

EXPLORING ENGLISH SPEAKING ABILITY BY USING SHORT MOVIES

Anina Ramona Păduraru (Cioclu)¹

Abstract

The study investigated how short movies can enhance English-speaking skills among ESL learners. The purpose of this exploration was to inquire the students' perceptions to this new language teaching alternative. It was qualitative research, specifically practical action research, focusing on improving students' English-speaking skill, empowering the researcher to involve in the research process, fostering collaboration, generating practical knowledge, promoting reflective practice (Carr & Kemmis, 2003; Stringer et al., 2010), facilitating meaningful change by using short movies. Qualitative methods were used: the pedagogical diary, teacher's observations, an external observer's notes, the semi-structured interviews and the triangulation method for the credibility and trustworthiness of the findings. The data were collected (using Glater model), descriptively analyzed, the results showing that short movies helped the students become more communicative during English classes. The research involved 26 high school students from Onesti, Romania. Sixteen short movies with native English-speaking characters were utilized from YouTube and Hope Discovery, exploring themes related to teenagers' social and emotional aspects. Incorporating short movies into English classes was an efficient and enjoyable method to boost speaking performance.

Keywords

Learning strategies, short movies, speaking English, practical action research, media education in high school

¹Anina Ramona Păduraru (Cioclu), MA in Education Student, Montemorelos University, Mexico, aninacioclu@gmail.com.

INTRODUCTION

English is essential for personal goals, recognized as “the major window of the modern world” (Nishanthi, 2018, p. 872). Speaking, emphasized by Florez (1999, p. 7) as “the key to communication”, contributes to success in both personal and professional life (Rao, 2018, p. 6). A global common English teaching Issue is the students struggle to express themselves naturally in class due to fears or obstacles hindering their natural communication.

The literature in this regard indicates that it occurs of an issue noticed not only at the Colegiul Tehnic” Gheorghe Asachi”, Onești, Romania, but also worldwide; it was observed that the students “lack the bravery to speak” (Masruddin, 2018, p. 283), “keep quiet in the classroom” (Rao, 2018, p. 11), were “unable to develop their ideas” (Lase, 2020, p. 2356). If there was a traditional type of a lesson based on students’ course books the students were passive learners, they did not show enthusiasm (Nuraeni, 2018; Pitaksuksan & Sinwongsuwat, 2020), and the language practice was reduced to short sentences and short speech patterns ; they faced psychological problems when it came to speaking in English as they felt shy, nervous, stressed, not confident, and afraid of making mistakes (Shen & Chiu, 2019). The results of the previous research clearly show that students do not learn and consequently there is a need to try new ways to teach the English language and one of these possibilities is employment. It was required to come out of the conventional way of teaching as traditional method could not satisfy anymore the current teaching environment (Gao, 2022). Movies, by their audio-visual effect, play an important role on developing speaking language skills, they can create a comfortable learning atmosphere for all the students; videos stir students’ curiosity and

could also explore their ideas in the class interaction, promoting reflective thinking.

The importance of this study lies in the possibility of using other teaching methodologies that seem to be more accepted by students and improve their learning. This study explored the role of using short movies in students' oral communication and it relied on the theory of action-based practice research as it provided in-depth understanding of the educational phenomena, it helped in understanding individual student needs, enabling personalized student-centered learning approaches. Qualitative practical action research allowed the development of personalized approach based on students' needs, leading to more effective teaching strategies. Hence, the study researched the use of short-movies as a didactic support which reduced students' boredom in learning speaking as they "provide a full context of language to help students improve their ability in speaking English" (Madiyah & Putro, 2018, p. 48); this "is because authentic short movies could stimulate students' interests and motivation in using the language". Short movies are well-thought-out to solve students' speaking problems, since they can listen to correct pronunciation of words and expressions. Thus, "using authentic short movies activities are effective in teaching speaking" (Madiyah & Putro, 2018, p. 48).

This was practical action research as it was guided by principles of inclusivity, continuous improvement, and collaboration, making it a powerful tool for transformative change within educational settings. It focused on teaching methods that directly impacted student learning outcomes, leading to improved student performance and understanding. Four research questions guided this study:

1. What are the learners' previous experiences before the introduction of short films in the process of speaking English?
2. How do the students perceive the introduction of short movies in the process of speaking English?
3. What are the students' behaviors towards the didactic use of short films in English classes?
4. What changes are observed in students' speaking ability when using short films in English classes

The purpose of the study was to identify, explore and understand the relationship between short movies, and the development of the English-speaking skill in students, offering, at the same time, a healthy cosmovision about life. It intended to be useful for developing speaking English abilities, for improving teachers' didactic strategy, for noticing how the students reacted at introducing short movies in teaching English. The two objectives of the study are: (1) to reveal how the students in the 12th grade perceive the introduction of short movies in class activities as a method of developing English speaking ability; and (2) to explore the relationship between technology (short movies) and the advancement of the English-speaking skill in students.

REVIEW OF LITERATURE

The research highlights the pressing need to revolutionize traditional English teaching methods, particularly regarding spoken English as a second language. Indeed, "As the education model is changed and adapted, the traditional teaching model can no longer satisfy the current teaching environment" (Gao & Bay, 2022, p. 1). Thus, the teachers are advised to create "new teaching innovations to create professional support for EFL teachers in their English classes" (Chaya & Inpin, 2020, p. 28) and the students

“preferred practicing speaking through the content of English movies to using textbooks” (p. 37). In fact, “movies might be an effective and fun way to improve the learner’s speaking ability” (Okar & Shahidy, 2019, p. 101).

