



THE RELATIONSHIP BETWEEN STUDENTS' ENGLISH LISTENING PROFICIENCY AND INTEREST IN ENGLISH MOVIE: A LINK TO DETERMINE THE SIGNIFICANCE OF ENGLISH MOVIE AS A TEACHING MATERIAL IN ENGLISH LANGUAGE CLASSROOM

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ABSTRACT

English movie has been proven to be an effective tool to improve English language learning process in classroom. However, very little empirical research has been carried out to determine students' interest in this teaching material, especially in the view of the fact that high level of interest in a teaching and learning material aids motivation which is very essential for language learning. Two groups of students were selected for this study. The first group is a Masters of Art degree student in English who have studied in English medium schools since the beginning of their formal education while the second group has studied in Kannada medium school and they are currently learning spoken English in an English training institute. A survey was administered, this is followed by giving standardize English listening test which is a parameter to measure learners' ability to comprehend English movie. Result presented in this paper shows that Indian English learners and speakers are more interested in local movie than in English movie irrespective of their level of English listening proficiency. This suggests that students' lack of interest in English movie is an indication that English films might not be an effective tool for learning English.

Key Words: English movie, Indian movie, English listening test, interest.

Introduction

Over the decade, the importance of using audio visuals to teach second language in classroom has been established. One of these audio visuals is English Movie. There is an extensive literature that shows that English subtitled movies ease spoken English and vocabulary development of learners. From the psychologist point of view, using of cultural teaching materials such as films is very critical in provoking reflective learning and positive attitude in the learner (Blasco, 2011). This assertion is supported by (Casper, W. J., Watt, J. D., Schleicher, D. J., Champoux, J. E., Bachiochi, P. D., & Bordeaux, 2003). They claimed that films has the capacity to aid learner's ability to recall and retain information during and after English class. Recent studies published by Rokni & Azam (2014) reveals how students' spoken English improve considerably after watching 45 minutes of eight season of English subtitled movies.

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However, in order to increase students' motivation in classroom, there is need for teachers to determine if the students are interested in adopting English movies as a learning material. According to Amjah (2014), students' interest as an essential cognitive factor is crucial in facilitating motivation in second language learning. Therefore, it is very crucial to adapt a material by identifying the students' background likes and dislikes for a teaching materials. This is more fundamental especially in a country like India where over one thousand local movies are produced each year in more than twenty languages. The industry derived almost 90 percent of its revenue from non-English language movie largely dominated by Hindi films, followed by South Indian movies and other regional movies. All these domestic box offices generated 75% of the revenue while oversea box offices mostly Hollywood contributed 9 % to the earning of the country's movie industry. As a result of these facts, it is more likely that students might not be interested in English movie which in turn render it as an ineffective material for English language learning and teaching. Although much work has been done on the positive impact of English movie on English language learning process, but little attention has been paid to ascertain students' interest to view English movie with respect to their level of English listening skills.

Therefore, the purpose of the present study is to establish the relationship between students' interest to view English movie in respect of their level of English listening skills in order to ascertain the effectiveness of English movie as a teaching and motivating tool in English language classroom.

Methodology

Material and methods

The current investigation involved a structured survey administered to two different groups of thirty volunteers each. The first group is Masters of Art degree in English students who have studied in English medium school for 16 years in metropolitan city while the second group are category of students that have studied in regional medium of instruction school in rural area since the inception of their formal education but are currently learning spoken English in an English training institute. This survey was followed by a written test of first part of listening section of IELTS test. The test is adopted because it is a Standard English test that has been used to measure learner's level of English proficiency in the body of literature. Testing of listening skill is necessary to determine student ability to comprehend English movie. Generally, taking informants from these two subpopulation group provide wide range of insight into students' attitude towards English movies as a tool for learning English and as a form of entertainment. The administered questionnaire was designed in two parts. The first part dealt with demographic which required students to answer questions such as gender, age, years of studying in English as a second language while the second part entails Likert scale and an open ended questions, investigating students' English listening proficiency, their ability to understand English movie and their interest in English movie. The questionnaire was translated to Kannada language for a better understanding of the students who have studied in regional medium of instruction. The students were informed that their

participation was voluntary and their responses to the questionnaires would remain confidential. No time limit was imposed. In addition, a number of students were recruited to participate in individual interviews for obtaining more detailed responses across a range of questions posed in the survey. A total of 10 students participated in the interviews and focus group sessions. Prior to that, students were made to answer first 10 listening questions of IELTS once. The quantitative data findings of the two results were compared and analyzed using SPSS version 18 and other relevant mathematical procedures.

