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# **An experimental study on effectiveness of teaching English through English movies**

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**Abstract**--Purpose of Education is not just to impart information. If students want to solve real life problems in life. They have to be trained to be creative. They have to develop imaginations skills, critical thinking. Teaching English through movies engage students in activity where students have to imagine something. Hence, in order to study the effective of English movies on command over language and its pronunciation an experimental study has been conducted on 80 students of undergraduate level. The research show that teaching English through movies prepare students to use language in real life. Movies also provide entertainment. When students get entertained, they learn effectively.

**Keywords**--Teaching English, Movies, Education, etc.

**Introduction**

An education is a systematic training and teaching that aims to convey information and develop skills in order to build a person's personality. There are various facets to education, some of which include social, physical, intellectual, moral, spiritual, artistic, and political. Education is as vast and deep as the ocean. Students are taught and learn how to behave in accordance with predetermined norms of human behavior in order to achieve desired outcomes. There are various aspects that contribute to learning, including the teacher's techniques, the student's physical and mental surroundings, as well as their psychological basis. The educational process helps the learner adapt to the changing environment, sharpens the intellect, and eliminates ignorance via the learning process. Individual psychological development has always been at the heart of education, regardless of the race or age in which it is carried out. While

the techniques used at various eras may have changed, the fundamental component has not.

## **Language**

Language refers to a culture's unique way of expressing ideas orally and in writing. Visual symbols are used to represent the sounds and letters of spoken language in written form. Or, to put it another way, written language is a representation of speech sounds in orthographic form. An example of such a system is the human capacity to learn and utilize language, and a language is any specific example of this ability. Formal language is defined by the rules that regulate the combining of signs to convey meaning. The structure of human languages may be regarded as a closed system of rules. According to Noam Chomsky and Ferdinand de Saussure, generative grammar defines language as sentences that may be formed using transformational rules and considers those rules an intrinsic element of the human mind's capacity for language..

## **English Language**

English is the world's most widely spoken language. When it comes to the number of places in the world where people use English to communicate, no other language can be compared to English, according to F.G. French. English is the primary language spoken by around 400 million people worldwide. Several sovereign governments, including the United States of America, Canada, Australia, Ireland, New Zealand, and a number of Caribbean Nations, speak it as their primary language. Non-native English speakers outnumber native English speakers. There are three nonnative speakers for every one native speaker, according to Professor David Crystal's calculations. English is spoken by more than a quarter of the world's population. sixty nations have adopted it as their official language. English is considered to be a 'global language' because it is spoken by so many people throughout the world.

The number of international commercial transactions handled in English is on the rise. Overseas workers are now able to find jobs based on their ability to speak English, making the job market more open to individuals who are fluent in English. The rise of the United States as a worldwide superpower in the 21st century has necessitated an increase in the need for English-speaking professionals. The rapid expansion of the English language around the world was greatly aided by the events of World War II. When it comes to technological advancement and economic progress, the United States continues to lead the pack because of its widespread usage of English. The ability to communicate in English is an asset in the United States, and it doesn't matter what your race is. A strong command of both spoken and written English is necessary for a variety of jobs, including call centers, medical coding, data transmission, digital publishing, and human resources. Internet information is mostly written in English. The vast majority of webpages are in English. All the best movies in the world are made in English. As a result, being fluent in English makes it easier to find information on the internet and in printed materials. The debates on science are debated and presented in English. Over ninety-five percent of all scientific papers are written in English.

## **Language Skills**

Language learning is a skill which involves the development of four fold skills on the part of the learner. They are listening, speaking, reading and writing. Skill means the ability to do the task well in order. The skills of language learning are interrelated. The language skills can be mastered only by exercising that particular skill in actual communicative situations.

Teaching any language is very challenging. Teachers are trying to find better ways to teach English. Students do not pay much attention to the English subject in school and colleges. When students have to learn English compulsory, they find it boring. Students sometimes feel monotony in the classroom. The students actually are looking for fun in the classroom. If teachers use this element of fun while teaching. The teaching process can be very interactive and interesting. Teaching English through movies offers fun and entertainment to students to learn English. Teaching English movies is a new phenomenon in India. Nothing has been done much on this topic. Indian people are viewers. India is one of the countries which has the highest number of viewers of movies. If anybody takes advantage of these things then the teaching and learning process can be very easy. Students learn more effectively through movies. Indian teachers can be trained well to use ICT equipment and movies in the classroom. Covid-19 has proved that teachers need to update themselves regarding using ICT tools. Teaching English movies also uses some ICT to teach effectively.

