

ENGLISH MOVIES AS AUDIOVISUAL RESOURCES TO IMPROVE SPEAKING SKILLS

LÓPEZ LÓPEZ JACQUELINE ELIZABETH¹, CAMPOVERDE LÓPEZ JOHNNY SEGUNDO¹, BONILLA TENESACA JOSUE REINALDO²

¹ University of Guayaquil, Ecuador

² Universidad Bolivariana del Ecuador, Ecuador

KEYWORDS

English movies
Audiovisual resources
Speaking skills
Language teaching
EFL

ABSTRACT

This investigation was action research carried out at a public university in Ecuador, where the intervention lasted four months with preservice teachers at the B1 level, from twenty to thirty years old. This study aimed to explore the effect of the routine of applying audiovisual resources, such as watching movies during students' free time, to focus on vocabulary learning, pronunciation improvement, and listening and speaking development. A fifteen-question survey was applied to analyze how beneficial this extracurricular activity was, along with the field notes. Results showed that movies were an attractive element as they provided exposure to natural language, cultural knowledge, expanded vocabulary, and offered more opportunities to listen to the real language and comment on what was observed; participants also felt confident about interacting and participating in classes showing their progress in listening comprehension and oral production which gave the necessary criteria to answer the research question.

Received: 16 / 06 / 2025

Accepted: 20 / 09 / 2025

1. Introduction

Traditionally, learning has been developed through theories and principles following specific rules and structures and in accordance with social needs and strengths. However, learning English in a country where it is not the official language implies a series of difficulties in developing productive skills. One factor to consider is that some students do not have the opportunity to use the target language every day or practice it outside of the classroom and may feel unmotivated and stop learning (Harmer, 2005; Lewis, 1975). They are so afraid of making errors that they hardly speak English during class, making them more receptive than active learners. For some students, the coordination of ideas in the target language becomes a significant difficulty, and sometimes, they get confused and blocked when communicating in English, which limits their improvement in their speaking skills. Considering many factors that affect students' ability to speak in the classroom, even if the teachers try to integrate them and make them participate with simple questions or short interventions, the results are not the ones that were expected in adult learners. Teachers tend to speak more than students during sessions when they are frustrated, which can create a more receptive class environment.

The development of speaking skills is more complex than it seems; it is necessary to consider the place and people who are communicating. As Richards and Renandya (2002) mentioned, "When we use casual conversations, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends" (p. 201).

The researchers agree with the authors on the importance of oral communication, which is the key to human interaction. For good communication, it is necessary to be relaxed and comfortable and have good listening comprehension, which enables appropriate oral production in any circumstance. The researchers undertook a project using practical action research to achieve their goals. The study considers the autonomy and experience of the individuals involved in making decisions, including data collection and analysis.

Learning English in a country where English is not the official language is essential but not the most critical part of the curriculum because, for learners, it involves a series of difficulties in developing receptive and productive skills. One factor to consider is that some students do not have the opportunity to use English and practice in their daily lives outside the classroom and can feel unmotivated in class; consequently, they do not demonstrate an interest in learning and producing it. This situation could be very frustrating for English teachers, who will identify that the most significant difficulty for their students is working with productive skills when they must apply what they have already learned.

This study was conducted at Universidad de Guayaquil, a state university in Ecuador. The researchers are members of this institution. The specific career where the study was applied is Pedagogy of National and foreign languages, where students are given special training to be English teachers. The participants of this study were students who belonged to one of the English courses and enrolled in the third semester, B1 level. The researcher applied the intervention based on the course's number of periods. There were 35 students in this class, but only 15 preservice teachers who were between twenty and thirty years old agreed to participate in the study. The problem under investigation concerns how authentic videos influence B1-level English students' listening comprehension and speaking skills. This study also addressed the weaknesses and challenges in the current language learning environment that prevent preservice teachers from improving their oral communication.

The English program for future English teachers at Universidad de Guayaquil is organized in accordance with international standards in the Common European Framework, starting from A1 to B2, one level for each semester. The investigation participants received online classes in the morning section every day, 13 hours per week. Professors try to develop Receptive and Productive Skills through the university platform, where they have to practice different activities during sessions in contact with the professor and autonomous tasks, which will help them to apply and practice what was learned previously in classes.

This research is focused on observing how the application of extracurricular activities can increase oral production in adult English classes. The researchers establish the connection between

Ecuadorian adults learning English and their ability to converse orally in English through watching movies or series in English regularly during their weekends, which will increase their listening comprehension and oral production during their English classes. The development of speaking skills is more complex than it seems; it is necessary to consider the place and people who are communicating.

The researchers agree with the authors on the importance of oral communication, which is the key to human interaction; for good communication, it is necessary to be relaxed and comfortable and have good listening comprehension, which enables appropriate oral production in any circumstance. They are so afraid of making errors that they hardly speak English during class, making them more receptive than active learners. Grown-ups tend to experience unease and prefer to be entirely confident in their words before answering or participating in class. For some, the coordination of ideas in the target language becomes a significant difficulty, and sometimes, they get confused and blocked at the moment of their oral participation, which limits their improvement in their speaking skills.

