

## Improving Speaking Skills through English Movies at Higher Secondary level



|  |  |
|--|--|
| Mamoonahameed                                      | Department of English, Riphah International University Lahore, Lahore, Pakistan <a href="mailto:mamoonahameed27@gmail.com">mamoonahameed27@gmail.com</a>         |
| Syeda Tahira Sherazi                               | Department of Education, University of Education Lahore Faisalabad Campus, Faisalabad, Pakistan <a href="mailto:gges544gb@gmail.com">gges544gb@gmail.com</a>     |
| Syyed Sheraz Ali Sherazi<br>(Corresponding Author) | Department of Linguistics, Southwestern University of Finance and Economics, Chengdu, China <a href="mailto:syedsheraz251@gmail.com">syedsheraz251@gmail.com</a> |
| Faryal Tahir Sherazi                               | Department of English, University of Sahiwal, Sahiwal, Pakistan <a href="mailto:faryalsherazi498@gmail.com">faryalsherazi498@gmail.com</a>                       |

**Abstract:** *The current era is the name of globalization. Communication makes this globalization stronger. English language is the language of science and technology and is prevailing as an international language. This research aims to improve speaking skills in English at a higher secondary level. Pakistani students face difficulty communicating in English as it's not their native language. To cope with this difficulty students, need some effective ways of learning. This study focuses on a very effective and interesting way of learning by using English movies. It is qualitative research to adopt new methods for English learning. The hard work of the teachers cannot be ignored but the advancement of time demands some new methods. Adoption of a new way, learning by watching English movies with subtitles is helpful for the students to express their thoughts in a meaningful manner. For this purpose, Students of the higher secondary level were selected randomly. Pre and posttest were designed to check the effects of movies on learning. Results showed a significant difference in the scores of the students of the control and experimental groups. The Study concluded that there are positive and effective results of watching movies in learning of English speaking skills among the students of higher secondary level.*

**Keywords:** FFL learning, Movies, Pronunciation, Speaking, Subtitles.

### Introduction

According to Shahid, 2022. English is a second language for Pakistani students they feel shy to speak and express their ideas in English. Society doesn't behave seriously towards a person who is speaking English. Fear of people's mockery of English has become a need in the current era of globalization. This era is the name of effective communication and in this practice, English is an important element. Students from other countries, whose mother tongue is not English like Pakistan and especially those who belong to small cities of Pakistan like Sahiwal, face

difficulty in the use of the English language while communicating at any forum.

Students feel shy to speak English, due to a lack of practice in their daily routine and the unavailability of a learning environment for a foreign language. Luckily learners of current era are floating in the river of development and technology. Now resources and aids for learning are available under the fingertips, so it becomes easy to learn English speaking as compared to previous times. It is required to adopt interesting activities for the students to improve their skills in language. Learning through movies is the best method to establish an appropriate environment

for learning of English-speaking skills. According to Srinivas (2019) Movie is a best technique through which learners get a golden opportunity of entering into the authentic English environment and entertainment. When the English lesson is taught by using material this type of environment, it will help students to listen from native speakers. Captioned videos or movies with subtitles help students to listen and read the text given below.

It's also helpful for the students to improve skimming and scanning. Students can improve their speaking, listening as well as reading skills. According to Sommer (2001), an English movie acts as an English foundation because it is the best practice of Reading, listening, speaking, vocabulary improvement and pronunciation. Listening and watching movies is an effective tool for students to develop their imaginative and cognitive abilities. Movies act as a helping hand of teachers to gain the proper attention of students. It motivates them to improve their vocal and to speak English like native speakers. According to kusumaras Dyati (2004), English Movies not only motivate the students it also helps to develop a sense of imagination a lot and learners can also learn about their culture.

#### **Statement of the problem:**

Now speaking English has become a big problem. Even after 14 years of learning English, the students are not able to speak English because a proper environment is not available.

#### **Research Questions:**

- How English movies are helpful in improving speaking skills of students?
- How do subtitles in English movies play an important role to improve the language skill of students?

