

The Effects of Movie-Enriched Extensive Reading on TOEFL IBT Vocabulary Expansion and TOEFL IBT Speaking Section Score

Soran Abubakr ABDULRAHMAN* Saban KARA**

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Abstract: A wealth of research has been conducted to compare extensive and intensive reading thanks to their increasing popularity in educational settings globally. However, only a limited number of studies have been conducted to measure the effects of movie-enriched extensive reading activities. To this aim, the present study was undertaken to investigate the effects of movie enriched extensive reading on freshman students' TOEFL IBT vocabulary expansion and TOEFL IBT speaking section scores. In this regard, 40 students studying at an international private university in Erbil, Iraq was divided into two groups using a stratified random sampling method. Control group students (N=20) read and analyzed six graded readers by employing intensive reading, whereas experimental group students (N=20) actively participated in reading prominent novels and watching movie versions of them. A mixed methods design was employed to gather qualitative and quantitative data, respectively, so they were utilized to make better interpretations. Quantitative data were collected through 2 vocabulary and speaking exams related to TOEFL IBT as pre-test and post-test. Additionally, qualitative data were collected through interviews. Results of the independent samples t-test revealed that experimental group students' speaking and vocabulary scores increased significantly, whereas they were not significant enough in the control group. Moreover, students' attitudes towards reading novels and watching movies changed positively based on the interview transcripts. In light of the findings, this study may have some implications for researchers, educators, and authorities seeking opportunities to integrate extensive reading into the curriculum.

Keywords: Extensive reading, graded reader, intensive reading, movie, novel

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*  Corresponding Author: Tishk International University, Iraq, soran.abdulrahman@tiu.edu.iq

**  Tishk International University, Erbil, Iraq, saban.kara@tiu.edu.iq

Introduction

Comprehensible and interesting reading materials play an important role in the language learning process. Language learning cannot occur within the expected time unless the learners are exposed to comprehensible input in a disciplined manner (Krashen, 1989). The primary goal of language teachers is to equip learners with the necessary skills to express themselves orally or in writing (Yildiz, 2016). Learning a foreign language is a challenging but fruitful process for language learners that requires carrying out varied tasks and employing different teaching methodologies systematically. A learner needs to command English precisely in four different skills to have proficiency. In this regard, reading is one of the most fundamental skills because it offers ample opportunity to lay a foundation in English. Literacy has been defined as the ability to identify, figure out, comment, communicate and compute, using published and written materials in different contexts (UNESCO, 2006). General literacy helps individuals to realize their goals, expand their knowledge and achieve their full potential. Additionally, words are essential to comprehend reading texts easily. Words which can be remembered and verbalized automatically are classified as sight vocabulary. Anderson (2012) attests that exposure to the same words through reading activities considerably increases learners' word power. When learners know more words, they can be fluent readers of English. Hedgcock and Ferris (2018) state that reading comprehension can only be achieved by decoding words, having vocabulary knowledge, and general language ability. They also argue that oral reading fluency increases readers' comprehension rate. It can be suggested that reading activities are integral parts of literacy.

Extensive reading (ER hereafter) is paramount in language learning and teaching as it can foster readers' vocabulary knowledge and speaking competence. Grabe and Stoller (2002) define ER as being exposed to large quantities of reading materials within learners' linguistic capabilities. Additionally, another prerequisite of ER is that learners should take pleasure while they are reading the materials. In this regard, readers can choose any books according to their interests, so their satisfaction rates can be boosted significantly while they are part of ER program. Moreover, Yamashita (2013) states that learners at different proficiency levels in English can take advantage of ER thanks to the sequence of graded readers. The books are graded from basic to advanced levels so that learners can track and comprehend them easily. He also attests that learners' self-confidence and

motivation increase when they go through the stages gradually. Subsequently, reading regularly can yield positive results in readers' social and academic lives (Pigada & Schmitt, 2006). They postulate that reading books can be the key to developing good social relationships and increasing academic success. Reading varied materials, fostering fluency, considering learners' levels, and taking pleasure are essential components of ER.

Intensive reading (IR hereafter) is another approach to analyze varied types of reading books under the strict instruction of the teacher (Richards & Schmitt, 2002). Similarly, Nation (2015) contends that IR requires readers to read carefully and get a detailed analysis on specific points. In other words, linguistic and semantic points of the texts are emphasized in IR. To illustrate it, the main focus can be answering comprehension questions, filling the gaps with the right words, or matching items accurately. Day and Bamford (2000) assert that graded readers are simplified books in six stages, so they are of the greatest importance to enrich students' learning as supplementary materials. It can be suggested that accuracy receives more attention than fluency in IR activities.

Novels have a significant place in implementing ER and IR programs in educational settings. Tsai (2012) contends that reading novels positively boosts readers' self-confidence and intrinsic motivation because they may have a chance to notice the positive impacts of reading in their real lives and exams. Additionally, novels increase the rate of learning incidentally, so learners can grasp the words in novels and use them actively as the need arises. Moreover, novels are regarded as essential sources to achieve reading fluency because they offer opportunities to read thoroughly, comprehend and summarize orally. Eisenmann and Summer (2020) postulate that reading novels can affect students' success in English courses if they are integrated into the curriculum and monitored closely. It can be argued that reading novels can improve learners' levels in many aspects.

