



**THE IMPACT OF ENGLISH MOVIES ON THE SPOKEN
FLUENCY OF ENGLISH OF B.A ENGLISH LITERATURE
STUDENTS**

A field study submitted to

GOVERNMENT ARTS AND SCIENCE COLLEGE, ARAKKONAM 631 051

In partial fulfilment of the requirements for the degree of

MASTER OF ARTS IN ENGLISH

By

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GOVERNMENT ARTS AND SCIENCE COLLEGE,

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DECLARATION

I, **SOBITHA.M.S**, hereby declare that the field study entitled **The Impact of English Movies On The Spoken Fluency of English of BA English Literature Student** is the result of my original and independent research work, carried out under the guidance of **M.SIVAKUMAR, M.A., M.Phil., SET.** PG Department of English Government Arts and Science College, Arakkonam and that it has not been submitted for the award of any Degree, Diploma, or Fellowship or any other similar titles of any university or institution previously.

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CERTIFICATE

Certified that this project work entitled **The Impact of English Movies On The Spoken Fluency of English of BA English Literature Student** is a bona fide record work done by **Miss. M.S. SOBITHA** during the period of his study under my supervision, and that has not previously formed the basis for the award of any research degree, diploma, associate ship, fellowship, or any other similar title, and that it is an independent work of the candidate.

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THE IMPACT OF ENGLISH MOVIES ON THE SPOKEN FLUENCY OF ENGLISH OF B.A ENGLISH LITERATURE STUDENTS

INTRODUCTION

English movies and Literature are two distinct but equally extraordinary works of art. Where literature was a popular form of expression, though both these arts have certain connections and differences, both have a similarity of taking its readers/audience to a different Literature has been a way of artistic expression for centuries now. Writers have told tales about gods and goddesses, heroes and their valiant victories, historical epics, romantic tragedies, comic incidents, legendary episodes, and much more.

English movies are by far doing the same thing for quite a few years now. One major strong point in cinema, which is absent in literature, is the advantage of visually showing the whole picture on the screen that helps the audience connect with the moment more closely. English literature has become an important part of movies and English movies and Coming to the movies and bringing literature to the peoples. The literature is most shows in the English movies and the students, the peoples are understand the literature and observing the English language. Literature takes its readers on a journey of imagination that is away from the real world while cinema shows such an imaginative world before the audience and they do not have to put much pressure on their minds to delve into their imaginations. They basically view the film through the imagination of the film-makers.

Students arrive in college with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar and low-level conversational skills. Films can help on all these factors. This is because of the fact that cartoons and movies use language so extensively in performing their cultural aspect. Narrative movies in particular use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material. Language plays a crucial role in connecting and defining the various forms of visual and sound information that presents the film experiences as a whole.

As realism is the main concern and style of a film, thereby its language approximates the language use, its practical application and benefits in different situations in real life. Vocabulary and listening-comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue and other sound information placed at the bottom of each frame of the movie) can help the watchers increase their reading and comprehension speed. Films can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the varied film resources, which are now readily accessible on the Internet.

In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English learning in elementary and high schools or institutes. Therefore, this study tried to focus on the following research questions. The impact of bimodal subtitling on content comprehension of English movies on undergraduate students is studied. In this study,

forty-four senior Undergraduate students selected from two intact classes of Tapes and Films Translation course. Two BBC documentary movies (Dangerous knowledge and where's my robot), one with English subtitles and the other without subtitles were selected based on the content and level of difficulty of the language. First, both classes watched the same movies, but class 1 first watched 'Dangerous knowledge' with English subtitling and then without subtitling. To counteract the order effect class first watched and then 'Dangerous knowledge'.

After viewing the movies, the participants answered the relevant multiple choice vocabulary and content comprehension questions. The data gathered were subject to the statistical procedure of paired samples t-test. This research on watching English movies with bimodal subtitling has shown that films are not only a means of motivation to entertain students, but also they could assist learners to comprehend the language as spoken in various accents. That is, EFL learners in generally exposed to the authentic language uttered by people with different accents in various parts of the United States and United Kingdom. Therefore, it is hard for learners to hear every single word, because they are used to the Standard English. Furthermore, this is a useful practice to get acquainted with different accents of English around the world, and bimodal subtitling is a perfect choice to assist the comprehension of the English movies.

