Chapter 1

Introduction

1.0 Importance of English

In today’s globalised world, most often used language is English. English is known as the world’s most important language with informative and educative values. English has become the medium of intellectual exchange all over the world with its scientific importance, commercial weight and the cultural contact. It is the very medium of instruction in schools, colleges, and universities. It is a major medium of communication in technical and scientific education, governance, personal interaction, news, and media. Learning English as a foreign language connects the people globally, and it is making them know about the current situations. More than 300 million speakers speak English as a second language. The process of globalisation gave English a status of the international language.

According to V. K. Gokak, (1964), one out of every ten persons in the world knows English. He says that ‘the study of English as a world language’ is the new foundation for which we shall have to raise the edifice of English studies in India.

Jack C. Richards & Willy A. Renandya (2002) opine that “a significant proportion of the worlds language learners study English to develop proficiency in speaking. The ability to speak a second or foreign language is a very complex task if we understand what appears to be involved.”

India is a multilingual country with different people. It is a country where people speak more than 350 languages and dialects. It is the leading language of science, medicine, technology, commerce, academic publication and international politics. English is the “Lingua Franca” of airports and major hotels of civil aviation and the shipping lanes. For
several hundred years English functioned as a common language for our country. It continues to influence the life and profession of the majority of educated Indians in every walk of life. It is considered as the library language in our country. According to Geetha Nagaraj (2005) “English language learning was an effort directed at reaching as close as an estimate of the native speaker model as possible.” Even after so many years of colonial rule in India, no other language has replaced English as a medium of instruction. The learning of English in India is essential for education, employment, and social mobility.

**English language teaching in India**

India is a multilingual country with different people speaking different languages. Despite all these, India accepted English language and had given a prominent place in the history of Indian education system. English came to India during the British period. The East India Company introduced English language teaching in the year 1759, and it has more than two hundred and fifty years of history. There was an immense growth of English in India during the first half of the 19th century. Before Britisher's entry to India, the education was imparted to the Indian people in “Pathaslas” and “Madarsas” by “Maulvies” and “Pandits.”

English has been introduced into the education system of India during the British rule to spread Christianity and ethical values associated with it which governed the selection of texts to be translated and taught in the mission school (Agnihotri and Khanna, 1995). There was the growth in the importance of English language teaching from time to time, but it had significant influence after Macaulay’s Minutes of 1835.

Lord Macaulay was considered as the Father of English Language Education in India. In a letter to his father, he mentions that, “we must at present do our best to form a class who may be interpreters between us and the millions of whom we govern, a class of persons,
Indian in blood and colour, but English in taste, in opinions and morals and intellect” (Goerge, Braine 1961:61).

In his “Minutes,” Lord Macaulay recommended about using English for educating Indian masses. He believed that English was the only suitable medium to transfer technical and scientific knowledge in the minds of the Indian people. His main idea of inculcating the English language into the education system of India was to assist a small section of the society to bridge a gap between the India and other parts of the Western World. The Minute also mentions that English should be the medium of instruction at higher levels. Grammar-Translation Method has been adopted to teach Indian masses. The Dalits variety, Babu English, and Butler English were some of the varieties of English which emerged. There were many debates and controversies regarding the medium of instruction in education. The East India Company felt that English was the only suitable language for educating in European literature, Philosophy, and Science.

Teaching English for academic purposes took a lot of changes in India from time to time. Teaching English at the school level has been classified into four phases. They are mentioned below as follows

Phase I (1835-1856): Phase I covered the period of more than fifty years, i.e., from 1835 – 1856. The teaching of English at this phase involved teaching pronunciation, vocabulary, reading and writing, grammar and composition. Translation has been taught as a separate skill. The main objective of teaching was to develop the ability to read comprehension, write grammatically correct English and to speak intelligibly. Teaching prose, poetry and composition had no separate place in the education system.

Phase II (1857-1882): In this phase, the teaching of English had started in the third year of the schooling. The directions given to the teachers and students were a rote memory.
Teachers can use their mother tongue or vernacular occasionally and can teach the rules of grammar, speech, and functions of real-life situations.

Phase III (1883-1935): This phase is a crucial phase which contains many innovative methods. It was for the first time when the textbook was published with the permission of the government in the Fort St. George Gazette in 1903. Madras Presidency College used the popular concept “language through literature” for the first time. It did not give importance to the four skills. It used Grammar Translation Method. The Director of Public Instruction, East Bengal and Assam introduced Direct Method in India in 1904. This method encouraged fluency in speech along with teaching reading; pronunciation and vocabulary have been encouraged. However, according to Michael West Direct Method was not suitable for Indian students.

Phase IV (1835-1947): Harold E. Palmer’s ideas have been introduced in the fourth phase. According to him, scientific study of a language should integrate linguistics, pedagogy, and psychology. He is the person who introduced the order of four language skills listening, speaking, reading and writing.

Three- Language- Formula

Three-Language-Formula was presented by the Central advisory board of education in the year1956. Three Language Formula includes a) Hindi, English and a Modern Indian language (preferably one of the Southern languages) and b) in non-Hindi speaking areas, Hindi, English and the regional languages. There were many debates and controversies regarding the place of English and medium of instruction in Indian education system. Three-Language-Formula explained the National Policy Resolution of 1968. The details of that are mentioned below as follows:
Hindi speaking areas

i) Hindi (with Sanskrit as a part of a complete course)

ii) Urdu or any other modern Indian language excluding

iii) English or Non-Hindi speaking areas

i) Regional language

ii) Hindi

iii) Urdu or any other Indian language excluding (i) and (ii) and

iv) English or any other modern European language.

