A Study on the Roles of Proper Names in English Education Using Movies

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Abstract: The purpose of this paper is to investigate how L2 (second language) learners recognize and utilize proper names when they are instructed. Proper names have been researched linguistically but have not been considered as the research subject of second language acquisition. In addition to encyclopedic knowledge that includes cultural information, proper names facilitate the association of narrative contents with language forms. Based on Hoey's theory of lexical priming [1], this maximizes the retention of language forms, and helps with the understanding of pragmatic contexts. This case study of three students shows the educational value of proper names in the field of English education using movies. The study consisted of an oral memorization test and a written test about proper names followed by an oral interview about the participants' experiences of proper names. The results show that learning proper names can help with memorization, suggesting it would be promising to teach encyclopedic information in the classroom through proper names. The results further indicate that the participants understood the importance of proper names in remembering a storyline and as a valuable aid for memorization. The participants subconsciously used proper names as primes which gave salience to the target utterances, such salience contributed to the participants' successful memorization.

Keywords: Proper names; Proper nouns; Lexical priming; Mental lexicon; English education through films

1. Introduction

The process of teaching English using movies involves a series of rationale-based teacher choices, and movie selection exerts an important and decisive influence as the first choice. There have been many studies on the criteria and conditions of film selection [2-5], which suggest that movies with various felonies, profanity, topics outside of students' interests, and language levels that are inappropriate for students should be avoided. From an educational standpoint, felonies and profanity should be avoided and teachers seem to naturally pay attention to these things. On the other hand, there is a debate about topics that are not of interest to students and the difficulty of the language used is highly controversial. Especially when it comes to the difficulty of language in movies, there is a misconception that language needs to be controlled in order to be used in educational settings. Movies are not an educational medium, but a holistic, multidisciplinary art form that reflects human

creativity and artistry. Studying a movie script can be similar to reading a literary work, and in many ways, it can be just as overwhelming. Since the materials are not customized to the learner's cognitive and language skills, it is not possible to accurately select a movie that is appropriate for the level of the learners. It is almost impossible to match the level and standard of the movie due to the varied language skills of students and the diverse language usage in the movie that shows various human lives and cultures. Therefore, it is inevitable that material developers and teachers who use movies as teaching materials will adjust the difficulty level and select scenes from selected movies based on theoretical grounds. One of the most overlooked aspects of this process is the use of proper names [6].

It is safe to say that proper names are not taught at all in the classroom. They are considered only as a referring function, its meaning is only interpreted in passing and has rarely been studied as a teaching subject, only in the field of linguistics. However, proper names are lexemes that contain a variety of information depending on the context in which they are used. It is clear that they can be used in the education field, so it is necessary to study them.

Proper names appear frequently in movies and are actually one of the things that make movie scripts so difficult to read. The definition of proper names is not as straightforward as one might think, as they generally refer to things like people, places, organizations, and objects. However, for the purposes of this study, we will limit the definition of proper names to a unique form of encyclopedic knowledge. Proper names in movies are similar to those used in general majors. A pilot study of three college students interpreting their major applications showed that two of them processed specialized vocabulary, technical vocabulary, and academic vocabulary, in the general meanings found in dictionaries [7]. Since specialized vocabulary is full of encyclopedic information, the dictionary definition of specialized vocabulary is not sufficient to understand its meaning. In movies, there would be proper names instead of specialized vocabulary. In English, proper names, such as names of a person or a place, or the title of something, are usually capitalized, and most of these proper names actually exist. When students neglect these proper names, they sometimes lose context, which can ultimately be detrimental to their English language learning [8].

In this study, we first selected a movie interspersed with proper names to observe the vocabulary that the students in the experiment were focusing on and their attitudes and perceptions of these words in the movie. Secondly, we examined the relationship between attention to specialized vocabulary or proper names and language learning. Logically, teachers and students tend to focus on high-frequency vocabulary. This kind of learning allows the learning of practical vocabulary, but it also involves learning vocabulary outside of the context. This is an inefficient learning of practical vocabulary in an impractical context. To prevent this phenomenon, it is necessary to use appellative vocabulary, such as proper names, that can clearly provide authentic context. At this point, Hoey's [9] lexical priming theory may provide a solution to the interaction between proper names and generic expressions. Thirdly, the role of the teachers. If specialized vocabulary such as proper names can have a positive impact on students' language learning, it is the teachers' responsibility to guide students through the encyclopedic information hidden in proper names. Even in majors, specialized vocabulary and academic vocabulary depend on the teachers' guidance, and the same will apply to proper names in movies, thus there is a need to identify the teachers' role in this.

