

An Investigation into The Perceptions of Watching English Movies in Developing Listening and Speaking Skills of English Majored Sophomores At Tay Do University

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Abstract

The study was conducted to explore sophomores' perceptions about watching English movies to develop their listening and speaking abilities. The findings revealed that they were aware that watching English movies could help them improve their listening and speaking skills in terms of vocabulary, grammar, pronunciation, background knowledge, and motivation. However, they encountered some detrimental consequences from watching English movies. Through this study, the teachers may offer their students some advice and solutions that help them overcome the obstacles and improve their English listening and speaking abilities.

Key words: the perceptions of watching English movies, sophomores' perceptions, watching English movies, listening skills, speaking skills, English skills.

1. Introduction

1.1 Rationale

Communication is essential in everyday life. Individuals need to utilize dialects to interface with others and to communicate their sentiments or offer thoughts and considerations. To convey, everyone has consequently taken in their local language through their social climate since they were kids. However, at the international level, we are expected to be able to communicate effectively in both our native language and a global language such as English.

To be an effective communicator in English, people must improve their linguistic competence, which consists of four language skills: reading, writing, speaking, and listening. The oral abilities, which include listening and speaking, are the primary abilities necessary for correspondence out of the four language abilities mentioned. Listening is the ability to identify and understand what others are saying. Without good listening skills, we cannot have a successful conversation (Howatt & Dakin, 1974). Speaking is an interactive process of constructing

meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). As a result, if we do not have strong English listening comprehension and speaking ability, we will not be able to communicate or learn the language.

In actuality, English-majoring sophomores at Tay Do University continue to experience challenges due to four major factors. To begin with, anxiousness is a major issue. Anxiety is a form of indistinct fear that might include unhappiness, despair, uneasiness, the feeling of failure, and incapability (Unlu, 2007). This anxiety, experienced by individuals for once or more, makes the individual feel anxious and suspicious (Woolfolk, 2007). Anxiety is also a psychological problem that affects the production of speaking and the effectiveness of language learning. The second issue that needs to be considered is the mispronunciation. Wong (1987) pointed out that even though the non-native speakers' vocabulary and grammar are excellent, they are unable to communicate effectively only because of their improper pronunciation. During any speech interaction, the correct pronunciation is required to convey the exact meaning of the intended message. Interlocutors may become ambiguous and misunderstood as a result of incorrect pronunciation. Furthermore, vocabulary is a significant barrier. August, D., Carlo, M., Dressler, L., & Snow, C. (2005) expressed that foreign language learner who has limited vocabulary takes more time to learn new vocabulary items and are less able to involve in comprehending text and lack involvement in oral communication with their peers. Vocabulary deficiency is seen as a linguistic issue that manifests itself in learners who frequently have nothing to say or whose vocabulary and knowledge are restricted to usage in the target language. Finally, students struggle to locate an environment in which they could practice and develop their English abilities. It is suggested that

the opportunity for communication in authentic situations and settings, especially with native speakers, is a major factor for second-language acquisition by adults (Spolsky, 1989). Despite having learned significant amounts of grammar and memorized a lot of English vocabulary, students are frequently unable to apply their knowledge in real life. In general, they have discovered that real-life spoken conversations are difficult to grasp. Listening and speaking are tough abilities for many students to master. As a result, students must select the most suitable method and media to enhance their listening and speaking skills.

There are numerous techniques available to help students in strengthening their listening and speaking skills. There are traditional techniques as well as modern ones that use audio, video, and other media. With the multiplicity of ways utilized in language acquisition, these students must have their own perceptions of those methods, particularly in terms of which approach is more beneficial for developing English abilities. Media play a significant part in English learning in modern society. English movies are effective media for improving students' listening skills (Brown & Yule, 1983). Moreover, most students think movies are the easiest English media to improve their English skills (Winiyakul, 2010). They can pay attention and be happy to learn English because they can enjoy the movies and improve their English skills along the way. Furthermore, watching English movies also provides students with environments and opportunities to improve their pronunciation and vocabulary without any anxiety. Hence, the mentioned reasons above plus a keen interest in listening and speaking English have urged the researcher to carry out the study entitled "*An investigation into the perceptions of watching English movies in developing listening and speaking skills of English majored sophomores at TDU*".

1.2 Research aims

The study was implemented to find out English majored sophomores' perceptions towards watching English movies to develop their listening and speaking skills. Thanks to its findings, teachers understand their students' attitudes to select suitable methods to help their students improve their listening and speaking skills.

1.3 Research questions

The thesis was undertaken to deal with the following question:

"What are English-majored sophomores' perceptions towards watching English movies to develop their listening and speaking skills?"

1.4 Significance of the study

This study focuses on exploring the perceptions of the English major sophomores at Tay Do University,

specifically those who took Listening and Speaking class at the time of the research being conducted, towards watching English movies in listening and speaking skills development, because those students were more relevant respondents to have they're based on experience perceptions shared regarding listening and speaking skills development.

1.5 Organization of the thesis

The research is made up of 5 main chapters as follows.

Chapter 1 – *Introduction*

Chapter 2 – *Literature review*

Chapter 3 – *Research Methodology*

Chapter 4 – *Results and Discussion*

Chapter 5 – *Conclusions, Limitations, and Recommendations*

2. Review of Literature

2.1 Definitions of listening and speaking

2.1.1 Definitions of listening

The concepts of listening have been discussed by numerous linguists in the field with different perspectives. It resulted in a considerable amount of definitions describing the term, some of which were mentioned below.

According to Wills (2006), listening is one of the most important components in all five English competencies; therefore, listening deserves particular attention. Rivers (1966) claimed that speaking does not of itself constitute communication unless what is said is comprehended by another person. Perception of spoken discourse is in this way the essential significance of the correspondence point is to be reached. The listening system includes getting a speaker's accent or pronunciation, the speaker's language structure and vocabulary, and comprehension of the meaning. Dunkel (1986) asserts that developing proficiency in a listening skill is the key to achieving proficiency in speaking.

Harmer (2000) agrees that listening is special because listening comprehension is a process of receiving, processing, and interacting with the relevant knowledge that our mind has to complete instantly. The definition of listening includes "active listening", which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker (Thomlison, 1984). According to Kijpoonphol (2008), new vocabulary, slang, and idioms are obstacles to listening skills. Also, the topic being spoken, the rate of delivery, redundancy, and prosodic features are factors that influence listening abilities. Students do not have an innate understanding of what effective listeners do; therefore, it is the responsibility of teachers to share that knowledge with them and the most valuable way to teach listening skills is for teachers to model them themselves, creating an

environment that encourages listening (Gilakjani & Ahmadi, 2011).

Feyten (1994) states that listening is a creative skill. It means we comprehend the sound falling on our ears, take the raw material of words arrangements of words, and the rise and fall of the voice, and create significance from this material. In other words, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. So the process will be successful if we prepare the right dose, as well as listen, and we can get the right words if we listen well and know all of the sentences.

To summarize, listening was defined as "Active listening, which is very important for effective communication". Good listening skill is more than just hearing the sound but also being able to interpret and understand the meaning of a conversation correctly. In this study, listening skills is referring specifically to the English listening skill of English learners as a second language.

2.1.2 Definitions of speaking

The experts provided various definitions of speaking. Hornby (1995) defines speaking as making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making a speech. Speaking skill is the skill to perform the linguistics knowledge in actual communication, thus, by speaking with others, we can know what kinds of situations are in the world (Ismiati, 2012).

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998). Speaking is one of the four essential abilities that understudies should acquire well. It plays a significant part in learning a language because basically, the principal motivation behind learning a language is having the option to convey.

Speaking is useful expertise. It couldn't be isolated from listening. Communication is a two-way process involving the speaker and the listener. Communication must be thought of as compelling if the two viewpoints are accomplished effectively. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking couldn't be isolated from pronunciation as it urges students to get familiar with the English sounds. Speaking is one of the most difficult skills language learners have to face (Bueno, Madrid, and McLaren, 2006). Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

Human communication is a complex process. People need communication when they want to say something, transmit information, or speak. Speakers use communication when they want to express or

inform someone about something. They use the language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication (Harmer, 2007). Many English teachers claim that the best way to acquire speaking skills is by interacting (Alonso, 2013). This point is satisfied using open language education and cooperative learning. Communicative language education depends on genuine circumstances that require communication. Following this strategy, the students will have opportunities to communicate in the target language.

Based on those definitions, it can be stated that speaking skill is being capable of speech, expressing, or exchanging thoughts through using language.

2.2 The important roles and concepts of media in learning

In modern society, media play an important role in communication. Also, they have been used in many ways as English teaching tools.

According to Erita Budi (2012), media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge, and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

Anderson (1976) classifies media into ten categories as follows:

Audio (e.g. audio tapes, radio, CD, telephone)

Print (e.g. textbooks, modules, brochures, leaflets, pictures)

Audio-print (e.g. audio tapes that include written materials)

Visual silent Projection (e.g. overhead transparency, film frames /slides)

Audiovisual projection silent (e.g. voiced film frames/slides)

Visual Motion (e.g. silent film)

Audio Visual motion (e.g. motion film, video, TV)

Physical Objects (e.g. real objects, models, specimens)

Humans and the environment (e.g. teacher, librarian, laboratory)

Computer (e.g. CAI: Computer Assisted Instructional, CMI: Computer Managed Instructional)

This current review connects with the utilization of audio-visual media in language learning, to be exact in listening and speaking skills development. The movie is an audio-visual kind of media because movies produce both motion pictures and sound simultaneously. Farooq (2014) mentioned that with

audio-visual kind of media, all learning material makes the learning situations as real as possible and gives us firsthand knowledge through the organs of hearing and seeing.

In this way, any device can be utilized to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio-visual material. We learn through our sense organs. Senses are the ways of knowing. All the sense organs help us in understanding the environment. Most of the knowledge we acquire from school comes through our ears and eyes. Therefore, the movie is a genuine illustration of media that invigorates the feelings of seeing and hearing. Moreover, most students think movies are the easiest English media to improve their English skills. They can pay attention and be happy to learn English because they can enjoy the movies and improve their listening skill along the way.

2.3 The positive effects of watching movies on listening and speaking skills development.

In the present millennium, there is a need to develop the communication skills of learners. As a result of globalization, the situation demands learning communication skills, and the one who learns these skills will be the winner of the competition. The ESL or EFL learners can learn these communication skills in many ways.

One of the easiest and most realistic ways is developing communication skills by watching the English movies in the English classrooms in the presence of their teachers and participating in the classroom discussions. There are various opinions on the advantages of introducing English movies into ESL or EFL classrooms. According to Bahrani and Tam (2011 and 2012) and Li (2009), "One of the problems that non-native English language learners face is the lack of interaction in the language at home, school, or neighborhoods; which is generally understood to boost language learning through providing the necessary language input for spoken language learning".

Movies encompass various important listening situations and demonstrate paralinguistic features which contextualize the spoken discourse for better understanding (Markham, 2001). When learners are exposed to movies, they can learn vocabulary, slang words, grammar, and pronunciation and improve their background knowledge about the culture and real-life used in the movies, and ultimately improve their target language.

2.3.1 Vocabulary

Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself and impedes successful communication.

Most of the previous research concerning the use of captions and subtitles while watching videos supported the value of using captions for facilitating language skills. Earlier studies investigated the effects of captioned and subtitled TV programs on the acquisition of vocabulary (Goldman & Goldman, 1988; Koolstra & Beentjes, 1999; Koskinen et al., 1985; Markham & Peter, 2003; Neuman & Koskinen, 1992). Koolstra and Beentjes' study focused on elementary-level Dutch-speaking students and investigated the level of improvement in vocabulary knowledge by watching Dutch subtitled English language television programs at home. In another study, Neuman and Koskinen's middle school-level ESL students increased their English language vocabulary knowledge significantly after lengthy exposure to the target language captions. Both of these studies involved the use of extended exposure to the target language videos with captions and/or subtitles and yielded favorable implications about the effects of captions. In another study, Koskinen et al. chose their participants from the residents of a correctional facility. In their study, the researchers examined the effects of captioned videos on vocabulary knowledge. Based on their findings, Koskinen et al. argued that captioned videos substantially improved the vocabulary knowledge of adult non-native English speakers. Similar results in the favor of captions were reported in Goldman, Markham, and Peter's studies. Movies provide meaningful contexts and vocabulary with the natural language spoken at a natural flow of speed. Therefore, Curtis (2007) states that by making use of English Movies in the English classroom, students can enhance their vocabulary awareness.

2.3.2 Grammar

One aspect of language that must be learned is grammar. No one can deny the importance of grammar in learning languages.

Zhang (2012) stated that grammar is a fundamental that must be mastered because without grammar, people will be unable to master the other four skills (listening, reading, speaking, and writing). When it comes to mastering the four skills, grammar is crucial. It is said that if learners are good at grammar, they will be able to study English better than others who are not because they know how to use the right grammatical structures and avoid making mistakes to have appropriate sentences in speaking.

The movie can be a very useful mode of teaching grammar of any language to the students. According to Hu (2006), feature films and movies also offer auditory and graphic materials equally, which benefit the students to comprehend the language without much effort. Wu (2002) holds that the objectives of teaching and learning through motion pictures are to build up interpretation, listening, speaking, and grammar. According to (Sari & Sugandi, 2015), watching Hollywood movies can help improve

grammar mastery by observing gestures or facial expressions in the movies. Schirta (2011) in her article "Teaching Grammar and Critical Thinking through YouTube" states the benefits of using movie clips in grammar classes. She suggests that visuals involve students in collaborating activities and kindle their thoughts, memorization, and creativity. She also asserts that the video clips enable students to discuss language issues and learn grammar structures. For that reason, movies can be very effective in teaching the grammar and syntax of any language.

2.3.3 Pronunciation

Another skill that was developed due to watching movies is pronunciation, which is an important aspect of the language.

Gilakjani (2012) points out that pronunciation is one of the most significant aspects of language to be taught and learned. Patchara Varasarin (2007) stated that "pronunciation is a key element of the learning of oral skills in a second language". Besides, Rivers (1986, p.125) urges that all people had the experience when listening to the foreigner speaking, of having great difficulty in understanding what they are trying to say, not because of their lack of knowledge of vocabulary and language structure, but because the sound they produce seems peculiar and the voice rise and fall in unexpected places.

In the previous study of WS Albiladi and FH Abdeen (2018), the participants tended to believe that movies helped the learner improve their pronunciation skills. According to Sommer (2001) "A single English movie's clip can be employed as the foundation for English skills practice: listening, speaking, and pronunciation". Curtis (2007) states that students can make their pronunciation and intonation much better by making use of English Movies in the English classroom.

Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Hence, movies are considered beneficial in terms of developing language proficiency.

2.3.4 Background knowledge

Background knowledge plays a very significant role in language learning as well as communication. In order to improve their background knowledge, students should get as much as possible about the knowledge of many topics, fields, and life experiences. Movies are the learning tool that consists of all and are accepted to be the most authentic material that teachers can provide in a classroom situation according to the idea that movies can bring real life into the classroom (Lonergan, 1984).

Curtis (2003) aptly says that in some cases, even the English teachers as the available source of language input in the formal classroom setting; lack sufficient

knowledge in a second language. At this juncture, Yuksel, D. and B. Tanriverdi (2009) states "Various audiovisual technologies could be employed in non-native EFL/ESL learning contexts that can provide opportunities for communicative English through different authentic materials, which may not have been initially produced or used for language learning purposes". Furthermore, Sherman (2003) assumes that English movies are a shift from the conventional and offer students realistic learning environments. Movies provide visual context that the students can understand the story by watching situations and considering what pronoun is indicated or what the speaker wants to say.

By watching movies, students will have the opportunity to experience semi-real communication in face-to-face interactions and will also gain socio-cultural information that can be easily acquired by seeing it on visual media. They will learn about the cultural non-verbal language, for instance, the students will know how to respond verbally and paralinguistically when communicating by using space and gesture (Rubin, 1984).

2.3.5 Motivation

Oral communication is not an easy process, and it requires time and effort. It leads us to bring some affective factors to this process and one of these affective factors is motivation. However, lack of motivation still constitutes a serious problem both for teachers and students in speaking and listening in classrooms. Consequently, some students keep silent or ignore it when they have asked to practice a given topic. This is because of the lack of motivation in expressing himself or herself or the chosen topic they have no idea about it.

The English movie is one of the media which can be used to improve students' listening and speaking skills. The movies along with the movies' scripts are widely used as a teaching method in English lessons; however, practice in class only is never enough. As Wills (2006) mentioned, successful listening skills are acquired over time and with lots of practice.

One of the advantages of using the movie is that visual images stimulate students' perceptions directly, while written words can do this indirectly. Films are more sensory experience than reading, besides verbal language, there is also color, movement, and sound. The movie-based experimental class was livelier and the students were more interested in following the lesson carefully. Movie-viewing experiences further created more student-teacher and student-student discussions. Films draw students' attention and captured their interest (Xhemaili, 2013). In the same way, Zhao (2009), in a research article, signifies that an innovative motion picture can be extremely inspiring and thought-provoking and can make language learning more pleasant.

Movies have the power to motivate people to listen and pay attention to the target language. Movies are generally made for entertainment, and aim to impress audiences; therefore, they are more interesting and enjoyable when compared to the video materials made for language teaching purposes.

Given these opinions, movies are very important teaching materials to motivate the learners to learn the English language and to develop their language skills efficiently.

2.4 The negative effects of watching movies on listening and speaking skills development.

However, there are also some disadvantages to using movies as a tool to improve listening and speaking skills too.

If teachers cannot use movies in the right way during their teaching, the movie class still won't be successful (Chenchen, 2011). The whole movie might not be appropriate for classroom teaching. In that condition, students should be encouraged to participate in learning activities that are related to the movie. For example, students should be encouraged to pay attention to the collocations or chunks of language while watching the movies, to repeat in their minds the expressions in current use, and to parrot the words that they can understand but cannot use. If there is no activity for them, students will only watch the movie for entertainment (Pimsamarn, 2011).

Another problem is that sometimes the language in a movie is too difficult and too rapid for foreign language learners who have limited linguistic competence. Therefore, movies seem to be a suitable choice for advanced learners only (Sato, 2007). Even though it is believed that watching movies can help students improve their oral skills, however, we still have one more thing to be concerned about, which is the subtitles. Several studies concerning film subtitles have demonstrated support for the use of subtitles; however, whether to apply the first (L1) or the target language (L2) subtitles as a better option remains unclear (Pimsamarn, 2011).

Watching films with the target language subtitles (English) is useful for not only L1 but also L2 learning. When students are exposed to all images, sounds, and L2 texts, everything will be much easier to comprehend for the students. The image will give a clue to the meaning, and the L2 texts will help students to identify the words that they are familiar with. Nevertheless, while watching movies with L2 subtitles, the students might be distracted by the target language texts and end up paying less attention to the images and the sounds. Watching films with the subtitles of the students' first language, students' attention is drawn not only to the translated texts but also to the sounds; therefore, students will be able to confirm their understanding of what they hear with the translation texts. However, students may not pay

attention to what they hear, but to the written text, because they have stronger reading skills in their native language, compared with their target language reading and listening skills (Pimsamarn, 2011).

For that reason, we should be concerned and find a suitable way to teach or enhance listening and speaking skills through watching English movies.

2.5 The previous research papers

Previously, many researchers had some related studies on students' perceptions of improving their Listening and Speaking skills through English movies. However, the topics are not completely the same and the participants may be from different levels and countries. The related studies below may give the supporting shreds of evidence for this research.

Liando, N. V. F., Sahetapy, R. J. V., & Maru, M. G. (2018) investigated "English major students' perceptions towards watching English movies in Listening and Speaking skills development at university in North Sulawesi" to find out the perceptions of students towards watching English movies in Listening and Speaking skills development, specifically of the students who took Listening and Speaking class. The instrument used in the data collection was a questionnaire that consists of three parts for finding out the background of the respondents, English movie watching perceptions, and level agreement towards English movies. The data were analyzed using Microsoft Excel and shown in tables of frequency, percentage, and mean. The findings indicated that English major students are aware that they can improve their listening skills by watching English movies. Subtitles also can help respondents to understand conversation in the movies, and English movies are believed to be more effective than other media as teaching tools. English major students also believe that they can improve their speaking skills by watching English movies. Students think watching English movies has a more direct influence on listening skills compared to speaking skills.

The other study was conducted by Pimsamarn (2011). This study aimed at investigating students' opinions about improving their listening skills through English soundtrack movies. The sample in this study was senior English major students at Khon Kaen University. The research instrument in this study was a questionnaire distributed by convenience sampling technique and the data collected was analyzed by the SPSS program. The finding indicated that students normally watch movies for entertainment; however, they believed that their listening skills can be improved by watching English soundtrack movies with subtitles. Additionally, students thought that watching English movies can be beneficial for their daily use of English.

Moreover, the study of C. Khadidja and D. Manar (2018) aimed to investigate students' attitudes

towards watching movies in an EFL setting as an instructional tool to enhance their Speaking skills. Indeed, this research emphasizes the importance of improving students' speaking skills since it is considered a complex and challenging skill due to the efforts that students do when they interact or communicate. Then, it sheds light on the effectiveness of watching movies on enhancing the speaking skill due to its benefits and likeability from the majority of students to develop their speaking proficiency. In this study, it is hypothesized that English students at Mila University Centre would display positive attitudes towards watching movies as a language learning tool to develop their speaking skills if they are exposed to it inside and outside the classroom. Two means of collecting data are submitted to both teachers and students at Mila University Centre. To gather the necessary information, the researchers relied on a questionnaire delivered to students and an interview delivered to teachers. The results obtained from teachers' interviews and students' questionnaires show that the majority of teachers of speaking / listening modules use movies as a teaching tool to help their students to enhance their speaking skills since they encounter various problems when they communicate, interact, and perform something orally whether in the classroom or outside. The obtained findings show that both teachers and students have positive attitudes towards the use of movies to enhance students' speaking skills. However, some teachers do not use movies in their speaking / listening sessions due to time limitations.

Maydina Putri and Juwita Boneka Sinaga (2020) did another study to explore the significant effect of watching English movie to improve students' listening skill at SMAN 16 Batam in academic 2019-2020. The researcher used quantitative method and focused on quasi-experimental. The participants in this study is all tenth grade students, with 400 students chosen using a basic random sample procedure. The researchers use quantitative data by giving pre-test and post-test measure the students' listening skill. Therefore, this research was showed the significant effect of watching English movie to improve students' listening skill at tenth grade of SMAN 16 Batam. Furthermore, watching English movies had a favorable influence on students' listening skills. Students who watch English movies may be motivated to improve their listening skills. As a result, the English teacher may have students watch English movies to develop their listening skills.

