International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Film Viewing as an Approach in Teaching Literature to High School Students: Basis for Instructional Enhancement

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Abstract

This study assessed the impact of movie-based instruction on learning outcomes among Grade 10 students in literature classes at a national high school in Maco, Davao de Oro, Philippines. Using a quasi-experimental design, the study compared the pre-test and post-test performance of experimental and control groups across three cognitive levels of Bloom's Taxonomy: understanding and remembering, applying and analyzing, and evaluating and creating. The experimental group, taught using movie-based instruction, showed significant improvements in scores across all cognitive domains; however, their proficiency remained at the Beginning level based on Department of Education standards. The control group, taught with traditional methods, exhibited minimal changes. Inferential analysis revealed statistically significant differences between groups, affirming the intervention's effectiveness. These findings supported Bandura's Social Cognitive Theory, Krashen's Input Hypothesis, and Paivio's Dual Coding Theory, highlighting the value of multimodal, context-rich instruction for enhancing critical thinking, comprehension, and creativity among Filipino secondary students.

Keywords: Education, Literature Instruction, Movie-based Instruction, Learning Outcomes, Quasi-Experimental Design, Philippines

SDG: Quality Education

Introduction

In many secondary schools, literature instruction does not follow a fixed curriculum, giving teachers the flexibility to choose how they teach (Sywelem, 2016) [1]. English classes, in particular, are encouraged to use materials that are varied and closely connected to students' interests and everyday lives. English instruction from Grades 7 to 10 is particularly tasked with developing students' abilities to connect literary content with their narratives, living circumstances, and passions (Bostrom, 2014) [2]. However, studies have shown that traditional teaching methods frequently lack creativity, rely heavily on standardized modules, and fail to maximize the potential for enhancing language learning outcomes (Mustakim, 2018) [3].

Adolescents in the digital era have unparalleled access to movies and television series through streaming platforms like Netflix and HBO. This abundance of media offers educators a unique opportunity to integrate cinematic media into English instruction, particularly in literature classes, making lessons more engaging and relatable (Van den Branden, 2012) [4]. For many years, literature has served as a valuable

instrument to foster personal development and broaden horizons (International Journal of Research in English, 2022) [5].

Its integration into teaching the four language skills—writing, reading, speaking, and listening—and language components such as grammar, vocabulary, and pronunciation has gained widespread acceptance in language education (Kaowiwattanakul, 2021) [6]. Even with its many benefits, students still struggle to appreciate literature fully. Many find it challenging to identify an author's perspective, think critically about what they read, or connect literary themes to their own experiences (Magulod Jr., 2018) [7].

Traditionally, literature has been taught mainly through textbooks—a method that remains common in many classrooms across the Philippines (Barzani, 2020) [8]. However, in today's fast-changing digital world, traditional methods are not always enough to keep students engaged. Because of this, many teachers are turning to more interactive ways of teaching, like showing videos, using smart boards, or involving students in role-playing activities (Farigh and Sisi, 2019) [9]. Of these methods, using films has stood out globally as a meaningful and effective way to support learning. Research underscores the value of films in providing contextualized language input, fostering critical thinking, and stimulating creativity (Adeyemi, 2010) [10].

Films present diverse texts, characters, and auditory stimuli, enabling students to process language in authentic and meaningful contexts (Kalra, 2017) [11]. Movies have long been acknowledged as powerful motivators for language study, with proven pedagogical applications as input sources for English language instruction (Kabooha, 2016; Roslem et al., 2021) [12, 13]. Aside from helping students improve their language skills, films also give them a window into different cultures and social issues, allowing them to see the world from broader perspectives (Newman et al., 2014) [14]. Countries such as Australia, Canada, France, and the United States have already found success using films in the classroom to make learning more engaging and effective (Donnelly, Wojdon, and Wagner, 2014) [15].

In the Philippines, literature is still mostly taught using printed texts and traditional, teacher-centered methods. Many classrooms stick to modules, worksheets, and reading drills, which often limit students' chances to interact with literature in a deeper, more creative way. At the same time, today's learners are surrounded by media every day, making the gap between their real-world experiences and what happens in the classroom more evident than ever. This growing disconnect shows the need to try teaching approaches that feel more relevant and engaging, while still helping students build the cognitive and language skills they need.

The Grade 10 classes involved in this study were part of the school's English program, with a clear focus on literature. Students read assigned texts, answered comprehension questions, and took part in discussions that encouraged them to think more deeply about what they were reading. Because of this setup, the classes provided a good opportunity to try a different, more engaging way of teaching. Coordination with the English department confirmed that the curriculum focus was on literature, making the use of film as a pedagogical tool an appropriate and meaningful intervention.