2. Theoretical background

2.1. Proper names

The importance of proper names tended to be overlooked in lexical statistical research, and in language teaching, there was a perception that there was little need for learning proper names since they did not place a

burden on learning. It is said that proper names are processed separately [10-12], since proper names have weak meaning on their own and primarily serve an instructional function. For this reason, the European Grammatical Studies recognized proper names as a subclass of nouns. On the other hand, Kobeleva [13] criticized proper names for being largely neglected in second language acquisition and lexical research. She conducted a listening test with 110 L2 (second language) students in which one group was presented with unfamiliar proper names and the other group was taught them before the test. As a result, the listening in the group of students who heard unfamiliar proper names was significantly interfered. According to Hanks [14], among the words classified as lexical entries, over 70% of them are proper names, and this is due to recent advances in computerized lexical data. There are many types and totals of multiword expressions, but the number of proper names is much higher and is expected to increase in the future. Recently, in the 2021 edition of the Oxford English Dictionary (OED), 26 words are listed as proper names, including kimchi, makkoli, bulgogi, hanbok, mukbang, etc., which can be seen as part of this phenomenon. As shown in these research results, it can be seen that learning about proper names should not be neglected as they are a large part of the vocabulary.

Klassen [15] has studied whether proper names have the function of merely referring to an object or whether they have a meaning of their own, focusing on two issues: connotation and denotation, and sense and reference. To clarify the issues, Mill's [16] explained with an analogy in *The Arabian Nights*, the thief's chalk marking only refers to the house and has no meaning of its own. Therefore, the lexical meaning is contained only in the denotative meaning and not in the indicated meaning.

Some researchers argue that proper names do not have a lexical meaning, but only an encyclopedic meaning [17-19]. Others argue that proper names should be included in the lexicon [6,20,21], while Cumming claims that proper names have syntactic and semantic meaning and value [22]. Linguistic debates aside, from the perspective of English language teaching, there is a need to focus on whether proper names can be effective in language learning, and if so, how to teach them.

Among the studies that consider proper names as encyclopedic knowledge [18,19,23], Coates [18,19] discusses the existing debate on proper names taxonomy, i.e., where proper names should be placed, summarized as follows:

(1) Names are words for individuals (singletons of any kind).

(2) Names have no meaning.

(3) Names are to be classified as either proper or common (page 433) [19].

In definition (1), names are words given to objects of any kind, and they have characteristics that distinguish them from other objects. In the case of human names, the name "Cheolsu" may be the name of one person, but there may be many other individuals with the same name. Thus, definition (1) is a kind of "paradox" (page 434) [19]. In definition (2), a name has no meaning and that it only points to the referent object. When talking about Jeju Island, it is true that it refers to the region of Jeju Island, but more information can be conveyed depending on the context. For example, Korea conveys a relatively exotic atmosphere, climate, and other environments to people. From this point of view, definition (2) is also too simplistic in its view of proper names, and it does not take into account corporeal meaning. In definition (3), names can be categorized as proper or common names. Coates (page 436) [19] gives the example of "The First World War," which is capitalized, making it difficult to determine whether it is a proper name or a common name referring to an event. Each word in "The First World War" has a meaning, but it is difficult to determine whether to consider it as a proper name without a meaning or a common name. From this point of view, it may be difficult to definitively determine whether proper names should be included in the linguistic domain.

One study linking proper names to linguistic domains demonstrates this example, "John/the man/a man

walked in. He looked tired" (page 360) [21]. In this sentence, although "John," "the man," and "a man" have different syntactic character, but they are included in the anaphora of the noun "He" in the following sentence. Therefore, it is believed that proper names also need to be included in the linguistic domain.

Anderson [20] also attempted to interpret proper names in the linguistic domain. He attributed the reluctance to view proper names as a linguistic system to their minimal semantic content and encyclopedic information. However, when we mention Young-hee, at least the implication that Young-hee's gender is female belongs to linguistic knowledge. Although proper names show minimal linguistic knowledge, it is undeniable that they belong to the language system. The following sentences from Van Langendonck (page 18) [6] illustrate why proper names should be included in the linguistic domain.

(1) Belgrade has been bombed again.

(2) The Rhine has been polluted a lot.

It can be agreed that "Belgrade" in the first sentence is a proper name, but "The Rhine" in the second sentence cannot be considered as a proper name. This is because it is unclear whether the proper name is "the Rhine" or "Rhine." In order for the "Rhine" to function as a name phrase in the sentence as a subject, the definite article "the" is required. It is argued that proper names should be considered as a linguistic domain because they cannot escape the influence of grammar, which is, after all, a linguistic domain.