When using technology to develop speaking, “the students feel less bored by the motivation-stirring methods” (Lin, 2020, p. 6), they “feel relaxed and enjoy” (Agus et al., 2020, p. 5), they sense the need to learn under positive feelings and attitudes “which can be achieved by Computer assisted language learning” (Lin, 2020, p. 6); movies, as a tool in developing language skills, are an “alternative way to teach speaking (Himmayati, 2017, p. 20). “The students get the story, setting and moral value from the movie. In fact, the students enjoy watching movie in teaching English language process” (p. 80). Computer assisted English language learning “is now considered the best convenient and useful method in language teaching due to its limitless boundaries” (Khalil & Semono-Eke, 2020, p. 20). Watching English videos are considered “a powerful and popular tool when it comes to learning languages and they ought to be devoted considerable attention by teachers and researchers” (Metruk, 2018, p. 2550). The development of communication skills may be enhanced by new teaching aids, to use “technological devices as desirable learning tools” (Sarifa, 2020, p. 25).

By using movies, the students become less bored, more self-confident and they help develop holistic skills (Lin, 2020). Authentic short movies can become good sources in enhancing students’ motivation in learning and speaking” (Madiyah et al., 2018, p. 48) .

As it is authentic (Chaya & Inpin, 2020), the language is trustworthy and reliable, it is much more natural than the one found in course-books and the imagery, the visual context helps the learners to understand and like the lesson as

the short movies provide not only real language and expressions but also full context of language (Kusumawati, 2018). By being captivating they motivate students to learn to become good communicators, encouraging them to consider learning and speaking as a single knowledge process.

Both teachers and students view movies positively in class for their efficiency in stimulating creativity, interactivity, diversity, information exchange, and emotional expression (Agus et al., 2020; Juan & You, 2021). Short films serve as constructive visual aids for real-life scenarios, behaviors, and lessons (Madiyoh & Putro, 2018), benefiting the development of English-speaking skills (Laiya et al., 2020). They leverage modern technology to engage students pleurably in the learning process (Xiao & Khapre, 2021).

Using short videos to teach speaking is effective and addresses students' speaking issues (Masrudin, 2018), enhances proficiency (Metruk, 2018), provides a realistic language setting (Meinawati et al., 2020), and increases interest in correct pronunciation in real conversations (Masrudin, 2018). These videos cover diverse subjects, depict everyday situations concisely (Laiya et al., 2020), typically around 10 minutes in this study. They engage students by presenting adolescent issues succinctly, stimulating participation (Liando et al., 2018), and offering authentic language (Chaya & Inpin, 2020; Kusumawati, 2018). The focused vocabulary facilitates retention and practical use of language, promoting confidence in expressing opinions. Visual cues such as mimicry, facial expressions, and body language aid comprehension and discussion (Alluri, 2018; Tajgorazi, 2019). Gestures in movies are pivotal for learning English and improving speaking skills, alongside intonation (Meinawati et al., 2020; Pitaksuksan & Sinwongsuwat, 2020; Rao, 2019).

Another aspect is the identifications of the students with the actors and situations (Bray, 2019) so they can develop critical thinking, problem solving (Aluri, 2018; El Hannaoui, 2017; Gezer, 2020), empathy (Chaya & Inpin, 2020), increasing also imagination (Okar & Shahidi, 2019). They are more creative than other ways of teaching, provide stimulation to convey ideas (Meinawati et al., 2020), they are influential, inspiring and educational (Gezer, 2020), develop imagination (Masyitoh et al., 2019), they convey natural language, the real of English language, that they are a good source of students' motivation in the learning process (Madiyah & Putro, 2018; Parmawati & Inayah, 2019), that they bring a variety of circumstances and reality issues into the classroom, that they offer authentic language authenticity (Chaya & Inpin, 2020; Kusumawati, 2018), thus, playing an important role in improving speaking. Movies bring into the classroom real-world situations, the students are made to organize their thoughts (Lidawan, 2019; Parmawati & Inayah, 2019; Rao, 2019) and the students are more interested in learning English (Agus et al., 2020), in developing their English mastery (Kusumawati, 2018). Briefly, short movies prove to be an effective tool for improving speaking (Meinawati et al., 2020).

METHODOLOGY

The research was qualitative as it aimed “to approach the world ‘out there’ [...] and to understand, describe and sometimes explain social phenomena ‘from the inside’” (Gibbs, 2012, p. 13). It allowed for detailed exploration, providing nuanced insights into educational phenomena, students' behaviors, and classroom dynamics. The action research allowed the researcher to debrief, to begin a cycle

of asking questions, to collect data, to reflect on the results, and then, to decide on a subsequent course of action to optimize teaching. It permitted the researcher to collaboratively address the lack of communication in English classes, making sure that the solution (using short movies in class) was tailored to the class needs and challenges; it actively involved the teacher and students in the research process, offering insights and their experience, engaging in reflective practice, addressing real-world issues, leading to a deeper understanding of the lack of speaking in English, promoting commitment to implementing the changes, making interventions more effective; thus, the professional development aspect was valuable for both individual growth and improving overall educational practices in teaching.

Practical action research was chosen over other qualitative designs of investigation due to its cyclical nature involving planning, acting, observing and reflecting, aligning well with the continuous improvement ethos in education. Data analysis helped the researcher gain insights into the root causes of unwillingness of speaking in English, enabling the decision of making a change: to introduce short movies in teaching. It involves both investigating problems and taking action to resolve them at the same time (Pine, 2009). It involved a process of reflection - action - reflection - action, a “spiralling, cyclical process” (Pine, p. 50). Kemmis et al. (2014) significantly advanced the understanding of qualitative practical action research in education. The practical participatory approach targeted the enhancement of communicating in English in real-life settings. It was a dynamic, reflective method that actively involved practitioners in addressing real-life problems, fostering critical reflection. The cyclical and iterative nature of action research facilitated continuous feedback and adjustment, enabling educators to stay current with evolving educational theories and

practices (Elliot, 1991). The present study explored how the students perceived short movies as a means of developing speaking, accompanied by a development of a healthy cosmivision on the world around them, in terms that were meaningful for the development of the research.

