

**The Effectiveness of Using a Pedagogical Movie Based Program in Developing Aural–Oral Communication Skills of Faculty of Education English Majors**

Mahmoud Nasr Yahia Muhammad

**Abstract :**

The present study aimed at investigating The Effectiveness of Using a Pedagogical Movie Based Program in Developing Aural–Oral Communication Skills of Faculty of Education English Majors. It has been noted by the researcher that many faculty of education English majors have a significant problem in the aural–oral communication skills when they are compared to the writing and reading comprehension skills. After reviewing the literature and the way such students have been taught English, the researcher decided to teach them such skills using a course built around American movies. He chose “Forrest Gump”, since that movie contains all the cultural aspects the researcher wants to address. The study adopted the one–group pretest–posttest design in which thirty students were chosen for the experiment as an experimental group and they were taught using the movie–based program. The tools of the study included the movie–based program, the listening test, the speaking test, the needs analysis questionnaire, and the speaking assessment rubrics. After implementing the movie–based program, post testing was undertaken and the data obtained were analyzed using the t test. The results revealed that there were significant

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differences between means of scores obtained by the experimental group in the pretest and posttest of the listening test and the speaking test, favoring the post tests. Discussion of the findings, recommendations and suggestions for further research were presented.

**Keys words :** A pedagogical movie based program, aural communication skills, oral communication skills

## فعالية برنامج مقترح مبني على الأفلام السينمائية فى تنمية مهارة الاستماع والتحدث لطلاب كلية التربية قسم اللغة الإنجليزية

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مستخلص :

هدفت الدراسة الحالية إلى التحقق من فعالية برنامج مقترح مبني على الأفلام السينمائية فى تنمية مهارة الاستماع و التحدث لطلاب كلية التربية قسم اللغة الإنجليزية. وقد لاحظ الباحث أن العديد من طلاب المنتمين لكلية التربية قسم اللغة الانجليزية لديهم مشكلة كبيرة فى مهارات الاتصال السمعى الشفوى عند مقارنتها بمهارات الكتابة والفهم القرائى. وبعد مراجعة الأدبيات وطريقة تعليم هؤلاء الطلاب اللغة الإنجليزية ، قرر الباحث تعليمهم هذه المهارات باستخدام دورة تدور حول الأفلام الأمريكية. وقد اختار فيلم "فورست جامب" لما لديه من سمات ثقافية يريد الباحث ان يركز عليها. وقد اعتمدت الدراسة تصميم الاختبار القبلى والبعدى للمجموعة الواحدة حيث تم اختيار ثلاثين طالبًا للتجربة كمجموعة تجريبية وتم تعليمهم باستخدام البرنامج القائم على الفيلم. تضمنت أدوات الدراسة البرنامج المستند إلى الأفلام ، واختبار الاستماع ، واختبار المحادثة ، واستبيان تحليل الاحتياجات ، ونماذج تقييم التحدث. بعد تنفيذ البرنامج القائم على الفيلم ، تم إجراء اختبار لاحق وتحليل البيانات التى تم الحصول عليها باستخدام اختبار t. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسطات الدرجات التى حصلت عليها المجموعة التجريبية فى الاختبار القبلى والبعدى لاختبار الاستماع واختبار التحدث لصالح الاختبارات البعدية. وبناء عليه فان الباحث يوصى بدمج مهارات القراءة والفهم فى الكلمات المفتاحية : برنامج تعليمى مبني على الأفلام، مهارات الاتصال السمعى ، مهارات الاتصال الشفوى

## Introduction

English language has been known as a world language with over than 2 billion users worldwide. One of the language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. Brown (1994) states that Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is an important skill that English Majors should master when they learn a language. Harmer (2001: 269) states that the ability to speak fluently is not only the knowledge of language features, but it is also the ability to process information and language ‘on the spot’. It requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or to clarify information. In some situations, speaking is used to give instructions or to get things done. As stated by Richards and Renandya (2002:201), speaking is used for many different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task.

The same matter applies to the listening skill. Listening is the ability to accurately receive and interpret messages in the

communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. To become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes your speech easier for other people listening to you to understand!