To put it, in other words, we can say that literature is an art, which developed through writing while cinema brings to life those writings to life through sound, music, visuals, and actors. There have been several filmmakers have adapted novels, plays, even poetry into film. The purpose of the film should not be a mere copy of the literature,

rather it must have its own characteristics and techniques that are motivational enough for the students and audience to enjoy. Language is another component that differs from a book and a film. Though there may be a similarity in the use of language in both the platforms, there are certain distinct disparities between the usage of language in literature and that in cinema. The way both the medium expresses their meaning is where the similarity and the difference lie. Words are the only way to express but while a book has written words on it a film has audio speech, which is somehow more powerful and life-like. In a film, a single scene is like a complete sentence or a series of sentences in a book. The power of audio and visual experience has a long lasting effort on the audience over the power of written words.

English movies are an integral part of college students, lives so it makes perfect sense to bring them into the language classroom. English movies as a motivator also makes the entertaining and enjoyable and they easily understanding the language. It exposes students to natural expressions and the natural flow of speech and the visuality of movies makes it an invaluable language teaching tool enabling learners to understand more by interpreting the language in a full visual content.

PREFACE TO THE STUDY

In English movies, we can see the exact words what we are using with the help of below visualizing words.

In that, we also learn with grammatical sentences.

PLACE OF STUDY

Government Arts and Science College, Arakkonam, Ranipet District.

The study was conducted throughout Feb. 27th to march 4.

FIELD STUDY TOOLS

Live visiting and making a conversation with students.

Questionnaire format

How to use English movies to learn English by visualizing below the sentences

STATISTICAL COLLECTION

Collected some movies

To find English sentences on movies

Found some channel like star movies, flex, Comedy now and Sony pix

ADVANTAGES OF ENGLISH MOVIES

The students can learn the new words

How to form a sentence in lengthy dialogues

They can speak fluent English

Even they speak grammatically

Without they speak grammatically android mobiles, they can speak,

through the help of television

DISADVANTAGES OF ENGLISH MOVIES

We cannot pronouns with the help of English movies

We cannot go by basic grammar

Go with only dialogue fluency

Picture visual is most understandable for the beginners.

NEED AND PURPOSE OF STUDY

The students use the internet to search the words and sentences

They are watching English movies to improves their knowledge's

Even they improve thy-self to make it more interest

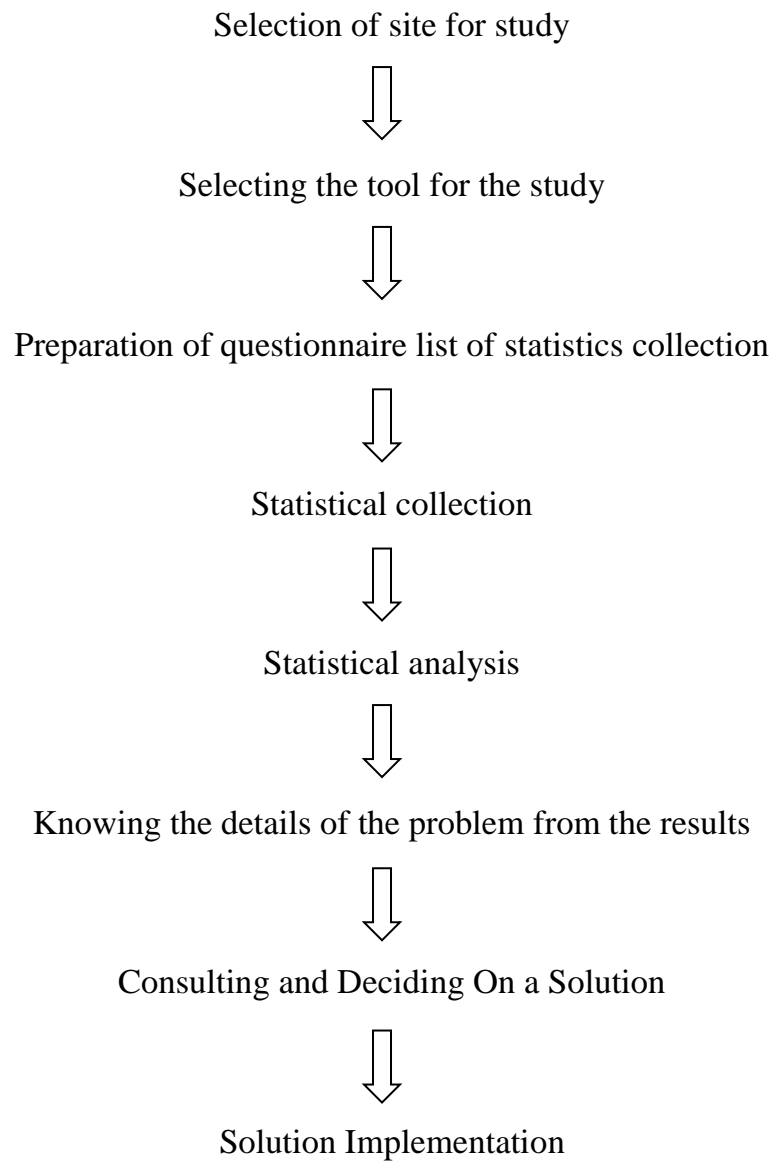
The movies doesn't say anything but the below visual dialogue is understandable