#### **Significance of Research:**

Movies play by vital role in the exploration of culture of a nation. They have a positive effect on the speaking skills of viewers. In this globalized world communication has become an important need and there is no better way to improve it than a movie. Viewers watch the

different characters interacting in different situations, it develops the interest of the viewers to understand expressions and language. Li (2009) Non-native English speakers face many hurdles while learning of a foreign language. non- availability of native speakers for the practice of communication in the English language is the major problem in learning. Movies are best available tool to fill this gape. As technology advances, it is required to find new ways to get student's attention. A lot of researches are available which prove that movie has a positive effect on student's learning. The movie is a good and interesting way to get their attention. Students learn better when they enjoy learning. Movies help the learner to improve speaking as well as listening skills. It is impossible to speak English until students have good listening skills and the movie is much better with subtitles. Watching a movie with subtitles is very much helpful to understand the text better. As Krashen (1982) clears that learning and acquisition are two different processes but by movies, students can acquire it easily.

#### **Literature Review:**

It has been proved by different researches that English movies have had a positive effect on EFL classes. As Keene (2006) reveals that when students watch different characters in movies interact differently. It helps them in conversation. It helps them to learn how to pause and deliver dialogues. When students watch character's reactions in a variety of situations, it helps students to learn body language, Facial expression, Gestures, etc.

Movies increase the level of motivation in students as Florence (2009) clears that Students get to hear many new words as they watch the Delivery of dialogues between characters in English movies. They not only get a chance to hear new words as well as their correct pronunciation which increases the level of confidence in the students while communicating.

Students learn about pragmatics from English movie as king (2002). Students knew about pragmatics. English movies give a sense of

membership in students for speaking communication. The film or movies had offer contextualized input. It is impossible to do effective communication without expression and movies can play an important role in the complete learning of speaking skills.

As MC. Carth (1990) concludes that if grammar is good then students can speak good English but everyone may not understand. It requires expression because a word has different meanings in different places. Movies are the best way to learn expression. Students can learn an impressive speaking skill from the communication of the characters in English movies.

Students can learn different theories and concepts through movies. Champoux (1999) explain that movies have a wide range of meanings and highlight important points. The main purpose of the movies is to discuss a special occasion or thing. That's why the movie teaches us so many things like theories, imagination, effective discussion, etc.

Different movies contain a different type of language as Gargin (2014) says that movies represent a particular age and language varies from age to age. By watching different English movies students can learn the language at various ages.

Movies help us to understand background information of movies Herron and Henly (1992) says that every movie tells a story that can be understood and learn from watching. Movies give us background information and a good movie can teach morality to a student. Teachers should use a good movie which will also be a source of education and training for the students.

Movies can also improve our reading skills if movies with subtitles are used. Rokni and Ataee (2014) explain that movies with subtitles are more effective as compare to simple English movies. The text of the movie has many benefits. One is that it helps us to better understand the dialogue spoken in the movie. When students listen and text together, it is beneficial for both reading and speaking skills.

Saba, Sherazi & Hassan (2022) says for

Pakistani students, learning English is a second and foreign language. It goes without saying that learning a second language can be challenging. To pronounce the letters correctly and to recognize them, use phonetics.

It also helps to learn more vocabulary as Wahyuningsih (2018) Movies carry a large number of vocabularies by watching Movies can enhance vocabulary awareness in students. One of the great benefits of movies it can seek a student's interest and they enjoy during learning. Students felt anxiety while speaking English Movies can motivate them.

### **Research Methodology:**

It is qualitative research for the improvement of speaking skills on the higher secondary level in district Sahiwal. Twenty students were selected for this method and the teachers communicate to the students to take their pre-test. On this, their basis grades were given to the students. The students were then divided into two groups one as an experimental group and the other as a control group. The Control group continues the old way of teaching and the experimental group was shown different English movies in class. Initially, they were shown movies with subtitles, and later they were shown movies without subtitles so that they understand English during communication. The students were then re-tested. They were given a random title on which he had to speak for 10 minutes as a post-test ranked based on their performance. It was also noticed that the students of the experimental group were able to express their title with full confidence, they use true vocabulary during communication and they understand well speaking or teachers and contribute well on other student's topic as compare to the control group.

### **Theoretical Framework:**

Multiple pieces of researches are made that help this research positively to reach our aim. The undertaken researches of Srinivas (2019), Frelly (2018), and Gidion (2018) emphasis that there are a lot of advantages of watching English movies in the EFL classroom. Movies are like an institution inside. Movies help us learn a lot of things. There are many literary devices used in

movies by watching movies students can also learn the correct use of literary devices. An English movie has many parts; all the characters are related in the same way. To understand the whole film, it is required to remember and understand them all. In this way, the movie enhances our memory and thinking and has a positive effect on them. Students listen to the communication of native speakers so they know the correct pronunciation of words that's why the students who learn English speaking through movies they are confident while speaking because they know the correct pronunciation of words Hence movies can also improve pronunciation even movies help us to improve

all four skills i.e., Reading, speaking, writing and listening. According to different researches, it is clear that movie selection is most important in this activity. As king (2002) clears that the selection of the movie must be according to the student's standard, neither the movie more difficult nor easier. To develop an interest in student teacher must ask questions about movies before, after, and between the movies.