Multimedia has been getting increasing attention in ELL settings for years. In this respect, movies are essential to teach and learn English visually. Kabooha (2016) argues that smart TVs, numerous TV channels, movie streaming websites, and smartboards have contributed greatly to increasing movie popularity. Likewise, watching movie versions of prominent novels and reading novels have also increased their popularity as they can be combined to improve the accuracy and fluency of the learners. To illustrate it, movies have a tremendous impact on improving speaking skills and expanding vocabulary. Likewise, novels can offer background information to arouse the learners' curiosity before watching the movies. Ismaili (2013) believes that learning will be long-lasting once the movies and ER activities are integrated into the curriculum because they will watch, listen, read and move to activate all learning channels. As King (2002) asserts, films increase the viewers' motivation with a rich content. When learners are exposed

to films and read the novel versions, they can be familiar with some words used in the films and improve their English. Considering these advantages of movie enriched ER programs, the number of movies adapted from books has received much attention in EFL and ESL classes. Rokni and Atae (2014) postulate that watching movies and reading novels increase learners' overall literacy, so they can assume essential roles to improve their English in four skills. Qiu (2017) states that watching movies and reading novels can promote students' learning, foster oral and communication skills, and develop cultural awareness. Thus, they can make connections between their real lives and classroom materials. It can be stated that learners' benefits can increase considerably if the novels complement movies.

Objectives of the Study

In this study, ER and IR approaches were compared. The objectives of the study were:

- To pinpoint the effects of ER on increasing vocabulary retention rate and speaking performance of the learners
- To provide a model to integrate movies and novels into the curriculum as supplementary activities

Research Questions

- Are there any differences between receiving movie-enriched ER and IR regarding learners' TOEFL IBT vocabulary expansion and speaking scores?
- Do learners' attitudes change towards ER and IR once the study has been finalized?
- Are there any differences between receiving movie-enriched ER and IR regarding students' motivation and attendance rates?

Literature Review

This section provided some background information about ER and IR, including the definition, a brief history, published studies and current trends.

Definition of Terms and A Brief History of Extensive and Intensive Reading

ER has been getting increasing attention thanks to its contribution to language learning since the 1970s. ER is a sort of reading instruction to promote reading

varied books so that learners can get pleasure and improve their fluency in a stress-free environment. Harold Palmer was considered the pioneer to use the term ER in the 1920s. Harold Palmer was credited with the launch of the ER programs before global application of it. Palmer (1921) states that in ER, books are read to study language thoroughly and to be knowledgeable about daily life experiences. Since then, these suggestions have been considered ER programs' norms. Another ER pioneer was Michael West. Day and Bamford (1998) credited West with initiating ER methodology. West (1955) initially presented it as a supplementary reading activity rather than a compulsory component of the curriculums. West states the idea that ER can be integrated into the curriculum as a supplementary reading activity to support their learning in class. When they keep reading different types of books, their enthusiasm in class can increase accordingly.

ER activities are not limited to reading books traditionally. Thanks to technological advancements, e-books have been used extensively to increase the number of passionate readers (Kara & Yildiz, 2022). In this respect, there are a lot of initiatives to increase the availability of e-books and relevant e-quizzes on the internet. According to ER Foundation, which is a nonprofit, charitable organization to spread reading habits globally, many software companies have been in effect to combine technology with reading activities. Koby (2017) points out that MReader is a fee-free website available to ER participants worldwide that cover the bank of quizzes for over 6000 books. Moreover, Reading allows learners to read books in the digital library and take related quizzes. Both software products facilitate conducting ER programs in classes because the instructors do not have to buy the books physically, create questions, grade, and record their exam results. Instructors' responsibilities are to motivate the students and monitor their progress closely. When the instructors motivate them to read and take the related quizzes via MReader or XReader, this effort can increase their learning rate considerably. Additionally, free software companies reduce the cost of reading activities significantly. Since the advent of online reading platforms, the popularity of ER has increased substantially. Apart from online reading opportunities some foundations provide, ER initiatives can be seen in many countries. For instance, REAP, which stands for Reading English Acquisition Program, has been introduced in Singapore and has shown significant positive effects on reading (Ng & Sullivan, 2001). Likewise, numerous websites, blogs, and channels promote and spread it globally.

While the main focus of this study was on ER, it was necessary to give some brief background information on IR. IR is an approach to read language materials carefully to get a detailed understanding. IR emphasizes in-depth analysis of language materials, so learners sharpen their skills quickly by encountering the materials several times. Learners are instructed to adopt some techniques for a detailed analysis. IR prioritizes accuracy over fluency. Paran (2003) classifies four

essential reasons to adopt an IR program: comprehending written texts, raising awareness, implementing reading strategies effectively and improving language skills gradually. Learners who read materials in detail under instructor's guidance can sharpen their skills to comprehend the texts. In this respect, they learn how to combine different elements in English. Likewise, Celik (2019) states that IR often requires intensive attention, as it requires learners to grasp words and structures quickly. He postulates that IR activities can yield positive results in terms of language learning. Focusing on grammar points, general comprehension, and following the instructions are essential points in IR programs.

