

**Students' Perceptions towards Watching English Movies for
Developing Speaking Skills**

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

Submitted By

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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Dedication

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

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: 11/03/2023

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Mira Subedi

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Abstract

The present study entitled **Students' Perceptions towards Watching English Movies for Developing Speaking Skills** was conducted to find out the university students' perceptions towards watching English movies for developing speaking skills. The research design adopted in this study was survey. The researcher used a set of questionnaires consisting of close-ended items. The study was conducted in the Department of English Education, Tribhuvan University, Kirtipur. Altogether, forty-five students of M.Ed. 2nd semester in T.U, Kirtipur were selected as the sample of the study using purposive non-random sampling procedure. The data collected from the respondents were analyzed and interpreted to explore their perceptions towards watching movies for speaking skills development. The overall findings of the study showed that English movies play influential role in developing speaking skills. Almost all the students were interested to watch English movies for developing Speaking skills. Moreover, this study revealed that use of movies is effective to develop components of speaking skill such as pronunciation, fluency, stress, intonation, grammar and vocabulary. Apart from English speaking ability, students can learn English culture too through the movies. The students were aware of the importance of movies for developing speaking skills.

This study is composed of five chapters. The first chapter deals with the introduction of topic, which consists background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes the review of related theoretical and empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which consists design and method of the study, population, sample and sampling strategy, sources of data, research tools, data collection procedures, data analysis and interpretation procedure and ethical consideration. The fourth chapter deals with the analysis of data and interpretation of the result. Likewise, the final chapter deals with findings, conclusion and some pedagogical implications which are summed up from the analysis and interpretation of the collected data for the purpose of research followed by references and appendices.

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Abbreviations and Symbols

| | | |
|--------|---|-------------------------------|
| A | - | Agree |
| D | - | Disagree |
| EFL | - | English as a Foreign Language |
| ELT | - | English Language Teaching |
| ESL | - | English as a Second Language |
| et al | - | and other |
| etc. | - | etcetera |
| i.e. | - | that is |
| MA | - | Moderately Agree |
| M. Ed. | - | Master of Education |
| N | - | Number |
| p. | - | Page |
| Prof. | - | Professor |
| SA | - | Strongly Agree |
| SD | - | Strongly Disagree |
| T.U. | - | Tribhuvan University |
| Vol. | - | Volume |
| % | - | Percentage |
| & | - | and |

Chapter One

Introduction

This is the study on **Students' Perceptions towards Watching English Movies for Developing Speaking Skills**. It is an endeavor to find out the semester systems students' perceptions towards watching English movies for developing speaking skills. This chapter mainly deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

English is an international language. In the community of world, English serves as a lingua franca. It is a language, which is spoken, learned and understood in countries whose mother language is not English (Halawa, Sihombing & Nasution, 2022).

Teaching English language refers to teaching language skills such as listening, speaking, reading and writing. The four language skills, the researcher focuses on speaking skills.

Among all the skills of language, speaking is a primary and productive skill. It is the skill which allows us to communicate effectively. Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech (Hornby, 1995).

According to Nunan (1999), speaking is a person's activities to be able to express things based on existing circumstances, or can be said to be an activity to report behavior or to express ideas briefly and clearly. Therefore, speaking is one of the basic skills of language that students need to be mastered.

Anil (2016) states that speaking is considered to be the most difficult skill for learners to acquire because it requires them to think and utter sentences correctly and coherently within a stipulated time. Likewise, Freeman (2000) mentions that speaking is one of the complex skills and is more difficult than other skills. But in practice speaking happens naturally.

In order to develop speaking skills, learners may use authentic materials that can make them interested and able to speak English fluently and accurately. English movies can be used as one of the media which makes the students interested and competent in speaking skills.

Movie can be referred to as motion picture or film produced for entertainment which tells a story. Arsyad (2002) says that movie is a series of images that live and can be played. A movie can be played using technology tools, such as TV and also a big screen in the cinema.

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 learning speaking 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.

According to Asyar (2011), the use of English movies as a media in teaching learning process in speaking skill is expected to evoke the students’ imagination so they have to deliver when they speak in English. Hence, English movies can accelerate teaching and learning speaking skill as they are the most influencing and interesting medium of learning speaking skill. But besides that, the selection of movie that will be used as learning media must be done selectively so that learning objectives can be achieved.

Nowadays, the students at university level, already possess their own smartphones, tablets, laptops and computers. They use such gadgets for various purposes. One of the things they do with their devices is watching movies from DVDs, online streaming, or video files downloaded from the internet. The students talk about watching movies and share the ideas among the friends. The students who watch English movies must have different behavior and perspectives on how they see the influence of English movies in their speaking skill development. However, this

sort of study has not been conducted so far in the Nepalese context, so this study focuses on finding the perspectives of university students towards watching English movies for developing speaking skill.

Statement of the Problem

Language teaching, today, mostly is aimed at developing the communicative competence. Communicative competence here means the ability to use the language appropriately. English language is widely used as an international language. In many countries, it is adopted as a compulsory subject in academia. Nepal also has included it from nursery to bachelor level as a compulsory subject. The aim of teaching English in Nepal is mainly focused on enabling the learners to communicate with some level of confidence. In case of EFL/ESL learning, we often find the learners having different proficiency level in different skills of language. Likewise, among all the skills of language, learners usually seem to be weak in speaking skill. Although the students in Nepal take English classes compulsorily from nursery to bachelor level, most of them remain inefficient in their ability to use English language.

Practice of oral skills is less focused in the context of foreign language learning in Nepal. Moreover, students and teachers use the textbook as a sole source of English language learning. Therefore, the students may not get sufficient exposure to learn English. We know that if the learners are exposed to realistic use of language, they become the participants of the target language world. Mostly, language is learned outside the classroom, i.e. in natural circumstances where language is used for communication. Hence, English movies can be used to introduce new languages to students and develop their speaking skills in the teaching and learning process.

Many surveys conducted by language educators and scholars (Harmer, 2007; Kalkan, 2013; Liando, Sahetapy and Maru, 2018) have revealed that movies provide opportunities for students to develop speaking skills, new vocabulary and pronunciation that can improve students' speaking skills, and can entertain students to learn happily in the classroom. However, in the context of Nepal, the students are not exposed to the authentic materials so that they cannot develop their speaking skills in an interesting and effective way. The students are reluctant to speak English in and outside classroom due to lack of pronunciation, vocabulary and grammar.

Henceforth, with the above pertaining problems in the field, does the implementation of movie in teaching and learning improve students' speaking skills in terms of pronunciation? Does the implementation of movie in teaching and learning improve students' speaking skills in terms vocabulary and grammar at university level? This research tries to collect the views of the university students for learning speaking skills with the help of English movies.

Objectives of the Study

The objectives of the study were as follows:

- i. To find out the university students' perceptions towards watching English movies for developing speaking skills and
- ii. To suggest some pedagogical implications.

Research Questions

The following were the research questions of this study:

- i. How are the university students' perceptions towards watching English movies to develop speaking skills?
- ii. To what extent does watching English movies help the students in enhancing speaking skills?

Significance of the Study

English is a significant language used as the lingua franca in the modern world. Therefore, every student should learn and get better achievement in future. So, this study will provide valuable insights to the people involved in teaching and learning English language in Nepal. The language teachers and students will be directly advantaged by the findings of the study; they will find the way of teaching and learning speaking with the help of using English movies. The students will find various useful English movies with full of content knowledge and language items. They will be highly benefited by this study to be more aware of the good effects of watching English movies to develop speaking skills.

Beside that this study will equally be helpful for the textbook writers, curriculum and syllabus designers in the sense that they can utilize the findings of this research work while designing curriculum, syllabus and writing textbooks

conveniently. Likewise, this study will provide great help to those who want to develop themselves professionally as a teacher and trainers in the field of ELT.

Delimitations of the study

Delimitation refers to the choices made by the researchers regarding sample, area of the study, time frame and so on. It refers to the boundaries which are made for the study. Therefore, this research work had the following limitations:

1. This study was conducted in the Department of English Education, T.U. Kirtipur.
2. Only forty-five students of second semester were the sample population for this study.
3. Survey was adopted as a research design to carry out this study.
4. The sample population was selected using purposive non-random sampling procedure and only the questionnaire was used as research tool.