Considering many factors that affect students' ability to speak in the classroom, even if the professors try to integrate them and make them participate with simple questions or short interventions, the results differ from those expected in adult learners. Teachers tend to speak more than students during sessions when they are frustrated, which can create a more receptive class environment. In other cases, students with the facility to express their ideas keep interacting constantly and do not give opportunities to those who need to do it.

This research aims to investigate diverse methods to encourage and retain adult students in universities in Ecuador, keeping them interested in the learning process and, more importantly, their participation in English classes. Adult students will showcase their ability to speak English. The researchers aim to investigate how the students can be self-motivated to improve their oral production in an English class in a public institution in Ecuador through the routine of watching English movies at home as autonomous tasks.

The authors focused the investigation on the following specific objectives which, after the intervention, the results reached the goals:

- Application of Audiovisual resources such as watching movies or series in English to learn more vocabulary, improve pronunciation, reinforce grammar, improve listening comprehension and oral production in English in adult English learners of Ecuador.
- Determine students' reactions when they can understand English tasks during English classes,
- Implementation of free activities such as watching movies or series in English during weekends that contribute to increasing students' oral production,

The researchers undertook a project using practical action research to achieve their goals. The study considers the autonomy and experience of the individuals involved in making decisions, including data collection and analysis. The purpose of this particular type of research is to enhance the professional practice of the researcher while also providing advantages to the institution where the study is being carried out.

This research is focused on the autonomous activity of watching and listening to English movies or series where the students have the opportunity to acquire clear pronunciation, increase their vocabulary, reinforce grammar structures, read subtitles in English to relate what they listen to with what they read, repeat the episode as many times as needed to clear up doubts, to infer meanings in a context, to check Spanish meaning if it is necessary, there are many advantages if they practice the activity regularly, minimum every weekend in the way that it becomes into a habit. As Thornbury (2005) states in his book *How to Teach Speaking*, "Real autonomy is only achievable if learners can cope on their own in their real world." (p. 108) in this way, the students feel free to work in this extra activity in their homes they are practicing by themselves using authentic materials in the new language.

2. Literature Review

The use of learning resources related to entertainment, such as movies, television series, and music, among others, has received much attention from second or foreign-language educators. For example, the qualitative study by Albiladi et al. (2018) explored English learners' perceptions regarding using films as English teaching and learning tools. According to the results, films are authentic language-learning sources for students and can effectively improve language skills, including speaking, listening, reading, vocabulary, and writing. Additionally, they are beneficial in terms of increasing cultural awareness. Alolaywi's (2023) study explored the effectiveness of watching movies as a method for acquiring the English language in university students. The findings showed that many students watch movies frequently and for various entertainment purposes. Nevertheless, they also admitted that movies helped them acquire a large amount of vocabulary, develop their listening skills, and improve fluency and mastery of the language and other aspects, such as culture, lifestyle, and ways of thinking.

2.1. Audiovisual Resources:

Learning media facilitates the delivery and absorption of learning materials (Diharjo et al., 2020; Fu et al., 2022; Mulyah et al., 2021). Using media as a tool in the learning process provides excellent benefits for students, which will positively impact students in this study. Movies and series in English are part of the topic of this study, which aims to find out whether watching movies and series in English can improve students' abilities and learning outcomes at the University of Guayaquil.

For students, it will be effortless to absorb the information provided because it is presented with attractive and clear pictures and visuals (Yulianto et al., 2019). In addition to watching or downloading movies or series, students can also practice what they learn; it becomes an easy and direct practice of the content being studied (Puspaningtyas & Ulfa, 2020). Watching movies and series will be considered a learning medium that can be applied to various students with the facility to choose the kind of movie or series they prefer, organize their time to watch them, repeat the episode or scene as many times as they need for a better understanding.

After the students have spent some free time watching movies or series, it is nice to have some activities to do. Since forcing them to be assessed about what they have watched can be disgusting or make them dislike continuing with this free and autonomous task, it would become attractive to share the resume with the other classmates and interact through questions. Put students into groups and have them tell the other students about their own experiences about what they have watched. After everyone has finished sharing with their group, ask for volunteers to share something about the movies with the whole class. These statements that the students provide can then be circled, lots of questions can be asked, and different students' movies or series can be compared, providing lots of comprehensible input to the students.

The lack of innovative educational resources, especially when it comes to adding real videos, such as TV series and movie clips, reduces the variety of teaching resources. Students' exposure to spoken English in everyday situations is restricted by this issue, which negatively affects their ability to improve as listeners. The way English is currently taught needs to effectively connect English learning to the topics and interests of B1-level students. This lack of personal engagement decreases students' motivation to interact with English language content, mainly speaking activities. Motivation can be improved when the students have the opportunity to watch real situations in which the language is used.

Walay (2022) explored the use of English films as a pedagogical tool in learning the English language. The study revealed that students often preferred English film genres as a tool for learning the language. The preferred genre for these participants was comedies. Furthermore, they perceived and considered integrating films in English as an effective tool to improve pronunciation, which was expressed and rated as very effective. Rashdan et al. (2023) investigated the perceptions of English films as a second language acquisition tool and the effects of exposure to the English language skills can be developed through watching English films, which can help improve both productive and receptive skills. The findings demonstrated the positive effects of exposure to the English language through English films and a favorable correlation between exposure to the English language through films and improvement in language skills, mainly listening and speaking skills.

