

English-Dubbed Chinese Movies for ESL Listening Skills & Levels of Anxiety in English Language Teaching

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ABSTRACT

The purpose of this study is to investigate the efficacy of employing English-dubbed Chinese movies (EDCM) to augment English as a second language (ESL) learners' listening capabilities and to assess its impact on their anxiety levels in English language teaching. Participants in this research included 20 Form 4 students from Pay Fong High School, a private Chinese secondary school in Malaysia. In taking the sample, the researcher utilized a purposive sampling method and adopted a quantitative research design. Customized vocabulary tests were administered as pre-tests and post-tests, and tools such as the Language Learning Anxiety Scale and the Positive and Negative Affect Schedule (PANAS) were employed to evaluate the influence of EDCM on the students. The outcomes of the pre-tests, post-tests, and anxiety assessments indicate a successful enhancement in their auditory comprehension and also affirm that EDCM effectively lowers students' Affective Filter Levels. In conclusion, EDCM can serve as an advantageous tool for ESL learners' listening skills and help to reduce their anxiety level when learning the English language.

Keywords: *English-Dubbed Chinese Movies (EDCM); ESL; ELT; Affective Filter Levels; Listening Skills*

Background

In the realm of English Language Teaching (ELT), multimedia resources have gained prominence for their capacity to enrich language learning experiences. Movies, especially, are acknowledged as potent tools for facilitating language acquisition, cultural appreciation, and student motivation in language learners. Serving as scaffolds, they enable learners to amalgamate prior knowledge with new language concepts, thereby nurturing language proficiency and intercultural competence. However, existing research predominantly focuses on English-language films, overlooking the potential of Chinese films dubbed in English. Given the rising global popularity of Chinese cinema, exploring their role in ELT and their impact on students' affective filters is imperative. Investigating the influence of English-dubbed Chinese movies (EDCM) on listening skills and affective filter levels could offer valuable insights for educators, enhancing teaching practices and learner engagement.

This study aims to assess the efficacy of EDCM in improving ESL learners' listening skills and reducing anxiety levels in ELT. Effective communication, as noted by Hermansyah & Hasan (2020), hinges on attentive listening, making it a vital aspect of daily activities. Thus, this study seeks to ascertain how exposure to EDCM enhances ESL learners' listening comprehension, thereby bolstering overall language proficiency. The impetus for this study arises from recognizing the potential benefits of using movies as instructional aids in ELT. While English movies are commonly employed, EDCM remains an underexplored avenue. Hence, this study endeavors to bridge this research gap by elucidating the impact of EDCM on listening skills and affective filter levels, thereby enriching the ELT discourse.

Furthermore, this research integrates several pertinent theories as conceptual frameworks. Constructivism underscores learners' active construction of knowledge, wherein they connect past experiences and cultural insights with linguistic input gleaned from EDCM. Krashen's Input Hypothesis posits that linguistic proficiency is acquired through exposure to comprehensible input, a feature provided by EDCM, offering authentic language in meaningful contexts. Krashen's Affective Filter Hypothesis suggests that learners' emotional states influence language acquisition. By fostering a relaxed and enjoyable learning environment, EDCM effectively lowers learners' emotional barriers, facilitating language acquisition.

Problem Statements

Viewing films among ESL students influences their academic performance positively. Holden (2000) emphasizes the pivotal role of visual stimuli in aiding language comprehension, suggesting learners utilize visual cues alongside auditory input. Incorporating movie visuals can heighten engagement and understanding, fostering a dynamic learning process. Despite a push for authentic language materials, a pedagogical gap persists in English language education, evident in Malaysia's low English proficiency levels (Ministry of Education, 2013). Traditional teaching methods may contribute to this, as audio-visual approaches are deemed more captivating (Van Abbe, 1965, as cited in Alluri, 2018). The absence of research on the use of English-dubbed Chinese movies (EDCM) for ESL listening skills is notable, highlighting a gap in literature (Wang, 2015; Chai & Erlam, 2008; Hermansyah & Hasan, 2020; Chuen, 2002; Pamungkas & Adi, 2020; Nath, Mohamad, & Yamat, 2017; Goctu, 2017). This void necessitates further exploration of the benefits and challenges of integrating EDCM in English language teaching classrooms.

This study aims to examine the impacts of EDCM on students' listening skills and Affective Filter Levels in the process of learning the English language.

Objective & Research Question

This study aims to examine the impacts of EDCM on students' listening skills and Affective Filter Levels in the process of learning the English language. To achieve the aforementioned objective, the study aims to investigate the following research question:

- a. How does EDCM affect students' listening skills and Affective Filter Levels in learning the English language?

Key Terms Definitions

Table 1 Definitions of Key Terms

EDCM	English-dubbed Chinese movies (EDCM) refer to Chinese films that have been translated into English and featured English-speaking actors as the voiceovers for the Chinese-speaking actors in the movie. This process is known as dubbing and is a common practice in the film industry to make movies accessible to audiences who may not understand the original language in which the movie was produced.
ELT	ELT stands for English Language Teaching. It involves the educational practices and techniques employed to teach individuals who are non-native English speakers. Its primary aim is to enhance

	their proficiency in listening, speaking, reading, and writing English through diverse instructional approaches and methodologies.
ESL	ESL, standing for English as a Second Language, refers to the practice of instructing people who do not have English as their native language. The purpose of this education is to improve the students' language skills and allow them to be successful in English communication.
Behaviourism	Behaviourism is a psychological approach that concentrates on studying apparent actions rather than internal mental processes. According to this perspective, learning takes place through developing conditioned responses to particular stimuli and reinforcing desired behaviors.
Constructivism	As an educational philosophy, Constructivism places emphasis on the active participation in knowledge construction. It asserts that learners develop their understanding of the world by combining new information and experiences with their existing knowledge.
Input Hypothesis	Krashen's Input Hypothesis proposes that language acquisition occurs when learners are exposed to understandable input that is slightly beyond their current level of comprehension. This theory promotes language learning and growth by emphasizing the importance of meaningful and comprehensible language input.
Affective Filter Level	Krashen's Affective Filter Hypothesis states that emotions play a role in language acquisition, acting as a filter that can either help or impede the learning process. According to this theory, a low affective filter, characterized by a positive and supportive learning environment, promotes successful language acquisition. Conversely, a high affective filter, resulting from anxiety, stress, or negative emotions, may hinder progress in language learning.

Literature Review

The Theoretical Framework

This section provides the theoretical foundations for examining the use of 'English-Dubbed Chinese Movies in English Language Teaching' within the context of this study. The theoretical framework of this study explores some crucial viewpoints in education and language learning: Behaviorism against Constructivism, as well as Krashen's hypotheses of Input and Affective Filter.

