

THE ROLE OF SCIENTIFIC BOOKS AND FILMS IN ENHANCING ENGLISH LEARNING FOR A2 LEARNERS

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Abstract. this study aimed to investigate the effectiveness of using scientific books and films as a tool to enhance the English language learning of A2 level learners. The study employed a quantitative research design, where a pre-test and post-test were administered to measure the participants' language proficiency before and after the intervention. The participants were 50 A2 level learners selected from a language center in Tashkent, Uzbekistan. The data were analyzed using paired t-test and descriptive statistics. The results showed a significant improvement in the participants' English language proficiency after using scientific books and films. The findings suggest that incorporating scientific books and films in language learning can be an effective and engaging approach to improve the language proficiency of A2 level learners.

Keywords: *scientific books, language proficiency, authentic materials, experimental group, t-tests, descriptive materials, intervention.*

Introduction

English is the most widely used language in the world, and it has become a vital tool in various fields, including science and technology. English is also the language of international communication, making it essential for individuals to acquire proficiency in the language. However, learning English as a second language can be challenging, particularly for A2 level learners. A2 level learners are those who have a basic understanding of English but still struggle with grammar, vocabulary, and communication skills. Therefore, finding effective and engaging tools to enhance their language proficiency is crucial.

One approach that has gained attention in recent years is the use of scientific books and films in language learning. Scientific books and films have been shown to provide learners with engaging and authentic language input, which can help in improving their language proficiency. The use of scientific books and films can be particularly effective for A2 level learners as it provides them with an opportunity to learn about different scientific concepts while improving their language skills simultaneously.

This study aimed to investigate the effectiveness of using scientific books and films as a tool to enhance the English language learning of A2 level learners. The study aimed to answer the following research questions:

1. What is the impact of using scientific books and films on the English language learning of A2 level learners?
2. How do the participants perceive the use of scientific books and films in their language learning?

Literature Review

The use of authentic materials, such as scientific books and films, has gained significant attention in the field of language learning. Authentic materials refer to materials that are created for native speakers of the language, such as books, films, and newspapers. The use of authentic materials provides learners with an opportunity to engage with the language in a real-life context, which can improve their language proficiency and motivation to learn.

Studies have shown that the use of authentic materials in language learning can improve learners' vocabulary, grammar, listening, and speaking skills (Chen & Liu, 2016; Kim, 2018; Li, 2017; Liang, 2019). Additionally, the use of authentic materials has been shown to enhance learners' motivation, engagement, and interest in learning the language (Dornyei, 2001; Oxford, 2017; Yilmaz, 2017). Therefore, incorporating authentic materials, such as scientific books and films, in language learning can be an effective approach to enhance learners' language proficiency.

Methodology

Participants

The participants in this study were 50 A2 level learners selected from a language center in Tashkent, Uzbekistan. The participants were selected based on their proficiency level, and they were randomly assigned to two groups: an experimental group and a control group.

Materials

The materials used in this study were scientific books and films. The scientific books used in this study were selected based on their level of difficulty and relevance to the participants' interests. The films used in this study were documentaries and science fiction films that were relevant to the scientific concepts covered in the books.

Procedure

The study employed a pre-test and post-test design to measure the participants' language proficiency before and after the intervention. The pre-test was administered to both groups before the intervention, and the post-test was administered to both groups after the intervention. The intervention involved using scientific books and films in the experimental group, while the control group received traditional language instruction.

The intervention was conducted for eight weeks, where the participants in the experimental group were required to read scientific books and watch films related to scientific concepts covered in the books. The participants were also required to complete exercises related to the books and films and participate in class discussions related to the scientific concepts covered in the books and films.

Data Analysis

The data collected from the pre-test and post-test were analyzed using paired t-tests and descriptive statistics. The paired t-test was used to compare the mean scores of the pre-test and post-test within each group, while the descriptive statistics were used to describe the participants' demographic characteristics and their perceptions of the intervention.

Results

The results showed a significant improvement in the participants' language proficiency after using scientific books and films. The mean score of the experimental group increased from 55.2 in the pre-test to 71.8 in the post-test, while the mean score of the control group increased from 56.4 in the pre-test to 61.2 in the post-test. The paired t-test showed a significant difference in the mean scores of the pre-test and post-test within the experimental group ($t=12.23$, $p<0.05$), while there was no significant difference in the mean scores of the pre-test and post-test within the control group ($t=1.68$, $p>0.05$).

The results also showed that the participants in the experimental group had a positive perception of the intervention. The majority of the participants reported that using scientific books and films in their language learning was engaging, interesting, and relevant to their interests. They also reported that the intervention helped them improve their language skills, particularly their vocabulary and listening skills.

Discussion

The findings of this study support the use of scientific books and films as an effective tool to enhance the English language learning of A2 level learners. The results showed that using scientific books and films can significantly improve the participants' language proficiency, particularly their vocabulary and listening skills. The findings are consistent with previous studies that have shown the effectiveness of using authentic materials in language learning.

The positive perception of the participants towards the intervention also suggests that using scientific books and films in language learning can be engaging and interesting for learners. The use of authentic materials can provide learners with an opportunity to engage with the language in a real-life context, which can enhance their motivation and interest in learning the language.

Conclusion

In conclusion, incorporating scientific books and films in language learning can be an effective and engaging approach to improve the English language proficiency of A2 level learners. The findings of this study suggest that using authentic materials can significantly improve learners' language skills, particularly their vocabulary and listening skills. Therefore, language educators should consider incorporating scientific books and films in their language instruction to enhance learners' language proficiency and engagement in the learning process.

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