3.0 Introduction

Research methodology is the important part of the research and gives the summary of the research. This chapter discuss the research methodology used in the present study such as the type of the research, procedure, sample, and tools used for data collection. It also presents the triangulation of the data and administering the questionnaire and how it is piloted. The chapter also introduces the analysis of data. Thus, it prepares the ground for the presentation and interpretation of the data.

3.1 Type of research

The research follows the mixed type of research i.e., both quantitative and qualitative in nature. A quantitative method is used to analyze the data. The quantitative method relies on measurements and numerical data to study educational phenomena (Anthony C. Picciano, 2007). It helps us in identifying objective trends and patterns in the given phenomenon and qualitative method relies on narrative descriptions to study educational phenomena. In the present study, a sample of 45 engineering students of Gokaraju Rangaraju Institute of Engineering and Technology, Bachupally, Hyderabad were chosen for the experiment. A pre-test and post-test were done to assess the effectiveness of using films in improving the speaking (vocabulary) skills of the engineering students.

3.2 Sample of the research

According to Morrison (1993, pp. 112-117) “the quality of a piece of research stands or fails not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.” It would be impossible for the
researcher to collect data from the entire population. Therefore there is a necessity for a sample. The concept of sampling includes taking a portion of the population, making observations on a smaller group and generalizing the findings to the larger population from which the sample is drawn.

In the present study, the researcher took 45 students as the sample for the research. The sample consisted of both male and female students.

3.2.0 Description of sample

The sample chosen for the study were 45 EEE A students of Gokaraju Rangaraju Institute of Engineering and Technology. The majority of the participants were native speakers of Telugu. Among them, some of them were learning English as a second language since their first standard, and some were learning English as a third language since their fifth standard. The sample comprises of 31 male students and 14 female students. They belong to different socio-economic and cultural backgrounds.

3.2.1 Rationale for choosing the sample

The rationale behind choosing engineering students as a sample for the present study is that engineering education is one of the popular career options in India. It plays a prominent role in their academics as well as career development. English is very important for engineering students. All the subjects in engineering are taught in English. English language competence is important to engineering students as they have to cooperate with engineering students of different nationalities in certain projects and more particularly in their final year. But, majority of the engineering students focus mainly on their technical subjects. They do not show any curiosity in learning English language. They think English as an easy subject to pass. Due to the lack of effective communication skills, they are losing job
opportunities. The researcher's personal experience of teaching in engineering college reveals that the students do not show interest in attending English classes. Even though English syllabus is well-structured, many of the engineering students do not show interest in learning the English language. But the lack of this interest for English language shows an effect after completion of their education. Despite good technical knowledge, they are not able to get jobs due to their poor communication skills. Hence there is an urgent need to enhance the communication skills of the engineering students. Considering these aspects it is assumed that films can be an effective medium of language learning, subtitled English movies were selected for this study.

3.3 Research tools

The main tools used to collect data in this research were

- Classroom observation and interaction with the students
- Student’s questionnaire
- Speaking tests
- Vocabulary tests
- Feedback.

3.3.0 Description of tools

3.3.0.0 Classroom observation and interaction with the students

The objective of the classroom observation was to know the problems faced by the student in speaking English in the classroom. Simple questions were asked based on their daily activities, their interests and hobbies. The researcher prepared a list of questions and asked in the classroom. The lists of questions are included in (Appendix A).
3.3.0.1 Questionnaire

The questionnaire was designed to collect the necessary data from the students. The questionnaire included questions on various issues. The main objectives of administering student’s questionnaire is to know the information regarding

- Personal information
- Number of years of learning English
- Their problems in speaking English
- Reading other books apart from prescribed textbook
- Watching movies
- Methodology of teaching vocabulary and speaking in the classroom

The questionnaire includes various types of questions such as multiple-choice questions, yes/no questions and open-ended questions in order to tap various responses from the students.

Yes/No questions

The yes/no questions were included as it easy for the students to answer. These type of questions give consistency and clarity in data presentation and interpretation.

Multiple-choice questions

The multiple choice questions facilitate a thoughtful selection of answers with clues for each question. In some questions the respondents were free to mark for more than one option. These questions are helpful in gathering rich information and make the results more comprehensive.
Open-ended questions

The open-ended questions enable the students to articulate their views freely.