FINDING SOLUTION

A language barrier is any linguistic limitation that creates confusion or prevents comprehension

A barrier could refer to national and cultural languages but it may also include specialized knowledge or speech impairments.

FIELD STUDY WORK PLAN



**THE IMPACT OF ENGLISH MOVIES ON THE SPOKEN FLUENCY OF
ENGLISH OF B.A ENGLISH LITERATURE STUDENTS
QUESTIONNAIRE**

1. STUDENT NAME:

2. DEPARTMENT:

3. DATE OF BIRTH:

4. Which was the first Shakespeare play adapted of film name it?

a) The silent king john

b) Romeo and Juliet

c) King Lear

d) Macbeth

5. Who wrote the novel that the movie Willie wonka and the Chocolate factory was based on?

a) Tyler tones

b) Levis Carroll

c) Ronald dahl

d) Alan smith

6. Who plays Robert Langdon in the film adaptation of the DA VINCI CODE?

- a) Kevin Costner
- b) Robert Redford
- c) Tom Hanks
- d) Nicolas Cage

7. What type of drama is Othello?

- a) Tragedy
- b) Fiction
- c) Comic
- d) Tragicomedy

8. Julia stiles stars in the 2001 adaptation of Othello, what is the one letter title of this movie?

- a) O
- b) S
- c) U
- d) V

9. How the people understand the English in the English movies?

- a) Through hear
- b) The below words
- c) Through their actions
- d) Picture visual

10. Which best movies based on books?

- a) To kill a mockingbird
- b) The grapes of wrath
- c) The color purple
- d) The sound and the fury

11. Who played lily in the movie adaptation of the secret life of bees?

- a) Dakota fanning
- b) Queen Lahti fah
- c) Jennifer Ladson
- d) Sophie Okanedo

12. What movie does Colin firth play Mr.Darcy?

- a) Pride and prejudice
- b) The silent king john
- c) The catcher In the rye
- d) Heart of darkness

13. Who played Mr. Darcy in two different movies?

- a) John Maynard Keynes
- b) Colin firth
- c) George Orwell
- d) Jane Austen

14. Who wrote the novel that the movie "CHITTY CHITTY BANG BANG" was based on?

- a) Ian Flemingco-author (Author: Frank CottrellBoyce)
- b) The great Gatsby (Author: Jane Austen)
- c) War and peace (Author: Leo Tolstoy)
- d) Moby dick (Author: Herman Melville)

15. Why is literature important in film?

- a) Film and literature inspire and enrich each-others
- b) Human mind through action, images, words
- c) Adaptation of literary genres for filming is not a new/recent phenomenon but an old one
- d) all of the above

16. Famous English Literature Quotation from films ?

- a) Frankly my dear I don't Give a damn".
Gone with the wind (1939)
- b) I'm going to make him an offer he can't
Can't refuse (1972)
- c) "Here's looking at you, kid".
Casablanca (1942)
- d) (1)st correct (2)nd wrong, All Correct.