The government of India accepted Ramakrishna Commission’s recommendations and decided that the national languages can improve by all these. Indian language can replace English, and gradually, the three language formula adopted the regional, federal and English languages. English has been introduced in high schools and universities. During the framing of the Indian Constitution, various articles were placed by keeping in mind about the importance of English language. The articles 345, 346 and 347 are all about the English language. As per the article 343 of the Indian Constitution, Hindi was the official language of India and English was considered as an associate official language of India.

1.1 Background of the study

The study aims to examine the impact of using films in enhancing the speaking skills of engineering students. At this level, speaking skills are essential for the learners. It is the stage where students require good communication skills in English to get better job opportunities.

Despite this fact, most of the students seem to lack proficiency in English. Hence, an average learner at this level fails to acquire basic English skills and as a result of this, they are unable to communicate in either both in the classroom and outside. After completion of four
years of engineering education, they should have at least minimum proficiency in English to seek admission to various universities in India or abroad. However, due to lack of proficiency in English, most of the students fail to get a job opportunity. However, some students gained proficiency, but due to several other factors such as pronunciation and presentation skills which are very important for a job they fail to get employment. Therefore, many students are unable to obtain a job where English was an important factor to get a job. Due to this reason, most of the students have lost the opportunity of receiving education and employment.

Hence many scholars and intellectuals have made valuable observations and gave suggestions to create equal opportunities for such students. It is very urgent to increase the proficiency of the students by adopting various pedagogic methods and materials in teaching English. Hence the one way of achieving it is by using films in teaching. According to King (2002) “films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners.”

1.2 Rationale of the study

India is one of the biggest manufacturers of engineers in the world. However, more than 90% of engineers are unemployed due to heavy competition and only 78% of engineering graduates are actually employable.

Engineering is one of the biggest fields of education in the world. English is a tool which considerably affects engineering students in academic life. So, English communication plays an efficient role in the academic and career of engineering students. English is essential for them at every pace of life and career but English becomes a barrier in their way of career. Speaking is one of the important elements in language teaching. It plays a pivotal role in human communication. Speaking is the combination of words, phrases and their full utterances. Learning to speak English efficiently is very essential in today’s world. It is of
utmost necessity for a good quality of job and to flourish ones career. Speaking English confidently is required for the engineering students to cope up with the increased competition. But most of the students are unable to have good communication skills. This is showing a great effect on their education as well as in their vocation. Hence there is the necessity to know the problems of the learners and also to improve their communication skills in English.

1.3 Statement of the problem

Research on media studies show that not much work has been done in the area of using films as an effective tool to teach language skills. Few studies done in India focus on the effectiveness of film as a pedagogical tool in ESL context by (Madhulika Saxena, 2007) and using Indian English films in the classroom in order to motivate the students to speak in English by Nandam Balaji (2010). The present study deals with the engineering students who face problems in speaking English. Hence for the success of using films in the classroom there is the necessity to carry out experimental studies in the area which would be beneficial to the teachers to adopt using films in the language classroom. This research will be helpful for the teachers and educationists to bring awareness and educate them to use films in the classroom. Despite of learning English from childhood, majority of the learners are not in a position to speak in English. Many factors such as lack of adequate vocabulary, fear of making mistakes, lack of confidence, anxiety etc hinders the learners’ growth in speaking English. Therefore due to the effective communication skills most of the engineering students are losing job opportunities.
1.4 Theories of visual-aids in learning

i) Dual-Coding Theory:

According to Paivio (1990), “images and words have different cognitive presentations; therefore the brain uses separate memory systems for different types of information.” He mentions that verbal memory is related to language system whereas image memory involves graphics and tastes. Paivio pointed out that verbal information is acquired from sensory memory to visual processors.

Paivio’s dual-coding theory is appropriate referring to the retrieval of information from memory systems. As per this theory, memory is a network of two different paths, verbal and image. He concluded that more paths the learners use to remember information, the more clues the learners can use in order to recall that information later.

ii) Multi-Media Theory:

Richard Mayer was the founder of multi-media learning. He was an expert in multimedia learning. This theory was drawn on Paivio’s Dual code theory (1990), Sweller’s Cognitive load theory (1994) and Bruner’s Constructivist theory. Mayer and one of his friend Marenzo (2000) conducted a study in delivering instruction design principles from cognitive theory. They argued that active learning takes place by combining three cognitive processes, selection, organization, and integration.

iii) Instruction theory:

This theory is all about how students learn and understand the concept. This theory is based on Skinner’s Behaviourist theory. It describes organizing, coordination and introducing visual learning materials to the learners and governing them towards using visual learning materials. This theory discusses the teaching and learning process.
iv) Learners centred approach:

This approach is against teacher centred approach. It mentions about the student's involvement in teaching and learning process. Here the effectiveness and efficiency of teaching-learning activities are centred on the learner side where the learner observes, improves, gains and acquires skills and knowledge. It focuses on what the learners do after acquiring knowledge and skills and integrating these into his personality. (Akinpelu, 1981).

In instructional context, learners centred approach to focus on how education system develops meanings and quantities which are associated with learning participation and how these in turn influence learner’s behaviour and their relationship with their teacher. It includes preparing schemes for work, lesson plans and instruction visual learning materials such as pictures, charts, models which lead in attaining teacher’s desired goals and objectives with a quality education.

v) Integrationist theory:

Herbert G. the founder of symbolic interactions developed this theory. According to him, mind and self-are not part of the innate human equipment, but they arise through social interaction. With the help of this, we can say that modification occurs when students are exposed to other learners and using simple visual learning aids (Solomon, 1981). This theory describes how students develop things and ideas associated with learning participation and how these meanings and ideas influence learner’s behaviour and relationship with their teachers and themselves. It also mentions about personal meanings and perception of the situation and on interaction dynamics without identifying the ways in which meanings and interaction processes are related to the social structure of society as a whole.