Despite the complexity of the research on proper names, research on how to handle and teach proper nouns in the classroom is relatively rare and has been the subject of little instructional material. Proper names have little lexical meaning, but they carry a great deal of cultural knowledge. For example, Hanks [14] argues that one cannot say one belongs to an English-speaking culture without knowing Shakespeare's name. Whether proper names are perceived as vocabulary or knowledge, it is clear how they should be treated in the classroom. Proper names need to be taught with special awareness under the responsibility of the teacher. Encyclopedic knowledge is difficult for students to acquire on their own, as it takes time and effort to search for and understand information, so it goes beyond the scope of English education and includes major subjects. This is because it can be similar to the process of writing a report. In this context, it is not surprising that proper names are often neglected in lexical analysis [24], but this is where the role of the teacher becomes important.

2.2. Types of proper names

The term proper name is used in this study, but there are two terms in English, which are proper name and proper noun. The former is a noun phrase, while the latter is a single-word noun. For example, the proper name "Tom Smith" is made up of two proper nouns. This seems obvious and straightforward, but a syntactic look at proper names indicates that proper names are not as simple as they seem.

(1) a. She lives in New Zealand.　　　　b. Clinton was re-elected. [full noun phrase]

(2) a. the New Zealand government　　　b. the Clinton administration [modifier]

(3) a. the New Zealand of my youth b. the new Clinton [head] (page 516) [25]

When proper names refer to a specific entity when they refer to the name of an entity, which is their most basic function. In example (1) above, "New Zealand" or "Clinton" are specific entities and are syntactically noun phrases. In examples (2) and (3), however, proper names become part of a larger noun phrase, as modifiers or even the head of the noun phrase. From the perspective of proper nouns, "Zealand" and "Clinton" are proper nouns, but "New Zealand" is not.

Leckie [26] argued for the validity of the polysemy view by describing the predicate view, the referential view, and the polysemy view on proper names. It was argued that it is a method that complements the weaknesses of the predicate view and the referential view, and it was noted that the research on proper names is

being conducted in depth.

The definition of a proper noun refers to a specific name given to a particular person, place, or thing, and in English language, the first letter of proper nouns is capitalized [27]. Compared to proper names, proper nouns seem relatively straightforward, usually consisting of more than two words, thus requiring both syntactic and semantic knowledge. The value of proper nouns should be focused on, which is not a linguistic value, but a value that is essential for human survival. Humans are social animals, who survive by sharing food, helping each other raise babies, and protecting each other from predators. In this process, if a person does not see someone, their name is called to bring them closer, this is where proper nouns come from [28]. From this perspective, it can be assumed that proper nouns have the function of naming, and that they are the first vocabulary learned during language development. The first vocabulary a baby learns, such as "mom" and "dad," can be viewed in this way since they also refer to entities.

2.3. Encyclopedic information and vocabulary priming of proper nouns

An area that is generally neglected by students is the encyclopedic information on proper names. Particularly in specialized vocabulary that cannot be covered by the meanings found in a general dictionary, as they have specific meaning. Existing research suggests that proper names are less demanding to learn [10-12,29,30]. However, proper names can cause students to overlook their importance and can be overwhelming for students to learn on their own, because it involves specialized information. In movies, proper names are similarly important because almost all of them refer to real people or places, or reflect cultural aspects. Therefore, if proper names are neglected, it may become an obstacle to understanding the context or the overall plot of the movie. This can lead to neglecting subtle context, missing the speaker's intended meaning, or losing the appeal of the linguistic expressions used. From this point of view, it is important to examine whether the inherent encyclopedic information in proper names can have an impact on learners' language learning.

It is assumed that Hoey's [9] theory of lexical priming can be used to shed light on this relationship with language learning. It is necessary to examine the theory of lexical priming. Lexical priming was developed by Hoey in the late 1990s as a result of his detailed study of linguistic patterns of colligation [31]. Pace-Sigge and Patterson [31] argued that while existing grammar models are logically plausible in theory, they lack consistency and generalizability when applied to some areas. It is clear that the fact that the rules are inconsistent and there are exceptions here and there certainly reduces its value as a theory.

According to Hoey [32], when language users encounter a word, they unconsciously remember the context of the word and the surrounding words (co-text). As they encounter the word again, they continue to accumulate and use it in conjunction with the words that appeared next to it, and in doing so, they continue to replicate the context and situation they encountered before. This explains how collocation is created and he argued that this same process can explain other linguistic phenomena.

