate. Reliability was also backed by a detailed audit trail of the analytical decisions. Confirmability was addressed by making sure that the interpretations were strongly based on the data and key claims were supported using quotes of the participants. The ArcGIS Pro was also used to give spatial context by geographically visualizing the study area.

Demographic Profile of Participants

Table 1: Distribution of demographic profile of the respondents.

Category	Sub-category	Frequency
Gender	Male	15
	Female	2
Year of Study	Post-graduation	2
	4th Year	8
	3rd Year	4
	2nd Year	1
	1st Year	1
Field of Study	Arts and Humanities	7
	Business	1
	Life Science	4
	Science, Engineering and Technology	5

FINDINGS AND DISCUSSION

FINDINGS

All data were thematically coded to identify and interpret the phenomena reported by participants. The analysis yielded six thematic categories: (1) comprehensive and structural language development; (2) phonological and lexical development; (3) cognitive and psychological aspects of language learning; (4) comparative effectiveness of movies versus traditional learning methods; (5) academic benefits; and (6) challenges in learning English through movies. These themes are illustrated in Figure 2.

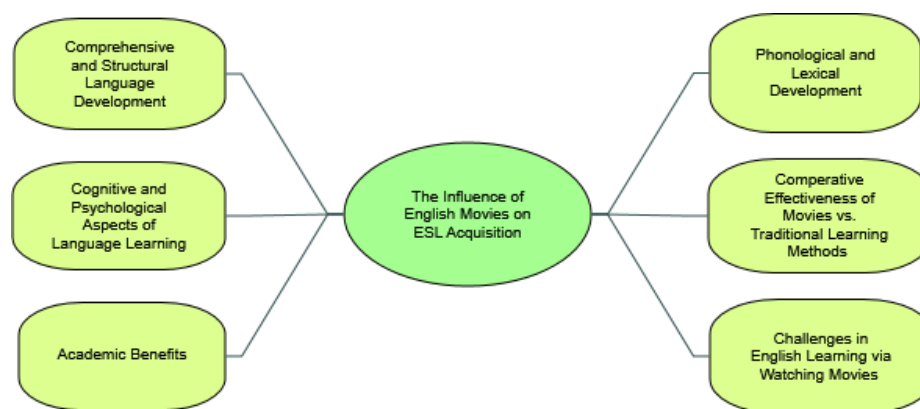


Figure 2: Thematic map of the study (prepared using NVivo 12).

Comprehensive and Structural Language Development

The impact of English films on ESL learning was also considered to be mostly positive with all the participants reporting the high importance of movies in language development. The participants said that watching English films increased their vocabulary, enhanced their pronunciation and helped them to understand grammatical constructions and patterns of conversations intuitively. In contrast to the conventional methods of learning that are based on memorization, movies provided a more interactive experience where language learning was more natural. The exposure to natural dialogue and communication in the real world also enabled the learners to see how the native speakers can use language to communicate in different social situations, thus aiding in the process of internalizing sentence patterns and idiomatic expressions. One participant noted:

“Watching English movies has played a key role in boosting my language skills, notably in growing my vocabulary, correcting my pronunciation, and enhancing my ability to understand natural conversations. Unlike traditional approaches, which frequently focus on theoretical issues, movies provide a dynamic and engaging experience. The exposure to real-life dialogues, contextual usage of vocabulary, and diverse accents has considerably aided to my learning process. Additionally, movies make learning more fascinating and pleasurable, which encourages constant practice.” (Interview#1)

native accents and quick-moving conversation, especially when the characters used regional accents or colloquialisms. Nonetheless, their auditory processing and knowledge of various phonological characteristics were gradually developed over time as they were exposed to a variety of accents, such as British, American, and Australian English. As time went by, the participants noted that they could follow the conversation without use of subtitles or playback pauses. One of the participants explained the development:

“My hearing abilities have increased tremendously due of watching English movies. At first, it was tough to understand diverse accents, notably British, American and Australian English, as their pronunciation and intonation patterns vary. However, after seeing many movies, I gained accustomed to these nuances and now find it much easier to understand spoken English in diverse accents. I can follow discussions more smoothly and pick up on small subtleties, such as changes in tone or emphasis.” (Interview #2)



Figure 4: Cluster analysis of phonological and lexical development (prepared using NVivo 15).