Vocabulary Development Through ER

ER activities can also be implemented to expand vocabulary. In the last three decades, notable studies have demonstrated that ER programs are useful to increase learners' vocabulary knowledge. Research has uncovered the significant importance of reading for L2 incidental vocabulary mastery (Pigada & Schmitt, 2006; Waring & Takaki, 2003). ER can facilitate learning words incidentally. Incidental learning can be realized once unknown words are introduced several times. During reading, learners are exposed to different words, leading to absorbing the meaning of the word from the context. Therefore, written and oral inputs can be useful to ensure incidental vocabulary learning.

Several studies have been conducted to measure the effects of ER on vocabulary expansion. To name a few, Horst (2005) carried out a study in Canada to measure the effects of ER on incidental vocabulary expansion. He conducted the study with ESL immigrant learners with different proficiency levels ranging from elementary to high intermediate. Participants were free to choose any book genres in the library, including biography, mystery, and suspense. Horst analyzed 222 different books, and the findings revealed positive gains. The learners could learn and remember more than half of the off-lists words they encountered in the books. He concluded that ER program could narrow learners' lexical gap among learners if they were motivated to read in large numbers. Another notable study was carried out by Pigada and Schmitt (2006), who investigated the role of vocabulary expansion by ER programs in France. They chose simplified graded readers for the participant, who was a 27-year-old French adult. The study lasted for a month and uncovered that 65 % of the target words were enhanced in a way. It can be argued that ER considerably influences vocabulary retention rates.

Positive Effects of ER on Learners' Speaking Skills

Integrating ER program into speaking activities has captured increasing attention from many scholars in the last two decades. The rationale for this goal is that ER

program has been applied in many ways to enhance learners' speaking skills. For instance, having a presentation about the summary of the book, discussing themes in the books, exchanging ideas through pair work activities, and recording voices for varied tasks in the books have been used to promote learners' speaking. Once educators stick to the ER program's principles, the learners' speaking performance can increase significantly. Harmer (2001) argues that language learners get more satisfaction when they can express themselves in a reading activity. There are some theoretical foundations to defend this idea. For instance, Mart (2012) researched developing speaking skills through ER. The findings revealed that students could improve their speaking skills tremendously once they followed ER-based instruction. Additionally, Novita (2016) states that reading knowledge is one of the fundamental elements that will affect learners' speaking performance directly. She concedes that fluency in speaking requires solid background information, which can be gathered by reading numerous books on many different themes.

Reading Novels and Watching Movie Versions Simultaneously

Novels can be covered in ER programs to improve learners' overall skills, particularly speaking one. There has been an increasing number of studies to promote language learning through reading novels in an ER program. In the literature, novels are often adopted in programs, including ER, or they combine reading and writing activities in harmony (Wu, 2005). Novels are considered as supplementary materials rather than being a primary teaching material in such programs. For instance, Pellicer-Sánchez and Schmitt (2010) examined vocabulary development of 20 students by reading and analyzing novels at a university in Spain. The results revealed that learners' capacity to create meaningful sentences increased. These studies demonstrate that novels can promote language learning considerably once the program has been well-designed and implemented. Novels benefit students in many aspects, including motivation, language improvement and cultural awareness (Celik, 2019). It can be stated that enhanced motivation, sharpened language skills, and more knowledge of culture can be assured through ER.

Since the advent of multimedia-enriched language teaching strategies, watching films and reading novels have captured considerable attention thanks to their positive impacts on language teaching and learning. Films are regarded as one of the most well-known audiovisual tools to teach different languages. A film can be considered a medium between teachers and students. With the help of movies, learners can easily overcome their issues in the target language. Through the film, classes will be more engaging, and learners will join the activities willingly with their consent (Harmer, 2001). Additionally, watching movies several times can increase

vocabulary retention rates considerably. Sherman (2003) states that movies can be integrated into the curriculum to organize discussions, assign writing tasks and comment on movie themes. She argues that films can be an inspiring stimulus for many functional language-teaching activities.

Several studies have been carried out to measure the effects of movie-enriched ER. To name a few, Chen et al. (2013) carried out a study to find the correlation between reading books and watching movies simultaneously. The findings uncover that students' positive attitudes towards reading and watching movies increased substantially. They concluded that productive skills, which are speaking and writing, were enhanced noticeably via ER blended movie-watching activities. Additionally, Perumal (2014) carried out a study in Malaysia to combine literary texts with movie versions. Before watching the movie, students read two novels by Charles Dickens and Emily Bronte. Findings indicated that students had positive views about these activities. They argued that movies help them to visualize the events in the novel. They also postulated that their performance increased tremendously while discussing events in the novels'. He concluded that carefully chosen novels and movies could be great tools to enhance students' performance substantially. Subsequently, Eroz (2009) conducted a study to use movies and novels harmoniously in EFL classes for university students in Turkey. He chose *Emma*, *Murder on the Express*, and *The Accidental Tourist* novels. The findings revealed that students' creativity, motivation and academic success increased thanks to these combined initiatives significantly. He also stated that students' reading and satisfaction rates increased accordingly when reading activities were accompanied by watching movies.

