

HOW DO NOVELS AND MOVIES IMPROVE NARRATIVE INTELLIGENCE AND GENERAL ENGLISH PROFICIENCY LEVEL OF ADVANCED EFL LEARNERS

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ABSTRACT

The present study attempted to illuminate the possible effects of employing English movies and novels in English classes for improving Narrative Intelligence (NI) and general English proficiency (GEP) of Iranian advance EFL learners. For this to achieve, three groups of 20 advanced EFL learners (consisting of 33 males and 27 females) constructed one control and two experimental groups to be focused. The two experimental groups were taught English employing English novels and English movies while the participants of the control group were recruited mainly by the course book. After gaining certitude that all the participants had been on the similar levels of GEP and NI with the aid of two pre-tests, the study's treatment has been accomplished and followed by the administration of post-tests. The obtained results revealed that both the novels and movies had been successful at improving the NI and GEP level of participants. It was also found that the movies had been more successful than novels at improving both NI and GEP; in better words, movie group had the best performance on both the NI and GEP post-tests than the other two groups. Furthermore, a relatively strong relationship (0.57) was detected between narrative intelligence and general English performance of experimental participants.

Keywords: *Narrative Intelligence, General English Proficiency, English Novels and Movies, Advanced EFL Learners*

INTRODUCTION

Gardner (1993) in his multiple intelligence (MI) theory proposed that human intelligence has multiple dimensions that must be acknowledged and developed in education. He noted that traditional IQ or intelligence tests measure only logic and language, but there are other equally important types of intelligence (Richrads and Rodgers, 2001). According to Gardner (ibid.), intelligence is a bio-psychological potential. Intelligences cannot be seen or counted. They are used to process information and can be activated in a cultural setting to solve problems or create products that are of value in a culture. These potentials' activation depends upon the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, schoolmasters.

Narrative intelligence is the use of narrative to make sense of the world and to communicate with other people. The generation of stories involving social and cultural situations (eating at a restaurant, going on a date, etc.) requires an extensive amount of experiential knowledge. Storytelling, in oral, visual, or written forms, plays a central role in various types of entertainment media, including novels, movies, television, and theatre. Story books and movies play important roles in students' success in a second or a foreign language development (e.g., Baltova, 1994; Brett, 1995). Following this, considerable importance has been attached to the concepts of story book and movie usage as helpful tools for increasing efficiency and learning rates in the field of foreign language teaching. It is becoming increasingly evident to EFL teachers and researchers that there is no one guaranteed teaching method and that a variety of technical and methodological resources are needed in the classroom.

As Randall (1999) pointed out narrative is perhaps the oldest and most widely used form for organizing information and human experience, thus, it is not surprising that there is a significant body of research concerning narrative and its importance to comprehension and understanding. This research investigated

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to clearly distinguish the possible effects employing reading English novels and watching English movies as instructional means on the improvement of Narrative Intelligence (NI) and general English proficiency (GEP) of Iranian advanced EFL learners. The results of the present study are expected to shed light on the effects of the two facilitating means of learning a foreign language and clarify which plays a more dominant role in improving various language skills of advanced Iranian English students and yields better language-learning results. In better words, this inquiry attempted to answer the following research questions:

- Does watching English movies improve Iranian EFL learners' GEP and NI scores?
- Does reading English novels improve Iranian EFL learners' GEP and NI scores?
- Do watching English movies and reading English novels improve Iranian EFL learners' GEP and NI similarly?
- Is there any significant relationship between learners' NI and their GEP levels?

Literature Review

Narrative Intelligence

Narrative, and in particular storytelling, is an important part of the human experience. Storytelling plays a central role in many forms of entertainment media, including novels, movies, television, and theatre. Narrative is also used in education and training contexts to motivate and to illustrate. One of the reasons for the prevalence of storytelling in human culture may be due to the way in which narrative is a cognitive tool for situated understanding (e.g., Bruner, 1990; McKoon and Ratcliff, 1992; Gerrig, 1994). A narrative is the recounting of a sequence of events that have a continuant subject and constitute a whole (Prince, 1987). Narrative is a term that has been pressed into the service of a multitude of ideas and theories. It is viewed as a story_ a mode of knowing and constructing meaning or as a method of inquiry. As Denning (2009) mentioned the ability to think narratively about the world is central to its leadership. But what exactly does it mean to think narratively about the world? It means the capacity to understand the world in narrative terms, to be familiar with the different components and dimensions of narratives, to know what different patterns of stories exist and which narrative patterns are most likely to have what effect in which situation. It also means knowing how to overcome the fundamental attribution error and understand the audience's story. It implies the ability to anticipate the dynamic factors that determine how the audience will react to a new story and whether a new story is likely to be generated in the mind of any particular audience by any particular communication tool.