Teaching speaking and listening skills is one of the most difficult tasks for any teacher. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. On the other hand, listening skills are acquired over time and with lots of practice and this makes students feel frustrated. The students' speaking and listening skills are still low. According to Brown (2001: 270) there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. The insufficient usage of media in classrooms resulted in many problems for learners to develop their listening and speaking skills.

Based on those conditions, the researcher thought about how to make the class communicative, attractive, contextual, and finally improve their speaking and listening skills. In fact, the use of various media to support the teaching and learning process of speaking and listening is important. One of the media that can be used is movies. Teaching speaking and listening through movies can be very useful for the effective and joyful learning, since every age bears different characteristics, each has its own favorites, its own magic. In the past, students used to spend their free time climbing up trees, reading stories, collecting stamps, or playing hide-and-seek in the open air. Today, an increasing number of children grows up in front of the computer or the television; computer games, films, cartoons, and series have become an integral part of their everyday lives.

Watching movies is a fun way to learn English and there are thousands of great English-language films to choose from. Watching films helps learners know about a country's culture, history and society. Movies provide English learners with a great input. Such input will really help improve their pronunciation, grammar, and their range of vocabulary. They also help them with their understanding of spoken English and many slang expressions used frequently on their everyday life. On the other hand, Subtitles and closed captioning (dialogue and other sound information printed across the bottom of the frame) can help students increase reading speed.

**The present study attempts to investigate the Effectiveness of using a pedagogical movie based program in developing aural–oral communication skills and cultural competence of Faculty of Education English Majors.**

**Context of the problem:**

In order to document the problem of the present study, the researcher developed a questionnaire validated by a panel of TEFL experts. It was administered to 30 students enrolled in the fourth year at the English department, faculty of education, Minya university to assess their needs for developing their aural–oral communication skills through being trained in movie based program. Furthermore, the same subjects were exposed to a pretest. On analyzing the results of such questionnaire and pretest, some prominent notes can be concluded that such students have problems in aural–oral communication skills which affect their language proficiency. Therefore, they are in dire need for such a program.

**Statement of the problem:**

The results obtained from administering the pretest and the pilot questionnaire show that fourth year English Majors’ aural– oral communication skills need to be developed. The researcher assumed that these skills could be developed by using a Movie Based Program.

Thus, the present study attempts to investigate:

**“The Effectiveness of Using a pedagogical Movie Based Program in Developing Aural–Oral Communication Skills of Faculty of Education English Majors.”**

### **Objectives of the study:**

The current study aims at:

- 1. Building a movie based program for fourth year English majors which may enhance students':**
  - Listening skills (students' phonological awareness, listening comprehension, listening recall)**
  - Speaking skills (students' phonological accuracy, students ability in using language functions, students' language fluency level).**
- 2. Identifying the Effectiveness of Using a pedagogical Movie Based Program in Developing Aural–Oral Communication Skills of Fourth Year English Majors–Faculty of Education.**

### **Hypotheses of the study:**

The following hypotheses will be tested:

- 1. There will be no significant difference between means of scores obtained by the experimental group in the pretest and posttest of the aural test.**
- 2. There will be no significant difference between means of scores obtained by the experimental group in the pretest and posttest of the oral test.**



## **Significance of the study:**

The significance of the study stems from the following considerations:

1. Studying a movie provides the student with a rich source of English used in everyday life. Unlike instructional movies where people talk like actors or robots. All language skills are expected to be maximized directly and interestingly. Moreover, movies can provide students with a genuine reflection of the American society and this can help them to adapt to their environment and better communicate with them.
2. The findings of the present study can be both theoretically and practically significant for EFL teachers, curriculum designers, and researchers. Such a study provides information to be taken into consideration by language planners, curriculum designers, text book developers, language instructors, teachers as well as learners.
3. The current study will present a new method of teaching English for communication purposes.
4. Study of movies can cater for many of Howard Gardner's seven Multiple Intelligences and Learning Styles.

## **Literature Review**

Students arrive in university with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills, to name the most obvious. Films can help on all counts.