Effective visual learning aids for the intended learners:
Using visual learning aids is very important in teaching and learning process. It provides good performance to the learners. Visual aids like pictures and real objects are very effective only if they help learners in achieving their goal. (Naciono et.al, 1982).

Physical qualities of visual learning aids: Effective learning aids should attract attention, simplicity and sometimes familiarity (Naciono et al., 1982). The presence of these qualities in visual aids is very helpful in acquiring knowledge and skills.

Appropriateness of visual learning aids on students learning process: different types of visual learning aids are useful in different types of teaching and learning processes. Some of them are useful in teaching skills, presenting facts, showing relationships or changing behaviour and attitudes while others are effective in giving background information. Johnson (1980) conducted a study on this and observed that effective learning could be facilitated by using visual learning aids.

1.5 Advantages of audio-visual aids

Audio-visual aids have many advantages. Many researchers and experts have mentioned about them as follows:

a) Best motivators: AV aids are the best motivators. When a teacher uses Av aids, students work with more interest and zeal.

b) Fundamental to verbal instructions: they help in reducing verbalism which is a major weakness of education system.

c) Clear images: clear images are shaped when we see, hear, touch, taste, and smell. Learning through senses is the most natural and easiest method to learn.
d) Vicarious experience: everyone agrees that the first-hand experience is the best type of educative experience, but such experience is not to be provided to the students in some situations. At that time, certain substitutes have to be provided. In such cases, using audiovisual aids are the best options.

e) Variety: AV aids provide variety.

f) Freedom: the use of Av aids provides freedom to both the teacher and the student.

g) Opportunities to handle and manipulate: using audio-visual aids provide great opportunities to the students to seeing, handling and manipulating things.

i) The apathy of the teacher: it has not, however, been possible to persuade the teacher who is teaching with words alone is quite tedious, wasteful and ineffective.

ii) Ineffectiveness of the aids: due to lack of proper planning and follow-up work, the aids have not proved their usefulness.

iii) Financial hurdles: due to lack of finances, the state and central governments are unable to do their best in setting up the boards of audio-visual aids.

iv) The absence of electricity: projectors cannot work without electricity, and the non-availability of electricity creates hurdle in the proper use of audio-visual aids.

v) Lack of facilities for training: more training colleges should be opened to train teachers about the use of audio-visual aids.
vi) Lack of coordination among the centre and states: centres of audiovisual education, good film libraries, fixed and mobile exhibition ‘melas’ should be organized both by centre and states.

vii) The indifference of students: the proper use of teaching aids arouses interest, but when used without a specific purpose, their purpose will be lost.

viii) Language problems: many education films are available in English, but we require such films in Hindi and other Indian languages.

ix) Not catering to the local needs: the use of audio-visual aids does not cater to the local needs and not with the social, psychological and pedagogical factors.

x) Improper selection of films: films are not selected by the classroom needs. Effective aids can be formed after getting the reaction of the audience and doing research work in the particular area.

1.6 Audio-visual aids in teaching

Audio-visual aids are the instructional tools which are utilized by a teacher to facilitate better understanding by involving many senses, especially those relating to seeing and hearing. According to Dale (1965), audio-visual aids are all the materials used in the classroom or other teaching situation to facilitate the understanding of the written or spoken words. Kinder (1959) defines “audio-visual aids as any devices which can be used to make the learning experience more concrete, more realistic and more dynamic.”

Audio-visual aids increase attention and concentration of the learners. They provide concreteness, real-life situations for learning. They bring remote events into the classroom. Audio-visual aids introduce opportunities for different situations. They stimulate interest and increase motivation to the students for learning.
## Classification of Audio-Visual Aids

<table>
<thead>
<tr>
<th>Audio Aids</th>
<th>Visual Aids</th>
<th>Audio-Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape Recorder</td>
<td>Models</td>
<td>Virtual classroom</td>
</tr>
<tr>
<td>Audio CD</td>
<td>Flannel Board</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Language Laboratory</td>
<td>Slide projector</td>
<td>LCD projector</td>
</tr>
<tr>
<td>Radio</td>
<td>Transparency</td>
<td>Film projector</td>
</tr>
<tr>
<td>Gramophone</td>
<td>Black/white board</td>
<td>TV</td>
</tr>
<tr>
<td>Linguaphone</td>
<td>Text-book</td>
<td>Computer</td>
</tr>
<tr>
<td>Flash-card</td>
<td>VCD player</td>
<td></td>
</tr>
<tr>
<td>Chart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Figure 1: Audio-visual Aids

**Classification of Audio-visual aids**

Audio-visual aids are divided into audio aids, visual aids and audio-visual aids. Audio aids include radio, gramophone and tape recorder.

**Radio:**

It is considered as one of the important learning aids in acquiring a language. The programs broadcasted in radio are useful in order to learn pronunciation, accent and develops listening skills.
Gramophone:

It is also one of the teaching aids which is not in use now. With the help of this, we can record anything and can be played later for the students in the classroom. The use of this device can improve pronunciation, accent, and clarity of the language.

Tape recorder:

It is an audio-aid which will be helpful in improving good listening skills and provides opportunities for the students in distance mode. They are useful for learning language skills, correct accent and pronunciation.

Visual aids involve blackboard, maps/charts, pictures and flannel board.

Black/whiteboard:

A big strong piece of wood with black or white colour is a very important teaching aid. The teacher uses the board to write something important. Board is divided into sections to teach the lesson effectively.

Maps/charts:

Maps/charts are very important in developing speaking activities. Maps are useful in describing routes of the places, giving directions, etc. Different colours can be used in maps/charts to bring variety, decoration, and effect in the classroom. Charts are useful in presenting, practising structures, vocabulary, and compositions.