Lexical priming is a theory that combines the lexical elements of corpus linguistics with the priming elements of psycholinguistics [33]. Specifically, the idea is that concepts from corpus linguistics, such as collocation and linguistic patterns, can be related to findings from psycholinguistics. Psycholinguistically, it refers to a phenomenon in which word associations are slow in some cases and facilitated in others [1]. For example, when we think of doctors, nurses and patients quickly come to mind, but it is difficult to associate unrelated things such as lawyers.

A weakness in Hoey's [9] lexicon priming is that he did not address priming in depth [34]. Priming facilitates access to information that is held in memory [35]. In fact, the human brain does not have easy access to all memories. Some information is remembered, while other information tends to be thought of as if it had never

been seen. Therefore, the one of the important factors that improves accessibility to information in memory is priming. This means that knowledge accumulated through a person's experience in a certain context is activated, making it easier to access the information in memory related to priming.

When we use language, we look up vocabulary in the mental lexicon embedded in our brain to formulate a speech. It is a process similar to taking out something from storage and using it at the right place and time, and it takes a lot of repetition for it to become a memory. The occurrence of priming can be seen as quick access to the mental dictionary, as information is more readily accessible when it is linked to other information that is already known [34]. As we already know, it becomes deep processing when information processing is connected to other information, and becomes shallow processing when only what is visible on the surface is processed. Shallow processing disappears from memory after a short period of time [36]. From this perspective, it is easy to see that priming is a psychological concept rather than a linguistic concept. In short, lexical priming is an approach to language research based on actual language use, with vocabulary at its center [31].

3. Research methods

The goal of this experiment aimed to find out how proper names in movies affect students' English learning. Firstly, we observed how students process proper names and determined the causes. Secondly, we explored how the encyclopedic meaning of proper names aids students in learning English. For example, it is necessary to remember the plot in order to memorize sentences, and the encyclopedic information in proper names can help students remember the plot. Thirdly, when students experience and believe in the benefits of proper names in English language learning, the changes in their learning and attitudes towards proper names were confirmed through interviews.

3.1. Subjects

There were three subjects in this case study experiment, all of whom were English majors with a Test of English for International Communication (TOEIC) score of 750 or above. It is believed that in order to show interest in the encyclopedic information of proper names, an intermediate level of English proficiency is required. Students with low English proficiency risk doubling their learning burden. It would be impossible to combine learning the meaning and grammar of common words with the encyclopedic information of proper names.

The subjects already had experience learning English through several movies. However, they had no special interest or experience learning proper names. Therefore, the subjects were able to compare the way they had been taught with the method implemented in this experiment.

3.2. Textbooks

The textbook used in this experiment, *The Favourite* [37], is a 2018 film set in 18th century England. The movie is a black comedy that lightly touches on topics that were considered taboo at the time. In 1711, England was at war with France, and Queen Anne was ill at the time and had almost left the reigns of the country in the hands of her lifelong confidante, Sarah. Abigail was Sarah's cousin and came to the palace to ask Sarah for help with her family's finances. The theme of this film involves the various conflicts between the two women with Queen Anne in the middle.

Since *The Favourite* is based on historical fact, it is not difficult to find encyclopedic information on proper names. Movies set in classical periods like this film may be criticized as being inappropriate for students' language learning because they are not modern. However, just because the movie is set in a classical period does not mean that the vocabulary used throughout the movie is outdated. The vocabulary and expressions that

are being criticized may be useful for understanding the cultural background of the time, while also providing a clear context for learning other expressions. Moreover, since the movie involves a lot of historical background, it is useful to observe how the subjects process proper names.

3.3. Procedures

As a teaching procedure for the case study, the subjects first interpreted parts of the script. The teacher asked them how they processed and understood the proper names that appeared in the content being interpreted. The question included the meaning of proper names in the context of the names of a person, a place, or other French, and how they are related to the content.

Secondly, the teacher provided a variety of detailed explanations of proper names related to the content. The teacher explained what each proper name means in the context of the scene, as well as cultural and historical implications. In some cases, the use of proper names reflecting the emotional state of the characters was also discussed. After learning proper names, the students were asked to write a report about the changes in their perception of English learning before and after the lesson.

Thirdly, the subjects' English learning was examined through oral and written tests on the content learned. The oral test was a test of memorization, and it was predicted that the subjects' ability to recall the plot and the salience of utterances related to proper names would affect their memorization. Memorization was tested orally, which was notified one week in advance. The written test aimed to check the extent to which students could remember proper names. If the proper names were well remembered, long-term memory of the utterances related to proper names would be expected. The written test was administered three weeks after the study without any notice.

Lastly, interviews were conducted to find out the subjects' thoughts and perceptions on learning about proper names. The interviews were conducted by asking questions directly to the subjects and making sure they felt comfortable answering. The experience of learning proper names was obtained directly from the subjects and analyzed to increase the credibility of the case study. The purpose was to find out if the English learning test was helpful in raising awareness of proper names.