3.3.0.2 Tests

Tests are the valuable measuring instruments for doing educational research. Tests consist of speaking tests and vocabulary tests. Speaking tests were conducted in order to measure their speaking ability. Pre-speaking test was conducted at the beginning. The test includes impromptu speech on the particular topic which they select from the given list. The speaking tests were measured based on the checklist. The checklist involves presentation, pronunciation, vocabulary, content and non-verbal communication.

Post-speaking test was conducted at the end of the experiment to find the difference between the learners speaking performances after learning vocabulary by watching movies with subtitles.

Vocabulary tests were administered to know test their vocabulary knowledge before and after watching movies with subtitles. Pre-vocabulary test was conducted to know vocabulary knowledge of the students before watching movies with subtitles. Post-vocabulary test was conducted to see the difference between their vocabulary ability

3.3.0.3 Feedback from the learners

Feedback is used to describe the helpful information or criticism about prior action or behaviour from an individual, communicated to another individual or group who can use that information to adjust and improve current and future actions and behaviour.

Feedback occurs when outputs of a system are routed back as inputs as a chain of cause and effect that forms a circuit or loop. After completing the experiment the students
were given feedback forms to write their comments on the use of films in the classroom. The responses of the student’s feedback were included in the (Appendix H).

3.3.1 Rationale for selection of tools

In the event of undertaking a research study, it is important to consider why certain tools have to be selected for gathering certain required information since the tools play a very important role in any research study. Therefore, under this section, four research tools which are used by the researcher in this study are classroom observation and interaction with the students, questionnaires, tests and feedback.

Classroom observation and interaction with the students is ideal for a situation where data is collected systematically. It gives the researcher and opportunity to interact with the students directly and experience himself or herself about the students. The data gathered through classroom observation is regarded as more reliable and accurate.

Questionnaires are widely used in the research because they enable the collection of large amounts of particular data quickly. Since the present study involves a large sample, questionnaires can yield required information effectively by gathering views and opinions from the respondents.

Tests are used to measure the entry level and exit level of the subjects, pre-test and post-tests, were conducted. Pre-test and post-tests of speaking and pre-test ad post-tests for vocabulary were conducted with EEE (A) Engineering students of Gokaraju Rangaraju Institute of Engineering and Technology. The pre-test was conducted at the beginning, i.e., before watching the movies and post-test was administered at the end, i.e., after watching the movies with subtitles.
Feedback

After completing the experiment, the students were given feedback forms for giving their opinions regarding the use of films in the English classroom.

3.4 Design of the research

The study adopts both qualitative and quantitative methods to obtain the data, and it was carried out in eight stages.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Preliminary study- Classroom observation and interaction with the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2</td>
<td>Administering Student’s questionnaire about the personal of the students</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Pre-test of speaking was conducted to know speaking ability of the learners.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Administering Pre-test of vocabulary</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Screening movies with subtitles</td>
</tr>
<tr>
<td>Stage 6</td>
<td>Administering Post-test of vocabulary</td>
</tr>
<tr>
<td>Stage 7</td>
<td>Administering Post-test of speaking</td>
</tr>
<tr>
<td>Stage 8</td>
<td>Comparison of pre-test and post-test scores</td>
</tr>
</tbody>
</table>

Table 2: Design of the research

Stage 1: Classroom observation and interaction with the students

As a part of the pilot study, steps were taken to know the problems faced by the student’s ability in speaking English in the classroom, i.e., whether they would be able to express their views in English. The researcher asked simple questions based on their daily activities, their interests, and hobbies. The researcher prepared a list of questions which were to be asked in the classroom. Based on the questions asked by the researcher, only 10 to 15
members were able to speak in the classroom whereas the remaining students felt shy to express their views.

Stage 2:

Questionnaire to the students

The third stage is administering questionnaire to the students. The questionnaires were given to the 45 students to know their problems in speaking English, their use of English outside the classroom, opinions in watching English movies with or without subtitles and their views on the importance of English in the globalised world.