Pictures:

Pictures are used in describing people or things. Using pictures trains the students in describing anything more effective. They are very much helpful for oral composition and question & answer sessions.
Flannel board:

Flannel board is a piece of wooden board roofed with flannel to stick on some stiff sanded strips of paper. It motivates students in making posters on different issues or topics. The items can be prepared earlier and can be displayed by the students on different occasions.

Audio-visual aids cover films, television/CD player, and computer.

Films:

Films are very important audio-visual aids which are very useful in language teaching. The use of films or videos grabs the attention of the learners to the words and pictures on the screen. Motion pictures are visual aids as well they are the important means to present both meaning and form of the language. Motion pictures communicate emotional experience and are superior to the film strips.

Television & CD player:

Television is one of the most important teaching aids in language teaching. The programs broadcasted in the television stimulate interest in learning. Described as ‘the queen of audio-visual aids’ TV is used for educational purposes in more than one hundred countries today (Ratrao, 2012, p.4). The use of Television/CD player in the classroom helps the learners in improving listening skills, various expressions, and variations in pitch and voice.

Computer:

Computer with an internet connection is very widely used in teaching language skills today. The use of computers plays an important role in teaching. Online lectures are very much helpful in bridging the gap between the teacher and learner in distance education.
Using audio-visual aids in the classroom can stimulate thinking and improves the learning environment. Both audio and visual aids are important resources for teaching and learning English in an effective way. “Visual aids enhance the effectiveness of teaching and learning process in a classroom” (Joshi, 1995 & Vissa, 1994). Audio-visual aids increase the energy of both the teacher and the learner in teaching and learning process. According to Wright (1976), media and many styles of visual presentations are useful for language learners.

Audio-visual aids help to avoid unwanted, empty and hollow verbalization in teaching English. They clarify the subject matter. They arouse curiosity in learning new things. They make the classroom environment lively and strengthen students’ memory by evoking their senses. They help to grab students’ attention. Audio-visual aids pave the way to introduce new methods to students which stimulate learner’s mind to create innovative methods. They help us communicate the information to a large number of audience at one stage. Audio-visual aids are the best motivators in learning. Audio-visual aids give the real touch to the learning situation. They provide a variety of stimulus, motivational and provisional active participation of students. Audio-visual aids develop, motivate, experience, attract the attention of the students and provides a variety of energy by keeping them busy in the classroom. Use of audio-visual aids moves the imagination, thinking process and reasoning power of the students and ensures creativity, inventiveness and other mental activities of the students. Being a rich and valuable resource, the video is well-liked by both students and teachers (Hemei, 1997:45). Students like the video because video presentations are interesting, challenging and stimulating to watch. Video gives stronger impressions with clear meaning which is not possible with mere words., which proves a famous saying that “a picture is worth a thousand words.” Two minutes of video can be considered to be equivalent to one hour of classroom work.
Research shows that language teacher like the video because it motivates learners, brings the real-world into the classroom, conceptualises language naturally and enables learners to experience authentic language in a controlled environment. According to Arthur (1999), “video can give students realistic models to imitate for role-playing, can increase knowledge of other cultures by teaching appropriateness and suitability.”

1.7 Audio-visual materials in motivating the learners in Language Learning

Motivation is one of an important element in language learning. According to Brown (1987) “motivation is the key to success in a foreign language. It is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action.

Crooks and Schmidt (1991) refer to motivation as, “interest in and enthusiasm for the materials used in the class; persistence with the learning task, as indicated by levels of attention or action for an extended duration and levels of concentration and enjoyment.”

It is believed that authentic visual materials ensure a high motivational value for the learners. According to Little, Devitt, and Singleton (1989), authentic materials are produced to “fulfil some social purpose in the language community. When used effectively, authentic materials bring the real-world into the classroom and significantly enliven the ESL (English Second Language) class.” (Kelly, Kelly, Offner, Vorland, 2002).

Many researchers like Allwright (1979), Freeman and Holden(1986), Singleton (1991), Swaffer (1985) and King (1990) have shown that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials (like materials produced specifically for language learning, e.g. Exercises found in course books and supplementary materials). Little, Devitt and Singleton (1989)
opined that, “authentic texts bring learners close to the target language culture, making learning more enjoyable and therefore more motivating”.

A survey conducted by Kirk (1992) indicated that movies encouraged learners to study twice as much as ordinary texts, and nearly as much as teachers. Altman (1989), Burt (1999) and Stoller (1993) opined that full-length films bring extended context and interesting content to the classroom. The use of film provides a rich context, which helps students to improve comprehension and practice listening and to speak. According to Arcario (1993, p. 114) “extended context, rich visual imagery and often exaggerated actions and gestures in films provide students with multi sensory input that is close to what they would find in real-life communication.”

According to Cunningworth and Kusel (1991), “Motivation is considered as a major factor for language learning. Gardner defines motivation, “as referring to a mixture of effort plus wish to achieve the goal of learning the language plus favourable attitudes towards learning the language”. According to Hutchinson and Waters, “the importance of emotional factor is easily seen if we consider the connection between the cognitive and affective aspects of the learner.” Gardner and Lambert (1972) classify the motivation into two kinds. They are Instrumental and Integrative motivation. According to him, instrumental motivation is the result of an external need. Learning a second language is perceived to be an instrument for achieving or fulfilling some other need. The integrative motivation of the learner is always the result of the stronger desire of the learner to be the part of the speech community using that language. Motivation is rooted in an internal emotional need rather than an externally fulfil-able goal. Gardner and Lambert’s concluded that both forms of motivation might be found in any learner in varying degrees and they also influence the chances of the learner’s success.
Motivation may be affected by a variety of factors such as age, aptitude, and attitude. Many researchers had observed that one’s motivation to learn languages might change as one grows in years. Success in learning or the lack of it can also enhance or dampen one’s motivation to learn a second language. Aptitude or the lack of it is also found to affect one’s motivation to learn a second language.