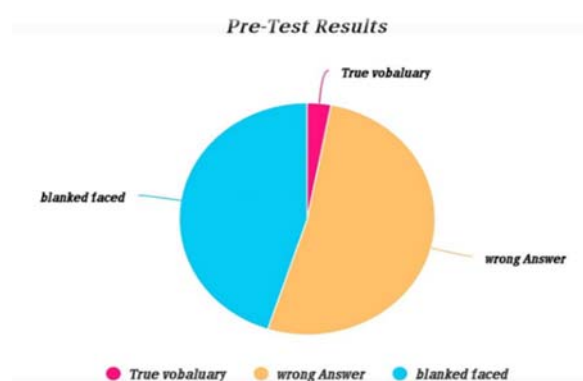
#### Data Collection:

There were 20 students. Some questions were asked from them and marks were given on that basis.

#### Pre-Test Results

| Students      | Question#1 | Question#2 | Question#3 | Question#4 | Question #5 | Total /10 |
|---------------|------------|------------|------------|------------|-------------|-----------|
| Student no 1  | 0          | 1          | 2          | 0          | 0           | 3         |
| Student no 2  | 1.5        | 0          | 0          | 0.5        | 1.5         | 3.5       |
| Student no 3  | 1.5        | 2          | 0          | 0.5        | 0           | 3.5       |
| Student no 4  | 1          | 1          | 2          | 0          | 1           | 4         |
| Student no 5  | 0.5        | 0          | 0.5        | 0.5        | 1           | 2.5       |
| Student no 6  | 1          | 0          | 1          | 1          | 1           | 4         |
| Student no 7  | 0          | 0          | 2          | 0          | 0           | 2         |
| Student no 8  | 1.5        | 1          | 0          | 0.5        | 1.5         | 4.5       |
| Student no 9  | 2          | 0.5        | 0          | 0.5        | 0           | 4         |
| Student no 10 | 0          | 0.5        | 0          | 0.5        | 0           | 1         |
| Student no 11 | 1          | 0          | 0.5        | 2          | 1.5         | 3         |
| Student no 12 | 0.5        | 0          | 0.5        | 2          | 0           | 3         |
| Student no 13 | 0.5        | 2          | 0          | 0          | 1           | 3.5       |
| Student no 14 | 1          | 0          | 0.5        | 1.5        | 0.5         | 3.5       |
| Student no 15 | 1          | 0          | 0.5        | 0          | 1           | 2.5       |
| Student no 16 | 0          | 0.5        | 2          | 0          | 0           | 2.5       |
| Student no 17 | 1          | 1          | 0          | 0.5        | 1.5         | 4         |
| Student no 18 | 1.5        | 0          | 0          | 0.5        | 0           | 2         |
| Student no 19 | 0          | 1.5        | 0.5        | 1          | 0           | 2         |
| Student no 20 | 0          | 2          | 0.5        | 0          | 0.5         | 3         |

There was an activity in which students were asked different questions as the pre-test. They were marked on that basis but unfortunately, the results were not good. The average percentage of students was only 30%. Most of the students were not able to give answers and some of them preannounced wrong. A major problem that was found in almost all the students was that they were constantly stuck during the conversation which was a bad impact on their communication.



In the Pre-Test, only 3% of true vocabulary was used by students. Almost 52% of students were not able to speak even a single word because they were not understood what has been asked of them. The remaining 47% may understand the question somehow but don't know how to answer in English one of the main issues was lack of confidence. The average results of the pre-test were disappointing

#### Post Test Result:

##### Group A (Control group)

After per test students were divided into two groups. The experimental group was named Group B and the other control group was group A. Each group consists of 10 students. Group B learns English through movies and group A Taught by the old method.