Behaviorism vs. Constructivism

Behaviorism is a learning concept that places importance on the role of external stimuli and rewards in shaping behavior. According to Menezes (2013), Behaviorism views learning as a process of stimulus-response (S-R) conditioning, where behavior is shaped through reinforcement and punishment. This approach is often associated with the work of psychologists such as Skinner and Watson (Weegar & Pacis, 2012).

Constructivism emphasizes learners' active role in constructing their understanding of the world through interaction and experience (Bereiter, 1994, as cited in Bada & Olusegun, 2015), aligning with the perspectives of educational theorists like Piaget and Vygotsky (Weegar & Pacis, 2012). Watching movies aligns with this approach by engaging learners in interpreting and comprehending the content actively, fostering a more effective learning environment. By immersing themselves in the film's elements, students can construct their understanding and relate it to their lives, expanding their knowledge. Therefore, incorporating English-dubbed Chinese movies into language teaching resonates with constructivism, which views learning as an active process of personal knowledge construction through experience and interaction (Bada & Olusegun, 2015).

Krashen's Hypothesis: Input Hypothesis

Krashen's Input Hypothesis is a key aspect of his Second Language Acquisition (SLA) Theory. According to this hypothesis, learners acquire language by being exposed to comprehensible input. It highlights the importance of providing language learners with engaging and understandable input that is relevant to their interests and needs. By exposing learners to such input, they can naturally acquire grammar and vocabulary without the need for explicit teaching.

Krashen's Input Hypothesis suggests that language input for L2 learners should be comprehensible (Ellis, 1985, as cited in Demir, 2021), focusing on understanding the message to facilitate gradual progress (Zafar, 2009). Learners should encounter input that challenges them without being overly difficult to comprehend, promoting gradual language development. Moreover, Krashen underscores the significance of prioritizing meaning over explicit grammar instruction (Lai & Wei, 2019).

Learners benefit from grasping the overall message and context rather than fixating solely on grammatical structures. This approach enables learners to internalize grammar naturally, yielding more effective and enduring language acquisition.

Krashen's Hypothesis: Affective Filter Hypothesis

The Affective Filter Hypothesis was initially introduced by Dulay and Burt in 1977 and later expanded upon by Krashen in 1982, aiming to explain how a learner's emotional state can impact their language acquisition ability (Nath, 2017). According to this theory, the Affective Filter functions as a mental barrier that blocks the reception of comprehensible input from the environment, preventing it from reaching the Language Acquisition Device (LAD) in the brain, which is responsible for language learning (Demir, 2021). Motivation, self-esteem, and anxiety are identified as three main factors that impact the Affective Filter (Krashen, 1982, as cited in Nath, 2017).

- i. Motivation encompasses the learner's eagerness and willingness to acquire the target language (Gardner, 1985, as cited in Nath, 2017). External factors, like teaching methods and the language's relevance to personal or professional objectives, significantly impact motivation. For instance, a student may exhibit strong motivation if they plan to study in a country where the language is spoken. Gardner and Lambert (1972) distinguished two types of motivation affecting L2 learning: integrative and instrumental (Zhang, 2023). Integrative motivation involves a desire to assimilate into the target language community, understand its culture, and establish social ties with native speakers (Rahardjo & Pertiwi, 2020). Conversely, instrumental motivation stems from external incentives like career advancement or academic success, viewing language acquisition as a means to achieve specific objectives (Rahardjo & Pertiwi, 2020).
- ii. Moreover, self-confidence pertains to the learner's belief in their capability to acquire and utilize the target language (Bandura, 1997, as cited in Sumarsono, Muliani, & Bagis, 2020). Learners with high self-confidence are more inclined to take risks, make errors, and engage in language learning activities. Recent studies indicate a close association between self-confidence and language proficiency, with more confident learners achieving higher language competence levels (Tridinanti, 2018). Pratiwi & Laksmiwati's (2016) quantitative research among senior high school students majoring in social science further corroborates this, revealing a positive correlation between self-confidence and language proficiency (Sugiarto & Mega, 2020). These findings underscore the significance of nurturing self-confidence in language learners to bolster their language acquisition journey.
- iii. Anxiety encompasses feelings of nervousness, worry, and fear experienced by learners when communicating in the target language (Horwitz, Horwitz, & Cope, 1986, as cited in Nath, 2017), potentially linked to our nervous system (McIntyre & Gardner, 1994, as cited in Hakim, 2019). It particularly affects listening and speaking skills, as they are interconnected (Spolsky, 1989, as cited in Getie, 2020), hindering learners' ability to engage in learning activities due to fear of making mistakes or facing judgment.

Demir (2021) claims that low motivation, low self-esteem, and high anxiety can fully contribute to a high affective filter, making it difficult for learners to process and internalize new language input. Learners are less likely to acquire language input because they are less willing to take risks and make mistakes. When the affective filter is high, learners may struggle to fully engage with the learning process, resulting in slower progress and less effective language acquisition. However, a low affective filter may result from high motivation, high self-confidence, and low anxiety (Demir, 2021). When learners feel supported, confident, and motivated, they are more likely to actively engage with language input and successfully develop their language skills. Therefore, learners are more likely to be receptive to language input and to acquire language more naturally.

The Relationship between Dubbed Movies & ESL Learning (Listening Skills)

This section provides an in-depth exploration of listening skills and their connection with EDCM. The goal is to improve readers' understanding of how EDCM and ESL learning intersect, with a

particular focus on listening skills.

The Nature of Listening

Listening, an essential skill in communication, involves actively processing various elements such as sounds, words, grammar, stress, intonation, and background knowledge (Cahyanti, 2012). According to Vandergrift (1999), as mentioned in the study by McDonough and Shaw (2003: 117), listening is a complex and dynamic process that requires the listener to differentiate between different sounds, understand vocabulary, interpret stress and intonation, and comprehend them within the immediate and broader sociocultural contexts (Cahyanti, 2012).

Within the realm of language instruction, Carter and Nunan (2001) referred to Rost's definition of listening as a multifaceted process that empowers individuals to comprehend spoken language (Cahyanti, 2012). Listening holds the utmost significance, constituting 50 percent of overall communication time and serving as the predominant means of interaction in educational, professional, and domestic domains (Goh, 2002).

Listening plays a vital role in language classrooms, as it serves as a fundamental method for acquiring the target language. According to Rost (1994), as cited in Richards and Renandya (2002), listening provides essential input for students, offering them the perfect opportunity to expose themselves to various accents and dialects beyond what the teacher provides. Additionally, it allows students to develop strong speaking skills by absorbing spoken English (Harmer, 2001, as cited in Cahyanti, 2012).