Operational Definitions of the Key Terms

Movies. A series of moving picture recorded with sound that tells a story, shown at cinema movie. In this study, movies refer to English movies.

Perceptions. The ability to see, hear or become aware of something through the senses.

Speaking skills. In this study, speaking skills refer to ability to speak English to communicate effectively.

University students. The students enrolled in a university or a college.

Chapter Two

Review of Related Literature and Conceptual Framework

Review of literature is one of the most important parts of the conducting research. The whole study is directly or indirectly supported by literature review. This includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework of the study.

Review of Related Theoretical Literature

This section basically deals with the theoretical ideas related to the topic which provide a theoretical boost to the research. It tries to link the research topic for the whole to part concept linking the several concepts.

Teaching speaking. Teaching speaking is a very important part of second language learning. It is primarily a productive skill. The ability to communicate in a second language eventually contributes to the success of the learner in school and success later in every phase of life. Therefore, the language teachers need to pay great attention to teaching speaking.

Regarding the importance of speaking, Bygate (1987) states that speaking is a skill that deserves attention every bit as much as literary skills in both first and second languages. Our learners often need to be able to speak with confidence in order to have basic communication. It is the skill by which they may make or lose their friends. It is also a medium through which much language is learned and which is particularly conducive for learning.

Speaking is a fundamental language skill. It is the primary way in which we communicate information (Garside, 2020). It means we share our ideas, knowledge, and information from one person to another through speaking. Likewise, speaking in a second language requires specific training in that it is a different and more complicated process which requires coding a message on the part of the speaker and decoding it on the part of the listener (Alonso, 2013).

Bygate (1987) believes speaking to be an undervalued skill. Given that humans have the ability to speak, the skill is taken for granted in a first language, whereas writing skill will always require some training, which leads to them being

overvalued. It means oral skill, to be precise, speaking skill is less focused than writing skill.

According to Harmer (2001, p. 284), speaking is the ability to speak fluently and not only knowledge of language features but also the ability to process information and language ‘on the spot’. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Among all the skills of language, speaking is regarded as the primary skill because of the aim of learning a foreign language is to speak and communicate with it. According to Ur (2013), of all four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1974; Burns & Joyce, 1997). Speaking skill enables individual learner to ask questions, to offer information, and to say if they do or don’t understand while having conversation. In this regard, Hedge (2000) says, generally conversation involve making and keeping up social contacts, exchanging news, information, and opinions and making decisions with other people. Therefore, it can be concluded that speaking is an interactive process of constructing meaning which occurs in the real condition and has a little time for planning it. Hence, fluency is needed to reach the aim of the conversation.

Teaching speaking in Nepal. English is the richest international language used as the lingua franca of the modern world. It is bridge communication of cross-cultural context established as the prime medium of academic instruction and learning.

Speaking is a primary skill of language. We learn language to try out to speak. It is an act of expressing message fluently in a language whether it is a second or a foreign language. A large number of the world’s language learners study English in order to develop efficiency in speaking.

English language is taught as well as learnt as a foreign language in the context of Nepal. English language dominates the global medium of communication.

In this regard, teaching of English in Nepal, today, mostly is aimed at developing the communicative competence.

Among the various skills of language teaching, speaking has been taken as one of the most important skills in Nepali context. It is an ability that lies at the heart of any ELT program. According to the curriculum development center, speaking is designed to communicate in a variety of personal, social and academic contexts.

Various types of teaching and learning materials have been assigned for developing speaking skill. Authentic audio, visual, audio-visual materials are prescribed in the school level curriculum so that learners get opportunity to authentic input from the very beginning of their learning. Developing speaking ability is the overriding concern of the English language courses prescribed for school and college level students in Nepal. Therefore, ability to speak accurate, appropriate and effective English is vital for meaningful interaction that ensures students' communicative competence in English.

Unfortunately, due to various reasons, it has been challenging for us to develop communicative competence in the learners. Therefore, use of authentic audio-visual materials can be supportive for developing communicative skill. Hence, watching English movies can help the learners in learning new vocabulary, pronunciation, context and conversation.

Sub-skills of speaking. Speaking is communication itself with a set of skills including fluency, accuracy appropriacy and context sensitivity. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. In this context, Lackman (2010, p.3) presents the following speaking sub-skills:

Fluency. It refers to the ability speak with a logical flow without planning or rehearsing.

Accuracy with words and pronunciation. To be a successful speaker one needs to be able to use and pronounce words and structures correctly in order to be understood.

Using functions. A particular bit of language is used for specific purpose like giving advice, apologizing, etc.

Appropriacy. It refers to using language appropriately according to the situation and making decisions about formality and choice of grammar, vocabulary, intonation and so on.

Turn taking skills. Turn-taking skills involve knowing how and when to interject, eliciting and interjection or preventing one. While speaking speaker can practice techniques such as pausing which purposively allows others to take a turn or they can practice using hesitation devices such as ‘ums’ and ‘errs’ to hold on to a turn while they search for the next thing to say.

Relevant length. It refers to skill of speaking at an appropriate length according to the situation.

Responding and initiating. Activities which get speakers to practice managing a conversation in an appropriate way with specific words and phrases such as “What do you think about...”, “speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools also used in conversation management.

Repair and repetition. The speakers can practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

Range of words and grammar. Speakers need to know a range of words and grammar and have the ability to choose most appropriate words and structures for a specific tasks or contexts.

Discourse markers. While speaking for a long time, speakers use specific words and phrases like firstly, secondly, on the other hand, to summarize, etc. to organize a talk.

Components of speaking. Speaking is a complex and complicated skill it consists of several elements. Speaking ability has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability.

According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

Comprehension. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations and the meaning of sentences. Likewise, comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2010). Therefore, it can be concluded that the comprehension refers to the speakers' understanding about what are they saying the listeners in order to avoid misunderstanding the information; in addition, its function is to make the listeners easy to catch the information from the speakers.

Grammar. It is needed for students to arrange a correct sentence in conversation. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Moreover, Greenbaum and Nelson (2002, p.1) argue that grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001, p.12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communication.

Moreover, Nelson (2001) states that grammar is the study of how words combine to form sentences. Therefore, it can be said that grammar is the rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

Vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that prevents learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In this regard, it can be concluded that without mastering vocabulary sufficiently English learners will not be able to speak English or write English properly.

Pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited

vocabulary and grammar. Pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

Fluency. Fluency is the ability to read, speak or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008, p.16).

From the aforementioned components of speaking skills stated by Harris, we can conclude that one needs to possess all these skills to be a competent speaker. We can teach all these components of speaking skill with the help of English movies. The students can learn comprehension, grammar, vocabulary, pronunciation and fluency through English movies at once.

Elements of speaking skill. Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. It consists of several elements. According to Harmer (2007, p. 343), there are some elements of speaking skill which are as follows:

Different speaking events. A particular language bit is used in a particular situation. A same language exponent may not be suitable all the time or situation. Therefore, second language learners need to learn speaking according to the situation. For example, transactional discourse should be used while they are speaking in a formal domain such as business or administration and interpersonal discourse can be used when they are engaged in the informal situation such as birthday party of a friend. The feature of each type of speech should be associated with specific situation and the link between speech and situation should be practiced among the second language learners. They need to learn how to speak distinctively in various situations.

Conversational strategies. Conversational strategies are important elements of speaking that the learners need to develop in them. When they face problems in communication due to various reasons, they need to employ certain communicative or conversational strategies so that they can overcome the communication problems and become successful in it. Learners need to learn the ways of opening, turn taking, topic managing, closing, etc. in the target language conversation.

Functional language. Another important element of speaking is functional language. Specific language features are used to fulfill various functions of a speech situation. For example, we may greet, thank, or offer by using different language forms. The learners need to learn such form-function relationship.

On the basis of the above elements stated by Harmer, we can conclude that the speaker of English especially where it is second language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too. We can have students look at transcripts of typical exchanges and we can let them watch movie clips of this kind of language use.