## **Research Problem**

Most of English teachers feel that teaching English has become a very difficult task for them. Students do not take English seriously in school or in colleges. When English teachers teach, they face so many problems in the classroom. One of the biggest problems is lack of enthusiasm. Students do not find it interesting. Students do not participate well in activities of listening, speaking, reading and writing. Most of the students come from vernacular backgrounds so they also face problems in pronunciation. Students are not able to listen well. They are not able to express their ideas in English well. Some students also face problems in reading and writing as well. Teachers also do not have proper materials to deliver content effectively.

## **Significance of the study**

Present study is a handy solution for English teachers. Teachers can get many advantages from this study. Teachers are not required to create worksheets to teach English through movies. Present study gives ready-made worksheets to teachers to teach. Teachers do not need to waste time in creating worksheets. This research also inspires teachers to be researchers. Researchers can get many ideas to teach English effectively. Researchers can understand the importance of active learning Methodology. Teachers can apply active learning methodology in the teaching. Students can also understand the importance of movies in learning language. Students develop their listening and speaking so well through movies. It is an immense contribution to the field of ELT. Experts or researchers can take help of present research to innovate something new in activities of listening,

speaking, reading and writing. Present research has proved that Teaching English through English movies is able to develop language skills of students. When students develop their language skills they can get a job easily. Present research can also solve the problem of unemployed students in India. In India, at present, there is a high number of unemployed students. Students complete the study but they are not able to get a job because of poor English. If students learn English through movies or if teachers teach English through movies, students can develop their language skill and they can get a job easily. Teaching English through movies creates fun and entertainment in the classroom. Students do not get bored in the classroom. Students, teachers or researchers can get such advantages from this research.

### **Literature Review**

According to Albiladi, W. S., Abdeen, F. H., and Lincoln, F. (2018), educators and second/foreign language educators have paid close attention to how media may be used to teach English. Film, music, and other entertainment-related learning materials are examples of media used. However, very little research has been done to examine how adult language learners perceive the advantages and problems of utilizing English movies to learn English. Study participants' views on the use of movies as teaching and learning aids were examined in this qualitative research study. The research looked at the advantages and disadvantages that English-language movies provide to language learners. It was shown that language learners thought that movies are real sources of language learning and may be utilized successfully to develop speaking, listening, reading, vocabulary and writing abilities in the target language. Findings also found that movies are good to pupils' cultural understanding, according to language learners.

Sari, A., & Sugandi, B. (2015) stated that Teachers of English must be more imaginative and original in their use of instructional material as a result of the globalization era's technological advancements, according to their findings. Teachers may utilize movies and other audio-visual material to help students enhance their English abilities. There are some advantages of using English movie in English teaching. Making a video with your English language students is a great way to sustain their interest in learning the language while also helping them improve their hearing, speaking, and vocabulary. However, there are several drawbacks to using a movie to teach English. Students may become bored with a movie if it takes a long time to watch, if they are more interested in watching the actors or actresses than in learning the material, if the storyline of the movie causes them to think and imagine things illogically, or if the plot causes them to imitate bad scenes from the movie. English instructors need to think of ways to counteract the negative effects of a film. Teachers, for example, should use short English movies to save time in learning, teachers should always remind students the main instructional goal before and after watching the movie, teachers should control student's thinking, imagination, and emotional, and teachers should select a good educational English movie.

According to Roslim, N., Azizul, A. F., Nimehchisalem, V., & Abdullah, M. H. T. (2021) Researchers and educators have addressed the rising relevance of utilizing movies to promote second language teaching and learning. Theoretical,

pedagogical, and learner perspectives have all been addressed by a few studies that are easy to read and understand. However, as several experts have noted in their recommended future study, further investigations are needed. The purpose of this research is to find out what undergraduate students think and feel about watching English-language movies of their own choosing and then giving an oral opinion about it. Students' presentations were aided by a collection of English-language movies they picked. Seventy-seven university students were included in the research. Online questionnaires with three parts were used to gather the data: demographics; views and experiences; and actual actions of students. SPSS version 20 was used to conduct a descriptive analysis of the data. Students' speaking abilities, vocabulary, interest and motivation, as well as their anxiety and stress, were all improved by watching movies, according to the study's findings. This research contributes to the corpus of information on the use of movies for language teaching and learning and assists educators and instructors.