In terms of using the movie, students were instructed to watch the entire movie before starting, and each student watched a number of scenes appropriate to their progress. Since they had watched the movie and knew the plot, it was expected that they would have a good amount of background knowledge and information about proper names. During the question-and-answer session and lecture on proper names, it was noticed that the subjects did not have an in-depth understanding of the function and meaning of proper names.

4. Findings and analysis

4.1. Attitudes toward and perceptions of proper names

The following is an excerpt from the transcript, with the names that are representative proper names in bold. Questions were asked to find out the subjects' reactions and attitudes toward these words.

(1) **Anne**: How was my speech?
(2) **Sarah**: You were brilliant.
(3) Anne: Did I lisp?
(4) Sarah: You don't lisp.
(5) Anne: I know. That was what was so troubling about it. The thought that I suddenly did.
(6) Sarah: No.

(7)   Anne: Sarah, you must say hello to the little ones.

(8)   Sarah: No. It is macabre.   (Conversation 1, *The Favourite*)

The teacher's first question was "Who is Anne?" In response, subjects A and B said she was the queen, while subject C provided more information, "Anne was the Queen of England and she ruled in the 18th century." For the second question, the teacher asked "What problems did Anne face while ruling England?" All the subjects were unable to answer, "Anne had the heartbreaking experience of miscarrying 17 children or having them die shortly after birth due to her very weak body, and her inadequate health and mental instability made her unfit to rule the country." Next, subjects A and B were unable to answer the question "Who is Sarah?" and subject C answered "The Duchess." The teacher then went back to the specific question and said, "In lines (7) and (8), the Queen says to Sarah, 'Why don't you say hello to the 17 rabbits,' but Sarah refuses, saying it gives her the creeps." The subjects were asked "Is it really possible to refuse to do what the queen says?" Once again, subjects A and B were unable to answer at all, while subject C said, "Anne and Sarah have known each other since they were eight years old."

The fact that subjects A and B were unable to answer the teacher's questions suggests that their interest in the movie content was limited to learning the vocabulary and expressions necessary for learning English. Even though they watched the movie and understood the plot, they still followed the customary pattern of many learners in English learning, which is to focus only on the language. However, when the teacher provided information about Anne and Sarah, the subjects reported a new understanding. After learning about their relationship, they realized that Anne and Sarah had a very close relationship that allowed them to make statements like "It is macabre." On the other hand, subject C seemed to have a higher interest in the movie and understood the content well, so he answered the questions about the two main characters well.

The above Conversation 1 is the beginning of the movie, and the subjects mindlessly interpreted the first utterance of the first scene, and did so after watching the movie, but were unable to connect the context and content. According to the subjects' reports, after learning about Anne's health condition, they began to think about the line "How was my speech?" "Did I lisp?" in line (3) is also linked to the information about the queen's health, so it made more sense why the question was asked in this context. Queen Anne suffered from gout and a nervous breakdown, and as a patient, she developed lexical priming. In line 1, she wondered and worried about how her speech went. In line 3, when Anne asked Sarah if she made any short sounds with her tongue, this question is likely to be processed quickly in the mind. Since Anne has already been primed as a patient, this interpretation is possible from the perspective of lexical priming.

It can be assumed that this process will be very effective when it comes to memorization. This is because proper names will help recall the plot of the scene, and memorization becomes easier when the plot is clear. In other words, the subjects experienced that the encyclopedic information contained in proper names was relevant to learning English. Therefore, the subjects will not neglect proper names in their future personal learning.

(1)   **Harley**: Prime Minister, we need to discuss who will go to **the French** with **the peace treaty proposal**.

(2)   Sarah: We do not need a peace treaty proposal. We have them on the run.

(3)   Harley: So they will give in to us.

(4)   **Godolphin**: One battle will not win the war.

(5)   Harley: I have held my party together, as we **the country landowners** have essentially paid for this entire war…

(6)   Godolphin: And grateful we are, too.

(7)   Harley: While **city merchants** enrich themselves from it.

(8) **Marlborough**: And yet I do not see your fat tweedy dead when I look out upon the battlefield.

(9) Harley: We're out of money. My point.   (Conversation 2, *The Favourite*)

The above Conversation 2 is more complex than Conversation 1, with more content, characters, and non-personal proper names. In Conversation 1, there were only 2 proper names, whereas here there are 7 proper names in bold (3 persons + 4 others). When the subjects were asked about the proper names as followed, they were completely unprepared to answer.