1.8 Films in language teaching

“Films are useful resources for students to listen to authentic spoken communication and be exposed to various aspects of spoken communication such as vocabulary, pronunciation, voice modulation, accent, speech pace, tone, etc.” (Sherman, 2003; Webb, 2010). They are the meaningful ways of engaging the students and being advantageous in second language learning (Goldstein & Driver, 2014). “By bringing particular films into ESL lessons, English teachers could give students how they can learn from and exercise English when watching films in their own time” (Sherman, 2003). Motivation is amongst the crucial factors in considering effective second language acquisition (Liversidge, 2000). The ‘visuality’ of the film makes it a valuable language teaching tool, facilitating learners to learn better by interpreting the language in a compatible context (Long, 2003). According to Gruba (2006), “films aid the learners’ comprehension by making them to listen to language exchanges and see such visual supports as facial expressions and gestures”.

“Films can bring variety and flexibility to the language classroom by broadening the choice of teaching techniques and resources, aiding students to develop communicative skills” (Jeng, Wang & Huang, 2009). Expressing oneself fluently and appropriately in oral interaction is a very important goal of language instruction (Payne & Ross, 2005). “The use of films provides language learners with authentic exposure and multimodal representations which may help them to expand broad access to oral communication both visually and
auditory” (Tschirner, 2001). “For instance, an entire film or part could be used to practice listening and reading as a device for speaking and writing. It can also function as a facilitator for follow-up actions such as discussions, debates on local/social themes, role plays, reconstruct a dialogue or summarizing” (Kaiser, 2011).

Films portray many situations in which characters speak English in the real world. By watching films, students learn how to use the language in different situations. Jean and Basanta (2009) proposed a model for enhancing the conversational proficiency. They view that

“If we train students in authentic input, direct their attention noticing and storing forms and meanings in context (Long, 1991, quoted in Jean and Basanta) and finally encourage them to generate oral interactions through output processing (Swain 1985, quoted in Jean and Basanta), they will become better listeners and eventually enhance their conversational proficiency” (p. 287).

Films represent an effective instructional device calling up auditory as well as visual senses of the learners. They are useful and suitable tools for catching students’ attention. They also create interest among the students. In a film context, the viewer can travel long distances and move through countries of the time, sets pictures of places, persons and activities (Singh, 2007).

Visual images stimulate student’s perceptions directly, while written words can do this indirectly. Films have a sensory experience, besides they have verbal language, colour, movement, and sound. Films draw student’s attention and capture interest. Films enhance reading skills, practice pronunciation by repeating, guess the word meanings from visual clues, and they also develop other skills like listening and writing skills. Apart from these skills, watching films also extend the thinking skills such as comparing and contrasting,...
analyzing and constructing error analysis. Using Video films/other videos are often seen as a medium of entertainment. Films and video programmes, in particular, represent an inexpensive as well as a versatile pedagogic tool. King (2002) states that, “films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners.” When learners depend on films, they can learn some words and phrases used in the films and improve their target language. Films such as science-fiction, fiction, romance, horror and historical movies catch individuals’ interest and arouse learner’s motivation. Films act as an effective tool for foreign/second language learning. Films are powerful communicators since a person can remember five times extra of what he hears and sees as different to what he only hears. It is found that films can be used as supplementary materials in the classroom to enhance the language proficiency of the learners. The use of films in the language classroom can encourage students a creative approach that can have applications across the curriculum. Using films to teach foreign language motivates the students and removes the anxiety of the students. Films are perfect means to enable the students to have exposure towards varies popular cultural and engage them with critical conscious pertaining to the sociopolitical and intercultural relationships.

Canningson-Wilson (2000) states that “images contextualized in video or on its own can help to strengthen language learning provided the learner can see instant meaning in terms of vocabulary recognition.” The National Center for Technology Innovative and Center for Implementing Technology in Education (2010) has shown that “research has shown that watching movie appear to have a positive effect on comprehension skills and combining viewing with text, i.e. subtitles, appear to boost vocabulary acquisition. The use of films in the classroom can motivate the learners. Using films through specific task activities provides an ideal medium for active learning as well as encouraging interaction and participation. The use of films creates curiosity gap that facilitates the exchange of opinions and ideas, helps to
explore nonverbal elements, improves oral and aural skills” (Altman, 1989) and provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech. Ryan (1998) also opines that films increase the motivation of students to learn. “Through films, learners see how people converse in real life in different conversational contents since films help carry the outside world into the classroom” (Tomalin 1986, p.9).

According to Herron et al. (1995), “video is lauded for contextualizing language (i.e. linking language form to meaning) and representing the foreign culture more effectively than other instructional materials”. Films are texts, they have characters, and they enclose messages. They can be used in the classroom just like any other text, but their visual aspect makes them richer than most other types. They are full of unspoken contextual clues, which allow learners even at an elementary level to watch them and carry out useful language developing tasks.” (Voller, & Widdowson, 1993, p.342).

Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audio cassettes, “video’s visual dimension is thought to reduce uncertaintyss present in native speaker voices and to motivate students to want to learn the foreign language” (Herron et al. 1995, p.775).

Herron and Hanley (1992) viewed that “using films in EFL classroom offers background information that activates prior knowledge, which is necessary in stimulating the four skills activities in the classroom.”

Dicarlo (as cited in Lin & Chen, 2007) recommended that “films could help in the process of learning language since they offer conversation that suggests contextualized
vocabulary” (Seferoglu, 2008). Films could inspire learners to take part in movie related activities because it contains authentic language forms and fun value (Stoller, 1988).