### **Research Objectives**

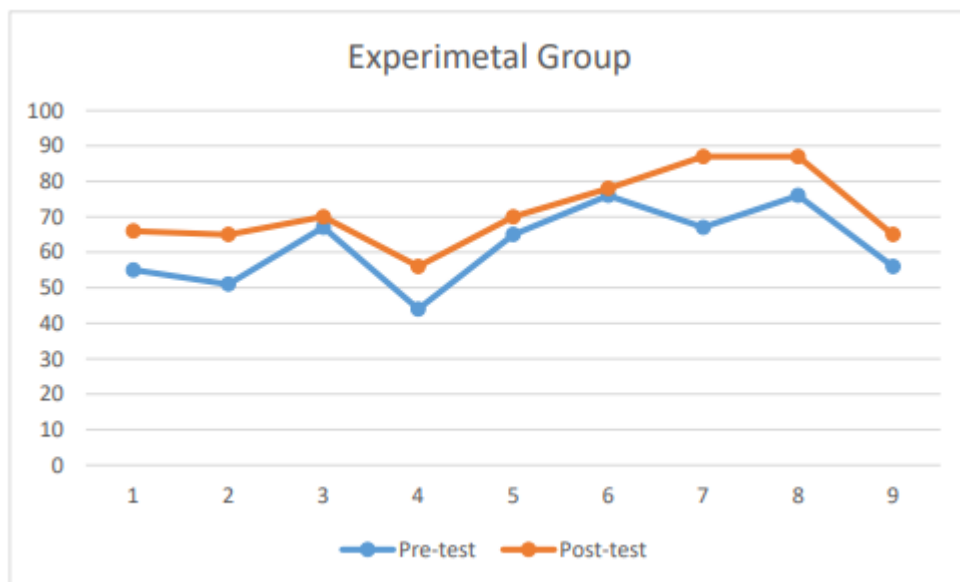
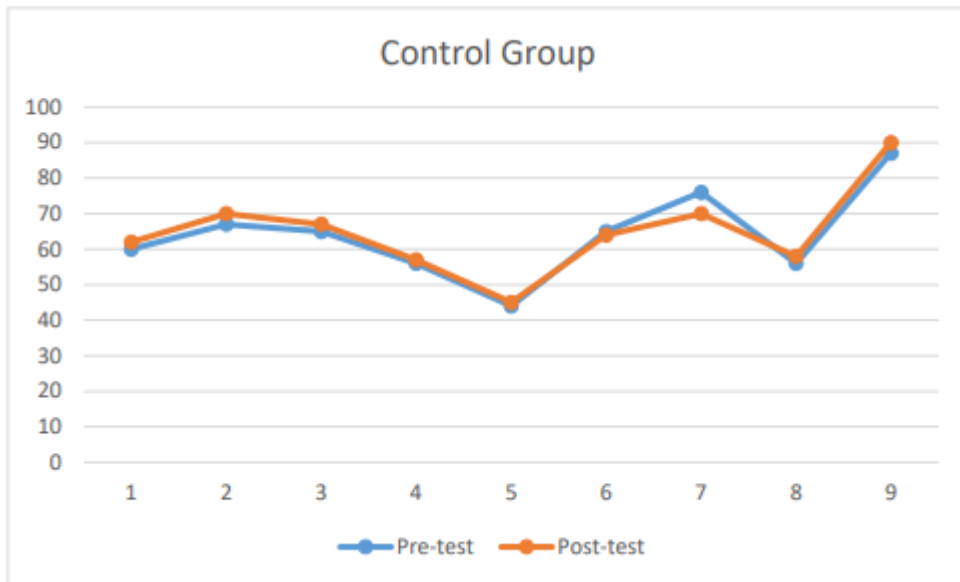
1. To analyse the effectiveness of teaching English through movies.
2. To assess the effectiveness of teaching English through movies on pronunciation.