Through these studies, we could realize that English movie is very familiar to students, especially, the students who took Listening and Speaking class. The results of these studies also indicated that students also believe that they can improve their speaking skills, as well as listening skills, by watching English movies. Subtitles also can help respondents to understand conversation in the movies, and English

movies are believed to be more effective than other media as teaching tools. As a result, English major students are aware that they can improve their speaking skills and listening skills by watching English movies.

3. Materials and Methods

In this thesis, the questionnaire and the interview were employed as two necessary instruments. By using two research instruments, students' perceptions of watching English movies to develop listening and speaking skills might be feasibly revealed.

3.1 Questionnaire

The research instrument in this study is a questionnaire asking about the subjects' movie-watching perceptions on watching English movies to develop listening and speaking skills.

The questionnaire included 5 questions and 32 statements and it is classified into the following groups:

Group	Summary of the content of question group
1 – 5	Students' information
6 – 10	Students' Level of Agreement on English Skills
11 – 19	Students' Level of Agreement on the positive effects of watching English movies on Listening Skills
20 – 28	Students' Level of Agreement on the positive effects of watching English movies on Speaking Skills
29 – 37	Students' Level of Agreement on the negative effects of watching English movies

3.2 Interview questions

Along with the questionnaire, the interview represents a key component of the research process. In this course, there are interview papers used in this research for 20 randomly English-majored sophomores.

The interview for students comprised three questions that required participants to give their perceptions of watching English movies to develop listening and speaking skills. Particularly, the first question was to find out if the interviewees prefer watching English movies with subtitles or not and what kind of subtitles do they use when watching English movies. Next, the second question was to incite interviewees to share their views about how can English movies improve their listening and speaking skills. The last one was to point out the negative effects of watching English movies on the students.

4. Results and Discussion

4.1 Results from the questionnaire

This part showed the results of the whole research. The final findings were drawn for analyzing the data that the researcher collected from 64 English-major sophomores mentioned in the previous chapter from the questionnaires.

4.1.1 Students' information

4.1.1.1 Gender

According to the result, most of the respondents were females (78.1 %) and the rest were males (21.9%).

4.1.1.2 Students' English learning years

The result obtained shows that the majority of the respondents (46.9 %) have been studying English for 10 – 12 years, followed by 37.5 % of 5 – 9 years studying time, then followed by 10.9 % of fewer than 5 years, while 4.7 % of them claimed that they have studied English for more than 12 years.

4.1.1.3 Frequently used English skills

On consideration of which English skill is most frequently used by the respondents, it was found that 46 / 64 of the respondents claimed that they used English speaking skill most frequently in their overall daily English skill practice. The second most frequently used skill is Listening at 39 / 64, followed by Reading skills at 16 / 64, and the least is Writing skills at 14 / 64.

4.1.1.4 Frequency of daily listening and speaking skills practice

The largest number of the respondents at 65.6 % (n = 42) responded that they practiced listening and speaking skills 30 – 60 minutes/day. The second most frequently practice listening and speaking skills more than 60 minutes/day at 21.9 % (n = 14), followed by less than 30 minutes/day at 10.9 % (n = 7). Whereas, 1.6 % (n=1) of the respondents never practice listening and speaking skills.

4.1.1.5 Students' opinions about the role of listening and speaking skills

Almost all of the students knew the role of listening and speaking as a strong and crucial point with the significant majority and there was no doubt that the percentage of students who recognized the importance of listening and speaking skills was 93.7 % including 85.9 % of students who chose "very important" and 7.8 % of those who chose "important". Perhaps 3 in a total of 64 students (4.7 %) did not realize the necessary role of listening and speaking skills, so they said that it was "normal". The remaining ones (1.6 %) selected "not important". Through these findings, it can be concluded that students were deeply aware of the importance of listening and speaking skills. It is evident that the listening and speaking role is very important and cannot be denied.