King (2002:1) stresses that films “*provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners.*” Firstly, the most important and popular advantage of foreign films in the EFL classroom is their authenticity. Language is presented in everyday conversational settings, “*in real life contexts rather than artificial situations*” (King, 2002:2). Films are also employed as valuable teaching aids in sharpening students’ powers of observation, developing their skills, and the habits of perceptive watching. By looking at a film students and viewers engage with it intellectually and creatively (Boggs 1996, Phillips 1999).

Allan (1985) points out, films are 'realistic slices of life' and, therefore, an excellent vehicle for focusing learners on situational language, where an understanding of both verbal and non-verbal communication tends to be a prerequisite for the negotiation of meaning. In other words, 'by thinking along different dimensions, the learners can understand more meanings' (Eken: 2003)

Zhang (2013) sees that incorporating films into foreign language learning will result in many advantages like preparing the learner for global citizenship, developing his/her intercultural communication, and increasing his or her motivation.

Hart (1991) thinks that films can be a useful resource for students to help increase their media literacy. Integrating media literacy activities into lessons allows students to deconstruct and analyze media texts, think critically about them, and thus gain

critical autonomy in the interpretation of media texts they encounter in their daily lives' (Eken 2000: 3).

Study of movies can cater for many of Howard Gardner's seven Multiple Intelligences and Learning Styles,

Howard Gardner's 7 Learning Styles	How the Learning Styles may be catered for by studying movies
Visual-Spatial Intelligence	Enjoy videos
Bodily-Kinesthetic	Enjoy acting and role playing
Interpersonal Intelligence	Enjoy group problem solving
Linguistic Intelligence	Love stories; can read and write well
Musical Intelligence	Enjoy music
Intrapersonal Intelligence	Like imagining things; have a strong opinion about things; keep a diary; motivate themselves to do projects

Films are normally selected for teaching since they share many characteristics with literary genres (drama and prose fiction, in particular) – for example, the use of symbolism and foreshadowing, the effects of point of view, and plot and theme development. To these are added sound and vision, which distinguishes film from the other genres and makes it a unique and powerful medium capable of stimulating learners' senses and cognitive faculties, enlarging their cultural knowledge and understanding, and adding variety to the curriculum.”

Curriculum Development Council (2007) Literature in English Curriculum and Assessment Guide (Secondary 4-6), p 46.

Choosing films

Krasnikova (2014) states that choosing a films is based on both linguistic and non-linguistic factors. Voler and Widdows (1993) advise that when choosing a movie, the trainer should consider a number of factors: avoiding films with a lot of dialect or monologues and choosing films with a strong story line and clearly drawn main characters (p. 343). According to Arcario (1992), "degree of visual support, clarity of picture and sound, density of language, speech delivery, and language content" should be kept in mind when selecting video resources (p. 117).

#### **Subtitles**

Knee (2001), stresses that national language subtitles should not be used because students will tend to rely on the subtitles and implies that English subtitles should not be used either. They can slow down the development of proficiency skills, such as listening, and make learners rely on the text instead of the actual speech. Nevertheless, Li (1999), in her dissertation about the use of film subtitles in teaching English to junior form students of average ability in English, found that as long as the subtitles and the language spoken in the film are the same, then subtitles are useful because:

- They 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 accompany the dialogues.

- **Students can learn how to pronounce many words, consciously and unconsciously.**
- **Subtitles allow 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 humor (such as jokes) that would be hard to recognize without the help of the captions. Humor can be a difficult, but rewarding subject for the language classroom, and subtitles help to understand it, enhancing the enjoyable character of the activity.**
- **Subtitles can enhance students' concentration in following lines.**
- **Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.**

#### **Movie-based activities**

**In designing previewing activities, Fluitt-Dupuy, 2001 advises that students must be prepared for viewing the movie through providing a context and general background as well as the difficult vocabulary (p. 26). If the video introduces a topic or a thematic unit, previewing activities should focus learners' attention on what is critical for understanding it. These activities may include studying new vocabulary, answering questions, noting down the main characters'**

names, preliminary discussion of the ideas presented in the film, activating schema, or eliciting learners' background knowledge, practicing grammar forms, explaining new realia, etc. (Voller & Widdows, 1993; Smith, 1982; Jordan, 1995; Stoller, 1992).