Many researchers, working on improving learning methods and strategies of vocabulary, state that, “learning a word wants many chances with the word in diverse shapes.” (Horst, Cobb, & Meara, 1998; Nation, 1990; Schmidt, 2001).

According to Akbulut (2017, p.5) “combining text with visuals is more effective in facilitating vocabulary learning than providing only the definitions of words. The National Center for Technology Innovative and Center for Implementing Technology in Education (2010) mentioned that “research has shown that watching movie seems to have a positive impact on comprehension skills and combining viewing with text, i.e. subtitles, appear to boost vocabulary acquisition.”

Nation (2001) views gestures, real objects, pictures and diagrams as the most valid ways of communicating the meaning of a word. Using these in combination with the verbal message leads to “dual-coding” where the meaning is stored both linguistically and visually. The dual-coding theory proposed by Paivio (1971) mentioned that “when pictures are added to the meaning, the number of signals linked to the message increases and hence students will be able to keep the message in mind.”

The film gives access to things, places, events, and behaviour, regardless of the language used, and its impact is better than that of thousands of picture dictionaries and magazines. Many researchers worked on how films will be useful in teaching vocabulary. They applied different methodologies in achieving how films are used in the classroom to improve vocabulary.
Films can help enhance understanding and give meaning to an auditory text. It can create a solid link between the materials being learned and the practical application of it in an authentic situation. It can also serve as a stimulus or be a catalyst to help integrate materials or aspects of the language. According to Eken (2003), films can be used to increase students’ critical thinking skills. Altman (1989), Burt (1999) and Stoller (1998) opined that authentic full-length movie brings extended context and interesting context to the classroom.

Many scholars have found that films catch the learners’ interest and it can positively affect their motivation to learn. (Kusumaradyati, 2004; Luo, 2004). As a moving picture book video gives way to things, places, people, events, and behaviour, apart from of the language used and is worth thousands of picture dictionaries and magazines.

Good films can serve as a valuable pedagogical aid, both for classroom use and self-study. Many researchers viewed that using the visual message in the language curriculum is an interesting and entertaining way to enhance learner’s command of the target language, as the messages which are valuable through film offer a refreshing change from the normal classroom routine. Films are texts, they tell stories, they have characters, and they contain messages. They can be used in the classroom just like any other text, but their visual element makes them richer than most other types. They are full of unspoken contextual clues, which allow learners even at an elementary level to watch them and carry out useful language developing tasks. (Voller & Widdows, 1993, p. 342).

Swaffer, Vlatten (1997, p. 178) point out that, videos and films are useful mediums since they “expose students to authentic materials and to voices, dialects, and registers other than the teacher’s and offer cultural contexts.”

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.

According to Stoller (1998), films can be used as linguistic models for skills development. Stempleski and Tomalin (1990a, 1990b) highlighted the educational value of authentic broadcast and video material and exhibited how they are used to create both imaginative and skill-developing activities.

According to Natush (1990) using fragments of films can be used to teach language functions like apologizing, asking for information, greeting, complaining, etc. Sherman (2003) provides some reasons for using films in language teaching. They are as follows:

1. For its own sake: “People want access to the world of English language media, they want to be able to get information from advertisements, to view the news, see a film, etc. this may well be one of the students major goals in learning English and in all justice they ought to be able to get a quick look of their goals. If teachers are prepared to teach ‘reading newspaper’ or ‘conversation’ they should also teach these major audio-visual genres”.(p. 5)

2. For comprehension of the spoken language: film covers a variety of voices in all kinds situations, with full contextual back-up. One noticeable advantage for comprehension is the visual dimension, particularly for pragmatic understanding in dialogue.

3. As a language model, film provides a vast advanced linguistic resources such as accent, vocabulary, grammar and syntax, and all kinds of discourse, which shows us language in the majority of its uses and contexts. Something neither textbooks nor classrooms can do.
Authentic videos and films can serve as “the form for exact language items or a general group for students to pick and choose from”. Each genre supply to its own particular discourse structures and lexis. The genre of drama is an effective instrument that illustrates the day to day language which is mainly valuable because it illustrate the kind of interactive language most foreign language students rarely encounter.

4. For culture: the film is a window into English language culture. It shows how people live, think and behave. A small amount of showing is worth hours of telling by teaching or from a course book.

5. As a stimulus or input: films can be used for discussions, for writing, as input for projects of the study of other subjects.

The chief advantages of using films in the language classroom are

i. Increased ability to understand the spoken language

ii. Improvement in pronunciation.

iii. Better listening skills

iv. Acquisition of vocabulary

v. Development of capability in self-expression through speaking and writing

vi. Unconscious assimilation of grammatical forms and sentence patterns in context.

Films can be a powerful resource in English classroom both as an object of study in its own right and as an addition to the more usual language at areas of reading, writing, speaking and listening. Teasler and Wilder (1997) offer the rationale for including films in English language arts classroom.

1. Students have prior experience with the film: nearly all students have had vast experience watching film and video, regardless of their prior success in language arts class, and they have all had about the same amount of experience thinking about or analyzing their
experience. Hence, using films in class can serve as a great equalizer in the heterogeneous class, an opportunity for both the academically gifted and those who are accustomed to failure to learn something new together. One of the joys of teaching films for Teasley and Wilder was working with students who did not expect to encounter anything in an English class that connects to their world. Then suddenly when the teacher presents a “text” to which they can relate, they find themselves engaged in learning. Sometimes these students are visual learners who have lost in a classroom environment dominated by auditory approaches. (lecture & discussion).