Stage 3:

Conducting pre-test (speaking)

The purpose of conducting pre-test is to find out the entry level speaking ability of the students. First the students have to introduce themselves and then the students were asked to speak about any topic from the list of topics prepared by the researcher. The students were given freedom to select the topic of their choice. The researcher prepared some simple topics the learners are asked to select their own topic from the given list. Based on the topic which they choose, they have to speak about that particular topic for 5 to 10 minutes. Out of 45 students, only 10 to 15 members were able to express their views, and remaining students felt shy to speak in the classroom. Majority of the students gave only one line answers. The list of topics is attached in the appendices (See Appendix B). The speaking tests were evaluated on the basis of presentation, pronunciation, vocabulary, content and non-verbal communication.
Stage 4: Administering the Pre-test (vocabulary)

The third stage is administering the pre-test of vocabulary items in order to measure the entry level vocabulary knowledge of the students before watching movies. The pre-test was administered to the sample of 45 students. There were 8 sections. Each section consisted of 8 to 10 questions. Total number of questions was 68. The test included multiple-choice, match the following and contextual clues. The test consists of phrasal verbs, idioms, and collocations. The test was for 68 marks.

Rationale for including films in the classroom

Stage 5: Movies with subtitles

The fourth stage is screening “The Life of Pi” and “The Slum Dog Millionaire” movies with English subtitles for the students. While watching movies, the researcher conducted activity. Whenever collocations, idioms or phrasal verbs were encountered in the movies, the movie was paused and asked the learners to tell the meaning of the words according to the context.

Films are authentic material which reinforces both the visuals and the aural medium and present natural situations within which language occurs with no forced intention. Films motivate learners to learn the language. Films not only help to teach speaking skills with visual and situational stimuli but also pronunciation, intonation and stress. When the learners relate the dialogues with the subtitles, they will be able to learn vocabulary, grammar and pronunciation. The language can be fully acquired when the learners are able to speak fluently in the target language. Using films in the classroom are beneficial to the learners. But proper care should be taken to select the film, which would enable the learners to learn English.
Films have a combination of native and urban locales and the theme of the films can be related to one’s life. With the help of the films, learners would be able to understand and different skills from them. Films offer enjoyable language learning opportunities for students which are tailored to students learning needs and proficiency level. When provided with good activities, then films are the most interesting and enjoyable material for the learners.

Indian English films have the content of our Indian culture. Therefore the students will be able to understand easily. The content of the movie is apt for each and every student. Using Indian English films in the classroom presents colloquial English in real life situations rather than artificial situations and expose the students to a different range of speakers, dialogues and their accents. Indian English films provide the learners with a wealth of contextualized linguistic and paralinguistic terms and expressions and cross-cultural information.

Indian English films contain both urban and rural cultures. They present both the urban and rural life style of the people. Indian English films provide a multicultural glimpse of the lives and settings of the people from all around the world. Students learn about different cultures by viewing and listening to the sounds.

Subtitles of the movies provide learners with a variety of language conventions such as spelling and figurative language. By watching these kinds of films, students get the opportunity to watch, read and hear different ways of communication in different situations. Films are helpful in improving fluency, developing vocabulary, reading and speaking.

These two movies were selected for the study as they are Indian in context and depict the culture of our country and include the life of young people as the theme suits the young learners.
The theme of Life of Pi:

*Life of Pi* is a story about struggling to survive through seemingly insurmountable odds. The shipwrecked inhabitants of the little lifeboat don’t simply acquiesce to their fate, they actively fight against it. Pi abandons his lifelong vegetarianism and eats fish to sustain himself. Orange juice, the peaceful orang-utan, fights ferociously against the hyena. Even the severely wounded zebra battles to stay alive; his slow, painful struggle vividly illustrates the sheer strength of his life force. In this movie, it is clearly mentioned that living creatures will often do extraordinary, unexpected and heroic things to survive. However, they will also do shameful and barbaric things if pressed. The hyena’s treachery and the blind Frenchman’s turn toward cannibalism show just how far creatures will go when faced with the possibility of extinction. At the end of the movie, when Pi raises the possibility that the fierce tiger, Richard Parker, is actually an aspect of his own personality and that Pi himself is responsible for some of the horrific events, he has narrated, the reader is forced to decide just what kind of actions are acceptable in a life-or-death situation.

The theme of Slumdog Millionaire:

*Slumdog Millionaire* is all about poverty and low class individuals in India who live in colonies called “Slums”. The movie shows how poverty affects certain groups of people and how a person came from complete poverty and prejudice to the top of his social class. The central theme of the movie is a mix of discrimination, racism and poverty. The theme of the Slumdog Millionaire can be called ‘destiny of life’. This film is about 2 individuals who have been destined for each other. The theme includes hope, forgiveness and cruel absurdity of the world. It depicts love, pity, sadness, sympathy, sorrow and pain.