Research design

According to Mertler (2019), the process of an action research consists of four steps: identifying an area of focus, collecting the data, analyzing and interpreting the data and developing a plan of action and he also establishes the stages of the process: the planning stage (in which the problem is established, literature is reviewed), the acting stage (collecting and analyzing data), the developing stage (developing an action plan) and the reflecting stage (communicating the results, reflecting on the process).

Action research is a cyclical process thus, after each short film used in the class, the data were analyzed, a reflection stage took place and the cycle was repeated. At the end, the results were shared and communicated and a process of reflection on all the conducted activities took place. The evaluation of the previous cycles was used to help inform, manage and implement the following activities.

The research followed Mertler's four steps of research, a cyclical research process: (1) Identification of the problem: students' refusal to participate in English-speaking classes; (2) Literature review; (3) A development plan was established: using short films as an alternative; (4) Observations were made, and semi-structured interviews were applied to the students to see if there was any change in the students' attitude and speaking ability. The data were analyzed, and a new cycle was started until the phenomenon of information saturation was reached. Finally, the triangulation

method was used to obtain the conclusions of the study (Busetto et al., 2020).

Training model

The training model was based on Joyce and Showers (2002) and it consisted in:

- setting a target (short movies in the speaking skill with the 12th grade students).
- monitoring the implementations of innovations (short movies in the 12th grade English classes).
- data collection- represented both new behavior and departures from initial state.
- interpreting their effects on the students, to determine objectively at what level of intensity the students experienced a planned change.

Sixteen short films were utilized in this study, and semi-structured interviews were conducted with students at the beginning, middle, and at the end of the research. To boost the evaluation, an external observer, the institution psychologist, attended classes both at the start and at the end of the study. She provided opinions on the English teaching technique and completed an Observation Sheet after attending classes using short movies. The research involved iterative cycles of data collection and analysis, with adjustments and expansions to the original plan based on new insights. The research concluded upon reaching saturation, where no relevant current information could be found (Busetto et al., 2020).

Participants

The study was conducted at the Technical College “Gheorghe Asachi” Onești, Romania, a state high school, in a mixed classroom of 26 students, Technician in

Tourism-Intensive English qualification. The students, whose native language was Romanian, were selected to represent various speaking levels—beginner, intermediate, and advanced—providing a comprehensive perspective on the research.

Implementing the action plan

The research began by observing a lack of speaking skills among 12th-grade students in English classes. From the beginning there was noticed a lack of interest and participation in the English classes, the students becoming distracted, uncommunicative, non-participative.

Other studies were consulted and referred to see if this was an isolated problem or more common, and it was discovered that this problem was also found in other schools and countries around the world. Through the literature review it was perceived the “lack the bravery to speak” (Masruddin, 2018, p. 283), the fact that the students “keep quiet in the classroom” (Rao, 2018, p. 11), that they were “unable to develop their ideas” (Lase, 2020, p. 2356), that the students are passive learners, that they do not show enthusiasm (Nuraeni, 2018; Pitaksuksan & Sinwongsuwat, 2020), the language practice is reduced to short sentences and short speech patterns ; that they feel shy, nervous, stressed, not confident, afraid of making mistakes (Shen & Chiu, 2019) when it is about using a traditional way of teaching, that they are passive, demotivated (Nuraeni, 2018; Pitaksuksan & Sinwongsuwat, 2020), showing no enthusiasm and being reluctant to speaking (Hamidi & Benaissi, 2018; Rimi, 2016). Based on these findings, it was planned to use short films as a didactic tool to improve English speech (Chaya & Inpin, 2020; Khalil& Semono-Eke, 2020; Metruk, 2018; Sarifa, 2020).

The first-time use of short movies in class captivated students, enhancing attentiveness and active involvement. While, initially, not all actively participated in speaking activities, all students showed visible engagement through facial expressions and nods, fostering a supportive atmosphere. In the second class, another everyday real-life short movie was selected. Students, including those less communicative, displayed interest and curiosity. Even non-communicative students expressed opinions, some in brief, simple sentences, and others attempted to share their thoughts, occasionally using Romanian words while seeking help from peers or the teacher. Their willingness to speak and engage indicated effectiveness of this method. The first semi-structured interviews were applied to the students to see their reactions to this innovative approach. Then another cycle began and so on until 16 short films were completed. In the following classes the students showed enthusiasm, they waited with curiosity and enthusiasm for the public speaking classes, getting more involved, being more participative, spreading the motivation and satisfaction of speaking to the whole class. The results obtained coincided with other studies that show that the students “feel less bored by the motivation-stirring methods” (Lin, 2020, p. 6), it boosted general confidence and self-esteem (Alshenqeeti, 2018). “The students enjoy the lesson more because they feel like having a different situation than usual”; they “were able to see how foreigners speak English properly and correctly” (Meinawati & Rahmah, 2020, p. 1). Using movies made “learning English more fun”, they “were actively involved”, “so interactive and willing to express opinions” (Kabooha, 2016, p. 253), they enjoy watching movies while they are taught English (Himmayati, 2017). The researcher completed observation sheets after each class, a pedagogical

diary was written, and an outside observer, the school psychologist, participated in the observation of class reactions.

