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Language and Entertainment:
Can Language Be Learned Through Movies?

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Abstract

This paper looks at second language acquisition and factors that affect second language acquisition. This project also utilizes a small experiment conducted to help determine how difficult or how easy it is for one to learn even a small number of words in another language. In this experiment a small number of college students watch a movie in another language and after finishing said movie take a short quiz to determine if the students were able to learn the meaning of some frequently used words. These students have had little to no interaction with the language in question. Even so, they should be able to learn some of the words of this language by hearing them used in a movie in the target language. The fact that these students are in college will affect the results in that young children are believed to learn languages the most quickly and thoroughly while older people are believed to have more difficulty with learning a language to the point of fluency. College students reside between these two points, and therefore, should lie somewhere between these two points in terms of efficiency and fluency in learning a language. The results are also affected by each individual's own specific ability in learning language as some people, regardless of age, learn language easier than others.

Introduction

Researchers have been studying the area of second language acquisition for years now. Some of the research that has been done in second language acquisition includes how age can affect acquisition, how socialization can affect acquisition, and the role humor can play in acquisition. Findings and opinions on them differ. Some researchers also look into areas such as how entertainment and media can affect learning and how that can affect language learning. One question that needs more research is the question of whether or not one can learn vocabulary from a foreign language by watching entertainment in that language and how that compares to learning a foreign language in a traditional classroom setting. This project seeks to give a little more insight into this question.

Literature Review

Much research has been done into the area of second language acquisition. Author Vance (2015) talks about the Critical Period and states that one must learn a language within this time period in order to reach native-like proficiency. Researchers argue on how long the Critical Period lasts, but it is commonly believed that one cannot learn much, if any, language if the Critical Period passes without the individual learning any language. If the individual learns a native language during this Critical Period, they could also eventually learn a second language. Authors Palea and Boștină-Bratu (2015) write about how age can influence second language acquisition. These authors claim that while it does become harder to learn a new language as one gets older, an older learner can still reach fluency, even fluency comparable to a native speaker. These authors claim that “adults may be poorer learners, but they have many skills that allow compensating the decline in the ability of the brain to acquire new information. They are able to better organize their learning strategies and can build on experiences, skills and knowledge

already acquired” (Palea and Boștină-Bratu, 2015, p.428). They also state that adults have higher motivation to learn. These authors argue that rather than seeing age as a single factor, there are actually a variety of factors in relation to “age.” These factors include biological age but also include cognitive and social changes (Palea and Boștină-Bratu, 2015). Palea and Boștină-Bratu (2015) end their article by writing that circumstances differ from person to person, so one cannot argue that young people or children necessarily qualify as better learners than adults. DeKeyser (2015) also talks about age in his article but argues that adults cannot reach native-like proficiency in a language while children can. He also argues that in order for an adult to reach a high level of proficiency, he or she must have some explicit learning (DeKeyser, 2015). He also writes that adults suffer from L1 interference more than children when trying to learn a new language. DeKeyser (2015) also argues that adults can start off as better learners in that they learn more quickly in the beginning, but age ultimately affects their ability to reach native-like competence. According to DeKeyser (2015),

[T]he more gifted language learners among them(,) [adults] can develop an explicit grasp of much of the morphology rather quickly (especially but not only if they receive instruction), relying on their larger working memories and more developed aptitudes for explicit learning (p. 456).

Even so, he argues that adults cannot reach native-like competence (DeKeyser, 2015).

Denhovska, Serratrice, and Payne (2015) argue that adults can learn through incidental learning. They also state that explicit learning is seen as more effective, especially when learning grammar (Denhovska, et al., 2015). The authors write that other studies on incidental learning have found that participants who learned through incidental learning rather than explicit learning “perform at above-chance levels on posttests measuring knowledge retention” (Denhovska, et al.,

2015, p. 161). They do mention, however, that these studies looked at comprehension rather than grammar. They also mention that research tends to use artificial or semi-artificial languages rather than a completely new language to the learner (Denhovska, et al., 2015). Fu and Babcock (2017) write about Entertainment-Education and how people can learn from watching entertainment. This article looks specifically at subliminal messages and political messages in entertainment, but this could also be attributed to learning language (Fu & Babcock, 2017). If one can learn actions and behaviors or ways to live, through entertainment, they should also be able to learn language.