This study specifically targeted learning outcomes aligned with Bloom's Taxonomy—understanding and remembering literary content; applying and analyzing concepts within texts; and evaluating and creating new interpretations based on material (Bloom et al., 1956) [4]. These areas were selected to evaluate how well students understand what they read, think critically, and express their ideas—skills that are key to truly engaging with literature. By focusing on these levels of thinking, the study aimed to see how

much movie-based instruction could help improve student performance compared to more traditional ways of teaching.

Even though students are constantly surrounded by audiovisual content, films are still rarely used in literature classes in many Philippine schools. This disconnect is a missed chance to make teaching more relevant to how students learn and what they are interested in. On top of that, there has not been much local research on how movie-based instruction affects students' learning in literature, especially in public high schools. Looking into this gap is important if we want to create classrooms that are more engaging, student-centered, and effective in helping learners connect with and appreciate literary texts.

Given these observations, this study was conducted to evaluate the effectiveness of movie-based instruction in enhancing language learning outcomes in literature classes among Grade 10 students. This study set out to see how using films in the classroom—compared to traditional teaching—might help connect what students experience in real life with what they are learning in school. Ultimately, the research aspires to contribute to the ongoing development of more relevant, innovative, and impactful pedagogical approaches in English literature instruction in the Philippines.

To help shape its direction, the study drew from three well-known theories: Bandura's Social Cognitive Theory, Krashen's Input Hypothesis, and Paivio's Dual Coding Theory. Bandura's idea is simple but powerful—people learn by watching those around them, picking up behaviors, and being influenced by their surroundings. In the context of this study, films gave students vivid examples—through characters, conversations, and real-life situations—that they could learn from and relate to. This kind of exposure helped them better understand what they were watching and make deeper connections to the literary themes, which in turn supported the development of higher-order thinking, as described in Bloom's Taxonomy [4].

Krashen's Input Hypothesis suggests that learners acquire language best when they are exposed to material that's just slightly above their current level (Krashen, 1982) [16]. In this study, movies provided a rich input, rich with visual and verbal cues, that helped students understand new words and grammar without feeling overwhelmed. Because students were seeing and hearing the language in real-life situations, they were not just taking in information—they were connecting with it. Watching films became a hands-on way to learn, making it easier for them to link what they were being taught in class to how language is used day to day.

Paivio's Dual Coding Theory helps explain why using films in the classroom can be so effective. The idea is that we learn better when we take in information in two ways—through words (spoken or written) and through visuals (Paivio, 1986) [18]. Films do precisely that by blending dialogue with imagery, which activates different parts of the brain at the same time. This helps students hold on to what they have learned, make sense of complex ideas, and stay more engaged in the lesson. Since films involve both seeing and hearing, they make abstract literary concepts easier to grasp and inspire students to respond in more thoughtful and creative ways.

Taken together, these theories help explain why using films in the classroom can make a real difference in language learning. Bandura shows how students learn by watching others [2], Krashen reminds us that input needs to be understandable but challenging [16], and Paivio highlights the power of combining visuals with words [18]. All of them support the idea that films can be a meaningful way to teach. By tying these ideas together, the study builds a strong foundation and shows how movie-based instruction can better connect with how students learn today.

Building on this theoretical grounding, the study draws its conceptual framework from the relationship between the independent variable—movie-based instruction—and the dependent variable—language learning outcomes. Using films as teaching tools in literature classes means bringing movies into the learning process to make lessons more engaging and meaningful. This approach, supported by scholars, helps students better understand what they are reading and encourages deeper thinking.

The learning outcomes in this study—based on Bloom's Taxonomy—focus on what students can do after the lessons. These include remembering and understanding what they have read, applying and analyzing ideas, and eventually evaluating and creating their interpretations [4]. Each level builds on the last, helping measure how well students grasp and work with literary content.

