**Literature review**

**2.1 Use of film and Tv series in EFL learning:**

In the world, the cultural heritage of a nation is the language. During the last
decade, learning languages has become more important. Learning a new language not
only develops individual intelligence, but also it gives learners, permission to enter
and gets learners near to another culture and prepares them with the essential skills to
succeed and change their behavior in a rapidly changing world (Chan & Herrero,
2010). There is a general agreement among foreign/second language instructors that other than textbooks, audiovisual technologies can be utilized in second language learning. The integration of different audio-visual technologies, such as films, as
sources of authentic language input into language learning, have been the focus of many studies. Movies are a part of visual literacy and “movies are an enjoyable source ofentertainment and language acquisition” (Ismaili, 2012, p. 122).
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Using movies in the ESL classrooms or as an outside school activity can
support motivation of the learners, because of their playful component, and they can
be used as task activities to give an ideal environment for learning, as well as
encouraging participation and interaction among students (Chan & Herrero, 2010).
“The use of movies in the language classroom can encourage a creative approachthat can have applications across the curriculum” (Chan & Herrero, 2010, p. 6).

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Using subtitled movies in the language classroom make students interact with
the movies. When ESL learners watching a subtitled movie, except watching and
listening to the audiovisual materials, they are also understand and interact with the
movie, and they make a translation, between the source language and target language.
This interaction seems to be in its pick in case of watching movies in reversed
subtitled mode. While watching reversed subtitled movies, learners try less to
understand aural input due to their familiarity with the audio language (Gorjian,
2014)

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Scholars have revealed that movie fragments are useful to
enhance memory and improve recovery of information in reading skill and listening
skill (Pezdek, Lehrer, & Simon, 1984). Using the same pattern, movies help the
development of the writing skill of the learner and give interesting and motivating
clues to accompany audio or written inputs, in that way they help understanding and
producing of second language input/output (Ismaili, 2012).

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Chapple and Curtis (2000)
conducted a study on the employment of different films as authentic and relevant teaching materials in content-based
teaching strategies in EFL classrooms in Southeast Asia. The research focused on how intrinsically stimulating materials
such as films together with content-based teaching can help to enhance English language learning. As reported by Chapple
and Curtis (2000), films have numerous cross-cultural values, offer remarkable foundation for the development of critical
thinking skill, supply a rich means of content for language learners, and provide linguistic diversities. All these features of
films combined with the motivating characteristic facilitate language learners‟ oral communication skills (Chapple & Curtis,
2000). Identical studies were also carried by Heffernan (2005) and Gebhardt (2004) emphasising on the enhancement of
motivation and language learning by means of films in English language classrooms

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2.2 Use of songs in EFL learning:-

Many researchers also mention that it would be very useful to learn English by using songs in their English class (Burhayani, 2013). And if a number of songs are available in the class, the students will be able to pick their favorite songs and they will be more inspired to learn the English language. Songs encourage students to improve their vocabulary, English learning abilities and the habit of learning the English language with more excitement (Alefeshat, 2019). Several studies have generally recognized the positive influence of music and songs on EFL learning. Some research (Schön et al., 2008; Mashayekh and Hashemi, 2011) found that the learning of language is facilitated by music and song. They facilitate the acquisition of language because their motivational characteristics promote a more comfortable learning atmosphere (Coyle and Gracia, 2014) and enable vocabulary and language learning (Chou, 2014; Coyle and Gracia, 2014; Davis and Fan, 2016).

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Song and Language relationship:-

How can music be used to promote learning in a second language acquisition environment? Whether it’s Queen’s Bohemian Rhapsody or Rammstein’s Du Hast, most people have had songs stuck in their heads. Sometimes they forget the words, even in their native languages. If those songs were poems once read aloud in an English class somewhere, would they remember them so well? Since people listen to music/songs so often, they tend to recall the words and topics of the songs. Whether or not we completely understand it, we experience it.

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The article by Abbot (2011) serves as a guide to educators of ESL in deciding which songs to choose to help teach word order and vocabulary in English and why they should choose which songs for their students. This shows more educators are implementing this idea into their curricula and are starting to examine important aspects. One aspect discussed is the level of difficulty regarding the texts presented by songs. Marilyn Abbot states, “Some factors to consider when selecting a song are tempo, clarity of vocalization and enunciation, stress, amount of repetition, language level, word order, vocabulary, and the extent of metaphorical usage. All these factors determine whether the song will provide meaningful, understandable input for learners” (Abbot 2011)

https://digital.library.txstate.edu/bitstream/handle/10877/6081/ChandlerChristina.pdf?sequence=1&isAllowed=y

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 2. Cognitive Science

The possibility of an influence of music on cognition is a relatively new notion in psychology and neuroscience. Researchers have explored this link and discovered that musical expertise (e.g., studies with musicians versus non-musicians) or musical training (e.g., studies with non-musicians who learn music) can improve behavioural performance and modify brain substrates, not only in the musical domain but also in other domains. This new understanding of the relationship between music and cognition is helping scientists understand the effects of environmental influences on human cognition more broadly. By studying the effect of music on human cognition, scientists have begun to learn about the power of music. The general public has also become interested: ‘Music makes you smarter’ or ‘Music helps you to learn other languages’—these are examples of common thoughts pertaining to questions about the influence of music.

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 3. Second Language Acquisition

This article is from Lake (2003), who has used music to teach English pronunciation to young students for 10 years. He claims that students often come to class feeling alienated and uncomfortable in foreign language classes. He also describes the positive effects of a comfortable, safe environment for new immigrants to adapt that can be created by music. He “found that students are more willing to negotiate meaning within the circular structure of a song than in simply reading a passage” (Lake 2003). One interesting claim he makes is that “the music carries you along into the text whether you are ready or not.” I find this to be quite an important aspect of music versus reading in the classroom. 12 Students may trip over words without aural input, but with music, they can hear the words and pronunciation, and after hearing it, they can better decipher how it is written. This goes back to the idea of having both aural and visual aids in learning language