Media and language learning. Language is very important for human life. English language is one of the tools of communication in the cross-cultural context. Therefore, the importance of English is not only for it is used to communicate in the international community, but also the fact that this language is mostly needed in transferring the knowledge of modern technology, scientific publications, books, newspapers and magazines.

According to Erita (2012), media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Therefore, media can deliver information in more concrete and effective way than lectures and books do.

There are various types of media namely, print, audio, visual, audio-visual, visual motion, audio visual motion and so on. This present study relates to the use of audio-visual media in language learning, to be precise in speaking skill development.

Movie is an audio-visual kind of media, because movies produce both motion picture and sound at the same time. In the modern society, media play an important role in English language learning.

English movie is one of the effective media for improving students' oral skills (Brown & Yule, 1983). Moreover, most students think movies are the easiest English media to improve their English skills (Winiyakul, 2010). They can pay attention and be happy to learn English because they can enjoy the movies and improve their English skills along the way.

Farooq (2014) mentions that audio-visual kind of media, all learning materials make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. Therefore, this study is mainly based on an audio-visual media (i.e. English movies). It finds out the effect of English movies in language learning and find out the views whether it is helpful for speaking skill development.

Use of movies for developing speaking skill. Movie refers to the film shown in a cinema or on television and often telling a story. Movie as one of the multimedia, it can be used in English teaching and learning process because it helps to display the content, to deepen the comprehension and to enhance lexical and grammatical learning. Besides, it helps to improve limited vocabulary, poor grammar, listening and speaking skills (Pamula,2020).

Uzzaman and Roy (2015) say that watching English movies has positive impact on improving listening skill as well as on speaking skill. Likewise, movies are littered with slang and idioms and these are a wonderful way to naturalize one's speech.

Movie is one of the means of entertainment which cannot be separated from our life. It is the reflection of the society, way of living of the people, culture, religion, tradition and so on. It has become a medium to describe about human life and all aspects of problem; it can retell a story or an event. We can know about the language and culture of target community by watching movies. We often find people sitting in front of the television, computer, mobile just to watch movie, entertainment, news, etc.

Movie is an important medium to learn English as it provides students with examples of English used in real situations outside the classroom. Likewise, movie exposes students to natural expressions and the natural flow of speech. Regarding the importance of movies, Harmer (2007, p. 308) mentions:

There are many good reasons for encouraging students to watch movies because watching movies allow them to see 'language in use'. This allows them to see a whole lot of paralinguistic behavior. For example, the students can see how intonation matches the facial expression and what gestures accompany certain phrases (e.g. shrugged shoulders when somebody says *I don't know*), and they can pick up a range of cross-cultural clues. Movies allows students entry into a whole range of other communication worlds: they see how different people stand when they talk to each other (how close they are, for example) or what sort of food people eat. Unspoken rules of behavior in social and business situations are easier to see on film than to describe in a book.

On the basis of above stated importance by Harmer, we can add some more benefits that can be achieved through watching movies:

-) Watching movies gives us a cultural education that enriches our language comprehension.
-) Movies have power to motivate people to listen and pay attention to the target language and practice.
-) Through movies students can imitate the sound, stress, intonation patterns, etc. used by the characters.
-) Students get opportunity to experience the semi-real communication in face-to-face interactions by watching movies.
-) Movies provide meaningful contexts and vocabulary with natural language spoken at a natural flow of speed.

However, despite all the importance mentioned above, there are some disadvantages of using movies as a tool to improve speaking skill. The movies will only serve as effective tool if the learners approach them in the right way. Various studies concerning English movies have demonstrated the disadvantages of watching movies.

Regarding the downside of English movies, Chenchen (2011) says if the teachers cannot use movies in a right way during their teaching, the movie class still will not be successful. The whole movie might not be appropriate for classroom teaching. In that condition, students should be encouraged to participate in learning activities that are related to the movie. If there is no activity for them, students will only watch the movie for entertainment (Pimsamarn, 2011). Sometimes the language in a movie is too difficult and too rapid for foreign language learners who have limited linguistic competence. Therefore, movies seem to be a suitable choice for advanced learners only (Sato, 2007).

Even though it is believed that watching movies can help students improve their oral skills, however, there still seems one more problem regarding the subtitles. Several studies concerning film subtitles have demonstrated support for the use of subtitles; however, whether to apply the first (L1) or the target language (L2) subtitles as a better option remains unclear (Pisamarn, 2011).

There are many movies which show violence, illegal activities, murders, bullying etc. and they are not really worth watching. Likewise, some movies portray certain subjects or themes in a way which is far from real. Such portrayals establish false notions amongst the people. Therefore, we should be careful while selecting the movies otherwise, it will be waste of our money, our precious time, and efforts on something undeserving.

As pointed out in the above paragraphs, there are both merits and demerits of watching movies. Films do more harm than good if we do not select them appropriately. Therefore, the underlining point is that we should watch only quality movies so that they can help in effective language learning. The present study tries to find out the perceptions of the students whether watching movies is helpful in speaking skill development.

Review of Related Empirical Literature

Concerning to the role of movies to improve speaking ability, there are several previous studies that related to this research are discussed as follows:

Yao, Lan, Kai, Ehen and Kao (2010) conducted a combined study entitled “The Role of Movies Viewing in Learning English as a Foreign Language”. The main

aim of study was to find out what genres of English movies students enjoy viewing. The researchers conducted a survey to collect data which were analyzed to evaluate students' opinions on using movies to teach in EFL classrooms. In this study two films were chosen for the participants of different classes to watch. The participants were freshmen, sophomore and Junior English majors and sophomore non-English majors at Yuanpi University. This study was an investigation on the correlation between the viewing of DVD films and effective learning in EFL classrooms. The research finding showed that DVD films with their special features such as subtitles and chapter separation would help an effective learning environment. Teachers can design film-related activities and integrate them into instruction to motivate their students.

Shrestha (2015) conducted a research study entitled "Teachers' Perceptions on and Practices of Non-verbal Communication in Teaching Speaking skill". The aim of this study was to explore the English teachers' perceptions on and practices of non-verbal communication in teaching of speaking skill. A survey research design was selected for this study. 10 secondary level English teachers from 10 secondary level schools of Sindhupalchok were purposively selected. Four classes of each teacher were observed. Classroom observation checklist and questionnaire were used to collect data for this study. The data were critically analyzed and interpreted using simple statistical tools like tabulation and description. The findings of this study showed that eighty percent teachers perceived non-verbal communication as the best communication to keep the students more active, interested and ready for participating in classroom communication.

Pokhrel (2016) carried out a research study entitled "Role of English Songs and Movies in Learning English: Perception of Higher Secondary Level Students". This study was conducted to find out students' attitudes towards pop culture like English Movies and songs in their English learning. The research method applied in this study was survey. The researcher used questionnaire as the major tool for data collection. The major findings of the study were that English movies and songs were found to play effective and positive role in learning English. Moreover, this study revealed that use of English songs and movies is necessary to develop different language aspects like pronunciation, vocabulary, grammar and students' attitude were also found positive about the role of English songs and movies in learning English.

Bista (2017) conducted a research work entitled “Effectiveness of Language Games to Enhance Speaking Ability of Grade Eight Students”. The aim of this study was to find out the effectiveness of language games in developing speaking skill. The experimental research design was adopted and pre-test and post-test were prepared. The students were split into groups, i.e. experimental and controlled on the basis of odd and even roll number. The experimental group was taught using language games whereas the controlled group was taught without using any materials. Each group was taught for twenty-eight days, one period in a day and each period lasted for 45 minutes. Each student’s speaking skill was recorded and analyzed. Experimental group had performed better than controlled group. The overall findings of the study showed that the use of language games has a positive impact in developing speaking skill of the students.

Liando, Sahetapy, and Maru (2018) conducted a research work entitled “English Major Students’ Perceptions Towards Watching English Movies in Listening and Speaking Skills Development”. The main aim of study was to find out English major students’ perceptions towards watching English movies to develop listening and speaking skill. The study was conducted at one university in North Sulawesi and survey research design was adopted for the study. The instrument used in the data collection was a questionnaire. The data were analyzed using Microsoft Excel and shown in tables of frequency, percentage and mean. The findings indicated that English major students are aware that they can improve their listening and speaking skill by watching English movies.