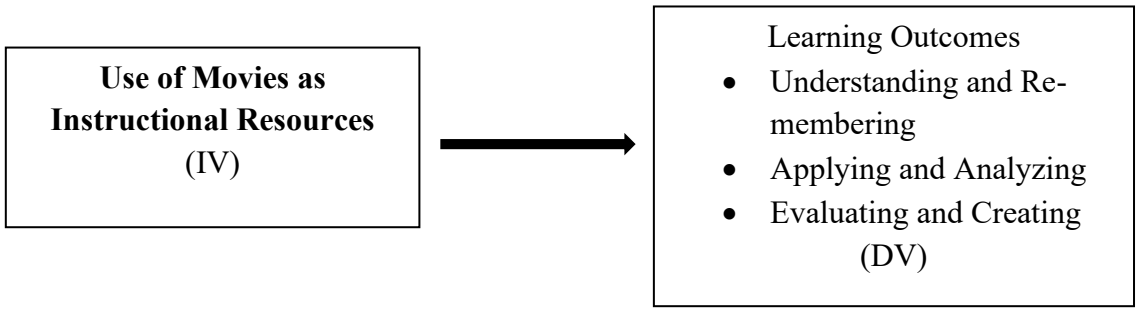

Figure 1. Conceptual Framework Diagram

This conceptual framework hypothesizes that movie-based instruction directly enhances students' learning outcomes by engaging them in meaningful, multimodal, and context-rich activities. The study suggests that by using both the visual and audio aspects of film, students can better understand what they are learning and think more critically and creatively, leading to stronger performance in literature classes. [13, 14, 15].

The main goal of this study is to find out how using movies as a teaching tool affects the way Grade 10 students learn literature. It examines the learning progress of students taught using films, comparing their performance before and after the intervention, and against a control group that received traditional instruction. The study also examines whether there are meaningful differences in test scores within and between the two groups to assess the effectiveness of the movie-based approach. By comparing these results, the research aims to show whether using films in literature classes can be a better option than sticking with conventional methods.

Aside from filling a gap in how literature is taught, this study also adds to the ongoing conversation around improving education. Exploring more creative and student-centered ways of teaching supports the goals of Sustainable Development Goal 4, which aims to make sure that everyone has access to inclusive, high-quality education [8]. The results of this research could be helpful for teachers, curriculum planners, and school leaders who want to make literature classes more meaningful and relevant. It also shows how using films can boost student interest and help build important skills, making it a practical option for today's classrooms, especially in the Philippine setting.

This study was conducted with just two Grade 10 literature classes from a national high school, which means the results may not apply to other schools, grade levels, or regions. It focused only on specific learning outcomes related to literature—like comprehension, analysis, and evaluation, and did not look at overall language proficiency. The short intervention period of two weeks also limited how much

impact could realistically be observed. Other factors, such as students' previous experience with literature and differences in teaching style, were not controlled, and using convenience sampling may have affected the results. These limitations point to the need for more research that looks at the long-term effects of movie-based instruction in a variety of classroom settings.

Method

Research Respondent

This research took place at a national high school in Maco, Davao de Oro, during the 2024–2025 school year. It involved 60 Grade 10 students from two mixed-ability classes, Falcon and Sparrow. Each section had about 30 students—one group served as the experimental group and received movie-based instruction, while the other served as the control group and was taught through traditional methods without the use of films.

Grade 10 students were chosen because they are at a key stage in both cognitive and language development. At this age (typically 15 to 16 years old), innovative teaching strategies like multimedia integration can strongly influence how they understand texts, stay engaged, and develop higher-order thinking skills (Piaget 1972) [20]; (Roslem et al., 2021) [22]. Their prior experience with literature also makes them ideal for interventions designed to enhance critical and analytical thinking (Newman et al., 2014) [19].

The study used convenience sampling, choosing students who were available and willing to take part. This method is often used in education research, especially when there are limits on time, resources, or logistics (Etikan et al., 2016) [8]. It allowed the researchers to select participants practically while still meeting the goal of testing a teaching strategy in a real classroom setting. The school already assigned the two sections, and their mixed group of students reflected a typical classroom environment, which adds to the study's relevance and potential to apply to similar settings.

The movie used as instructional material in the experimental group was *Every Day* (based on the novel by David Levithan), chosen for its rich literary themes, exploration of identity, and relevance to the objectives of fostering students' comprehension, analysis, and evaluation skills in literature. The selection of this film was based on its alignment with Bloom's Taxonomy and its capacity to engage students meaningfully with literary content.

To make sure the study followed ethical guidelines, clear criteria were set for who could join, who would be excluded, and how students could withdraw if needed. Students were included if they were officially enrolled in the Falcon or Sparrow sections, regularly attended classes, and gave informed consent. Students were excluded from the study if they missed more than 20% of classes, did not give their consent, had prior experience with movie-based instruction, or required specialized learning support.

They were also informed that they could leave the study at any time, with no consequences. These steps were taken to make sure all participants felt safe, respected, and entirely in control of their involvement. Following these ethical guidelines reflects best practices in education research and helps protect the well-being of everyone involved (Teddlie and Tashakkori, 2009) [24]. Such ethical measures align with best practices in education research to safeguard participant well-being [24].