One of the most common motifs of the interviews was the enhancement of pronunciation and intonation. Movies gave the participants the long-term exposure to the articulation of native-speaker in a variety of accents and speech styles. The participants who imitated the pronunciation, rhythm and intonation of characters said that they were able to acquire more natural patterns of speaking. One participant explained:

“Yes, my pronunciation has improved a lot. I have learned how to emphasize phrases correctly and how to modify my intonation to sound more genuine. Before, I used to pronounce things in a rather flat style, but now I appreciate the importance of rhythm and tone in English speech. Mimicking the way actors speak has helped me develop better pronunciation, and I feel more confidence while speaking in front of others.” (Interview #9)

The exposure to different accents also promoted the participants to achieve flexibility in their intonation which favored a more culturally adaptive use of speech. Another important result was vocabulary acquisition. The participants indicated that they had learned mostly conversational vocabulary, such as idiomatic expressions and vocabulary specific to a genre of movies, by watching movies. Although academic vocabulary was less often learned, respondents mentioned that a long-lasting exposure to real discourse broadened their communicative repertoire in significant aspects. One participant elaborated:

“I have mastered a combination of words depending on the genre of movie. Most of the time, I take up casual and conversational language, which is useful for daily communication. However, I have also learnt slang and idiomatic terms from action and comedy movies. In contrast, historical and biographical films have helped me acquire more formal and academic terminology.” (Interview #7)

Cognitive and Psychological Aspects of Language Learning

Movies helped the participants to highlight the subconscious aspect of language learning. Vocabulary, grammar and phonological details were frequently learned without any intentional practice, and the participants were absorbed in the storyline and characters. This incidental exposure, which was passive, enabled the internalization of the commonly used phrases and idioms, which participants stated they used spontaneously in their speech over the years. One participant observed:

The use of subtitles as a resource to aid language development gained a lot of recognition. They were especially helpful in helping to understand different accents and quick conversation since they gave a written point of reference to the spoken word. One of the participants remarked:

“Yes, subtitles have been really beneficial in my learning process, especially when I was still getting acclimated to diverse accents and fast-paced discussions. They help me to correlate spoken words with their written equivalent, making it easier to learn foreign language. Using subtitles in watching movies helps me to develop reading skills. However, I try not to rely on subtitles too much. Nowadays, I watch movies with subtitles only when absolutely required, as I want to strengthen my listening abilities without depending on written language.” (Interview #1)

Inexplicably, subtitles enhanced reading growth by promoting concomitant viewing and reading, which enhanced speed and accuracy. Written expression also improved because of exposure to proper spelling and accurate use of words using subtitles.

Comparative Effectiveness of Movies Versus Traditional Learning Methods

Interviewees had subtle opinions on the relative efficacy of English films and traditional modes of learning. Although most of them viewed movie watching as an important tool in the process of mastering listening, speaking and reading skills, they nonetheless recognized the relevance of traditional methods especially when it comes to mastering writing and formal grammatical knowledge. One respondent explained this complementary relationship:

“I think English movies are a terrific compliment to standard learning methods. Textbooks teach us syntax and vocabulary in a systematic method, whereas movies show us how to use the language in real-life situations. It’s like learning the theory first and then experiencing it in practice, which makes it more interesting and pleasant.” (Interview #14)

