

Students' Perceptions on Using Film in Developing Writing Skills

**A Thesis Submitted to Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Padam Singh Saud**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal**

2023

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2023**

**T.U. Regd. No.: 9-2-59-55-2014
M.Ed. Fourth Semester
Exam Symbol No.: 7428087/074**

**Date of Approval of the
Thesis Proposal: 28/12/2020
Date of Submission: 31/07/2022**

Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 30/07/2022

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Recommendation for Acceptance

This is to certify that Mr. **Padam Singh Saud** has prepared this thesis entitled **Students' Perceptions on Using Film in Developing Writing Skills** under my guidance and supervision.

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Dedication*Dedicated**To****My parents****Who devoted their entire life for my study and making me what I am today.*

Acknowledgements

First of all, I would like to express my deepest gratitude to my respected Guru and supervisor **Dr. Purna Bahadur Kadel**, Reader, Department of English Education University Campus Kirtipur, for giving me guidance, inspiration, courage, co-operation and supervision. I am really grateful for his kind support and constructive feedback that I got in every step of completing my research study.

Likewise, I would like to express my humble gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head of Central Department of English Education, T.U., Kirpitar, for his invaluable support, suggestions and feedback.

Similarly, I would like to express my sincere gratitude to my external supervisor **Dr. Rishi Ram Rijal**, Professor, Department of English Education, of Mahendra Ratna Campus Tahachal, for his kind support, feedback and support to complete this study.

Furthermore, I would like to extend my sincere gratitude to **Dr. Tara Datta Bhatta**, a member of the viva of my proposal for his invaluable suggestions. I would also like to thank to **Prof. Dr. Balmukunda Bhandari**, **Mr. Jagadish Paudel**, **Mr. Khem Raj Joshi**, **Mr. Ashok Sapkota**, **Mr. Resham Acharya** and **Mr. Guru Prasad Paudel** for their contribution. I would also like to express my gratitude to **Mrs. Madhabi Khanal**, administrative staff at the Department of English Education, for her co-operation. I cannot leave giving thanks to CRC Librarian, **Mr. Thamsingh Pun** and **Mr. Bishow Maharjan**. I am indebted to all of the faculty members for their valuable feedback, suggestion and support during the time of study at University.

In the same way, I would like to express my special thanks to all the students of class 12 of Shree Sitala Devi Secondary School, Deurali, Ramechhap. Likewise I express my thanks to my teachers from Primary to Master levels who helped me to reach up to this place. Furthermore, I cannot forget to thank my dearest colleagues who helped me to do this research. Moreover, I owe a special thanks and gratitude to my parents, brothers, uncle and my whole family members for their love, care, support, devotion or making me able to stand in this place and position.

Padam Singh Saud

Abstract

The present study entitled **Students' Perceptions on Using Film in Developing Writing Skills** aims to find out the students' perceptions towards the use of film in developing writing skills and to explore the use of film in classroom. I used random sampling procedure and collected the data from 40 students studying in grade 12 in Sitala Devi Secondary School, Ramechhap, by administrating the questionnaire. I used survey research design under quantitative research approach for this study. The study used open-ended and close-ended questionnaires as the tool for collecting data. Moreover, the data were analyzed and interpreted quantitatively and descriptively. From the analysis and interpretation of data, it was found that film is one of the teaching tools that is sources of information for developing writing skills of the students. It was also found that films can be taken as the most important tool to enhance vocabulary, grammar and spelling of the learners.

This study consists of five chapters. The first chapter comprises of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter deals with review of the related theoretical literature, review of the related empirical literature, implication of the review for the study and conceptual framework. Third chapter incorporates research design, population, sample and sampling strategy, sources of data, data collection tools, data collection procedure and ethical considerations. The fourth chapter is about the interpretation of the result. Finally, the fifth chapter is all about the conclusion and implications of the study followed by policy, practices, and further research related based on the study. At the end it includes references and appendices.

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List of Abbreviations and Acronyms

A	-	Agree
S.A	-	Strongly Agree
D	-	Disagree
S.D	-	Strongly Disagree
N	-	Neutral
ELT	-	English Language Teaching
ICT	-	Information Communication Technology
No.	-	Number
S.N.	-	Serial Number
S.	-	Satisfied
D.	-	Dissatisfied
V.S.	-	Very Satisfied
V.D.	-	Very Dissatisfied

Chapter I

Introduction

This is the introductory chapter of this study on **Students' Perceptions on Using Film in Developing Writing Skills**. The chapter includes background of the study, statement of the problems, objectives of the study, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

Writing is one of the productive skills of language that needs to be learnt by students. Spratt, Pulverness, & Williams (2005) state that writing and speaking belong to productive skill of language because speaking and writing are produced by student rather than they receive it. It can help students to be able to express their opinions and ideas into good readable written form. That is why writing skill help them to communicate effectively through the written system.

Writing is one of the most influential skills of language that is used to fulfill the purpose of communication. Writing skills is taken as the most important quality of human life. Harmer (2001, p. 323) says written mode of language is only can used by the people who are literate and in the past history Christian world of middle ages, sacred books which were written in Latin language were only available for the people who were prestigious in their society. From this statement we can understand that from the past people have been taking writing skill as most important and prestigious matter in the human society. Similarly, Bell and Burnaby (1984, as cited in Nunan, 2001, p. 36) state that writing is a very complex cognitive activity in which the writer has to have control of variables simultaneously. At the syntactic level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and organize the information of paragraph and text in appropriate coherent and cohesive way. Heaton (1998, p. 135) states that Writing skills are very complex and difficult to teach because it needs mastery over not only of grammar and rhetoric devices but also of psychological related factors. Teaching writing is established as difficult to teach in every class. Every student should know different aspects of writing to be able to use it. Similarly, there are different teaching materials have been used to teach writing skills but the students do not feel still ease and comfortable while they are engaged

with writing activities. This is because of complexity of writing skills and not proper use of teaching materials. In writing, there are different aspects that should be well known by learners such as grammar, spelling, cohesive and coherent devices, and lexical items. Teaching writing in class room is not easy as imagined. That is why the teachers must have great interest and techniques for teaching writing. However, many teachers seem to be less interested in teaching writing. Similarly, to reduce the difficulty of teaching writing different teaching materials are being used in English language classes. Among those materials film is also taken as one of the best tools for teaching writing skills.

Harmer (2010, p.308) mentions that the use film allows student entry into the whole range of communication world where they become able to understand linguistic and paralinguistic behaviors, as a result they learn use of linguistic structure very effectively in different context. Similarly, Khan (2015) states that there is a common understanding among foreign/second language instructors that audio-visual media can be better than textbook to be utilized to teach second language. The integration of different audio-visual materials, such as films, as sources of authentic language input into language learning that can increase effective learning. Hyland (2003) has said, the use of visual stimulus materials such as film, video and picture is crucial in writing classrooms because they encourage learners to write and provide content for them, and also enhance learners' creativity. The use of film in classroom is one of the best teaching aids for developing writing skills of the students. Film can motivate students and create interest on them for writing activities. We can ask students to write some paragraph about the video they watched, or they can be asked to narrate the story of that film. Kasper (2000, as cited in Murphy 2015)) has also stressed that films allow course content to be more accessible to ESL students by providing graphic representations of what might otherwise be linguistically inaccessible material. Here, film creates a motivation and interest on students so that they enthusiastically engage in writing activities without feeling bore. Aryal (2017) conducted a research on "Task for teaching writing at secondary level". Her findings showed that teachers use different tasks such discussion, group/pair work, brainstorming, dictation, project work, vocabulary game, fill in exercises, completing/developing dialogue and stories as a tasks to develop writing skills of the students. There are different teaching materials being applied in classroom to develop

writing but we could not see there is best teaching aid to improve writing skills. The findings from the study of Singh (2017) which was carried out to find out students' proficiency in free writing of community school have showed that the students were very poor in various types of writing activities such as in paragraph writing, essay writing, dialogue writing, report writing. So that we can imagine the students are not good in writing skill. Similarly, other researches have been also carried out research study to develop writing skill but they have not kept great impact on improvement of writing skills.

After reading previous research studies I found that several researches have been carried out focusing on writing skills. Different researchers used different teaching aids to reduce the problem occurred in teaching writing. Although up to now teaching writing is difficult job in every class. This research study tended to dig out the perceptions of the students on using film as a tool to develop writing skill of the students. This is the age of science and technology where every part of our life is engaged with ICT. Use of those ICT based materials is very important and necessary specially, in academic field. Film can be very much useful to teach different language skills if it is utilized appropriately. That is why the language teachers should be well equipped with the knowledge of using film in classroom to develop writing skill of the students.

Statement of the Problem

Writing is one of the productive skills of language which needs lots of effort to be acquired. So, People have been taking it as complex skill from the beginning of human civilization. Still in every class both teachers and students seem as if they feel uneasy for writing activities. White (1981, as cited in Nunan, 2001, p. 36) says that writing is not a natural activity. Other skills of language can be learnt easily. But all of the people have to be taught to learn writing skills or they have to pay expensive efforts to mastery over writing skill. Likewise, this is the age of linguistic imperialism of English language. English language has created the place for practicing across the world. Harmer (2010, p. 12) mentions that the huge mass of students have been learning English language in primary and secondary classrooms around the world. They have been compelled to learn English without their desire because their government has made provision of providing education in English by keeping it on

their national curriculum. Likewise, Nishanthi (2018) Mentions that all the university level students in many countries study almost of their subject in English in order to make the material more accessible to the students of foreign land and he further says English has dominant role as medium of instruction in school to university level in many countries. In the context of Nepal also all the educational institutions have included English language either as medium of instruction or as subject in the course of study or both. English language is second language for us. Therefore, it is obviously, all the skills of English language are difficult to acquire but writing skills is more complex than others. Likewise using of film in teaching is also one of the best techniques to teach language skills. After reading previous research studies I found that several researches have been carried out focusing on writing skills. Different researchers used different teaching aids. But they did not use film appropriately for teaching writing skills. So that up to now teaching writing is difficult job in every class. Furthermore, the use of film has positive roles to develop writing skills, but there is huge gap between its marital and practical aspects. In the context of Nepal, many institutions except private do not know how to use ICT tools specially film in class at the same time most of the schools do not have technological equipment and other resources. A few numbers of teachers only use film as a teaching tool. Some of them use film only for the entertain purpose rather than developing writing skills. The situation seems that film is not being used sufficiently in language class.

As I have experienced that, most of the teachers use film just as a tool of entertainment. But, for me films and videos are influential and useful tool for developing students writing skills as well. While I used to teach at a boarding school in my hometown, I had used one English film at the time of classroom teaching. I felt that teaching through film attracts the attention of the learners and learning becomes easy. At first I showed short movie and asked students to write about the movie they watched, later on they had written more than three paragraphs. At the same time students' from other section requested me to teach them using movie that really dragged me to conduct this research. That is why I have conducted this study to explore the ways of using film in classroom teaching and to find out the perceptions of the students on using film in developing writing skills.

Objectives of the Study

The objectives of this research were as follows:

- i. To find out students' perceptions towards using film in developing writing skills of the students.
- ii. To explore the use of film in classroom.
- iii. To suggest some pedagogical implications.

Research Questions

This study has addressed the following questions:

- i. What are the perceptions of the students on using film in developing writing skills?
- ii. How does the film help to develop writing skill?

Significance of the study

As every research study has valuable importance and significance, this study also has special significance for related area and concerned stakeholders. This study has been carried out to explore intermediate level students' perceptions in developing writing skills by the help of film in English language. I hope it adds most important brick on the wall to transform the concept of writing as complex skill to it as interesting and easy skill for teaching and learning. Similarly, this study is mainly useful for the students who are reading at intermediate levels. Teachers have also benefits from it because they can grab the insightful knowledge from the findings of this study and can apply the strategy more effectively to teach writing to their students in classroom. Likewise, this study is beneficial for the educationist, policy and planning makers, writers, trainers, language planner, curriculum and syllabus designers and others concerned authorities. Moreover, it may be helpful to all of the researchers who want to carry out research in the field of similar area. More specifically, this study is advantageous for all those who are directly and indirectly engaging with English language teaching.

Delimitations of the study

Delimitation is the process of confining some areas of the study because of limit resources, time and efficiency. Every research works are limited in certain boundary. This study focused mainly to explore the perceptions of students towards the use of film in English language writing skills. Likewise, Students of class 12 were the population of the study from selected school. The sample population of this study was delimited to 40 students of plus two from Sitala Devi Secondary School, Deurali, Ramechhap district. Similarly, this study was based on survey research design. I used Random sampling procedure to select the sample for the study. Moreover, the major tools were close and open ended questionnaire for primary data collection.

Operational Definitions of the Key Terms

Film: In this study film refers to one of the Audio-visual teaching aids that contains moving pictures with sound effect. Specially, those film which are made by containing English language. That is used by teacher as a teaching aid while teaching in classroom.

Writing skills: It is visual representation of speech sounds of language. That is performed by students after observing the pictures.

Developing: It is the process of changing something for better and positive result. Here, it refers to improvement of writing ability of the students.

Perceptions: The word 'perceptions' means students' thought, view, an opinion on the use of film in developing writing skills.

Students: In this study students refers to the learners who go to school for learning something, students can be children, teenagers, or adults but it may be also other people who are learning, such as in college or university.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter comprises review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Literature review is the process of studying of previously conducted research works in the related field of our new topic of research. This is very much important task for any kind of research work because it provides the information about what has been already researched and what is remain yet to be explored in particular field.in this regard Nunan (1992) says “the function of literature is to provide background information on the research question and to identify what other have said and discovered about the question.” Similarly, reading of literature guides us toward appropriate way of research. This section includes introduction to the writing, writing skills, components of writing, process of writing, approaches of writing, defining picture, advantages of audio-visual materials, using picture, sources of picture and function of visual materials.

Introduction to writing skills. Writing is one of the skills among four skills of language. It is visual representation of speech. it is also the process of using symbols to communicate thoughts and ideas in readable form. For Rivers (1968, p.243 as cited in Sapkota, 2013) writing refers to the expression of ideas in a systematic way to organize the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain structure in readable form. So that it is a way of expressing our emotions, feeling, thought through the graphic representation. According to Bell and Burnaby (1984, as cited in Nunan, 2001, p. 36);

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

It is not a natural skill because it can't be acquired automatically and easily. The students should get sufficient writing practices to acquire this skill. It is difficult job to mastery over this skill than other skills of language because at the time of writing any piece of it one should follow accurate structures of language. Written material is also permanent which keeps our views safe for the long time that can be read anytime.

Similarly, as writing is one of the ways of communication, people use it on various purposes throughout their life. Harmer (2001, p. 323) says written mode of language is only can used by the people who are literate and in the past history Christian world of middle ages, sacred books which were written in Latin language were only available for the people who were prestigious in their society. Using written form of the language can be taken as standard way of expressing one's views because only literate people can use it. Mostly, writing skill is learnt after being student and spending time in school. Leki (2008) states writing is solitary and demanding task because it needs considerable mental and physical efforts to be acquired. Similarly, most of the countries across the world have established numbers of schools and other educational institutions for providing education to their citizens. Likewise, Hosseini, Tajhizadeh, Abedin & Naseri (2013) state that, writing skill can be the major criteria for better academic achievement and position for the students. Specially, for students it is very important to have better knowledge of writing skills. It seems inconceivable to move students' life forward without being able to use writing skill. Every moment of student life is engaged with this skill such as in the class room students engage in different writing activities, out of classroom they do homework/assignment and they take different examinations. So, this is very much important to be able to use writing skill. Those students who are good at writing can deliver their views well in every activities of their life and they can make their better future. But it is difficult to learn or it cannot be learnt easily as other skills of language. There for among different teaching aids of writing I want to study the effectiveness of using film to develop students writing skill in effective way.

Skills of writing. In order to get mastery over the writing skills, there are some micro-skills and macro-skills which should be mastered by the students. According to Brown (2004, p.221) there are two categories of writing skills. They are micro-skills and macro-skills. That are mentioned below:

Micro-skills of the writing as described below:

Producing orthographic pattern. First of all the students must be able to Produce the graphemes and orthographic patterns of English so that they can express their ideas by combining those orthographic symbols in the readable form.

Speed of writing. Students have to produce writing at an efficient rate of speed to suit the purpose. Or they need to be able to write the given task within limitation of time. Because there is limitation of time for every writing task moreover, specially, from the view point of examination it is more important for all the students.

Producing appropriate structure. Producing an acceptable core of words and use appropriate word order patterns. Likewise the written task should be worthy. The writing task must have appropriate chronological order of the different elements of the language.

Correct grammar. Using acceptable grammatical systems (e.g., tense, agreement, pluralizing patterns, and rules.) the syntactic structure and punctuation mark of the language must be written in proper way otherwise meaning cannot be well conveyed to the readers.

Using different structures of language. Expressing a particular meaning in different grammatical forms. The students should know the different structures of language to express even single piece of information.

Cohesion and coherence. Using cohesive devices in written discourse. Cohesive devices talks about the proper arrangement of different grammatical items in the text. It is internal organization of textual factors.

Macro-skills

Writing conventionality. Using the rhetorical forms and conventions of written discourse. It is the way of persuading and motivating the audience by using language.it emphasizes that students should have art of persuading audience by creating emotion in their text. It is most beautified way of using language. Different genres of literature are filled with such quality of using language.

Functional appropriacy. Appropriately accomplishing the communicative functions of written texts according to form and purpose. This skill talks about the

syntactic, semantics connectedness of the text which should be produced by the students.

Organization. Conveying links and connection between events and communicates such relation as main idea, supporting idea, new information, given information, generalization and exemplification.

Meaning of the text. Distinguishing between literal and implied meanings when writing. Students must have to knowledge about implicit and explicit use of language

Cultural knowledge. Correctly conveying culturally specific references in the context of the written text. Cultural issue in language is crucial element that is inseparable with language. There are different languages in the world which are associated with different cultures. If the written material does not have cultural specific references then purpose of the text cannot be achieved.

Knowledge of different stages of writing. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

Components of writing skills. Writing is expressive skill of language which has a written mode and only literate people can use it for communication. This is regarded as complex skill of language because to mastery over it we need to go through struggling journey. Similarly, there are different elements of language that are needed to be included in every piece of writing. In this regards Heaton (1988, p.135) divides components writing into five main areas. They are grammar, mechanics, vocabulary, content and organization as follows:

Grammar. Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. Brown (1989, p.34) states that grammar is a system of rule governing the conventional and relationship of words in sentences.

Mechanics. Mechanic of writing is known as the graphology system of language that includes capitalization, punctuation, and spelling. It is very important for learner to have knowledge of different mechanics because without proper use of mechanics the message can't be conveyed as writer intended. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation of those mechanics is as follows:

Capitalization. The capitalization refers to appropriate use of capital letters in piece of writing. If, the sentences are not capitalized correctly then, ambiguous and misunderstanding would appear. It also helps to differentiate from sentences to others. Mostly, the first letter of the first word in each sentence should be capital. Similarly, first letter of noun and the pronoun 'I' are capital letters.

Punctuation. It is system of using the different marks in writing. According to the use of particular mark meaning can be conveyed well. There are different marks used in writing for different purposes. For example: question mark (?), full stop (.), exclamation mark (!) etcetera are used in writing.

Spelling. Spelling refers to process of putting the letters of the words in correct order. Spelling plays vital role in writing because disorder of even any one letter can change the meaning of the words. So that writer should have proper knowledge about spelling of words they used. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

Content. The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

Vocabulary. Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

Organization. Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

Process of Writing. Writing is not easy job for the students. We need to go through tough journey to learn it. About writing process, Harmer (2010, p.113) says,

When students are writing-for-writing, we will want to involve them in the process of writing. In the ‘real world’, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit and re-plan before we produce our final version. There are four stages of process for writing, which are discussed below:

Planning. Oshima and Hogue (2007,p.16 as cited in Dani, 2014) state that “pre-writing is the way to get ideas. In this step, choose a topic and collect ideas to explain the topic.” This is pre-writing activity that is done by students before they start to write. In This stage the writers decide what they are going to write and they generate ideas for their writing. Similarly, some of the writers involve in making detailed notes and for others few jotted words may be sufficient. The purpose of this stage is to explore their ideas. in fact this is the stage of making plan for further writing.

Drafting. First version of a piece of writing is referred as the draft. Richards and Renandya (2010, p.317 as cited in Dani, 2014) state that “once sufficient ideas are gathered at planning stage, the first attempt at writing that is drafting may proceed quickly.” During the drafting stage, students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. At drafting stage, the writers focus on the fluency of writing and

they need not to be serious about grammar punctuation, spelling or vocabulary because we will have plenty of time opportunity later to change this draft.

Editing. After the writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information may be not clear. There may be ambiguous or confusing in the written draft. They may then move paragraphs around and correct the grammatical structure and they do addition and deletion process of some necessary linguistic items. Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. Leki (2010) mentions that every professional writers revise, reread what they wrote and show to their friends and get feedbacks whether the communicative function of text addressed or not . It means that each writer revises the draft to make it suitable to communicate what they decided as the purpose.

Final Version. Producing a final draft is last stage of writing process. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. From those stages above, it can be concluded that writing begins with a planning, gathering the ideas that will be constructed into the first draft. Then, the draft should be re-read and edited with the appropriate changes to make a good final version of writing.

Similarly, There are different stages should be followed for well development of writing. In this regards Rivers (1968, p.245 as cited in Singh, 2017) suggested five stages of writing. They are briefly explained below:

Copying. This is first stage of writing. In this stage teacher presents a writing item and students copy them to shape and size their letters. At the same time, they learn particular language structure. Copying is also called transcription. Specially, it is very important task for learning to write for those who are beginning learner. At this stage students can repeat the task several times.

Reproduction. This is second stage to develop writing skill at which students attempt to write what they have learned orally or read in the textbook. In this stage teacher presents the item and students are asked to write. After they have written they compare their writing with original text. Or in other words students first read the text and later they try to write whatever they have read without looking at book. Then after, they compare their version with original one. They may write the sentences and structures which they memorized.

Recombination. In recombination stage students are required to produce learned work with minor adaption. At this stage writing practice may take number of forms. Students practice different structures. They substitute with words and phrases, transforming sentences, expanding them to include further information within the limits of learned phrases, contracting them by substituting single words for group words or pronoun for noun.

Free writing. In this stage student will be given some freedom in selection of lexical items and structures of language, but within a framework. Or teacher provides some guidelines and students develop their writing on the basis of those criteria. At the time of writing the students may begin with completion exercise. Learners are given different types of exercise such as completion, replacement, expansion or summarizing on some topics. But they can include their ideas partially. Similarly in this stage student are given exercise of supplying additional contents in skeleton story and dialogue.

Composition. It is the final stage of writing. It involves the individual selection of vocabulary and structure for the expression of personal meaning. It is compiled activity which requires a variety of skills. At this stage the writer will be increasing his understanding of the differences between speaking and writing a foreign language. Exercise in composition will be first closely linked with materials being read or discussed. The student will be asked merely to describe, narrate and expand or to summarize. This composition may consist of a summary of the content with personal commentary, or the narration of the story assigned previously by the teacher.

Approaches to teaching writing. Teaching approach is an idea or a way of teaching to the students in the classroom. Approaches are developed through different

philosophies. These approaches help to develop different teaching methods. In this regards Harmer (2010, p. 325) mentions different approaches as discussed follows:

Product approach. Product oriented approach largely concern to the forms and structure of the written product that students write. The writing activities which are applied in this approach particularly focus on sentence level writing and paragraph level organization. Harmer (2010, p.325) says “when concentrating on the product, we are only interested in the aim of task and in the end product.” The product approach views writing as end product where primary focus is given on having linguistic knowledge to the appropriate use of vocabulary, syntax and cohesive devices of language. Students are often given model paragraph, parallel writing, sentence-combining and rhetorical pattern exercises, and then they are asked to use ideas in those framework type of tasks. The main focus of this approach is on correct use of grammar and making the writing error free. In this regards Hedge (1988, p. 8 as cited in Kadel, 2015), states that the writers need different sub-skills in product approach. They are: using correct grammar, having a range of vocabulary, punctuating meaningfully, using the conventions of layout correctly, spelling accurately, using a range of sentence structures, linking ideas and information across sentences to develop a topic and developing and organizing the context, clarity, and convincingly

This approach only focuses on grammatical accuracy which is not enough for better learning. It also avoids the notion of purpose, audience and context of the writing.

Process approach. Process oriented approach deals with the process not only focus on end product of writing but it concern with how ideas are developed and applied in writing. Here the writing is taken as a process through which meaning is created. This is called process approach because it follows certain process in writing. Harmer (2010, p.113) states that process writing typically involves planning, drafting, reviewing and editing what we have written and then producing a final version as the processes for process writing. Here the writer first make plan about what to write then he prepares the draft after that checks whether the writing and organization makes sense or not then after checks whether the writing is clearly understandable to the readers or not at last he develops final version of writing. In this way process writing goes through recursive way. It is very important for generating, formulating, and

refining ideas and thoughts of the writer. Students also become creative. But it takes more time while it is applied in classroom.

Genre based approach. This approach deals with using particular kinds of norms and characteristics of writing according to the context and purpose of the writing. It focuses on model of text written for particular intention. Unlike process writing, genre-based approach views that writing is a social and cultural practice focusing on purpose, context, and particular readers (Gao, 2007 as cited in Kadel, 2013). We know that learning effective writing doesn't mean only having the knowledge of only grammatical and syntactical structure of language but also student have to be perfect in writing different kinds of genre based writing which are needed in every society. In this approach students are supposed to produce typical type of text as they are taught. For example if we want them to write letter, then first we have to give them opportunity to look typical types of text and later we can ask them to compose similar kind of letter. There are different genres for example application letter, condolence, magazine article etc. these different genres have their own style and particular norms and features of using language. It focuses on writing as reproduction rather than creative writing.

Creative writing. Creative writing refers to those writing where one's imagination is expressed. There are different creative writing tasks such as poem, poetry, story, drama etc. creative writing is "a self-discovery and self-discovery promotes creative learning" (Gaffield-vile 1998 as cited in Harmer, 2010 p.328). This type of writing motive student in writing more. For example if we want them to write any narrative story about they faced in their life at that time students are motivated to find out and use right word in their expression. Similarly, teachers present students' written composition in front of class to encourage more to them.

Writing as a cooperative activity. Cooperative writing as writing process helps in producing good product. In one example of such approach group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with small number of group rather than many individual students (boughey1997, as cited in Harmer 2010) it means that writing is not just individual activity, it can be conducted in group also that helps to constructive and effective writing.

Building the writing habits. Whatever the reason, we need to help such students build the writing habit so that, they recognize writing as being a normal part of classroom practice and they come to writing task with as much enthusiasm as they do other activities. One way of doing this, of course, is to give them interesting and enjoyable task to do. Harmer (2010, p. 239). To make habit of writing as using other skill numbers of activities can be applied in classroom by motivating students in writing.

Defining Film. Films are those materials which are equipped with moving series of pictures and these are visual art used to stimulate experiences that communicate ideas, stories, perception, beauty, feelings and atmosphere through the use of moving pictures. Generally those moving pictures contain sound. Kirkpatrick (1993, p. 495) defines film as a series of connected cinematographic images projected on a screen. Puspitasari (2007) states that film is a work that incorporates a story, scenes, history, incident, and also music, film are motion picture in a cinema, television etcetera. Mostly the films are used to entertain, to educate and to inspire the audiences. Similarly, the teachers also can use film as a teaching aid to teach writing skills to the students. Films are the sources to teach writing skill that provide an exciting offer of students' involvement, and the films generate different ideas for interpretation. Sommer (2001, as cited in Khan 2015) mentions that even a single film-clip can be employed as the foundation for teaching different skill and aspects of English language such as listening, speaking, reading, writing, vocabulary and pronunciation. The teacher may show the different films in the classroom and have the class write paragraph about the story of film dialogues of the involved characters in film for develop their writing skills. Film helps to generate ideas, promotes creativity and encourages thoughtful expression of the learners, likewise, films tell a story that is why they are significant to use as a best teaching aid to develop writing skills.

We know there are different types of audio-visual materials including film or video. Use of film as teaching aid is one of the easy and effective ways in teaching learning activities. Audio- visual materials play very crucial role in teaching.

English film. English films are all films which are produced in English language. It is series of moving pictures and English speech. Shakir (2015, as cited in Nurhaliza 2020) defines that English movie is stories of a far or presently day by day

survival. People from different countries like Nepal where English is second language take English film to know the culture and English language. English film can be taken as audio-visual aids. It is also the resource of materials. Students acquire knowledge about different skills and aspects of language. In modern days, English film are prepared with subtitles that helps students to learn spelling of several words.

Film as audio-visual teaching aid in teaching writing. There are different types of teaching materials such as audio aids, visual aids and audio-visual aids. Ajoke (2017) states that instructional materials are essential and significant materials that are necessary in teaching learning activities in order to promote teachers' efficiency and improve students' performance. Use of such types of materials in teaching plays important role. Among those teaching aids audio-visual aids are advanced types of materials that contain audio and moving pictures. Arop, Umanah & Effiong (2015) mention that audio-visual materials are those materials that stimulate visual and audio senses. In teaching learning process teachers have to make it more interesting and effective by using different teaching materials. Teachers can use film as instructional tool to give new atmosphere in their class in order to create big enthusiasm in students at the time of teaching learning process. Here, film is one of the teaching aids comes under the audio-visual teaching aids. Film can be used in teaching different skills of language. Similarly teaching writing through the use film is more effective task. According to Chomsky (1988), 99% of teaching is making the students feel interested in the material. To make the materials more interesting for foreign language learners, teachers should manage to apply different techniques.

Heaton (1998, p. 135) defines that Writing skills are very complex and difficult to teach than other skills of language because for writing one needs mastery over not only of grammar and rhetoric devices but also of psychological related factors. Most of the students feel difficult to write in different schools. That is why a teacher must analysis the level of students in writing and should apply the interesting teaching learning materials like film that can be effective from different angles.

Advantages of English Films. There are number of benefits that the using of film provides to every students and teachers. In this regards Daniel (2013) mentions several advantages of audio-visual materials. The most effective advantage of English film is that they create interest for learning in the students. Similarly, films are time saving. They help to explain the idea easily and precisely. Likewise the use of the film

reduce the burden of teacher. The teacher can improve his own English by aural aids. Films are the sources of a variety of experiences for students in and outside of the classroom. English is a difficult language but use of Audio-Visual Aid makes learning English easy. A good English teaching is possible only in a natural English environment Audio-Visual aids help in creating that type of environment. Moreover, they help in concentrating the attention of pupils in learning the lesson. The teacher can follow up the principle of from concrete to abstract with the help of audio-visual aids.

Advantages of Film in Teaching Writing. There are number of benefits students and teachers get from film. Regarding this Harmer (2002, as cited in Puspitasari, 2007)) states that the advantages of using film in teaching and learning process are:

Seeing language - in- use. One of the main advantages of film is that it provides the chance to observe different paralinguistic features. Because, while students watch the film they do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression.

Cross – cultural awareness. By watching the film students can get information about different cultures across the world that is matter of beyond their classrooms. This is especially useful if they want to see, for example, typical Chinese ‘body language ‘when inviting someone out, or how Japanese students speak with their teacher. Film is also of great values in giving students a chance to see such as what kinds of food people eat and what they wear in the other countries. The world is full of cultural diversity. So understanding of different cultures is necessary for todays’ globalized world.

The power of creation. Generally, creation is production of an artistic work. In the field of teaching language also there is also space for creation. Sometime students are given the task to make film as their teaching materials; they are given the opportunity to create something memorable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine

creative and communicative uses of the language, with students find themselves doing new things in English.

Motivation. Motivation is driving force that pushes us to do something. Most students show an increased level of interest when they have a chance to see language in use as well as hear it. Similarly it remove the boredom and monotonous of class and creates interest and enthusiasm in students.

Review of Related Empirical Literature

Literature review is fundamental part of the research and taken as the backbone of entire research work. Empirical research works help us in several step of research. Some previously done research works are reviewed as below.

Dahal (2012) carried out research on "Role of Visual Aids in Developing Writing Skill". The main objective of her study was to find out usefulness of visual aids in teaching writing skills at secondary level. Classroom action research was the research design which she applied to accomplish her study. The population of the study was all the students of grade 10 of Bhaktapur district. She has selected 30 students of grade 10 from The Rising English Boarding School by using purposive non-random sampling procedure. She used only test items as a tool to collect the required data from the field. At last it was found that class room teaching using visual aids are more effective than teaching without using visual aids and it is also found that use of visual aids improved students' creative power effectively.

Likewise, Kadel (2013) carried out the research on "Effectiveness of Task Based Language Teaching in Developing Writing Skills at the secondary level in Nepal". The main objectives of the study were to analyze the existing English syllabus and text book of grade 9, specifically the components of writing in the textbook of Nepal and to study the effectiveness of task based language teaching in developing writing skills in English at secondary level in Nepal. He used both qualitative and quantitative research design. Specifically, to fulfill the second objective which focused on study of the effectiveness of task based language teaching in developing writing skills in English at secondary level in Nepal, he applied experimental research design. The researcher selected 60 teachers of 30 secondary schools from Mid-western region in Nepal as a sample for the completion of first objective and he selected 50 students as a sample by simple random sampling

procedure for completion of second objective of his study. He used questionnaire, test, interview and observation as the tools to collect required data for the study. At last the findings of the study were that in terms of analysis curriculum and textbook The teaching materials of the text book cannot meet the specific objective of the curriculum furthermore there is lack of adequate authentic materials, adequate teaching method and lack of coherent and interrelation between listening, speaking, reading and writing in the text book. In next finding it is seen that there is progress in writing skills of the students after intervention of task based teaching method or task based language teaching is effective in developing writing skills of the students.

Aryal (2017) conducted a research on “Task for Teaching Writing at Secondary Level”. The aim of the study was to find out the task used by secondary teachers in teaching writing at secondary level. To fulfill the objective of the study she has applied survey as a research design. The population of the study was all the secondary level English teachers of the Kathmandu and Lalitpur district where 25 teachers were selected as a sample of the study by non- random sampling procedure. She has used questionnaires as a tool to collect the data from the teachers. Finally, it was found that most of the teachers use discussion, group/pair work, brainstorming, dictation, project work, vocabulary game, fill in exercises, completing/developing dialogue and stories as a tasks to develop writing skills of the students.

Singh (2017) carried out research on "Community School Students' Proficiency in Free Writing". The main objective of the study was to find out the free writing proficiency of the secondary level students of Siraha district in terms of paragraph writing, letter writing, dialogue writing, report and essay writing in community school. The population of the study was class ten of ten community school of Siraha district. Survey design was applied to carry out the research. 100 students were selected as a sample of study by using purposive non random sampling procedure to meet the objective of the study. She used test as the tool to collect the data .The finding of the study showed that as a whole students seemed poor in free writing i.e. out of 50 marks they obtained only 16.86 marks in average.

Rai (2019) conducted research on "Students' Perception on Using YouTube Videos in Learning Vocabulary". The main objective of his study was to explore the perception of the students on learning through using YouTube videos. He used survey research design for accomplish the study. The population of the study was all the

secondary level students of Kathmandu district. He selected 100 students as a sample by simple random sampling procedure. Questionnaires were used to collect the required data. The results of the study showed that most of the students had responded that use of YouTube videos really create interest in students and students can learn more vocabulary using it in and outside of the classroom.

Sah (2019) has conducted a research study entitled "Developing Listening Skill Through Movie" keeping objective to find out the role of movies in developing listening comprehension skill of the students. He has applied classroom action research study to accomplish his study. The population of the study was all students of class nine studying at Tilingtar higher secondary school Dhapasi, Kathmandu. He has selected forty students as a sample from class nine through non random sampling procedure. He used test as the main tool to collect required data. Based on research findings it is seen that movies had positive impact on teaching listening skills. It is found that the students' listening comprehension was enhanced when they taught using movie because movies provide native-speed speech with natural linguistic, paralinguistic and sociolinguistics features occurring in an integrated and meaningful context.

Upreti (2020) accomplished the research study on "Students' Perception on Using Short Videos in EFL Classroom". The main objective of this study was to explore the perception on the use of videos in EFL classroom. He used qualitative interpretative research design for completing the task. The population of the study was all the students of grade nine. He selected four students from grade 9 by using purposive sampling strategy. In order to collect required data for his study he has used interview as a tool. The findings of this study shows that the students viewed that ELT related videos were so supportive in order all the ELT teachers to make teaching and learning process effective and they truly help for the students to enhance different language skills.

Although the above mentioned research works are about the perceptions and the areas are also related to my study. However none of these empirical studies have been carried out specially covering the students' perceptions on using of the film to develop writing skills. Therefore, I tried to explore the students' perception on the use of film in developing writing skill.

Implication of the Review for the Study

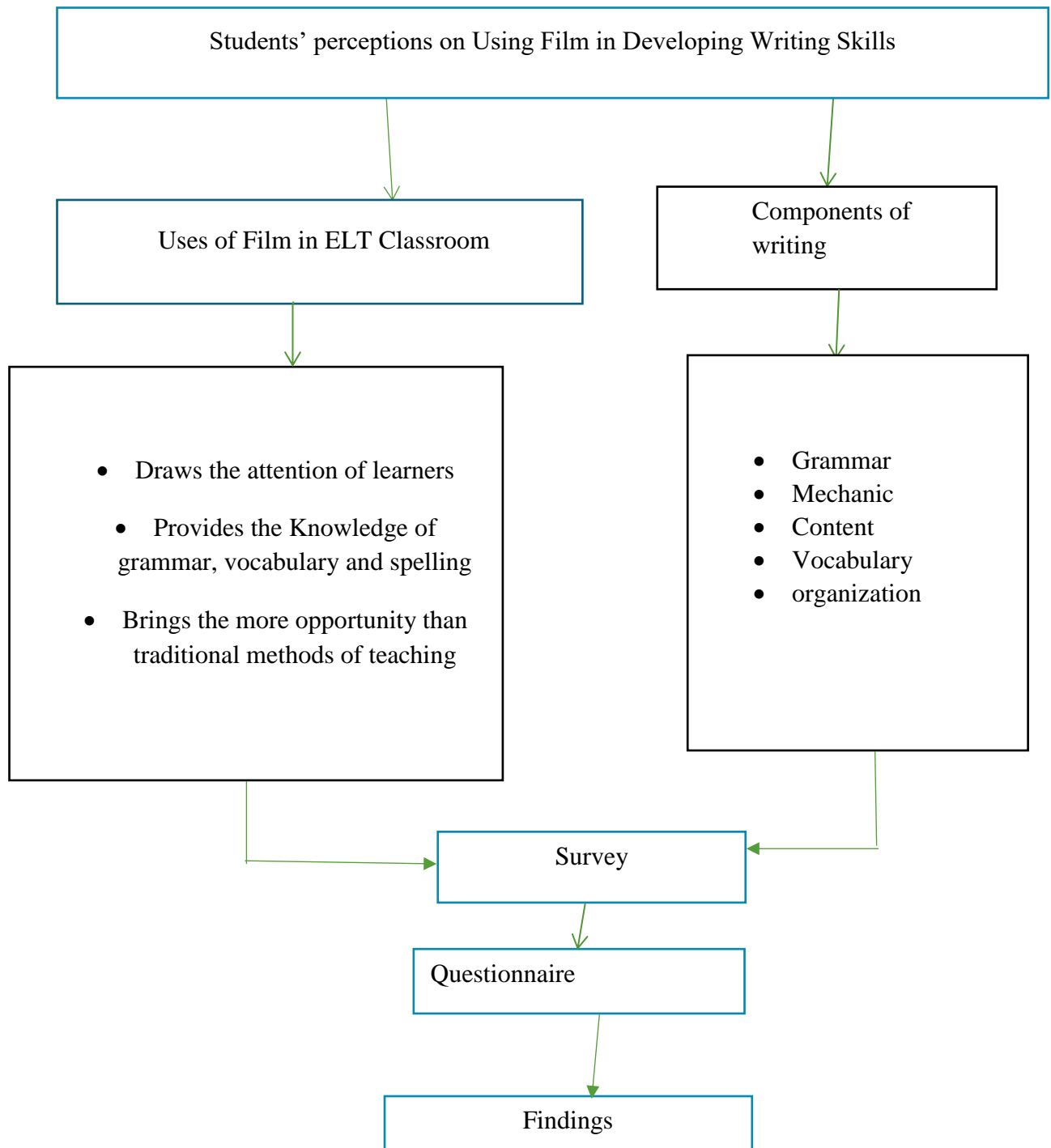
It is very important to view the previous research works because it provides the ideas about carrying out the research in systematic way. There are numbers of research works done in the field of film and language skills. To complete this research I have gone through some of the previous researches. It expanded my horizon of knowledge regarding this field of study and only after that I have got enormous knowledge to design objectives, to develop research questions, to apply methodologies and to move other important steps in journey of my research. The theoretical and empirical literatures that I have reviewed helped me in several ways.

All the theoretical reviews helped me to develop insightful knowledge about different aspects of writing skills and English film utilization. More specifically, I studied different language sub skills from brown (2004), likewise, I got clear idea of writing components from Heaton (1998), and Harmer (2010) made me understand about different writing process, suggestions and teaching writing approaches. Furthermore, Puspitasari (2007), and Daniel (2013) provided me some advantages and insightful knowledge of using film. As a whole these all theoretical literatures helped me to be stronger in knowledge of my research area. Similarly I have reviewed different empirical works done by different authors which are related with developing writing skill of the students. After detailed study of all these works I received new ideas regarding use of English film to develop writing skills. I got ideas of designing objectives and applying survey research design from Singh (2017) and Rai (2019). Similarly, Aryal (2017) made me clear about the tools to be used in research which have been followed in my study too. Sah (2019) and Upreti (2020) have also conducted research using of videos and movies for developing other skills and aspects of language than writing which also made me clear to understand the gap between my research study and other existing works. The way of interpreting the data of Rai (2019) has definitely helped me in data interpretation.

Aforementioned reviewed documents were very crucial for me to move forward to complete this research work. I have got chance to gain the knowledge and insight about the several steps of my study.

Conceptual Framework

This study is on **Students' Perceptions on Using Film in Developing Writing Skills** is based on following conceptual framework.



Chapter III

Research Methodology

This chapter deals with methodology which has been used in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design

In order to achieve the intended objectives of the research work it is necessary to select the appropriate research design, which leads researcher towards right path. Therefore to make the study more valid and concrete the appropriate research design must be selected. This study is based on survey research design.

Survey research design is a kind of research which studies large population by selecting and studying sample chose from the population to discover relative incidence interrelationship of social and psychological variable. According to Nunan (1992) surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics”. Likewise Cresswell (2012) states “survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of the people to describe the attitudes, opinions, behaviors, of the population. That is why it is very important and necessary to collect the opinions, views, attitudes and perceptions of the participants.

While conducting survey research study at first the researcher identifies the broad area. Then after he/she specifies the objectives. Later on the researcher writes the research proposal and prepares the tools. After having prepared proposal researcher goes to the field and establishes the rapport with the authority and prepares the list of sample population. Just after that researcher meets and establishes rapport with sample. Similarly, after fixing time for collecting the data, the researcher gives the questionnaire to the each of the member of sample. After administering questionnaire researcher analyzes and interprets them and lists the findings. In this way after following aforementioned procedures survey study is carried out.

Population, Sample and Sampling Strategy

Population. This study has included students of intermediate level specially students of grade 12. So, all the students of the grade 12 were the population of the study from Shree Sitala Devi Secondary School. Deurali, Ramechhap.

Sample and sampling strategy. In order to accomplish the research objectives I selected 40 students of class 12 studying in Shree Sitala Devi Secondary School, Deurali, Ramechhap as a sample by using random sampling procedure.

Data Collection Tools

In this study I used questionnaire, especially open ended and close ended questionnaires were used as research tools in order to explore the perceptions of students on the use of film in developing writing skills and to address the questions of my research.

Sources of Data

This study used both primary and secondary sources of the data.

Primary sources. The students of class twelve from Shree Sitala Devi Secondary School, Deurali, Ramechhap were the primary source of data.

Secondary data. The secondary data were collected by consulting various books, journals, thesis, and articles and websites which are related to field of study. Moreover have consulted the books of Daniel (2013), Harmer (2010), Nunan (2001), Frankel and Wallen (2009) and so on.

Data Collection Procedures

First of all, I visited the head teacher of school and established rapport with all concerned school teachers and students at the same time I had explained about my purpose. After gaining permission I informed students about my purpose. Likewise I followed stepwise methodological procedures to collect data. So that, at first I had provided the questionnaire to the selected students. After completing the allocated time I collected the distributed questionnaire from the students. At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

This section deals with the interpretation and analysis of the collected data. In this process I followed the descriptive, statistical and thematic approach. More specifically, after collecting the required data, I have analyzed and interpreted the data obtained from close ended questions descriptively using simple statistical tools that is frequency and percentage and thematic description was used for the data collected from open ended questions. The facts have been presented in different tables and paragraph.

Ethical Considerations

Research study is conducted with systematic and rigorous process in various issues, where ethical considerations play crucial role. So that several ethical considerations should be maintained by every researcher. Similarly we have to avoid the plagiarism and should keep the concept of not to harm the public and participation from the information they provided to the researcher.

To maintain ethical consideration, at first I took permission from the head teacher for managing the environment for my study. Then after I made population clear about the purpose of my study giving them complete picture of how the data would be used and what I would do using their data. After that I assured the interviewees that their interest and rights would be ensured regarding the reporting of data. Finally I requested them for helping to my journey of research.

Chapter IV

Results and Discussion

This chapter includes analysis and interpretation of results. The data obtained from the open ended and close ended questionnaires have been analyzed, interpreted, discussed and resulted by using various statistical tools and thematic description. It also comprises the process of organizing summarizing and synthesizing the data to find out results and conclusion of the study. The obtained data have been analyzed and interpreted descriptively and statistically on the basis of their nature.

Analysis of Data and Interpretation of the Result

This section concerns with the analysis and interpretation of the data which were obtained through questionnaire to find out perceptions of the students on using of film in developing writing skill. There were all together 20 close ended questions and 5 open ended questions which were asked to the participants. Obtained quantitative data were analyzed by using statistical tools and qualitative data were analyzed descriptively by categorizing into different themes.

Nature of writing skills in English language. In the context of Nepal, Nepali language is used most of the time. English is practiced in different educational institutions. Our country has made provision for teaching English for few decades. Students get opportunity to exercise English language only in school. There are four language skills in total; listening, speaking, reading and writing in English language. Among these four skills writing is taken as the most difficult skill in every language. Regarding this item students have given their responses as in the table below.

Table 1

Nature of writing skills

S.N.	Attribute	Easy		Very easy		difficult		Very difficult	
		No.	%	No.	%	No.	%	No.	%
1.	Nature of writing skills	14	35	4	10	16	40	6	15

As the data presented in above table 1 it is seen that 16 (40%) of the students responded writing is a difficult skill. Similarly, 14 (35%) of them responded writing is

an easy skill. Likewise, 4 (10%) of them have replied that they feel very easy in English writing and 6 (15%) of them argued that writing is a very difficult. After analyzing the above data, I can say that most of the students have felt that writing in English is difficult task for them. As we know writing is most complex skill of language; one needs to keep in mind different aspects of writing.

Watching film Outside the Classroom. Using new technology frequently in daily life is being a common thing for most of the people of the world. Specially, students also use different ICT tools inside and outside of the class. Nowadays most of the teachers and students used various technological tools such as You Tube videos and videos.

Table 2

Watching film Outside of the Classroom

S.N.	Attribute	Always		Sometimes		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%
1.	Watching film outside the classroom	2	5	33	82.5	4	10	1	2.5

The above table 2 indicates that 82.5% (33) of the students have replied that they watch film sometimes and 10% (4) of them watch rarely. Similarly, 5% (2) of them responded that they watch films always and just 2.5% (1) of them responded that she or he never watches the films. On the basis of above mentioned data, I can conclude that most of the students have watched films sometimes. They used it for different purposes as their wish and it is better to use in the language classroom too for the better language learning.

Reasons for Watching Films. This is the time of global village due to the help of ICT and other technological tools. People use film for various reasons such as entertainment, to improve speaking skill, to develop and grammar which may be the reasons behind using of film. Regarding reasons of watching films the respondents

were asked to select the best answer from some multiple choices .The responses have been presented in following table:

Table 3

Reason for watching films

S.N.	Attribute	For entertainment		To improve spelling		To develop vocabulary		To develop grammar	
		No.	%	No.	%	No.	%	No.	%
1.	Reason for watching film	22	55	6	15	8	20	4	10

Table 3 shows that 55% (22) of the respondents have replied that they use film for entertainment. In the same way, 15% (6) of them use film to improve spelling skill and 20% (8) of them responded that they use film to develop vocabulary. Similarly, 10% (4) of them replied that they use film to develop grammar. On the basis of above mentioned data, it seems that most of the students watch film for entertainment. At last I can say that using of film in classroom is an attention dragging technique for the students. If it is used for educational purpose it will definitely improve learning.

Improvement of language skills after watching film. Film is a visual medium with the story in it. It consists of different dialogues of different languages. If films are used properly keeping purpose of teaching language skill it will work. I have designed the item to know how students have perceived the use of film. The data that are obtained from students are presented as below:

Table 4

Improvement of language skills after watching film

S.N.	Attribute	Listening		Speaking		Reading		Writing	
		No.	%	No.	%	No.	%	No.	%
1.	Improvement of language skills	10	25	25	62.5	2	5	3	7.5

The above table 4 presents that 62.5% (25) students have replied that speaking skill improves more after watching films. Similarly 25% (10) of them replied their listening skill of language improved after watching films. Likewise, 7.5% (3) students responded that their writing skills are improved and 5% (2) students replied that they improve their reading skills after watching films. On the basis of responses given by the students it seems that most of the students have improved their speaking skill after watching films.

Satisfaction in learning the writing skills after watching film. Watching film is beneficial activity for the purpose of learning language. It can be effective and interesting materials of resources to develop different skills of language. If the film is used for the purpose of teaching writing it also create effective learning environment for the students. This item is included in my study to know students' views related with satisfaction. The responses are kept in the following table.

Table 5

Satisfaction in learning the writing skills after watching film

S.N.	Attribute	S.		V.S.		N.		D.		V.D.	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Satisfaction in writing by the use of film	24	60	6	15	2	5	6	15	2	5

The above table presents that 60% (24) students responded that they are satisfied with the use of film to develop their writing skills which is highest percent of all. Likewise 15% (6) of them were very satisfied with the utilization of film for writing improvement. In the same way 5% (2) of the students have remained silent. Similarly, 15% (6) of them were dissatisfied and only few numbers 5% (2) of students were very dissatisfied in watching films for writing improvement. In this way after analyzing the above mentioned data I can conclude that most of the students were satisfied with using of films in developing writing skills.

Use of film in writing activities. Using of different ICT tools is being essential part of every classroom teaching activities in today's world. Teachers and

students use different types of audio-visual materials to develop and improve their writing as well as other skills and aspects of language. I have asked different questions to the respondents. The obtained data from the questions of similar pattern are kept in following table and described below.

Table 6
Use of film in writing activities

S.N.	Attribute	Yes		No	
		No.	%	No.	%
1.	Writing in English outside the classroom	36	90	4	10
2.	Watching film	34	85	6	15
3.	Use of film by the teacher in writing activities	-	-	40	100
4.	Effect of film in writing competency	22	55	18	45
5.	Necessity of film in writing	32	80	8	20
6.	Use of film for grammatical accuracy	32	80	8	20

Attribute 1. In the above table 6 presents that 90% (36) of the respondents were agreed in writing outside of the class. It shows that 10% (4) of the students were disagreed or they were not engaged in writing skill. So, it shows that large number of students are engaging in writing activities outside of the classroom too. It also clarifies that English is used in several steps of students' life because they use English outside and inside of the classroom.

On the basis of the data from attribute number 2, in above table it is seen that 34 (85%) students watch film and few number 6 (15%) of them do not watch film. According to these data we can say that maximum number of students watch film. So, they are benefitted from it.

In attribute number 3 of above table it is seen that all the students 40 (100%) of them responded that their teacher does not use film for teaching writing skill.

According to the above data which are collected from students I can conclude that their teacher does not use film as a teaching materials in writing classroom.

In the table 6, attribute number 4 shows that the majority of the students or 55% (22) of them replied that use of film in classroom definitely affects their writing competency. Only 45(18) of the respondents replied that use of film does not have any effect in writing competency. On the basis of above data, I can conclude that use of film certainly have benefits for teaching writing in ELT classroom. So it can be used as one of the effective tools to strengthen learning.

Attribute number 5 in above table points out that 80% (32) of the students agreed that films are the necessary materials to improve the writing skills of the learners. Similarly, only 20% (8) of them responded that it is not necessary for developing writing skill. On the basis of the above data most of the students think that films are the necessary material to improve the writing skills of the ELT learners whereas only few of them could not find any benefits on using of film for writing improvement. At last in conclusion I can say that film is useful material to teach language.

Attribute number 6, in the above 6 table presents that 80% (32) of the respondents replied that use of film in classroom definitely improves their grammatical accuracy. Similarly, Only 20(8) of the respondents replied use of film does not have any effect in improvement of grammatical accuracy. On the basis of above data, I can conclude that use of film certainly have benefits for teaching grammar in ELT classroom. So, film can be used as one of the effective tools to strengthen grammatical accuracy of the learners.

Use of film in language teaching. This is time of science and technology. Most of the people around the world often use several technological devices in language classroom. Film is also one of the parts of new technology. We use film for different purposes. As other teaching materials, film can be used by teachers as tool for teaching different skills of language in ELT classroom. In this regard I asked different questions to the respondents.

The responses obtained from similar pattern of questions are kept in single table and discussed as below.

Table 7

Use of film in language teaching

S.N.	Attribute	A.		S.A.		N.		D.		S.D.	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Films as motivating tool for writing in ELT class room	16	40	6	15	6	15	8	20	4	10
2.	Films as source of materials for writing	26	65	6	15	2	5	6	15	-	-
3.	Language proficiency improvement through film	20	50	10	25	6	15	4	10	-	-
4.	Text picture and audio equipped film in language learning	32	80	8	20	-	-	-	-	-	-
5.	Film as beneficial tool for writing	23	57.5	8	20	2	5	5	12.5	2	5
6.	Drawing attention of learners through film	30	75	6	15	4	10	-	-	-	-
7.	Film as resource to develop grammar	16	40	6	15	10	25	6	15	2	5
8.	Vocabulary enrichment and spelling improvement	26	65	10	25	2	5	2	5	-	-

In the above table 7, attribute number 1 reveals that 40 % (16) of the students agreed that films are the motivating tool for the ELT learners and 15% (6) of the respondents strongly agreed with it. Similarly, 15% (6) of them remained neutral with the items. Likewise, 20% (8) of them disagreed and 10% (4) of them strongly disagreed with item. It represents that majority of the respondents are agreed that films are the motivating sources which helps students to write. It provides more

motivating English speeches and dialogues; that makes students motivate towards their English learning.

Attribute number 2 in the table shows that 65% (26) respondents replied that film is one of the tools which provide much resource materials for developing writing skills. Likewise, 15% (6) of the respondents strongly agreed with the item, only 5% (2) of the respondents remained neutral. Similarly, only 15% (6) students responded that it does not provide the resource materials for developing writing skills. On the basis of above mentioned information it is found that film provides huge numbers of resource materials for the ELT learners for their effective learning.

In the above table, attribute number 3 presents that 50% (20) students agreed in enhancement of language proficiency through film and 25% (10) of them strongly agreed with the item. Likewise, 15% (6) of them remained neutral. Similarly, only 12.5% (5) of them were disagreed in proficiency enhancement of language. According to the responses of the students as given in the above table most of the students responded that film is one of the teaching tools. So that it can be said that film helps learners to achieve mastery over aspects and skills of language.

In the above table, attribute number 4 shows that 80% (32) students agreed in enhancement of language proficiency through text, picture and audio equipped films and 20% (8) of them were strongly agreed with it whereas no one was disagreed with this item. The collected data given in above table vividly represents that text, picture and audio equipped film is one of the best teaching tools for enhancing the proficiency of language. So that it can be said that text, audio and picture equipped film helps learner to mastery over aspects and skills of language.

The data in attribute number 5 in the above table show that 57.5% (23) of the students agreed and 20% (8) of them were found strongly agreed on using of film is beneficial for teaching writing skills. Similarly, 5% (2) of them remained silent without giving any responses. Likewise, only 12.5% (5) of the students disagreed with the item and 5% (2) of them were strongly disagreed regarding film as a beneficial for writing improvement. In this way by analyzing the data I can say that films are very effective tool for developing writing skills of the learners. The teacher can use film in his or her ELT classroom to teach the students in better way.

In the table, attribute 6 presents that 75% (30) of the total respondents perceived that film draws their attentions towards learning English and 15% (6) of them were strongly agreed with this view. In the same way, 10% (4) of the respondents were remained neutral regarding this item. Likewise none of them were disagreed on using of film in drawing attention. So, most of the students perceived that film attracts their attention for learning English. In the conclusion it is said that film is also one of the most attention dragging tools which can be most impressive for teaching in ELT classroom.

Attribute 7, in the above table reveals that 16 (40%) of the students said that film provides the resource to develop grammar and 6 (15%) of them were strongly agreed regarding this view. In the same way, 10 (25%) of them remained silent being neutral on it. Likewise, 6 (15%) of them disagreed and 2 (5%) students were completely disagreed with the statement. The number of supporting students to this view is not so high although majority of them said film can be tool to develop grammatical aspect of language. The number of students who were neutral and disagreed is also not small. As a whole after analyzing above data it can be said that film is also material of resource to develop grammar. If it is used properly students get benefitted regarding grammatical knowledge too.

In the above table, attribute number 8 indicates that 26 (65%) students said that film provides knowledge to develop grammar, vocabulary and spelling competent of language and 10 (25%) of them agreed with this view. In the same way, 2 (5%) of them remained silent being neutral on it. Likewise, only 2 (5%) of them disagreed and no one of the students was strongly disagreed with the statement. The number of supporting students to this view is very high, only few students were disagreed regarding this view. As a whole after analyzing above data it can be said that film is a material of resource to improve different language aspects.

Film as an effective tool to develop writing skills. There are several teaching materials which are used in classroom for the purpose of teaching different subjects. By the use of technological devices teaching different skills (listening, speaking, reading and writing) and aspects (grammar, vocabulary, pronunciation and spelling) of language is being easier and effective. Film is also one of the technological teaching tools that can be used in ELT classroom. Film is such a materials which is equipped with moving image, sound and text as well. it is most interesting and

attention dragging tools. In this regards one of the students said that *“films are good medium to develop writing skills. The visual form is one of the effective forms for faster learning”* as the respondent said that film is motivating and beneficial materials that helps to develop their writing skill. Most of the students said that after watching film they develop more vocabulary and contextual use of those vocabularies at the same time film plants the seed of imagination in their mind which leads them to be able to express more in several subject matter in spoken and written form as well. In this way utilization of film in ELT classroom is important for better learning

Reasons of Using film in English Classroom. Most of the people use film for the purpose of entertainment around the world. We know that films are not only the materials of entertainment but these are also materials of learning language. If films are utilized in ELT classroom that definitely impacts on pace and quality of learning language. Similarly, there are several reason of using film in classroom. In this regard one of the students said *“A classroom of different types of students and having difficulty in learning. Films are entertaining as well as effective. Therefore we need to use film for studying.”* According to this view there are various reasons of using film in ELT classroom such as; it makes classroom attractive and effective, makes students focus on learning, removes the monotonous and boredom, gives students ample opportunity for participative learning as well as reduces teacher’s time and labor, provides many more authentic materials to develop different skills and aspects of language, makes students active, makes English learning effective and long lasting, drags the attention of students. Moreover, it also plants the seed of imagination in the mind of students.

Ways of using film to develop writing skills. Film is audio-visual material that can be used in language teaching classroom for motivating student and creating effective learning environment. Different people have different attitudes and perceptions on using film in developing writing skills. Regarding this one of the participants said *“Yes I think film helps to develop writing skills. Film consists of different dialogues and dialogues are part of every speech. Subtitles are parts of films and it will be easier for us to learn writing.”* On the basis of this response I can say that films really help in writing development. They said that firstly, film attracts their attention that motivates them towards learning. Film consists of different dialogues and dialogues are parts of every speech. After watching film they memorize different

dialogues and vocabularies later on they can express the story in written form. Furthermore after watching different films students improve knowledge regarding skills of language and language aspects such as grammar, vocabulary, spelling, pronunciation that can be utilized to develop writing skill.

Film as the aids for developing writing skills. Using of film in classroom plays pivotal role in language teaching because films are authentic materials which provide resources for developing different skills and aspects of language. Regarding this one of the respondents said “*Film is a visual medium with the story in it. Our mind captures story more easily than long passages and boring lectures. Therefore, film is a great medium for improving writing skills.*” According to this view using film in classroom has great significance. They said film consists of audio, moving pictures and text as well. These audio, moving pictures and text are organized with story. After watching film their mind captures the dialogues, vocabularies and story very easily and express in written form whatever they learnt. From the above statements it is found that films are the important material of source for teaching and developing writing skills of the students. It was also found that students are highly benefited from film. Students are able to learn so many things with the help of films such as; grammar, vocabulary, contextual use of vocabulary and spelling. Learning of these grammar, vocabulary and spelling finally leads them to the improvement of writing skills.

Differences that films can bring in developing writing skills. Teaching through traditional way refers to the way of teaching that is used in past in the classroom. In the past there were limited resources, few methods and certain techniques for teaching because scientific inventions and exploration of knowledge had not taken place like in the present time. But nowadays there are several methods, techniques and materials used in different classroom. So that teaching by using sufficient resources and teaching with limited resources may have huge differences in learning. Use of film is also part of modern way of teaching. Regarding this one of the respondents responded “*Learning through films draws my attention, therefore it helps to enhance language proficiency but in traditional way was boring.*” From the above statement learning through traditional way is boring, there is only parrot learning, students cannot be focused, they cannot be creative and active but learning through films motivates them towards learning, removes feeling of monotonous, broadens

their knowledge and experiences, makes sustainable learning, and makes them creative. Therefore using of film has great significant in ELT learning.

Findings

On the basis of interpretation and analysis of collected data I have come up with the finding of this research which have been summarized under the following headings.

Students' perceptions on using film in developing writing Skills.

- Majority of the students that is 55% have felt that writing in English is difficult (including difficult and very difficult) task for them.
- Large number that is 90% in quantity of students are engaging in writing activities outside of the classroom too.
- Huge number of students 85% watch film for different purposes.
- Most of the students 82.5% watch film sometimes only.
- It seems that most of the students that is. 55% watch film for entertainment.
- Majority 55% respondents were agreed (including agree and disagree) that films are the motivating sources which helps students to write.
- It is found that 62.5% students have replied that speaking skill is improved more after watching films.
- It was found that 80% students responded film provides huge numbers of resource materials for the ELT learners for their effective learning
- Large number of Students are satisfied (including satisfied and very satisfied) with using of films in developing writing skill. If film is used properly it gives positive result in ELT learning.
- Most of the students replied that the use of film in ELT classroom definitely enhances the proficiency of language.
- All of the students agree in enhancement of language proficiency through text, picture and audio equipped films.
- Most of the students were agreed (including agree and strongly agree) that using of film is beneficial for teaching writing skills.
- It was found that 90% respondents perceived that film draws their attention towards learning English.

- Majority of the respondents said that film is also material of resource to develop grammar. If it is used properly students get benefitted regarding grammatical knowledge too.
- It is found that 100% of them said that their teacher does not use film for teaching writing skill in the classroom.
- Most of the respondents that is 55% of them replied that use of film in classroom definitely affects their writing competency.
- Most of them that is 85% respondents were agreed (including agree and strongly agree) saying that film provides knowledge to develop grammar, vocabulary and spelling competent of language.
- Most of the students perceived that films are the necessary materials to improve the writing skills of the learners.
- It is found that 80% of them have replied that use of film in classroom definitely improves their grammatical accuracy.
- It is found that majority of the students believe that films are really beneficial for developing writing skills of the students.
- Respondents said that using film in classroom has great significance.
- It is also found that traditional way of teaching is less effective whereas learning by using of film is more effective from different angles.

Chapter V

Conclusions and Implications

This chapter deals with conclusions and implications to stakeholders like policy makers, teachers, researchers and ELT practitioners.

Conclusions

The present study was conducted to find out students' perception on using film in developing writing skill at secondary level. In this era of science and technology people cannot be detached with different technological tools in every sectors of their life. Film is also one of the ICT tools which can be used for entrainment as well as for pedagogical purpose. Due to wide spread availability of internet people have comfortable access to use various films. There are several films that can be used by students and teachers for effective language learning. Similarly, living the meaningful life in present world is not easy job. One has to struggle with various ups and down. Learning of languages; especially English language plays pivotal role in our life for making life easier. To learn a language the learners should have mastery over different skills and aspects of that vary language. Likewise there are altogether four skills of language (listening, speaking, reading and writing) among them teaching and learning writing skill needs more effort.

The main purpose of this study was to find out students' perceptions on using English film in developing writing skill. There are various types of ICT tools, among them film is also effective tool to develop writing skill which provides resources to the students to enhance their vocabulary, grammar and spelling. It is also used as a pedagogical tool in the ELT classroom as well as outside of the classroom. On the basis of the major findings of this study films are found effective tools for writing skills. If the students do not understand a concept, they have an option to watch it frequently. Specially, to develop writing skills of the students using film in classroom has great significance. We know that the film consists of audio, moving pictures and text as well with story in it. After watching film learners mind captures the dialogues, vocabularies and story very easily and they can express in written form whatever they learnt. Students are highly benefited from film. Students are able to learn so many things with the help of films such as; grammar, vocabulary, contextual use of

vocabulary and spelling. Learning of these grammar, vocabulary and spelling finally leads them to the improvement of writing skills.

The entire study is incorporated in five chapters. The first chapter includes introduction, second chapter deals with review of the related literature and conceptual framework, third chapter includes methods and procedures of the study, fourth chapter includes analysis and interpretation of the collected data and fifth chapter comprises finding, conclusion and recommendations.

As I went working through different steps to complete this study I come to know that the use of film in educational sectors has great significance. It is very useful in the field of education like, distance education, online classes, and so on. First of all use of film creates motivating environment in classroom and students can learn different skills and aspects of language in effective way. Using of technological tool such as film makes students creative too because every film has certain story. If the students watch film they think and analyze the different incidents of story. Films can be used on the basis of the certain criteria based on the student level and the objectives of the lessons. Therefore, teacher can utilize film for pedagogical implication while using film in the ELT classroom. New researchers also should take this study as the foundation for the further research works.

Implications

On the basis of the analysis and interpretation of the collected data, the following implications have been proposed. Implications of this research work have been presented systematically in this section as below:

Policy related. The policy related are as mentioned below:

- Teaching learning based on ICT tools has great significance in language teaching. It helps to improve the traditional ways of teaching and learning system. Therefore, the policy makers should aware with the positive impact of the films in education system especially for the English language learners.
- Students should be aware and familiar with the use films to develop their writing skill.

- Curriculum designers and concerned authoritative organizations should aware and determine the appropriate techniques and methods of language teaching by using films.
- All the stakeholders related to educational sectors should conduct the seminar, workshop and awareness programs regarding the importance of using film for pedagogical implication.
- Policy makers should recommend the ICT tools like film and other audio-visual materials, social network as teaching learning tools to ELT learners for better and effective learning.
- Ministry of education should make policy and provision of using ICT tools and implement them properly in language classroom.

Practice Related. Some of the implications at practice level of this research are presented as below:

- The teachers should replace the traditional teaching methods by new ICT based teaching methods for effective language learning.
- The language teachers should have sufficient knowledge and skills to use of ICT tools and important of using films in the language classroom. So that they can create an interesting and effective teaching learning environment.
- The ELT learners should make the habits of exposing oneself growing their creativity by watching film through internet.
- Students should take benefits of films using those films to learn grammar, vocabulary, spelling and other skills of language.
- The teacher can use films on the basis of certain criteria such as need, interest and requirement of the age of learners to motivate and to engage them in learning.
- Learners get great benefits through the use of films, these provide them many more ELT resources which help to enhance their horizon of the knowledge of language.

Further research level: Every research has own purposes and findings. This current study was conducted to find out the students' perceptions on using film in developing writing skills. Because of several limitations no research study can cover

entire area related to study. As the same way there are so many things are left to be studied in this study too. So, the further researcher can conduct research study on research related field of this research as given below.

- Effectiveness of English film to develop writing skill.
- Role of ICT tools to develop language skills at secondary level students.
- Effectiveness of using English movie to develop creative writing of the students.
- Teachers' perception towards use of films in developing writing skill of the students.
- Students' attitude on use of film to develop language skills of students.

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Appendices

Dear Participant,

I am conducting the research on "**Students' Perceptions on Using Film in Developing Writing Skills**" under the supervision of **Dr. Purna Bahadur Kandel, Reader of Department of English Education, T.U., Kirtipur**. So, you are humbly requested to put your reliable response on the questions included in this set of questionnaire. I sincerely assure that your responses will remain confidential and be used only for the research purpose. I will be indebted to you for your precious contribution for my research study.

Thank you.

Name:

Class:

Please tick (✓) the best answer from the given alternatives:

1. How do you find writing in English?
 - a. Easy
 - b. Very easy
 - c. Difficult
 - d. Very difficult
2. Do you try to write something in English outside of the classroom?
 - a. Yes
 - b. No
3. Do you watch film?
 - a. Yes
 - b. No
4. How often do you watch film outside of the class?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
5. Why do you usually watch the film?
 - a. For entertainment
 - b. To improve spelling
 - c. To develop vocabulary
 - d. To develop grammar
6. Films motivate student to write accurately.

15. Does your teacher use films in writing activities?

- a. Yes
- b. No

16. Does the use of films inside the classroom affect your writing competency?

- a. Yes
- b. No

17. Films improve your vocabulary, Grammar and spelling competent of language.

- a. Agree
- b. Strongly agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

18. Do you think that using films is necessary to improve your writing English?

- a. Yes
- b. No

19. Do you think that films promote your grammatical accuracy?

- a. Yes
- b. No

20. Does your teacher use films in ELT class?

- a. Yes
- b. No

21. What is your opinion about using film in developing writing skills?

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.....

22. What are the reasons to use films in English classroom?

.....
.....

23. Do you think that films help to develop your writing skills? If, so how?

.....
.....

24. Why do you think that films can be a tool for developing writing skills of the learners?

.....
.....

25. What are the differences do you feel while learning through films and traditional way?

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