The study was conducted at a national high school, a public secondary school that serves a diverse student population, including those from rural and semi-urban areas. The school was selected due to its accessibility to the researchers and the relevance of its student demographic to the study. As is common

in many Philippine secondary schools, literature instruction at a national high school heavily relies on traditional teaching methods, which often fail to engage students effectively. This made the school an ideal setting for exploring the potential of movie-based instruction to address these instructional challenges and enhance learning outcomes in literature classes (Magulod Jr., 2018) [17]; (Barzani, 2020) [3]. Even so, since the study only involved two Grade 10 sections from one public school, the results might not fully apply to other schools, grade levels, or student groups. Also, since the students were already grouped into the Falcon and Sparrow sections before the study began, there could be existing differences between the two classes that the researcher could not control.

Materials and Instruments

To gather data for the study, the researcher created a questionnaire aimed at finding out how well students understood the literature. It included 45 multiple-choice questions that were carefully written to reflect different levels of thinking, from basic understanding to more advanced analysis, based on Bloom's Taxonomy [4]. The questions were evenly divided among three cognitive levels: 15 focused on understanding and remembering, 15 on applying and analyzing, and 15 on evaluating and creating.

To make sure the questionnaire was valid and appropriate, a panel of five subject experts reviewed it. They checked whether the items matched the cognitive levels of Bloom's Taxonomy, used explicit language, reflected the goals of the study, and were suitable for Grade 10 students. Based on their feedback, the instrument was found to have strong content validity and was considered effective in measuring the intended learning outcomes.

To make sure the questionnaire was reliable, it was pilot-tested with a similar group of students who were not part of the main study. The results showed strong internal consistency, with a Cronbach's alpha score above 0.80—well above the typical standard for educational research—showing that the tool was a solid fit for measuring students' comprehension and thinking skills (George and Mallery, 2010) [12]. This level of reliability indicates that the test items were well-aligned and consistently measured the intended learning outcomes.

For data analysis, the mean raw scores for each cognitive level were computed and divided by the total number of items per level (15) to derive the corresponding percentage scores. To get the overall mean percentage score, the average scores from the three cognitive domains were added together and then divided by 45, which was the highest possible score. The results were interpreted based on the national proficiency levels set by DepEd Order No. 31, series of 2012 [7]. These standards define student performance within a five-level scale ranging from Beginning to Advanced, offering a consistent benchmark for interpreting academic achievement in line with the K–12 curricula.

DepEd K–12 Proficiency Scale (DepEd Order No. 31, s. 2012)

Levels of Proficiency	Equivalent Numerical Value	Level of proficiency	Description
Beginning	74% and below	Beginning	The student struggles with understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
Developing	75-79%	Developing	The student possesses the minimum

			knowledge and skills but needs help throughout the performance of authentic tasks.
Approaching Proficiency	80-84%	Approaching Proficiency	The student has developed fundamental knowledge and skills; with little guidance from the teacher or some assistance from peers, can transfer these understandings through tasks.
Proficient	85-89%	Proficient	The student has developed the fundamental knowledge and skills and can transfer them independently through authentic performance tasks.
Advanced	90% and above	Advanced	The student exceeds the core requirements in knowledge, skills, and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

The scale helped make sense of the students' scores by breaking them down into simple, clear levels. For instance, a score of 74% or below meant the student was in the Beginning stage—still getting the hang of the basics and building their understanding. On the other hand, students who scored 90% or higher were placed in the Advanced category, which meant they could apply what they learned confidently and independently in real situations. By using this national standard for both the pre-test and post-test, the study made sure student results were assessed consistently and matched the education benchmarks set in the Philippines.

Design and Procedure

This study followed a quasi-experimental design, specifically the Pretest-Posttest Non-Equivalent Control Group Design [6]. This method was chosen because it works well in real school settings, especially when it is not possible to assign students to groups randomly. It provided the researcher with a means to compare the performance of two groups—one that received the movie-based instruction and another that continued with the usual, traditional approach—to see how the new method affected students' learning in literature.

The process started with both groups taking a pre-test to measure their initial level of understanding. After that, the experimental group was taught literature using selected films, while the control group was taught using more traditional classroom methods. At the end of the teaching period, both groups took a post-test to see what had changed and how much they had learned.

To analyze the results, the researcher used several statistical tools. Measures of central tendency helped summarize the students' scores, and the weighted mean was used to see the overall performance of each group. A paired-sample t-test was run to check for any significant improvement within each group by comparing their pre- and post-test scores. Then, an independent-sample t-test was used to compare the post-test results between the two groups. These tools were chosen because they are helpful in showing whether the teaching method made a real difference.

The data collection started with a written request to the school principal to get approval for the study. Once permission was granted, consent forms were sent out and collected from both the students and their parents or guardians. After that, both groups took a pre-test to get a baseline of their comprehension levels before any instruction began.

For the next week, the experimental group was taught literature using selected films, while the control group stuck to their regular lessons. When the lessons were done, a post-test was given to both groups to see what kind of progress they had made. The whole process—pre-tests, teaching, and post-tests—was completed in two weeks. Along the way, there were a few challenges, like some students missing class and others feeling unsure at first. These were handled by staying in close contact with the classroom teachers and regularly checking in with the students to keep things on track.

The study carefully followed ethical standards every step of the way. Students and their parents gave informed consent, and everyone knew they could choose to stop participating at any time without any negative consequences. All student information was kept private by removing names and keeping records secure. Most importantly, the study posed no risk to the students, physically, emotionally, or socially. Approval to conduct the research was obtained from the principal of a national high school, and a compliance certification from the University of Mindanao Ethics Review Committee (Certification No. UMERC-2024-396) was obtained prior to implementation. Honesty in reporting findings was observed, plagiarism was avoided through careful documentation, and authorship credit was reasonably assigned based on meaningful contributions to the study.

Results and Discussion

This chapter outlines the findings of the study and provides a discussion of the results, organized around the main research objectives. Each objective is addressed using descriptive and inferential analyses, with interpretations based on the DepEd Order No. 31, s. 2012 proficiency scale [1]. The statistical results are presented through tables and narratives to ensure clarity and coherence in interpreting the outcomes. Key patterns, differences, and improvements between the pre-test and post-test scores are highlighted to illustrate the impact of the intervention.

Table 1. Pre-Test Learning Outcomes of the Experimental Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Proficiency Level
Understanding and Remembering	4.57	30.47%	1.65	Beginning
Applying and Analyzing	5.50	36.67%	2.84	Beginning
Evaluating and Creating	4.63	30.87%	1.69	Beginning

Table 2. Post-Test Learning Outcomes of the Experimental Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Proficiency Level
Understanding and Remembering	7.57	50.47%	1.98	Beginning
Applying and Analyzing	8.50	56.67%	3.26	Beginning
Evaluating and Creating	8.40	56.00%	4.16	Beginning

Presented in Tables 1 and 2 are the pre-test and post-test mean raw scores for the experimental group, converted into percentages and interpreted based on the proficiency scale outlined in DepEd Order No. 31, s. 2012. The pre-test percentages (Table 1) indicate that students began at the Beginning proficiency level across all cognitive domains: 30.47% for Understanding and Remembering, 36.67% for Applying and Analyzing, and 30.87% for Evaluating and Creating. Following the intervention using movie-based instruction, the post-test percentages (Table 2) increased significantly to 50.47%, 56.67%, and 56.00%, respectively. While these results reflect considerable gains in each domain, they remain within the Beginning proficiency level, which DepEd defines as students who continue to struggle with understanding and lack adequately developed prerequisite knowledge and skills [1].

This notable improvement in scores across all three domains suggests that the intervention had a positive effect on students' learning outcomes. Despite remaining within the same proficiency, the percentage increases demonstrate growth in comprehension and critical thinking, indicating that students were able to absorb and process information more effectively through the use of films in literature instruction. These results show that using movies in teaching helps students stay focused and better understand the material, especially when the films connect well with what they are learning in class [2, 3].

The results also presented a wide range of post-test scores, especially in the higher-level thinking areas like Applying and Analyzing (SD = 3.26) and Evaluating and Creating (SD = 4.16). This shows that while some students improved a lot, others made only slight progress. It is a reminder that students do not all respond to the same approach in the same way. That is why it is so important to use a mix of teaching strategies that can support different learning needs [4].

The results of the study support the key theories behind it. Bandura's Social Cognitive Theory highlights how students learn by watching others—something the films helped with by showing rich, relatable scenarios (Bandura, 1986) [5]. Krashen's Input Hypothesis also comes into play, as the movie content provided just the right level of challenge—slightly above what students were already comfortable with—helping push their thinking forward (Krashen, 1982) [6]. Paivio's Dual Coding Theory suggests that when students process both images and spoken words together, it boosts their ability to understand and retain information (Paivio, 1986) [7]. Altogether, these theories help make sense of why the movie-based approach worked well. That said, the results also show that while the method helped students grow, more focused strategies are still needed to help them move beyond the Beginning level and reach higher proficiency. In particular, supplementary activities that directly target vocabulary development and critical thinking skills may enhance the benefits of film-based instruction. Future implementations should also consider differentiated support based on individual learner needs to ensure that all students continue progressing across the proficiency scale.