| Students      | Question#1 | Question#2 | Question#3 | Question #4 | Question #5 | Total |
|---------------|------------|------------|------------|-------------|-------------|-------|
| Student no 1  | 1.5        | 1.5        | 0          | 2           | 1           | 6     |
| Student no 2  | 1          | 2          | 2          | 1.5         | 1           | 6.5   |
| Student no 3  | 1          | 1.5        | 1.5        | 0           | 2           | 6     |
| Student no 4  | 2          | 1          | 2          | 0           | 1           | 4.5   |
| Student no 5  | 1          | 0          | 1.5        | 1           | 1           | 4.5   |
| Student no 6  | 1.5        | 1          | 0.5        | 0           | 2           | 5     |
| Student no 7  | 0          | 1.5        | 1          | 0           | 1.5         | 4     |
| Student no 8  | 1          | 0          | 1.5        | 1           | 1           | 4.5   |
| Student no 9  | 2          | 0.5        | 0          | 1.5         | 2           | 6     |
| Student no 10 | 0.5        | 1          | 1          | 2           | 1.5         | 6     |

Group A was taught the by old way and a post-test was taken again after the allotted time but the results remain same. There were no improvements in there learning. The average results of students were only 40%. Students were

facing same problem as in pre-Test. The students of these students were same as before. It clears that students need a new and effective method to learn EFL skills.

##### Group B (Experimental group)

| Students      | Question#1 | Question#2 | Question#3 | Question #4 | Question #5 | Total |
|---------------|------------|------------|------------|-------------|-------------|-------|
| Student no 1  | 2          | 2          | 2          | 1           | 2           | 9     |
| Student no 2  | 2          | 2          | 2          | 2           | 2           | 10    |
| Student no 3  | 1.5        | 2          | 1.5        | 1.5         | 2           | 8.5   |
| Student no 4  | 2          | 1          | 1.5        | 2           | 1           | 7.5   |
| Student no 5  | 2          | 2          | 1          | 2           | 2           | 9     |
| Student no 6  | 1.5        | 1.5        | 2          | 1           | 1.5         | 7.5   |
| Student no 7  | 1.5        | 2          | 1.5        | 2           | 1.5         | 7.5   |
| Student no 8  | 2          | 2          | 2          | 2           | 1           | 9     |
| Student no 9  | 2          | 1          | 2          | 1.5         | 2           | 8.5   |
| Student no 10 | 1          | 1          | 2          | 1           | 2           | 7     |

Group B was taught through by new method and after fixed time a post-test was taken. The results were shocking. Average results of students were 90%. A remarkable difference can be observed. There were a lot of improvements like students learn about vocabulary awareness. One of the most important things is that students were confident on their speaking which is one of the

important things for effective communication.

#### Data Analysis:

Their pre-test was taken to see the merit of the students but the results were not good. Most of the students not have speaking skills. Even some of the students say sorry Instead of answering and the student who tries to speak and

understand the question; were pronounced the word badly. Average students were those who answered but don't use any expressions or pauses while speaking and almost all the students were embarrassed and feeling shy while speaking because they were not confident in their speaking. Only 3% were above average who use correct vocabulary, Right grammar but they were not confident. 52% of students were those who understand the question well but the answer was full of grammatical errors, the words were mispronounced and students were afraid of mistakes while speaking. Remaining 45 % students were blanked faced. Then their classes were taken in which they start learning through English Movies. One of the most important

things was notice was students were excited to attend the class. The Criteria was that teachers asking questions about movies before, after and during the movies and appreciate them which develop motivation and student watch movie with more interest. After that post-test was taken in which a clear difference was observed. The students have great awareness of vocabulary they were confident while speaking. There were less grammatical errors, and having a flow while speaking English. The students stop using their mother tongue to explain their answers. After the Experiment positive changes were observed.

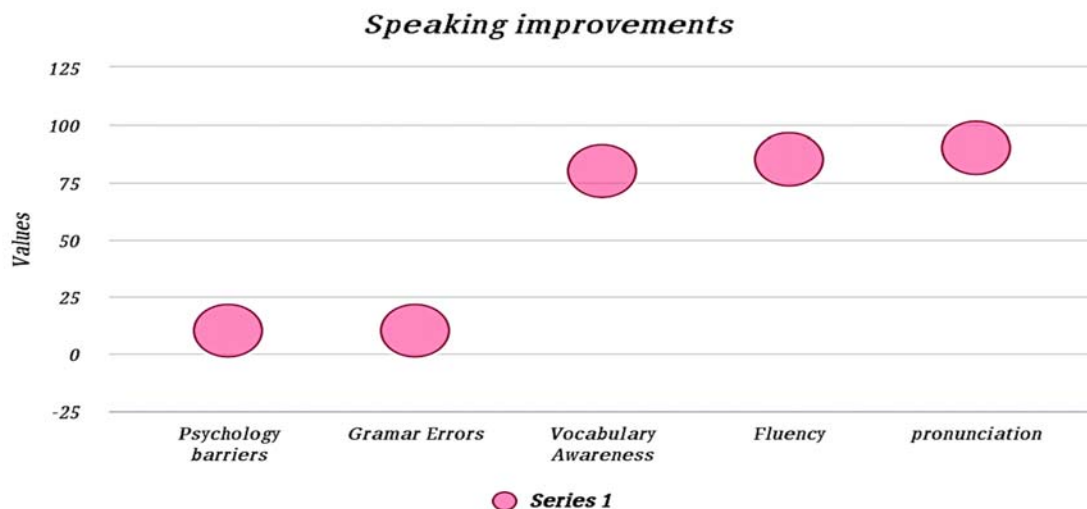
### Improvement in speaking:

Students overcome on the barrier they face while speaking.

| SR# | Speaking Difficulties           | Percentages |
|-----|---------------------------------|-------------|
| 1   | Vocabulary awareness            | 80 %        |
| 2   | Shyness, Afraid of make mistake | 0%          |
| 3   | Pronunciation                   | 90%         |
| 4   | Grammatical errors              | 10 %        |
| 5   | Fluency                         | 85%         |

Before experiment students face a lot of communication barriers but after effective learning through movies it was observed student's vocabulary awareness level was

improved till 80%. One of the important things is that students overcome to their psychological barriers because they were confident of their skills. It was a remarkable achievement.

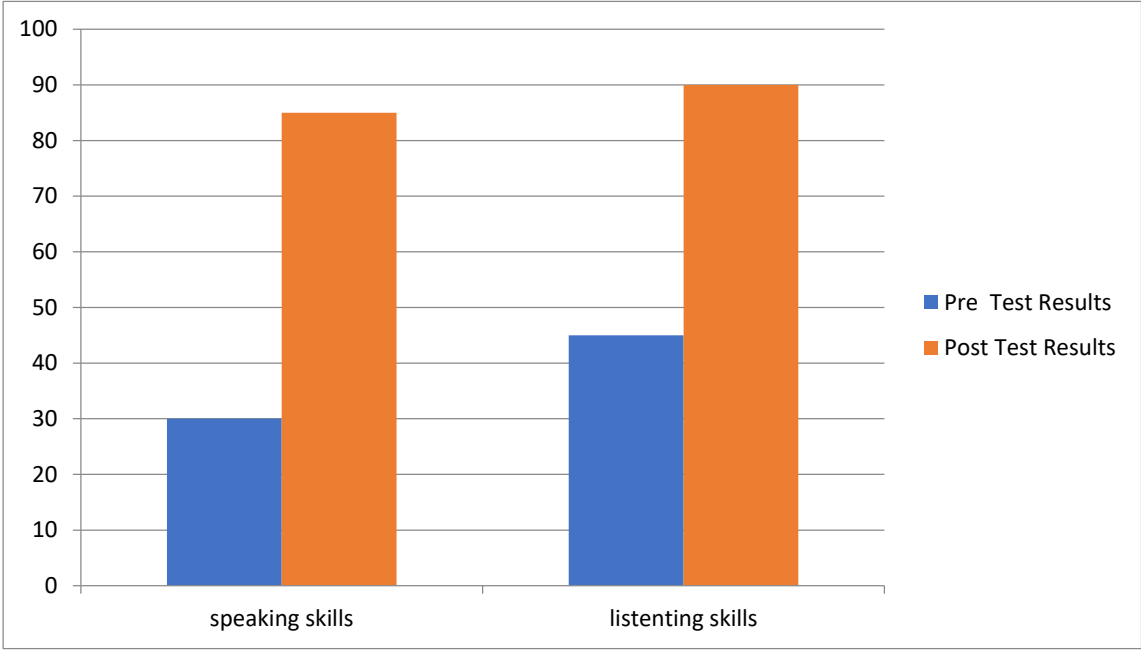


In posttest it was observed that Movies provide proper environment for the students to learn English language it helps students to remove

their psychological barriers (shyness, Afraid of making mistakes) and grammar errors. Students learn about vocabulary awareness, develop

Fluency and improve pronunciation of learners. There were little bit psychological barrier and Grammar errors which can be removed easily in further learnings. Learners improve their vocabulary and pronunciation and there was fluency in their communication which is important for effective communication.

the most important things in speaking is expressions and body language which can be learned through movies more easily because with English learning students also capture expressions from the characters while communicating. It was observed that the student who learns English speaking through movies were more confident as compare to the students



After pretest it is observed that there is great difference in pretest and post test results. The students with 30% speaking skill were improved till 85 %. They're listening skills were also improved from 45% to 90% which is appreciative. Students were learning quickly which clears that English movies are most effective method to learn speaking skills. It is helpful for both teachers and students.