Selection of Vocabulary items for the study
The words used for the vocabulary test consists of collocations, idioms and phrasal verbs. Collocations were selected by using AntConc software and idioms and phrasal verbs were selected randomly from the scripts of the films.

Antconc is a freeware, multi-platform and multipurpose analysis toolkit. It contains a powerful concordance, word and keyword frequency generators, tools for cluster and lexical bundle analysis and a word distribution. Antconc is a free corpus analysis toolkit for concordancing and text. This software allows in identifying characteristic words in the corpus. It is a freeware concordance program for Windows, Macintosh PS X and Llinux. The software includes seven tools such as concordance tool, concordance plot tool, file view tool, clusters/N-Grams, Collocates and Key-word list. A concordance program can find and exhibit a huge number of examples in varied contexts and situations quickly and efficiently using a reasonably large corpus.

![AntConc Software](image)

**Figure 5: Antconc**
List of vocabulary items selected for testing.

<table>
<thead>
<tr>
<th>Collocations</th>
<th>Idioms</th>
<th>Phrasal verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>commercial break</td>
<td>get lost</td>
<td>get in</td>
</tr>
<tr>
<td>special offer</td>
<td>way to go</td>
<td>keep up</td>
</tr>
<tr>
<td>labour advice</td>
<td>fair enough</td>
<td>sleep on it</td>
</tr>
<tr>
<td>big deal</td>
<td>gut feeling</td>
<td>show off</td>
</tr>
<tr>
<td>human force</td>
<td>big deal</td>
<td>keep an eye</td>
</tr>
<tr>
<td>biggest mistake</td>
<td>out of this world</td>
<td>stay out</td>
</tr>
<tr>
<td>last gamble</td>
<td>like a dream</td>
<td>push on</td>
</tr>
<tr>
<td>brilliant writer</td>
<td>perk up</td>
<td>take off</td>
</tr>
<tr>
<td>tight schedule</td>
<td>hold on</td>
<td>fell on</td>
</tr>
<tr>
<td>infinite length</td>
<td>look at</td>
<td>loosen tongue</td>
</tr>
<tr>
<td>top-class fashion</td>
<td>cut off</td>
<td>cheer up</td>
</tr>
<tr>
<td>hit film</td>
<td>come down</td>
<td></td>
</tr>
<tr>
<td>home land</td>
<td>take off</td>
<td></td>
</tr>
<tr>
<td>tight schedule</td>
<td>perk up</td>
<td></td>
</tr>
<tr>
<td>classical music</td>
<td>cheer up</td>
<td></td>
</tr>
<tr>
<td>beautiful moon</td>
<td>bring down</td>
<td></td>
</tr>
<tr>
<td>birth certificate</td>
<td>miss out</td>
<td></td>
</tr>
<tr>
<td>time table</td>
<td>get to</td>
<td></td>
</tr>
<tr>
<td>credit card</td>
<td>as thin as rail</td>
<td></td>
</tr>
</tbody>
</table>

Stage 6: Administering the Post-test (vocabulary)

At the fifth stage, the post-viewing tests were administered to the students after screening the films with subtitles. The purpose of conducting this test is to see whether there
is any improvement in the learner’s vocabulary knowledge after watching movies with subtitles.

Stage 7: Conducting post-test (speaking)

At this stage, the researcher conducted the impromptu speaking activity. The purpose of this activity is to measure their speaking ability of the learners before and after watching movies with subtitles and whether with the increase of vocabulary knowledge will they will be able to perform better in speaking skills.

Stage 8: Comparison of the results of pre-test and post-test

The next stage of the research is finding the difference between the score of the pre-test and post-test. The researcher has used tables, graphs and done the calculation to find the difference in test before and after post-test.

Feedback

After completing the experiment, the students were given feedback forms for giving their opinions regarding the use of films in the English classroom.

3.5 Conclusion

This chapter presents the information regarding the type of research, sample of the research, and research tools which have been used in this study. It also discussed in detail about the sample, rationale for choosing the subjects, rationale for selecting tools, rationale for including films in the classroom. It even mentioned about Antconc software, list of collocations, idioms and phrasal verbs used in the study. It further gave a description about classroom observation, questionnaire, speaking tests, vocabulary tests, feedback and design of the research.