Going back to factors that affect language learning, Raj (2016) looks at the role humor can play in helping one learn a new language. Raj (2016) argues that humor can be beneficial both socially and psychologically. The researcher also argues that a positive atmosphere is needed for language learning, and use of humor is a great way to create a positive atmosphere. The author argues for interactive classrooms and states that “[h]umor provides space for healthy discussions” (Raj, 2016, p. 28). The researcher argues that teachers who teach with the mindset of teaching being a tedious task actually cause their students to be frightened or uncomfortable (Raj, 2016). The author argues for the use of humor in the target language which should help ease the uncomfortable or frightening atmosphere. The article states that humor can help give students confidence (Raj, 2016). Shabitha and Mekala (2013) write that “[l]anguage shock refers to the fear of appearing comical to speakers of the target language”(p. 10). Humor can be a good thing, but making fun or laughing at someone’s errors is not a good thing. These authors mention three areas of self-esteem: global, specific, and task. Global self-esteem is an overall assessment of one’s worth. Specific self-esteem involves self-evaluation at different points in life. Task self-esteem involves “self-evaluation in particular tasks” (Shabitha and Mekala, 2013, p. 10).

According to these authors, “[h]igh self-esteem causes language success. Teachers should encourage students to feel proud of their successes and abilities, because that facilitates language learning” (Shabitha and Mekala, 2013, p. 10).

Vance (2015) writes about second language acquisition and mentions ten observations that VanPatten & Williams (2007) have made:

- Exposure to substantial amounts of input - the target language - is important.
- Learners learn language incidentally as they focus on the meaning of utterances.
- Learners eventually produce more language than that which they are exposed to as input.
- A learner's speech production develops in a predictable order.
- Learners can develop at different rates even when learning under the same conditions.
- Learners can be more competent in one area of language use than another (e.g., strong speaking skills but weak writing skills).
- Learners may or may not learn language even when the language is used frequently.
- A learner's first language may, but does not necessarily, have a major impact on the acquisition of the second language.
- Instructional effects are limited in such a way that even if a particular aspect of language is taught and practiced, it may not be what a student learns.
- Although producing language is important, the production of language has limits in terms of acquisition. (as cited in Vance, 2015, p. 2)

Vance (2015) also talks about the start of the study of linguistics and how researchers have been confused as to how children could use structures more complex than they had heard or been taught. Chomsky has come up with a solution called Universal Grammar that states that people

have “an innate language acquisition device” (Vance, 2015, p. 3) that causes them to understand grammar. While Universal Grammar relates to first language acquisition, many linguists also relate it to second language acquisition. Stowe (2006) mentions that research in the brain has shown that L1 and L2 acquisition occur in the same areas of the brain and mentions that the neuronal activity is different between L1 and L2 (as cited in Vance, 2015, p. 3). Vance also discusses different theories within the field of second language acquisition and mentions that Canale and Swain write about four communicative competencies:

1. Grammatical Competence: This includes knowledge of vocabulary, word forms & derivations, syntax, sentence grammar, meaning and phonology.
2. Sociolinguistic Competence: Understanding when, where and how language can be used.
3. Discourse Competence: Understanding how to combine and create unified spoken and written texts.
4. Strategic Competence: The ability to cope when language is inadequate or the ability to enhance the effectiveness of one's communications (cited in Leung, 2005) (as cited in Vance, 2015, as from the 1980s, p. 5-6).

Zuloaga and Thörle (2016) also mention discourse markers and how they fit in to language acquisition. They define discourse markers as “mostly ‘small’ linguistic elements which may seem quite inconspicuous at first sight and which are sometimes considered as mere ‘fillers’ in conversation” (p. 1). They argue that it can be difficult to learn discourse markers in another language. The authors mention that discourse markers do not seem to directly correlate to those of other languages. During the acquisition process, some discourse markers are never learned even to the point of intermediate or advanced learning (Zuloaga & Thörle, 2016).

Sometimes, the learners may learn the discourse marker, but they never quite get the correct intonation or never quite understand all of the situations in which said discourse marker is used. Discourse markers “constitute a functional rather than a formal class” (Zuloaga & Thörle, 2016, p. 3), so they do not necessarily have a specific meaning, and that can be confusing for people learning another language. It is probably difficult to learn the specific situations in which a certain discourse marker is used, especially if the learner is still at elementary level proficiency.

Another area within language learning is the idea that socialization can affect language. Baghdadi (2017) writes about how socialization affects language. The author states that human language is a social behavior (Baghdadi, 2017). She states that first language socialization and second language socialization are different. “In contrast to first language (L1) socialization, second language (L2) socialization deals with issues related to children or adults with already constructed repertoires including linguistic, discursive and cultural practices as they interact with veterans from a new community” (Baghdadi, 2017, p. 3). Second language socialization, therefore, could potentially have interference from first language socialization. Earlier research into second language acquisition focuses on cognitive factors. Later, however, researchers have started to include socialization as a factor that influences second language acquisition. For a while, researchers argued over whether second language acquisition was cognitive or social, and it appears to be somewhat recent that researchers have started to include both aspects as being part of second language acquisition (Baghdadi, 2017). The Sociocognitive theory seems to suggest that both cognitive and social factors, working together, enhance the language learning experience (Baghdadi, 2017).

Young and Astarita (2013) write about language learning as a social concept as well. They mention that Ortega (2011) holds the opinion that the recent shift in view of language

learning to include social factors seems to have caused language learning to become better than before (as cited in Young and Astarita, 2013, p. 171). Ortega (2011) has looked at the social context of learning a language rather than focusing solely on the language itself (as cited in Young and Astarita, 2013, p. 171). Young and Astarita (2013) also mention Practice Theory which they define as an approach to language learning that looks at how social context and language learning affect each other. “In a practice approach, history is enacted in the present” (Young & Astarita, 2013, p. 184). According to Young and Astarita (2013):

A practice approach expands the field of consideration beyond what can be observed in an interaction. It recognizes that every instance of embodied talk is a discursive practice and what participants bring to a practice is a set of dispositions that has accumulated over a lifetime and sometimes longer (p. 186).

All of this can affect language learning. Drawing from all of the aforementioned research, a study was conducted with the assistance of college-aged individuals in order to test their ability to pick up language through incidental methods such as a movie in a foreign language.

Methods

This project was created in order to test how difficult or how easy it could be to try to learn a new language using entertainment from the target language with target language audio and subtitles in the native language. The original experiment was meant to consist of a group of college students watching a full Korean drama from start to finish. Korean dramas can last from twelve to twenty episodes on average, and each episode tends to be an hour to an hour and a half. Due to time constraints, this particular experiment could not be carried out. However, the full Korean drama was replaced with an approximately two hour long Korean movie. The goal was shifted slightly to compare how a control group who learns Korean in a more traditional

classroom setting with a straightforward teaching of Korean words and Korean culture would differ from a group who watched a two hour long movie instead.

Procedures

Two groups of college students participated in this study. Both groups took a pre-test, a post-test, a survey, and a questionnaire. The pre-test consisted of twenty-nine Korean words that the participants were to translate to English. During the pre-test, the words were read aloud to each group by a speaker of Korean. There were two questions on the questionnaire for the second group that were not on the questionnaire for the first group as they related to the fact that the second group watched a movie instead of learning in a classroom setting.

The first group, the Control Group, consisted of participants who learned Korean in a more traditional, classroom-like setting. A speaker of Korean taught the class. The participants were friends of hers who volunteered to participate in this project. There were four, half-hour long sessions in which the participants learned many new Korean words. Some of the participants already had some knowledge of the Korean language while others did not know many or any Korean words. In the first session, the teacher introduced Hangul, the Korean written alphabet, to the students. She went over the consonants and vowels and told the story of how King Sejong created Hangul. Since she had introduced the sounds the different characters make, she had the students guess what different words she wrote in Hangul were supposed to sound like when said aloud. The other three sessions consisted of her writing words on the whiteboard in Hangul and having the students guess how the words were supposed to sound, correcting them if needed, and then telling them what the words meant in English. In the fourth and final session, the students learned a little bit about Korean culture. The teacher had the students tell her what they knew or what they thought they knew about Korean culture, and she

confirmed or denied what they said. She also mentioned a few points about Korean culture that the students did not guess. The number of students ranged throughout the sessions because of time constraints. The second group consisted of eight individuals who watched an approximately two-hour long Korean movie with English subtitles. Due to time constraints and scheduling conflicts, some individuals had to make up the originally-set sessions, but all eight were able to view the whole movie.

Results

The individuals in each group were given a pre-test to see how much knowledge of Korean the participants already had. Group One, the Control Group, had the following results from the pre-test: The first individual correctly translated five of the words, the second individual correctly translated fourteen of the words, and the third individual correctly translated zero of the words, indicating she had little to no experience with Korean before this experience. The pre-test also had two extra questions, one that asked for any other Korean words the participants knew and a second that asked what the participants knew about Korean culture. The first individual mentioned one other Korean word he knew and gave two points for the question about culture. The second individual mentioned eight Korean words she knew and gave two points for the question about culture. The third individual did not have any other Korean words to add and gave one point she knew about Korean culture. Group Two, the Movie Group, had the following results from the pre-test: One individual correctly translated three of the words, another individual correctly translated two of the words, another individual correctly translated one of the words, and the remaining five individuals translated zero of the words correctly. The individual who translated three words correctly did not write down any other Korean words or any points of culture. The individual who translated two words knew the Korean words for numbers through

fifteen and wrote down one cultural point. The participant who translated one Korean word correctly did not know any other Korean words or any cultural points. The five participants who translated zero of the Korean words correctly also did not know any other Korean words or any other cultural points.

At the end of the final session, the two groups were also given a survey. The survey consisted of questions about the participants' knowledge before the experience and after the experience. The results for Group One were as Figure 1 shows. As is evident from the chart, two of the three individuals in Group One had learned Korean prior to this experience. Two individuals stated that they felt this experience caused them to learn a lot while one participant said that the experience helped them learn how to learn. Two individuals stated that they learned about Korean culture while one participant said that he or she did not learn about Korean culture. All three individuals felt that this was a worthwhile study to be conducted. One person felt that someone could learn Korean in a similar situation, and the other two participants felt one could maybe learn in a similar situation.

The results for Group Two were as Figure 2 shows. According to this chart, three participants said that they had learned some Korean before this experience while the other five had not. Four individuals said that they did not feel they learned a lot through this experience and four individuals gave answers in the other option. They said, "Not a lot. If more exposure then yes," "I learned about the way they do things there, but not so much for words," "If I watched it more than once or saw other Korean movies," and "Lots of culture; little of language." When asked if they learned anything about Korean culture through this experience, six participants said yes and two said no. When asked if they felt this was a worthwhile study, five participants said yes and three said maybe. Four individuals said that they felt someone could learn Korean in a

similar situation, two said that they felt someone could not learn Korean in a similar situation, one said maybe, and one said, “If they had previous experience/understanding of Korean, this would be a good way to supplement their learning (especially for pronunciation and inflection) but otherwise, I don’t think they’d learn anything with more time.”

After the survey, the participants took a questionnaire. There were two more questions on the questionnaire for Group Two than the questionnaire for Group One. The results for the questionnaire for Group One were as Figure 3 shows. All of the participants mentioned that they learned about family words and two participants mentioned that they learned about numbers. Two of the three participants mentioned cultural points they had learned from this experience. One participant said that he or she learned about hierarchy, another participant said that he or she learned about family relationships and the story of the alphabet’s creation. The third participant stated that he or she did not learn much about culture, but rather had a couple of things that he or she suspected confirmed. All three participants had learned language in a classroom setting before this. When asked how it was different, the participants said that it was less stressful and more informal or personal. When asked what their favorite part of the experience was, two participants said they liked learning the alphabet and the third participant said he or she had infinite questions. When asked about their least favorite part of the experience, one participant felt that there were non-open ended responses, and the other participant said, “Not studying/having homework.”

The Group Two questionnaire results were as Figure 4 shows. Most of the participants in Group Two did not seem to learn any Korean vocabulary through the experience. One participant learned that hana means one. One participant said that “I can hear the words in my head, but I can’t link the meaning to them yet. It would take a couple more movies for things to stick.” Six

of the eight participants gave cultural points when asked what they learned through this experience. They all talked about different points from each other, too. Six of the eight participants said they had learned language in a classroom setting before this. The remaining two individuals said, “I took high school Spanish online” and “Homeschool class so sort of.” When asked how this experience was different from learning in a traditional classroom setting, two participants mentioned that they felt it was more fun than the traditional classroom setting. Five participants seemed to say that there was no straightforward instruction. When asked what their favorite part of the experience was, seven participants seemed to say that they felt the movie was entertaining or they felt the experience was fun. One individual mentioned they felt it was interesting to see Korean culture. The participants had different answers for their least favorite parts of the experience. One participant stated that he or she did not like having to find times to meet since he or she was busy and could not make the originally scheduled times. One participant did not like waiting a few days between the parts of the movie. Two participants did not like not being able to understand events or the language. When asked if it was easier or harder to learn in this situation than if they had learned in a traditional classroom setting, five participants said it was harder. One participant said easier and wrote in, “more fun = easier, less effective though.” Two participants picked other and said, “Easier in that it was more fun, but harder in that I did not really learn anything” and “Harder for language, easier for culture.” When asked why they thought this was the case, the summary answer seemed to be because there was no straightforward instruction. An additional comment that one participant gave was, “If I had known more Korean prior to this experience, I probably would have learned more.”

The two groups also took a post-test at the end of the final session. All three participants in Group One were able to correctly translate more words on the post-test. The first participant

was able to correctly translate fifteen more words than before, the second participant was able to correctly translate six more words than before, and the third participant was able to translate two more words than before. The first participant was also able to write more Korean words to answer the question asking if he knew any other words that were not on the post-test and was also able to give more cultural points than before. The second participant was also able to write more words to answer the question asking if she knew any other words but did not list any new cultural points. The third participant did not list any other words or cultural points. Group Two's results did not show much, if any, change between the pre-test and post-test in terms of translating the words. The participant who correctly translated three Korean words in the pre-test also correctly translated those same three words in the post-test. The participant who correctly translated two Korean words on the pre-test changed one of her answers on the post-test and correctly translated one Korean word. The participant who correctly translated one Korean word on the pre-test did not write in the answer for that particular word on the post-test, so she correctly translated zero of the Korean words on the post-test. Four of the five participants who correctly translated zero of the Korean words on the pre-test also correctly translated zero of the Korean words on the post-test correctly. The remaining participant correctly translated one Korean word on the post-test. The first participant did not list any new words. He did, however, list new cultural points on the post-test. The second participant wrote that she knew numbers in Korean through twenty and also put two points of culture down on the post-test. The third participant wrote again that she did not know any other Korean words or any Korean cultural points. Four of the other participants also wrote new cultural points they had learned on the post-test.

As was shown through the pre-test, post-test, survey, and questionnaire results, Group One seemed to learn vocabulary more easily and effectively while Group Two seemed to learn cultural points more easily and effectively. All of the participants in Group One learned vocabulary, but only two of the three participants really seemed to learn cultural points. In Group Two, however, only one participant learned vocabulary but six of the eight participants learned cultural points. They all gave different cultural points that they had learned, too, and the participants who gave cultural points gave more than one cultural point. As such, movies and other forms of entertainment seem to lend themselves to learning cultural points.

Discussion

A traditional classroom setting seems to be a quicker and easier way to learn Korean words, but watching Korean entertainment could potentially be a quicker and easier way to learn about Korean culture. If there had not been time constraints, it would have been preferable to have participants watch a full Korean drama from start to finish and test how many Korean words participants may have learned. It likely still would not have surpassed the amount of Korean words learned in a classroom setting with straightforward instruction, but it would likely still generate more success than this experiment. It also would have been interesting to test how watching the movie or watching a full Korean drama may have affected pronunciation. It would have been interesting, had there been more time, to test how the pronunciation of the Movie Group compared to the pronunciation of the Control Group. The Control Group was able to hear the teacher speak the words and see her facial features as she said them, but the Movie Group was able to hear the actors and actresses in the movie speak the words and see their facial features as well. Further study could be done in this area by conducting such experiments. Further research could be done into language teaching specifically to look at different methods

and see what the most effective methods would be for learning language. If there had been time to research this, it could have been helpful for the two groups in the study to implement some of the methods of teaching from the research. In future studies, it would be beneficial to do such research and implement some of the methods found in the studies. It could also be advantageous to repeat this experiment or conduct a similar experiment with a focus on learning culture to see if watching Korean entertainment really is a quicker and easier way to learn about Korean culture. It could also be advantageous to repeat the experiment with a different culture and language to see if the same reigns true.

Conclusion

The field of linguistics is still relatively new compared to other fields of research. Second language acquisition also seems to be affected by this relative newness. Much research has been done in terms of second language acquisition, but not as much as been done in some of the methods used to learn a new language. Though entertainment and media in the target language is hardly the expected source of learning, it certainly seems to be a source of learning. It is difficult to say anyone could learn a whole language through this method, but one can see that culture seems to lend itself to this kind of learning, and one does seem to be able to learn some language. This method will not be praised for its efficiency, but it does at least allow for some learning and seems to be a slightly more entertaining way to learn. As such, it should be easier to keep the learner's attention which is a valuable part of language learning.

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Group One Survey Results				
Question	Answers			
1. Had you learned any Korean prior to this?	Yes 2	No 1		
2. Do you feel like this experience helped you learn a lot?	Yes 2	No 0		Other 1: helped me learn how to learn
3. Did you learn anything about Korean culture through this experience?	Yes 2	No 1		Other 0
4. In your opinion, was this a worthwhile study?	Yes 3	No 0	Maybe 0	Other 0
5. Could you see someone being able to learn Korean in a similar situation?	Yes 1	No 0	Maybe 2	Other eventually

Figure 1: Control Group Survey Results

Group Two Survey Results				
Question	Answers			
1. Had you learned any Korean prior to this?	Yes 3	No 5		
2. Do you feel like this experience helped you learn a lot?	Yes 0	No 4		Other 4: not a lot. If more exposure then yes. I learned about the way they do things there, but not so much for words. If I watched it more than once or saw other Korean movies Lots of culture; little of language
3. Did you learn anything about Korean culture through this experience?	Yes 6	No 2		Other 0
4. In your opinion, was this a worthwhile study?	Yes 5	No 0	Maybe 3	Other 0
5. Could you see someone being able to learn Korean in a similar situation?	Yes 4	No 2	Maybe 1	Other 1: If they had previous experience/understanding of Korean this would be a good way to supplement their learning (especially for pronunciation & inflection) but otherwise I don't think they'd learn anything with more time

Figure 2: Movie Group Survey Results

Questions	Answers
1. What Korean words did you learn through this experience?	Family words I mostly learned words pertaining to family and numbers, plus a couple nouns and phrases. Numbers and family
2. What did you learn about Korean culture through this experience?	More about hierarchy Very little, I mostly just had a couple things I suspected confirmed. I learned about family relationships and the story of the Alphabet's creation
3. Have you learned a language in a classroom setting before? (Options: Yes, No, Other)	Yes: 3
4. If yes, how was this different from learning in a traditional classroom setting?	Less stress, more personal It was less structured, but quite similar to my prior experience otherwise & no grades It's more informal and no homework.
5. What was your favorite part of the experience?	Infinite questions Learning the Korean Alphabet and its phonology Learning the Alphabet solidly
6. What was your least favorite part of the experience?	Non-open ended response on reading was a bit disorienting but probably helped facilitate uniform learning. Not studying/having homework

Figure 3: Control Group Questionnaire Results

Questions	Answers
1. What Korean words did you learn through this experience?	<p>I don't think I learned any</p> <p>I can hear the words in my head but I can't link the meaning to them yet. It would take a couple more movies for things to stick.</p> <p>None, but I did recognize them on the word test</p> <p>Oma = grandma?</p> <p>hana - one, oppa - father maybe</p> <p>noona, hyung</p>
2. What did you learn about Korean culture through this experience?	<p>Similar to American culture</p> <p>Family oriented; Kids take care of the parents; Honor and name/reputation are important; singing/Kpop</p> <p>They take their shoes off before entering their house; They like to slap each other on the butt a lot; They have some Americanized stuff (the logo in the water park); I'm also assuming its common for grandparents to live with their sons/daughters and grandchildren</p> <p>Age is important to them, Possibly women are valued based on domestic skills (cooking etc.)</p> <p>It is really similar to Chinese and Japanese culture not much</p> <p>The music is interesting; They have magic portrait shops; they suck at driving</p>
3. Have you learned a language in a classroom setting before? (Options: Yes, No, Other)	<p>Yes: 6</p> <p>Other: 2</p> <p>I took high school Spanish online</p> <p>Homeschool class so sort of</p>
4. If yes, how was this different from learning in a traditional classroom setting?	<p>More fun, would have been more successful if I had tried to learn</p> <p>It was far more entertaining! I was laughing nearly the whole time; Makes me want to watch more</p> <p>There was no grammatical instruction; We did not memorize a vocab list; We didn't try to reproduce the language ourselves; We didn't learn their written system; We listened a lot to the language actually being spoken, which is not something usually focused on in a classroom.</p> <p>No "help" learning the language at all, no way to clearly look at grammar and vocabulary</p> <p>In the classroom setting it is easier to get into the mindset of learning and stop to figure out things you don't understand</p> <p>Instead of learning vocabulary lists and repeating words and having the meaning of each word explained, we watched a movie and were supposed to pick up on the words spoken with the English subtitles</p>

	<p>Less of a grammar/language foundation We never watched movies in Spanish in high school</p>
5. What was your favorite part of the experience?	<p>Enjoying an entertaining movie The movie was hilarious; I like seeing something different than normal Hollywood productions; What do other cultures find important to draw attention to? Watching the movie, it was highly entertaining; I also really liked listening to the language and the different sounds and inflections they have. The movie itself as entertainment It felt more like hanging out than studying The ending of the movie, it was hilarious The movie was entertaining Korean culture is interesting to see</p>
6. What was your least favorite part of the experience?	<p>Finding times to meet because sometimes I was busy and couldn't make it to the original scheduled meets I didn't learn the written language of Korean, but pronunciation makes more sense now. Waiting a few days in between each part of the movie. Not being able to understand the Korean; also the main character was grating on my nerves I don't think I was able to learn much from just one movie Not understanding some events in the movie because I don't know Korean culture The plot</p>
7. Do you think it was easier or harder than if you learned Korean in a traditional classroom setting? (Options: Easier, Harder, About the same, Other)	<p>Harder: 5 Easier: 1, more fun = easier, less effective though Other: 2, easier in that it was more fun but harder in that I did not really learn anything harder for language, easier for culture</p>
8. Why do you think this is?	<p>More of an effort to listen and read to figure out which words mean what; When in the classroom, you're told exactly how the grammar and words are used I am more interested now in learning → can get more people interested Because I was passively engaged and not given any instruction in the language The movie was funny but making connections between the Korean I heard and the English subtitles was basically impossible Without any background info, grammar knowledge, etc. it was difficult to pick up on anything (especially while trying to follow the story). Because there is no repetition of us making the sounds; Just the characters</p>

	Over a long period of time you may pick up some words; you still need a foundation I'm visual and don't pick up words from hearing them.
9. Any additional comments?	If I had known more Korean prior to this experience I probably would have learned more

Figure 4: Movie Group Questionnaire Results