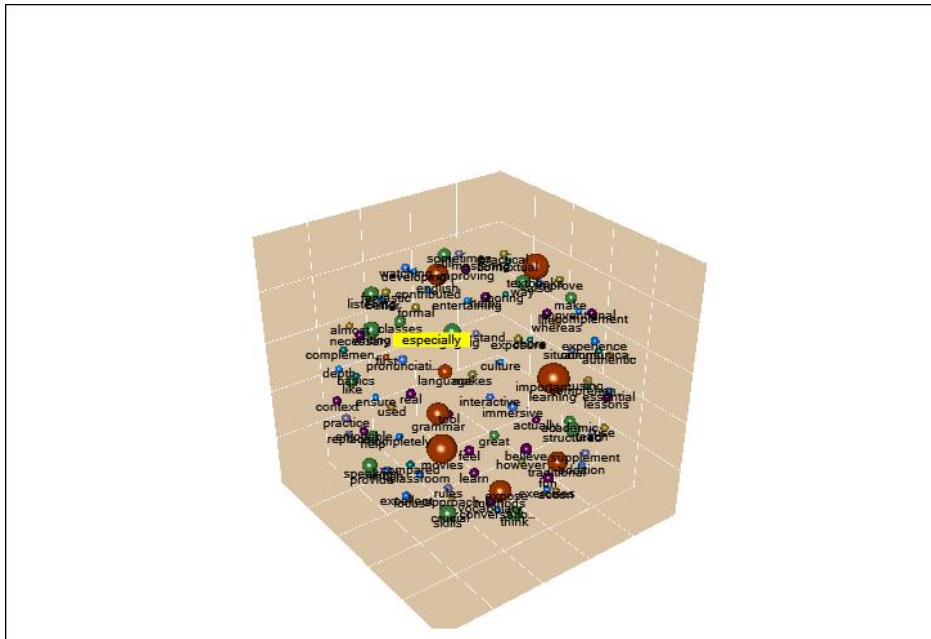


Figure 6: Cluster analysis of the comparative effectiveness of movies versus traditional learning methods (prepared using NVivo 15).

Those, who preferred learning through movies, pointed to its immersive nature and ability to help absorb language naturally. They discovered movies to be especially useful in training listening and speaking skills, and exposing them to colloquial idioms and natural communicative situations in ways which standard classroom teaching could not imitate. Another participant noted:

“I think that English movies are an excellent tool for learning, as they make the process more engaging and immersive. However, I also realize the importance of traditional methods like textbooks and grammar exercises, which provide a structured approach to learning. Movies are especially helpful for improving listening, speaking, and pronunciation, while textbooks are necessary for learning grammar, writing, and academic language. A combination of both methods is the best technique to mastering English.” (Interview #5)

But in terms of writing ability and formal grammar subjects, the participants constantly said that usual techniques were more methodical and complete in the learning process, and that movies must serve as an addition to but not a substitution to formal learning.

Academic Benefits

The participants indicated that they experienced various academic advantages that came with viewing English films. As lectures and academic activities in Bangladeshi state universities are taught in English, the enhanced listening understanding had a direct impact on academic engagement. Students that frequently watched the English movies said that they were better able to follow the lecture and engage in classroom discussions. One participant explained:

“Learning English through movies has been very helpful for my academic studies. It has improved my listening skills, making it easier for me to follow lectures and academic talks.” (Interview #5)

Higher speaking proficiency was also converted into better academic skills in presentations and viva exams. The participants testified that the exposure to diverse speech styles, expressions and methods of delivery helped them to develop confidence and fluency in articulating ideas. Imitation of the tone, style and diction of actors helped to make oral performance more effective and interesting.

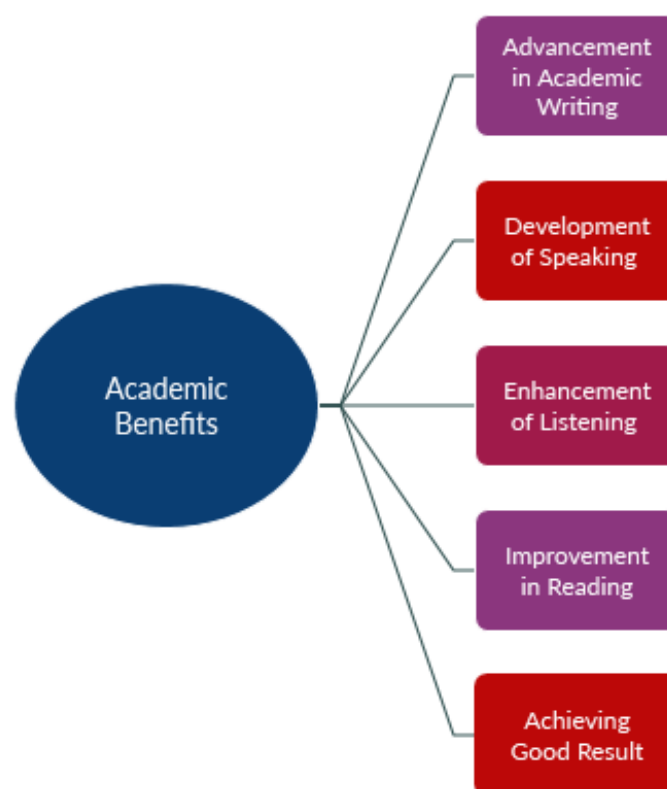


Figure 7: Academic benefits of watching English movies (prepared using NVivo 15).