In the realm of developmental psychology, it is assumed that human beings make sense of the world around them through narratives (Bruner, 1987; Randall, 1999). Narrative intelligence, as an active ability, is the capacity to produce a story, whether a factual story such as history or the news or a fictional one such as a novel (Steele, 1986). As a passive ability, Narrative Intelligence is the capability of following a story (Kerby, 1991). Randall (1999) held that narrative intelligence, in association with biographical aging, is both to produce and understand (follow) the story of our own life.

Randall (1995) highlighted the importance of a dynamic approach to characterization, which means continual reformulation of our perception of how others are like in light of new pieces of evidence as the narrative unfolds. Stories that concentrate on conflict are usually featured by giving responsibility for events and polarizing characters as protagonists and antagonists. According to Randall (1999) "it is to convey to others what is going on, has gone, or may go on, sensitive to what they understand in terms of logical connections between events, causes, consequences, etc". Bruner (1987) believed that "narration" requires imparting the element of interest to the task of storytelling by paying attention to such factors as grammar, vocabulary, rhetoric, and intonation and making them appropriate to the linguistic context of the narrative.

A good narrative is the one that summarizes the central action while capturing its core dynamic of development and denouement, matches the tastes of the audience, and incorporates neither too much detail nor too little (Randall, 1999).

Narrative psychology suggests that people understand the behavior of living agents by structuring visible activity into narrative (Bruner, 1990). That is, people understand and interpret intentional behavior by

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organizing it into a kind of story. If this is the case, then our agents may appear more intentional if we build them so that their behavior provides the cues to be understood as narrative.

In recent years, a number of theorists have argued that standard intelligence tests measure only a portion of the human abilities that could be considered aspects of intelligence. Other scholars believe that such tests accurately measure intelligence and that the lack of agreement on a definition of intelligence does not invalidate its measurement. In their view, intelligence is much like many scientific concepts that are accurately measured well before scientists understand what the measurement actually means. Gravity, temperature, and radiation are all examples of concepts that were measured before they were understood. The Multiple Intelligences Theory (MIT), proposed by Gardner (1983), claimed that there are at least eight different human intelligences. This new view of intelligence with emphasis on learner variable has been used in language learning and teaching settings. The theory stressed that if individual differences are taken into account and classroom activities are diversified, language learners can better improve their language skills. Gardner (1983) suggested the existence of eight relatively autonomous, but interdependent, intelligences rather than just a single construct of intelligence. He redefined the concept of intelligence as —the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community. In Gardner's (1983) divided human intelligence into *linguistic*, *logical-mathematical*, *spatial*, *musical*, *bodily-kinesthetic*, *narrative*, *intrapersonal* and *naturalistic* intelligences; Later, he added *Existential* intelligence to his theory (Gardner, 1999). Gardner (1993) believed that it is important to identify each individual as a "collection of aptitudes" (p.27) rather than being identified by a single IQ measure.

Narrative Intelligence and Language Learning

Past researches suggested that English language proficiency and levels of scientific reasoning skills could affect NI (e.g., Brooks, 1968). From birth, the child's life, opinions, and language are shaped by what it comes in contact with. Brooks (1968) argued that physically and mentally everyone is the same, while the person's or group's language ability and proficiency level vary widely from place to place and this leads to major differences in narrative skills among various individuals. Learning styles and proficiency are important factors in learning English in general which also indirectly affect NI. In addition NI is one of the main sources of learning and precedes the development of the other language skills (Byrnes, 1984; Dunkel, 1986; Feyten, 1991).