Puspitaningrum (2018) conducted a research study entitled “The Influence of Using Animation Movie Towards Students’ Speaking Ability at the First Semester of the Eleventh Grade of MA AL- Hikmah Bandar Lampung in the academic year of 2017/2018”. The objective of this study was to know whether there is a significant influence of using animation movies towards students’ speaking ability. The research methodology was experimental design. The population was the eleventh grade of MA AI Hikmah Bandar Lampung. The sample of this research was two classes consisting of 30 students. The researcher gave pre-test and post-test. The researcher used the experimental design because the effect of using animation films on the ability of students to communicate was examined. As a result, she discovered that the use of animation films had huge influence on the ability of students to communicate.

Zumam and Fujiono (2020) carried out a research work entitled “Using English Movies to Enhance Students Interest in Speaking Skill at Sman 1 Galis Pamekasan”. The study aimed at explaining the implementation of using English movies to enhance speaking skills. The method of research was classroom action research. The subject of research was Tenth-grade SMAN 1 Galis Pamekasan Madura. The data collection techniques were observation, interview, pre-test and post-test. The research finding showed that problem-based learning strategy spent a good result of English movies in teaching learning speaking skill in the English language. Based on the result of this study, it is recommended that English movies as media to enhance speaking skills.

Halawa, Sihombing and Nasution (2022) carried out a research study entitled “The Influence of English Movie in Improving Students’ Speaking Skill”. The research was conducted to find out the relationship between English movie and students’ speaking skill. The purpose of this research is to investigate the influence of English movie in improving students’ speaking skill. The method of research was experimental research design. The researchers conducted pre-test and post-test to collect data through the value obtained by students. The sample in this research were thirty students from class IX-11b in SMP Negeri 2 Pematangsiantar. The research finding showed that English movie has good impacts and has good influences in improving students’ speaking skills.

Although a number of researches have been carried out on English movies and videos for teaching vocabulary, grammar, pronunciation and listening skill but I didnot find any research work carried out on English movies for learning speaking skills in the context of Nepal. Therefore, I havemade an attempt to carry out research in this area. So, the study may encourage the students to be aware of the good effects of English movies for speaking skills development.

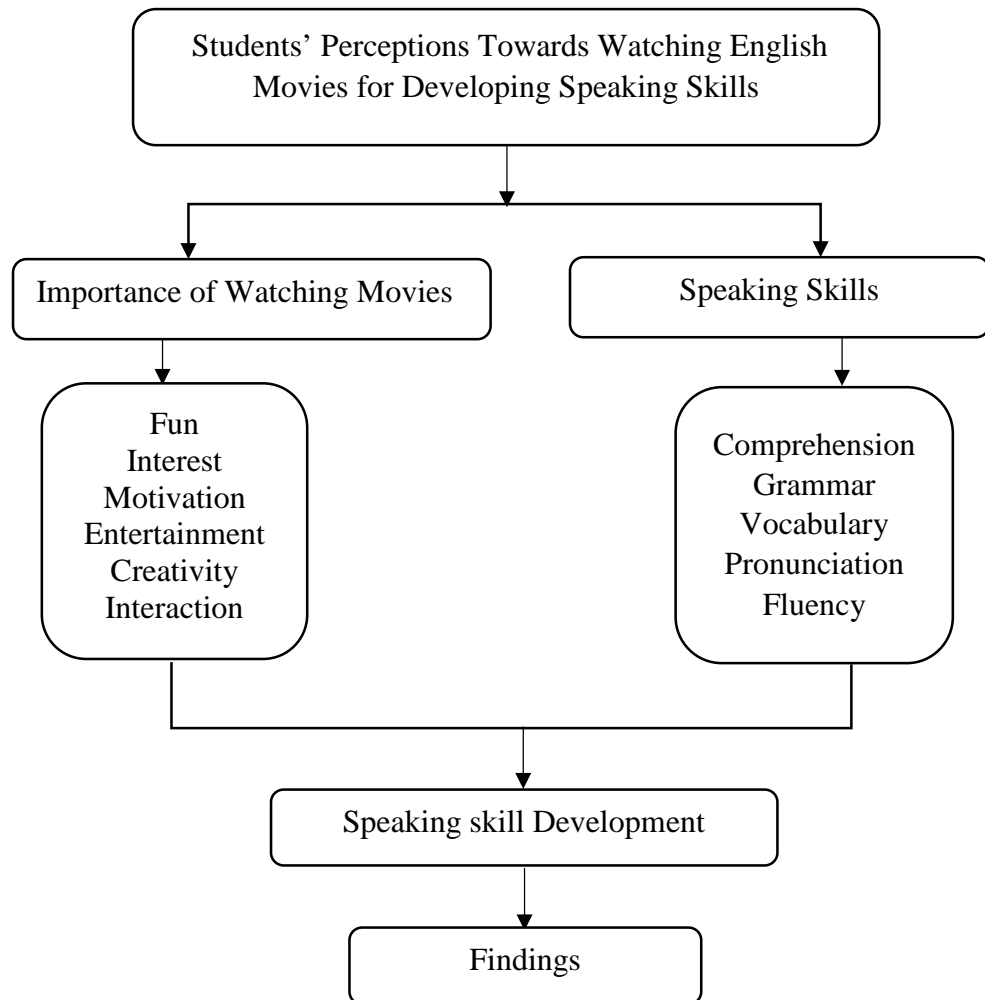
Implication of the Review for the Study

Literature review is the most important task and integral part of any research. The central focus of reviewing literature is to examine and evaluate what has been done previously and establish the relevance of this information to the current topic of investigation. In this study, the review of literature helped in a number of ways. It helped me to develop theoretical knowledge which brought clarity to my research problem. Secondly, it helped me to develop descriptive and analytical power needed

for describing and analyzing the collected data for this study. Similarly, it also helped me by broadening knowledge base about the research study. After reviewing all above research works (theoretical and empirical), I got knowledge and information about the study. Bygate (1987) helped me to understand the concept of speaking skills. Similarly, Lackman (2010) helped me to understand subskills of speaking. Likewise, Harris (1974) helped me to learn about components of speaking skill. Further, Harmer (2007) gave me insights on movies and their importance in learning and Chenchen (2011) and Pisamarn (2011) helped me to understand the disadvantages of watching movies. Similarly, Shrestha (2015) helped me in taking sample and sampling procedure. Finally, Liando, et al (2018) research work helped me to frame the title of this study and all the rest reviewed study updated me with the theoretical background of the speaking skill and I updated myself with research process and methodological tools which are very beneficial to my present research work.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. The conceptual framework of my study is presented below:



Chapter Three

Methods and Procedures of the Study

Methods and procedures are the vital element of a research study. If any research work follows appropriate methods and procedures, it will obtain its objectives easily. This chapter includes; design of the study, population, sample and sampling strategy, sources of data (primary and secondary), research tools, data collection procedure, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

To reach the optimal solution of any problem, there should be systematic study by adopting the certain scientific procedures that help the researcher to achieve the actual output of a research in the successive way. Thus, to make the study more valid and concrete there must be an appropriate selection of the design for the selected study. There are so many research designs that have been adopted in different sectors such as sociology, political science, education and so on. In this study, the researcher followed survey research method and used quantitative research design in general.

According to Creswell (2012), “survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population)” (p.25). Similarly, survey research includes cross-sectional and longitudinal studies using questionnaire or structured interviews for data collection with the intent of generalizing from a sample to a population (Fowler, 2008 as cited in Creswell, 2014).

Survey is the most commonly used method of investigation in educational research. It may range from large scale research like census to small scale study like school improvement plan. The collection of data occurs in natural situation and the quantifiable data is assumed to be obtained. It usually addresses large group of population and sampling. The sample population should be representative of the study population and findings derived should be generalized to the whole population of the study.