2.2. Audiovisual Resources and Motivation

Nurmala and Aminatun (2021) indicated that using cinema and movies in the teaching and learning process motivates students to learn English vocabulary. Therefore, they investigated the students' perceptions of using films to improve this domain. The findings revealed positive perceptions towards using films in English classes since students felt that this medium helped them improve vocabulary acquisition, a necessary element in conversations or writing. Katemba and Ning's (2018) study revealed that most students responded positively to subtitled English movies to improve new vocabulary.

Hassen (2016) examined the attitudes of EFL students and teachers towards integrating English films were used in their classes as a tool for developing students' language skills. The study's findings indicated that both students and teachers had positive attitudes toward using films in their classes to improve students' language skills. Furthermore, well-selected film materials could enhance the language learning process and increase the motivation to learn the target language. According to Rudolf (2022), as an example of authentic input, the video or film provides a natural context for conversations between students and the teacher in class. Students often want to share their opinions about the characters or events from the movie. Furthermore, his study showed a significant difference between the English-speaking proficiency of students taught using films and those taught using a conventional method. Chaya and Inpin (2020) investigated the effects of film-based mobile learning instruction on improving oral skills and intercultural communicative competence and the attitude of university students towards this approach. The results revealed that film-based mobile learning instruction developed college students' English-speaking skills and intercultural communicative competence. They also showed a positive attitude toward implementing this approach in the English classroom.

Movies as audiovisual resources are learning media that facilitate the delivery and absorption of the target contents since they are presented with attractive and clear images and visual elements (Diharjo et al., 2020; Mulyah et al., 2021; Yulianto et al., 2019). Movies or series also allow students to practice what they have learned outside the context of class (Puspaningtyas & Ulfa, 2020). The most interesting for the learners is to discover themselves and their continuous progress, which motivates them because their comprehension gradually increases. On the other hand, this practice is not an obligation in the kind of film, time to watch it, or task to be forced to complete because they were free to organize by themselves.

As stated by Sweet (1899), the use of authentic videos could be more effective for acquiring listening skills than traditional audio: "Natural, idiomatic texts have an important advantage over artificial 'methods' or 'series' in that they accurately capture every aspect of the language. On the contrary, artificial systems tend to result in the near-total repetition of some vocabulary, grammatical constructions, and word combinations, at the expense of other, perhaps even more, essential elements" (p. 177).

According to these concepts, terms such as "authentic", "genuine", "real" or "natural" come to our minds. From the teacher's perspective, we must consider whether the classroom material fits the learning purpose to produce learners who can communicate effectively in the target language. One main principle of communicative language teaching is to make real communication the focus of language learning. Students need the language to communicate in the real world, and authentic videos provide opportunities to discover communication in a real and natural environment.

Castro (2009) highlights that using authentic materials such as videos can be highly effective for language learning, as they are created for native speakers and allow EFL learners to acquire expressions, collocations, and grammatical forms that help them interact in a variety of real-life contexts.. Finally, Gilmore (2007) adds, "the most useful point of a film is that learners naturally acquire the sense of 'language in action' in the target language." (pp. 44-46)

Thanajaro (2000) emphasizes that authentic videos in ESL or EFL classes enhance learners' motivation, which plays a key role in language acquisition, and that the desire to achieve a goal encourages students to invest time and energy in the learning process. That is why Harmer (2015) established that "The desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act" (p.20).

Students can connect the words they hear with visuals when they watch authentic videos. Additionally, by providing a real-life scenario, this kind of audiovisual resource can give students a taste of authentic, contextualized language, including culture and colloquial expression. So, acquiring a

language through the use of audiovisual tools not only provides language skills but also cultural knowledge. Students are motivated by authentic materials because they bridge the gap between the classroom and the outside world. Foers (2011) believes that many students report that they understand what is in the coursebook but not what 'real' English speakers use.

2.3. Speaking Definitions

Human beings have the natural ability to express themselves orally, which constitutes one of the most essential and valuable capacities for communication between humans in a society. Speaking is a crucial communication skill involving our full attention and sometimes using other senses, such as sight. Bailey and Nunan (2005) emphasized that children learn their first language naturally by listening and repeating words, while they learn their second language by interacting with people. For this reason, communicative language teaching has been well welcomed because the target language can be learned through interaction. Therefore, the teacher focuses on students communicating with their classmates and actively participating (Schütz, 2014).

Lee (2018) defines speaking skills as the ability to efficiently communicate verbally and the ability to express thoughts and ideas clearly and coherently. Admittedly, speaking skills are crucial not only for language acquisition but also have much importance in every aspect of students' lives. They are considered a fundamental component of human communication. As mentioned, speaking skills are intricately linked to social interactions, professional settings, and everyday life. It could be argued that possessing strong speaking skills demonstrates mastery of grammar and vocabulary. A skilled speaker can use the proper words to construct grammatically correct sentences. It is evident that a person's capacity is high when they can improve communication by making it more relatable (Fu et al., 2022). To emphasize the importance of speaking in a social environment, Brown (2021) established that it is not just about expressing ideas orally but also about aspects such as pronunciation, fluency, accuracy, and vocabulary.

Speaking Skills are considered key communication skills, and they involve all our attention and sometimes the use of other senses, such as eyesight. Students are missing that specific part when they use the audio that comes with their books. The inadequate integration of audiovisual materials in English language classrooms limits students' ability to interact with authentic videos, which impacts their development of oral communication.