The dominant learning style preferences of learners revealed that the majority of them considered themselves as communicative learners. They tended to learn English as a foreign language by listening to English speakers, particularly native speakers of English, probably because they feel that this would be most useful for their needs in relation to English language learning. English learners have the perception that increasing their proficiency levels through listening to native speakers or watching movies can specifically result in stronger narrative skills. This can help them in improving their pronunciation and accent. A receptive skill such as speaking is appealing to the learners. They desire to use conversations in the classrooms and communicate in English. It can also be shown that learning style preferences can be indicators for English proficiency levels since there was a statistically significant relationship between the two variables (Liu, 2008).

MATERIALS AND METHODS

Method

Participants

Participants of this study included 60 randomly selected English learners (male and female) from ZOB (ZabansaraOmidBushehr) English language institute whose ages ranged from 16 to 35 and spoke Persian as their mother tongue. It should be noted that learners participating in this inquiry had different fields of study; nevertheless the majority of them were university students majoring engineering, accounting, medical science, etc. Only 11 out of the 60 participants were students of English literature at university. The participants who had been at the same level of proficiency, were divided into three groups (i.e., two experimental and one control groups) and took the course in separate classes during the same semester;

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each group included 20 English learners who passed their way up to this level in ZOB English institute and have been found through meticulous observation and examination to demonstrate close or similar proficiency levels in their language skills.

Materials and Instruments

The three groups of participants took part in three separate classes which shared some similarities including the main course book and reference material adopted and incorporated in them. The course book used in this research was the *Passages* series authored by Richards and Sandy and published by Cambridge University Press (2008).

The *Passages* was used with the primary objective of expanding the learners’ English knowledge and language capabilities in all four language skills (listening, speaking, reading, and writing) with its main focus on the speaking and listening skills.

The *Passages* also emphasizes the use of rich vocabulary and prevalent English idioms, it also intends at teaching grammar through sample sentences and contextual examples, it also includes a compact disc containing the audio tracks.

Two set of tests were adopted and used, namely: the Narrative Intelligence Test and the General English Proficiency Test. The first test was taken from an online source and received the confirmation and endorsement as a trustworthy test to be used in a research by those experienced in the field of Narrative Intelligence.

The survey consisted of 20 questions each offering 3 choices to be selected by the test takers. The test items were mainly about students' personal lives and other ordinary daily affairs and mundane matters. This test was conducted twice throughout the study; once in the beginning and as the pre-test and once in the end as the post-test.

The second was general English proficiency test which was a short simulation of the IELTS test and founded on that foundation included 4 sections which covered the examinee’s listening, reading, language structure and writing skills. The listening section included 34 questions for which the students were given a 40 minutes time period to complete, the second section which involved language structure and writing included 40 questions that should have been answered in 25 minutes, the reading section included 40 questions which the learners should have been done in a 35 minutes framework, finally, the writing section provided a topic in form of a question about which the students were supposed to write a minimum of 200 words.

The other instruments used in this study were English novels and their movies; in better words, same narrations with different manifestations (i.e., pictorial and linguistic). The narrations were popular and world-known. One of the experimental groups experienced linguistic manifestations (novels) and was called the novel group while the other experimental group underwent the pictorial experimentation of the narrations (movies) and constituted the movie group. Table 1 depicts the employed novels and movies in the study:

Table 1: Novels and movies used in the study

The narration	Novel (Authored by)	(Movie) Directed by	Theme
Pride and prejudice	Jane Austen (1913)	Joe Wright (2005)	Marriage/ Social classes and their differences and prejudices towards each other
Les Misérables	Victor Hugo (1862)	Tom Hooper (2012)	Nature of law/ Politics/ Justice/ Religion/ Family love
Animal farm	George Orwell (1945)	Jeremy Turner (2007)	Politics/ Social justice/ Revolution/ Metamorphosis
Great expectations	Charles Dickens (1861)	Mike Newell (2012)	British society/ Child abuse/ Poverty

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Procedure

The selected learners (33 males and 27 females) were categorized into three groups of learners; 20 learners in the novel group, 20 in the movie group and 20 in the control group of the study. The study was done on three higher-intermediate English classes during 8 weeks at a Language Institute. All the students were present for the pre- and post-treatment tests. All the participants underwent the established curriculum for higher-intermediate English.