Data collection methods

In qualitative research, researchers play a crucial role by sharing their subjective experiences and insights from the field, incorporating reflexivity into their role (Gibbs, 2012). The active involvement included collecting all relevant data in the investigation (Merriam & Tisdell, 2016). Data from observations, semi-structured interviews and pedagogical diary were used.

Observation

There were two types of observers: the participant observer and non-participant observer. In participant observer, the researcher existed as a member of the subjects of the study while observing and keeping notes of the characteristics. The non-participant observer attended a couple of classes in which short movies were used and recorded her own opinions regarding students' attitude.

The pedagogical diary

A narrative written from a theoretical perspective (Monsalve & Pérez, 2012), was used to record essential details for drawing final conclusions, capturing pedagogical practices throughout the study.

Semi-structured interviews

Were employed to collect qualitative data at three key stages of the research: at the beginning (to gauge students' opinions), during (to understand students' perception) and at the end (for evaluation and final considerations).

Data analysis

Glaser model was used in collecting and interpreting the data (González de Flores & Hernández Gil, 2000). It had

three phases: (1) Encryption phase (anonymizing the data, protecting participants' identities); (2) Codes and Description (codes were given to the most significant segments of data, organizing them in categories, subcategories, themes, making easier to identify and analyze them); and (3) Recodification, Recategorization and Interpretation (simplifying existing codes, reorganizing data into new categories for better analysis, deriving meaning, and explaining the meaning).

In the first phase, the information was prearranged into codes (each student's name was coded, the number of the semi-structured interview was marked, a code was also given for the representative idea from the interview and the line it appeared in the script of the semi-structured interview). Thus, codes like *old-fashioned*, *difficult*, *boring* or *involved*, *interesting*, *curious* emerged from the students' semi-structured interviews. Researcher's and external observer's remarks were also coded and put into categories.

In the second phase of the process the information was organized into categories, subcategories, themes and codes, a description of the phase corresponding to the code properties or of the unit of the significance being given, according to the theme they fitted in.

In the third phase, the first step involved assigning descriptions to each code and theme based on the relevant category or subcategory (Category VII, SM, AOSM). In the second step, data were recorded, followed by recategorization and abductive analysis using a matrix. Any merges or modifications were documented in relation to the research questions. In the second part of the third phase of the Glater matrix the interpretation of the findings took place, according to encryptions and themes, descriptions and categories.

Triangulation, following Yin's approach (2016), was employed to enhance data integrity by seeking verification

through multiple sources. This involved semi-structured interviews, referencing studies by other researchers on the same issue, and incorporating personal and external observations. This method bolstered the research's integrity and facilitated a comprehensive understanding of the phenomena. Ultimately, data collection, interpretation, and conclusion-drawing marked the culmination of the research.

Trustworthiness

The study employed researcher's observations, semi-structured interviews, a pedagogical diary, and external records. Data were collected and analyzed to draw conclusions. Credibility was demonstrated by consistent results, and trustworthiness was confirmed by the alignment of data collection methods with research objectives. These methods were verified to ensure the validity of assessing the impact of short movies on students' English-speaking abilities. "A valid study is one that has properly interpreted its data, so that the conclusions accurately reflect and represent the real world that was studied" (Yin, 2016, p. 88). The researcher was concerned with adopting realist orientations, having in mind "whether another study, given the same lens or orientation, would have collected the same evidence and have drawn the same conclusions" (Yin, 2016, p. 88) as the ones reached in the current study.

Ethical considerations

Ethical rigor was respected, with honest data handling and adherence to moral principles, boosting researcher's credibility, enriching education understanding, and bolstering the study validity. The students voluntarily participated and the results were honestly reported. It ensured informed

consent, protecting confidentiality, minimizing harm, and maintaining continuous reflection on ethical issues.

RESULTS

Many researchers studied the effect of traditional ways of teaching and they mentioned students' unwillingness to speak (El Hannaoui, 2017), their demotivation (Nuraeni, 2018; Pitaksuksan & Sinwongsuwat, 2020) and their lack of enthusiasm (Hamidi & Benaissi, 2018; Lech & Harris, 2018; Meinawati, 2020; Pitaksuksan & Sinwongsuwat, 2020; Rao, 2019), their inability to express opinions (Meinawaty et al., 2020).

The majority of the students also considered students' books old fashioned, not updated to present time realities; they said that they felt bored, that those classes "don't let us show our creative side", we were "like a robot who reproduces from the memory". They admitted that that they were "not fully focused", that "we don't have a chance to express our opinion", referring to the fact that the subjects of discussion were not appealing to them or adapted to contemporary living contexts and situations, "not taking pleasure in participating", that "makes us not be able to pay so much attention after a few minutes of the class. The exercise and work sheets were very "static, "unattractive", "uninspiring", "monotonous", "repetitive" and "demotivating" (these are students' quotations from the semi-structured interviews).

On the other hand, the language used in short movies is „more natural than found in course-books, the fantastic visual aids understanding and the students like it" (Louw, cited by Madiyoh & Putro, 2018, p. 46.). "Many scholars have claimed that movies used in English as a Foreign Language (EFL) classroom can become an important part of the

curriculum” (Tajgozary, 2019, p. 158). They diminish the student’s boredom in practicing speaking and they inspire students (Ni’mah, 2019), thus they feel relaxed and enjoy the lesson (Agus et. al., 2020).

Short movies offered the students the possibility of debating. Thus, the majority of students admitted that they “started connecting to one another”, “It is the connection that is formed between the students and teacher”, that they were “curious about the story”, “extremely curious”, that “everyone was willing to participate”, “Short movies motivate me to share my opinions, “Each of us wants to express our own opinions” and “even people who are not confident in their skills, they talked “, “Even those who don’t talk much in class want to share their opinion”, they enjoying the “discussions and opinions based on the issue and the videos. “It induces a good atmosphere in class”: “I’m still thinking about the video and how it made me feel”, “It is wonderful with videos” having “a strong emotional impact” and the majority of them acknowledged that that they felt encouraged to speak: “It definitely encourages us to speak, even if we are shy or, I don’t know, maybe not confident enough in our English skills”.

The external observer found the use of short movies to be efficient. Students displayed confidence in their skills, expressed opinions on lesson topics, and felt comfortable sharing their thoughts. They occasionally asked for help with English sentences, collaborated with each other and the teacher, and showed motivation to reevaluate their life values.

Researchers had previously identified communication issues, finding traditional methods ineffective (Metruk, 2018, Bray, 2019, Meinawati et.al, 2020). They discovered that short movies could effectively enhance speaking skills in English classes. The current research supports this,

concluding that short movies are indeed a valuable tool for learning spoken English.

DISCUSSIONS

The moment short movies were mentioned as a teaching tool for the development of the lesson, it caught the students' attention, they became curious, they were in expectancy, "awaited the short movie with excitement" and looked happy, enthusiastic. The atmosphere was friendly, encouraging, relaxed and appreciative. They did not look bored, tired, stressed or tense anymore, but they were cooperative and ready to help their classmates whenever they needed, being confident and satisfied that their ideas were expressed, listened, appreciated. It was not necessary to be named in order to answer, but they raised hands and even interrupted their classmates in their drive to express their perspectives on the subject, as they formed in their minds certain ideas which they wanted to express and debate: "we wanted to prove our point" as one student said. They showed willingness to involve, to make themselves listened, to find solutions to certain problems, "All of them commented on the people's behavior regarding the situation and the change of the situations". Even the students who were usually silent felt comfortable to speak, even if, at the beginning, in only some truly short and simple sentences. The atmosphere was peaceful, full of empathy, "empathy with the main characters could be seen on their faces", self-belief and understanding. The English classes became awaited and enjoyed so much that the students asked for more other classes in which short movies were to be used. They shared with the other teachers or schoolmates their experiences and they talked very enthusiastic about their new way of being taught. They did not feel the process of learning, but

the results and the school breaks seemed to come much sooner as they expected, all of them being participative and cooperative. Thus, the classes were more like a friendly meeting of problem solving, a studying English meeting in a pleasant, appreciative agreeable, practical beneficial method. They even thought of the students who were absent as not being offered an opportunity for debating and expressing opinions, thus showing empathy and selflessness: “The students asked to extend the activity for the following class in order to offer their colleagues who were absent the opportunity of sharing messages and good thoughts for the day”. They “were excitedly awaiting the English-speaking class as they knew a new short movie would be used” and “felt free to express opinions”.

The observer noted students’ interpretative and critical thinking engagement, expressing opinions based on feelings and enjoying relating short movies to their lives. The atmosphere was respectful, collaborative, friendly, and enjoyable; she concluded that using short movies in class benefited students’ English-speaking abilities with immediate, spontaneous, and direct feedback.

Students improved self-correction and performance after assistance, indicating enhanced self-assessment and error identification. Participants praised the innovative use of short movies, citing it as a positive departure from traditional methods, breaking routine, and fostering a meaningful student-teacher connection. One participant preferred short movies, highlighting the subconscious language learning experience and its positive impact. Despite the teacher’s responsibility in selecting relevant short movies, aligned with the curriculum and student interests, the study concludes that the effort is worthwhile. The external observer recorded that “the students showed willingness to express their opinions” it was noticed in students a development of

their performance after receiving the requested help, as well as an improvement of their ability of self-assessing, of identify their needs and speech errors” and “Thus, this method of using short movies in class proved to be welcomed and beneficial for the students’ ability of speaking in English”.

CONCLUSIONS

From the findings that were organized into themes and categories, some conclusions could be inferred, findings that transcended the carried-out research. The first category that was named: *Classical ways of teaching* (Themes: Old-fashioned, Repetitive, Based on memory, Boring, Unattractive), seemed to indicate that teaching required a drastic change in teaching strategies in general and in the learning of English in particular.

As the investigation progressed, during the semi-structured interviews with the students, the majority expressed strong opposition to textbooks and worksheets. However, three interviewees from the advanced group (those who demonstrated good grammar knowledge, a rich vocabulary, and strong communication skills) acknowledged some utility in textbooks. They indicated that textbooks were effective for learning basic English patterns and correct grammar, but they viewed short movies as more efficient for developing English- speaking skills.

Students seek technology integration in education due to the inadequacy of traditional materials in a changing society. Schools must adapt teaching methods for the benefit of future students amidst widespread multimedia interactions. In this context, it was interesting to learn why students rejected traditional English learning materials. They fundamentally rejected books, including worksheets or assignments, because they considered them to contain too much

information and found them unmotivating. Indeed, studies confirm that today's students have shorter attention spans and struggle with concentration when using books, often feeling stressed, demotivated, anxious, and even experiencing mental blocks (El Hannoui, 2017; Hamidi & Benaissi, 2018; Lase, 2020; Lech, 2018; Lin, 2020; Meinawati et al., 2020; Rao, 2019; Torro, 2018). It seemed logical to infer that information-saturated books did not stimulate students' interest, especially when it did not reflect their own reality in their city, neighborhood, or school (Ali et al., 2019; Hamidi & Benaissi, 2018; Khan et al., 2018; Pitaksuksan & Sinwongsuwat, 2020; Shen & Chiu, 2019). Difficulties in understanding English grammar in a decontextualized manner and encountering unfamiliar vocabulary further hindered their ability to express themselves orally. Other contributing factors included repetitive exercises and rote memorization, leading to feelings of restlessness. In summary, students expressed that "books do not captivate us in any way" and felt like "robots reproducing from memory".