Guided note-taking as illustrated by Lonergan (1984) is another example of a while-viewing activity. Note-taking is consistent with one of CLB-related competencies – Reproducing Information – that involves reducing short oral discourse to notes (Centre for Canadian Language Benchmarks, 2012a).

Other examples of while-viewing activities might be filling in a grid to gather specific information, video interruptions for clarifying the meaning, or second screening to focus on key scenes of the movie (Stoller, 1992, p. 31). To illustrate, while watching Parental Guidance, students might be suggested matching the characters and their descriptions made by other participants of the story.

Postviewing activities serve to use newly acquired knowledge, retain useful vocabulary, and share the experience of viewing the video in an oral or written form. According to Stoller (1992), such activities include class surveys, video summaries, speed writing, paragraph and essay organization exercises, agree/disagree activities, and others (p. 33)

**The Aural-oral communication skills:**

It is essential for students to understand the language they are exposed to and to respond appropriately so that they can become competent users of that particular language. Seferoglu and

Uzakgöre (2004) claim that “listening is usually an interactive process” (p. 2). The listener does not always just listen to, but she or he also reacts to the speaker or asks questions for clarification. The most essential issue for the students should be to understand what they are listening to and to be able to give appropriate responses orally. This aim brings us to the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills. As a result, it may be said that the more the skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration to guide learners to develop their oral communicative competencies.

In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. Use of authentic materials and real-life situations could naturally lead to the integration of skills since this is the case in real life. Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color

his/her lesson with varieties because the range of tasks is wider. “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom” (Davies and Pearse, 2000, p. 99)

### **Research design:**

The study will use a one group pretest posttest design in which students will be chosen randomly. Such group will be composed of thirty students. Subjects of the group will be taught using the suggested pedagogical movie-based program after being administered the pretest. Then they will be exposed to post means of collecting data.

### **Participants of the study:**

The study will be conducted on Fourth Year English Majors– Faculty of Education, Minia University.

### **Variables:**

The independent variable:

A– The use of a pedagogical movie-based program.

The dependent variables:

A– Aural Skills.

B– Oral Skills.

### **Tools of the study:**

This study aims at investigating The Effectiveness of Using a pedagogical Movie Based Program in Developing Aural–Oral Communication Skills of Faculty of Education English Majors.



**To achieve this objective, the following tools will be designed and used:**

- 1. A Needs Assessment Questionnaire which was administered to Fourth Year English Majors–Faculty of Education.**
- 2. A list of Aural–Oral Communication Skills needed by fourth year English Majors.**
- 3. A test in Aural Communication Skills. (prepared by the researcher).**
- 4. A test in Oral Communication Skills. (prepared by the researcher).**
- 5. The suggested movie–based program (prepared by the researcher).**
- 6. A rubric for evaluating students’ Oral Communication Skills. (prepared by Cambridge English Language Assessment)**
- 7. The Presentation Rubric. (prepared by Cambridge English Language Assessment)**
- 8. The Debate Rubric. (prepared by Cambridge English Language Assessment)**
- 9. The Interview Rubric. (prepared by the researcher).**
- 10. The Storytelling Rubric. (prepared by the researcher).**
- 11. The Speech Rubric. (prepared by the researcher).**
- 12. The Role–Play Rubric. (prepared by Cambridge English Language Assessment)**

**The Pilot study:**

The pilot study started a month before the real experiment to determine the validity and reliability of the tools. The participants were 20 students enrolled in the fourth year of faculty of education English Department

### **The movie-based program**

**The general objectives of the movie-based program:**

1. Discriminating among distinctive sounds of English.
2. Classifying English sound units (Vowels and consonants)
3. Recognizing Blending sounds patterns like the r blends.
4. Recognizing rules governing Blending sounds.
5. Recognizing rules governing Intrusion.
6. Recognizing rules governing Elision.
7. Recognizing rules governing Gemination.
8. Recognizing rules governing Assimilation.
9. Recognition of Stress patterns.
10. Recognition of English Reductions.
11. Recognition of Intonation Patterns.
12. Identification of the main idea of the talk.
13. Identification of the details of the talk.
14. Demonstrating intelligible pronunciation
15. Demonstrating Grammatical competence.