For students who are learning English, oral expression is a skill that can be challenging to acquire. It is one of the most difficult abilities to develop. Considering the different barriers they must face when they have to speak another language, it becomes really challenging because it is not only the comprehension of the meaning of new words but the pronunciation and the application of the words in the context, including the speaker and the accent.

This study will be focused on speaking skills; speaking is how to communicate the language itself, according to Nurmala and Aminatun (2021), speaking is oral communication and a two-way process between a speaker and a listener that requires active participation from both parties, speaking skills and receptive comprehension skills. Factors to consider in the speaker or sender are the accent, pronunciation, and intonation, which become a barrier to the receiver or listener's appropriate comprehension.

2.3.1. The Five Components of Speaking Skills that the authors considered during the intervention

2.3.1.1. Vocabulary acquisition

Nation (2013) defines vocabulary knowledge as understanding words' form and meaning and using them in various contexts. It is a fundamental aspect of language learning, especially when developing speaking skills. It involves not only recognizing the word but also being able to add it to the learner's daily use. According to Schmitt (2008), vocabulary acquisition is a gradual process requiring multiple exposure to words in different contexts. For speaking skills development, learners need opportunities to encounter and use new vocabulary in meaningful communicative tasks. Explicit instruction, combined with learning through exposure to authentic language input, can contribute to vocabulary acquisition.

2.3.1.2. Grammar

To Larsen and Freeman (2014), grammar is a language component that encompasses the systematic rules and structures governing the construction of sentences, phrases, and words in a given language. It provides the framework for organizing linguistic elements to create meaningful communication. Additionally, Celce Murcia et al (2015) affirmed that grammar is a system that reflects the cognitive processes involved in language production and comprehension. Grammar prepares learners for effective communication, developing the ability to recognize words and apply their rules automatically in real-time speech.

2.3.1.3. Pronunciation

Derwing and Munro (2015) define pronunciation as the production of sounds used to make meaning in language. They emphasize that pronunciation is important for designing effective instructional strategies and setting realistic learning goals. For Setter and Jenkins (2005), pronunciation is often one of the most challenging aspects for learners to master. This difficulty arises from various factors, including the influence of the learner's first language, age of acquisition, and individual differences in phonetical awareness and articulatory ability. However, research has demonstrated that pronunciation instruction can significantly improve learners' spoken language through music (Ludke et al., 2014).

2.3.1.4. Fluency

Accuracy and fluency are often considered complementary goals in speaking skills development. Accuracy refers to the ability to produce language with minimal errors, while fluency involves the ability to speak smoothly, at a natural pace, and with appropriate pausing (Skehan, 2009). It is recommended that a combination of language-focused learning (for accuracy) and meaning-focused output (for fluency) be used. (Nation & Newton, 2009).

2.3.1.5. Comprehension

Comprehension in speaking refers to the speaker's understanding of the information conveyed in what they say. The comprehension of a speaker to the subject that they are speaking about is very important to refrain from providing misinformation to their listeners. Meanwhile, comprehension can be inferred from speakers' non-verbal and verbal responses (Cohen et al., 2005).

2.4. Principles of Speaking

It is relevant to mention that the authors Bailey and Nunan (2005) emphasize that it is a fact that children naturally learn their first language by listening and repeating words (speaking) while they learn their second language by interacting with people. For that reason, communicative language teaching has an excellent reception because all kinds of people can learn the target language through this method. Therefore, the teacher focuses on students engaging in communication with their peers; they become the focal point of the class and actively participate. However, there are certain challenges that arise when learners attempt to communicate, such as a lack of vocabulary, incorrect pronunciation, and difficulty comprehending their conversation partner.

The principles for teaching speaking will provide an opportunity to gain insight into how students acquire speaking skills. The teacher has to be conscious of the differences between foreign language and second language learning contexts; it is important to understand the context when learning a new language, even if the language being learned is the same. Being surrounded by people who are fluent in the target language can be an excellent advantage for a student, making it easier for them to achieve fluency. Conversely, a student who is not surrounded by people who speak the target language may encounter obstacles in developing fluency because the chances of learning through a course or practicing speaking the target language with native friends on social networks are low.

In many instances, it is expected to observe that English instructors tend to speak more frequently than their students during a class; for that reason, students are encouraged to work in pairs or groups with the primary goal of enhancing their speaking skills. Schütz (2014) emphasizes that the most effective teaching methods provide comprehensible input in low-anxiety situations and include messages that are genuinely meaningful to learners. Nowadays, people have a variety of options when

learning- teaching methods to make easier their capacity to learn; for that reason, the following methods are presented below:

Terrell (1977) developed the Natural Approach based on Krashen's Monitor Model. This approach emphasizes that learners use previously acquired knowledge to produce the target language easily and fluently (Krashen, 2013). The practice of watching videos in English, at the beginning became into a challenging task because of the difficulty to relate previous knowledge with new information but as frequent as they practiced it turns into a habit.

Terrell (1977) emphasizes that the Natural Approach mirrors the process of acquiring a native language. In this approach, teachers provide comprehensible input through visuals, gestures, demonstrations, and questions, allowing learners to acquire the target language naturally rather than forcing them to learn it (p. 325). If the learners have the opportunity to listen and watch permanently, they will also develop their fluency and natural and spontaneous communication skills.

According to Kamola and Feruza (2021), The Audio-lingual This method was created during World War II because people could not communicate in the way they expected at the moment of speaking due to the grammar-translation method was not working apparently, so, as a consequence, the United States government looked for a solution to solve this problem, asking help to the universities on doing foreign language programs in order to benefit students and produce effective communication. The audio-lingual method originated in the 1970s. It involved memorizing numerous dialogues and repeatedly reciting language structures. It was believed that the more a student practiced the dialogues, the more their oral language proficiency would improve., for which the primary The goal of this method was to focus on speaking a foreign language by continuously listening to audiotapes and practicing dialogues without using the native language. However, in the end, The Audio-Lingual Method did not meet students' expectations because it failed to facilitate real communication (Ariza et al., 2015).

2.5. Speaking Barriers

It constitutes a barrier for students to express their ideas, opinions, and thoughts in another language because of their fear and apprehension around the language; consequently, they need to be relaxed and comfortable speaking English. The barrier is built by the learners because of their fear of making mistakes, following strict rules, understanding activities for grammar, and being criticized by their peers and strict teachers. The intention of this research is to break those barriers and make it easier to talk in class because it becomes normal for them to listen in English and coordinate responses.

According to Krashen (1987), fluency in speaking is not achieved through speaking drills but rather by understanding the input in listening and reading. In other words, speaking results from comprehension level, not its cause. The role of speaking in acquisition is an indirect role of its contribution to comprehension. If the learners have good listening comprehension, the connection at the moment to express ideas will be fluent and normal.

Some aspects that impact the verbal expression of EFL learners are related to various circumstances that influence the process of learning oral expression, such as the conditions of performance, affective factors, listening abilities, and feedback provided during speaking tasks. Nevertheless, the ability to speak is influenced by certain linguistic elements of language, including phonology, syntax, vocabulary, semantics, and psychological factors like motivation and personality. The English language presents a unique challenge for learners due to the discrepancy between the pronunciation of words and their written form. Additionally, words with similar spellings but different pronunciations add to the difficulty.

The foreign language class has a primary goal that aims to create autonomous learners through Autonomous activities to achieve a certain degree of fluency and automaticity in speaking competence; activities requiring the learner to produce authentic language should be carried out. According to Thornbury (2005), speaking activities that enable learners to produce autonomous language should meet specific criteria, including productivity, purposefulness, interactivity, challenge, safety, and authenticity (p. 91).

- Productivity includes the maximum production of new language rather than just exchanging specific phrases.
- Purposefulness is the clear and well-defined outcome of the language activity usually achieved through cooperation

- Interactivity is the learner's consideration of the effect (s)he is having on his/her audience.
- Challenge means the difficulty level of the task. The task that the learner is engaged in should be above the learner's current language level. This challenge enables the learner to force himself/herself to stretch his/her available communicative resources.
- Safety is the learner's feeling of self-confidence in not taking too many risks while dealing with challenging tasks. It includes a supportive, non-judgmental, and encouraging classroom atmosphere for making errors.
- Authenticity is the relation of the speaking tasks to real-life language use.

The Common European Framework of Reference for Languages (CEFR) is pivotal in developing speaking skills. This framework will guide us in measuring the skills mentioned. It offers a structured and comprehensive method for assessing speaking proficiency. The CEFR categorizes speaking proficiency into six levels, ranging from A1 (beginner) to C2 (proficient).

In Ecuador, the English language adopts the structure of the Common European Framework of Reference (CEFR), and has implemented a more granular system that comprises eight distinct levels for Oral production at the B1 level, among other functions, learners are able to (in accordance with the National Curriculum Guidelines) 2016:

- Relate the plot of a book or film and describe their reactions,
- Express thought on cultural topics such as films, books, music, etc.
- Summarize and give their opinion about a short interview, documentary, book, film, discussion, etc., and answer further questions of detail.

The principles of teaching speaking provide the opportunity to understand how students acquire speaking skills. The teacher must be aware of the differences between the learning contexts of a foreign language and a second language. It is also important to understand the context when learning a new language, even if the language being learned is the same. Being surrounded by people fluent in the target language can be an excellent advantage for students, as it will be easier for them to achieve fluency (Rabiah, 2012). In contrast, a student who is not surrounded by people who speak the target language may encounter obstacles to developing fluency.

In many cases, it is common to observe that English teachers tend to speak more frequently than their students during a class. For those reasons, students are encouraged to work in pairs or groups with the main goal of improving their oral skills. Krashen (1987) indicated that the best methods are, therefore, Communication should be clear and delivered in a low-anxiety manner, conveying messages that are valued by students.

However, specific challenges arise when people try to communicate. These may include a lack of vocabulary, incorrect pronunciation, or difficulty understanding the interlocutor. Even for preservice teachers, it is also a challenge because they must not only understand the meaning of the words, but they must be attentive to the pronunciation and the context in which the interaction is taking place to teach it later.