(i) What class of politicians did Harley, Godolphin, and Marlborough represent?

(ii) What led to the war between England and France during this period?

(iii) Why does Harley want to sign a peace treaty?

(iv) What do you know about the country landowners and city merchants.

Despite understanding the importance of proper names in Conversation 1, it seems that the subjects were not yet sufficiently prepared due to the lack of information about proper names. Alternatively, it may be due to that the teacher's encyclopedic information being too much for the subjects to process. This is similar to how it is the responsibility of professors to explain specialized and academic vocabulary in their majors.

Despite their lack of preparation, the subjects seemed to recognize the importance of proper names. In Conversation 1, the information about proper names made other expressions seem new, while in Conversation 2, the information about complex proper names made the content of the conversation more interesting. The subjects expressed enjoyment when interpreting the prickly words exchanged between Harley and Godolphin in lines 3 and 4 of Conversation 2, and the sarcastic remarks between Harley and Marlborough in lines 7 and 8. We can also see this from the perspective of lexical priming. The information about proper names allowed the subjects to reinterpret the utterances of the characters in the film. Again, the test results show the subjects' reactions.

(1) Sally: Mrs. Meg says you are to scrub the floor until she can her toothless, fat face in it.

(2) Abigail: (She is carrying a water basket, but she is moaning as soon as she starts scrubbing the floor.)

(3) Sally: (pretending to be calm) You might need gloves. **Lye** is dangerous. It burns bad.

(4) Meg: You! Grab the bandage box off the shelf. The queen's had an attack of **gout**!

(5) Abigail: (She grabs the bandage box in a hurry.)

(Conversation 3, *The Favourite*)

In Conversation 3, two proper names were presented. The subjects were asked to describe "lye" and "gout," and unlike the previous activities, they gave prepared answers. This is evidence that they recognized the importance of proper names. When asked to describe "lye" from a lexical priming perspective, everyone answered "It burns bad and to scrub the floor." For "gout," they said the line "The queen's had an attack of gout" came to mind. The proper names and common utterances were easily paired and recalled by association. In other words, it can be seen that the subjects selected a related utterance among those encountered when a proper name was primed.

The subjects were initially unaware of the importance of proper names, but they were not prepared to explain proper names in class even though they recognized their importance. Later, the subjects were able to present information about proper names and demonstrated the skill of selecting utterances related to proper names. Undoubtedly, depending on the nature of the proper names, some names can be prepared by the subjects, but preparation by the teacher will facilitate learning.

4.2. Test results

To test results examined how the subjects' awareness of the importance of proper names was used in language learning. Encyclopedic knowledge of proper names helps them understand the plot of a scene, lexical priming theory aids in the association of utterances with encyclopedic information.

4.2.1. Oral test results

(1) First test

In the first test in **Table 1**, there were 18 utterances in a scene. In this scene, only Anne and Sarah were having a conversation. The proper names discussed here are Anne and Sarah. All subjects successfully memorized them, but subject B used "my" instead of the definite article "the." Although this was morphologically incorrect, it did not interfere with the semantic perspective. Subject C omitted the person's name "Sarah," no semantic mistake was made here either. Therefore, it can be evaluated that all subjects did well in memorization.

From the results, firstly, memorization is easier when the context is known. Secondly, descriptions of proper names can play an important role in contextualization, and this was confirmed in the interviews.

Table 1. The mistake number among eighteen utterances

	Individual words	Chunks	Information
A	0	0	
B	1	0	Anna + Sarah interaction
C	1	0	

(2) Second test

In the second test in **Table 2**, 23 utterances made up a scene. The scene contains 4 characters and they were talking about a single topic. Seven proper names were described in this scene, and the people involved were Harley, Godolphin, and Marlborough. The other four proper names are "the French," "the peace treaty proposal," "the country landowners," and "city merchants." Subject A memorized them without making a single mistake, as shown in **Table 1**. Subject B left out "country" in "the country landowners." The encyclopedic explanation of "the country landowners" was repeated several times, but subject B still left out a word. Looking at subject B, teachers should keep in mind that it is possible that they may not spark students' interest even if they made their best efforts to explain proper names. The other mistake was the use of the auxiliary verb "cannot" as "do not." Semantically, however, there is no particular problem. Subject C made mistakes in three individual words, similar to those in **Table 1**. The definite article "the" was omitted in two places and the noun "Harley" was forgotten, these do not appear to be major mistakes.