The Process of Listening

Understanding how listening is processed is crucial for learning a language, especially ESL. According to Fussalam, Lestari, & Anggelia (2019), top-down and bottom-up processing are two essential components of listening comprehension that work in tandem to facilitate understanding of spoken language. Top-down processing entails using prior knowledge, assumptions, context, and even non-verbal clues to derive meaning from what is being heard, while bottom-up processing focuses on understanding the details of grammar and individual word meanings (Ardini, 2015; Adnan, 2014, as cited in Fussalam, Lestari & Anggelia, 2019).

Successful comprehension necessitates a combination of both processes, as listeners decode messages by analyzing sounds, words, and sentences and then draw on their background knowledge to contextualize the information (Adnan, 2014). This fusion of top-down and bottom-up processing allows listeners to fill in gaps and make inferences, leading to a more accurate and complete understanding of the spoken language.

Moreover, Underwood (1989) outlines three stages in the listening process: 1) organizing sounds based on existing language knowledge; 2) comparing words with information stored in short-term memory to extract meaning; and 3) storing the derived meaning in long-term memory for future reference (Fussalam, Lestari, & Anggelia, 2019). By recognizing the interplay between top-down and bottom-up processing, educators could design more effective listening activities and strategies that cater to the diverse needs of language learners.

The Relationship between EDCM and Listening Skills

Effective communication and understanding hinge on proficient listening skills essential for daily interactions. Listening involves actively processing and comprehending verbal information, extending beyond mere auditory perception. Movies, particularly dubbed ones, immerse viewers, enhancing listening abilities through attentive engagement with speech, sound effects, and music (Flowerdew & Miller, 2005, as cited in Goctu, 2017).

Previous research, like that of Pamungkas & Adi (2020), underscores the positive impact of incorporating movies into English teaching to enhance listening skills. Cahyanta (2013) found that films improve listening comprehension, while Pratama (2017) noted enhanced listening abilities.

Aufa (2017) suggested films also aid in thought construction and pronunciation practice.

Pamungkas & Adi's (2020) research revealed a notable 81% reduction in listening difficulties when using English movies, supporting Harmer's (2006) theory that engaging listening activities facilitate learning. English-dubbed Chinese movies offer an enjoyable and effective learning experience, capturing attention and aiding comprehension through visual context (Pamungkas & Adi, 2020; Forney, 2009).

Methods

Design

This study adopts a quantitative research design and seeks to explore the impacts of English-dubbed Chinese movies (EDCM) on students' listening skills and emotional states. The quantitative aspect includes conducting vocabulary tests as pre-tests and post-tests to evaluate students' progress in vocabulary acquisition and listening comprehension skills. Additionally, the Language Learning Anxiety Scale and the Positive and Negative Affect Schedule (PANAS) are used to quantify students' language learning anxiety and emotional states. By integrating these quantitative elements, this study aims to provide a comprehensive understanding of the impact of EDCM on language learning.

Conceptual Framework

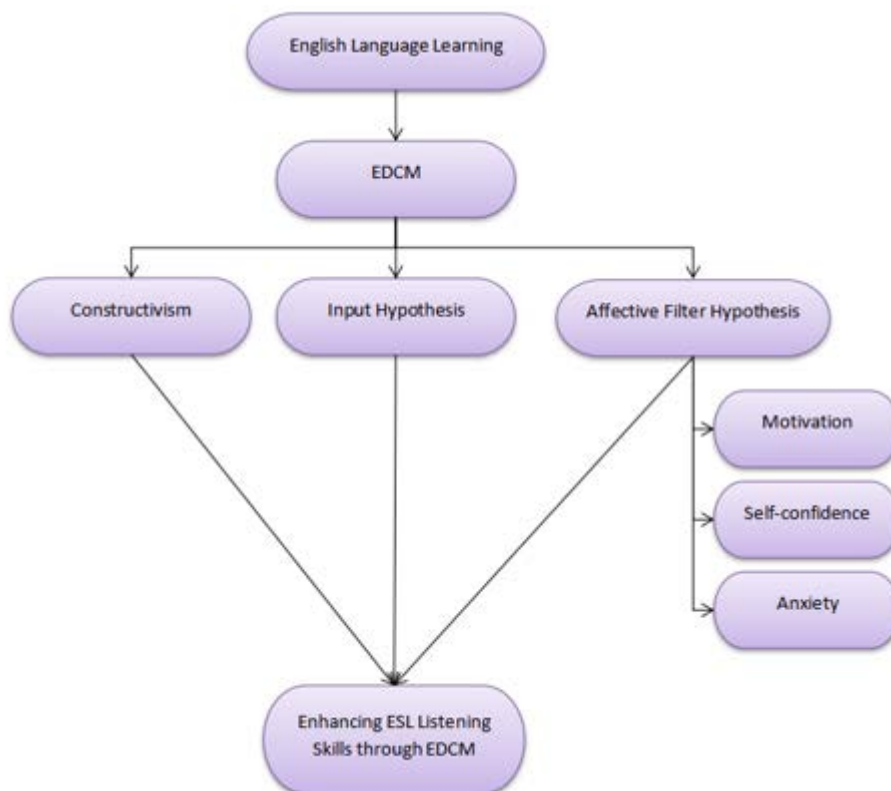


Figure 1: Conceptual Framework

The conceptual framework for improving ESL listening skills through English-Dubbed Chinese Movies (EDCM) centers on the primary goal of English language learning, emphasizing meaningful interactions and active engagement consistent with constructivist principles. According to constructivism, learners construct understanding and knowledge through active participation, reflecting on experiences rather than passively receiving information.

At the core of this framework lies Stephen Krashen's Input Hypothesis (1982), which posits that language acquisition happens when learners encounter comprehensible input slightly beyond their current proficiency level. EDCM provides such input, offering authentic, captivating, and slightly

challenging language exposure. Additionally, EDCM facilitates encounters with genuine vocabulary and cultural nuances, crucial for language development, thus enriching the learning process with real-life language usage and cultural insights. The framework also integrates Krashen's Affective Filter Hypothesis, acknowledging the influence of motivation, self-confidence, and anxiety on language acquisition. EDCM aims to create a supportive environment, minimizing the impact of the affective filter and aiding learners in acquiring language skills comfortably. Furthermore, EDCM may enhance listening comprehension by immersing learners in natural dialogues and narratives, sustaining their interest and motivation. In essence, this holistic framework combines constructivist principles, authentic language input through movies, and considerations of affective factors to cultivate listening skills within an engaging and supportive learning environment.