The reading abilities were also improved due to regular exposure to English subtitles. Frequent reading of subtitles also helped students to be familiar with academic vocabulary, sentence structure, and organization of the text, which helped them understand course readings and research articles. One of the participants said:

“Learning through movies helps me academically by improving my listening, speaking, and reading skills.” (Interview #4)

Exposure to movies also helped in academic writing. The respondents stated that the ability to remain involved in a well-constructed dialogue, a wide variety of vocabulary, and proper spelling helped them write more clearly and coherently with the help of subtitles. One participant reflected:

“Learning English through movies has improved my intellectual skills in multiple ways. First, it has helped me develop better listening skills, which makes it easier to follow lectures and understand teachers. Second, exposure to well-structured dialogues has improved my writing skills, especially in forming natural and coherent sentences. Lastly, movies have improved my confidence in speaking, which is useful for presentations and group discussions in an academic setting. The most important thing is learning language through watching English movies help to get good result in my academic life.” (Interview #6)

Challenges in Learning English Through Watching Movies

Although these advantages are perceived, participants noted a number of difficulties related to the use of English movies in language learning. Understanding various regional accents was the most common challenge reported. There were some problems with movies with British, American or Australian characters because people who are not familiar with these varieties had some problems. This was enhanced by the fast-moving conversation where one could not easily process single words and phrases owing to the rapid delivery of words and phrases. One respondent shared the following experience:

“One of the main challenges I faced originally was understanding different accents. Some characters talk very fast, use regional dialects, or incorporate slang that is unfamiliar to me. Cultural references can also be difficult to grasp, as they often involve jokes, historical events, or social norms that I may not be familiar with.

However, over time, I have become better at picking up these nuances, and I sometimes study unfamiliar phrases to understand their meaning.” (Interview #2)

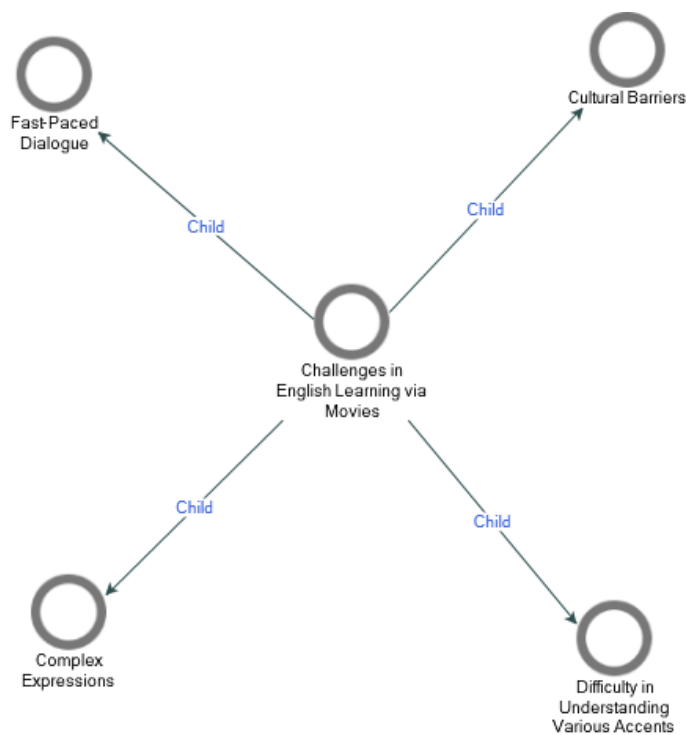


Figure 8: Challenges in learning English through watching movies (prepared using NVivo 15).

There were other obstacles that were represented by the lack of subtitles in certain films or their inadequate timing. Although subtitles were greatly appreciated, their inaccessibility or inaccuracy in some movies made an understanding difficult. Respondents also noted that they have a tendency to over-rely on subtitles, which they identified as a possible hindrance to the acquisition of the ability to listen independently. Another problem was complex and specialized vocabulary, as the participants were faced with those words that are not regularly used within the academic environment. Difficulties were also presented by cultural unfamiliarity, where humor, sarcasm, and culturally alluded references had been misinterpreted. One participant noted:

“Cultural references can be confusing if I’m not familiar with the specific context or past being referenced in the movie. (Interview #16)”