Table 2. Pre-Test Learning Outcomes of the Control Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Proficiency Level
Understanding and Remembering	4.57	30.47%	1.79	Beginning
Applying and Analyzing	5.77	38.47%	2.65	Beginning
Evaluating and Creating	4.37	29.13%	2.37	Beginning

Table 4. Post-Test Learning Outcomes of the Control Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Proficiency Level
Understanding and Remembering	4.83	32.20%	1.58	Beginning
Applying and Analyzing	5.60	37.33%	2.82	Beginning
Evaluating and Creating	4.63	30.87%	1.63	Beginning

Displayed in Tables 3 and 4 are the pre-test and post-test learning outcomes of the control group. The mean raw scores were converted into percentages and interpreted using the DepEd proficiency scale (DepEd Order No. 31, s. 2012) [1]. Results across all three cognitive domains remained within the Beginning proficiency level in both assessments, indicating minimal improvement. This suggests that students continued to experience difficulty with comprehension and lacked the foundational knowledge and skills necessary for deeper learning.

In Understanding and Remembering, the percentage increased slightly from 30.47% to 32.20% (an increase of 1.73 points). Scores in Applying and Analyzing dropped slightly from 38.47% to 37.33%, while Evaluating and Creating showed a slight increase from 29.13% to 30.87%. These minimal changes suggest that traditional teaching methods had little impact, especially when it comes to developing higher-order thinking skills [8].

The consistent standard deviations across both tests—such as 2.65 (pre-test) to 2.82 (post-test) in Applying and Analyzing, and 2.37 to 1.63 in Evaluating and Creating—indicate a stable but stagnant performance pattern. These results show that most students stayed at about the same level of understanding, with little tangible progress. This highlights the limits of teacher-centered methods that focus too much on memorization and passive learning [9].

Overall, the findings emphasize the need for more engaging and multimodal teaching strategies to promote academic development. Without interventions that challenge students through visual, interactive, and cognitively rich experiences, traditional methods alone appear insufficient in elevating students beyond the Beginning level [10]. These results support Krashen's Input Hypothesis, which says that students learn best when they are exposed to material that's just a bit above their current level—something traditional teaching does not always offer (Krashen, 1982) [6]. Bandura's Social Cognitive Theory also reminds us that students learn a lot by observing others, which is often missing in textbook-heavy classrooms (Bandura, 1986) [5]. Taken together, these theories point to the need for more creative and student-centered teaching methods.

Table 3. Test of Significant Difference in Learning Outcomes of the Experimental Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Post-Test Mean (Raw)	Post-Test % Score	SD	t-value	p-value
Understanding and Remembering	4.57	30.47%	1.65	7.57	50.47%	1.98	6.289	0.000
Applying and Analyzing	5.50	36.67%	2.84	8.50	56.67%	3.26	-3.649	0.001
Evaluating and	4.63	30.87%	1.69	8.40	56.00%	4.16	4.281	0.000

Creating								

Illustrated in Table 5 are the significant differences between the experimental group's pre-test and post-test scores, with raw means converted into percentages and post-test results interpreted using the DepEd proficiency scale. While the post-test percentages remain within the Beginning proficiency level, students demonstrated substantial gains across all cognitive domains. Specifically, understanding and remembering increased from 30.47% to 50.47%, applying and analyzing improved from 36.67% to 56.67%, and evaluating and creating showed the most significant gain from 30.87% to 56.00%. Each increase was statistically significant, with t-values of -6.289, -3.649, and -4.281, respectively, and p-values all less than 0.001, indicating the effectiveness of the intervention.

These results highlight the positive impact of movie-based instruction in improving students' learning outcomes [2, 3, 11]. Although the overall proficiency level still fell under the "Beginning" category, the noticeable gains in scores suggest real academic progress and a step toward higher performance. The biggest leap was seen in the Evaluating and Creating domain, which points to the intervention's strength in helping students think critically and creatively—skills that are often harder to develop through traditional methods. Gains in the Understanding and Remembering as well as the Applying and Analyzing domains also show improved comprehension and problem-solving abilities.

However, the wide range in scores for Applying and Analyzing (SD = 3.26) and Evaluating and Creating (SD = 4.16) indicates that not all students benefited in the same way. This suggests a need for more flexible teaching approaches to better support students with different learning needs. These results also reflect the study's theoretical foundation: Bandura's concept of learning through observation, Krashen's idea of growth through meaningful input, and Paivio's theory that mixing visuals with language strengthens understanding. Overall, the use of films in class shows real promise—but continued support and thoughtful instruction are still key to helping all students succeed. As classrooms become more diverse, the ability to adapt strategies to fit varied learning styles will be essential for meaningful progress [12]..

Table 4. Test of Significant Difference in Learning Outcomes of the Control Group

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Post-Test Mean (Raw)	Post-Test % Score	SD	t-value	p-value
Understanding and Remembering	4.57	30.47%	1.79	4.83	32.20 %	1.58	-0.670	0.508
Applying and Analyzing	5.77	38.47%	2.65	5.60	37.33 %	2.82	0.282	0.780
Evaluating and Creating	4.37	29.13%	2.37	4.63	30.87 %	1.63	0.526	0.603

Displayed in Table 6 are the control group's pre-test and post-test mean raw scores converted into percentages, with post-test proficiency levels interpreted according to DepEd Order No. 31, s. 2012. All domains remained within the Beginning proficiency level, indicating limited understanding and insufficient foundational skills. The results show that Understanding and Remembering increased

slightly by 1.73 percentage points, from 30.47% to 32.20%, with a t-value of -0.670 and a p-value of 0.508. Applying and Analyzing decreased marginally by 1.14 points, from 38.47% to 37.33%, with a t-value of 0.282 and a p-value of 0.780. Evaluating and Creating rose by 1.74 points, from 29.13% to 30.87%, with a t-value of -0.526 and a p-value of 0.603. Because all the p-values were greater than 0.05, the results showed no statistically significant changes. This means that the traditional teaching approach did not lead to noticeable improvements in any of the cognitive skill areas.

The small changes between the pre-test and post-test scores show that traditional teaching methods did not do much to boost learning. Across all three skill areas, students stayed at the Beginning level, which suggests they were still having a hard time building the basic skills needed to really understand the material and think more critically about it. The low standard deviations also point to consistently weak performance across the control group, indicating that, while the scores were steady, there was little progress either individually or as a group. This lack of progress highlights the downside of relying too much on rote memorization and textbook-based teaching [9, 10]. While these methods help cover the material, they often fall short when it comes to building important skills like analyzing, evaluating, and thinking creatively.

These findings connect with well-known educational ideas, such as Bandura's view that people learn by watching others (Bandura, 1986) [5]. In classrooms that rely only on lectures and textbooks, this kind of learning opportunity is often missing. Krashen's Input Hypothesis also stresses that learners need exposure to slightly challenging, engaging content to grow (Krashen, 1982) [6]—another element often lacking in traditional setups. In contrast, the strong performance of the experimental group shows how strategies like movie-based instruction can create more engaging and effective learning environments [2, 3, 11]. These methods not only spark student interest but also build both basic comprehension and higher-order thinking skills that are crucial in today's academic setting.

Table 5. Test of Significant Difference in Pre-Test Learning Outcomes

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Post-Test Mean (Raw)	Post-Test % Score	SD
Understanding and Remembering	4.57	30.47%	1.65	4.57	30.47%	1.79
Applying and Analyzing	5.50	36.67%	2.84	5.77	38.47%	2.65
Evaluating and Creating	4.63	30.87%	1.69	4.37	29.13%	2.37

Table 6 Test Statistics on Pre-Test Learning Outcomes

Learning Outcomes	t-value	p-value	95% CI	Cohen's d
Understanding and Remembering	0.000	1.000	[-0.89, 0.89]	0.000
Applying and Analyzing	-0.376	0.708	[-1.68, 1.15]	0.098
Evaluating and Creating	0.502	30.87	[-0.79, 1.33]	0.120

Presented in Table 7 are the pre-test learning outcomes of the experimental and control groups across all three cognitive domains. The mean raw scores and percentage scores are nearly identical between the

groups, with both consistently performing within the Beginning proficiency level as defined by DepEd Order No. 31, s. 2012 [1].

Exhibited in Table 8 are the results of the statistical tests conducted to compare the two groups. All t-tests yielded non-significant results ($p > .05$), indicating no statistically meaningful differences between the experimental and control groups at the pre-test stage. The effect sizes (Cohen's d) were close to zero, and the 95% confidence intervals for all domains crossed zero, further confirming the absence of significant initial differences.

Since there were no significant differences in the pre-test scores, it shows that both the experimental and control groups started at about the same level across all three thinking skills—basic understanding, analysis, and creative evaluation. This is important because it means that any improvements seen after the lessons were likely due to the use of movie-based instruction, not because one group had an edge from the beginning. It helps support the idea that the teaching method made a difference in how students learned [4, 9].