### **Construction of the movie based program**

1. Reviewing the literature related to the aural-oral communication skills.

2. Building a list of the aural–oral communication skills and sub skills.
3. Having such list evaluated by a panel of EFL experts.
4. Stating the main objectives of the program and having them evaluated by a panel of EFL experts.
5. Developing a framework for the program which is based on the results of the students’ needs assessment and having it evaluated by a panel of EFI/TEFL staff members.
6. Building up the whole manual; the teacher’s guidebook and the students’ handbook.
7. The movie based program was evaluated by a panel of TEFL staff members for:
  - a. Stating of the items
  - b. Verification of the content
  - c. Whether the adopted methods and activities are appropriate to the subjects.

### **Content of the manual**

The movie based program aims at achieving the objectives of the study. The program consists of 3 units which include 16 lessons. Each unit begins with general objectives and each lesson includes its behavioral objectives as well as a model of strategies used in lessons. Each lesson has different activities and ends with an evaluation of different questions to assess the students’ progress. The first two units are designed to develop students’ phonological awareness. The third unit aims at improving the speaking skills of

the students through a number of cultural based lessons which will in turn improve students' cultural competence.

### **Methods used in teaching the movie based**

Subjects of the study were trained through movies by practicing shadow reading in which students try to 'speak along' in time with an audio text, much like singing along with a song. Student centered learning strategies were used like presentations, acting out, giving speeches, singing, giving oral reviews, ... etc.

### **Teaching Aids:**

Teaching aids varied according to the type of the lesson. They included , but not limited to, the data show, charts, speakers, sound charts, ... etc.

### **Evaluation Techniques:**

Two types of evaluation were used: formative and summative;

1. Formative evaluation is a continuous process during the implementation time. It is conducted for the purpose of assessing the students' progress and providing a feedback on their performance. It helps ensure that the manual is achieving its stated objectives.
2. Summative evaluation is conducted at the end of the experiment to assess the effectiveness of the program on the students.

**Procedures of the study:**

- 1. Reviewing the literature related to aural–oral communication skills and cultural competence.**
- 2. Administering a needs assessment questionnaire to fourth year English majors to gather information about the problems students face regarding aural–oral communication skills.**
- 3. Preparing a list of aural–oral communication skills and sub skills as well as a list of the most important cultural points to be covered within the program.**
- 4. Designing the framework of the movie–based program and having it evaluated by a panel of TEFL/EFL staff members.**
- 5. Designing the movie based program which included an instructor’s manual guide and a student book and having it validated by a panel of TEFL/EFL staff members.**
- 6. Constructing the tools of the study.**
- 7. Evaluating the tools of the study and having their content validated by a panel of TEFL/EFL staff members.**
- 8. Conducting the pilot study which lasted for one month before the real experimentation.**
- 9. Starting the experimentation by selecting the sample randomly. The experimental group consisted of 30 students who were pretested and post tested to check the effect of the program.**
- 10. Having the experimental group pretested.**

11. **Administering the program to the experimental group which lasted for 3 months.**
12. **Having the experimental group post tested.**
13. **Analyzing and interpreting the data obtained using the appropriate statistical methods.**
14. **Discussing results.**
15. **Making recommendations and suggestions.**

### **Findings:**

**After conducting the experiment of the present study, the following findings could be listed and drawn:**

1. **The Pedagogical Movie Based program has helped students improve their listening skills especially students' phonological awareness.**
2. **The Pedagogical Movie Based program has helped students improve their speaking skills especially students' fluency.**

### **Recommendations and suggestions for further research:**

**Based from the results obtained from the present study, the researcher has recommended the following points to improve aural-oral communication skills:**

1. **The classroom should be spacious to facilitate the implementation of activities like gallery walks and acting. It should be also equipped with good speakers and a smart projector to facilitate the process of watching and understanding the movie.**

2. The teacher should not stick to the questions for each listening, but he/she should form such listening questions based upon the level of the students. If the students are not up to the level of the course, it might be a good idea to change the questions.
3. Acquiring the American accent or the RP accent is not a must. The most important thing is that the student speaks clearly, accurately, and fluently.
4. Integration of reading comprehension skill into the program will help the students specially to improve their cultural competence.

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