Research Method

Research Design

There are multiple research designs to adopt while conducting the study in social sciences. Johnson and Christensen (2004) state that qualitative and quantitative research designs can be preferred in social sciences research separately or simultaneously. However, a mixed methods design has been employed in this study as it allows researchers to collect, analyze and integrate quantitative and qualitative data in harmony rather than only relying on numbers or comments (Cresswell, 2014). In this respect, the learners took two vocabulary and two speaking exams related to TOEFL IBT as a part of quantitative data. Subsequently, they answered some questions in the interviews on learners' reading habits to gather qualitative data. Quantitative data were gathered by comparing the results of each group spanning twelve weeks through independent samples t-test

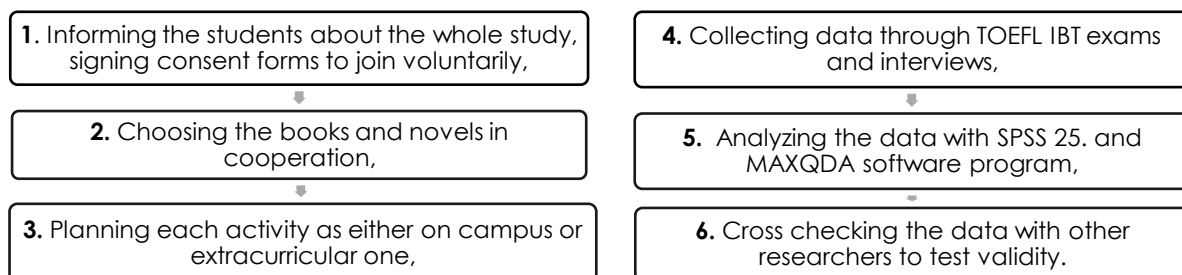
in SPSS version 25. In contrast, qualitative data were obtained by analyzing participants' responses in interviews.

Research Process

This study consisted of 6 phases. Each phase was discussed clearly in the following sections.

Figure 1.

Phases of the Research.



Research Participants and Setting

The population of this study consisted of freshman students attending lessons at a private university in Erbil, Iraq. The university offers quality education to over 5000 students with its 29 departments. According to Webometrics (2022), the university was ranked first among all private universities in Iraq as of August 2022 records. At this university, the language of instruction is completely English, which distinguishes it from many other universities in the region. Learning English through courses is students' priority. Another reason to choose this university is its diverse community. As Erbil is home to people from many different ethnic backgrounds in a peaceful atmosphere, students' mother tongue includes Kurdish, Arabic, Turkish, Iranian, and English.

Foundation English students were chosen to conduct the study because they took intensive English courses during their first year at university. Additionally, they had some background information in English. Their curriculum was also enriched with weekly presentations, video lessons, online writing activities, and taking Kahoot quizzes regularly. Subsequently, they were allowed to communicate with their friends and instructors only in English. The rationale of this decision was to create a welcoming atmosphere to practice in English. Considering these advantages, the researcher conducted the study on Foundation English course students.

Sampling Procedure

In this study, the population included all the students who took Foundation English course, amounting to 500 students in their first year at the university. Forty first-year students were chosen by employing the stratified random sampling method as a probability sampling method. The stratified random sampling method was preferred as it allowed the researchers to randomly choose the sample from the population in equal numbers (Lin, 2019). Subsequently, these students were classified into 20 classes based on their departments. The final step was to pick two students randomly from each class. Twenty-three participants were females, and 17 participants were males. Their ages ranged from 19 to 21. There were students from 15 different departments ranging from dentistry to mechatronics engineering. The common point among participants was to take the Foundation English course as a non-technical elective course during the year in two semesters. Each student joined ten lessons per week which were higher than other stages at university, and their curriculum was redesigned to allow learners to read in a relaxing atmosphere.

Chosen Materials and Procedure

The order of the novels, movies, and Graded Readers is depicted in Table 1.

Table 1.

The Order and Name of the Activities in Each Group

Weeks	Experimental group	Control Group
1-2	Reading Tom Sawyer Novel	Reading Gulliver`s Travels
3-4	Watching Tom Sawyer Movie	Reading True Heroes of Sport
5-6	Reading Lord of the Flies Novel	Reading Sherlock Holmes
7-8	Watching Lord of the Flies Movie	Reading London
9-10	Reading Forrest Gump Novel	Reading One Way Ticket
11-12	Watching Forrest Gump Movie	Reading the Wonders of the World