Table 2. The mistake number among twenty-three utterances

	Individual words	Chunks	Information
A	0	0	
B	2	0	Harley + Sarah + Godolphin + Marlborough interaction
C	3	0	

Comparing **Table 1** and **Table 2**, the former described two proper names and the latter described seven, which is more complex than the former. Since there are two people participating in the conversation in the

former and four people in the latter, it can be inferred that the conversation in the latter is more complicated. In addition, the latter also has five more utterances, thus it was predicted that it would be more difficult to memorize, but this was not the case. The number of wrong answers was slightly higher in subjects B and C, but there were no mistakes semantically, so there is no significant difference.

This result suggests that the hypothesis made in the first test was confirmed in the second. In other words, since proper names play a role in aiding memorization, having a large number of proper names may actually make memorization easier.

(3)　Third test

The third test in **Table 3** is more complex than the first and second tests in several ways. Firstly, it has the largest number of utterances. This is because 34 utterances were shown in one scene. The number of characters is the same as the second test, but it is complicated by the fact that there are various interests. Compared to the number of utterances, only four proper names were described. Among them, only Sally and Mrs. Meg had a minor role that does not help establish context. Other proper names are "lye" and "gout." "Lye" was used only once, with no impact on the overall content. Only "gout" is relevant to the scene in the third test, but even then, it only serves as a motivation for Anne and Sarah to start a conversation and no longer serves as context. From this point of view, we can say that the third test material is a dialog in which proper names do not play their full role.

Subject A made two mistakes while memorizing, one from an individual word and one from a chunk. The word "how" in "how we first met" was left out, and the expression "And then they disappeared" was left out in the chunk. These mistakes all occurred in the conversation between Anne and Sarah. Subject B made one mistake in an individual word and seven in a chunk. The word "just" was left out in "Do you remember how his jaw just hung there?" and he could not remember three interactions in the conversation segment and left out Sarah's words "You must try to sleep." Subject B made many mistakes due to confusion in memorization. Coincidentally, subject B's mistakes were made in the conversation between Sarah and Anne. Subject C made only one mistake in individual word, which was Sally's use of the preposition "on" instead of the preposition "in."

Table 3. The mistake number among thirty-four utterances

	Individual words	Chunks	Information
A	1 Anne + Sarah interaction	1 Anne + Sarah interaction	Sally + Abigail interaction (two times. Short) Anne + Sarah interaction (nine times. Very long)
B	1 Anne + Sarah interaction	7 Anne + Sarah interaction	Mrs. Meg + Abigail interaction (one time. Short) Sarah + Mrs. Meg interaction (one time. Short)
C	1 Sally + Abigail interaction	0	Sarah + Abigail interaction (three times. Short)

An interesting phenomenon was found when analyzing these mistakes. Subjects A and B made mistakes in the conversation between Anne and Sarah in which proper names did not have an impact. Subject C made a mistake in an unrelated part of the conversation between Anne and Sarah and in a context where the proper noun "lye" appeared. However, the incorrect preposition made by subject C is irrelevant to establishing the context, so it seems appropriate to ignore it. The fact that the mistake was made in an unexplained part of the proper name can support the hypothesis that proper names can play an efficient role in memorization.

4.2.2. Written test results

The written test was administered without prior announcement, thus the subjects had no time to prepare and could only rely on their memories. The written test consisted of eight proper names, all of which were asked to write down the relevant information and knowledge in Korean. Based on the results, subject A could not

remember one out of eight proper names, while subjects B and C obtained perfect scores. Since proper names have encyclopedic information, it was not difficult to remember them once they were learned. These results show that teaching proper names in the classroom is effective in terms of students' knowledge. However, it puts the burden on the teachers to prepare encyclopedic information.

4.3. Interview results

The interview involved a variety of questions about engagement and feelings about the class, but three questions were particularly relevant to this study. The first question was whether the strategy of organizing the plot of the movie into content and sequence that made them recognize and think in detail in order to memorize it was effective. This strategy is also related to proper names by making more detailed connections between characters, situations involving characters, and emotions between characters. It is a strategy that encourages students to look for hidden meanings between individual utterances. All three subjects said it was very effective, and they were able to memorize all the English expressions because they could relate the reasons and emotions of the characters. They were not simply trying to memorize English phrases, they were trying to relate the plot to the characters' relationships, emotions, and situations, it seemed to help them remember the meaning and content of the dialogues better.

In particular, subject A said that he created the plot by recalling images, and subject B said that he recalled the movie scenes so that he would not forget the plot. Subject C said that he would consider the relationship between the characters in the movie to create the plot. Although their methods differed in detail, they were all able to clearly organize the plot by making connections between utterances.