17. Which movies are based on William Shakespeare play?

- a) The lion king (1994)
- b) The rape of Lucerne
- c) Venus and actions
- d) A lover's complaint

18. Which best movies based on English books?

- a) The God father
- b) Lord of the flies
- c) High fidelity
- d) The wind in the will ions

PHOTOGRAPHS















STATISTICAL ANALYSIS:

Students learn the English language with movies like below words and also audio. More apps in mobiles and spoken English classes and many other have an instrument of learning English. However, another was of literature students to learn English language to see a movie. They have many options to learn English but the college students not follow the method of learning English. The investigator survived the college students, they have interest to speak and learn English, but most of the students not followed that method the investigator analyses the mistake of students. The initiative of this research comes to determine the impact of English movies in college students' English proficiencies, the aspect, which best affect the improvement of students who learn English as a foreign language, the strongest areas where they evolve, where they lack, and how they respond to them. This study sample contained a questionnaire, consisting of thirty students between the ages of eighteen to twenty in how English movies affect their language proficiency. Due to the limited restrictions of the Covid-19 pandemic, the students took an online survey evaluating for themselves how many English movies have impacted their proficiency in the English language, and if they feel that the aforementioned English movies.

STUDY RESULT

For my field-study, 30 students have been selected. Totally, 15 questions have been asked in which three of them were basic question like name, date of birth, age, department etc. and others were survey questions.

Questions and Responses have been listed below with percentage basis.

Basic information

1. In this survey for question no.1, out of 30 college students, 20 have chosen option A (The silent king john) 4 have chosen option B (Romeo and Juliet),2 have chosen option C (King Lear),4 have chosen option D (Macbeth)
2. In this survey for question no.2 out of 30 college students, 5 have chosen option A(Tyler tones), 4 have chosen option B(Levis Carroll), 15 have chosen option C (Ronald Dahl),6 have chosen option D (Alan smith)
3. In this survey for question no.2 out of 30 college students, 3 have chosen option A(Kevin Costner), 7 have chosen option B(Robert Redford), 8 have chosen option C(Tom Hanks), 12 have chosen option D (Nicolas cage)
4. In this survey for question no.2 out of 30 college students,6 have chosen option A(Tragedy), 6 have chosen option B(Fiction), 2 have chosen option C(Comic), 12 have chosen option D(Tragicomedy)

5. In this survey for question no.2 out of 30 college students, 18 have chosen option A(O) 2 have chosen option B(S), 9 have chosen option C(U), 1 have chosen option D(V)
6. In this survey for question no.2 out of 30 college students, 15 have chosen option A (Through hear) no one chosen option B(The below words), 12 have chosen option C(Through their actions), 3 have chosen option D (Picture visual)
7. In this survey for question no.2 out of 30 college students, 3 have chosen option A(To kill a mockingbird), 9 have chosen option B(The grapes of wrath), 12 have chosen option C(The color purple), 8 have chosen option D (The sound and the fury)
8. In this survey for question no.2 out of 30 college students, no one chosen option A(Dakota fanning 3 have chosen option B(Queen Lahti Fah) 22 have chosen option C(Jennifer Ladson) 5 have chosen option D (Sophie Okanedo)
9. In this survey for question no.2 out of 30 college students, 13 chosen option A(Pride and prejudice) 2 have chosen option B(The silent king john 14 have chosen option C(The catcher in the rye) no one chosen option D(Heart of darkness)
10. In this survey for question no.2 out of 30 college students, 2 have chosen option A(John Maynard Keynes)7 have chosen option B(Colin firth) 15 have chosen option C(George Orwell), 6 have chosen option D (Jane Austen)