Survey research usually gathers data at a particular point of time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific event. Thus, a survey may vary in their level of complexity from those that provides simple frequency counts to those that present relational analysis.

Different features of survey research design are listed below:

-) The data is collected only once, so it is economical and efficient.
-) Triangulation approach could be used for data collection i.e. different research tools could be used at the same time.
-) It relies on large scale data gathering from a wide population.
-) Sampling is must and sample should be representative of the study population.
-) Findings are generalizable and applicable to the whole group or study population.
-) It captures data through multiple choice questions, closed questions, test scores or observation schedule.
-) It generates accurate instruments through their piloting.
-) It is hypothetical-deductive study i.e. hypothesis is fixed and cannot be changed during the process of data collection.

A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. Some examples of survey are: opinion polls, students' performance in a particular course. Cohen et al. (2007) writes that survey research is that in which researcher gathers the data at a particular point of time specially to describe the nature of existing situation or to identify more standard one against the existing situation. In surveys, researcher draws sample from the population to be studied (do not contact every member). Some data gathering techniques in survey research are; structured or semi-structured interview, self-completion or postal questionnaire, telephone interview, internet surveys, standardized tests of attainment of performance and attitude scales.

The detailed process of survey investigation that is followed by the researcher includes following steps:

-) Identifying broad area.
-) Framing the topic.
-) Expanding the theoretical knowledge.
-) Writing research proposal and preparing research tools.
-) Field visit.
-) Contacting selected authority, population/ informants, and then getting consent from the authority and building good rapport with the informants.
-) Requesting for the list of the population then sampling the required number of informants.
-) Collecting data using different tools.
-) Analysis, interpretation and presentation of data either statistically or descriptively.

The aforementioned design i.e. survey design was used to carry out this research. The researcher used set of questionnaires to collect data and all the process mentioned above were used while collecting data. Findings were drawn and those findings were generalized to the whole study population. This design is economic and the factual data could be derived. Therefore, this design was chosen to be used for this research.

Population, Sample and Sampling Strategy

For this research, the research site was the Department of English Education, Tribhuvan University, Kirtipur. All the students studying in M.Ed. second semester in T.U., Kirtipur were the population of this study. Among them forty-five students were chosen as the sample of the study. The researcher used purposive non-random sampling strategy to select the sample.

Sources of Data

To accomplish this study, both primary and secondary sources were used for the collection of data for the study.

Primary sources of data. The primary data are the firsthand data, which are collected through the direct link with the participants. Forty-five students studying in M. Ed. Second semester were the sources of primary data.

Secondary sources of data. Similarly, secondary data are the secondhand data, which are collected by other than the actual people who are involved in the research.

Different books (books by Harmer, Richards and Renandya, etc.), journals, articles, thesis work (for example, Shrestha,2015), various sites on website related to the research field were the sources of secondary data.

Research Tools

There are different tools to collect the required data from the selected population. The data plays very crucial role to reach the solution that comes from the analysis and interpretation. In order to collect the data required for this study, the researcher used close-ended questionnaires as the major tool.

Data Collection Procedures

In order to collect data, the following steps were adopted in this study:

-) First of all, the researcher prepared a set of questionnaires.
-) Then, the researcher went to the field and built rapport with the administration and the students.
-) After that, she purposively selected forty-five students studying in second semester.
-) Next, the researcher briefly explained about the research study and informed them about what they were supposed to do.
-) Then, she provided the questionnaires to the students and requested them to respond.
-) Finally, the researcher collected the questionnaires from the respondents.

Data Analysis and Interpretation Procedures

The researcher used descriptive and statistical approach to analyze and interpret the data. The data was analyzed on the basis of themes by categorizing them in different items and their frequency and percentage were consulted by calculating students' responses. Next, they were tabulated and brief descriptions of tables were presented.

Ethical Consideration

Ethics deals with the moral principle in the social setting while conducting the research. Do we get consent from the respondents before we take information? Or do we harm them with or without intention? Or do we maintain privacy of the data taken from the respondents? Or do we solely take the ownership of what is produced? And so on. These moral principles are the ethical issues we need to take into consideration of while conducting any sort of academic work. Therefore, the researcher took consent from the respondents. Similarly, the researcher informed and explained about the goal of research and made them assure about the maintenance of their privacy and confidentiality.

Chapter Four

Analysis and Interpretation of the Results

This chapter deals with analysis and interpretation of the collected data from primary source.

Analysis of Data and Interpretation of Results

The data collected through questionnaires have been presented, analyzed, using statistical tools and tables on the basis of various themes. And the results are interpreted in the summary.

Personal background related information. Personal information, also called personal data, is any information that relates to specific information. The information related to the experience of watching English movies, frequency of watching English movies and movie genre preferences were collected from the students.

Experience of watching English movies. The researcher tried to find out the background information about the watching movie experience of the students. The respondents were asked how long they have been watching English movies. The given table shows their responses.

Table 1: Experience of watching English movies

| S.N. | Item | Responses | No. of Respondents | Percentage (%) |
|------|---------------------------------------|------------|--------------------|----------------|
| 1 | Experience of Watching English Movies | <5 years | 18 | 40 |
| | | 5-9 years | 11 | 24.4 |
| | | 10-14years | 7 | 15.6 |
| | | >15 years | 9 | 20 |
| | | Total | 45 | 100 |

The result obtained shows that the highest number of the respondents (i.e. 40%) have been watching English movies for less than 5 years, followed by 24.4% of 5-9 years of watching time, then followed by 20% of more than 15 years of watching time, while 15.6 % of them replied that they have been watching English movies for 10-14 years.

Frequencies of watching English movies. The respondents were asked how often they watch movie in a week. The given table shows their responses.

Table 2: Movie watching frequency

| S.N. | Item | Responses | No. of Respondents | Percentage (%) |
|------|--------------------------|-----------|--------------------|----------------|
| 1 | Movie Watching Frequency | <1/week | 17 | 37.8 |
| | | 1/week | 16 | 35.5 |
| | | 2-5/week | 9 | 20 |
| | | >5/week | 3 | 6.7 |
| | | Total | 45 | 100 |

According to the data, the highest number of the respondents (i.e. 37.8%) replied that they watch English movies less than once a week. Similarly, 16 respondents (i.e. 35.5%) of them replied that they watch movies once a week. Further, 9 respondents (i.e. 20%) claimed that they watch movies 2-5 times in a week and rest (i.e. 6.7%) of the respondents replied that they watch movies more than 5 times in a week.

Movie genre preferences. The respondents were asked to choose the movie genre they prefer to watch. The given table shows their responses.

Table 3: Movie genre preferences

| S.N. | Item | Responses | No. of Respondents | Percentage (%) |
|------|-------------------------|-----------|--------------------|----------------|
| 1 | Movie Genre Preferences | Comedy | 20 | 44.5 |
| | | Romance | 6 | 13.3 |
| | | Action | 14 | 31.1 |
| | | Horror | 5 | 11.1 |
| | | Total | 45 | 100 |

On the basis of aforementioned responses, it was found that the highest number of the respondents (i.e. 44.5%) preferred to watch comedy movies. Similarly, 31.1% of the respondents preferred to watch action movies, 13.3% of them wanted to watch romance movies and rest of the respondents (i.e. 11.1%) preferred to watch

horror movies. From these percentages, it shows that the highest number of the respondents preferred to watch comedy movies.

Perceptions related information. Perception is a person's ability to hear or see something through the senses. The perceptions of the students related to watching English movies and developing speaking skills were collected as follows:

Learning English language and culture by watching movies. The respondents were asked whether English movies provided an opportunity to learn English language and culture. The given table shows their responses.

Table 4: Learning English language and culture by watching movies

| S.N. | Items | Responses | | | | | | | | | | | |
|------|---------------------------|-----------|------|----|------|----|------|---|---|----|---|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Learning English Language | 28 | 62.3 | 15 | 33.3 | 2 | 4.4 | - | - | - | - | 45 | 100 |
| 2 | Learning English Culture | 12 | 26.6 | 28 | 62.3 | 5 | 11.1 | - | - | - | - | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

According to the data, the majority of the respondents (i.e. strongly agreed by 62.3% and agreed by 33.3%) agreed on the notion that English movies helped in language learning. In the same way, rest of the respondents (i.e. 4.4%) moderately agreed on it. On the other hand, 88.9% of the respondents agreed on the idea that English movies provided great chance to learn about the English culture. Similarly, rest of the respondents (i.e.11.1%) moderately agreed on it. Thus, the result proved that watching English movies helped to learn English language and culture.