Participants

This research concentrates on secondary students enrolled in Malaysian Chinese schools. Employing purposive sampling, the study engaged Form 4 students from Pay Fong High School, a Malaysian private Chinese secondary institution. Twenty participants (80% female, 20% male) volunteered, selected for their representativeness and relevance to the research goals, ensuring meaningful insights. Exclusively involving this school-maintained study consistency and controlled the research setting. The strategic selection of Pay Fong High School, with its shared Chinese background among students, established a cohesive cultural and linguistic context likely to impact their responses to English-dubbed Chinese movies. Focusing on 16-year-old students is significant as it marks their transition to senior levels, where English becomes more prominent, reducing potential confounding cultural variables and enhancing research accuracy.

Movies

For this research, the researcher has specifically chosen two EDCMs, namely "Green Snake" (2021) and "New Gods: Nezha Reborn" (2021). The rationale behind selecting these films is their shared characteristic of being based on the predominant use of Chinese for shooting. The study will focus on the first 30 minutes of each movie for the students' viewing to ensure the ability to capture crucial elements of the narrative. This time frame allows students to have an effective discussion and enables the researcher to examine whether EDCM impacts their listening skills.

Instruments

The study will use two instruments to collect data from students: vocabulary tests (which will serve as the pre-tests and post-tests) and an anxiety test. For the vocabulary tests, they will be designed specifically for each movie. In addition, a Language Learning Anxiety Scale will be used to assess students' anxiety levels in language learning, while the Positive and Negative Affect Schedule (PANAS) will be used to measure students' emotions and their impact on language learning. The anxiety tests in the students' questionnaire were designed by the scholars Watson, Clark, & Tellegen (1988) and Horwitz, Horwitz, & Cope, (1986). These tools have been carefully selected for their ability to provide comprehensive and multi-dimensional data, thus increasing the validity of the study's findings.

Procedures

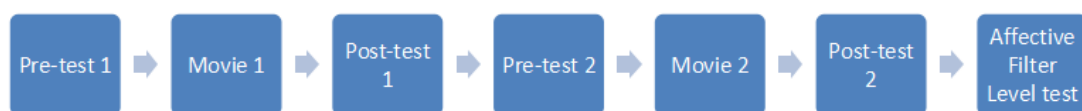


Figure 2 Data Collection Procedures for Students

To ensure robust data collection and validate findings, this study will employ two main instruments online. Participants will undergo pretest and post-test stages featuring vocabulary tests tailored to

each movie, supplemented by audio recordings for accurate pronunciation and context in the pretest. By comparing results from these stages, the study aims to assess EDCM's effectiveness on participants' listening skills. Additionally, anxiety levels will be gauged using a Language Learning Anxiety Scale to identify potential learning difficulties and the Positive and Negative Affect Schedule (PANAS) to measure emotional influences. This exploration delves into the relationship between watching EDCM and student emotions.

Data analysis begins with meticulous pairing of pretest and post-test responses for each participant. Descriptive statistics like mean and standard deviation are computed for both stages, offering an initial overview. A paired-samples t-test, with a significance level (alpha) of 0.05, compares pretest and post-test results. Results are deemed significant if $p < 0.05$ and non-significant if $p > 0.05$. Visual representations like charts or graphs will accompany the analysis for clarity.

Results

EDCM's Impact on Listening Skills among Students

This section elucidates a meticulous analysis carried out by the researcher, focusing on the influence of EDCM on students' listening skills. It provides a scholarly exploration of the relationship between EDCM usage and the progression of auditory comprehension abilities in the student population.

Table 2: Result of Pre-test 1 and Post-test 1

	Pre-test	Post-test
Student 1	8/10	10/10
Student 2	9/10	9/10
Student 3	9/10	9/10
Student 4	9/10	9/10
Student 5	9/10	7/10
Student 6	10/10	10/10
Student 7	8/10	4/10
Student 8	10/10	10/10
Student 9	6/10	9/10
Student 10	4/10	4/10
Student 11	7/10	7/10
Student 12	7/10	6/10
Student 13	10/10	10/10
Student 14	9/10	10/10
Student 15	8/10	9/10
Student 16	10/10	9/10
Student 17	9/10	7/10
Student 18	10/10	9/10
Student 19	7/10	8/10
Student 20	8/10	9/10

Table 2 showcases the data derived from the experiment conducted after viewing the first movie. Despite the fact that the performance of the six students regressed in the post-test, it is noteworthy that the majority demonstrated improvement or maintained stability in their results. Scrutinizing the

pre-test results, the scores ranged from a minimum of 4 to a maximum of 10. The range was echoed in the post-test results, which also extended from a low of 4 to a peak of 10.

Table 3: Result of Paired Sample t-test: Movie 1

Test	μ	SD	t	df	p
Pre-test 1	8.35	1.565	-0.29	19	0.77153
Post-test 1	8.25	1.86			
$\alpha=0.05$					

Upon the collection of data from the experiments, the researcher embarked on an in-depth analysis to decipher the answers to the research questions posed within this study. The influence of the EDCM application on listening was explored through a paired sample t-test between pre- and post-tests. Descriptive statistics were utilized to encapsulate the mean values and standard deviations. The findings of a paired sample t-test for the first movie are delineated in Table 3. The pre-test recorded a score of 8.35 (SD = 1.565), while the post-test score came in at 8.25 (SD = 1.86). Contrary to the researcher’s expectations, the results did not showcase a significant variation between the two tests.

Table 4: Result of Pre-test 2 and Post-test 2

	Pretest	Post-test
Student 1	7/10	8/10
Student 2	4/10	8/10
Student 3	6/10	7/10
Student 4	10/10	10/10
Student 5	6/10	6/10
Student 6	10/10	9/10
Student 7	6/10	2/10
Student 8	10/10	10/10
Student 9	8/10	9/10
Student 10	2/10	3/10
Student 11	5/10	9/10
Student 12	5/10	9/10
Student 13	9/10	8/10
Student 14	9/10	9/10
Student 15	10/10	10/10
Student 16	9/10	8/10
Student 17	6/10	5/10
Student 18	8/10	8/10
Student 19	4/10	10/10
Student 20	8/10	8/10

Table 4 offers a detailed overview of the experimental data collected after the screening of the second movie. Although the post-test performance of five students showed a downward trend, it is important to highlight that most students either enhanced their performance or remained consistent. In the pre-test, the scores varied, with 2 being the lowest mark and 10 standing as the highest. This scoring

range was replicated in the post-test, maintaining a spectrum from a minimum of 2 to a maximum of 10.

