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# **The effect of movies on listening comprehension for Saudi EFL students**

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## **ABSTRACT**

This study investigated the effectiveness of using movies to improve the listening skills of Saudi EFL students and their attitudes towards movie-based activities. A questionnaire was administered to 147 participants, 113 of whom were female and 34 of whom were male. The participants were divided into four age groups: 18-20 years, 21-25 years, 26-30 years, and above 30 years. Participants were required to have no history of hearing impairment or learning disabilities that may affect listening skills. Descriptive and inferential statistics were used to analyze the data. The results showed that movies had a positive impact on students' listening skills, and most participants had a positive attitude towards using movies as a learning tool. However, some challenges were also identified, such as finding appropriate movies and lacking guidance on effective movie use. The findings of this study have implications for English language teachers, providing insights into the benefits and challenges of using movies, and suggesting the need for training programs on incorporating movies into language teaching. Overall, this study contributes to understanding how technology-based tools like movies can enhance language learning outcomes.

**Keywords:** *Movie-based language learning; Listening skills; Student attitudes; Technology in language teaching; Language learners' beliefs*

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## **1. Introduction**

English is a global language that is widely used in international communication, business, and education (Crystal, 2021). In Saudi Arabia, English language learning is emphasized in schools and universities as part of the country's efforts to prepare students for the globalized world (Alhamami, 2023). However, many Saudi EFL students face challenges in learning and using English effectively, particularly in developing listening skills. Effective listening skills are essential for successful communication in English. The ability to understand spoken language is essential in academic and professional settings (Field, 2008). Listening skills are also important for social and cultural interactions. When people listen effectively, they are able to build relationships, learn new information, and participate in meaningful conversations (Bao & Guan, 2019).

There are a number of ways that movies can be used to improve listening skills in the classroom. One way is to use movies as a pre-listening activity. This involves showing a movie to students before they begin to learn about a particular topic. This can help to familiarize students with the vocabulary and grammar that they will be learning. Another way to use movies is as a listening comprehension activity. This involves showing a movie to students and then asking them questions about what they have heard. This can help to assess students' listening comprehension skills and identify areas where they need additional support. The use of movies in the language classroom is a promising approach to improving listening skills. However, more research is needed to determine the most effective ways to use movies in this context. Overall, movies can be a valuable tool for improving listening skills in Saudi EFL students. In addition to the benefits mentioned above, movies can also be used to teach cultural awareness. When students watch movies from other countries, they are exposed to different cultures and ways of life. This can help them to develop a better understanding of the world around them (Dizon & Thanyawatpokin, 2021).

The use of movies as a learning tool in language learning has been the subject of some research, but much of this research has been conducted in Western contexts. There is limited research on the use of movies in EFL contexts such as Saudi Arabia. This study aims to contribute to the literature on using movies as a learning tool in EFL contexts by investigating the effect of using movies on the listening skills of Saudi EFL students. This study will also explore the attitudes and perceptions of Saudi EFL students towards the use of movies for improving listening skills, providing insights into the acceptability and feasibility of using movies in the Saudi EFL classroom. This data will be collected through a survey. The survey will ask students about their preferences for movies, their beliefs about the effectiveness of using movies for improving listening skills, and their suggestions for how movies can be used more effectively in the Saudi EFL classroom.

## **2. Literature review**

Movies can play a significant role in developing listening skills in language learning and teaching (Sánchez-Auñón, et al., 2023; Baharum, et al; 2022). One way in

which movies can develop listening skills is by exposing learners to different accents and intonations. Movies can provide learners with exposure to a range of accents, dialects, and speech styles, helping them develop their ability to understand spoken language in different contexts (Kipp, 2014). Traditional approaches to teaching listening skills have been criticized for being insufficient and unengaging. These approaches often focus on the mechanics of listening, such as identifying individual words and phrases. However, effective listening is more than just decoding the spoken language. It also involves understanding the meaning of what is being said, as well as the speaker's intent (Bao & Guan, 2019). This has led to a growing interest in using movies as a learning tool in language classrooms. Movies can be a valuable tool for improving listening skills in a number of ways. First, movies provide students with exposure to authentic English. This means that students are exposed to natural, spoken English that they would be likely to encounter in real-world settings. Second, movies can provide students with visual cues that can help them to understand the spoken language. This is especially helpful for students who are still developing their listening skills. Third, movies can be engaging and motivating for students. This can help to keep students interested in the learning process and make them more likely to retain the information that they learn (Birulés-Muntané & Soto-Faraco, 2016; Fussalam, et al, 2019).