4.1.1.6 Students' activities to improve listening and speaking ability

a. Students' activities

According to the data, the majority of the respondents (49/64) were watching English movies, and 43 of 64 students were listening to English music to improve their listening and speaking ability, then 32 of 64 students claimed that they were watching

English channels to improve two skills. Followed by 24 and 21 of 64 students were talking to foreigners and studying at the foreign language centers. There were 11 of 64 participants who took part in ESC. Finally, there were 3 of 64 students who claimed that they were playing games with foreigners helps them to improve their listening and speaking skills.

b. Subtitle preferences

From these percentages, it shows that apparently, most students were aware of the use of subtitles, especially English, whether because they mostly have better English competence or they use it to learn more English, they could have different motivations of why they prefer English.

1.1 4.2 Results from interview questions

After analyzing the interview of twenty sophomores carefully, the researcher got the final results which were in accord with the results of the questionnaire.

The answers to the first question "Do you prefer watching English movies with subtitles?" were nearly identical when all of the interview participants believed that watching English movies with subtitles helped them improve their listening skills, ameliorate their accent, gain new vocabulary, and learn new sentences structures. Additionally, subtitles in English movies help them not only understand the conversations and contents in the movie better but also keep up with the speakers. Furthermore, the majority of them claimed that without subtitles, they would not be able to recognize all of the words or comprehend the phrases used by the characters when viewing movies. There were 8 participants out of a total of 20 who stated that they usually use English subtitles when watching English movies, 4 participants out of a total of 20 who watch English movies with Vietnamese subtitles, and 6 participants out of a total of 20 who prefer to use both Vietnamese and English subtitles when watching English movies. Only 2 students did not using subtitles when watching English movies because they claimed that reading subtitles prevented them from keeping up with the movie content and scenes.

In the second question "In your opinion, how can English movies improve your listening and speaking skills?" there were 17 out of a total of 20 individuals who agreed that watching English movies enlarged their vocabulary more than what they had learned in school. There were 8 in a total of 20 participants who claimed that their pronunciation improved rapidly, 7 in a total of 20 students who confirmed that they could still consolidate their grammatical structures, and 6 in a total of 20 participants who claimed that watching English movies improved their communication skills. Furthermore, 2 of them claimed that thanks to English movies, they could speak more naturally and fluently by emulating the accents of the speakers in the movies.

From the findings of the last question “In your opinion, are there any negative effects of watching English movies on yours?” It could be seen that the response of students was different. There were 12 in a total of 20 respondents agreed that watching English movies seems to have no negative consequences, and they also claimed that their listening and speaking skills were fast increasing as a result of watching English movies. Others, however, stated that watching English movies may have negative effects on audiences if they were not used correctly. For example, watching movies too much could make the students addicted and waste time which leads them to be lazy to do anything else and distract them from their studies. Another negative consequence is that the students watch English movies only for entertainment and did not put what they have learned into practice.

5. Conclusions

As mentioned in Chapter 1, the research was carried out with the aim of exploring the perceptions of watching English movies in developing listening and speaking skills of English-majored sophomores at Tay Do University. Besides, this study was expected that students could consider the positive effects of watching English movies and improve their listening and speaking skills positively.

After carrying out this research by analyzing the precious information from the questionnaire and the interviews, the researcher could conclude that English-majored sophomores have positive responses in developing listening and speaking skills by watching English movies. The researcher finally figured out the most influential factors in developing listening and speaking skills. Those factors were linguistic competence (vocabulary, grammar, and pronunciation), background knowledge, and motivation. The researcher also figured out that watching English movies have some negative influential factors on students. Those factors were also about linguistic competence, background knowledge, and the usage of English movies of the students.

From these mentioned, students affirmed that watching English movies has a direct influence on listening and speaking skills. Furthermore, they could recognize the negative effects if they used English movies in the wrong ways and they could propose appropriate resolutions to avoid and improve their English speaking and listening skills effectively and positively through English movies.

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