Table 7. Test of Significant Difference in Post-Test Learning Outcomes

Learning Outcomes	Pre-Test Mean (Raw)	Pre-Test % Score	SD	Post-Test Mean (Raw)	Post-Test % Score	SD
Understanding and Remembering	7.57	50.47%	1.98	4.83	32.20%	1.58
Applying and Analyzing	8.50	56.67%	3.26	5.60	37.33%	2.82
Evaluating and Creating	8.40	56.00%	4.16	4.63	30.87%	1.63

Table 8. Test Statistics on Post-Test Learning Outcomes

Learning Outcomes	t-value	p-value	95% CI	Cohen's d	Proficiency Level (Experimental
Understanding and Remembering	5.919	0.000	[1.80, 3.66]	1.529	Beginning
Applying and Analyzing	3.685	0.001	[1.32, 4.48]	0.951	Beginning
Evaluating and Creating	4.621	0.000	[2.13, 5.40]	1.119	Beginning

Exhibited in Table 9 are the post-test learning outcomes of the experimental and control groups across three cognitive domains. The results show that the experimental group consistently outperformed the control group in both raw scores and percentage scores, with all differences favoring the experimental group.

Table 10 presents the post-test results, which clearly show that the students who were taught using movies performed significantly better than those who received traditional instruction. All comparisons showed statistically significant differences ($p < .05$), with large effect sizes (Cohen's $d > 0.9$). This points to the strong and meaningful impact that film-based teaching had on student learning [2, 3].

In the area of Understanding and Remembering, students in the experimental group scored an average of 50.47%, much higher than the control group's 32.20% ($t = 5.919$, $p < .001$, $d = 1.529$), showing that the film-based lessons helped students grasp and recall information more effectively. In Applying and Analyzing, the experimental group scored 56.67% versus 37.33% ($t = 3.685$, $p = .001$, $d = 0.951$). The most significant difference was in Evaluating and Creating, where the experimental group scored 56.00% compared to 30.87% ($t = 4.621$, $p < .001$, $d = 1.119$). Despite all post-test percentages remaining within the *Beginning* proficiency level, the gains were statistically and educationally significant.

These findings strongly support the idea that using movies in the classroom can be more effective than old teaching methods when it comes to helping students understand, analyze, and evaluate what they read [11, 13]. The noticeable improvements in all areas suggest that the visual storytelling and engaging content of films made lessons more meaningful and helped students learn in a deeper, more connected way.

These results connect well with the theories that shaped this study. Bandura's Social Cognitive Theory comes into play as students learned by watching and relating to the characters and stories in the films (Bandura, 1986) [5]. Krashen's Input Hypothesis is also supported, since the films provided language input just a bit beyond what students already knew (Krashen, 1982) [6], pushing their learning forward in a natural way. Paivio's Dual Coding Theory helps explain why combining visuals with spoken language makes it easier for students to remember and apply what they learned (Paivio, 1986) [7]. Altogether, the findings highlight how using varied, student-centered strategies like films can deepen understanding and support real academic growth [12].

Conclusion

The results of the study showed that both the experimental and control groups began at roughly the same level, with their pre-test scores reflecting basic understanding across all three cognitive domains. After the intervention, students in the experimental group showed clear improvement in areas such as understanding and remembering, applying and analyzing, and evaluating and creating.

The control group, which stuck with traditional teaching methods, showed only slight improvement. In the experimental group, results varied—some students made noticeable progress, while others showed more modest gains. This shows that students do not all learn the same way, and it highlights the need for more adaptable and personalized teaching strategies to help every learner succeed.

The statistical analysis supported these observations. Students in the experimental group improved significantly from their pre-test scores, and the difference between them and the control group became even more noticeable after the intervention. These findings suggest that using films in literature classes does not just make learning more engaging—it also helps students better understand what they are reading, think more critically, and express ideas more creatively. Although most students are still building foundational skills, the gains observed in this study highlight the potential of film-based strategies to support deeper learning, especially with more time and continued use.

These results also support the study's theoretical framework. Bandura's Social Cognitive Theory was evident in how students learned by observing characters and scenarios in the films. Krashen's Input

Hypothesis was supported through the use of film content that provided language input just above the students' current level, helping stretch their language abilities. Paivio's Dual Coding Theory also played a role, as the combination of images and spoken language helped boost understanding and memory. Together, these theories show how movie-based instruction offers a rich, multimodal way to support student learning.

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