Chapter 5

Findings, suggestions and recommendations

5.0 Introduction

This study made an attempt to investigate the impact of using films in enhancing the speaking skills of engineering students. As it has been discussed in the introduction chapter, the study seeks to answer the following research questions.

- What is the impact of movies with subtitles on L2 vocabulary learning?
- How does this impact affect the speaking skills of the learners?

5.1 Findings of the research

The findings are drawn from the data collected through questionnaires, speaking activities, and tests. The summary of the major findings are presented here may be discussed while analyzing and interpreting data in the previous chapter.

- One of the significant findings of the study is that the engineering students’ vocabulary can be increased by using films with subtitles.

- The vocabulary knowledge of the students was developed after watching movies with subtitles.

- The results also indicated that with the increase of vocabulary knowledge, the students were able to perform better in their speaking tests because vocabulary is essential for speaking. Without a good knowledge of vocabulary, learners will not be able to convey the message they want to convey. Hence with the increase of vocabulary knowledge their speaking proficiency was enhanced.
• The results of the study showed that students were more interested in watching movies. Watching movies motivated the learners in learning a language.

• Based on the responses of the feedback, majority of the learners enjoyed watching movies in the classroom and this gave them an opportunity to participate actively in the classroom. Most of the students showed interest to do activities after watching movies.

• The use of films in the classroom not only helpful for improving language skills but also no-verbal elements of the language.

• The results showed that not only vocabulary and speaking but also grammar, pronunciation, accent, reading and writing can also be enhanced by using films.

• The results of the present study pointed out that with the visual and auditory input from the films, learners are able to comprehend the content of the film.

• The themes of the films used in the present study are very much relevant to their livelihood. Hence this gave them an encouragement to participate in the activities.

5.2. Suggestions and Recommendations

The study has found out that the use of films for teaching English for engineering students yielded a positive result in terms of enhancing the vocabulary and speaking skills. It has been beneficial to the teachers and students if the suitable films are selected and exploited in the classroom. Students are very interested in watching films in the classroom, and they can enjoy watching movies if they are implemented properly, and it’s entertaining for them to learn English through films. Here are few suggestions/recommendations for teachers and learners of the community.
The study has demonstrated that the use of films in English classes at engineering had a positive impact on enhancing the speaking skills and vocabulary of the learners.

The teachers can make use of different movies in the classroom. But proper care should be taken while implementing them in the classroom.

The teachers should make use of an appropriate movie which will be suitable for them; otherwise, the students feel bored, and the learning activity will be problematic.

The teachers should acknowledge the usefulness of English films in learning the language skills.

There should be some specific teacher training courses in order to train them how to use films in the language classroom.

5.3 Suggestions for Further Research

The study is limited in many factors such as time, space and money. In this study, because of time constraint, only one college and an experimental group were selected.

- Future studies can include both experimental and control groups to see the difference in learner’s communicative ability before and after watching films.

- Future studies could be done on using films in improving other skills of language such as listening, reading, vocabulary, grammar, and writing.

- Future research could be done on using films as an effective teaching tool in improving the listening, reading and writing skills of the students.
5.4 Advantages of using films in the English classroom

The use of films in classroom offer many benefits for learners. They are mentioned below as follows:

Authenticity:

Gilmore (2007) defines authenticity, “as a stretch of real language formed by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 98). Authentic materials provide learners with linguistic, paralinguistic and discourse competence. From a paralinguistic perspective, students are exposed to more natural use of the language including, formulaic expressions such as idioms and collocations. Authentic materials expose students to a rich variety of real language use, and also raise cultural awareness and motivate the learners.

Motivation:

“Motivation is mentioned as one of the most significant variable that influence language learning” (Brown, 2007). According to Brown (2007), many thoughts have influenced the way in which motivation is perceived. They are based on behavioral, cognitive and constructivist perspectives. From a linguistic point of view, individual needs have to be focused and these comprise want for stimulation, exploration, knowledge and ego enhancement” (2007, p.169). In a constructivist view, it also takes into account the needs of the individual and combines it with focus on social context. From both cognitive and constructivist point of view, films can work better in motivating students. Motivation is divided into three levels global, situational or task-oriented. The global level mentions to the “general orientation of learners toward learning a foreign language”. The situational level represents student’s engagement in particular aspects of learning such as grammar or pronunciation.
According to Gass and Selinker (2001, p. 354), “motivation to succeed in long-term projects such as learning a foreign language depends on fostering motivation through series of short activities”. Therefore one’s overall motivation to learn English might not be sufficient, and teachers have to extend meaningful and engaging tasks in addition to attractive materials. Videos can be a rich basis of meaningful tasks that could help maintain students’ motivation. Since films are already seemed as a medium of entertainment it seems reasonable that if properly selected they would also serve to encourage student’s motivation in a class. Furthermore, films motivate students by providing visual clues which facilitate comprehension. King (2002) points out that “understanding a film will enhance the students’ confidence and have a positive impact on their motivation”.

Cultural awareness:

Raising cultural awareness is a crucial part of the learning process (Atkinson 1999, p. 625). The use of movies can be a rich source of foreign culture expose for students as (Sherman 2003, p. 2-3) argues that “film is a window on English language culture” and she views that “a small amount of showing is worth hours of telling from a teacher or course book”.

Another advantage of showing films is to raise cultural awareness and the use of visual cues let learners to observe the non-verbal aspects of communication (e.g., body language, facial expression, proxemics etc). Films promote close observation followed by a class discussion on the ways in which people interact, a students’ point out what can be inferred about the target culture from body language and other elements of paralanguage.

The use of captions:
According to Sherman (2003, p.17), “the word caption is used to refer to the subtitles in English and, not a translation to the learners’ first language”. She argues that in the case of the latter, “there is very little learning of English in this kind of viewing”. Various authors have argued that showing films with captions in the target language might improve learners overall understanding (King, 2002; Sherman, 2003). Garza (1991) did research on the use of captions with advanced students and came to the conclusion that besides enhancing language learning, learners also used the reading skills to improve aural knowledge, which helped to fill the gap between the two skills.

Films are more motivating than textbooks as films have a story which needs to be shown, unlike the textbook with a lesson that needs to be taught. Films offer endless opportunities for developing language fluency, provided the teacher has the ability to prepare, the students to receive the message of the film. Learning English through films compensates for all the shortcomings in the ESL/EFL learning experience for students. The realism of film provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information. Films can widen the language experience of the learners. Films provide with number of interpretations which makes the learners to interchange their views with each other. By watching films, students are exposed to the language used in real life situations and how people will be able to communicate effectively according to different situations. Learners are exposed to the spoken English. They have an advantage of seeing and hearing the delivery of communication in English.

Using subtitles in the movies are helpful in understanding the content of the movie and it also provides with a variety of language conventions such as spelling, pronunciation etc. By using subtitled movies, students learn how to pronounce words, reinforce the accepting of English context-bound expressions and help learners acquire new vocabulary and idioms. Zanon( 2006) states that “subtitled films offer a triple association between
“image, sound in one language and text, normally in another sound and text being typically linked by translation”. He viewed that, “subtitled films motivate the learners to appreciate the huge amount of content of the film that does not reach the audience when it is presented to them dubbed.”

5.5 Conclusion

The chapter presented the major findings, recommendations for the teachers, policy makers and syllabus designers. It also presented suggestions for future research. It is believed that the teaching/learning will be interesting if movies are used in the classroom. Further, it also mentioned the advantages of using films in the classroom.