In the very beginning, the participants of study were asked to take two pre-tests (i.e, NI and GEP pre-tests). After gaining certitude that all the participants had been at similar levels of GEP and NI, the study's treatment commenced in the way that "novel group" was asked to read four above-mentioned novels all during the academic semester.

The class reading also consumed approximately 40 minutes of the 80-minute class period. Before the start of each new chapter, the teacher gave the participants a short summery in English about the story. They were told to carefully study a specified set of pages in the assigned storybooks at home and prior to attending the class each single session.

The students were told to single out the vocabulary, phrases, expressions, collocations, and sentences which either the found useful to be used in their conversations or academic literature they use, or appeared to be new or they did not figure out anything about. In addition they were asked to prepare an oral summary of what they have understood or narrate any morals they might had extracted out of the text.

After that and in the classroom and besides all the above mentioned, they were posed a number of comprehension questions put forward by the teacher and also did discussions on the topic.

On the other hand, "Movie group" was supposed to work on visual materials, in this case, watching 4 movies during the semester. Their treatment required to watch English movies all during the semester. The viewing consumed approximately 40 minutes of the 80-minute class period. Before viewing each episode, the teacher gave the participants a short summery in English about the movie, in addition, the students were supposed to have at least once watched the movie with an English subtitle. The teacher asked them to watch the pre-assigned set of movies and write down the new sentences, collocations, clauses, and/or anything else they find in anyway useful or vague and incomprehensible. The students had to watch a pre-specified interval of the movie although they could, if they desired to, watch the movie as whole in the first.

The students were advised to use English subtitles while watching the movies. Every session, learners, just like the previous group, learnt new materials from their own course book while they also discussed the movies meanwhile the teacher put forward challenging and controversial questions relevant to the movie or the theme it covered.

Parts of the movies students found inconceivable or vague due the language use were also replayed in the class and were publicly discussed while the teacher would drew the final conclusion into the clarification of the specified part.

The DVDs were the main materials of the course, supported by the designed activities. Instructional activities included story-telling, picture description and open-ended questions for group discussion on topics retrieved from the movies.

The third group of learners was supposed to work only on the main course book during the semester. Their treatment included no additional materials and extra-curricular activities to work on. Putting students into random groups or pairs and setting an outline of topics to be discussed regarding the taught course materials and using them in context, including grammar, vocabulary, reading was a dominant approach in this group.

Giving the students a chance on expressing any ambiguities regarding taught materials and making the necessary clarifications was also done in this class during the academic semester. The following tables depict the class activities of three groups of the study during the semester.

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Table 2: Class activities and time planning of the novel group

Activity	Dedicated time	Details
Working on the Main Course book	50 Min	Course Book activities
Reading selected parts of the novels in class	30 Min	Opening the file in an appropriate media player and playing the selected parts, going back or replaying parts when necessary, taking notes, asking questions and exchanging ideas and thoughts in brief.
Group and pair discussion	10 Min	Putting students into random groups or pairs, providing a set of question to be answered and topics to be discussed, and requiring each group to provide a written summary and an oral elaboration on the overall discussion and drawn conclusions.
General Q & A (Troubleshooting)	10 Min	Providing the necessary time and space for the learners to express and ambiguities and making necessary clarifications, examples, and elaborations on the various questions that might be posed by different learners.

Table 3: Class activities and time planning of the movie group

Activity	Dedicated time	Details
Working on the Main Course Book	50 Min	Course Book activities
Watching selected parts of the Movies	30 Min	Reading the selected parts, taking notes, asking questions and exchanging ideas and thoughts in brief.
Group and pair discussion	10 Min	Putting students into random groups or pairs, providing a set of question to be answered and topics to be discussed, and requiring each group to provide a written summary and an oral elaboration on the overall discussion and drawn conclusions.
General Q & A (Troubleshooting)	10 Min	Providing the necessary time and space for the learners to express and ambiguities and making necessary clarifications, examples, and elaborations on the various questions that might be posed by different learners.

Table 4: Class activities and time planning of the control group

Activity	Dedicated time	Details
Working on the Main Course Book	50 Min	Course Book activities
Group and pair discussion	20 Min	Putting students into random groups or pairs, setting an outline of topics to be discussed regarding the taught course materials and using them in context, including grammar, vocabulary, reading, ...
Lexis and grammar focus	10 Min	Reviewing lexical and grammatical items
General Class talk	20 Min	Providing the necessary time and space for the learners to express any ambiguities and making the necessary clarifications, examples, and elaborations on the various questions that might be posed by different learners regarding the present or previous sessions' material.