11. In this survey for question no.2 out of 30 college students, 13 have chosen option A(Ian Fleming-co-author(Author: Frank Cottrellboyce) 14 have chosen option B(The Great Gatsby(Author:Jane Austen no one not chosen option C (War and peace (Author: Leo Tolstoy) 3 have chosen option D (Moby dick(Author: Herman Melville)
12. In this survey for question no.2 out of 30 college students, 4 have chosen option A(film and literature inspire and enrich each-others, 5 have chosen option B(Human mind through action, images, words), 4 have chosen option C(Adaptation of literary genres for filming is not a new/recent phenomenon but an old one), 17 have chosen option D(all of the above)
13. In this survey for question no.2 out of 30 college students, 8 have chosen option A(Frankly my dear I don't give a damn".) Gone with the Mind, 1939), 10 have chosen option B(I'm going to make him an offer he can't refuse,1972), 7 have chosen option C ("Here's looking at you, kid".) Casablance,1942), 5 have chosen option D(1st correct,2nd wrong, All correct)
14. In this survey for question no.2 out of 30 college students,16 have chosen option A(The lion king 1994), 2 have chosen option B(The Rape of Lucerne), 8 have chosen option C(Venus and actions), 4 have chosen option D (A lover's complaint)
15. In this survey for question no.2 out of 30 college students, 4 have chosen option A(The godfather), 6 have chosen option B (Lord of the flies), 20 have chosen option C (High fidelity), no one chosen option D(The wind in the will ows)

IMPLEMENTING SOLUTION

Major findings of the study showed that watching English movies has a positive impact on improving listening skill as well as on speaking skill. Correct pronunciation is also enhanced by watching English movies. English movies also help learners to increase vocabulary. The use of media in English teaching and learning has received much attention from educators and second/foreign language educators. The use of media includes the use of movies, music, films, and other types of entertainment-related learning resources. However, little has been done to understand the adult language learners' perceptions toward the benefits and challenges of using English movies to learn English. This qualitative research study explored English learners' perceptions regarding the use of movies as English teaching and learning tools. The study focused on what language learners believe that the benefits and challenges of relying on English movies to develop their language competency. The study's results indicated that language learners believed that movies are authentic sources of language learning and can be used effectively to improve language skills including speaking, listening, reading, vocabulary, and writing. Findings also revealed that according to language learners, movies are beneficial in terms of increasing students' cultural awareness.

CONCLUSION

The results of our study showed that watching movies is effective in teaching communication skills. The finding revealed that there was a significant difference between participant pre-test and post-test scores on the CSRS. Thus the researchers intervention contributed to the positive development of participants communication skills. Past studies also shown that watching movies triggers positive changes in individuals related to the aim of the observation. According to the study result, students though that both verbal and non-verbal where important in communication, and that they both influence interpersonal relationship. The relevant studies that watching movies and play helps convey socio-culture and anthropological information and facilities understanding human life. This paper elaborates the impact of English movies on learning English in ESL or EFL classrooms.

Firstly, the importance of technology in education, especially, in teaching English to the second or foreign language learners has been discussed comprehensively. Later, how the communication skills of ESL or EFL learners are developed using the English movies has been thoroughly presented. After that, how movies are useful as authentic materials and how they give visual context for the ESL or EFL learners have been clearly illustrated. Also, the use of English movies in the ESL or EFL environment has been presented well. Then how to select suitable English movies and the importance of the

before movie watching activity have been systematically expounded. Finally, the teachers of English and the learners of ESL or EFL have been given valuable suggestions to make the presentation of the English movies a grand success in the ESL or EFL classrooms. It is obvious that the ESL or EFL learners show a lot of interest to watch English movies when they are aware of the benefits of watching English movies in the classroom.

Therefore, the main objective of the teachers of English is to channel this enthusiasm in a direction that has a constructive influence of their learning of the English language. The fundamental key to the productive application of English movies in the ESL or EFL classrooms lies in the innovative Using English movies is an added advantage for the English language teachers to introduce them in the ESL or EFL classrooms since it offers a source of authentic and diverse language scenarios. The learners can get the real-life situations through English movies outside the classroom, especially, interactive language communication, i.e. real-life communications. In connection, English movies are more helpful for the teachers of English to give a new dimension to the teaching and learning of English.

Since English movies give the learners more visual context, they not only listen to the target language but also visualize the real-life situations. As a result, the learners have the experience of understanding facial expressions as well as gestures instantaneously. English movies, which aided with audio-visual technologies, boost up their proficiency of the English language. If the learners are exposed more to the audio-visual technologies

such as English movies, they can easily develop the skills needed for the second language acquisition and develop to a significant extent in English language environments. Since English movies are more useful in promoting the ESL or EFL learners' English language proficiency, the teachers of English have to take proper care while presenting the English movies in the ESL or EFL classrooms.