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RESEARCH PAPER

Exploring the Role of English Movies in English Language Classroom to Improve Speaking Skills of the Learners at the Advance Level

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ABSTRACT

This research has investigated the role of English movies in the English language classroom at Advance level. The researcher has labored quantitatively by using multiple tools like questionnaire, classroom observation and teacher's interview to reach research objectives. This research has the stance that using English movies as a teaching tool manoeuvres the learners to speak more in the classroom. Learners try to imitate the dialogues of the carefully selected movies and in this way they not only improve their speaking skills but can also improve their pronunciation. The significance of this work lies in the fact that English being the second language is always difficult for the learners to speak, despite the fact that they are learning English since beginner level. The learners can comprehend the language but can't speak due to the barriers in second language learning like being bashful, lack of confidence and fear of people's mockery. Researcher has tried to fill these gaps of second language learning by exploring the positive role of carefully selected movies in the English language classroom, which can definitely boost the speaking competency of the learners. This research has focused on the use of carefully selected movies to ameliorate the speaking skills of the learners and make them communicatively competent.

Introduction

Audio-visual aids reinforce the spoken and written words with concrete images and thus, provide rich perceptual experiences, which are the basics of learning. These materials make learning less non-verbalistic and remove the boredom of verbalism (Nayak, 2004). These offer a variety of experiences, which stimulate self-activity on the part of the pupils. The audio-visual aids contribute to the depth and variety of learning and make learning more permanent.

English movies are one of the media for teaching learning processes that can pique students' interest and elicit their imagination. The kids have a concept they want to explore in their heads, and they will be able to express it in English. The goal of this study is to show how to use English movies to improve speaking skills.

The researcher has implied movies as audio-visual aid for teaching English Language effectively. As movies in their entirety or in selected clips are highly practical and effective for English Language Teaching. They can verily improve the speaking and listening skills of a foreign learner of English language. A thoughtfully chosen English movie can breathe new life into a class of the most reluctant learners. As, movies provide a real contextual situations to learners, it is very important for learners and learning English language in a foreign context. They do not have access to the native context and they learn a second language while living in another language context. Language context and language culture is very important aspect to language learning, language has a direct relation to society and culture, language is a product of society. When learners are out of real language native context, it is very harsh on them to expect them to learn speaking skills and enhance their communicative competence. Movies are a source to improve this harsh situation especially for English language advance learners, as they are more aware of themselves and they do not want to be ashamed while learning language, their adulthood has to be protected as well. Movies provide them the opportunity to see and understand the real language situations and they can enhance their speaking skills and their communicative competence. Movies provide them the native like environment of language use which help learners to understand how the actually target language to be used in real situations. The researchers is of the view a language teacher needs to be very active and careful while selecting an English language movie for the learners. He has to select a movies which is beneficial for advance learners, where language use needs to be very authentic. He has to take care of the standard of language use in English movie, substandard, regional dialects and ethnic dialects movies needs to be rejected in selection process. It is expected from language teachers to show standard language movies in English language classroom, as learners are learning English language in a foreign or second language context, where they are supposed to learn a standard form of English language. Especially in Pakistan context cultural or religious barriers also needs to be taken care. Incorporating films into the classroom serves a number of functions in language instruction. The study of cultural features like as customs and humor, as well as cultural particular uses of the language such as idioms, aids comprehension of the language's function.

Literature Review

The English language has been taught since a bit after its emergence as an autonomous language, yet it has gradually evolved to be a language of crucial global importance. The learning of English, as any other second or foreign language, is widely perceived as the most challenging enterprise a person may involve in, thus, the substantial importance of second or foreign language teaching and learning, particularly in the context of English, has rapidly grown that demands educationists,

researchers, teachers, as well as learners, to put their efforts in the enterprise in order to make it as productive and as fast as possible by suggesting better techniques of presentation and more effective methods of selecting and grading the linguistic material (Kabooha, 2016). While the demand for research has been intensified, most notably in the recent times, the research that has been done so forth has enabled language teachers to carry out the process of teaching and learning more effectively, by providing them with a continuously renewed teaching facilities such as audio-visual aids and associated materials that can be incorporated in the language learning classrooms (Xu, 2018).