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RESULTS AND DISCUSSION

Data Analysis and Discussion

Results

In order to start the study's treatment it had to be proven that the groups yield similar results on the administered pre-tests so that any possible change among the groups on the post-tests could be associated to the study's experimental manipulation. The statistical data provided below reveal that the three groups had no statistically significant differences on NI and GEP level in the beginning of the study and the treatment could safely be started. Tables 5 and 6 present the mean comparison of three groups on the NI and GEP pre-tests.

Table 5: Mean comparison of three groups on GEP pre-test

Group	groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MG	NG	-.5400	.74223	.768	-2.4056	1.3256
	CG	-.3150	.74223	.914	-2.1806	1.5506
NG	MG	.5400	.74223	.768	-1.3256	2.4056
	CG	.2250	.74223	.955	-1.6406	2.0906
CG	MG	.3150	.74223	.914	-1.5506	2.1806
	NG	-.2250	.74223	.955	-2.0906	1.6406

Table 6: Mean comparison of three groups on NI pre-test

Group	Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MG	NG	.0000	.77037	1.000	-1.9363	1.9363
	CG	1.0100	.77037	.429	-.9263	2.9463
NG	MG	.0000	.77037	1.000	-1.9363	1.9363
	CG	1.0100	.77037	.429	-.9263	2.9463
CG	MG	-1.0100	.77037	.429	-2.9463	.9263
	NG	-1.0100	.77037	.429	-2.9463	.9263

The groups under study were given the post-tests after the end of the academic semester in order to assess the efficiency of each treatment and gain an understanding of the effects that movies/novels can have on Iranian EFL learners' NI and GEP. Comparing the groups with the aid of an ANOVA would shed light on the difference of using storybooks or movies in classes and possible improvements they would bring about in Iranian EFL context.

ANOVA was run between the groups on the post-proficiency results and tables below depict the results of the statistical analysis of learners' performance on general English proficiency post-test. As indicated in tables significant statistical differences existed among the three groups which can be a clear indication of the differences the treatment policies for three groups during the academic course. Therefore, according to the obtained result (Sig. < 0.05) the differences are tangible and the treatments have served to leave their positive effects on learners' NI and GEP and be successful. The results revealed that the Movie group (mean =75.79) has served to yield the best results while the novel group (mean= 72.90) was also successful to an acceptable level and the control group has performed the worst (mean = 70) and not nearly as successful as the two treated experimental groups. The experimental groups have clearly outperformed the control group, while the movie group has also meaningfully outperformed the novel group on the NI and GEP post-tests. In better words, movies were found to be more efficient instructional means for NI improvements than the novels.

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Table 7: Mean comparison of three groups on GEP post test

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
MG	NG	-2.0400(*)	.76916	.036	-3.9733	-.1067
	CG	-4.9350(*)	.76916	.000	-6.8683	-3.0017
NG	MG	2.0400(*)	.76916	.036	.1067	3.9733
	CG	-2.8950(*)	.76916	.002	-4.8283	-.9617
CG	MG	4.9350(*)	.76916	.000	3.0017	6.8683
	NG	2.8950(*)	.76916	.002	.9617	4.8283

Table 8: Mean comparison of three groups on NI post test

(I) GROUPS	(J) GROUPS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
MG	NG	-3.7650(*)	1.11353	.005	-6.5638	-.9662
	CG	-6.7250(*)	1.11353	.000	-9.5238	-3.9262
NG	MG	3.7650(*)	1.11353	.005	.9662	6.5638
	CG	-2.9600(*)	1.11353	.036	-5.7588	-.1612
CG	MG	6.7250(*)	1.11353	.000	3.9262	9.5238
	NG	2.9600(*)	1.11353	.036	.1612	5.7588

As the tables show although both movie and story group demonstrated significant improvements in the NI and GEP level of their participants, the degree of this improvement was not similar at all. Movies were found to improve both GEP level and NI ability more than the novels, may be due to their pictorial attractions. It was also shown that a relatively significant relationship (0.57) existed between NI score and GEP level of experimental participants which implied that NI is highly related to GEP and can be its predictor.