3. Research Methodology

The process of watching films in English took place over three months. Fifteen preservice teachers, level B1, were exposed to 10 films of different genres: romantic, action, and thrillers. Due to time limitations, they watched the movies at home. Participants were free to choose the genre and time to watch them. The language of the films was English. However, they were able to use closed captions, a text version of the spoken part of the film. Then, students described the plot, the primary and secondary characters, the context, the type of dialogue, and the conclusion. During the second stage, students answered questions from classmates and the teacher (105 words). At the end of the process, the researchers administered a survey to explore the students' perceptions based on the use of the videos and their influence on oral communication.

This was action research with a mixed approach. Action research deals with the study of a specific social problem that affects a certain group of people and requires a solution (Creswell, 2011). On the other hand, The mixed approach combines mathematical and statistical analysis tools to describe,

explain, and predict phenomena using numerical data, along with techniques for obtaining an overview of people's perceptions on a particular topic (Gay et al., 2012; Kothari, 2004).

The selection of the research participants for this study was intentional. Fifteen preservice teachers enrolled in the third semester took part in this study. They studied English from Monday to Friday, 13 hours a week. For them, developing speaking skills was important because at the B1 level they must be able to describe experiences and events, ambitions, provide reasons, opinions, and preferences on various topics and transmit knowledge to their future students.

The participants were free to choose the genre of movies or series they will watch during their free time. They can watch the movies at the times they consider necessary; they can use subtitles in Spanish in accordance with their comprehension, and they can change to subtitles in English. The participants could decide if they watched the film in Spanish and watched it again in English to relate it to what they had watched previously. The students will share with the class the resume about the movie, the most relevant parts, the characters, and so on, so that they practice their fluency while explaining and were able to answer questions from their partners. The next step was to watch a new film in English with English sub-titles to share the resume in class, and the last step was to watch a new film in English without subtitles because, after two months of continuous practice, the students were able to understand most of the film in English without subtitles.

3.1. Research Instruments

Survey. As this was quantitative research, data was collected through a survey administered at the end of the study. The survey aimed to collect information on students' perceptions regarding the frequency of exposure to authentic videos, perceived difficulty, usefulness, and impact on understanding. This 15-item instrument had a 5-point Likert scale: Always, usually, sometimes, rarely, and never.

Field notes. To record the level of student participation during the intervention, the researchers took field notes while the activity took place. Field notes reported the important aspects of the observed situation as accurately as possible (Creswell, 2011). The researchers also videotaped the class to ensure accuracy in detail.

3.2. Validation of the Instruments

In order to guarantee the accuracy and consistency of the tool, two experts with doctorates in education and experience teaching the English language reviewed the survey. Then, as part of the piloting process, it was administered to a group that was not part of the study.

3.3. Data Collection

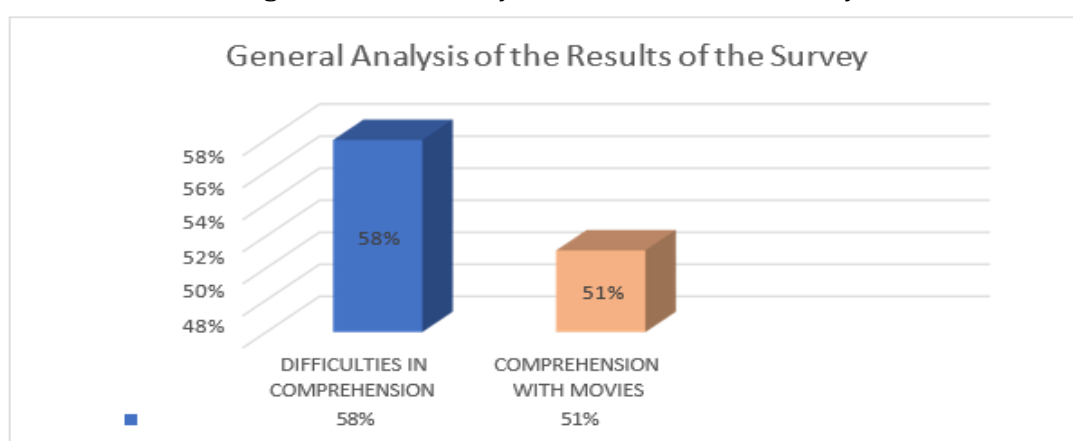
To explore students' perceptions regarding their oral production, the researchers administered a survey to selected participants at the end of the study. Additionally, as the intervention developed, the researchers recorded their observations and perceptions in field notes.

3.4. Data Analysis

Quantitative data were coded and processed in SPSS to generate frequencies. Qualitative data collected from field notes were analyzed using content analysis.