DISCUSSION

Enhancement of Listening and Speaking Skills

The results indicate that frequent exposure to English films led to significant improvements in listening comprehension and speaking confidence of the participants. This result is consistent with the Input Hypothesis of Krashen (1985) according to which language learning is promoted by the prolonged exposure to the comprehensible input under the conditions of the situational meaning. In contrast to decontextualized textbook tasks, English films offer multifaceted, natural linguistic information whereby meaning is reinforced by visual, paralinguistic and situational information. The given results build on the previous studies by Vanderplank (2016) and Peters and Webb (2018), who have also found equivalent advantages of audiovisual exposure to listening comprehension and speaking development, to the target population of resource-constrained state universities in Bangladesh. This implication is especially important as such students are not exposed to other sources of authentic-English-based input to a significant degree, which implies that the self-directed movie watching can be considered a valuable compensatory process.

The fact that many who have practiced it claim to have been imitating movie dialogue indicates active involvement in the language that is not passive. This type of imitative practice helps one develop the prosodic features of rhythm, stress and intonation, which is often overlooked in formal teaching. In this regard, the research is a fine addition to the body of knowledge that informal exposure to audiovisual can supplement the weaknesses of formal classroom instruction.

Role of Subtitles in Enhancing Language Skills

Subtitles were the most important mediating tool in language development of the participants. They were not only to provide basic comprehension assistance, but also to aid in vocabulary development, pronunciation, and reading proficiency. Subtitles also facilitated a multi-modal learning experience due to their ability to offer a written form of the spoken language in real-time in line with the Dual Coding Theory of Paivio (1971). The concurrent use of verbal and visual mediums strengthened thinking and memory formation. These results are in line with other studies by Winke, Gass and Sydorenko (2010) who established that there is a significant vocabulary growth and improved listening comprehension in the learners who use the subtitles and also Koolstra and Beentjes (1999)

who showed that subtitles assist learners to map spoken language to written language. Notably, though, the current research also indicates that a tension among the participants observed: although subtitles are helpful, excessive use of it could suppress the process of developing independent listening skills. This implies that pedagogically mediated solutions to subtitle use, like progressive withdrawal strategies, should be used, instead of open access.

Vocabulary and Grammar Acquisition

English films had shown to be a good source of informal vocabulary learning especially when it comes to conversational and idiomatic language. The exposure of the participants to genre-specific vocabulary, in various types of films, substantiates the argument by Webb (2010) that audiovisual input offers a richness of vocabulary experiences that can not be easily achieved in textbook learning. The genre-sensitive observed in this study in which participants learned formal vocabulary in historical films and informal vocabulary in comedies and action movies is a phenomenon that warrants additional research in the regards of its pedagogical consequences. Genre-differentiated viewing can be a viable approach to diversification of the lexical repertoire of learners.

Nevertheless, grammatical development is also found to be having limitations in the study through movies only. Respondents admitted that they developed an unconscious sense of grammatical rules, but the building up of formal grammatical knowledge and competence in writing academic papers needed the systematic input furnished by the traditional teaching. This observation is in line with the general body of literature that indicates incidental learning using audiovisual exposure is most effective when it is complemented by an explicit instruction (Nation and Webb, 2011). The research thus supports the idea of a combined method that will use movies as a complementary and not a substitute of formal grammar training.

Academic Benefits

The study also provides a significant input; in that it records the academic advantages that the participants attributed to watching movies. There were also reported direct positive impacts on academic performance in improved listening comprehension, speaking fluency, reading speed and writing coherence. These are consistent with Chen (2012) and Vanderplank (2016) who have reported the academic usefulness of audiovisual

media. This evidence is extrapolated to the current research, which focuses on the situation in Bangladesh, in which English-medium instruction poses special problems to students whose initial encounter with English has been in formal classroom environments. The conclusion by the researchers that learning through movies can have a significant impact on academic achievement has direct consequences on the construction of language support programs in these institutions. Teachers and administrators may think about the official inclusion of guided audiovisual activities to additional English courses.