In addition, movies can help learners develop their listening skills by providing them with authentic language use in real-world situations (Kusuma-Powell & Harbon, 2017). By watching movies, learners can practice their ability to understand spoken language in different contexts, such as conversations, debates, and arguments. This can help them develop their listening skills and improve their ability to understand and respond to different types of spoken language. Movies can provide learners with exposure to colloquial expressions, idioms, and informal language that they may not encounter in traditional classroom settings (Omar & Razi, 2022)). This exposure to authentic language use can help learners develop their listening skills and become more comfortable with informal language. Another benefit of using movies in language learning is that they expose learners to a variety of accents, dialects, and speech styles, which can help them develop better listening skills in a more authentic context (Chiu, 2012).

Using movies in EFL contexts helps in the exposure to authentic language and cultural contexts (Alhamami, 2018; Bueno, 2009). Movies offer a window into the target language culture, allowing learners to better understand the nuances of the language and to improve their cultural knowledge and awareness (Pavesi & Formentelli, 2019; Rodríguez-Arancón, 2023). Additionally, movies provide a rich source of vocabulary and grammar input, which can aid in the development of language skills (Bostanci, 2022; Istanto, 2009). Research has shown that exposure to a range of vocabulary and grammar structures in context can help learners acquire new language forms more effectively (Sturm, 2012; Schmitt, & Schmitt, 2020). Prior research underscores the multifaceted benefits of incorporating movies into language education. Movies have been shown to positively affect a range of language skills, such as listening, speaking, and vocabulary,

while also boosting learners' motivation and engagement (Koolstra and Beentjes, 1999; Al Murshidi, 2020).

Several studies collectively highlight the positive impact of multimedia resources, like movies and TV series, on various aspects of English language learning for non-native speakers. Masrai's 2020 research underscored the benefits of watching English movies with Arabic subtitles for Arab EFL learners, enhancing their listening comprehension and vocabulary. Similarly, Van Le and Sa's 2020 study demonstrated that Vietnamese university students who engaged in 15 weeks of extensive listening practice, including guided materials, significantly improved their listening skills. Alzamil's 2022 study at Taif University revealed that Saudi students preferred English subtitles over Arabic, recognizing their effectiveness in improving English listening skills. Scheffler and Baranowska's 2023 research found that Polish learners improved their pronunciation recognition by watching English TV series, with the production of accurate pronunciation most benefited by using L1 subtitles. Omar and Razi's 2022 study highlighted the effectiveness of using movie and TV series clips to enhance the pragmatic competence of Iraqi EFL learners, particularly in producing speech acts like requests and suggestions. Finally, Çakır's 2022 study in the Turkish EFL context suggested that integrating TV serials and movies can effectively boost students' intercultural communicative competence. Similar results were found by Chaya and Inpin, (2020). These studies collectively affirm that multimedia resources are valuable tools for enhancing listening proficiency, pronunciation, pragmatic skills, and intercultural awareness in various EFL contexts.

The results from previous studies indicate a positive attitude among EFL teachers and students towards the use of films in education. These educators recognize the educational potential of films and are generally inclined to use them more frequently in their teaching, aligning with the findings of Singh et al. (2021) and Yue (2019). The students, on their part, express high satisfaction with the film-based teaching method, with some advocating for its formal integration into the curriculum. This enthusiasm for film as an educational tool among young learners echoes the observations made by Robert and Marpaung (2022) and Sinyashina (2022).

Overall, movies can be a valuable tool for developing listening skills in EFL learners. By providing learners with exposure to authentic language and cultural contexts, as well as opportunities to practice their listening skills in a meaningful way, movies can help learners improve their listening comprehension and develop better communication skills.

### *2.1. Study objectives and research gaps*

This study has several potential significances for various stakeholders. For language teachers and policymakers, this study may provide valuable insights into the effectiveness of using movies as a learning tool for improving listening skills among EFL students. As English language learning is emphasized in schools and universities, this

study may inform language teachers and policymakers about the potential benefits and limitations of using movies in the EFL classroom. The findings of this study may help language teachers to make informed decisions about how to use movies effectively to improve listening skills. The findings may also be of interest to policymakers who are responsible for developing language education policies in Saudi Arabia.

For researchers in the field of language learning: This study may contribute to the literature on using movies for language learning in EFL contexts, particularly in Saudi Arabia. There is currently a lack of research in this area, and this study may help to fill this gap and provide a basis for further research. The findings of this study may be of interest to researchers who are interested in exploring the potential benefits and challenges of using movies as a learning tool. For EFL students in Saudi Arabia and other similar contexts: This study may be of interest to EFL students in Saudi Arabia and other similar contexts who are looking for new and innovative approaches to language learning. The findings of this study may provide insight into the effectiveness of using movies as a tool for improving listening skills and may encourage students to engage in self-directed language learning using movies.

For the wider field of language teaching and learning: This study may contribute to the wider field of language teaching and learning by exploring the potential benefits and challenges of using movies as a learning tool. The findings of this study may be relevant to language teachers and researchers in other EFL contexts who are interested in using movies for language learning. Overall, this study has the potential to make a significant contribution to the field of language teaching and learning. The findings of this study may help language teachers, policymakers, and researchers to make informed decisions about how to use movies effectively to improve listening skills among EFL students. The following research questions will be addressed in this study:

1. Q1. What is the effect of using movies on listening skills among Saudi EFL students?
2. Q2. What are Saudi EFL students' attitudes towards using movies as a learning tool?
3. Q3. What are the benefits and limitations of using movies in English language learning from the students' and teachers' perspectives?

### **3. Method**

#### *3.1. Research design and procedures*

A cross-sectional survey design will be used in this study. This is a research method that collects data at a single point in time from a sample of participants using a standardized survey instrument (in this case, a questionnaire). The location of the study will be a Saudi public university. This university is one of the largest and most prestigious universities in the country, and it has a diverse student population, including Saudi EFL students of varying proficiency levels. Conducting the study at a university would provide access to a sufficient number of participants and a supportive academic environment for

language learning research. The study will consist of one group of participants who will be given a questionnaire. The questionnaire will be administered online, and it will take approximately 30 minutes to complete.

Ethical approval was obtained from the relevant university ethics committee before the study was conducted. The university administration was approached to seek their support and cooperation in conducting the study. Once permission was granted, potential participants were contacted through the university's English language department and the purpose and procedures of the study were explained. Convenience sampling was used to select a total of 147 Saudi EFL students who voluntarily agreed to participate. The participants were both male and female, aged between 18 and 30, and had varying levels of English proficiency.

A questionnaire consisting of closed-ended items was administered in English. Arabic translation was provided to avoid language barriers. To ensure clarity, instructions for completing the questionnaire and the Likert scale used in the closed-ended questions were provided. The participants were given a specified time frame to complete the questionnaire, which was sent online. Participants were assured that their responses would remain anonymous and confidential.

The questionnaire is designed to explore both the attitudes and effects of using movies as a learning tool in teaching English listening skills. It is divided into three main sections: Demographics: The first part aims to capture basic demographic information from the respondents such as gender and age, which can later be used for subgroup analysis. Statistics Descriptive Questionnaire: The second part is a Likert scale questionnaire that gauges the participants' agreement or disagreement with a series of statements. This section is divided into different thematic areas: Effect on Listening Comprehension: Questions 1-9 probe the impact of watching movies on various aspects of listening comprehension, from enriching vocabulary to improving note-taking skills. This section is bilingual, providing statements in both English and Arabic for better comprehension. Attitudes towards Movies as a Learning Tool: Questions 10-14 inquire into how participants feel about the use of movies in the language-learning context, such as whether they find it fun or useful for providing authentic materials. Perceived Benefits of Using Movies: Questions 15-20 are geared towards understanding the broader benefits that participants associate with using movies for learning, including cultural awareness and grammar improvement.

After the data collection period, the responses were analyzed using SPSS (Statistical Package for the Social Sciences). The Likert scale responses were examined to determine the level of satisfaction with using movies as a learning tool. Upon completing the data analysis, the findings were compiled into a comprehensive report, summarizing the quantitative results using tables. The questionnaire items underwent a rigorous validation process, being reviewed by three university professors prior to distribution among the participants. Additionally, the reliability of the questionnaire items

was assessed using Cronbach's Alpha to ensure consistency before proceeding with the data analysis.

#### 4. Findings

This study was conducted with a sample of 147 Saudi EFL students (76.9% female, 23.1% male) in a Saudi public University. The participants were divided into four age groups: 18-20 years (21.8%), 21-25 years (20.4%), 26-30 years (32.7%), and above 30 years (25.2%). The first question: What are the effects of using movies as a learning tool in learning listening? To answer this question; means, standard deviations, and rankings were calculated for the items of dimension “What are the effects of using movies as a learning tool in learning listening” and the results were as shown in the following Table 1.

**Table 1**  
Impact of movies on listening skills.

Serial No	Item	Mean	Std	Rank
7	Watching movies helps me in developing my comprehension of the slang language used by native speakers	4.13	.95	1
1	Watching movies helps in improving the listening comprehension	4.01	.98	2
2	Watching movies enriches my vocabularies, so understanding will be easier	3.98	1.00	3
3	Watching movies helps in sharpening my listening sub skills like skimming and scanning	3.91	.97	4
9	Watching movies helps in developing my listening skill, so I can understand any listening from the first time	3.91	1.09	5
6	Watching movies helps me sound more like American in talking	3.90	1.09	6
8	Watching movies increases my knowledge so it makes me more able to understand the complicated language used in exams listening	3.90	1.04	7
5	Watching movies helps me in improving my summarizing skill during listening	3.68	1.15	8



4	Watching movies helps me in bettering my skill of taking notes during listening	3.67	1.19	9
	The overall mean of the dimension	3.90	.68	-

Table 1 summarizes the perceived benefits of watching movies on various aspects of listening skills. Nine items are ranked based on their mean scores, along with their standard deviation (Std). The highest-ranked item, with a mean score of 4.13 and a standard deviation of .95, suggests that watching movies is particularly beneficial for understanding slang language used by native speakers. The second-ranked item, with a mean score of 4.01 and a standard deviation of .98, indicates that movies help in improving listening comprehension generally. The third item, with a mean of 3.98 and a standard deviation of 1.00, posits that watching movies enriches vocabulary, making understanding easier. Fourth in rank, with a mean score of 3.91 and a standard deviation of .97, notes that movies help in honing listening sub-skills like skimming and scanning.

The fifth item, also with a mean score of 3.91 but a higher standard deviation of 1.09, states that watching movies helps in understanding any listening material from the first time. The sixth item, with a mean of 3.90 and a standard deviation of 1.09, suggests that watching movies can make one sound more American in speech. The seventh-ranked item, also with a mean of 3.90 but a lower standard deviation of 1.04, indicates that movies increase one's knowledge, enabling a better understanding of complex language in listening exams. The eighth item, with a mean score of 3.68 and a standard deviation of 1.15, suggests that movies aid in improving summarization skills during listening. The ninth item, with a mean of 3.67 and the highest standard deviation of 1.19, states that watching movies improves the skill of taking notes while listening.

The table also provides an overall mean of the dimension at 3.90 with a standard deviation of .68, suggesting a generally positive impact of watching movies on listening skills across the board. These findings could be valuable in the context of applied linguistics research, particularly in understanding the ancillary tools that can aid language acquisition and skills development.

The second question: What are the participants' attitudes to using movies as a learning tool in learning listening? To answer this question; means, standard deviations, and rankings were calculated for the items of dimension "What are the participants' attitudes to using movies as a learning tool in learning listening" and the results were as shown in the following Table 2.

**Table 2**

Attitudes on using movies for listening skills.

Serial No	Item	Mean	Std	Rank
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12	Watching movies to learn English listening is a fast way to promote the language skill of listening	4.20	.88	1
13	Watching movies is a way to get rid of being bored during a listening lesson	4.11	1.12	2
11	Watching movies to learn listening is fun	3.96	1.19	3
14	Watching movies is a way to get exposed to English used in real life situations	3.95	1.10	4
10	Watching movies is a way of providing learners with authentic materials	3.93	1.07	5
	The overall mean of the dimension	4.03	.79	-

Table 2 explores the perceived attitudes towards using movies as a learning tool for English listening skills. It ranks five items based on their mean scores and also lists their standard deviations (Std). The top-ranked item, with a mean score of 4.20 and a standard deviation of .88, states that watching movies is a fast way to improve English listening skills. The second-ranked item, having a mean score of 4.11 and a standard deviation of 1.12, suggests that using movies alleviates boredom during listening lessons. Ranked third, with a mean score of 3.96 and a standard deviation of 1.19, indicates that learning listening through movies is considered fun. The fourth-ranked item, with a mean of 3.95 and a standard deviation of 1.10, posits that watching movies exposes learners to English used in real-life situations.

The fifth item, with a mean of 3.93 and a standard deviation of 1.07, states that movies provide learners with authentic materials for listening practice. The table also offers an overall mean of the dimension at 4.03, with a standard deviation of .79, suggesting a generally positive attitude towards using movies for enhancing listening skills in English. The findings suggest a favorable perception of utilizing movies as a pedagogical tool for developing listening skills, offering both a diverse range of learning benefits and a positive learning experience. This could be particularly relevant for research in applied linguistics, focusing on multimedia-based language acquisition.

The third question: What are the benefits of using movies as a learning tool in learning listening? To answer this question; means, standard deviations, and rankings were calculated for the items of dimension “What are the benefits of using movies as a learning tool in learning listening?” and the results were as shown in the following table:

**Table 3**

Benefits of using movies for learning listening skills.

Serial No	Item	Mean	Std	Rank
15	Watching movies is a way to know about the American culture	4.26	.96	1
16	Using movies in learning and developing the listening skill is really beneficial	4.24	1.02	2
17	Watching movies is a to get new idioms, proverbs and sayings	4.24	.93	3
20	Watching movies is a way to develop my communication skills	4.20	.98	4
19	Watching movies helps in gaining new vocabularies	4.03	1.14	5
18	Watching movies helps in sharpening my grammar	3.77	1.16	6
	The overall mean of the dimension	4.12	.75	-

Table 3 ranks six items based on their mean scores and standard deviations (Std) to indicate the perceived benefits of using movies for improving listening skills in English. The highest-ranked item, with a mean score of 4.26 and a standard deviation of .96, suggests that watching movies is a significant way to gain insights into American culture. The second-ranked item, with a mean score of 4.24 and a standard deviation of 1.02, firmly states that using movies in learning and developing listening skills is beneficial. Also, with a mean score of 4.24 but a slightly lower standard deviation of .93, the third-ranked item indicates that watching movies is a way to learn new idioms, proverbs, and sayings. Fourth in the rank, with a mean of 4.20 and a standard deviation of .98, asserts that watching movies contributes to the development of communication skills. The fifth item, with a mean score of 4.03 and a standard deviation of 1.14, points out that watching movies assists in acquiring new vocabulary.

The sixth item, with a mean of 3.77 and the highest standard deviation of 1.16, suggests that watching movies also helps in improving grammar, albeit to a lesser extent compared to other benefits. The table also shows an overall mean of 4.12 for the dimension, with a standard deviation of .75, indicating a generally positive view on the benefits of using movies for learning listening skills. The results underscore the multifaceted benefits of utilizing movies in the language-learning context, not only for improving listening skills but also for cultural understanding, vocabulary expansion, and communication development. This could offer valuable insights for educators and researchers in the field of applied linguistics, particularly those interested in multimedia-based teaching approaches.

## **5. Discussion**

The data presented in Table 1 offer significant insights into the perceived impact of movies on enhancing various aspects of listening skills among language learners. The overall mean of the dimension stands at 3.90 on a 5-point scale, indicating a generally positive attitude towards using movies as a tool for improving listening skills. This corroborates the existing literature that advocates the incorporation of multi-media, such as movies, into language instruction. The item with the highest mean (4.13) reveals that participants particularly value movies for improving their comprehension of slang and idiomatic expressions commonly used by native speakers. This suggests that movies serve as a rich resource for authentic language exposure, potentially bridging the gap between formal language instruction and real-world language use. With a mean of 4.01, the data support the idea that movies are highly effective for general listening comprehension. This aligns well with pedagogical theories that posit the importance of diverse auditory inputs for language acquisition.

The participants believe that watching movies can significantly enrich their vocabulary, as evidenced by a mean score of 3.98. Given that a robust vocabulary is crucial for understanding spoken language, this finding has direct implications for curriculum design. Items related to sub-skills like skimming and scanning, as well as overall listening skills, also scored highly (means of 3.91), implying that movies can be effectively used to train students in these areas. The participants also felt that movies help in adopting a more native-like accent, scoring a mean of 3.90. This could be attributed to the authentic accents and pronunciation they are exposed to in movies. Interestingly, movies were also deemed useful for understanding complex language used in exams (mean of 3.90), suggesting their role in academic success. These were the lowest-ranked benefits, although they still had relatively high means (3.68 and 3.67). This may indicate that while movies can aid in these areas, they are not perceived as the most efficient tool for these specific skills.

The data summarized in Table 2 reflect participants' attitudes towards the use of movies as a pedagogical tool for enhancing listening skills in English language learning. With an overall mean of 4.03 on a 5-point scale, the results suggest a generally favorable disposition towards the integration of movies in listening skills development. This is an encouraging finding that adds empirical weight to the pedagogical strategies that involve multi-modal learning resources, such as movies. The highest mean score (4.20) was observed for the belief that movies offer a fast way to improve listening skills. This implies that learners perceive movies not just as an effective, but also a time-efficient tool in skill development.

With a mean of 4.11, the data indicate that movies serve to reduce boredom during listening lessons. This could be a vital pedagogical advantage, as learner engagement is often correlated with educational outcomes. Scoring a mean of 3.96, the entertainment value of movies appears to be a strong motivator for students. This could have additional psychological benefits, such as reduced learning anxiety and increased intrinsic

motivation. Earning a mean of 3.95, participants recognized movies as a medium that exposes them to English as used in real-life situations. This suggests that movies can supplement textbook learning by offering contextually rich language input. With a mean of 3.93, participants agreed that movies provide learners with authentic language materials. This is in line with language teaching methodologies that emphasize the use of authentic resources to promote meaningful learning.

The data in Table 3 provide a nuanced understanding of the perceived benefits of utilizing movies as an instructional tool for developing listening skills in English language learning. With an overall mean score of 4.12 on a 5-point Likert scale, the results clearly indicate that participants view the use of movies as substantially beneficial in several key areas related to language acquisition. The item that received the highest mean score (4.26) was the benefit of learning about American culture through movies. This underlines the multifaceted role of movies not only as language learning tools but also as cultural texts.

Participants gave a mean score of 4.24 to the general benefit of using movies for enhancing listening skills. This suggests a strong affirmation of the pedagogical utility of movies in this specific domain. Also, with a mean of 4.24, learning idioms, proverbs, and sayings through movies was seen as highly beneficial. This supports the notion that movies provide a context for understanding the nuanced and idiomatic aspects of language. The data show a mean score of 4.20 for the belief that watching movies helps in the overall development of communication skills. This shows that movies are considered beneficial not just for passive listening but also for active language use. With a mean score of 4.03, vocabulary acquisition is another key benefit identified. This is a significant insight for educators focusing on lexicon expansion strategies. Though grammar received the lowest mean score (3.77), it was still on the higher end of the scale, suggesting that participants also see movies as beneficial for grammatical understanding, albeit to a lesser extent than the other dimensions.

Based on the results of the previous three tables, several pedagogical implications can be drawn for educators, particularly those in the realm of applied linguistics and TESOL. The tables overwhelmingly suggest that movies are a beneficial tool for developing listening comprehension, vocabulary, and idiomatic expressions. Educators might consider incorporating movie clips or full-length movies into their lesson plans to address these particular language facets. Movies provide students with the opportunity to engage with authentic materials that mimic real-life language use. This exposure can be crucial for developing effective listening strategies and could be integrated into curricula as supplements to traditional listening exercises. The first-ranked item in the third table highlights that movies serve as a tool for learning about American culture. This is particularly beneficial for students in international settings or those preparing for study abroad experiences. Integrating movies into the classroom can thus provide a holistic approach to language education that includes cultural literacy.

The data suggest that students find using movies for learning to be both enjoyable and engaging, which can be an antidote to the boredom often associated with traditional

listening exercises. Motivated and engaged students are likely to be more receptive to learning, implying a higher efficiency in language acquisition. Movies showcase language as it is used in real-world situations, thereby providing students with a contextual basis for what they are learning. Teachers can capitalize on this by designing activities that focus on real-world application, such as role-plays or discussions that emulate situations depicted in the movies. Although movies seem to be less effective for teaching grammar explicitly according to the tables, they could still serve as a supplementary tool for highlighting grammatical structures in context. Additionally, movies can be used to teach listening sub-skills like note-taking and summarizing, as pointed out in the first table. Given that movies can be used to target various language skills and learner needs, they offer methodological flexibility. Educators can adapt their teaching methods to focus on different aspects such as vocabulary, idiomatic expressions, or listening sub-skills depending on the learners' requirements. The multifaceted benefits of using movies for language learning suggest a fertile ground for mixed-methods research. Qualitative data on student engagement and motivation could complement quantitative measures of skill improvement, offering a comprehensive view of the pedagogical value of movies. The integration of movies into language teaching curricula offers a wide array of benefits from improving listening skills to enhancing cultural understanding and learner engagement. As such, educators and curriculum developers in applied linguistics may find it advantageous to include movie-based activities and assessments in their pedagogical toolkit.

## **6. Conclusion**

The study examined the utility of movies as an instructional medium to bolster listening skills among Saudi EFL students. The pedagogical potential of incorporating movies into EFL instruction is far-reaching. Movies serve not just as tools for enhancing listening abilities but also for broadening linguistic proficiency and cultural understanding. For educators, this implies that movies can be judiciously integrated into a well-rounded language curriculum, targeting not just listening but also speaking and writing skills. Given the study's Saudi context, the findings underscore the need to select movies that are culturally sensitive, thereby boosting engagement and motivation.

The study contributes to existing literature by specifically examining the Saudi EFL context and widening the scope of research to include both listening and other linguistic skills. It sets the stage for future research that could explore the integration of movies in a broader curriculum. Future studies could implement more objective measurements, such as pre-and post-assessments and classroom observations. Additionally, longitudinal studies can add depth to the understanding of long-term gains through movies. Our research highlights the significance of choosing culturally and contextually appropriate movies, which resonates with the students' backgrounds. This fosters higher levels of engagement and enriches the overall educational experience.

While insightful, the study bears limitations. These include a small and geographically constrained sample size and the reliance on self-reported data, which might be subject to biases. Additionally, the study primarily focuses on listening skills and does not explore the impact of movies on other language skills in depth. It also doesn't investigate teacher perspectives or long-term retention and transfer of skills. Despite these constraints, the study is seminal in its examination of the Saudi EFL context, offering invaluable insights into effective teaching methodologies involving movies. It paves the way for future research to explore the nuanced roles of movies in language education, both in Saudi Arabia and globally.

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