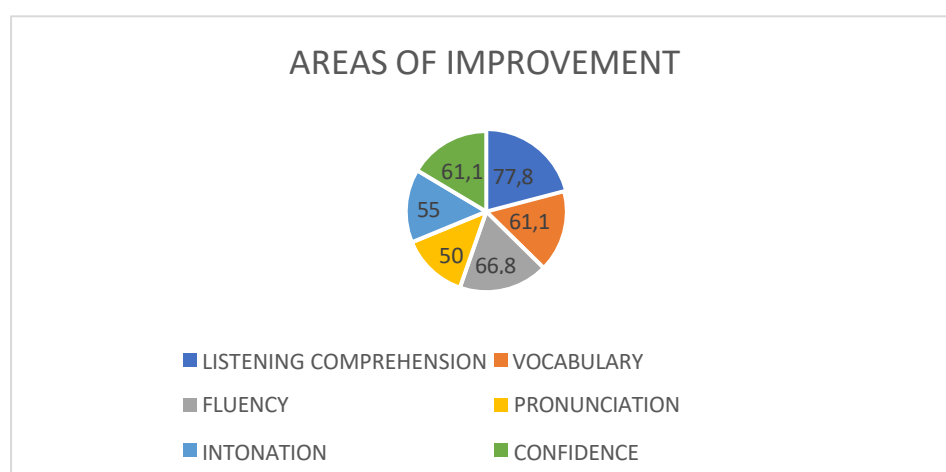
3.5. Results

The results were presented around the research question: What are preservice teachers' perceptions regarding the use of movies to learn vocabulary, improve pronunciation, and reinforce listening comprehension and oral production?

Figure 1. General Analysis of the Results of the Survey

Source. Own elaboration, 2025.

According to Figure 1, 58% of the students recognized the difficulties related to listening comprehension. They could not discriminate between American and British accents and understand the pronunciation and intonation of native speakers because they spoke quickly. However, by applying the movie-watching routine, 51% of the students managed to learn more vocabulary, shape pronunciation, and establish differences between accents. In this way, oral production increased, and those who previously did not participate became more involved in class activities.

Figure 2. Areas of Improvement

Source. Own elaboration, 2025.

Regarding the analysis of the results by areas, most students improved the different aspects that influence speech in students. As shown in Graph 2, the element that stood out was listening and comprehension, with 77.8%, followed by fluency, with 66.8%. This means that the students' exposure to this type of audiovisual material allowed them to communicate their ideas in English and develop confidence to interact with other students and the teacher in class.

Preservice teachers often need help with speaking English in class despite having the knowledge acquired in past semesters. Furthermore, the activities suggested in traditional English textbooks do not provide sufficient opportunities for students to develop oral expression. Therefore, authentic videos were an attractive element in language learning courses as they provided exposure to natural language, cultural knowledge, expanded vocabulary, and more opportunities to listen to the real language and comment on what is observed. Within this context, 51% of the teachers in training indicated that these resources helped them learn more vocabulary, shape pronunciation, and establish differences between accents. This generated more oral production in the class and motivated those who had not participated before. These results coincide with those of Albiladi et al. (2018), Alolaywi (2023), and Rashdan et al. (2023), where movies were authentic sources of language learning and served to improve productive

English skills, acquire more vocabulary, develop listening skills, speaking fluency, and mastery of other aspects of English Language, such as culture, lifestyle, and way of thinking.

The selection of appropriate teaching materials is also crucial to strengthen students' knowledge and motivation, especially for B1-level preservice teachers moving from basic to intermediate language skills. Starting from this premise, the use of authentic videos as a teaching tool allowed most of them to perceive improvements in relevant aspects such as comprehensive listening at 77.8%, speaking fluency at 66.8%, followed by vocabulary at 61.1%, and confidence at 61.1%. On the other hand, pronunciation (50%) and intonation (55%) also improved to a moderate degree. These results coincide with those of Albiladi et al. (2018), Alolaywi (2023), Katemba and Ning (2018), Nurmala and Aminatun (2021), and Rashdan et al. (2023) as they indicated that the use of cinema and movies in the teaching and learning process motivated students to learn more English vocabulary, develop comprehension, and speaking fluency.

4. Conclusions

This proposal was based on research on the use of movies to improve vocabulary and pronunciation and reinforce listening comprehension and oral production, which is aligned with the research lines of the institution: Education, culture, technology, and innovation for society. Research on the influence of authentic videos provided evidence to support the advantages of using multimedia materials in language teaching. Furthermore, analyzing the effect of authentic videos aligns with contemporary teaching methods, which use technology to create more dynamic and exciting learning environments where students feel free and comfortable to work according to their time availability. Authentic videos also allowed students to improve listening comprehension in various linguistic environments since, in today's globalized world, it is crucial to comprehend diverse cultures and languages in order to effectively address the challenges of the 21st century. These findings can provide teachers with innovative and practical strategies to improve their teaching approaches, including reasing student engagement and developing oral communication. This proposal also offered helpful suggestions in the areas of improving language acquisition, productive speaking skills, creating an engaging learning environment, and supporting the use of successful teaching strategies.

5. Acknowledgements

The present text arises after several previous investigations where the research topic is always innovative, and the authors consider it could be applied for students of different levels.

Thanks, in first place to God and the family for all their support during all the investigation time.

Finally, thanks for the contribution of the institution for the facilities to conduct this research.