The *Learning Environments* category (*Themes: Non-participative, Boring, Noisy, Losing interest*) highlights the need for engaging educational settings (Trisca, 2023). Traditional English class environments negatively impact learning due to being unattractive and boring, inducing stress with noise and distractions. Capturing students' attention is crucial, as lack of engagement leads to discomfort. Creating an environment conducive to interest and intrinsic motivation is the teacher's primary task for effective learning (Alluri, 2018; Bray, 2019; Hamidi et al., 2018; Lech & Harris, 2018; Meinawati, 2020; Nuraeni, 2018; Pitaksuksan & Sinwongsuwat, 2020).

Another interesting category was *Traditional versus new* (*Themes: Attitude swift, Not bored anymore, More*

involved, Connected, Catch attention, Curious about the story, Enthusiasm). Current pedagogical innovation promotes new practices, events and actions to occur in the classroom because students are accustomed to this type of things. The world of art, hobbies and other youth activities that appeal to challenges are strongly influenced using technological resources, therefore, the youth mentality tends to reject those practices that occur within a classroom and that have remained almost unchanged for at least 150 years.

Next, there were explored the ways the students perceived a learning environment based on the introduction of short films as triggers for educational action and with the aim of getting them to speak in English. Previous studies found that videos offered the proper environment for developing speaking (Bray, 2019; Chaya & Inpin, 2020; El Hannoui, 2017; Khalil & Semono-Eke, 2020; Lech, 2018; Tajgozari, 2019).

When, at the end of the research, the students were asked which method of teaching English speaking they preferred, they all chose the method of using short films. They confessed that “I definitely prefer short films”), “I would definitely choose the modern form, short films”. None of them saw disadvantages in using short films in teaching English speaking: “I don’t see weaknesses at all”, “I only see strengths”. Most of the interviewed students perceived that the material used in traditional classes did not adapt to the real needs they had in a society that changed drastically in the last years. In fact, the introduction of technology in school is now out of the question, it becomes an indispensable procedure, especially knowing that, for today’s students, the use of multimedia materials are elements with which they usually relate. In other words, school must change its teaching methodologies if it hopes to have influence on the education of the future students.

Another category, *Visual and educational elements* (*Themes: Pronunciation, Body language, Intonation*) was established to assess the impact of short films on students' oral expression in English. Students emphasized the significance of auditory and visual elements in enhancing pronunciation, intonation, and vocabulary. Watching the short films improved the use of non-verbal communication, including gestures and body language, known to convey messages more effectively than words alone. This aspect was also mentioned by previous studies (Chaya & Inpin, 2020; Masruddin, 2018; Meinawati et al., 2020; 2018; Tajgozari, 2019; Torro et al., 2018).

And perhaps the most important thing which was noticed was how educational and training messages regarding values were assimilated by students in a more natural way, allowing them to discuss them with their peers and with teachers, using the English language as a means of communication (*Themes: Real life problems, Educational*).

Regarding drawbacks of short films, the interviewees emphasized the need for teachers to select films carefully to align with educational objectives. The current abundance of educational videos has lessened this concern, reducing the time needed for selection.

Nevertheless, the students seemed to have enjoyed the classes that used short films (as it was noticed in the Category: *Atmosphere in classes with short movies* and in the Themes: *Catch attention, Discuss more in class, So much enthusiasm, Involved, Say opinions, Fun, Stimulate creativity, Encourage to speak, Gave confidence, Develop vocabulary*) and mentioned not only the friendly and enthusiastic atmosphere, but also the improvements they made in communication in English. If, in the beginning of the implementation of short movies in class they were more "curious about the story", "extremely curious", "very interested",

“extremely attentive”, “started paying so much attention”, “I feel like participating”, “getting involved”, in the end of the research they clearly expressed their preference for short movies as a didactic method of developing the English classes (“prefer short movies”) “I’m definitely going for the short movies”, “I would definitely choose the modern way, short movies” because they “helped me to improve my diction”, “they are very helpful”, “help us to improve our vocabulary, pronunciation”, “we have a lot to learn from them”, “I feel that I learn English even without being aware of this”. The students also concluded that “all of us have learned more”, that “we remember what we learned over time”, that “it definitely helps us probably more than just, uh, textbooks and exercise”.

In conclusion, short films are a beneficial way to improve the English-speaking ability of students of all ages, they are authentic sources for learning the English language, they can be used effectively to improve speaking ability, and they provide good contexts for language learning.

REFERENCES

- Agus, L., Asmawati, N., & Dakhalan, A. M. (2020). Improving speaking ability by using short movies at eleventh grade students of SMA Negeri 5 Palu. *Datokarama English Education Journal*, 1(1). <https://doi.org/10.24239/dee.v1i1.1>
- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: Adult English language learners’ perceptions. *Theory and Practice in Language Studies*, 8(12), 1567. <https://doi.org/10.17507/tpls.0812.01>
- Ali, J. K. M., Shamsan, M.A., Guduru, R., & Yemmela, N. (2019) Attitudes of Saudi EFL learners towards speaking skills. *Arab World English Journal*, 10(2), 253–364. <https://dx.doi.org/10.24093/awej/vol10no2.27>