Reasons for watching English movies. The students watch English movies for various reasons. They were asked whether watching movies created fun and interest in learning, helped in improving speaking skills, helped in understanding

paralinguistic behavior, enhanced imaginary power and creativity, and further, if it was an effective media than other English media for learning speaking skills. Their responses are presented in the following table.

Table 5: Reasons for watching English movies

| S.N. | Items | Responses | | | | | | | | | | | |
|------|--|-----------|------|----|------|----|------|---|------|----|-----|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Create Fun and Interest in Learning | 12 | 26.6 | 29 | 64.5 | 3 | 6.7 | 1 | 2.2 | - | - | 45 | 100 |
| 2 | Help in Improving Speaking Skills | 14 | 31.1 | 20 | 44.5 | 9 | 20 | 1 | 2.2 | 1 | 2.2 | 45 | 100 |
| 3 | Help in Understanding Paralinguistic Behaviour | 6 | 13.3 | 27 | 60 | 12 | 26.6 | - | - | - | - | 45 | 100 |
| 4 | Enhance Imaginary Power and Creativity | 9 | 20 | 23 | 51.1 | 8 | 17.8 | 5 | 11.1 | - | - | 45 | 100 |
| 5 | Effective Media than Other English Media | 8 | 17.8 | 20 | 44.5 | 12 | 26.6 | 4 | 8.9 | 1 | 2.2 | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

The above table shows that the highest number of the respondents (i.e. strongly agreed by 26.6% and agreed by 64.5%) agreed on the notion that English movies could create fun and interest in speaking skill development. In the same way, 6.7% of the respondents moderately agreed on it. But one of the respondents (i.e. 2.2%) disagreed on it. Similarly, in the second item, the largest number of the respondents agreed on the notion that watching movies helped in improving speaking skills. Similarly, 44.5% of the respondents agreed and 20% of them moderately agreed on it. However, two respondents (i.e. 4.4%) disagreed on the same notion. Further, analyzing the data from the above table, all the respondents agreed on the notion that English movies helped in understanding paralinguistic behavior. The percentage of

the respondents who strongly agreed, agreed and moderately agreed were 13.3%, 60% and 26.6% respectively. According to the data, the majority of the respondents (i.e.71.1%) agreed that English movies were helpful in enhancing imaginary power and creativity. Likewise, 17.8% of the respondents moderately agreed and on the other hand, few respondents (i.e.11.1%) disagreed on the same notion. The table also shows that the highest number of the respondents (i.e. 62.3%) agreed on the notion that English movies could improve speaking skills better than other English media. In the same way, 26.6% of the respondents moderately agreed on it. On the other hand, 11.1% of the respondents disagreed on it. Therefore, from the analysis, it was found that majority of the students believed that English movies created fun and interest in learning, improved speaking skills, helped to understand paralinguistic behavior, enhanced imaginary power and creativity, and movies were supposed to be effective media than other English media for developing speaking skills.

Learning components of speaking skills through movies. Students can learn various components by watching movies, for example, pronunciation, fluency, stress and intonation, vocabulary and grammar. They were asked different items to find out their perceptions on learning components of speaking skill through movies. The following table shows their responses.

Table 6: Learning components of speaking skill through movies

| S.N. | Items | Responses | | | | | | | | | | | |
|------|--------------------------------|-----------|------|----|------|----|------|----|------|----|-----|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Learning Correct Pronunciation | 13 | 28.9 | 28 | 62.3 | 4 | 8.9 | - | - | - | - | 45 | 100 |
| 2 | Improving Fluency in Speaking | 12 | 26.6 | 25 | 55.6 | 8 | 17.8 | - | - | - | - | 45 | 100 |
| 3 | Learning Stress and Intonation | 14 | 31.1 | 18 | 40 | 13 | 28.9 | - | - | - | - | 45 | 100 |
| 4 | Strengthening Vocabulary Power | 13 | 28.9 | 20 | 44.5 | 12 | 26.6 | - | - | - | - | 45 | 100 |
| 5 | Learning English Grammar | 6 | 13.3 | 17 | 37.8 | 11 | 24.4 | 10 | 22.2 | 1 | 2.2 | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

The above table shows that item one was asked to find out the views of the learners on learning correct pronunciation through movies. The significant number of

respondents (i.e. 91.2%) agreed on the notion that they could learn correct pronunciation through movies. Similarly, 8.9% of the respondents moderately agreed on it. Further the data shows that the highest number of respondents (i.e. 82.2%) explicitly agreed on the notion that English movies helped in improving fluency in speaking. Likewise, 17.8% of the respondents moderately agreed on it. The third item was related with learning stress and intonation. The table shows that the highest number of respondents (i.e.71.1%) explicitly agreed on the notion that English movies could be used as authentic source for learning stress and intonation. Similarly, 28.9% of the respondents moderately agreed on it. The item four in the table above was asked whether English movies helped to strengthen their vocabulary power. The majority of the respondents (i.e. 73.4%) agreed and 26.6% of the respondents moderately agreed on the same idea. The item five was related with learning grammar with the help of English movies. The highest number of respondents (i.e. 51.1%) agreed on the notion that English movies helped in learning grammar whereas 24.4% of the respondents moderately agreed on it. On the other hand, 11 respondents (i.e. 24.4%) disagreed on the same notion. So it can be concluded that for majority of the respondents, English movies were useful for learning components of speaking skill like pronunciation, fluency, stress and intonation, vocabulary and grammar.

Preferences for subtitles while watching movies. The respondents were asked questions to find out their views regarding the use of subtitles while watching English movies. Their responses are presented in the table below:

Table 7: Preferences for subtitles while watching movies

| S.N. | Items | Responses | | | | | | | | | | | |
|------|---|-----------|------|----|------|----|------|----|------|----|------|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Preferences for Movies with Subtitles over Movies Without Subtitles | 11 | 24.4 | 18 | 40 | 7 | 15.6 | 7 | 15.6 | 2 | 4.4 | 45 | 100 |
| 2 | Use of English Subtitles for Better Understanding of the Conversation | 14 | 31.1 | 24 | 53.3 | 3 | 6.7 | 1 | 2.2 | 3 | 6.7 | 45 | 100 |
| 3 | Preferences for Nepali Subtitles over English Subtitles | - | - | - | - | 6 | 13.3 | 13 | 28.9 | 26 | 57.8 | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

The table shows that the highest number of respondents (i.e. 64.4%) preferred to watch movies with subtitles. Similarly, 15.6% of the respondents moderately

agreed on it. On the other hand, rest of the respondents (i.e. 20%) disagreed on the notion that watching movies with subtitles was better than without subtitles. The second item was related with the use of English subtitles for better understanding of the conversation in the movies. The majority of the respondents (i.e. 84.4%) agreed and 6.7% of them moderately agreed on it. Few respondents (i.e. 8.9%) on the contrary, disagreed on the same notion. The third item was asked whether Nepali subtitles were better than English subtitles for speaking skill development. Most of the respondents (i.e. 86.7%) disagreed and 13.3% of the respondents moderately agreed on it. From these percentages, it can be concluded that most of students were aware of the use of subtitles, especially English, because of the fact that they mostly had better English competence or they used it to learn better speaking skills.

Use of movies in daily life. The respondents were asked whether use of pop culture was helpful in speaking skill development and whether dialogues of movies could be used in daily conversation. The following table presents the responses of respondents regarding the use of movies in daily life.