References

- 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), 1567–1574. <https://doi.org/10.17507/tpls.0812.01>
- Alolaywi, Y. (2023). Learning English from movies: An exploratory study. *International Journal of Social Science and Human Research*, 6(4), 1–12. <https://doi.org/10.47191/ijsshr/v6-i4-43>
- Ariza, E., López, M., & Gómez, R. (2015). Limitations of the audio-lingual method in fostering communicative competence. *Journal of Language Teaching and Research*, 6(2), 235–240. <https://doi.org/10.17507/jltr.0602.03>
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: Speaking*. McGraw-Hill.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2015). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning/Cengage Learning.
- 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>
- Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (5th ed.). Routledge Falmer. <https://download.garuda.kemdikbud.go.id/article.php?article=1564657&val=3924&title=Improving%20Speaking%20Sub-Skills%20by%20Using%20The%20Attention%20Relevance%20Confidence%20and%20Satisfaction%20ARCS%20Model>
- Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.
- Diharjo, W., Sani, D. A., & Arif, M. F. (2020). Game edukasi Bahasa Indonesia menggunakan metode Fisher-Yates shuffle pada genre puzzle game. *Journal of Information Technology*, 5(2), 23–35. <https://doi.org/10.29103/tts.v6i2.24102>
- Foers, J. J. (2011). *The essential TEFL book*. Woodside House.
- Fu, J. S., Yang, S.-H., & Yeh, H.-C. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence. *Journal of Research on Technology in Education*, 54(5), 679–694. <https://doi.org/10.1080/15391523.2021.1911008>
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Gilmore, A. (2007). *Authentic materials & authenticity in foreign language learning*. Tokyo University.
- Harmer, J. (2005). *How to teach English* (2nd ed.). Longman.
- Harmer, J. (2015). *How to teach English* (2nd ed.). Pearson.
- Hassen, R. (2016). Using movies in EFL classrooms: A study conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248–257.

- Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia, D. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 256–270). Cengage Learning.
- Lewis, M. C. (1975). *The teaching of English as a foreign language in ten countries*. Almqvist & Wiksell International.
- Ludke, K. M., Ferreira, F., & Overy, K. (2014). Singing can facilitate foreign language learning. *Memory & Cognition*, 42(1), 41–52. <https://doi.org/10.3758/s13421-013-0342-5>
- Kamola, S., & Feruza, M. (2021). Advantages and disadvantages of the audio-lingual method in teaching. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1–6. <https://doi.org/10.5958/2249-7137.2021.01190.3>
- Katamba, C., & Ning, W. (2018). Students' responses in enhancing new vocabulary. *Journal of English Language Pedagogy, Literature, and Culture*, 3(1), 45–70.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- Krashen, S. D. (2013). *The natural approach: Language acquisition in the classroom*. Alemany Press.
- Lee, S. (2018). Speaking skills development in second language acquisition. *Language Learning Research*, 28(3), 112–125. <https://doi.org/10.23857/pc.v7i7>
- Martínez Isaza, J. Y., Suárez Zuluaga, A. M., & Toro López, V. M. (2013). The use of authentic videos for listening comprehension in a private school in Pereira. <https://core.ac.uk/download/71397429.pdf>
- Muliyah, P., Aminatun, D., Hakim, L. N., & Septiana, L. (2021). Monkey stories: A new media for digital English learning. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nurmala, S., & Aminatun, D. (2021). Students' perception on the use of English movies to improve vocabulary mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <https://doi.org/10.33365/JELTL.V2i1.757>
- Puspaningtyas, N. D., & Ulfa, M. (2020). Improving students' learning outcomes in blended learning through the use of animated video. *Kalamatika: Jurnal Pendidikan Matematika*, 5(2), 133–142. <https://doi.org/10.22236/KALAMATIKA.vol5no2.2020pp133-142>
- Rabiah, S. (2012). Language as a tool for communication and cultural reality disclosure. *Rethinking*, 1–11. Universitas Muhammadiyah.
- Rashdan, S. U., Johar, E. M., Mohamad, F., & Kadir, Z. A. (2023). English films and their effects on development of productive and receptive skills: Beyond classroom exposure. *International Journal of Linguistics*, 5, 12–29. <https://doi.org/10.5296/ijl.v15i5.21325>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rudolf, F. (2022). Movies as an authentic input in L2 speaking class: A dynamic usage-based approach in EFL teaching in Indonesia. *International Journal of Language Education*, 6(1), 1–9. <https://doi.org/10.26858/ijole.v6i1.20196>
- Setter, J., & Jenkins, J. (2005). Teaching English pronunciation: A state-of-the-art review. *Language Teaching*, 38(1), 1–17. <https://doi.org/10.1017/S026144480500251X>

- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363. <https://doi.org/10.1177/1362168808089921>
- Schutz, P. A. (2014). Inquiry on teachers' emotion. *Educational Psychologist*, 49(1), 1–2. <https://doi.org/10.1080/00461520.2013.864955>
- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30(4), 510–532. <https://doi.org/10.1093/applin/amp048>
- Sweet, H. (1899). *The practical study of languages*. Oxford University.
- Terrell, T. D. (1977). A natural approach to second language acquisition and learning. *Modern Language Journal*, 61(7), 325–336. <https://doi.org/10.1111/j.1540-4781.1977.tb03904.x>
- Thanajaro, M. (2000). *Using authentic materials to develop listening*.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Walay, A. G. (2022). Use of English movies as a pedagogical tool in learning English language. *International Journal of Arts, Sciences and Education*, 3(1), 39–56. <https://www.ijase.org/index.php/ijase/article/view/125>
- Yulianto, F., Utami, Y. T., & Ahmad, I. (2019). Game edukasi pengenalan buah-buahan bervitamin C untuk anak usia dini. *Jurnal Nasional Pendidikan Teknik Informatika: JANAPATI*, 7(3), 242–252. <https://doi.org/10.23887/janapati.v7i3.15554>