2. The film is already being used in English classroom anyway and often in anyway that is a disservice to film: in Teasley and Wilder’s words, “sometimes it occurs to us that the question is not – Should the film be used in the English classroom? But rather can’t we do something other than show a movie version of the book we just spent three weeks studying? (p.5). In most cases, what teacher’s show in class is a film based on last week’s book, and sometimes a film is shown when the teacher is grading the unit test on the book and the students are “taking a break” from the usual work of school, sometimes, teachers reward students by letting them choose a movie to watch because they have so patiently endured the rigors of the class. Sometimes, when the real teacher is absent and has not sent the lesson plan, there is a substitute teacher who plays films as an alternative to the real teaching. Many times the rationale for using a film is not clear at all.

3. A film is an art form that has a rightful place in the English curriculum: it could be argued that films are broadly viewed as a branch of literature. Feature films are analogous to novels, documentaries to nonfiction, short narrative films to short stories, Avant-garde films to poems and so on.

4. Viewing a film provides opportunity for discussion and writing; using films in the English language classrooms does not have to mean 90 minutes of relaxation time. In
fact, a lot can happen in the classroom between the opening and closing credits for the film. Films provide excellent opportunities for the classroom discussion and not just at the end of the film; we can stop the film after a segment is over to ask questions.

5. In recent years there has been a growing interest in the role of “non-print” media in the English classroom. The students today interact with a variety of media such as hypertext, multimedia, and CD-ROM, in addition to radio, TV and movies in their daily lives. Therefore, English language arts instruction should give students skills to cope with information in the environment.

1.9 Different genre of films

There are different types of films. They are as follows

i) Action (disaster) films: action films focus on the clash of physical forces. They include high energy, stunts- chases, possibly with rescues, fights, escapes, destructive crisis, non-stop motion and adventurous.

ii) Adventure films: adventure films are usually thrilling stories, with new experiences.

iii) Comedies: comedies are light-headed plots designed to amuse and provoke laughter.

iv) Crime (gangster) films: crime films are developed around the sinister actions of criminals or monsters, particularly bank robbers, underworld figures, etc.

v) Dramas: dramas are serious portraying realistic characters, settings, life situations and stories involving intense characters development and interaction.

vi) Epic/Myth: epics include costume dramas, historical dramas, war films, medieval romps or ‘period’ pictures which include a panoramic backdrop.

vii) Science fiction films: science fiction films are visionary and imaginative with heroes, aliens, distant planets, settings, and fantastic places, extraordinary monsters either created by scientists or nuclear havoc.
vii) Love (romance) films: stories which focus on the relationship between two people who want to win the love of the other.

ix) Fantasy: Stories which are animated or which include two worlds, the “real” world and an imaginary world.

x) Thriller: stories based on innocent hero against a lethal enemy who is out to kill him or her.

xi) Detective story: Stories whose central struggle is to find out what really happened and to expose the truth.

1.10 Different Approaches towards film viewing

According to Stempleski (2000) teachers need to make most of the learning opportunities by means of films to rationalize the use of films in the classroom. The teachers have to answer several questions such as what are the pedagogical reasons for using a particular film sequence? What type of approach should be used while dealing with films, viewing in its entirety or in segments? Will caption or non-captioned films be more appropriate for a particular class? What are the film selection criteria? And what kind of activities will integrate the four skills into the course, elicit student involvement and passive viewing?

Some of the teachers use short segments for about half a minute, and others use full-length movies in the course of one year or less. Some use short extracts from some movies, and others use a single movie during the course of half a year or year. The instructors concentrate on listening comprehension, and others focus on four skills. A few of these approaches have been mentioned below:
**Short sequence approach**

During presenting films, some teachers use a sequential approach of teaching scene-by-scene or one segment at a time.

In a single scene approach, only one scene or segment from the entire film is used.

In a whole-film approach, the teacher shows the whole film in a single viewing.

The teaching objectives and target groups have to be kept in mind while selecting approaches.

**Whole-film approach**

In the whole-film approach, the students are shown the feature film in its entirety.

This approach avoids the difficulty of repeatedly switching on/off a film/CD/DVD, rewinding it, replaying it and analyzing in a piecemeal fashion.

Shea (as cited in King, J. 2003) argues that, “using movies in their entirety is a theoretically and empirically sound way of teaching English. If I cut up the movie into five minute segments, focus on the linguistic organization and the form of the language, the students might have never recognized the emotional force and narrative dynamic of the film as a story about significant things in the human experience, aesthetic and ethical things like dreams, imagination and commitment, things that force language and ultimately stimulate students to learn it in the first place” (p.2).

According to Chung (1995), “if communication is to be emphasized, the complete communicative process of a movie is effective as a vehicle for study. Using a comprehensive approach would be less time-consuming and more logical, coherent and motivating for students. Showing a complete movie enhances student motivation, and the students are visibly impressed to figure out the amount of English.”
Hwang (2000) views that very little amount of listening input is provided to the learners in order to learn the realistic and current usage of English. Whole film approach with great exposure to authentic listening facilitates learners listening strategy training and achieve awareness of pragmatics.

**DVD films**

DVD’s are superior to CDs and video due to its durability, compactness, audio-visual quality, availability and other interactive features. A variety of special features has been offered on DVD films, which enables the teachers to make use of films in the classroom. Closed-captions and accessing specific scenes without rewinding or fast-forwarding are the specific features of DVD films.

**1.11 Subtitles in Films**

Canningson & Wallace (2000) define subtitles as “the translation or the textual versions of the dialogue in films and television programs that you can read at the bottom of the screen when someone is watching a foreign film”. Subtitled videos presenting words and pictures in oral and visual form are expected to activate both coding systems in the processing than words or pictures alone.

Zanon (2006) classifies subtitling into three types. They are mentioned below as follows:

a) Bimodal subtitling: from English dialogues to English subtitles.

b) Standard subtitling: from English dialogues to subtitle in the learner's mother tongue.

c) Reversed subtitling: from dialogues in the learner's mother tongue to English subtitles.

In the dual-coding theory, Paivio (1971) suggests that, “when pictures are added to the meaning, the number of signals connected to the message increases”.

Many of the researchers view that the use of subtitles causes multi-sensory processing, interacting with the audio, video and print mechanisms. According to King
“films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners.”

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.”

Researchers have further indicated that videos with captions help vocabulary acquisition (Plass et al. 1998), reading (Chun & Plass, 1997), and listening comprehension (Markham & McCarthy, 2001).

Various studies mentioned that “the positive effects of subtitling on productive skills such as a verbatim recall and retention reuse of vocabulary in the proper context, as well as communicative performance in specific oral and written communication tasks.” (e.g., Borrás & Lafayette, 1994; Garza, 1991) Thus, Canning-Wilson and Wallace (2000) suggest that “subtitled movies encourage learners to notice new vocabulary and idioms consciously, and as such, may have potential to facilitate vocabulary acquisition without being a distraction for learners”.

A study conducted by Bird and Williams (2002) proved that subtitling could improve the learning of novel words.

Koolstra and Beentjes (1999) claimed that watching subtitled movie had a positive effect on learning vocabulary.
Markham (1999) also examined “the effect of subtitles on aural word recognition skills and found that the availability of subtitles considerably improved the participant’s ability to identify the keywords when they consequently heard them again” (p: 323-4).

1.12 Benefits of subtitles

Several earlier studies have argued that subtitles in audio-visual can make possible other aspects of second language learning such as vocabulary acquisition or overall plot comprehension. Vulchanova et al. (2015) claimed that both intra and inter-lingual subtitles (in the language of the soundtrack or the listener’s native language respectively) result in improved plot comprehension and vocabulary learning.

According to Wilson (2002) subtitled movies encourage learners to notice new vocabulary and idioms consciously and as such, may have potential to make possible vocabulary acquisition without being a distraction for learners. In Vanderplank’s (1988) view there are two benefits of subtitling. One is that subtitling have a potential value in helping the language acquisition process by providing the learners with the key to enormous quantities of authentic and comprehensible input and the other one is that subtitles help to develop language proficiency through enabling learners to be conscious of new and unfamiliar language that might help to develop language proficiency.

According to Baltova (1999), “subtitled films provide simultaneous exposure to the spoken language, printed text, visual information all assigning the same message and so promote content and vocabulary learning even in relatively inexperienced learners”.

According to King (2002) major benefits of using subtitles in language learning activities are mentioned below as follows:

The use of subtitles bridges the gap between reading and listening skills.
Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that can accompany the dialogues.

Students can learn how to pronounce many words, consciously and unconsciously.

Subtitles let learners to follow the plot easily.

Learners can develop word recognition skills.

Captions can reinforce the understanding of English context-bound expressions and help learners to acquire new vocabulary and idioms.

Students can understand humour (jokes) that would be “hard to recognize without the help of the captions. Humour can be a hard, but rewarding subject for the language classroom” (Longerman, 1989) and subtitles help to understand it, enhancing the enjoyable character of the activity.

1.13 Objectives

- To find out whether the use of subtitled movies have any effect on learning vocabulary.
- To find out whether the increase of vocabulary will be helpful in enhancing the speaking skills of the students.

1.14 Hypothesis

- The use of films with subtitles helps the learners in improving students’ vocabulary.
- The increase in the vocabulary knowledge enhances the speaking skills of the learners.

1.15 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?
1.16 Limitations of the study

The sample of the study will be restricted to one college to control other issues such as time, money, the location of the college, coordination, etc.

It is limited to engineering learners as it is a crucial stage for them to go for further studies or for seeking a job.

The study will restrict to III year EEE “A” engineering students of Gokaraju Rangaraju Institute of Engineering and Technology” so as to maintain uniformity and reliability to learner’s homogeneity, linguistic competence, age, etc.

1.17 Design of the thesis

The study is organized into five chapters.

Chapter I foregrounds the context of the study, emphasizing the importance of English and the background of the study. It gives the brief description of the use of films in language teaching, a different genre of films, audiovisual aids in language teaching and the role of audio-visual aids in motivating the learners. The study also discusses theories of visual aids in language learning. It also presents the main objectives of the study, research questions, and hypothesis. It also focuses on the limitations and the design of the thesis.

Chapter II presents the review of the literature. It also describes the significance, definitions, elements, and sub-skills of speaking. It also mentions about the Bygate’s and Harmer’s perspectives on speaking. It also gives the theoretical and pedagogical views of films in enhancing speaking skills. It mentions the definitions of vocabulary, the role of vocabulary in language learning, kinds of vocabulary, techniques, and strategies of teaching vocabulary.

Chapter III discusses the research the research instruments adopted for the study and how data gathered through a questionnaire, speaking activity, and tests. It also presents the need
for triangulation of data and administering the questionnaire. It also includes the analysis of data.

Chapter IV This chapter presents and analyzes the data collected from the research instruments. It also depicts the procedure employed for analyzing the data from speaking activities, questionnaire, and tests and how they are interpreted and presented. Thus this chapter prepares the ground for the findings and implications of the study.

Chapter V presents the major findings, recommendations, and suggestions for further research for the teachers and students.

1.18 Conclusion

This chapter mentions about the importance of English. It discusses the importance of films in language teaching and learning. Further, the present chapter describes the background of the study, advantages of audiovisual aids in language learning and the impact of these materials on learner motivation. It also mentions about the theories of visual aids in learning, films in language teaching, a different genre of films, different approaches of film viewing, the role of subtitled movies and its benefits. It also includes research objectives, hypothesis, research questions, limitations of the study and design of the thesis.