Table 8: Use of movies in daily life

| S.N. | Items | Responses | | | | | | | | | | | |
|------|--|-----------|------|----|------|----|------|----|------|----|-----|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Use of Pop Culture for Learning Speaking Skill | 14 | 31.1 | 13 | 28.9 | 18 | 40 | - | - | - | - | 45 | 100 |
| 2 | Use of Movie Dialogue in Daily Conversation | 3 | 6.7 | 17 | 37.8 | 12 | 26.6 | 11 | 24.4 | 2 | 4.4 | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

The table shows that 31.1 % strongly agreed and 28.9% of the respondents agreed on the notion that pop culture could be used for speaking skill development. Besides, 40% of the respondents moderately agreed on the same notion. Likewise, 44.5% of the respondents agreed on the notion that the dialogues in the movies could be used in daily conversation. Similarly, 26.6% of them moderately agreed on it. However, few respondents (i.e. 28.8%) disagreed on the same notion. So, it can be concluded that for majority of the respondents pop culture (i.e. English movies) was

helpful in learning speaking skills and dialogues in the movies could be used in daily life.

Challenges of watching movies for language learning. Sometimes watching English movies becomes challenging for the students who do not understand English accent. Therefore, the students were asked whether the language in movie was difficult to understand and whether watching English movies did not help in language learning. The following table shows the respondents' views regarding the challenges of watching English movies.

Table 9: Challenges of watching movies for language learning

| S.N. | Items | Responses | | | | | | | | | | | |
|------|--|-----------|-----|---|------|----|------|----|------|----|------|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Difficulty in Understanding Language in Movies | 4 | 8.9 | 8 | 17.8 | 15 | 33.3 | 16 | 35.5 | 2 | 4.4 | 45 | 100 |
| 2 | Watching English Movies does not Help in Language Learning | - | - | - | - | 2 | 4.4 | 31 | 69 | 12 | 26.6 | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

As we can see that the highest number of the respondents (i.e. disagreed by 35.5 and strongly disagreed by 4.4) disagreed on the notion that the language used in movie was too difficult to understand. On the other hand, 33.3% of them moderately agreed and 26.7% of them agreed that the language used in movie was difficult to understand. Similarly, in the second item, 95.6% of the respondents disagreed on the notion that English movies did not help in language learning. Only two respondents (i.e. 4.4%) moderately agreed on it. From these percentages, it shows that apparently most students did not find difficulty in watching English movies and they could easily understand and learn language used in movies.

Effect of movie preference in language learning. The respondents were asked whether the movie preference affected their learning. The given table shows their responses.

Table 10: Effect of movie preference in language learning

| S.N. | Items | Responses | | | | | | | | | | | |
|------|---|-----------|------|----|------|----|------|---|---|----|---|-------|-----|
| | | SA | | A | | MA | | D | | SD | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Effect of Movie Preference in Language Learning | 10 | 22.2 | 25 | 55.6 | 10 | 22.2 | - | - | - | - | 45 | 100 |

Note: SA- Strongly Agree, A- Agree, MA- Moderately Agree, D- Disagree and SD- Strongly Disagree

The above table shows that the majority of the respondents (i.e.77.8%) explicitly agreed on the notion that movies assisted in English language learning. Similarly, 22.2% of the respondents moderately agreed on it. None of the respondents denied that their movie preference was helping their English learning. The result proved that movie preference affected English language learning.

Chapter Five

Findings, Conclusion and Implications

In this chapter, findings, conclusion of the study and its implications on policy level, practice level and further research are recommended.

Findings

On the basis of the presentation, analysis and interpretation of the obtained data, this study came up with the following findings:

-) Majority of the students have been watching English movies for more than 5 years and they have found them to be useful for speaking skill development.
-) Majority of the university students (44.5%) preferred to watch comedy movies for learning speaking skill.
-) Almost ninety percent of the students believed that English movies help to learn English language and culture.
-) More than ninety percent students believed that watching English movies create fun and interest in learning.
-) Majority of the students agreed that English movies help in improving speaking skill.
-) The movies with subtitles were highly preferred by the students to develop speaking skill.
-) Most of the respondents agreed that English subtitles help in understanding the conversation better than the Nepali subtitles.
-) All the respondents agreed that correct pronunciation and new vocabulary can be learnt via English movies.
-) It was found that English movies are helpful for improving fluency in speaking.
-) More than seventy percent students agreed movies as authentic source for learning stress and intonation.
-) Fifty percent of the students accepted that English movies are helpful in learning English grammar.

-) More than seventy percent of the students found English movies helpful to understand paralinguistic behavior.
-) Majority of the students believed that English movies enhance imaginary power and develop creativity in speaking skill.
-) English movies were found to be more effective media than other English media used to learn speaking skill because they are full of fun and easy to understand.
-) All the respondents agreed that pop culture helps in speaking skill development.
-) Majority of the students stated that movies dialogues can be used in daily conversation.

Conclusion

After the analysis of the data, it was found that English students have positive perceptions on watching English movies as they believe that watching movies develops speaking skills in students. The collected data showed that both English language and culture can be learnt simultaneously via English movies. The students are aware of improving their speaking skills with full of fun and interest by watching English movies. English subtitles can help respondents to understand the conversation in the movies. Likewise, the students believe that they can develop various components of speaking skill, for example, pronunciation, fluency, stress, intonation, grammar and vocabulary. Further, they can also learn paralinguistic behavior through movies. English movies are believed to be more effective media than other English media and university students mostly are aware of the importance of the movies this way.

Implications

The implications of this research work have been recommended on the basis of the findings and conclusion. The main implications of the study can be mentioned under the following three levels.

Policy level. Policy refers to a deliberate system of principles to guide decisions and achieve rational outcomes. Further, it is the highest level of implications. The things that are implemented in this level would change the whole system of related field. Some of the implication of this study at this level are:

-) Movies have power to motivate learners to pay attention to the target language and practice speaking skill. Hence, the government of Nepal should make the policy to use appropriate movies as a part of the curriculum.
-) Oral skills (i.e.listening and speaking) can be taught integratively with the help of movies in an effective way. Therefore, the curriculum designer should include appropriate movies in the course beside audio and printed materials.
-) The course designers should include the literary texts like novel, drama, etc. in the curriculum which are available in the movie version.
-) The university can also utilize suitable English movies as authentic source for teaching this level of students.

Practice level. This is the level of actual implementation of the policies in real field, the practice of the teachers and students. Some of the implications of this study for this level are:

-) The teachers should use English movie in the class to motivate students while teaching English especially in teaching speaking skill. However, the teachers need to be selective in choosing the movies to be used as learning media.
-) Further, the teacher has to control students to stay focused on the learning because usually students get engrossed in watching and forget they are learning.
-) The students should be more active while learning speaking skill. Being students of English major, ability to speak English fluently is necessary. Therefore, they can use English movie as an alternative to learning speaking with ease and fun.

Further research. No work is final and no research is complete in itself. Since, very little research has been carried out on the topic students' perception towards watching English movies for developing speaking skill. Some of the

implications that would be helpful for those who want to conduct research under this area areas follows:

-) This research can function as good reference for other researches.
-) For more reliable results, future research should extent to various colleges and groups of students.
-) This study collected data only from a set of questionnaires. Future studies might conduct interviews of the students to gain more information in detail.
-) The researcher who wants to research on the alternative way of teaching for the students who don't like printed materials may find it beneficial.
-) Other interesting topics would be to study further about whether male or female students watch more English movies for learning and also whether movies with subtitles or without subtitles are effective in speaking skill development.

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Appendix I

Dear Informants,

As a part of research. I am going to carry out a research study on "**Students' Perceptions towards Watching English Movies for Developing Speaking Skills** " under the supervision of Dr. Renu Singh, Department of English Education, T.U., Kirtipur. This questionnaire has been prepared to draw information based on your perceptions about the role of English movies for developing speaking skill. I would be grateful if you could kindly reply the following questionnaire with true information. All the information collected through the questionnaire will be used for the purpose only and your identity will be kept highly confidential.

Researcher

Mira Subedi

Central Department of English Education, T.U.

Kirtipur

Appendix II
Questionnaire for Students

Name:

Name of the college:

Gender:

Level:

Tick the best alternative in your own opinion.

Personal Background Related Questions.