As seen clearly in Table 1, novels, movies, and graded readers were employed in this study. While the control group students read six graded readers and analyzed them within 12 weeks by employing an IR program, the experimental group students read three prominent novels and watched the movie versions of the novels within 12 weeks by employing an ER program. Chosen graded readers included *Gulliver's Travels*, *True Heroes of Sport*, *Sherlock Holmes*, *London*, *One Way Ticket* and *The Wonders of the World*. The students in the control group read and completed one book on a biweekly basis. The students in the control group accompanied Lemuer Gulliver's adventures on the sea in *Gulliver's Travels*, read inspiring stories of famous sportspeople to face problems and handle them wisely

in *True Heroes of Sport*, learned how to investigate crimes and catch criminals in *Sherlock Holmes*, had a memorable journey on London's streets in *London* and brushed up their information on amazing places in the world in *Wonders of the World*. While reading the books, they answered comprehension questions, wrote meaningful sentences, and did other fill-in-the-blank activities. Once the books were completed in the control group, they took a brief quiz on each book on campus. 85 % of the questions were designed to improve accuracy, while 15 % were designed to improve fluency considering the rules of IR program. Also, the students had a chance to take the exams online later to learn from their mistakes and keep learning as much as possible. They set aside 10 hours of instruction weekly under the guidance of two experienced instructors who had a solid experience with TOEFL IBT.

On the other hand, the students in the experimental group focused on reading three prominent novels: *The Adventures of Tom Sawyer*, *Lord of the Flies*, and *Forrest Gump*. After reading the novels, they watched the movie versions of the novels. They followed Tom's adventures with excitement, got valuable information about WW2 in *Lord of the Flies* and got inspired by the amazing success story of *Forrest Gump*. After reading the book as an extracurricular activity, the students met in a café to discuss the main themes in novels under the leadership of their instructor. Additionally, they answered varied questions related to novels verbally. Some pair work activities were employed from time to time, and the students imagined as if they were characters in the novels and behaved accordingly. Before completing the activities of the book, the students made a presentation about the summary of the novels, and the lessons to be learned within three minutes. Finally, the students took a brief quiz about novels on campus. They were granted one more chance to take the quiz online and learn from their mistakes. Once the novel was completed, the students started watching the movie. They watched them at least three times to learn catchy expressions and to describe a scene in detail. After watching the movie, the student compared and contrasted the movie with the novel. They also mentioned some similarities and differences. As ER implies, communicative competence was prioritized, and improving fluency in the experimental group was the focus of the instructor over accuracy.

Research Instruments

In this study, the participants took two main exams which were related to TOEFL speaking and TOEFL vocabulary. Also, the students were graded over 100 for each exam to analyze the results equally. Before conducting the study, the students took

Cambridge B1 Preliminary exam to determine whether their current levels were nearly the same. According to B1 exam results, control group's average was 63.75, and the experimental group's average was 64.5. Pap and Rixon (2018) postulate that B1 Preliminary is a great assessment tool to measure adults' language learning skills. TOEFL speaking tasks were taken from Educational Testing Services, which runs TOEFL IBT exam globally. Additionally, TOEFL vocabulary exam questions were taken from *Barron's Essential Words for the TOEFL* series. Each student took the exams twice in weeks 1 and 12, respectively. Gathered data were analyzed to determine whether there was a significant difference between treatments. Additionally, research participants responded to specific questions through interviews about their reading habits twice before and after the study. Each interviews was recorded and later deciphered to make interpretations by MAXQDA software program. Additionally, notable ideas in interviews were emphasized in the findings part to show the striking differences between pre-test and post-test periods.

Validity and Reliability

Varied research instruments can be employed in social sciences, such as tests, surveys, and questionnaires. Once the data are gathered, it is essential to test the findings regarding validity and reliability (Leung, 2015). Validity means planning the study systematically and evaluating the findings appropriately (Zohrabi, 2013). In other words, a validity test is conducted to measure how accurate the findings are in the study. On the other hand, reliability tests show the consistency level of the studies after repeating the study at different times (Drost, 2011). In this study, two instructors conducted the study in cooperation. They had a solid TOEFL IBT experience before conducting the study. Additionally, two experts analyzed the results in terms of validity and reliability. The analysis showed that the findings were valid and reliable. The study's findings were in line with the research questions and objectives.

Findings

Findings and Data Analysis

The findings of the study were ordered as independent samples t-test results, the average of speaking and vocabulary exams, and transcripts of the interviews.

Independent Samples T-test Results

The detailed analysis of pre-test results is shown in Table 2.

Table 2

Pre-test Independent Samples T-test Analysis

Variables	Groups	N	Mean	SD	t	df	Sig
Speaking 1	Experimental Group	20	61.17	5.52	1.621	58	.110
Speaking 1	Control Group	20	59	4.80			
Vocabulary 1	Experimental Group	20	55.33	8.08	1.132	58	.262
Vocabulary 1	Control Group	20	53.33	5.37			

Note. P<0.05

When the p values were analyzed according to week one results in Table 2, no significant difference was observed between each group because they were measured as .110 and .262, which were greater than 0.05. In other words, there was no significant difference between the control and experimental group at first. These figures indicated that their levels were the same initially.

The detailed analysis of post-test results is shown in Table 3.

Table 3

Post-test Independent Samples T-test Analysis

Variables	Groups	N	Mean	SD	t	df	Sig
Speaking 12	Experimental Group	20	78.17	6.75	3.760	58	.000
Speaking 12	Control Group	20	70.67	8.58			
Vocabulary 12	Experimental Group	20	73.83	5.97	6.930	58	.000
Vocabulary 12	Control Group	20	61.33	7.87			

Note. P<0.05

When p values were analyzed according to week 12 exam results in Table 3, they were measured as .000 and .000, respectively, which were highly significant. P-values in speaking and vocabulary were less than 0.05 in experimental group. In other words, there was a significant difference and progress in the experimental group in terms of speaking and vocabulary. These figures revealed that there was a considerable gap between their levels at the end of the study.