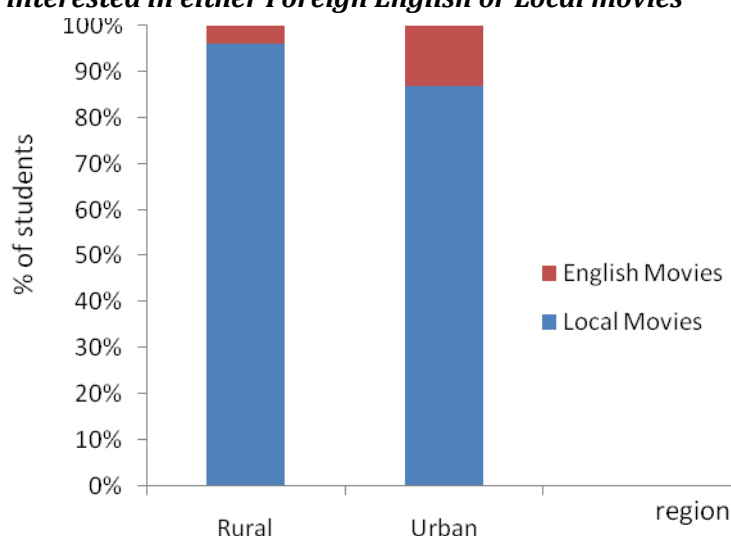
Results

Data obtained in previous study show that the level of English proficiency among students in regional medium schools is low compare to their counterpart in English medium school (Srivastava & Khatoon, 1980).In this present study, the focus is on testing of proficiency in listening skill using of IELTS test.

Figure 1 reveals the percentage of students from the two groups who are interested in Indian and foreign English movies. The figure shows that there is no significant difference in their interest and preference for Indian movies between the two groups .For example,96 percent of Master of Art in English degree students in urban are interested in seen Indian movies while 86 percent is accounted for their counterpart with regional language medium of instruction background in rural region.

Figure 1

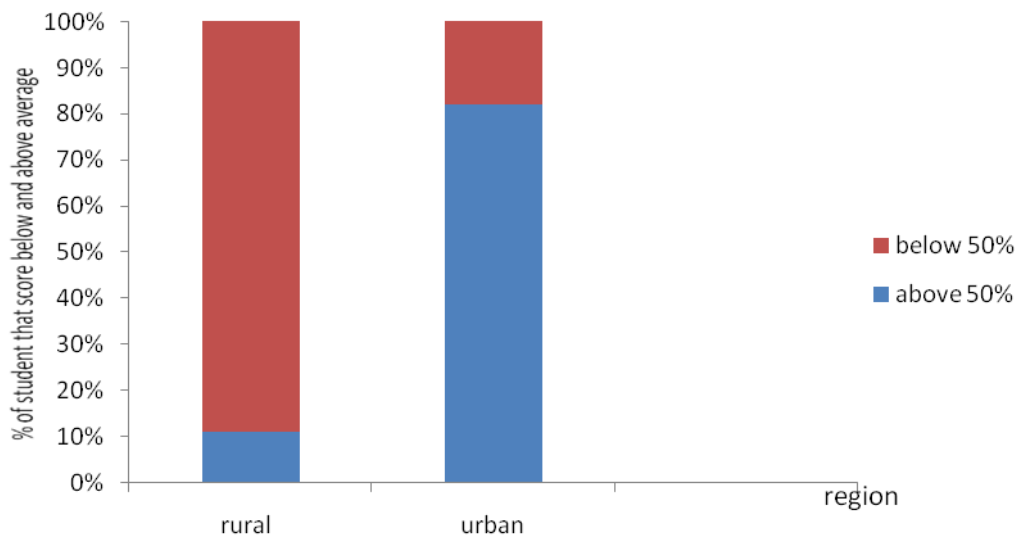
Percentage of Students' interested in either Foreign English or Local movies



Two group of students with English medium and regional medium education, each comprising of fifty students who wrote first section of listening test of IELTS. Figure 2 display the percentage of the students that score above 50 percent in the listening test. For

instance, 82 percents of students in English medium education score above average while 11 percent succeeded in scoring above 50% with regional medium of education background.