Table 4.1 Result of Paired Sample t-test: Movie 2

Test	μ	SD	t	df	p
Pre-test 2	7.1	2.36	1.377	19	0.18452
Post-test 2	7.8	2.24			
$\alpha=0.05$					

Building upon the initial analysis conducted for the first movie, the researcher applied the same scrutinizing approach to the data from the second movie. The result of a paired sample t-test for the second movie is presented in Table 4.1. The pre-test produced a score of 7.1 (SD = 2.36), while the post-test marked a score of 7.8 (SD = 2.24). Unfortunately, the results did not indicate a significant discrepancy between the two tests.

Upon comparing the two experiments, an intriguing observation emerges. Firstly, a subtle enhancement was noted in the second experiment, as evidenced by the increased number of students who showed improvement in their post-test scores. Secondly, there was an improvement in the p-value, indicating a betterment in the results. Despite both p-values failing to reject the null hypothesis, this progression suggests a positive trend in the experimental outcomes.

EDCM’s Impact on Students’ Language Anxiety and Emotions

In this section, the researcher meticulously analyzes the students’ responses, focusing on their language anxiety and emotional reactions both during and after their exposure to the two EDCMs. To ensure a more comprehensive understanding of these responses, the questions have been strategically divided into distinct thematic categories. This methodological approach facilitates a more precise and scholarly examination of the students’ reactions.

Language Learning Anxiety Scale

Table 5 Anxiety Related to Understanding the Content of EDCM

Description	SD	D	N	A	SA
1. It frightens me when I don’t understand the plots of EDCM I just watched.	4 (20%)	8 (40%)	3 (15%)	5 (25%)	0
4. I worry about the consequences of misunderstanding the EDCM I just watched.	3 (15%)	7 (35%)	2 (10%)	7 (35%)	1 (5%)
7. I don’t feel pressure to understand every detail of the EDCM I just watched.	0	4 (20%)	3 (15%)	7 (35%)	6 (30%)
10. I get nervous when I don’t understand every word the characters say in EDCM I just watched.	5 (25%)	3 (15%)	2 (10%)	8 (40%)	2 (10%)

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

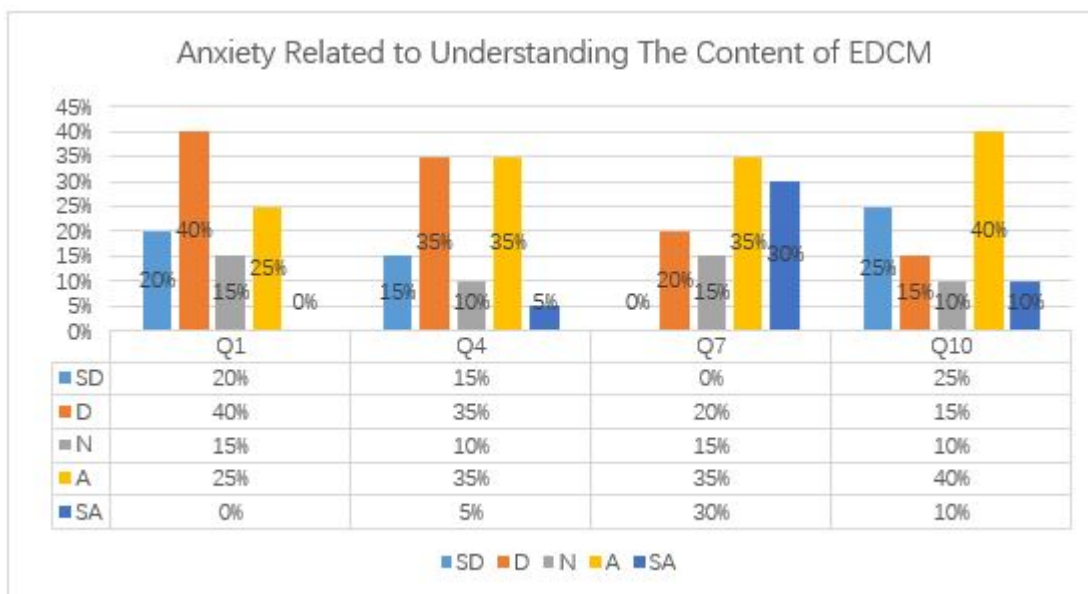


Figure 3 Anxiety Related to Understanding the Content of EDCM

The findings are delineated in Table 5 and graphically represented in Figure 3. In response to Question 1, 60% of the students reported that they were not frightened by the EDCMs when they failed to comprehend the plots, while a minor fraction of 15% remained neutral. Conversely, 25% indicated that they experienced fear when they could not understand the EDCM plotlines they had just viewed. Regarding Question 4, half of the students expressed that they were not concerned about the potential repercussions of misinterpreting the EDCMs, whereas a small percentage of 10% maintained a neutral stance. However, a significant 40% expressed worry. As for Question 7, 20% of the students reported feeling pressured to grasp every detail of the EDCMs, while 15% remained neutral. Notably, the majority of the students, which comprised 60%, disagreed and did not feel any pressure. Finally, in relation to Question 10, half of the students admitted to feeling anxious when they failed to understand every word spoken by the characters in the EDCMs. On the other hand, 10% remained neutral, while 40% reported that they did not experience any nervousness.

Table 6 Anxiety and Distraction During and After EDCM Viewing Process

Description	SD	D	N	A	SA
2. After watching the EDCM, I find myself thinking about things unrelated to the movies.	2 (10%)	8 (40%)	2 (10%)	8 (40%)	0
5. After watching EDCM, I can get so nervous I forget details from the films.	5 (25%)	7 (35%)	3 (15%)	5 (25%)	0
6. Even if I am well prepared for watching EDCM, I feel anxious about discussing it.	6 (30%)	7 (35%)	2 (10%)	5 (25%)	0
9. I feel more tense and nervous after watching EDCM than other movies.	8 (40%)	3 (15%)	9 (45%)	0	0