Vocabulary and Speaking Exam Results

The average of speaking exams in each group is illustrated in Figure 2.

Figure 2.

The Average of Speaking Exams in Week 1 and 12 for Each Group Respectively

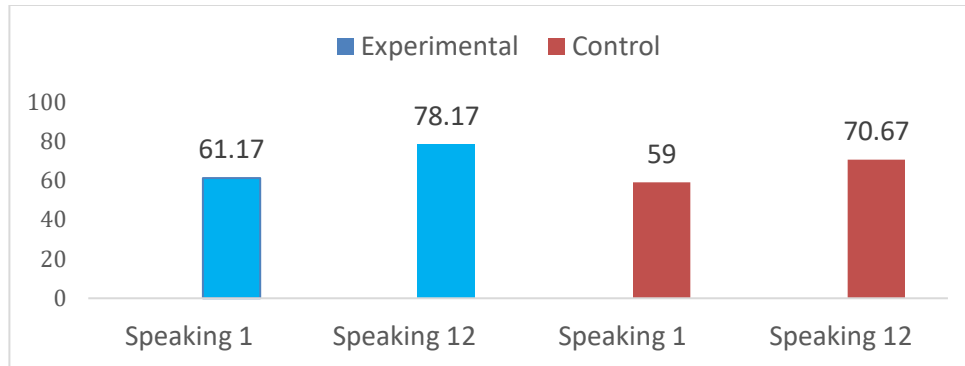


Figure 2 illustrates the progress the students made in each group regarding speaking exam results. Based on this figure, the experimental group's speaking performance was more significant. Their average was 61.17 in week 1; however, it was 78.17 in week 17. On the other hand, the control group's speaking performance was not as significant as the experimental group. Their average was 59 initially, and they finalized the study with 70. It can be argued that having the freedom to choose the books increased experimental group students' motivation. However, students in the control group had to follow the required books and pages according to the given schedule, decreasing their motivation to read in the IR program. Some students in the control group lost their enthusiasm while doing the activities.

The average of speaking exams in each group is illustrated in Figure 3.

Figure 3.

The Average of Vocabulary Exams in Week 1 and 12 in Each Group Respectively

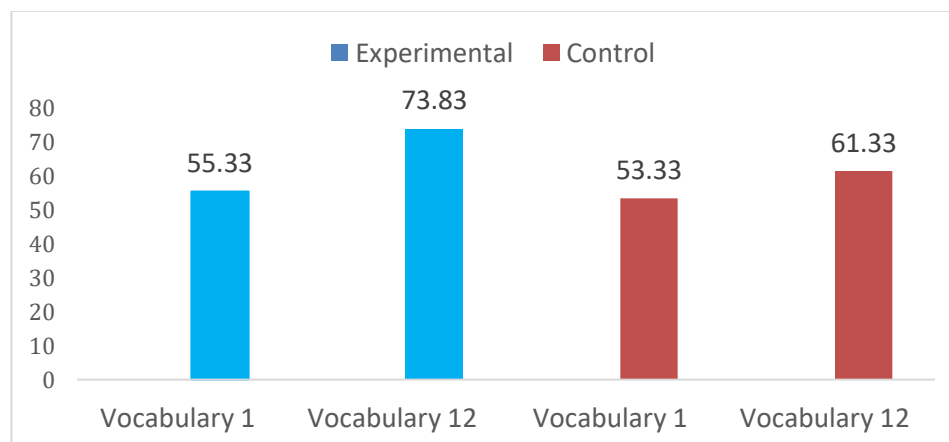


Figure 3 shows the progress the students made in each group in terms of vocabulary exam results. Based on this figure, the experimental group's performance was more noticeable, from 55.33 to 73.83, while the control group's performance increased slightly from 53.75 to 61.33. It was concluded that there was sharp and stable progress in the experimental group. However, the progress in the control group was not as noticeable as in the experimental group.

The Procedure of Analyzing Interviews

The gathered data were analyzed using the content analysis method, which allows researchers to collect, classify and make interpretations based on certain concepts (Krippendorff, 2004). Once the interviews were completed, the recordings were transcribed and classified with the MAXQDA software program for exploratory sequential analysis. The interviews questions were:

- How often do you read books?
- What motivates you to read more books?
- Do you think reading helps you expand your vocabulary and improve your speaking?
- Do you believe that watching movies can increase your enthusiasm for reading books?
- Do you prefer reading books by employing an IR or ER approach?