The use of audiovisual aids in the arena of education is based on the belief that what we see with our own eyes, gives us a real sense of pleasure than what we hear from others. Such a use provides the students with far rich learning experiences, appealing to the learners' senses of sight and hearing, than they can have in traditional manners of teaching and learning (Rather, 2004).

The students express much curiosity to know about the reality of what they are being taught, that is, undoubtedly, necessary to ensure the quality of both teaching and learning, for it is the fact that learning without knowing its context is meaningless. The use of audiovisual aids such as pictures, charts, maps and models etc., also facilitates the presentation of reality of the contents which are being taught in the classroom by making the students familiar with the context of learning (Felder & Henriques, 1995).

The video materials have been used by the language teachers for almost more than twenty- five years, and the effectiveness of such a use has gradually emphasized its utility to far more great degree in the contemporary time. In language teaching classrooms, the use of appropriately chosen movies that contain the linguistic input of target language serves the concerned purposes by going beyond the movies' typical role of being source of entertainment. A lot of relevant studies have been conducted to evaluate the efficacy of such a use of video materials in ELT classrooms, it is unanimously concluded that the use has been proven to be much effective and suggested the video materials can serve far more if the appropriate modifications and developments are made (Er & Atalay, 2016). The use of video materials, in the context of ELT, range from using videotapes, CD's and DVDs, online and streaming videos available on the digital media, the Internet, to the carefully chosen movies, and have been proven to be highly effective instructional tools, especially in terms of the development of basic language skills namely speaking, listening, writing, and reading (Bajrami & Ismaili, 2016).

Hypothesis

The researcher is of the view that the use of movies would effectively enhance and improve the speaking of English language learners and would make them communicatively competent.

Material and Methods

The researcher has chosen quantitative research method. Quantitative research is more strenuous in nature and far more tough to carry out, because, in this kind of research, the researcher has collected data at his own through various tools i.e., questionnaires, interviews, observations etc.

The population of this specific research is the English language instructors and students of four different language institutions of Faisalabad where English speaking courses are going on for duration of 3-6 months.

- Kaplan (Spoken English & Educational Consultancy)

- Barron's Consultancy Centre

- HR Consultants (Pvt) Ltd

- National University of Modern Languages (Faisalabad Campus)

Being specific, the researcher has taken the English language teachers and students of different English language institutions of Faisalabad including National University of Modern Languages (Faisalabad Campus).

It aims at getting evidence from a large population at nominal cost and at maximum speed. The researcher has used the random sampling and has chosen 30 teachers and 80 students as the sample. The division of sampling is 20 students from each of the selected institutions in population.

The researcher has taken enormous care in the construction of the questionnaire. Questionnaire has been adapted from a previously conducted research at NUML in regards to the effects of movies in English language classroom. It proves the authenticity and reliability of the questionnaire as well as it has been used in conducting a research at the beginners' level.

The questionnaire used for this particular research has different types of questions closed ended questions and the majority of questions are scaled ones. The researcher has used Likert Scale for this purpose. Likert scale is the most reliable scale when it comes to data collection. There are 4 types of questions formulated by the researcher according to this scale.

- Question number 1 is formulated to know about the language skills emphasized by the teachers in the classroom. The options are: Listening, speaking, reading and writing.

- Questions from 2-6 are formulated with the options as: Agree, strongly agree, disagree and neuter.

- Questions from 7-10 are based on the answers like: Very often, sometimes, rare and never.

- Questions from 11-20 are designed according to the options: Yes, to some extent, no and not necessary.

The researcher has talked to many English language teachers round about 20, teaching at different English language institutions of Faisalabad in which 9 English language teachers are of National University of Modern Languages, Faisalabad campus, teaching at diploma level, he has asked them, questions about their teaching methods and strategies. The researcher has also used questions for the purpose of interview and the questions were open ended. He has also questioned them about different audio-visual aids, which can prove beneficial for foreign language learners. This interaction with the teachers has provided the researcher with a clear idea about different audio-visual aids being used in an English language class by different teachers. It has also provided the opinions and suggestions of respected language teachers.

The researcher himself has gone in classes of diploma at National University of Modern Languages (Faisalabad Campus) in order to observe different audio-visual aids being used by the teachers and the usefulness of using English movies in the English language classroom. This observation recorded in the form of checklist in which multiple audio-visual aids are mentioned.