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

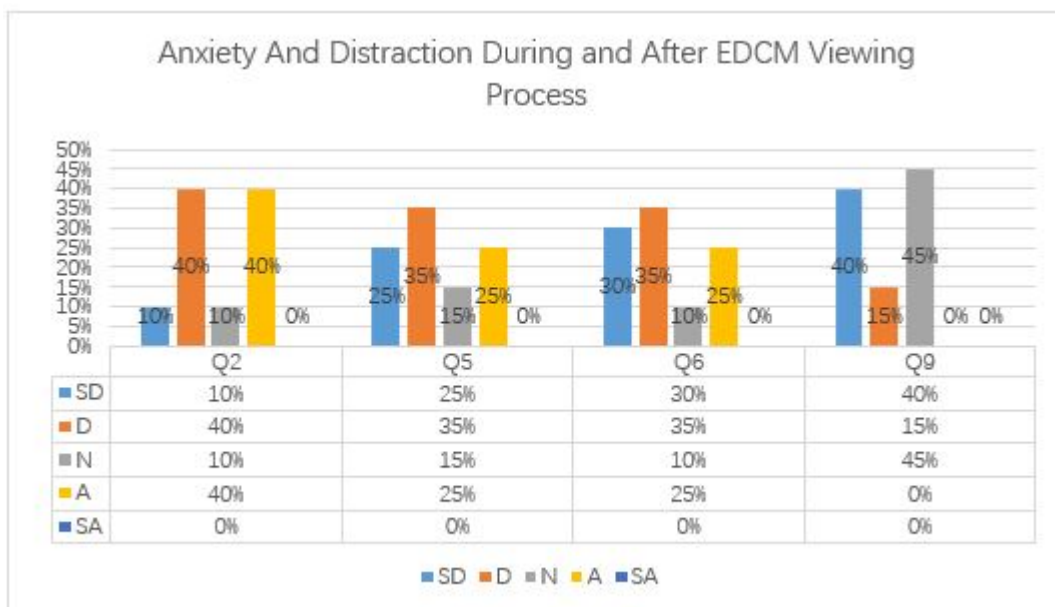


Figure 4 Anxiety and Distraction During and After EDCM Viewing Process

Table 6 and Figure 4 demonstrate the students’ experiences of anxiety and distraction both during and after viewing the EDCMs. Regarding Question 2, 40% of the students conceded that they found their thoughts wandering to matters unrelated to the films, while 10% remained neutral. However, a combined total of 50% of students, with 40% disagreeing and 10% strongly disagreeing, indicated that they remained focused on the movies. In response to Question 5, a quarter of the students, or 25%, expressed nervousness about forgetting details from the films, whereas 15% maintained a neutral stance. In contrast, a majority of 60% disagreed with this statement. In relation to Question 6, 25% reported feeling anxiety when discussing the EDCMs post-viewing, despite being well-prepared, while a minority of 15% remained neutral. Conversely, a significant 65% of students felt confident discussing the EDCMs without any associated anxiety. Surprisingly, for Question 9, none of the students agreed that they felt more tense and nervous after watching the EDCMs compared to other films. Additionally, 45% remained neutral on this point, while 55% disagreed with the statement.

Table 7 Anxiety Induced by Peer Understanding Disparity

Description	SD	D	N	A	SA
3. I keep thinking that the other students understood the EDCM I just watched better than I did.	3 (15%)	3 (15%)	7 (35%)	3 (15%)	4 (20%)
8. I always feel that the other students understood the EDCM I just watched better than I did.	2 (10%)	6 (30%)	4 (20%)	6 (30%)	2 (10%)

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

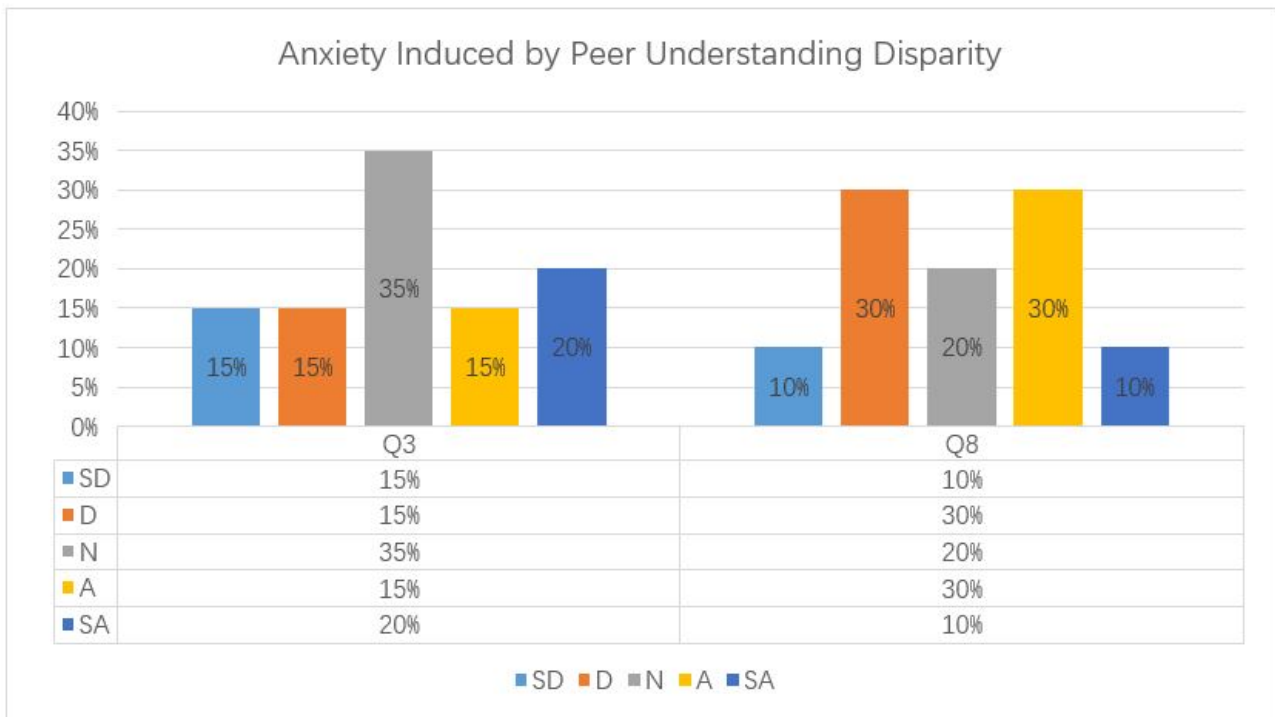


Figure 5 Anxiety Induced by Peer Understanding Disparity

This category delves into the anxiety experienced by students due to perceived disparities in comprehension levels among their peers after viewing the EDCMs, and the results are presented in Table 7 and Figure 5. Regarding Question 3, a total of 35% of the students admitted to harbouring thoughts that their peers had a better understanding of the recently viewed EDCM, while another 35% expressed a neutral standpoint. In contrast, a significant 30% disagreed with this statement. As for Question 8, 40% of the students expressed a belief that their peers had a better grasp of the EDCM they had just watched. A smaller fraction, 20% of the students, remained neutral on this matter. Nevertheless, a noteworthy 40% disagreed with this proposition.