Students' Pre-study Comments in Interviews

There were some noteworthy comments once their recordings were deciphered by a content analysis method. To illustrate it, only 10 of 40 students read books regularly. Thirty students argued that reading books would not be helpful for them. Their priority was to study for the exams instead of renewing books periodically. Regarding the second question, 32 of 40 students convened that they would read books if required for the exams. Only 8 students read to increase their knowledge. Regarding the third question, only 7 of 40 students stated that reading helped them to expand their vocabulary knowledge and improve their speaking skills. In relation to the fourth question, only 8 of 40 students postulated that watching movies and reading books can be used together. In comparison, the other 32 students believed that watching movies and reading books were separate activities, so there was no need to merge them. Regarding the fifth question, they wanted to choose their favorite reading program at the end of the study because they needed to be familiar with each reading program.

Students` Post-study Comments in Interviews

Once the study was finalized within 12 weeks, 32 of 40 students stated that they started reading books regularly, while eight students expressed that their schedule was too busy to read books regularly. There was noticeable progress in this regard. Moreover, their ultimate motivation was getting pleasure while reading books rather than reading books for the exam. Thirty-three students started reading to get more pleasure and learn more. Additionally, 30 students changed their opinion about reading books and watching movies simultaneously. Their updated opinion was that watching movies and reading books complement each other perfectly. Finally, only 10 of 20 students in the control group stated that IR would be their choice, whereas 18 of 20 students in the experimental group would rather join an ER program in the future. The students in ER group had more satisfaction rate with adopting it in the following days. Some comments in the interviews can be seen below.

The benefits of taking a movie enriched ER instruction

I used to think that I could not master English till I was accepted into university. I could not be motivated to learn and confidently speak English, but thanks to ER activities as a freshman student, I read a lot and exchanged my ideas with my friends and teachers. I also noticed that learning English had a lot of fun once I learned in a stress-free environment with a well-organized schedule. I expressed my ideas in my class, and more students regained their self-confidence via reading novels and watching certain movies. Now, I have plans to read more books and realize my dreams in my career. (Student K).

Effects of the movie enriched ER to be more creative and imaginative

I grew up in a rural area where I could not reach so many books to read, so I did not have a habit of reading books. I thought it was enough to study only for the exams, and there was no need to waste time by reading. However, this program helped me a lot to change my opinion about reading dramatically. I saw that reading was an indispensable part of being creative and imaginative. This study changed my opinion about reading positively. I want to join an extensive reading program in the future as well. (Student H).

Movie enriched ER to notice overall progress in English

I could not improve my English in the past because I emphasized Math and Science classes more. When I got into university, I realized that English was the most important point of my current education and future career. ER program was the real solution and inspiration for me. Now, I know what to do and how to improve my English step by step. (Student M).

Movie enriched ER to expand vocabulary and improve speaking competence

Integrating movies into a reading program was a revolutionary idea. I held the opinion that movies could be watched just to have an enjoyable time, but now I have realized that movies are so helpful in expanding my vocabulary and speaking fluently. I mentioned positive aspects of this study to all my friends. ER program was so fruitful for me. (Student D).

Movie-enriched ER to boost intrinsic and extrinsic motivation

Learners did not want to leave their comfort zone because they thought reading could not be improved in only 12 weeks. This issue was solved with the help of instructors who encouraged and supported them to read and explore more. Once they regained their self-confidence, their intrinsic and extrinsic motivations were doubled, and they completed the study with the highest satisfaction rate. They were grateful to join this program which included ER activities. They overcame their prejudice and became more optimistic about reading and getting more pleasure in the following days. (Instructor A).

The positive influence of movie-enriched ER to socialize and be more enthusiastic

Reading program positively changed their mood and motivation. The students in the experimental group were more involved in the learning process compared to previous years. Also, they wanted to help other students to develop reading habits so that they could share their ideas with them while spending time in a café or cafeteria. The positive atmosphere lasted till the end of the study, and they kept their reading behaviors even after the study. When the learners realized that they were becoming better at being fluent speakers of English, they doubled their motivation and enthusiasm. It was a real honor for me to guide them in this learning journey. (Instructor B).

Student K emphasized that a stress-free environment, clear instructions, and combining movies and books affected students' performance dramatically. In addition, student H attested that developing a reading habit was the most important gain. Moreover, student M postulated that success and satisfaction rates in reading exercises increased once the learners channeled their energy into reading. After that, student D stated that watching movies was a great audio-visual to expand vocabulary and convert the acquired words into meaningful sentences in a conversation. Subsequently, instructor A posited that ER was useful in overcoming some barriers in reading activities. Additionally, instructor B reiterated that extracurricular reading activities were as beneficial as on-campus activities.