### **Data Collection and Sampling Techniques**

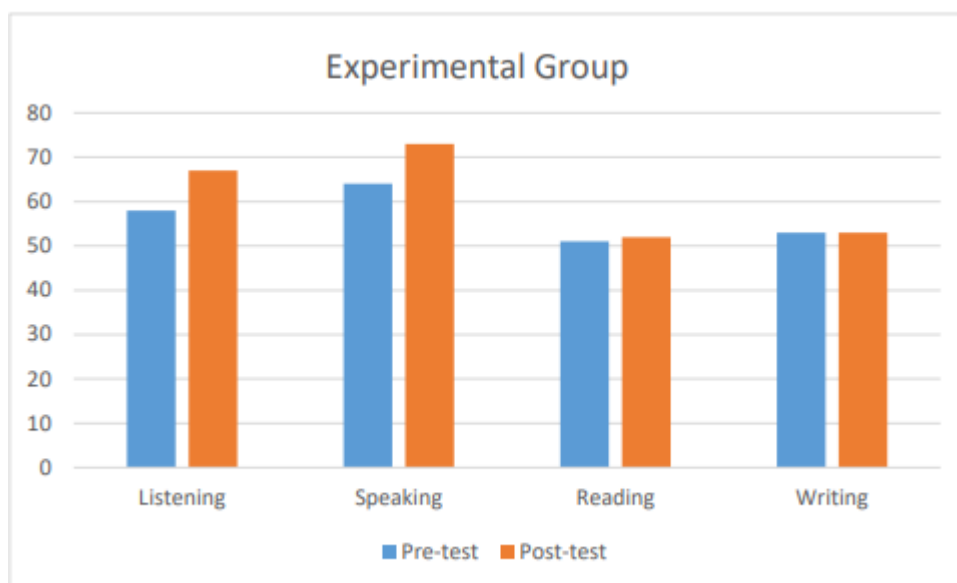
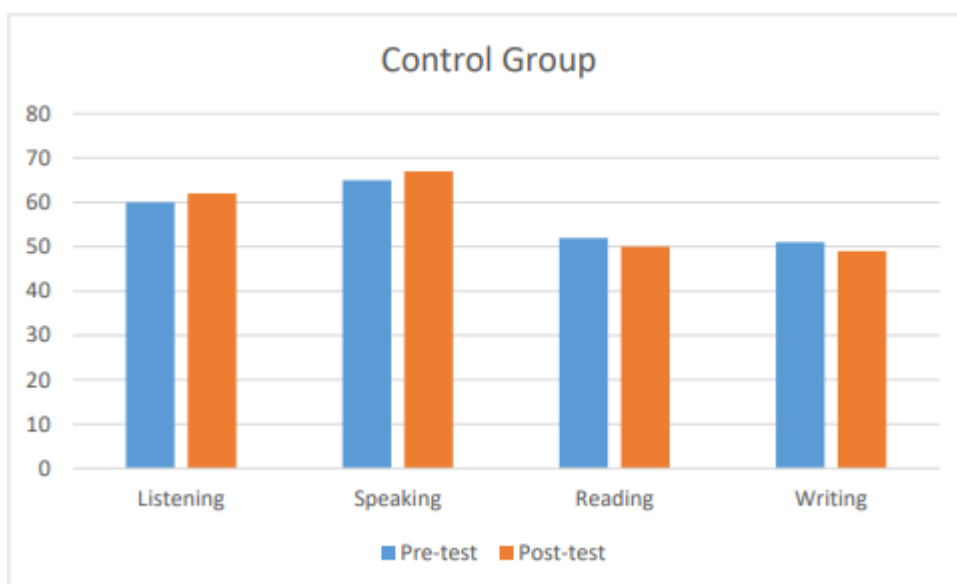
Students were split into two groups for this study: an experimental group and a control group. The experimental group consisted of 40 pupils, whereas the control group consisted of 40 students. Pre-tests were conducted for both the control and experimental groups. For the control group, a researcher used a typical technique of teaching; for the experimental group, a researcher used English movies. Pre- and post-test results are compared at the conclusion. The experimental and control groups are contrasted. When random assignment is not possible, the researcher uses a quasi-experimental approach.

### **Data Analysis**

Participants of both groups Control group and Experimental group are tested in Pre-test. Participants of control group are taught through traditional way of teaching and Participants of experimental group are taught through movies by researcher.



Above the chart of Experimental group shows clearly that students of Experimental group scored more marks in Post-test than Pre-test. Above the chart of Controlled group also indicates that students scored more marks in Post-test than Pre-test but When various ion of post-test of Both groups experimental and controlled groups is compared and analyzed. It clearly shows that result of Experimental group is much high compared to the controlled group. Control group shows around 5% development in Post-test but Experimental group shows around 10% development in Post-test.



Control group shows development around 4% in posttest where Post-test of Experimental group shows development around 10%. Development is seen much in listening and speaking skills but we do not see much development in reading and writing skills of students in post-test of Experimental group.

It was found that when students do not have a good level of English to understand content then students should watch a movie clip with subtitle. If a student have a B2 level of English then they are not supposed to use subtitle while watching movie clip. So subtitle is only useful when students have A1 or A2 level of English. Because when student watch movie clip with subtitle they do not

pay much attention to listening and speaking but somehow they also pay attention much in the reading subtitle. Attention is diverted from focusing on listening and speaking to focusing on reading subtitle.

### **Conclusion**

Teaching English through movies is found effective because it creates exposure. It was also found that Teaching English through movies provides right context in which language is used. When language is taught through context, language is learnt effectively. Traditional way of teaching lacks context. Students are not able to relate language with real life. Teaching English through movies gives opportunity to students to relate language with real life. It was found that teaching English through movies prepares students to use language in real life. Sometime, students feel bored while learning English. It was found that movies kill such monotony in learning English. It creates fun in learning English. Movies also provide entertainment. When students get entertained, they learn effectively.

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