1. How long have you been watching English movies?
a) <5 years b) 5-9 years c) 10-14 years d) > 15 years
2. How often do you watch movie in a week?
a) <1/ week b) 1/ week c) 2-5/ week d) >5/ week
3. Which movie genre do you prefer to watch?
a) Comedy b) Romance c) Action d) Horror

Perceptions Related Questions

1. Do you think English movies provide an opportunity to learn English language?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
2. Movies provide a great chance to learn about English culture.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
3. Watching English movies can create fun and interest.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
4. Do you think English movies can help in improving speaking skill?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
5. Watching movies with subtitles is better than watching without subtitles.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

6. English subtitles help you understand conversation in the movies better.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
7. Do you think Nepalese subtitles are better than English subtitles for speaking skill development?
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
8. We can learn correct pronunciation through movies.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
9. Have English movies improved your fluency in speaking?
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
10. English movies are the authentic source for learning stress and intonation.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
11. Watching English movies strengthens our vocabulary power.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
12. Movies are beneficial for learning English grammar.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
13. Do you think watching movies helps in understanding paralinguistic behavior?
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
14. Watching movies enhances our imaginary power and creativity.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |
15. English movies can improve our speaking skill better than other English media normally used in class.
- | | | |
|----------------|-------------------|------------------|
| Strongly Agree | Agree | Moderately Agree |
| Disagree | Strongly Disagree | |

16. Do you think pop culture is helpful for learning speaking skill?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
17. Do you think dialogues in the movie can be used in daily conversation?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
18. Do you agree language in a movie is too difficult to understand?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
19. Watching English movies does not help in language learning.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
20. Do you think your movie preferences will affect your learning?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

Thank You

Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research study entitled "University Students' Perceptions Towards Watching English Movies for Developing Speaking Skill". The research is being carried out under the supervision of Dr. Renu Singh, Department of English Education. This research work aims to find out the University students' perceptions towards watching English movies for developing speaking skill. The true information that you will provide will be used only for this research purpose.

Researcher

Mira Subedi

Department of English Education T.U.,

Kirtipur, Kathmandu

Gmail: subedimira214@gmail.com

Name: *Anisha Khanal*

Gender: *Female*

Semester: *2nd*

Tick the best alternatives that indicate your response.

Personal Background Related Questions.

1. How long have you been watching English movies?
 a) < 5 years b) 5-9 years c) 10-14 years d) > 15 years
2. How often do you watch movie in a week?
a) < 1/ week b) 1/ week c) 2-5/ week d) > 5/ week
3. Which movie genre do you prefer to watch?
 a) Comedy b) Romance c) Action d) Horror

Perceptions Related Questions

1. Do you think English movies provide an opportunity to learn English language?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
2. Movies provide a great chance to learn about English culture.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

3. Watching English movies can create fun and interest.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
4. Do you think English movies can help in improving speaking skill?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
5. Watching movies with subtitles is better than watching without subtitles.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
6. English subtitles help you understand conversation in the movies better.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
7. Do you think Nepalese subtitles are better than English subtitles for speaking skill development?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
8. We can learn correct pronunciation through movies.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
9. Have English movies improved your fluency in speaking?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
10. English movies are the authentic source for learning stress and intonation.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
11. Watching English movies strengthens our vocabulary power.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
12. Movies are beneficial for learning English grammar.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
13. Do you think watching movies helps in understanding paralinguistic behavior?
 Strongly Agree Agree Moderately Agree

- Disagree Strongly Disagree
14. Watching movies enhances our imaginary power and creativity.
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree
15. English movies can improve our speaking skill better than other English media normally used in class.
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree
16. Do you think pop culture is helpful for learning speaking skill?
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree
17. Do you think dialogues in the movie can be used in daily conversation?
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree
18. Do you agree language in a movie is too difficult to understand?
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree
19. Watching English movies does not help in language learning.
 Strongly Agree Agree Moderately Agree
 ✓ Disagree Strongly Disagree
20. Do you think your movie preferences will affect your learning?
 Strongly Agree ✓ ~~Agree~~ Moderately Agree
 Disagree Strongly Disagree

Thank You

Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research study entitled "University Students' Perceptions Towards Watching English Movies for Developing Speaking Skill". The research is being carried out under the supervision of Dr. Renu Singh, Department of English Education. This research work aims to find out the University students' perceptions towards watching English movies for developing speaking skill. The true information that you will provide will be used only for this research purpose.

Researcher

Mira Subedi

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Kirtipur, Kathmandu

Gmail: subedimira214@gmail.com

Name: Anjana Bohara

Gender: Female

Semester: 2nd semester

Tick the best alternatives that indicate your response.

Personal Background Related Questions.

1. How long have you been watching English movies?
a) <5 years b) 5-9 years c) 10-14 years d) >15 years
2. How often do you watch movie in a week?
a) <1/ week b) 1/ week c) 2-5/ week d) >5/ week
3. Which movie genre do you prefer to watch?
a) Comedy b) Romance c) Action d) Horror

Perceptions Related Questions

1. Do you think English movies provide an opportunity to learn English language?
 Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
2. Movies provide a great chance to learn about English culture.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

3. Watching English movies can create fun and interest.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
4. Do you think English movies can help in improving speaking skill?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
5. Watching movies with subtitles is better than watching without subtitles.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
6. English subtitles help you understand conversation in the movies better.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
7. Do you think Nepalese subtitles are better than English subtitles for speaking skill development?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
8. We can learn correct pronunciation through movies.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
9. Have English movies improved your fluency in speaking?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
10. English movies are the authentic source for learning stress and intonation.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
11. Watching English movies strengthens our vocabulary power.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
12. Movies are beneficial for learning English grammar.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
13. Do you think watching movies helps in understanding paralinguistic behavior?
 Strongly Agree Agree Moderately Agree

- Disagree Strongly Disagree
14. Watching movies enhances our imaginary power and creativity.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
15. English movies can improve our speaking skill better than other English media normally used in class.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
16. Do you think pop culture is helpful for learning speaking skill?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
17. Do you think dialogues in the movie can be used in daily conversation?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
18. Do you agree language in a movie is too difficult to understand?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
19. Watching English movies does not help in language learning.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
20. Do you think your movie preferences will affect your learning?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree

Thank You

Questionnaire for Respondents

Dear respondents,

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Researcher

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Gmail: subedimira214@gmail.com

Name: *Bharat Saenz* Gender: *Male*
Semester: *2nd*

Tick the best alternatives that indicate your response.

Personal Background Related Questions.

- How long have you been watching English movies?
a) <5 years b) 5-9 years c) 10-14 years d) > 15 years
- How often do you watch movie in a week?
a) <1/week b) 1/ week c) 2-5/ week d) >5/ week
- Which movie genre do you prefer to watch?
a) Comedy b) Romance c) Action d) Horror

Perceptions Related Questions

- Do you think English movies provide an opportunity to learn English language?
 Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
- Movies provide a great chance to learn about English culture.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

3. Watching English movies can create fun and interest.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
4. Do you think English movies can help in improving speaking skill?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
5. Watching movies with subtitles is better than watching without subtitles.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
6. English subtitles help you understand conversation in the movies better.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
7. Do you think Nepalese subtitles are better than English subtitles for speaking skill development?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
8. We can learn correct pronunciation through movies.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
9. Have English movies improved your fluency in speaking?
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
10. English movies are the authentic source for learning stress and intonation.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
11. Watching English movies strengthens our vocabulary power.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
12. Movies are beneficial for learning English grammar.
 Strongly Agree Agree Moderately Agree
 Disagree Strongly Disagree
13. Do you think watching movies helps in understanding paralinguistic behavior?
 Strongly Agree Agree Moderately Agree

- Disagree Strongly Disagree
14. Watching movies enhances our imaginary power and creativity.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
15. English movies can improve our speaking skill better than other English media normally used in class.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
16. Do you think pop culture is helpful for learning speaking skill?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
17. Do you think dialogues in the movie can be used in daily conversation?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
18. Do you agree language in a movie is too difficult to understand?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
19. Watching English movies does not help in language learning.
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree
20. Do you think your movie preferences will affect your learning?
Strongly Agree Agree Moderately Agree
Disagree Strongly Disagree

Thank You