Discussion

Considering the results of the study, significant progress was observed in several aspects in the ER group. The findings suggest that students' success rate in terms of vocabulary and speaking can be increased if movies and novels are used in harmony (Benettayeb, 2010). Incidental vocabulary learning activities can be encouraged through ER programs. Also, speaking competence can be improved tremendously in ER programs. Additionally, movie-enriched ER was beneficial for visualizing the events in the novels. Students reiterated that they recalled the events in novels while watching movies. These expressions suggest that students can grasp more words if they watch and read simultaneously. Furthermore, students' self-confidence and motivation levels increased considerably (Erguvan, 2016). It can be suggested that ER programs can also benefit personal growth. In addition, students' speaking skills improved tremendously. It can be argued that vocabulary expansion through ER programs can help students to speak more fluently. Encouraging students to learn more words can boost students' speaking performance. Another point to consider is that ER programs can be initiated to increase student attendance. It was observed that students' attendance rates were higher in the IR group. In this study, on-campus and extracurricular activities were combined. Extracurricular activities helped students to improve their public speaking skills. Extracurricular reading activities can be encouraged to improve students' public speaking skills. Subsequently, some students could not benefit from these reading programs due to having very busy schedules. Some students with a busy schedule can be eliminated from the study. Negotiating with head of departments about their pre-requisites in advance can yield better results, so the students can focus on reading and watching activities more enthusiastically. Finally, students are likely to read and watch more passionately if they are free to choose books and movies particularly (Jeon & Day, 2016). Allowing students to choose the materials can be encouraged. It can be argued that ER programs can

improve students' overall proficiency in English with their academic, motivational, and social implications.

Conclusion and Recommendations

Movie enriched ER program was conducted in 12 weeks, and significant progress was observed and measured in certain aspects. Additionally, students' opinions reflected the improvement clearly. This program's positive aspects included vocabulary expansion, increased speaking competence, increased motivation, improved self-confidence, developed reading habits, and increased attendance rates, which were discussed in greater detail below.

Students' Vocabulary Retention Rate, Attendance, Self-confidence and Speaking Competence Increased Substantially

Once the students in the experimental group read an increasing number of materials by watching the movie versions of them, their rate to get pleasure increased significantly. Accordingly, reading an increasing number of pages boosted their motivation and self-confidence. In addition, they transferred their enthusiasm to other students. There was a positive chain reaction to spread their motivation to the whole class. Subsequently, reading in the target language increased their awareness of speaking and vocabulary (Waring & Nation, 2004). When learners understood the reading materials, they gained confidence. Learners in ER group were stimulated more to increase their language learning rate. After being exposed to the same word or structure many times in movies and novels, most learners recognize its role and function in a sentence (Novita, 2016). Once they comprehended the words faster, they wanted to learn more words.

A stress-free atmosphere increased the number of keen readers, their attendance rates and GPA

Being immersed in an English-speaking classroom atmosphere affected students positively. Students' success rates increased when they were immersed in a stress-free learning environment (Crossman, 2018). In addition, they started positively changing other students' minds to be a keen reader through ER activities. There was a positive tendency to read novels and watch movies. This cycle continued even after the study. Furthermore, students' attendance rates in the experimental group were much better than in the control group. To illustrate this, students' attendance rate in the experimental group was 88 %, whereas students' attendance rate in the control group was only 65 %. Additionally, experimental

group students were interested in learning and increasing their GPA, which would affect their professional or academic career in the future.

The Use of Movie-Enriched Novels is Useful to Develop Language Knowledge, Cultural Awareness, and Personal Growth

Reading novels and watching movies yielded positive results as learners in the experimental group sharpened their spoken English considerably. They also grasped some information about different cultures, which was very valuable. Additionally, they learned how to learn some words in movies and develop meaningful sentences by recalling the expressions in movies (Sari & Sugandi, 2015). In terms of personal growth, they developed their problem-solving and critical-thinking skills because some tasks required the students to imagine a situation or solve problems creatively. In addition, they had some presentations to summarize the main themes in movies and novels. Furthermore, they enjoyed being on stage and confidently telling their ideas. They stated that their public speaking skills and other language learning skills improved considerably. Additionally, they noticed the devastating effects of wars by *Lord of the Flies*, got inspired by the incredible success of differently abled sportspeople in *True Heroes of Sport* and became more knowledgeable about amazing places in the world by *The Wonders of the World*. Finally, most of the students in the experimental group said that language learning could be enhanced more by integrating technology into their lessons, such as watching movies or cartoons related to these books to have more engaging classes.

Finally, some recommendations can be made for education stakeholders seeking ways to integrate movies and novels into their curriculum. Also, some suggestions can be useful for future studies. This study yielded positive results in many aspects. Authorities responsible for raising standards in their educational institutions can implement movie enriched ER programs. This study was conducted in 12 weeks. Further studies may be conducted to measure the effects over longer periods of time. In addition, female students were higher than male students. Further studies can be conducted when the number of each gender is equal. Moreover, only vocabulary expansion and speaking competence were measured in this study. Further studies can be conducted to increase the scope of the study with other skills. Subsequently, the researcher measured students' success by the TOEFL IBT exams. Further studies can be carried out to measure students' success with other internationally recognized exams such as IELTS (International English Language Testing System), PTE (Pearson Test of English), FCE (First Certificate in English), and SAT (Scholastic Assessment Test) Reading and Writing score of the learners.

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Authors

Contact

Soran Abubakr Abdulrahman
Linguistics, Literature, Cultural Studies, Adult
Education

English Language Teaching Department,
Faculty of Education, Tishk International
University, Erbil, Iraq

E-mail: soran.abdulrahman@tiu.edu.iq

Saban Kara
English Language Arts, Academic Writing,
Extensive Reading

English Language Teaching Department,
Faculty of Education, Tishk International
University, Erbil, Iraq

E-mail: saban.kara@tiu.edu.iq