Positive and Negative Affect Schedule

Table 8 Positive Engagement

Description	Very Slightly or Not at All	A Little	Moderately	Quite A Bit	Extremely
1. Interested	0	3 (15%)	2 (10%)	12 (60%)	3 (15%)
3. Excited	0	3 (15%)	7 (35%)	7 (35%)	3 (15%)
5. Enthusiastic	1 (5%)	6 (30%)	7 (35%)	6 (30%)	0
8. Active	0	3 (15%)	12 (60%)	4 (20%)	1 (5%)
10. Motivated	2 (10%)	2 (10%)	5 (25%)	5 (25%)	6 (30%)

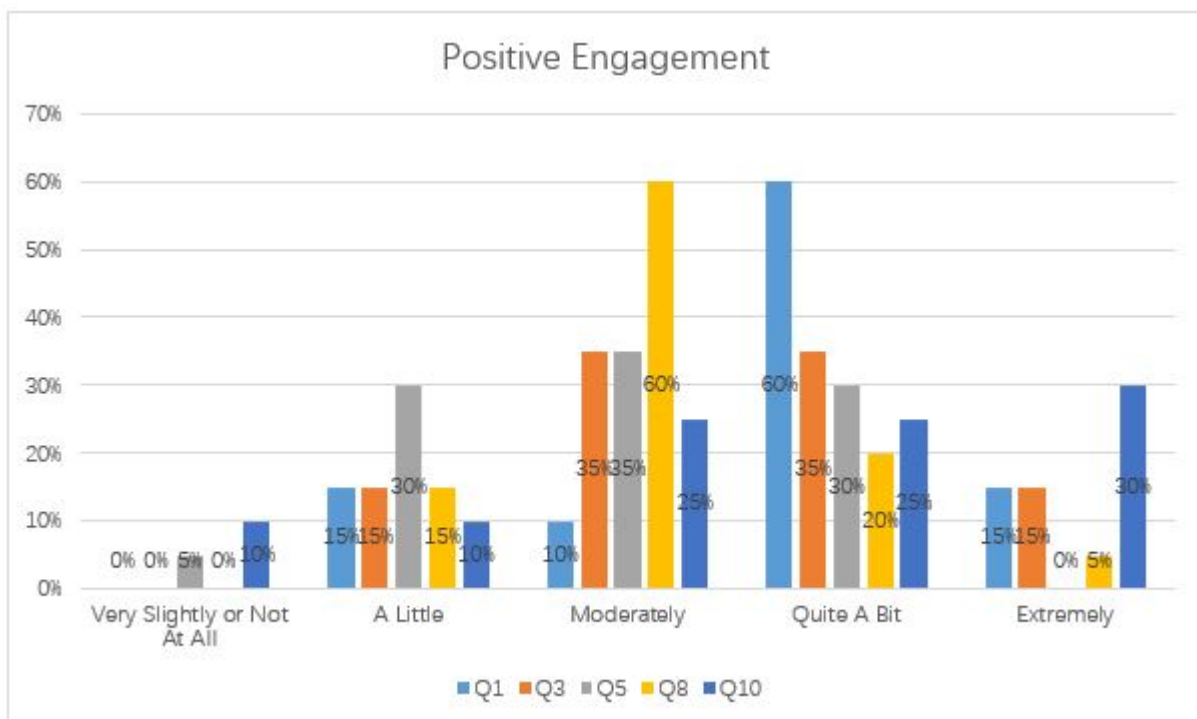


Figure 6 Positive and Negative Affect Schedule: Positive Engagement

The predominant sentiment among students was positive subsequent to their engagement with the two EDCMs, and the outcomes are demonstrated in Table 8 and Figure 6. A notable 75% of the students exhibited a keen interest in the EDCMs. An additional 10% were moderately interested, leaving a mere 15% with only marginal interest. Regarding excitement, half of the students reported experiencing this emotion, with 35% feeling moderately excited and a minor 15% only slightly excited. Although none of the students reported extreme enthusiasm, a considerable 30% were quite enthusiastic. A further 35% expressed moderate enthusiasm, and an equal percentage of 35% were minimally enthusiastic (comprising 30% a little and 5% very slightly or not at all). When it came to activity levels during exposure to the EDCMs, a majority of 60% were moderately active. An additional 25% agreed that they were active, while a minor 15% reported being only slightly active. In terms of motivation, 55% of the students felt motivated, whereas 25% were moderately motivated. On the contrary, 10% felt minimally motivated, with a further 10% reporting barely any motivation or none.

Table 9 Negative Engagement and Anxiety

Description	Very Slightly or Not at All	A Little	Moderately	Quite A Bit	Extremely
2. Distressed	5 (25%)	5 (25%)	5 (25%)	2 (10%)	3 (15%)
4. Upset	18 (90%)	2 (10%)	0	0	0
6. Ashamed	14 (70%)	3 (15%)	2 (10%)	1 (5%)	0
7. Nervous	10 (50%)	8 (40%)	1 (5%)	1 (5%)	0
9. Afraid	14 (70%)	4 (20%)	1 (5%)	1 (5%)	0