**Findings:**

There was a clear difference in the results of the pre-test and pro-test took from the student. This clearly shows that the movie enhances the learning of the students. Movies help a lot in English speaking learning at a higher secondary level. The movies with subtitles help a lot of students to understand the movie and to learn it well. Movies enhance their interest in learning. They enjoy while learning that help student more as compare to books because it also gave pleasure and if students watch a movie more carefully it increases the level of interest. One of

learn through books. It is concluded that movies are a more effective and interesting way to learn English speaking.

**Conclusions:**

The results of the study express that English movies are very useful for the students. There are many words that students don't understand by listening, they try to understand the meanings of that unknown words by watching the expressions and situation of the characters. So, the scenes present in movies are also helpful for the students to translate new words. Movies also teaches the proper use of articulators. While watching the movie, it is by nature that the audience keeps repeating most of the dialogues silently. It teaches how to speak English as well as teach the correct use of articulators. English movies give learners a complete package of speaking and understanding of the English language besides other skills such as speaking speed, body language, pauses, articulation, etc. One of the great benefits is that it develops more interest in students and helps how to

communicate in daily life. Characters' situation handling conveys the learners to participate actively in daily life problems and communications. It not merely helps in learning all four communication skills, also helps to enter a proper atmosphere which is very important for non-native speakers.

## References:

- McCarthy M. (1990) Vocabulary, Oxford University Press
- Bahman G (2014) The effect of movie subtitling on incidental vocabulay learning among EFL learners Bahman Gorjian. International Journal of Asian Social Science.
- Kusumarasdyati, L. (2004) Listening, viewing and imagination: movies in EFL classes Paper presented at the second International Conference on Imagination and Education, Vancouver, Canada.
- Jalal S Rokni, A & Atace, A. J. (2014) The Effect of Movie Subtitles on EFL Learners Oral Performance 1(V) 201–215.
- Wahyuningsih S (2018) Challenges and opportunities of teaching academic writing skills a case study of students at iain kudos
- Luo J. J. (2004) Using DVD films to enhance college freshman's listening comprehension a Motivation. MA Thesis, Taiwan: National Tsing Hua University
- PARUPALLI SRINIVAS RAO (2019)Journal Research Journal of English Language and Literature (RJELAL) Ky publication. The Impact of English Movies on Learning English in ESL/EFL Classrooms
- King, J. (2002) Using DVD feature films in the EFL classroom. Computer Assisted L Learning, 15(5) 509-523.
- Florence, Y. (2009) Learning English through films : A case study of a Hong Kong class. University of Hong Kong. Gebhardt, J. G. (2004) Using movie trailers in an ESL CALL class. The TESL Journal, 10(1).
- Krashen S. D. (1982) Principles and Practice in Second Language Acquisition. New York: Pergamon.nihtravera frelly liado, Mister Gidion Maru(2018)
- Joseph E. Champoux (1999) Animated Films as a Teaching Resource February 2001Journal of Management Education
- U30 Animated Films as a Teaching Resource Animated Films as a Teaching R
- Mister Gidion Maru Universitas Negeri Manado,Indonesia, Manado · English Education Department nihtravera frelly liado, Mister Gidion Maru(2018)
- Sommer( 2001) Using film in the English classroom Why and how
- Ying li (2009) Native or Non-native-speaking Teaching for L2 Pronunciation Teaching?—A Investigation on Their Teaching Effect and Students’ Preferences Viewing video and DVD in the EFL classroom M. Keene Published 2006 Viewing-video-and-DVD-in-the-EFL-classroom-
- Herron and henly (1992) Ismaili M (2013) The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. Academic Journal of Interdisciplinary Studies
- Yassen, B. H.& Shakir H. (2015) Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur. International Journal of Education & Literacy Studies
- Niu Qiang Teng Hai and Martin Wolff (2007) China EFL: Teaching with movies. Published online by Cambridge University Press.



## Appendix:

### EFL learning through English movies



### Types of English Movies:

