

**Secondary Level Students' Perceptions on the Use of Movie Media in Teaching
Listening**

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

**Submitted by
Anuj Paudel**

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

2024

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Date of Submission: 03/07/2024**

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: 03/07/2024

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Anuj Paudel

Recommendation for Acceptance

This is to certify that Mr. Anuj Paudel has prepared this thesis entitled **Secondary Level Students' Perceptions on the Use of Movie Media in Teaching Listening** under my guidance and supervision. I recommend this thesis for acceptance.

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Dedication

*Dedicated to my loving Parents who devoted their entire life
to make me what I am today.*

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Abstract

The present study titled "**Perceptions of Secondary School Students towards the Use of Movie Media in Listening Classes**" was conducted to determine the perceptions of secondary school students towards the use of film media in listening classes. Survey design method was used to conduct this study. The researcher used a series of open and closed questionnaires to conduct this study. The sample consisted of 40 students from a secondary school in Gandaki R.M-4, Gorkha. Based on the findings, it was found that students have a positive attitude towards the use of film media in listening classes. Therefore, movies are one of the media that can be used to develop and improve students' listening comprehension.

This study consists of five chapters. The first chapter deals with the introduction of the topic which consists of the background of the study, problem statement, objectives of the study, research questions, significance of the study, limitations of the study, and operational definitions of the study and key terms. Chapter two contains a review of relevant theoretical and empirical literature, relevance of the study and review, and conceptual framework. Similarly, chapter three deals with the methodology and procedures of the study and consists of the research design and methodology, population, sample and sampling strategy, data sources, research instruments, data collection procedures, data analysis and interpretation procedures, and ethical considerations. Chapter four describes the analysis of the data and interpretation of the results. Similarly, the final chapter deals with the findings, conclusions and some pedagogical implications summarized from the analysis and interpretation of the data collected for the research purpose, followed by a bibliography and appendix.

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Chapter One

Introduction

This is the study entitled “Secondary Level Students’ Perception on the Use of Movie Media in Teaching Listening”. This section of the thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and operational definitions of key terms.

Background of the Study

Language is generally considered to be a very complex phenomenon due to the combination of its abstract nature. In this regard, great figure in linguistics, Sapir (1978,p.8) remarks “Language is purely and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols”.

English is a language used throughout the world. It is heavily utilized in global communication. As the lingua franca of the globe and the language that 1.5 billion people spoke in 2000, English is regarded as one of the most crucial languages to learn (Crystal, 2003). This is the reason why fluency in English is now required. English is a language that requires mastery of all four skills in order to be spoken fluently. In other words, four skills can be used to observe how language is performed. They consist of speaking, writing, listening, and reading.

One of the abilities of a language is listening. Simply said, listening is the capacity of the learner to recognize and comprehend spoken or recorded speech. It entails comprehending the messages as well as the accent, syntax, and vocabulary of the speakers. Nunan (1998), referenced in Gilakjani & Ahamadi, (2011), states that hearing is an active activity that entails interpreting and creating meaning from both

spoken and non-spoken cues. According to Underwood (1989), listening is the process of paying attention and attempting to make sense of what we hear.

According to Mendelson, 1994, as cited in Gilakjani & Ahmadi, 2011, speaking accounts for 25–30% of the total time spent communicating, listening for 11–16%, and writing for roughly 9%. This highlights the importance of listening in communication. Since listening is the foundation for all other skills, it is a fundamental skill without which we cannot develop any others. A significant amount of education for kids, teens, and adults comes from this medium: knowledge, comprehension of the world and human affairs, concepts, sources of values, and appreciation. A proficient listener must be able to deduce what speakers mean when they use specific words on specific circumstances.

Since teaching listening is a more difficult activity for pupils, teachers rarely teach it to their students. Since listening is the most important language talent, teachers must impart it to their students.

If we take the effort to educate kids about the reasons of listening, we can help them listen more efficiently. Using a straightforward discourse is one approach to achieve this (Brown, 2006, p. 5). Additionally, teachers can teach their children listening skills using a variety of media. Media that has a strong focus on young children's cognitive development and academic success is crucial for teaching listening. Students' academic and cognitive performance can be enhanced by quality media (Kirkorian Wartella and Anderson, 2008). This indicates that movies can be an effective medium for teaching listening skills.

"Movies are an enjoyable source of entertainment and a means of acquiring language; they are also a component of visual literacy" (Ismaili, 2013, p. 122). For

this reason, as an addition to reading, a lot of academics and EFL practitioners like to view the film versions of well-known and recent novels. English movie watching may be a useful teaching technique for pupils, especially when it comes to pronouncing words correctly in conversation.

According to Brown (1983), “movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform” (p. 233). Therefore, it can be used as an interesting and authentic material for teaching listening skill.

Watching movies is an interesting activity that most of the students like. In this regard, Lonergan (1984) adds that movies are accepted to be the most authentic materials that teachers can provide in a classroom situation according to the idea that movies can bring real life into the classroom. Likewise, Pamula (2020) says that movie, as a motivator also makes the language learning process more entertaining and enjoyable. So, the movie media plays significant role while teaching listening skill.

The use of movie media to teach listening skill is one of the appropriate media in teaching English. Perhaps students feel that studying foreign language especially English is more interesting when English teacher uses movie as a media. The students can enjoy learning English when teacher uses movie media to teach English. Teacher can show English movies, short videos which provide students with more exposure of English native speaker.

Statement of the Problem

Teaching is a tough job. Teaching listening can be more challenging for students. Listening is a fundamental language skill. It is the process of understanding spoken speech and making sense of it. Listening plays important role in

communication as it is a fundamental skill necessary for the development of other skills.

Listening takes up the most time, as does the overall time spent communicating. Although our education system is exam-oriented, the main purpose of education and learning is to develop students' skills and behaviors. Due to the influence of exam based education, primary and secondary school students are mainly taught reading and writing, and have little opportunity to develop communication skills such as listening and speaking. In other words, teaching listening skills is quite neglected in terms of education and learning, and hence, it is considered to be one of the weakest skills for most students.

While only two skills, reading and writing, were addressed and emphasized in the traditional curriculum, new approaches, methods, and techniques that have emerged in the field of education and learning have brought about a significant change in the perspective of educators, curriculum designers, and language learners. Therefore, all language skills, whether primary or secondary, productive or receptive, are considered equally important in developing communicative competence. The current secondary school English curriculum is based on a communicative approach to language teaching. Its content includes four language skills and language functions. Listening skills are also a focus of the curriculum.

In the examination, 10% of the total marks are allocated to listening ability. To develop students' listening skills, there is a listening lesson in each unit of textbooks. In the field of education, several media such as audiovisual and audiovisual media have been developed to develop students' listening abilities. In Nepal, for the purpose of teaching listening, the Curriculum Development Center (CDC) has also

developed audio and audiovisual materials to teach listening skills at the secondary level.

However, teachers have not paid enough attention to the importance of this skill in education. Among all the four skills, listening is also the least researched (Khuziakhmetov & Porchesku, 2016; Vandergrift, 2007). In this study, I wanted to find out how students perceive the use of film media in listening classes.

Objectives of the Study

The study had following objectives:

- To find out secondary level students' perceptions on the use of movie media in teaching listening
- To suggest some pedagogical implications

Research Questions

In order to specify aforementioned objectives this study had following research questions:

- What are secondary level students' perceptions on use of movie media in teaching listening?
- What are the suggestions of students regarding the use of movie media in teaching listening?

Significance of the Study

The present study is oriented to find out what students' think about using movie media in teaching listening. This study is significant to all who are directly and indirectly involved in the ELT field such as students, students, researchers, curriculum designers, policy makers and so on. The study is significant to the students teaching English language. Once they knew the students' perception, they can plan their lesson accordingly and teaching listening is effective. Similarly, this study is significant to

the curriculum designers and material developers as they can develop such materials being based on students' perceptions.

Delimitations of the Study

The study is delimited to find out secondary level students' perceptions on the use of movie media in teaching listening skill. The sample population was forty secondary level students from Gandaki Rural Municipality, Gorkha. Questionnaire was used as a tool to collect data. The study was based on survey design.

Operational Definitions of the Key Terms

The key terms throughout this study are defined to increase understanding about the study. In the context of this study, the term listed below have following specific definitions:

Secondary level Students: secondary level students here refers to the students who studied in secondary level (Class 9 to 12)

Teaching Listening: teaching listening here refers to the process of developing ability to understand and making meaning from spoken discourse through teaching

Listening Comprehension: listening comprehension is the act of understanding an oral message.

Perceptions: perceptions here refers to the views and attitudes of students

Movie media: movie media means an audio visual material through which short movies and movie clips are played during teaching listening.

Chapter Two

Review of Related Literature and Conceptual Framework

Basically, the researcher reviews the related literatures for the theoretical basis of his study. This chapter includes the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Basically, the researcher reviews the related literature for the theoretical basis of his/her study. A theoretical framework guides the researcher to work on his topic by exploring the ideas about the topic of his/her study through the reviewing of different texts, theses, articles, and so on. After reviewing the articles, books, and theses, a number of theories have been developed from different literature is sorted under the main themes and theories. It includes the following topics.

Language Skills

Language teaching means teaching different aspects and skills of language, because the main purpose of language learning is to communicate. English language includes four different skills which are listening, speaking, reading and writing (LSRW).

Listening and speaking are considered basic communication skills because the more we listen and speak, the more we can communicate. Reading and writing are secondary communication skills. Harmer (2008) points out that language skills are often divided into two types: receptive skills and productive skills. Receptivity is a term applied to reading and listening, skills whose meaning is derived from discourse. Production is a term for speaking and writing, skills that require students to produce language. However, we cannot separate these skills because these skills are related skills to develop language competence. Eli Hinket points out that "in meaningful communication, people use language skills separately but in parallel (Hinket 2006, as

well as Harmer, 2008). All language skills are important for meaningful communication. However, here I focus on listening.

Listening Skill: Definition

Listening simply refers to the process of making meaning from spoken discourse. It is one of the basic skills of a language. It is a primary skill. Regarding listening, Underwood (1989) states that it is the activity of paying attention and trying to get meaning from something we hear. Similarly, Mendelson (1994, as in Gilakjani and Ahamadi, 2011) “listening is an ability to understand the spoken language of the native speakers”. It is an invisible mental process making it difficult to define. According to Harmer (2006) one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voices of their teacher with its own idiosyncrasies. This indicates in today’s world students needs to be exposed not only one variety of English. In the same way, Ur(2010) states that the main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life situation. So it is significant to teach listening.

Listening Comprehension

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken discourse. These include recognizing speech sounds, understanding meaning of individual words and understanding of syntax structure (Volkmar, 2013 as cited in K.C., 2017). Similarly according to Anderson and Lynch (1988),

“ Listening comprehension is not something that happens because of what the speaker says, but the listener has a crucial part to play in the process by

activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.”

So, listening comprehension is the act of understanding an oral message. It is an extremely complex activity (Buck, 2001) which requires much more than simple perception of the acoustic signal. It means that listening comprehension requires as much attention and mental activity because it involves the decoding of speech and comprehending. Moreover, Vandergrift (2011, p.3) remarks that “Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.” Regarding listening comprehension, Ur (2010) states that in many cases the listener is required to give some kind of overt, immediate response to what has been said. This may be verbal or non-verbal.

From above discussion it is clear that listening comprehension is more than just hearing what is said. It is not only deducing the meaning from the stretch of language that is heard and understanding the meaning of individual words and utterances, but also deducing the meaning of discourse as a whole.

Teaching Listening

Language is a means of communication and using language to communicate is a necessary part of our daily lives as we express our thoughts, feelings and emotions through means of language. Language comprises of four different skills i.e. Listening, Speaking, Reading and Writing.

Listening is one of the basic skills of language. Listening and hearing is different. It is important to note the distinction between listening and hearing as listening is comprised of many sub skills such as listening and discriminating sounds, discriminating stress pattern, recognizing the use of stress and its variation, understanding the meaning, interpreting attitudinal meaning, and more importantly comprehending and responding in communication (Joshi, K. R & Poudel, G. P, 2020,

p.2) . Rixon (1986, 28, as cited in) states, “Hearing is only the recognition of sound, as we say , I am sorry I did not hear exactly what you said. Listening implies some conscious attention to the message of what was said, as when we say, are you listening to me?”

In teaching language, teaching listening is the most difficult aspect for teacher than any language aspects. Because experience and lots of practices are the key to success in listening skill. Rivers (1997) states that, listening skill has an important role in daily communicative interaction. Also he adds that the time of adult spend on speaking activities 45% is devoted to listening, bigger than other skills. So it is necessary to have good listening comprehension.

Activities for Teaching Listening

Listening refers to the ability that enables learners to identify and understand a spoken discourse. To be specific, listening refers to the ability to identify and understand the natural or recorded speech of someone, which involves pronunciation of sounds, stress, rhythm and intonation. Therefore listening is directly related to the aspects of speech. There are various activities of teaching listening. Andrade (2006) suggested different activities for teaching listening such as storytelling, drama, dialogue, listening to music and the radio, listening on the telephone conversation and watching movies.

Watching Movies

Watching movies is demanding but interesting listening. In all listening, the teacher takes into account the level of the student and this aspect can bring success to the ELT class. When a student listens to the radio, he has to make a lot of effort to understand what is being said, because he is only listening to various people talking, but when he watches a movie, he makes less effort. Because he has a lot of pictures to help him understand what the characters are saying. In addition, the student will be able to

understand most of the details of the movie because he can hear what the character says and see how the character expresses himself. Through his body or expression and voice, the character offers the listener a better understanding. With the presence of visual images, the listening is more interesting and the student feels involved in such an activity.

Teaching Listening Materials

Teaching materials refer to the things and resources which are used in the classroom while teaching and learning. Learning materials are important for teaching and learning because they can directly or indirectly influence students' learning achievements or outcomes. Regarding teaching listening, materials play a significant role because teaching listening is considered as a complex activity and the materials ease the teaching. Harmer (2008) suggests various materials for teaching listening comprehension i.e. Tape recorder, Telephone conversations, CD/Video player, Recording of native speaker's speech, Music, Podcasts, Video or short films and Live listening etc. Such materials are useful for effective teaching of listening comprehension.

Movie Media in Teaching Listening

Watching movies as a learning tool is a great way to improve English language skills, especially listening and speaking, because films create a real language environment for learners through images, plot and presentation. In addition, media such as film can be an effective keeper of student interest. Canning-Wilson (2000) found in a large study that students preferred entertaining films to documentaries in the classroom. In addition, film media along with audio or book inputs provide interesting and motivational cues. Movies also provide language students with an opportunity to

explore the social dynamics of interaction between native speakers in an authentic setting. .

Importance of Movies in Language Learning

Movies are one of the entertainment tools that cannot be separated from life. It has also become a tool to describe all aspects of human life and problems; it can retell a story or event. Watching the film, we learn about their culture and language in the world. Many people spend their time in front of the television just to watch movies, entertainment, news, etc. More specifically, movies play a big role in the life of the audience because movies are universal in terms of communication. Quirk and Summers (1987, p. 30) say in Longman's Dictionary of Contemporary English: "A film is a story, play, etc. recorded on film for cinema or television. Similarly, Yiping (2016, p. 53) defines "The English movies are very vivid and intuitive, and the cultural meaning is quite rich. It can be an effective way to correct our pronunciation and intonation, learn Western culture and improve intercultural communication and language understanding and so on. According to Harmer (2007), "movies play an important role in learning English pronunciation. When watching movies, students are expected to imitate the words of actors or actresses and increase their vocabulary and be able to pronounce correctly, students see the language used. This allows them to see many paralinguistic behaviors. Movies allow students to enter many other worlds of communication: they see how different people stand when talking to each other, or what kind of food people eat. Unspoken rules of behavior in social and business situations are easier to see in movies than to describe in class. English subtitles are really useful if the learner has the same language.

The Impact of Movie Media in Listening Skill

In teaching listening, many activities and media can be used to provide students with activities that improve listening. One such media is movie media. By watching movies, students learn about the real context and wide vocabulary of the language. Movies can be good authentic listening learning materials because they contain dialogues from highly qualified English speakers to help you understand their pronunciation. Movies allow students to gain more information as they listen. This means that students can listen and see what is going on at the same time (Potos: undated). Gallacher Potosis says: It is a good idea to choose very visual scenes. The more visual the video, the easier it is to understand - as long as the images illustrate what is being said. Selected English TV series, movies, commercials can increase students' motivation because Van Duzer (1998, Adnan, 2014) claims that students listen to relevant and interesting things that keep their motivation and attention high. He further argues that films provide real situation, intonation and real pronunciation and place students in real contexts. Miller (2003, cited in Adnan, Aryuliva, 2014) says that the non-verbal behavior or paralinguistic features of spoken text are now available to learners so that the learner can develop listening skills in a richer context. This is because movies have a lot of actions, dialogues, meaningful expressions, extensive vocabulary, phrases and also sentences. In addition, the movies also have the correct pronunciation, because it is watched or copied by native speakers. The earlier ideas are consistent with those of Porcel (2010). He states that students benefit greatly from watching English language films. They can improve their listening and speaking skills, expand their vocabulary and improve pronunciation and intonation. In addition, he says that using movies in his English class has been one of the most rewarding experiences he has ever had. When students are asked to watch a film and write about it in a listening lesson, students must understand the film. Students must

watch the movie several times to understand the movie. This is necessary because the students have to give a written and oral report about the film they watched. Although students are only asked to write seventy-five words in their reports, their understanding of the films is required. This is because they also have to complete a worksheet if they are to understand the movie.

Review of Empirical Literature

A number of researches have been carried out regarding teaching listening skills. Very few studies have been carried out regarding teaching listening in large classes. Some of the researches related to mine are reviewed in this section.

Dhami (2015) conducted a research on “Listening Comprehension Ability of Grade Ten Students” to find out the listening comprehension ability of grade ten students in Darchula district. This study was conducted through survey design by using questionnaire and interpretative data analysis. She has taken five community schools by using purposive sampling. The data was collected through test. She found that the listening comprehension ability of grade ten students was not good. This study indicates that the listening skill was somewhat neglected aspect and the listening comprehension is not good.

Similarly, Khadka (2015) conducted a research on a topic “Classroom activities of Novice students in teaching listening skills.” The objective of the study was to explore the classroom activities of novice students in teaching listening skill. The researcher used mixed method design and collected data through classroom observation, checklist and questionnaire. The sample population was taken from Kavre district. She has taken 10 students and 50 students using purposive non-random sampling strategy. The findings of the study showed that

In the same way, Basnet (2016) has conducted a research entitled “Practices of Teaching Listening Skill at Secondary Level”. The objective of the study was to find out the practices of teaching listening skills at secondary level. The researcher used survey research design to conduct the research. The researcher selected five schools for sample by using purposive non-random sampling procedure. The researcher collected data through classroom observation and questionnaire. The findings of the study showed that most of the students were concerned about involving students in listening activities, using L1 in listening class and dividing students into groups while teaching listening.

In a similar way, Karki (2018) conducted a research entitled “Effectiveness of Using Videos in Teaching Listening.” The purpose of the study was to find out the effectiveness of videos in teaching listening skill at secondary level. The study was conducted through the experimental design using a set of test and the result was interpreted after conducting the test. She has taken forty students of class nine of Janata High School, Jhapa, using purposive non-random sampling procedure to select the schools and students. The findings of the study showed that the teaching of listening is effective with the help of videos than only audio.

Implication of Review of the Study

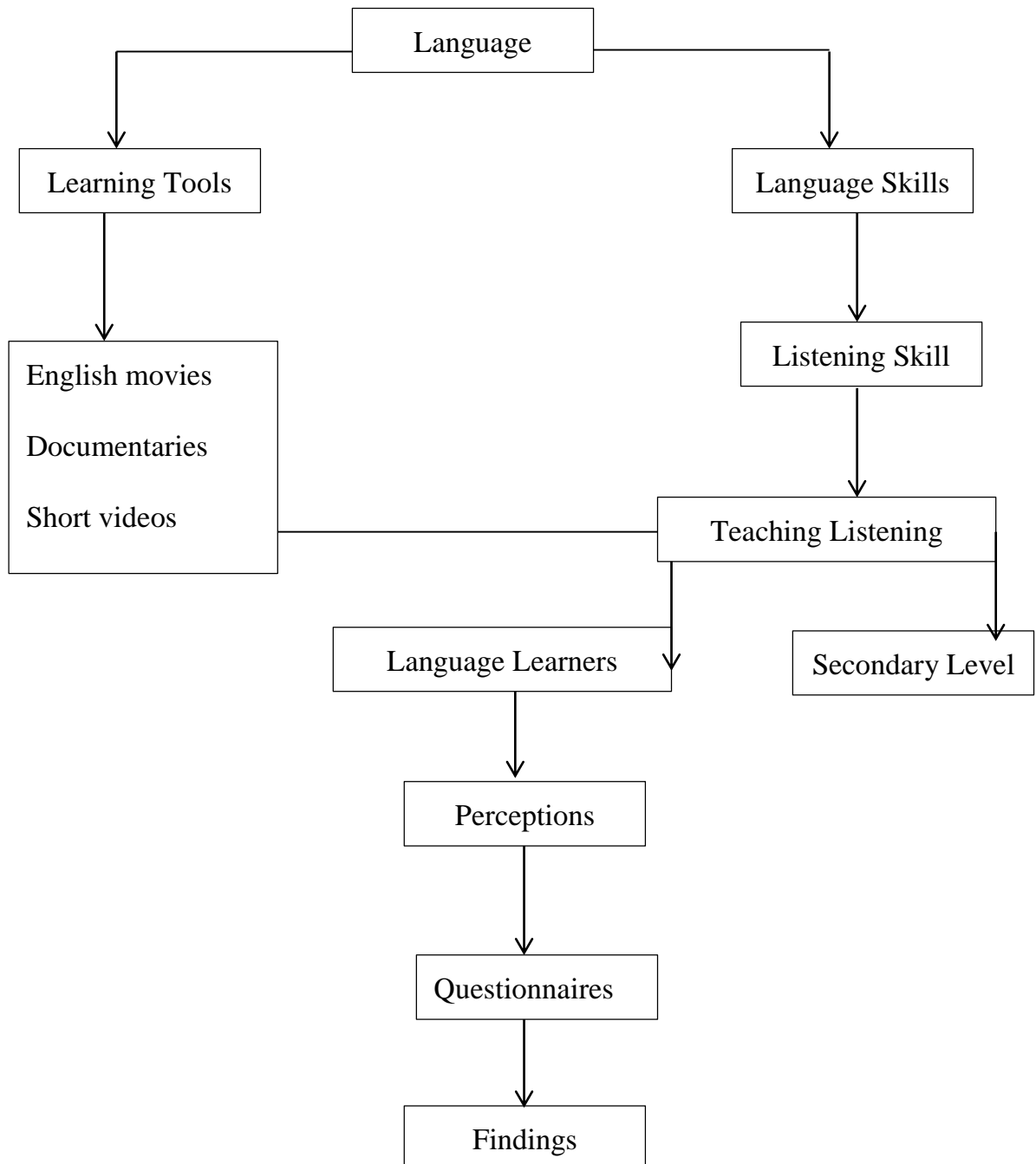
A comprehensive study and review of the existing literature under my research area is prerequisite to validate my research. A new study cannot be conducted without having information about the area under research. So literature review of both types-theoretical and empirical has to play a significant role in every stage of our research. These entire sources help me to bring the clarity and focus on the research problem; improve methodology, and contextualizing finding. The review of related theoretical literature provided me an insight about the theoretical concept of the area. The concept of teaching listening becomes clear by consulting books and journals by

various authors such as Harmer (2008), Underwood (1989), Ur (2010), Anderson and Lynch (1988), Buck (2001). Moreover, the ideas from Van Duzer (1998), Miller (2003), Porcel (2010) provide me an insight about the role of movie media in teaching listening skill.

The researches and theses which had been conducted on listening skills in the department of English Education also help me to generate ideas about the topic. Dhami (2015) helped me to get ideas about the listening comprehension ability of the school level students. Similarly, Khadka (2016) gave the idea about the classroom activities of the novice students while teaching listening skill. In a similar way, Basnet (2016) provided me an insight about the practices of teaching listening in class room. Moreover, K.C (2017) and Karki (2018) provided the ideas on how effective teaching listening is with the help of videos. Similarly, Sah, F.M., & Shah, P.M. (2020) provided an idea on students' beliefs and practices of teaching in Malaysians schools. Finally, all these literature helped me to prepare this research proposal.

Conceptual Framework

The conceptual framework of my study 'Secondary Level Students' Perception on the use of movie media in teaching listening skill' is as follows:



Chapter Three

Methods and Procedures of the Study

This methodological part consists design and method of the study, population, sample and sampling procedures, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures of the data.

Design and Method of the Study

Design of the study is a plan, structure and strategies of investigation. It helps to collect and analysis the data and finds the solutions to the research problems. It is a framework to complete the program of the study. There are different designs of conducting research. A research design is a fixed set of procedure of conducting a research. The most common research designs used in applied linguistics are experimental, quasi- experimental, survey, ethnographic, correlation research, etc. I conducted survey research to achieve the objectives of the study. Survey research is most commonly used method of investigation in educational research. According to Kerlinger (1985, p.22), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population discover the relative incidence, distribution and inter relationship of social and psychological variables." Similarly, Hutson, (1990, as cited in Ojha and Bhandari 2013, p.203) writes, "Survey research is the method of collecting information by asking a set of pre- formulated questions in a pre- determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population." In the same way, Cohen and Manion (2010, p. 44) write, "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large- scale governmental investigations through to small- scale studies carried out by single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and/ or events at a single point

of time.” Survey research has usually carried out in natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attendance, rates, results of public examinations, attitudes, scales, etc. Survey research can be exploratory, descriptive or analytical. It is useful for gathering information on attitudes and preferences, beliefs and predictions, behavior and experience of both past and present. According to Nunan (1978, p. 57), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time.” Survey methodology seeks to identify principles about the design, collection, processing and analysis of surveys in relation to the cost and quality of surveys estimates. It focuses on improving quality within cost constraints. There are several ways of administering a survey. According to Cohen and Manion (2010, p.87), survey research has following procedures or steps:

- i. Define the objectives.
- ii. Decide the type of survey required.
- iii. Formulate research question or hypothesis (if appropriate).
- iv. Decide the issues on which to focus
- v. Decide the information that is needed to address the issues.
- vi. Decide the sampling required.
- vii. Decide the instrumentation and metrics required.
- viii. Generate the data collection instruments.
- ix. Decide how the data will be collected (e.g. postal, survey, interviews).
- x. Pilot the instruments and refine them.
- xi. Train the interviews (if appropriate).
- xii. Collect the data.
- xiii. Analyze the data.
- xiv. Report the results.

In conclusion, we can say that survey research is one of the most important research uses in educational investigation. It is most commonly used descriptive method in educational research. It is especially concerned with the attitudes and behaviors of the people about certain issues, problems and situations. The findings of this survey research are useful to whole groups. An educational survey addresses the problems and generalizes its findings based on representative sample of specified target population.

Population, Sample and Sampling Strategy

The population of the study was the secondary level students. The sample population of the study were forty secondary level students from secondary schools of Gandaki Rural Municipality-4 Gorkha . I have used convenient sampling procedure to select the school and students.

Data Collection Tools and Techniques

For the process of data collection, I used a set of questionnaires.

Sources of Data

Data is the part of information like opinions, ideas, numbers or related materials from which further analysis will be included. There are two sources of data, Primary and Secondary. This study included both types of sources.

a. Primary Sources

A primary source of data is known as first hand data which supposed to be most authentic. For my research, the primary sources of data were forty secondary level students from secondary schools of Gandaki Rural Minicipality and I collected data through set of questionnaire.

b. Secondary Sources

The secondary sources of data were various books i.e. Harmer, Kerlinger, Cohen, Manion and Morrison, Ojha and Bhandari, Underwood, Ur. etc and research

articles, journals, online resources as well as published and unpublished thesis done in the department to elicit the information needed to accomplish the study.

Data Collection Procedures

To collect data, I had followed the following procedures:

- i. First of all, I prepared effective set of questionnaires on the basis of my objectives and research questions
- ii. Then I chose respondents randomly and meet them personally and virtually.
- iii. Then I made them clear about my purpose of the study and provide them set of questionnaire to fill
- iv. Lastly, I thanked them for providing information and sharing their experiences.

Data Analysis and Interpretation Procedures

After collecting data, I have analyzed, interpreted and presented descriptively with the help of tables followed by illustrations as it is a survey design.

Ethical Considerations

One of the guiding percept in any kind of discovery or study in educational and social science research is the considerations of ethical aspects. I was not unmindful to that sensitive aspect at all. As per the nature of research there are many ways to maintain the ethical considerations; as all researchers customarily follow the guidelines, while conducting qualitative types of research. On the ways of maintaining ethics in study I followed following steps;

1) Prior to conducting study:

I kept in mind regarding the permission of the selected participants. I gave due respect to the selected side without thinking short term benefit of the study.

2) Beginning of the study:

I identified the research problem that it is as much as practicable to the

participants to sign on the consent form as their interest, not compulsorily. I valued to each aspect of participants.

3) Collecting data:

I made participants sure regarding the confidentiality of the name and fame and get the data by respecting their individual potentiality while answering the questions or retelling the stories.

4) Analyzing data:

After collecting the data, I have analyzed the data objectively by maintaining the privacy of collected information between me and selected participants. And I also tried my best to keep it safe from plagiarism. All identifiable personal information of the respondents was strictly kept confidential.

Chapter Four

Analysis and Interpretation of Data

This chapter deals with analysis of data and interpretation of results obtained from primary sources. The collected information from the respondents were analyzed and interpreted to explore the students' perceptions on using movie media in teaching listening. The data were collected with the use of questionnaires. I have collected the data from forty Secondary level students of Gandaki Rural Municipality-4 Gorkha. The analysis of the collected data has been carried out both quantitatively and qualitatively. The information is tabulated after questionnaire collection. The data were analyzed on the basis of responses of the students of secondary level. Tabulation of information and then its analysis is followed by interpretation using statistical tools: tables and percentages. All these statistical tools have made this analysis and interpretation comprehensive.

Analysis of Data and Interpretation of Results

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of close ended questions. The questions were constructed being based on the objectives of the study. The questionnaire was used to explore the secondary level students' perceptions on teaching listening using movie media. The data were analyzed into different themes.

Student Engagement and Motivation

Motivation is a driving force that causes students to take action. On the other hand, engagement is the measurable or observable behavior of motivation. Motivation plays significant role for student engagement in teaching and learning activities. When students are highly motivated, there will be active engagement of students in learning process.

Regarding student engagement and motivation in teaching listening using movie media, the students' perceptions are presented below in the table:

Table 1: Student Engagement and Motivation (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Movies make listening more fun</i>	90%	10%	0%	0%	0%
<i>I am satisfied with developing my listening skills through movies</i>	55%	20%	15%	10%	0%
<i>We can improve our listening skill by watching movies</i>	50%	30%	15%	5%	0%

The above table shows the perceptions of students regarding student engagement and motivation while teaching listening using movie media. All the respondents believe that movies make listening more fun (90% strongly agreed and 10% agreed).

Similarly, most of the students (50% strongly agreed and 30% agreed) opined that they can improve listening skill by watching movies. However, 15 % respondents have neutral opinion and 5% disagree with the statement. Furthermore, almost 75% students stated that they are satisfied with developing their listening skill through movie media. From students opinions it can be generalized that students feel motivated and engaged while using movie media in teaching listening skill.

Pedagogical Approaches:

Pedagogy is a method of teaching. Pedagogical approach indicates the method that the teacher use on the practice of teaching to meet the desired outcomes. A pedagogical

approach is a perfect match when it reflects the teachers' belief about teaching and meets the students' needs.

While teaching listening, students have opined their attitudes regarding the approaches which are presented in the following table:

Table 2: Pedagogical Approaches (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Frequently used movies help developing listening skills</i>	37.5%	37.5%	20%	5%	0%
<i>Teaching listening using movie media helps students to improve communicative skill along with listening</i>	65%	25%	10%	0%	0%
<i>At least two hours a week should be devoted to teaching listening using movie media</i>	40%	25%	15%	10%	10%
<i>Movie media chosen by students make listening more effective</i>	30%	15%	15%	15%	25%

The data in table 2 shows students opinions regarding the pedagogical approaches while teaching listening using movie media. Most of the students believed that frequently watching English soundtrack movies help developing listening skill. (37.5% strongly agreed and 37.5 agreed). However, 20% respondents have neutral

opinion and 5% disagreed. Furthermore, 85% respondents opined that movie media not just develop listening skills but also improve their communicative skill. 10% respondents are not sure whether it improve or not as they have neutral opinion. Moreover, more than two third students (40% strongly agreed and 25% agreed) opined that at least two hours a week should be devoted to teaching listening using movie media and 30% strongly agreed and 15% agreed that choosing movies preferred by students make teaching listening more effective than those selected by the teacher. However, 40% respondents disagreed the movie media chosen by students make teaching effective. To sum up, movie media should be frequently used and that help to develop not just listening skill but communicative skill as well.

Cultural Relevance and Diversity

Cultural relevance refers to considering the different cultural backgrounds of students. In course of teaching learning, the diversity students bring into classroom in term of culture, is to be taken care of. Diversity, generally refers to the inclusion of students from a range of different social and ethnic backgrounds.

Teaching using movie media brings diversity in terms of culture, context of language use etc. as different kinds of cultural and ethnic context are presented through movie media. Regarding the students perceptions on cultural relevancy and diversity, the students have presented their opinions which is presented below in the table:

Table 3: Cultural Relevance and Diversity (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>When watching movies we learn more vocabularies and idioms automatically</i>	70%	25%	5%	0%	0%
<i>After watching movies, we learn to use words according to certain situations</i>	40%	25%	15%	13%	7%
<i>Movie media provide exposure to the real context of language learning</i>	60%	25%	15%	0%	0%

The data in table 3 indicates the students opinions regarding the cultural relevance and diversity in teaching listening using movie media. Almost all respondents (70% strongly agreed and 25% agreed) believe that when watching movies they learn more vocabularies and idioms automatically. Similarly, two third of students stated that after watching movies they learn to use words according to certain situations.

However, few students (20%) disagreed and 15% have neutral opinion. Furthermore, most of the students opined that movie media provide exposure to the real context of language learning. But, 15% students have neutral opinion.

To conclude, movie media bring diversity as it helps to develop vocabularies and idioms, helps students to use words according to the situations and provide exposure to real context of language learning besides developing listening skill.

Learning Outcomes and Assessment:

Learning outcomes indicate what a student should know or can do after completing a certain course or content. Assessment, on the other hand, refers to the process of measuring and analyzing to what extent students can learn the content presented or delivered to them. The assessments of learning outcomes provide information that keep students learning at the forefront of planning teaching learning processes.

The perceptions of students on learning outcomes and assessment when teaching listening using movie media is presented in the following table:

Table 4: Learning Outcomes and Assessment (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Movies can improve listening skill better than other media used in class while teaching listening</i>	50%	30%	15%	5%	0%
<i>Variety of movies has improved my listening skills</i>	67%	23%	10%	0%	0%
<i>My listening skill improved after learning through movie media</i>	65%	25%	10%	0%	0%

The data in table 4 indicates the students perceptions on students assessment and learning outcomes after using movie media in teaching listening skill. According to the table, 80% students opine that movie can improve listening better than other media. However, 5% respondents disagreed with the statement and 15% respondents have neutral opinion on that statement. Furthermore, most of the students agreed that variety of movies has improved their listening skill and their listening skill improved

after going through movie media. This indicates that movie media has positive impact on students learning outcomes.

Technological Integration in Education

Integration of technology in education simply refers to the use of technology to intensify and support the student learning experience. Using different types of technology in the classroom creates motivation in learners and students engage in learning actively. Technology integration in the classroom can also support classroom instruction by creating opportunities for students to enhance their learning.

Students perceptions regarding the use of technology is presented in the following table:

Table 5: Technological Integration (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Movie media are good for teaching listening for students</i>	60%	25%	15%	0%	0%
<i>Movie media has nothing to do with listening</i>	0%	0%	12.5%	37.5%	50%
<i>With the help of movie media, listening skill can be learnt without instructor</i>	60%	25%	15%	0%	0%
<i>Movie media improve listening better than other media</i>	70%	25%	5%	0%	0%

That data in above table shows the students perceptions regarding the use of technology in teaching listening. 60% students strongly agreed and 25% agreed that

movie media are good for teaching listening. However, 15% students have neutral opinion on that statement. Similarly, most of the students disagreed with the statement that movie media has nothing to do with listening. Moreover, most respondents opine that with the help of movie media listening skill can be learnt without instructor and movie media improve listening better than other media. So, the movie media plays significant role in teaching listening.

Student Centered Learning

Student centered learning indicate the learners being more active and having a center role in learning. Student centered learning provide ample opportunities to the students to decide what material they learn and how they learn it. Student centered learning. It helps to develop learner autonomy and independence as in this learning technique, students actively take part in learning and the teacher facilitates them. To achieve the desired outcomes, it is necessary that students should actively take part in learning process and student centered method advocates for students' active involvement in teaching learning.

In course of carrying out this research, students were asked about their opinions on their preferences of learning using movie media which are presented in the following table:

Table 6: Student Centered Learning (N=40)

<i>Descriptions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>I prefer watching movies with subtitles</i>	55%	25%	0%	15%	5%
<i>Subtitles in move has no effect on listening comprehension</i>	15%	5%	0%	25%	55%
<i>Using movie media in teaching listening is a waste of time</i>	0%	0%	15%	25%	60%

The data in table 6 indicates the students opinions regarding their preference while using move media in teaching listening. 80% respondents prefer watching movie media with subtitles as they believe subtitles has positive effect on listening comprehension. However, 20% respondents don't prefer movie media with subtitles as they believe is has no effect on listening comprehension. Moreover, most of the students disagreed with the statement that using movie media in teaching listening is a waste of time.

Analysis of Open-ended Questions

Along with the close-ended questions, the respondents were asked open-ended questions also. This section also deals with the perceptions and challenges from the students about movie media. It consists of different 3 open-ended questions related to the perceptions of using movie media and challenges of using such materials. The obtained responses are analyzed below. Based on the Perceptions of Students on Using Movie media in Listening Skills Regarding the use of movie media in secondary level students listening skills, different students responded differently but

many of them repeated the same things. Thus common views of students in different open-ended questions are analyzed below with different sub-heading

Experiences on conducting listening class

Students' experiences regarding teaching listening using movie media, almost all the students stated that the classroom seem motivating and interactive. One of the students opined that the learning became interesting, and exciting. Further, she said, "I felt more engaged and active in learning when our teacher used movie media in teaching listening."

From this it can be said that movie media make teaching listening more effective as students feel active, motivated and more engaged and that resulted the classroom being more interesting and exciting.

Advantages of using movie media in secondary level students listening

Regarding the students' perceptions on using movie media in secondary level students listening skills, students were asked the advantages of using movie media in their classroom. Out of 40 respondents almost all the students viewed that movie media are helpful to their learning especially in developing listening skill.

The students opined that the movie media helped them to develop their communication skill along with their listening skill. They further stated that they get more exposure as they get authentic language environment with the use of movie media. Furthermore, they opined that movie media helped them to develop their pronunciation and language fluency. Almost all students believed that movie media made their classroom more fruitful. So the use of movie media in teaching listening skill is beneficial.

Problems while teaching listening using movie media

Concerning the challenge oriented issue; students were asked the problems they have faced in while going through movie media, most of the students responded that the

major problem is infrastructure and accessibility of internet in school. In the same way some students responded that they faced problems in pronunciation, large number of students,, time management, lack of listening aid, lack of experiences, lack of linguistic competence of the learners, lack of speaking practice, lack of vocabulary building, use of complicated words by native speakers etc.

Similarly, some students viewed that some students can't stay calm, they often get distracted and some lazy type of students feel happy because they do no need to write. Among all, some of them respond that it's impossible to teach individually in the classroom where most of the students come from different societies with different languages. Their mother tongue sometimes hinders in acquiring second language.

Chapter Five

Findings, Conclusions and Recommendations

This chapter consists of findings, conclusions and recommendations of the research.

Findings

On the basis of the analysis and interpretation of the data in chapter four, the findings of the research is presented here descriptively.

- Movie medias are good for teaching listening
- Movie medias improve listening skill better than other media
- Students can improve listening skill watching movies and videos
- While teaching listening listening movie media should be used frequently
- Varieties of movie media help developing listening skill
- More vocabularies and idioms can be learnt automatically with the help of movie media
- Words can be used according to situation
- Movie media not only develop listening skill but also develop communication skills
- Movie media make listening more fun.
- Movies with subtitle is more effective while teaching listening.
- Even without a instructor, can be developed listening skill
- Movie provides exposure to the real context of language learning.

After analyzing different open-ended questions collected from the students it was found that students seem happy, energetic, and classroom seems interactive. However, sometimes lack of technical knowledge, unavailability of internet and lack of infrastructures create problem on conducting listening using movie media

Conclusion

From the research, it can be concluded that film media is suitable for developing and improving students' listening skills, and students have a positive perception of using film media in teaching listening skills. Teaching through film can open up a more real context for students so that students understand what they are listening to. In addition, film is a very interesting medium than other media, so it can attract students' attention and help improve their listening skills. Teaching with movies creates a more favorable situation for students. Going through film media during instructional listening helps students develop vocabulary and idioms, allowing students to use words appropriately. From the interpretation and discussion of the data, it was concluded that the use of film media in the classroom seems interactive, more participatory, increases listening skills, improves students' communication skills, improves pronunciation, avoids boredom, creates a relaxing environment. also for students. students help develop listening comprehension, activate learners, increase self-confidence, increase curiosity, etc. Sometimes it is difficult to make this technique effective due to lack of internet and infrastructure, improvement of vocabulary, large number of students, unsupervised and multilingual classroom and mother tongue of students. Analyzing and interpreting the data, it can be concluded that the attitude of the students towards the use of film media is positive. It provides a stress-free environment in the classroom and students seem excited about classes such as lecture classes. Film media helps students with pronunciation and improves their listening skills. It also inspires students

Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

Policy Related

Policy refers to the higher level implication of a plan. The plan of action agreed or chosen by concerned authority is a policy. The implementation of policy would bring some noticeable change in related field. Some of the implications of this study at policy level are as follows:

- Movie media should be incorporated as a vital part of language learning focusing on the maximum utilization in secondary level students learning activities.
- As movie media plays vital role in teaching listening, the concerned authorities should made a provision of well facilitated language labs for conducting listening classes.
- Education policy and plan makers, syllabus designers, material developers should consider about the movie media.
- The schools can also utilize appropriate movie media as authentic source while teaching listening skill for the students of this level.

Practice Related

The actual implementation level of the policies in real field is the practice level, the actual practice of the teachers and students in course of teaching and learning. Some of the practice level implications of this study are:

- English movie media should be used by the teachers to motivate and engage students in teaching learning, especially teaching listening skill.
- Further, the appropriate movie media should be chosen and students should be controlled by the teachers to make them actively involved in learning because they may get involved in other activities rather than focusing on listening skill.

Further Research

No research work is complete and final in itself. Since, few researches have been conducted regarding the topic secondary level students' perceptions on the use of movie media in teaching listening, some of the implications would be aid for those who want to carry out research under this area are as follows:

- This research can be a good reference for other researchers.
- To get more reliable results, further researchers might conduct interviews or action research as this research collected data only from a set of questionnaire.
- Other interesting topics would be generated being based on this research regarding teaching listening.

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Appendices

Appendix I

QUESTIONNAIRES FOR STUDENTS

Dear Students,

These questionnaires are a research tool for getting information for my research entitled **Secondary Level Students' Perception on the Use of Movie Media in Teaching Listening** under the supervision of **Prof. Gopal Prasad Pandey**, supervisor, Department of English Education, University Campus Kirtipur, Kathmandu. Your co- operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your support and assure you that your responses will be kept completely anonymous. Please feel free to put your response as required by the questionnaire. The fruitfulness of the study will be depending on your accurate, fair and rational responses.

Name:

Name of Institution

Class

Choose any one option

Students' attitudes on teaching listening using movie media:

1. Movie media are good for teaching listening for students.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly

Disagree

2. Movies can improve listening skill better than other media used in class while teaching listening.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
3. We can improve our listening skill by watching English movies.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
4. Frequently watching English soundtrack movies helps developing listening skills.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
5. Variety of movies has improved my listening skills.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
6. My listening skill improved after learning through movies.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
7. When watching movies we learn more vocabularies and idioms automatically.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
8. After watching movies, we learn to use words according to certain situations.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree

9. Teaching using movie media help students to improve not only listening skill but also their communication skill.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

10. Movies make listening learning more fun.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

11. I am satisfied with developing my listening skills through movies.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

12. Movies provide exposure to the real context of language learning.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Student's Attitudes towards the limitation in teaching listening through movie media :

1. I prefer watching movies with subtitles.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

2. Subtitles in movie have no effect on listening comprehension.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

3. Using movie media in teaching listening is a waste of time.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

4. Movie media has nothing to do with listening.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Students' attitudes towards the suggestions on using movie media in teaching listening

1. At least, 2 hours a week should be devoted to teaching listening using movie media.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

2. With the help of movie media, listening skill can be learnt without instructor.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

3. Choosing movies preferred by students make the exercise of learning listening more effective than watching those selected by the teacher.

- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Open-ended questions:

1) Using movie media in secondary level students listening is beneficial for students. How?

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2) How's your experience after going through movie media?

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3) What are the problems and challenges of using movie media in teaching listening?

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