Comparative Effectiveness of Movies and Traditional Learning Methods

The respondents always expressed a complementary and not a competitive relationship between the movie-based and the traditional forms of learning. The movies were seen as the most effective in the development of listening comprehension, speaking fluency, pronunciation, and informal vocabulary, whereas traditional methods were viewed as being necessary in the formal teaching of grammar, writing academic papers, and the knowledge of structured language. This trend is aligned with Peters and Webb (2018), who support the incorporation of audiovisual resources with traditional language teaching. This complementary relationship, in the Bangladeshi context, has also been reinforced by research into blended learning methods (Rahman, 2023; Tabassum and Saad, 2024), which have found better speaking skills, motivation, and engagement with blended learning when formal and informal learning are combined in a systematic manner. The current research adds to this body of evidence, by recording the perceived complementary in the view of learners in the context of public universities, which gives a context-based justification to blended pedagogical design.

Challenges and Learning Barriers

The issues that the participants have found are indicative of the complexity that is inherent in incidental language learning via movies. The best-established barriers in the audiovisual language learning literature include dialectal variation, speech delivery at a high rate, complex vocabulary, and cultural unfamiliarity. Markham and Peter (2003) discovered that the problem of unfamiliar accents, as well as the rapid flow of dialogue, contributed greatly to the inability to comprehend, whereas Nation and Webb (2011) emphasized the challenge that learners face when they have to face complicated vocabulary, which is not supported by instructions. Cultural aspect of understanding difficulty is especially relevant

in the case of Bangladeshi where learners might lack prior exposure to western cultural norms, humor, and social references. This discovery indicates the importance of cultivating cultural literacy as well as language abilities, and highlights the necessity of pedagogical support where the use of movies as a part of the formal curriculum is concerned. Teachers can be helpful in teaching about the cultural background in advance before the movie-based tasks are given, and this is to lessen the cognitive load and increase understanding.

Theoretical Implications

The results of this research are largely agreeable to the three theoretical frameworks on which the study was based. The supporting evidence that the Krashen Input Hypothesis is correct is that the consistent exposure to the authentic context-based English through movies made the language acquisition across various skill domains possible. The Affective Filter Hypothesis is supported by the fact that the participants report decreased anxiety and enhanced motivation in watching movies in informal situations. The cognitive benefits of the simultaneous processing of written and spoken language are based on Paivio Dual Coding Theory. Combined, these frameworks give a logical explanatory rationale of the success of movie-based learning and give a theoretical framework to conduct research on multimedia-assisted acquisition of ESL in such situations in the future.

CONCLUSION

The role of English movies in supporting ESL acquisition in Bangladesh was the focus of this study among the public university students. The results indicate that the participants generally viewed English films as an important, convenient, and inspiring tool in building listening comprehension, speaking confidence, vocabulary, pronunciation, reading and writing capabilities. It was found that the application of subtitles was one of the most useful mechanisms of the interrelation between spoken and written language, which contributes to the development of linguistic dimensions at the same time. Scholarly gains have also been described with the respondents reporting that they have had better understanding of lectures, oral presentation, reading fluency, and written expression.

The paper contributes a number of issues to the prevailing literature. To begin with, it offers empirical data of ESL learning experiences of students in a public university in Bangladesh, which has been considerably underrepresented in previous studies. Second, it

records the scholarly advantages of the informal audiovisual learning in an English-based higher education setting, which should not be restricted to the development of language skills but academic performance. Third, it brings out the complementary nature of movie-based and traditional learning and provides a more subtle approach to understanding how informal and formal learning can be complementary to each other. Fourth, the research findings have direct implications on the pedagogical practice: teachers are advised to incorporate guided audiovisual tasks into additional English courses, to educate learners on cultural literacy as well as on language skills, and to have systematic strategies to use subtitles to gradually develop independent listening abilities.

The limitations to the study are not nonexistent. The sample is also mostly male and confined to a particular institutional setting, which can be a limitation to the external validity of the results. The use of self-reported measures in the form of interviews implies that results are based on how the participants perceive them instead of objective measures of language gains. The research that will be conducted in future will need to increase the sample to cover students of private schools, rural students and those with different education backgrounds so as to have a more in-depth representation of audiovisual based ESL learning. The longitudinal studies would be useful in investigating the long-term impact on formal grammar, academic writing and advanced language proficiency. Further evidence would be added by comparative analyses of subtitled and non-subtitled viewing conditions, studies of the moderating effect of learner motivation, previous language exposure, and genre preference. It would be possible to expand the study to include other nations besides Bangladesh to make it suitable across cultures and add to the rest of the national literature on the topic of multimedia-based language learning.

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