- Alluri, P. (2018). Enhancing English language teaching through films in general foundation programs. *Arab World English Journal*, 1, 146–154. <https://doi.org/10.24093/awej/mec1.11>
- Alshenqeeti, H. (2018). Technology in the language classroom: how social media is changing the way EFL is taught. *Arab World English Journal (AWEJ), Special Issue on CALL*, (4). <https://dx.doi.org/10.24093/awej/call4.5>
- Bray, E. (2019). Using movies in the foreign language classroom: The movie journal approach. *Language Teacher*, 43, 9. <https://jalt-publications.org/sites/default/files/pdf-article/43.4tl-art2.pdf>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2, 1–10. <http://doi.org/10.1186/s42466-020-00059-z>
- Chaya, P., & Inpin, B. (2020). Effects of integrating movie-based mobile learning instruction for enhancing Thai university students' speaking skills and intercultural communicative competence. *English Language Teaching*, 13(7), 27–45. <https://doi.org/10.5539/elt.v13n7p27>
- El Hannaoui, A. (2017). Mending students' speaking deficiencies in Moroccan EFL classes. *Arab World English Journal*, 8(1). <https://dx.doi.org/10.24093/awej/vol8no1.27>
- Elliot, J. (1991). *Action research for educational change*. McGraw-Hill Education (UK). <https://another-roadmap.net/articles/0002/0968/elliott-action-research-for-educational-change-1991.pdf>
- Gao, N., Chen, Y., & Bai, Y. (2022). Optimization design and implementation of smart multimedia college English classroom integrating internet of things technology. *Wireless Communications & Mobile Computing*. <https://doi.org/10.1155/2022/7516797>
- Gezer, E., T. (2020). *The influence of education-themed movies on pre-service teacher's perception of effective teacher attitudes and personal-professional attributes*. [Doctoral dissertation, Middle Technical University]. <http://etd.lib.metu.edu.tr/upload/12625037/index.pdf>
- Gibbs, G. (2012). *Qualitative data analysis in qualitative research* (Vol. 6). Morata Editions.

- González de Flores, G. & Hernández Gil, T. (2000). *Analysis and interpretation of information in qualitative research*. UPEL- IPB, Subdirectorate of Extension, Office of Promotion and Dissemination.
- Hamidi, B., & Beinaissi, F.B. (2018). The authenticity of the Algerian English textbooks: The case of third year high school textbook “New Prospects”. *Arab World English Journal*, 9(3), 406–417. <https://dx.doi.org/10.24093/awej/vol9no3.27>
- Himmayati, I. M. (2017). *The use of retelling short movie technique to improve the students’ speaking mastery (A classroom action research at the first grade of man Tenganan in the academic year 2016/2017)*. Teacher Training and Education Faculty State Institute for Islamic St. <http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/1676>
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (Vol. 3). Association for Supervision and Curriculum Development. <https://wsassets.s3.amazonaws.com/ws/nso/pdf/1a3be2d27c443973295d89b2d7b23bf2.pdf>
- Juan, C., & You, Q. (2021, May). Research on the application of computer multimedia technology in English education and teaching. *Journal of Physics: Conference Series*, 1915(3), 032018. IOP Publishing. [doi:10.1088/1742-6596/1915/3/032018](https://doi.org/10.1088/1742-6596/1915/3/032018)
- Kabooha, R. H. (2016). Using movies in EFL classrooms: A study conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248–267. [doi:10.5539/elt.v9n3p248](https://doi.org/10.5539/elt.v9n3p248)
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. <https://doi.org/10.1007/978-981-4560-67-2>
- Khafifah, L. (2018). The effect of short film to the student’s speaking ability at the tenth grade of SMK TI PELTINA Nusanatara Kediri in the academic year 2018/2019. *Simki-Pedagogia*, 02(03). <http://simki.unpkediri.ac.id/detail/14.1.01.08.0088>

- Khalil, L., & Kholofelo Semono-Eke, B. (2020). Appropriate teaching methods for general English and English for specific purposes from teachers' perspectives. *Arab World English Journal (AWEJ)*, 11(1). <https://dx.doi.org/10.24093/awej/vol11no1.19>
- Khan, R. M.I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Ghulam Mustafa (2018). The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal*, 9(1). <https://dx.doi.org/10.24093/awej/vol9no1.28>
- Kusumawati, E. (2019). The effect of watching English movies with subtitles on ESP students' content and vocabulary comprehension. A study conducted at an Indonesia polytechnic Engineering. *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series*, 2(2). <https://jurnal.uns.ac.id/seeds/article/view/27514>
- Laiya, R. E. (2020). Application of critical thinking on the social media (case study comments and statuses on Facebook about miss tourism competition on West Nias). *Journal of Physics: Conference Series* 1477, (4), 042002. IOP Publishing. https://www.researchgate.net/publication/340652909_Application_of_Critical_Thinking_on_the_Social_Media_Case_Study_Comments_and_Statuses_on_Facebook_about_Miss_Tourism_Competition_on_West_Nias
- Lase, F. (2020). Developing the students' ability in speaking through mind movies strategy in class XI OTKP at SMK Negeri 1 Gunungsitoli Barat in 2019/2020. *Didactik*, 14(1), 2356–2362. [doi:10.1088/1742-6596/953/1/012035](https://doi.org/10.1088/1742-6596/953/1/012035)
- Lech, I. B., & Harris, L. N. (2018). Language learning in the virtual wild. *Teaching Language and Teaching Literature in Virtual Environments*, 39–54. https://doi.org/10.1007/978-981-13-1358-5_3
- Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*, 5, 6) <https://doi.org/10.14738/assrj.56.4627>