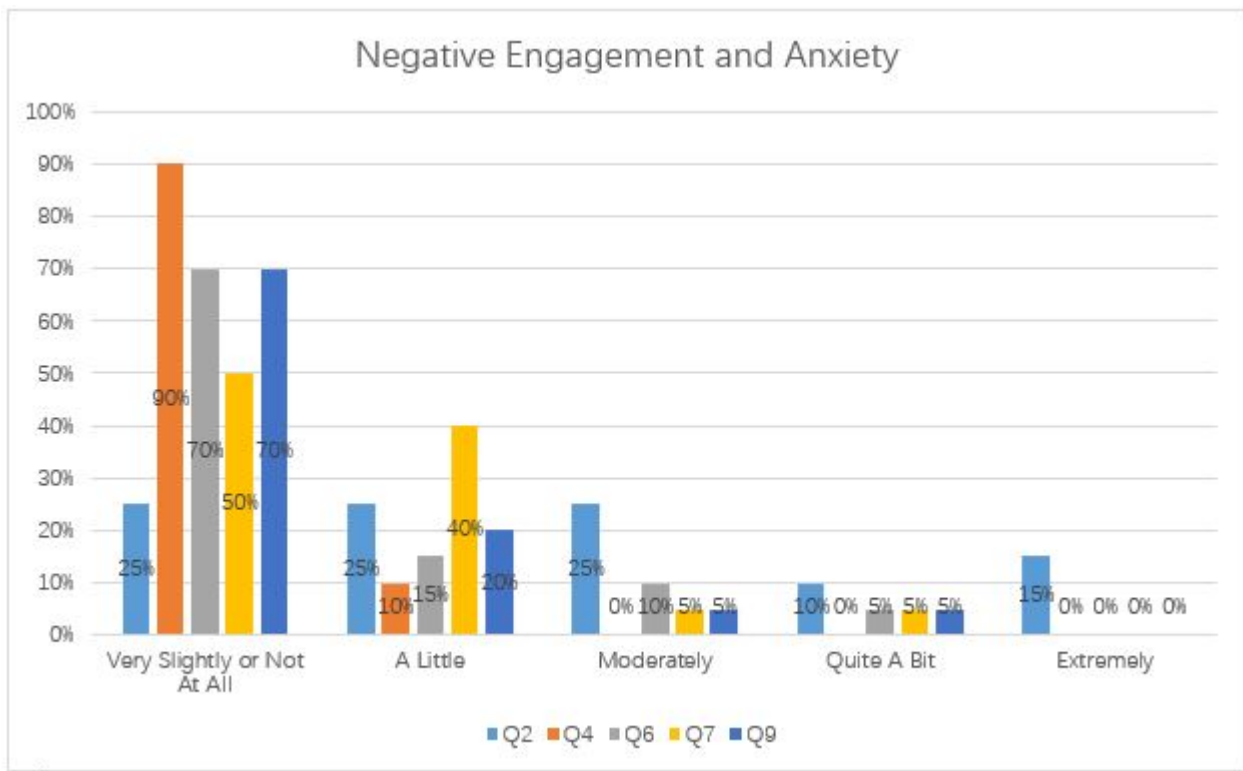


Figure 7 Positive and Negative Affect Schedule: Negative Engagement and Anxiety

Discussions & Limitations

Based on the responses received, it can be inferred that EDCM is instrumental in augmenting students' aural proficiency. Movies, as highlighted by Polat & Eristi (2019), are a genuine resource frequently employed in honing listening skills. This assertion is substantiated by the study above, wherein students demonstrated marked improvement after viewing two EDCMs, with higher scores recorded for the second movie compared to the first. This indicates a clear progression in their listening abilities. Additionally, EDCM provides students with exposure to genuine spoken English and assists them in understanding different accents and dialects. Movies, including EDCM, can act as a treasure trove of natural pronunciation practice for students, offering them a real-world glimpse of everyday conversations in the language they are studying (Liando et al., 2018, as cited in Roslim et al., 2021). By attentively listening to these films, students could mimic the pronunciation of native speakers, thereby refining their accents and enhancing their spoken fluency.

Furthermore, the integration of EDCM into ELT offers significant benefits in expanding students' vocabulary and immersing them in practical language usage, including colloquialisms and idiomatic expressions. These language aspects are often overlooked in traditional learning settings, highlighting the unique benefits of EDCM. Additionally, EDCM promotes the contextual understanding of new vocabulary. According to Yaseen & Shakir (2015), exposure to real-world scenarios helps students comprehend and retain new vocabulary, as they can associate these terms with the scenes depicted in the movie, resulting in a more effective learning process (Roslim et al., 2021). Besides, "these vocabulary items are presented in authentic and meaningful contexts," which not only helps students understand them better but also empowers them to use these words accurately in their communication (Kalra, 2017, as cited in Roslim et al., 2021). This overall process fosters vocabulary acquisition through context, making EDCM a valuable tool in language learning.

Lastly, incorporating EDCM into ELT has the potential to significantly boost students' motivation to learn English. This approach introduces an element of amusement and engagement to the learning process, which may offer advantages not found in traditional teaching styles. By leveraging students' interests and creating an immersive learning experience, EDCM can cultivate greater enthusiasm and active participation in the classroom. A study conducted by Auberg (2017) has presented compelling

evidence that employing films as a pedagogical tool can markedly increase students' motivation (Roslim et al., 2021). Moreover, the utilization of EDCM encourages students to become active listeners, thereby facilitating the improvement of their listening skills. As noted by Lina (2018), Sadiman (2015) emphasized the unique advantage of movies as they combine visual and auditory elements, effectively capturing students' attention.

It is imperative to highlight the limitations inherent in this research and propose potential avenues for further scholarly exploration within the scope of the study. Initially, the geographical disparity necessitated the researcher conducting the activities with the students via a digital platform. Nevertheless, a physical setting could potentially enhance the learning experience by providing a more engaging environment. Secondly, synchronizing the schedules of all the students posed a challenge for the researcher due to their varying availability. Another potential limitation is the accuracy of the dubbing, as the language used in dubbing might not always align perfectly with the original Chinese dialogue, which could affect learners' comprehension and pronunciation abilities. Collaborating with linguists, choosing films with excellent dubbing, and closely monitoring linguistic authenticity are ways to overcome this difficulty.

Conclusion

Drawing from the data analysis and ensuing discussions, the following conclusions can be deduced: (1) A marked improvement in the listening skills of Form 4 students at Pay Fong High School is evident when comparing outcomes from two distinct activities. This progression is substantiated by post-test results and t-test scores, indicating a successful evolution in their auditory comprehension; (2) EDCMs effectively reduce students' Affective Filter Levels, thereby cultivating a more engaging and comfortable learning milieu. The two conclusions provide responses to the research question, "How does EDCM affect students' listening skills and Affective Filter Levels in learning the English language?" Overall, the study contributes to the exploration of using English-dubbed Chinese movies as a valuable resource for ESL listening skills in English language learning.

From a pedagogical standpoint, using English-dubbed Chinese movies in ESL classrooms offers valuable implications. Primarily, it broadens learners' exposure to a variety of accents, speech patterns, and word usage, thereby strengthening their listening comprehension skills. Additionally, the inclusion of Chinese cultural aspects can nurture intercultural competence and broaden learners' viewpoints. Beyond that, the utilization of EDCMs in instruction can foster a more relaxed learning atmosphere, enhancing students' enjoyment of English learning. To apply these pedagogical implications effectively, teachers may consider implementing pre- and post-watching activities, including pre-teaching relevant vocabulary, involving students in discussions regarding cultural nuances, and conducting follow-up discussions or assignments to reinforce learning.

Given the discoveries and research carried out in this study, several recommendations are put forth for further investigations. It is advisable for future researchers to encompass a broader spectrum of participant groups in their studies, potentially unearthing valuable insights into diverse learning experiences and outcomes. In addition, future scholars might contemplate adopting a more extensive array of research tools, including interviews. Such an approach could facilitate a more thorough understanding of students' viewpoints on the use of EDCM in English language learning.

Declarations

Ethics Approval and Consent to Participate: All the participants and the school had been well informed. This research has been approved by Xiamen University Malaysia and Pay Fong High School.

Conflict of Interest: Not applicable.

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