

# Movie application in English speaking teaching A case study at Dong Nai Technology University

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**Abstract:** *This study was aimed at investigating how English movies can enhance EFL learners' oral skills. The methods in this study is questionnaire, class observation and semi-structured interviews which are distributed to 180 non-majored students of 4 classes at Dong Nai Technology University. The study's findings show that 80% of EFL students encountered difficulties in communication skills and movies make good effects in participation and interest in learning a language, which helps them to enhance speaking, listening, reading, vocabulary, and other language skills. The findings also demonstrate that language learners believe movies can better their communication skills by role playing a short favorite scene.*

**Keywords:** *Watching English movies, communication skills, EFL teaching.*

## 1. Introduction

Due to the advancements in media and technology over the past ten years, it is simple and interesting for EFL learners and teachers to update numerous useful information for study and teaching. According to Cresswell (2015), there is no denying that watching movies is a very practical approach for students to learn English, and it's also a creative teaching strategy that educators should think about incorporating into their classes. Ismalli (2013) also added English language learners have greatly improved their communication and listening abilities as a result of using this "edutainment" strategy. However, due to some drawbacks, using movie viewing for teaching and learning has become less common in many Vietnamese institutions, including Dong Nai Technology university, despite being widely adopted in English-speaking centers. As an EFL lecturer who introduced this method, which has gained a lot of useful knowledge and had satisfied and pleasurable times when teaching English. However, there were certain disadvantages encountered when implementing it, such as the learners' reliance on the Vietnamese subtitle and the absence of official written rules education (Karakas, 2015).

For the reasons listed above, the author wants to investigate the impact of movies on EFL teaching to highlight the benefits and challenges of this approach, enabling EFL teachers to form an unbiased opinion and determine whether or not to use it for enhancing speaking ability. Furthermore, it is anticipated to support future changes made by the educators with the following research questions:

1. What challenges do EFL students face in their studies of communication in English?

2. How much do effective movie watching sessions help EFL students with communication skills?

## 2. Literature review

### 2.1. The concept of movies

Motion pictures, or simply "films," are another name for movies. Asnawir & Usman (2002) defines movie as a collection of images that exist and can be viewed. Technology-enabled devices like TVs and large movie screens in theaters can be used to view movies. In the classroom, movies can be utilized as teaching tools. In order to save time, teachers and educators might assign short films to their students. They can also request that students view specific films in order to increase their vocabulary and prepare them for speaking English. Using a movie will make learning enjoyable and allow pupils to learn while taking in the sights that catch their eye.

According to Della and Summer (2005), students can learn from English-language films, and the storylines therein can provide them with amusement. Kalean (2013) added utilizing movies to teach English is an excellent tactic, especially for foreign learners, which can enhance their English language skills by recognizing the speech patterns of the actors and actresses in the film. There are various types of movies, according to Asnawir & Usman (2002), including documentary, episodic, provocative, animated, fictitious, and experimental movies.

**2.2. To what extent EFL learners improve communication skills through watching movies**

### *effectively*

Speaking, according to Nunan (1999), is the ability to communicate ideas succinctly and effectively, to report conduct, or to describe things orally. However, Larsen-Freeman (2000) reflects that speaking is one of the complex talents and is harder than other skills. Moreover, having a solid command of spoken English is becoming more and more necessary to excel in all facets of life (Leong, 2014). Instructors can employ a range of strategies to enhance students' speaking skills. One of the finest methods to help students become more proficient speakers is to use English-language movies in the classroom (Liando et al., 2018). In a different study, Tsai (2009) found that watching English-language movies can improve one's speaking, pronouncing, spelling, word identification, and speaking abilities. Movies and their scripts are frequently used in English training because written words influence learners' views indirectly whereas visuals do so directly.