Discussion

Very few researches have been done on efficacy of movies and storybooks on Narrative Intelligence, general English proficiency of ESL/EFL learners (e.g., Markham’s 1999). Huang and Eskey (2000), Hsu (1994), and Khaghaninejad and Hosseini (2014) have done researches on subtitled movies and story books separately and studied Narrative Intelligence and its effects on language learning, however, no study has been done to judge the efficacy of either movies or story books on improving language proficiency and Narrative Intelligence or compare the effects and improvements they leave on EFL learners.

Nevertheless the relationship between EFL student’s Narrative Intelligence and their language success has also been a topic of study in the past. One of the researches which was done by Huang and Eskey (2000) intended to investigate this relationship (the relationship between English as a foreign language and learners’ Narrative Intelligence and their learning success). This study was done among 673 EFL learners. The result revealed that there existed a significant association between EFL learners’ learning success and their Narrative Intelligence.

In parallel to Huang and Eskey’s (2000) study, results obtained in another study done by Markham (1999) indicated that the Narrative Intelligence theory proved to be a successful instruction theory for teachers struggling to enhance student’s self-esteem. Dobbs (2002), in his study of the relationship between multiple intelligence-based learning environment and academic achievements, found a positive relationship between Narrative Intelligence and students’ performance level in subjects such as reading, writing, and mathematics.

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Results of the investigation illustrated how movies and story books could be opted as worthy means of language improvement both through improving language proficiency and improving Narrative Intelligence which in turn facilitates language learning. Therefore, it is suggested that movies and/or story books/novels (depending on the nature of the class, gender and number of participants, objectives and time plans) be inseparable parts of the class curriculum, however results extracted from student scores also indicated that movies demonstrated to be able to bring about greater improvement in general language proficiency and Narrative Intelligence than the novels.

Conclusion

To distinguish the effect of reading novels and watching English movies on the GEP and NI of EFL learners, 60 advanced learners were randomly chosen from a pool of intermediate English learners whose ages ranged from 16 to 35. The EFL learners were divided into three groups which performed similarly on the pre-tests of proficiency and NI to ensure the validity of the results to be obtained later in the course of study. Each group included 20 EFL learners and two of which were experimental namely the novel group and the movie group which worked on novels and watched English movies during the semester. The third group however, was the control group which was to adopt only the original course book and its due drills with no supplements. The efficacy of the treatments were put under investigation via the general English proficiency and Narrative Intelligence post-tests conducted after the end of the academic term and the full-administration of the treatments during the semester. The scores obtained from the post tests were a clear indication of the higher efficiency of the movie and short story groups, respectively. There was also a significant relationship between NI and GEP performance of experimental participants. Findings of the present research highlighted the necessity and usefulness of the adoption and use of story books/novels and movies in EFL classes. Moreover, it was concluded through solid evidence that while both story books/novels and movies yielded acceptable results and paved the way for improving the EFL learners language proficiency and skills, movies served as the best and most effective facilitator of learning English as a foreign language. It was also implied that improving NI may directly or indirectly result in a meaningful enhancement in general English proficiency.

Previous research indicated one significant importance of reading novels is that it enables an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning (Hsu, 1994; Gerrig, 1993). Studies done in this area also confirmed that the knowledge attained through reading novels also helps an EFL learner to compare and contrast the foreign language and the mother tongue and at times find some similarity between these two languages (Hsu, 1994; Bruner, 1987). Foreign English movies are highly available in many countries and are a popular form of entertainment. This method of teaching can be a very important tool for students to excel in the English language. By watching movies, students can become skilled at new learning techniques and improve their knowledge of the English language. Furthermore, it is an efficient method of teaching and lastly, movies play a large part in the learners understanding of the world at large.

The present research simultaneously took into account the effects of both variables, namely novels and movies, and besides assessed their efficiency on the participants, where as previous studies have mainly focused on a single one of the two variables. This can help us gain a realistic perspective into the efficiency and practicality of short stories and movies. Movies and novels present the learners with the authentic language and hence prepare the language learners to cope with the realistic conditions of language use.

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