Results and Discussion

Table 1
Teachers' Response and their results in Percentage

Q1. Skills given stress in English Langua Teaching Classroom	Listening	Speaking	Reading	Writing
Percentage	23%	60%	0	16.6%
Q2 to Q6	Agree	Strongly Agr	Disagree	Neuter
Use of games, card-games can make studen communicativelycompetent.	16.6%	0%	53%	30%
Use of black or white board can better ma students communicatively competent	0%	0%	73.3%	26.6%
Use of charts and pictures can better ma students communicatively competent.	6.2%	36.6%	50%	6.2%
Use of movies can better make studen communicatively competent.	70%	30%	0%	0%
Watching movies and comprehension English movies in the language classroom c improve English language learners' speaki skills.	86.6%	13.3%	0%	0%
Q7 to Q10	Very Often	Sometimes	Rare	Never
You make your students watch some select movies in language classroom.	13.3%	33.3%	23.3%	30%
Students are willing to watch an English movie in t language	53.3%	6.6%	23.3%	16%

classroom to improve speaking skills.				
You practice dialogues of the movie in language classroom withthe learners.	56.6%	13.3%	30%	0%
You watch movie with students and Explain them grammar, vocabulary and pronunciation of each word in a langua classroom.	70%	30%	0%	0%
Q11 to Q20	Yes	To some exte	No	Not Necessa
Watching English Movie can Enhar language learners' situational speaking skill	53.3%	6.6%	23.3%	16%
Watching English movies can make langua learners more competent in "specific purpos speaking skills	66%	16.8%	16.8%	0%
You make your students watch carefu selected English language clips in the language classroom enhance speaking skills	50%	33.3%	16.6%	0%
You prefer that your students watch Histori English movies in the classroom to enhar their speaking ability	70%	16%	6.6%	6.6%
You focus particularly on characters wh students watch English movie in the classroom, so they c perform role plays after watching movie enhance speaking skills	60%	20%	13.3%	6.6%
Dialogues of movie help students using targ language in real situations	66.6%	16.6%	0%	16.6%
Grammar is your focus in making the stude watch English movie in the classroom	50%	16.6%	16.6%	16.6%
Communication is your focus in making t students watch English movie in the classroom	66.6%	33.3%	0%	0%
The use of English movies in English language classroom is an expensive technique of teaching English Language	33.3%	0%	66.6%	0%
The facility of showing English movies available in your institute	33.35	0%	66.6%	0%

The researcher has asked 20 different questions from the English language teachers regarding the use of movies to enhance the learners' communicative competence and about the language skills they focused more in teaching English language. The above graphical representation shows the results of the responses of the English language teachers. In percentage most of the teachers are of the view that exploitation of English movies enhances the speaking skills of the English language

learners. English movies increase motivation level of learners in the English language classroom. Movies decrease boredom, increase the inclination of the learners towards the use of English language in different social contexts. It enables them to understand language more appropriately and enhances communication skills of the learners. More teachers in percentage suggested that movies are a very good source to make learners use English language in different situations and for specific purposes. Most of the teachers are of the view it is not an expensive source to use in English language classroom.

90% of the teachers were of the view that the four language skills should be given equal importance in an English language classroom and they should adopt such techniques, which enhance their speaking, and listening skills at best. The basic purpose of language is communication. The students should know that when and how they have to use the language.

Most of the English language teachers were not satisfied with the methods of teaching that they were practicing. They were not satisfied with the course outline of the English language and the facilities provided to them. On the other hand, some teachers were very much satisfied with their teaching methods.

Regarding the third question, they said that a variety of techniques and activities are very necessary for English language teaching. Students get bored with the same activity and with the same method of teaching. Their interest should be maintained in language learning.

Talking about the problems of the students, the teachers were of the view that students of our country have no observation in their day-to-day life. They are never taught how to observe. Their education is not according to their social lives. This makes them incapable of speaking in their English language classrooms. The other problem, which the students face according to the teachers was lack of vocabulary.

The researcher has observed a class in National University of Modern Languages (Faisalabad Campus) for 7 days where the students of English language summer course are going to watch an English movie ─The Chronicles of Narnia'. When the teacher has told his students that they are going to watch a movie tomorrow, they get excited and are more interested in watching a movie rather than discussing any general topic or reading any story book or listening to any recorded dialogues by native people.