The second question was whether giving the subjects encyclopedic information about proper names would help them recall the plot. In fact, watching a movie does not mean one can remember the entire plot in detail, and only the rough outlines can be remembered over time. Subjects A and B answered "yes," while subject C answered "why proper names are more important compared to memorization activities." According to subject C, one of the conversations he memorized had 2 proper names and 18 utterances, while the other had 7 proper names and 23 utterances, so he thought the latter would be harder to memorize. However, in reality, it was not difficult at all, so the encyclopedic information on proper names aided him in memorizing them. Although subjects A and B's answers were passive, their responses when asked more in-depth questions as well as subject C's answer showed that they all recognized the effectiveness of the encyclopedic information on proper names.

All subjects reported that Test 3 was difficult to memorize. Subjects A and C found it difficult, but made few mistakes, they just spent a lot of time practicing memorization. Subject B, on the other hand, found it difficult to memorize Sarah and Anne's as he omitted major parts of the conversation between Sarah and Anne.

As shown in **Table 4**, subject A reported that memorization was difficult due to the mix of different plot lines. Subject B also found it difficult to memorize due to the large number of utterances. Subject C mentioned that proper names were difficult to memorize because there were only two proper names and they did not serve as guides for the plot. In fact, the proper names only serve to motivate Sarah and Anne to have a long conversation.

Table 4. Possible reasons on the difficulty in memorizing the scene in test 3

	What are the possible reasons you feel difficult in memorizing the scene of test 3?
A	There were more than one storyline.
B	Several scenes were mixed. There were many utterances.
C	Proper names were few.

Subject C appeared to be fully aware of the role of proper names. Subject A did not seem to be particularly aware of proper names, and instead had a different memorization strategy with and without them. However, he did use proper names in his memorization, so we can assume that he is aware of them. Subject B was the most passive in her responses, but she was able to pair proper names with related expressions based on their nature. It can be concluded that she is aware of the use of proper names in terms of lexical priming. Ultimately the subjects all seemed to have a positive attitude towards the role of proper names.

5. Conclusion and recommendations

Film is not an educational medium, but a multidisciplinary artistic medium that creates different worlds of human beings and conveys messages to audiences. The language used in movies is much more effective than the language used by native speakers in real life, hence using movies for language learning can provide rhetorical and fancy language expressions that are closely related to the content and context. This is similar to the value of expressions in literature. However, teachers and learners often fail to capitalize on the high quality of the language used in movies. They focus on the so-called practical vocabulary and expressions. The language in movies is used in the best possible way for the sake of artistry. If one wants to learn a foreign language using movies, one needs to be interested in the work to make it more effective.

This study examined the effectiveness of proper names in learning a foreign language. From the perspective of frequency of use, proper names would be a vocabulary of little value due to their weak semantic component. Since they mainly serve as a reference to something, there seems to be of little value to learn proper names. However, one might find a different result if one considers that proper names contain encyclopedic information.

When the three subjects in this study were given encyclopedic information about proper names that they had previously overlooked, they recognized that each of the utterance began to have a special meaning. Proper names were crucial to the plot of the movie. In order for the subjects to memorize the utterances, the plot and context had to be clear, and the proper names seemed to help with this. This shows that for an utterance to have a special meaning, it must be interpreted in context.

Another great advantage is that the role of proper names can be applied using lexical priming theory. As a proper name is primed, seemingly ordinary utterances take on special meanings suited to the context. This helped the subjects understand the plot as a whole and helped them memorize the utterances by providing specific connections. As mentioned by subject C, the large number of proper names did not put burden on his learning, but rather helped him to learn by rote.

A teacher's role involves leading students by providing guidelines to ensure proper names are used to maximum effect. Encyclopedic knowledge and context that learners may be missing should be linked to each utterance to aid comprehension and memorization. It is not simply the level of encyclopedic knowledge that can be found on smartphones and computers, but it should be able to expand to how this information and content is implemented in conversation and combined with language to create communication.

The words used in a movie, just like in literature, have a great impact on the quality and completeness of the movie. In addition, the characters' relationships, events, and situations emphasize the meaning and necessity of each utterance, it sets a background similar to a conversation situation that can be experienced in real life. Practical expressions in daily life are the most ancillary material that can be obtained from a movie, but they should not be misjudged as if that is all there is to it. Clearly recognizing the context and situation of the movie is a shortcut to learning movie expressions. Proper names play a big role in setting the context of a movie, we need to be able to use them actively. Presentation and discussions on encyclopedic information between the

teacher and the students can be very effective. Since movies are a medium full of practical expressions, we must move away from the conventional approach of focusing only on high-frequency and practical vocabulary and make the most of the advantages of the film medium. When we fully utilize the benefits of this medium, it will have an impact on the improvement of general English learning.

Disclosure statement

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