- Lidawan, M. W. (2019). Skills integration in film & technology-based inputs: teacher's general perspectives. *European Journal of English Language Teaching*, 4(4). doi:0.5281/zenodo.2591558
- Lin, G. H. C. (2020). English teaching and learning pedagogies by songs, movies, games and cell phones. *Online Submission*, <https://files.eric.ed.gov/fulltext/ED603426.pdf>
- Madiyoh, R., & Putro, N. H. P. S. (2018). The effectiveness of authentic short movies in enhancing students speaking skill. *International Journal of English Literature and Culture*, 6(3), 44-49. <https://doi.org/10.14662/IJELC2018.030>
- Masyitoh, N. F., Malihah, N., Risdianto, F., & Guritno, A. (2019, December). Video as educational multimedia to teach English speaking. *Journal of Physics: Conference Series*, 1339(1), 012118. doi:10.1088/1742-6596/1339/1/012118
- Masruddin, M. (2018). The efficacy of using short video through group work in teaching speaking to Indonesian English as foreign language (EFL) students. *Arab World English Journal*, 9(3), 282–293. <https://doi.org/10.24093/awej/vol9no3.19>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N. (2020). Increasing English speaking skills using Youtube. *Polyglot: Jurnal Ilmiah*, 16(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>
- Merriam S., & Tisdell E. (2016) *Qualitative research: A guide to design and implementation*. Jossey-Bass. <https://www.scirp.org/reference/ReferencesPapers?ReferenceID=2631333>
- Metruk, R. (2018). The effects of watching authentic English videos with and without subtitles on listening and reading skills of EFL learners. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2545–2553. <https://www.ejmste.com/download/the-effects-of-watching-authentic-english-videos-with-and-without-subtitles-on-listening-and-reading-5451.pdf>
- Mertler, C. A. (2019). *Action research: Improving schools and empowering educators*. Sage. <https://methods.sagepub.com/book/action-research-5e>

- Monsalve, A., & Pérez, E. (2012). The pedagogical diary as a tool for research, *Educational Inventory*, 60, 117–128. <https://dialnet.unirioja.es/descarga/articulo/5163235.pdf>
- Ni'mah, S. N. (2019) *The influence of frequency of students' watching English movies on their speaking ability*. [Undergraduate (S1) thesis], UIN Walisongo. <https://eprints.walisongo.ac.id/id/eprint/10534>
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, 3 (1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Nuraeni. (2018). Using audio visual material to enhance students' speaking skills. *TEFLIN International Conference*, July, 65, (2), 132–140. <https://ojs.unm.ac.id/teflin65/article/view/132-140>
- Okar, N., & Shahidy, S. H. (2019). Using pictures of movie conversations with input enhancement in subtitles for developing speaking of Iranian EFL intermediate learners. *International Journal of English Language & Translation Studies*, 7(3), 93–104. <http://www.eltsjournal.org/archive/value%20issue3/10-7-3-19.pdf>
- Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *Eltin Journal, Journal of English Language Teaching in Indonesia*, 7(2), 43–53. <http://ejournal.stkipsiliwangi.ac.id/index.php/eltin/article/view/1327>
- Pine, G. J. (2009). Teacher action research: Collaborative, participatory, and democratic inquiry. *Teacher Action Research: Building Knowledge Democracies*, 29–62, Sage. <https://doi.org/10.4135/9781452275079.n2>
- Pitaksuksan, N., & Sinwongsuwat, K. (2020). CA-informed interactional feature analysis of conversations in textbooks used for teaching English speaking in Thai secondary schools. *English Language Teaching*, 13(7), 140. <https://doi.org/10.5539/elt.v13n7p140>
- Rao, P. S. (2018). The role of teachers in developing speaking skills in English language classrooms. *ACADEMICIA: An International*

- Multidisciplinary Research Journal*, 8(12),
<https://doi.org/10.5958/2249-7137.2018.00068.x>
- Rimi, R. N. (2016). Effects of showing movies in a speaking skills class in the context of Bangladesh. *International Journal of Current Research*, 8(06), 33716–33722. https://www.researchgate.net/profile/Rezina-NazneenRimi/publication/326579620_Effects_of_Showing_Movies_in_a_Speaking_Class_in_the_Context_of_Bangladesh/links/5bd2add692851c6b278f3d5f/Effects-of-Showing-Movies-in-a-Speaking-Class-in-the-Context-of-Bangladesh.pdf
- Sarifa, N. (2020). Enhancing EFL learners' English proficiency and intelligence by implementing the eclectic method of language teaching. *Arab World English Journal*, 11(1), 103–113. <https://doi.org/10.24093/awej/vol11no1.9>
- Shen, M., & Chiu, T. (2019). EFL learners' English-speaking difficulties and strategy use. *Education and Linguistics Research*, 5(2), 88. <https://doi.org/10.5296/elr.v5i2.15333>
- Stringer, E. T., Christensen, L. M., & Baldwin, S. C. (2010). *Integrating teaching, learning, and action research: Enhancing instruction in the K–12 classroom*. Sage, <https://doi.org/10.4135/9781452274775>
- Tajgozari, M. (2019). The effect of watching captioned TV series on speaking accuracy of Iranian advanced EFL learners. *Global Journal of Foreign Language Teaching*, 9(3), 157–166. <https://doi.org/10.18844/gjflt.v9i3.4221>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110. <https://doi.org/10.5539/elt.v12n1p110>
- Trisca, J. (2023). *The development of competencies: strategies for the classroom, part 1*. South American Publishing House Association.
- Xiao-Pang, G.N., V., & Khapre, S. (2021). Multimedia-based English teaching and practical system. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2021.101706>

Yin, R. K. (2016). *Qualitative research from start to finish* (2nd ed.). The Guilford Press. <https://eli.johogo.com/Class/Qualitative%20Research.pdf>

Acknowledgements

I am deeply grateful to Dr. Jorge Trisca for his invaluable guidance, support, and encouragement. His feedback and commitment to excellence were crucial, and his patience inspired me to persevere. This work would not have been possible without his mentorship.