After watching the movie, the next day, the teacher has asked different questions. The movie has given a content to students to speak out which is enhancing their speaking skills and at the same time, comprehension of movie has helped a lot in improving their listening skills.

On the third day, the teacher has made two groups, one belongs to hero and his companions and the other group is on the side of villain and her party. They have to defend their groups and have to speak more and more. Meanwhile, the teacher is

encouraging the students to speak more by asking different questions and by adding some material.

On the last day, the teacher has discussed the vocabulary items with students, their meanings and when and where those words were used in the movie.

Conclusion

The findings of the researcher support his research objectives that by the exploitation of English movies in the language classroom desired results can be obtained and communicative competence of the learners can be improved. Furthermore, speaking skills of the learners can be easily enhanced by using movie clips in interesting manner. Films, for example, aid language learning by giving appropriate input, which is important for spoken language learning (Bahrani & Tam, 2012). Carefully selected movies are used by the researcher in this respect, researcher has used volume down activity, prediction activity and communication gap activity for this purpose. Speaking by illustrating, before the learners, the samples of cultural as well as nonverbal behavior that is typical of the native language environment (Kamelia, 2019). Another important finding of the researcher supports his research objective that awareness of the contextual use of the language help the learners to use that language in particular situations. They can speak in multiple situations freely with confidence.

Analysis of data has shown the different results of exploitation of English language movies in English language classroom at the advance level. The results show that most of the English language teachers are of the view that movies enhance speaking skills. Results shows that most of the teachers are of the view that grammar teaching is less focused in English language classroom while showing English language movies. The ability, according to King (2002), the ability to comprehend the entire film will motivate and instill confidence in the participants. Findings of the research also represents the information that students are more motivated in learning English language if they are learning language through the use of English movies. Research findings also shows that movies make learners communicatively competent. Research findings also show that use of black board and white board do not have any effect in enhancing students' communicative competence. Findings also represent the data regarding the use of charts and picture, which shows that although these tools are also important but movies are more effective than these resources to improve speaking skills of the learners.

The researcher has concluded after analyzing the data collected from teachers through questionnaire that movies can play a vital role in enhancing the speaking skills of learners at advance level. Films, for example, aid language learning by giving appropriate input, which is important for spoken language learning (Bahrani & Tam, 2012). Movies provide opportunity to learners to see the language context where the actual target language is in use and how the speaker of that language cope up with different life situations. Films are an excellent method to get students involved in a

variety of tasks in a second language school (Goldstein & Driver, 2014). Movies provide them the chance to understand the situational language use and also give learners a chance to understand the semantic and pragmatic use of language. Movies enhances their interest in language usage and they can imitate different language utterances in their real life contexts. Movies can make them communicatively competent, it enhances their ability to use language for specific purposes as well. To put simply, the English language movies are an effective means of development, among the learners, of communicative competence of the English language in almost all the aspects but especially in terms of listening, and speaking (Xiaoqiong & Xianxing, 2008).   Movies unable learners to overcome their barriers of foreignness to language as the being foreign or second language learners, they learn language away from the language home. Movies make English language learners to use language, more native like and they can have better comprehension of the native speakers' use of language. Movies make learner efficient users of target language in their professional as well as social life situations. Movies also enhances their motivation level in language learning as it reduces the boredom in English language classroom, movies enhance their interest in language learning. Dull classroom reduces the students ability to learn language effectively, so movies are very good source to make English language classroom a lively place to language learning. . Films, according to Mishan (2004) and Gilmore (2007) can provide authenticity to the classroom.

Recommendations

Using movies in teaching English can be very effective, the teacher should be quite selective with the movies. Choose movies that are good to watch, which has more standard forms of language utterances and dialogues. Be much sensitive to B grade English movies which contain violence or substandard language, which can have adverse effect on the learners' language and their usage. Be very much careful about the standard accent of English language, do not select a movie which contains a regional dialect of English language.

A movie's theme should be given equal consideration. However, select a film that your pupils can recognize. Avoid movies with slang and cross-cultural references; otherwise, you'll have a hard time in class. When utilizing movies to teach English language to students, choose ones that will engage them both physically and mentally.

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