When it comes to honing oral or spoken skills, movies are more beneficial than reading because, according to Mirvan (2013), movies offer a greater range of sensory experiences than reading. Hence, movies, in addition to the spoken language, there are motions, colors, and sounds. Additionally, movies encourage conversations in the classroom that ultimately also improves the students' speaking skills. According to Tsai (2009) research, listening to native speakers speak can improve non-native speakers' speaking abilities, particularly their fluency. Kabooha (2016) argues that there are two kinds of discussions we have in our daily lives: formal and informal. Consequently, there's an opportunity to extend talks and move between distinct subjects. Films can be used in foreign language learning classes to enhance both formal and informal talks, which further lead to an improvement in speaking abilities. It is hypothesised, based on the literature and the arguments presented above that Watching English-language films is positively associated with improved speaking abilities.

However, movies help EFL learners acquire communication skills by giving them access to a wide variety of vocabulary, slang terms, idioms, and visual context for the speech. The learners get the experience of comprehending the gestures and facial expressions whenever they are placed in the same circumstance by watching the discussions between the characters and how they act in various

situations. As a result, language learners are capable of responding and speaking appropriately in a variety of real-life situations. Additionally, watching movies can improve learners' pronunciation. Kalean (2013) claimed that students can learn how words are spoken by listening to native English speakers conversing with one another.

### ***2.3. What influences learning how to communicate in English through movies***

Ismaili (2013) states that learning English communication is influenced by five factors including (1) stimulation; (2) vocabulary; (3) overuse of native tongue; (4) nervousness; and (5) shyness. Additionally, teachers face challenges when attempting to use this approach in formal education at colleges and universities.

Firstly, watching movies won't teach learners grammar or formal writing rules. Since the language in the films is primarily everyday speech, it appears that the students don't learn much about writing through this style of instruction. Secondly, Puji (2022) claimed that watching English-language films in an EFL classroom will cut down on the amount of time students have for writing and debate in class. Thirdly, by using this strategy, learners may become sidetracked from the main objective. Nevertheless, some students are applying this technique incorrectly. For instance, some students choose to read the subtitles in their home language while turning on the sound of the film so they may concentrate solely on the subtitles. Lastly, certain films are inappropriate for use in educational settings. Aside from the important and instructive films, there are some films that are inappropriate for English language learners to watch in order to advance their skills. While it may be enjoyable to watch certain films, learners' English hardly seems to improve.

### **3. Research methodology**

The data will be collected from 180 non-majored students by using a mixed-method approach to address the aforementioned research questions. This type of research involves the combination of qualitative and quantitative data, with the results being interpreted based on the combined strengths of both data to provide a thorough understanding of the research problem (Cresswell, 2015). In the study, students' opinions of the potential benefits of watching movies for speaking improvement were measured using questionnaires. The researcher also used semi-structured interviews with teachers and students, asking open-ended questions to gain a

better understanding of their opinions regarding the challenges of movie application in the classroom. Additionally, teachers were asked to reflect on the experience and critically evaluate their courses when utilizing movies as a teaching tool by class observation method.

**4. Findings of the study**

**4.1. Results of questionnaire**

The results from the questionnaire indicated that 90% of students found learning English by movies watching effective and the remaining 10% disagreed. When being asked the reasons why, they revealed that video watching is easily distracted by pop-up advertisement and un-selected movies.

In the questionnaire, students were asked to respond that do teacher use movies as a teaching method? (Question 3). In response, most of them (85%) indicated agreement with the statement, with only 15% disagreeing. This indicates that the majority of university instructors are aware that watching movies can help students learn and teach English as a foreign language.

Regarding a different question about the kinds of movies that the teachers used in EFL teaching, the categories that were most prominent were those that had to do with the subjects the students were studying (66%) and documentary films (49%); these were followed by science fiction (20.8%) and animated films (22%). This demonstrates that educators prioritize teaching pupils about the future and think that providing them with more useful information is important. Students were allowed to select more than one answer for this question, taking into account the fact that different professors like to use different kinds of movies to teach their lessons.

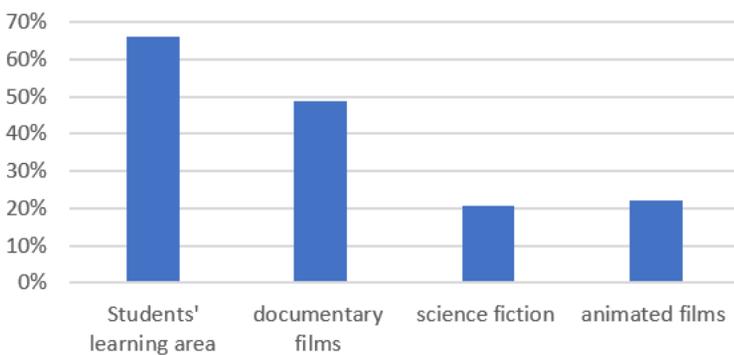


Chart 4.1: The kinds of movies used in EFL teaching

Beside, the questionnaire also had a question as do you think your teacher should teach speaking

lessons based on video application to better your oral skills. The results received made the author extremely happy. Their answers were 95% yes and 5% no. The findings on watching English movies align with previous research (Ismaili, 2013) which suggests that watching foreign language movies can help enhance speaking abilities in English.

Moreover, the study found that motivation to learn moderates the relationship between watching English movies and improving listening and speaking abilities, with higher relationships shown for high motivation levels.

**4.2. The findings of class observation**

The observation results was clarified through three steps in the second week to answer the question “How to learn English communication through watching movies?”

Here are 3 steps four teachers of four classes applied in their speaking class to improve learners’ English communication skills:

**Observation of step 1:** Listen to short dialogues and transcribe them.

The class developed learning style with video hook to attract students’ attention first. Then have students practice listening and understanding English. Starting out is often quite difficult and frustrating. So, the teachers’ advice here is that students should watch the entire episode first, then just choose a short dialogue (1-2 minutes long) to transcribe what students hear. Choose interesting cartoons according to their interests because sparking a passion for English is extremely important, it will help learners study more focused and effective. Moreover, the stories are made up quite simply and

if they don’t hear a few words, they can still grasp the whole content of the story. The words here are also used quite simply, and if there is a word they do not understand, make sure they always have a notebook by their side to promptly record and use it next time. From the teacher’s observation sheet, it shows that the students eagerly involved in video watching. However, there are few students being capable of taking note the main ideas in the video for

transcription. 70% of them only watch the video and keep in mind without taking notes. When being close group interviewed by group leaders, they revealed

that the speed is so fast and poor listening skills that it prevents them from listening comprehension.

**The observation of Step 2:** Check if students writing is correct

By opening Eng sub, it helps students evaluate how much their ability to listen and understand English is each time. The teachers have students record new words and misheard words to learn from them next time. However, there were not many student volunteers to show their transcription because they were not good at note taking and listening skills. Some students were active, they transcribed correctly and informative. The teachers provided the friendly and relaxed environment during the class.

**The observation of step 3:** Practice speaking based on the students' written dialogue

The teachers continued to teach speaking based on the dialogue taken note by the students. It is vital to work in group to imitate the pronunciation, intonation rising and falling when speaking according to the characters. This is also the most effective way to pronounce English correctly and naturally according to the Pasal Total Immersion method which aligns with previous research (Cresswell, 2015). It can be summed up that watching movies as a learning tool can help students learn English because they want to be able to speak the language as fluently as the actors do.

## 5. Conclusion and recommendations

English-language films are an effective teaching tool for speech abilities. As Nunan (2020) students' ability to speak English is one measure of a good speaking instruction. Thus, the instructor needs to be capable of make sure the pupils comprehend speaking and can speak after the process of learning. Accordingly, the author discovers from investigation that the application of using English-language films as a teaching tool can help students become more fluent speakers. Furthermore, the research suggests that projecting movies to students in foreign language classes can boost their motivation to acquire the language. The teachers in the current study claim that showing movies to the class promotes engagement and connection among the students. The students believe that watching movies can help them learn vocabulary because movies offer a plethora of information on words, phrases, and colloquial expressions. Thus, the author advises educators or lecturers to make use of this technology-based using technology to communicate with kids

in the classroom. Additionally, the author suggests that students use their electronic devices, including laptops, computers, smartphones. Nonetheless, films must to be picked with care, taking into account the course material, the students' interests, and their degree.

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