Figure 2
Students' performance in IELTS listening test



Discussion

Prior work has shown and documented the importance of using English movie to improve English language learning process in classroom without considering the interest of the students in such teaching material (Rokni & Atae, 2014).

The purpose of the study is to determine the correlation between interest for English movies and English listening skill of students who have studied in English in the past 16 years in cities and learners of English with regional medium educational background in rural area. The findings from the administered survey and English listening test shows that both subpopulations groups are highly interested in viewing Indian movies. English medium students were also observed to have a very high proficiency in English listening while Kannada medium students score very low in English listening test. This concur with the previous work that demonstrated that English medium students are highly proficient in English than their counterpart in regional medium school (Srivastava & Khatoon, 1980). This is due to several factors such as lack of basic instructional and learning materials, unqualified English teachers and crowded classes that are very prevalent in rural schools. Furthermore, the demand for vernacular in all domains is higher in rural area than in cities. As a result of this, white collar jobs in multinational company which require the knowledge and usage of English are in the cities rather than rural area. This findings is corroborated by Azam, Chin & Prakash (2013) whose works reveal the popularity of English language in urban area is due to its utilitarian purpose and value which is associated to easy procurement of job.

The major improvement noted in this study is the revealing of the disconnection between regional medium of instructions students' low proficiency in English listening skills and their lack of interest in English movie. This is based on the hypothesis that they will be more interested to make use of English movies as a tool to improve their English language learning since they are set of students learning spoken English. On the contrary, most of the students prefer to see their indigenous movies instead of English films. Similarly, it is convenient to argue that the group of English medium students with an excellent English listening skill supposes to show high level of interest in English movies for the purpose of entertainment. Conversely, the result revealed that the group is also not interested in viewing English movie at the expense of the indigenous movies. One of the major reasons given for this high preference of local movies to English movies by Indians is due to unfamiliarity with western culture. Considering that most of the English movies available in Indian movie industry are American movies, most learners and speakers find it hard to understand the cultural ethos in them. This is very evident among the respondents of this study who found Indian movies to be more appealing in terms of cultural ways of expressing emotion and feelings than foreign movies.

Movies is one of the medium all nations used to promote their culture .Therefore, lack of interest in English movies by Indians is an indication that Indian English speakers and learners are not predisposed to American culture. This assertion supports the view of Shaw (1981) in rejection of Gardner's view on integrative motivation which argues that learners' are not motivated to learn target language because they want to integrate themselves into the target language culture. This view is refuted because non native English speakers consider English as an international language. Another previous work negated by this study is Oxford's (1996) claim that learners are motivated integratively if they have abundance access to L2 culture. As it can be seen in the result of this study, Majority of Indians still prefer indigenous movies to the American films even though they have unlimited access to American movies. Although it has been established in the body of literature that learning a culture of a target language is very important in achieving success in learning the new language (Kramsch, 2008). However, the question of whose culture to teach along with English has generated different views among scholars in the field of cultural linguistic. While advocating that "target language culture should be taught along with English to acculturate language learners into the culture of native English speaking countries (Byram & Fleming, 1998). Studies such as Kramsch & Sullivan,(1996) are supporting the idea of teaching local culture. Therefore, the implication of this present study support the latter's argument. Indian ESL students will prefer to be taught with Indian English movie that depicts social and cultural issues of the country. This might increase the students' interest in cultural teaching materials and eliminate the problem of foreign English accent.

Conclusion

Learners are bound to be demotivated to master English if the learners perceive their instructional material boring and uninteresting (Al-Khairi, 2013). However, since Interest as a cognitive factor is essential for students' motivation (Amjah, 2014) which in turn improve students English proficiency (Bernaus, 1995). Then, we can easily conclude in the present study that English movies might act as a demotivating factor for Indian English learners as a result of lack of interest in English films.

Most notably, this is the first study to my knowledge to investigate the relationship between interest in English movie and proficiency in English listening skill in order to ascertain the value of English movie as an effective tool for English teaching and learning. Even though, this paper provide compelling evidence that English movie might not an effective tool to learn English in Indian context. However, there is a limitation that worth noting, for instance, the size of the respondents use for this study was not large enough.

Further work should therefore replicate this study with larger size of respondent in other part of the country. Base on the recommendation of this study, It is also very important to investigate the effectiveness of Indian English movie as a valuable cultural material for English language teaching in order to be able to affirm the significance of such movies as a useful tool for improving second language learning in India.

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