



## **The Impact of Watching Movies on Students' Speaking Ability**

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### **Abstract**

By watching movies, the learners can acquire crucial information concerning the application of that language in real-life situations, and also get additional information about the culture of the native speakers of the said language. Therefore, the current study wishes to examine the effect of watching movies on learning to speak English as a foreign language. There are no studies that have been conducted in the past in Kurdistan to assess the acquisition of English-speaking skills in Erbil, and thus this study will be one of the kinds. To achieve the study objectives, the researcher will conduct a systematic literature review. Here, the previous literature will be assessed and evaluated for a better understanding of the extent to which English language learners can acquire the language by watching videos.

Keywords: Language, English, Learning, Speaking, Undergraduate Students, Learners

### **Introduction**

Speaking can be defined as processing information and acquiring a deeper understanding of a specific language. It is an action that involves complicated linguistic and cognitive skills. An individual acquires speaking skills only if he/she interacts with other people within the environment only after being exposed to his/her mother tongue. However, speaking and learning a foreign language entail learning vocabulary or basic grammar (Harmer, 2001). Speaking is a linguistic skill that can only be enhanced if an individual has good listening skills. Speaking and listening are correlated. Hence the former is not possible if the latter is not embraced (Vela, 2015). According to linguistics, the three primary functions of speaking are; Interaction, transaction and performance. Speaking is essentially regarded as a form of social dialogue on the interaction aspect (Winke, Gass, & Sydorenko, 2010). It is a skill used to enhance social relationships, for instance, talking to loved ones. In the transaction context, speaking is perceived as a skill meant for passing vital information, especially when vital work is to be executed. Altun

(2015b) holds that “speaking is significant to an individual’s living processes and experiences as are the ability of seeing and walking” (p. 28). By watching movies, the learners can acquire crucial information concerning the application of that language in real-life situations, also get additional information about the culture of the native speakers of the said language (Webb, 2010). The viewers bear the speed and authenticity with which a language is spoken in the movies. Some learners may struggle to grasp the spoken contents depicted in a movie, an aspect that may subsequently make it difficult for them to comprehend the language (Peters, Heynen, & Puimège, 2016). Using captions is a practice that enhances the comprehension of the video inputs. They act as vital mediating between the spoken words and the imagery. Vanderplank (2016) asserts that captions can be used effectively to promote the comprehension and acquisition of vocabulary. Put differently, it helps the learners by informing them of the words being spoken. The length of the captioned videos for incidental vocabulary acquisition is another issue that has attracted the attention of some scholars. According to Rodgers and Webb’s (2017), students need to be exposed to longer videos (22 to 42 minutes) to acquire a more significant amount of aural input. The two authors further found out that longer videos greatly assisted the learners to comprehend terminologies and vocabularies that were perceived to be complicated. Movies have become very popular in contemporary global culture, although the effect of watching movies is an aspect that has been adequately researched. Videos have been used as an invaluable teaching aid while teaching foreign languages. Nation (2015) argues that movies can achieve essential learning objectives since they motivate learners and offer real listening and spoken practice. Besides that, they stimulate the learner’s language use and highlight the essential points that students should be aware of while communicating. Some factors should be considered before using movies as a medium of instruction. First of all, the movie chosen should be appealing to the students. In other words, it should have the right content reflected in books, and it should also arouse the student’s interest to learn. Secondly, the content depicted in the movies should be in tandem with the instructional goals. Additionally, the chosen content should be culturally appropriate for the learners. Besides that, the information displayed in the movies should be clear and educative. Furthermore, the contents should be explained using relevant graphics. The appearance of the contents on the screen should be long enough to enable the learners to decipher the contents (McLean, Hogg, & Kramer, 2014). The length of the video contents should be considered; research has shown that movie contents that are less than five minutes are sufficient for the learners. The segments depicted in the movies should have an element of independence in the sense that they should be understood without necessarily using lengthy explanations of the movie plot and setting.

### **Statement of the Problem**

Studies reviewed in the background section of this chapter have revealed that

movies intrinsically motivate and captures the learners' attention through sounds and pictures. It can be used as an effective teaching aid and can corroborate the teacher's resources. The use of videos also gives languages a more realistic touch and guides learners on how to learn and speak a language successfully. Much as it has been deemed necessary in teaching languages, research has shown that movies also have some pedagogical flaws associated with them. Some movies are paced at an alarming rate for non-native speakers to follow, which hinders the acquisition and comprehension of vocabulary. For a language to be mastered, learners must listen to words depicted in the movies with a higher frequency. Kurdish researchers have shunned away from covering new methods of acquiring English speaking skills despite the fact that English is becoming a major instructional language in the region. That is the knowledge gap to be filled by this study. A methodological gap also needs to be filled as previous researchers in the Middle East and other regions have shunned away from using systematic literature review. The benefit of using this method is allowing the researcher to have a wide geographical and sample coverage, allowing them to generalize the findings.

### **Research Objectives**

The following objectives will guide this study

- 1) To determine the challenges EFL learners face in a typical English language classroom.
- 2) To explore the impact that watching English movies could have in English language speaking skills.

### **Research Questions**

The following research questions will guide the study

- 1) What are the challenges EFL learners face in a typical English language classroom?
- 2) What is the impact that watching English movies could have in English language speaking skills?

### **Aims of the Research**

The aim of this study is to empirically investigate the impact of watching movies on students' speaking ability. In the most recent past, there has been an increasing interest on how multimedia materials such as movies can be used for pedagogical purposes. This study will add a new body of literature to the existing ones on matters pertaining movies and their application in speaking.

### **Methods of Research**

The researcher will use systematic literature review where 8 articles will be selected from a multitude of them using specified inclusion/exclusion criteria.

### **Scope of the Study**

This study is particularly concerned with investigating the impact of watching movies on student's speaking ability. The researcher will therefore limit the study to one instructional media, especially movies and how its frequency affects the speaking capability of the learners. Other techniques and instructional media that can be used to improve speaking skills will not be given much prominence in this study.

### **Significance of the Study**

The findings of this study will add a new body of literature that will be invaluable to linguistic scholars who are interested in exploring speaking skills and their relationship with the movies. Additionally, the study will be of great importance to instructors whose field of specialty is languages since it will be providing them with useful pedagogical techniques which they can effectively use to improve the speaking skills of the learners. Besides that, the study's findings will be useful to the students who are learning a second language since it will enable them to acquire vital techniques that are required for improving the speaking skills.

### **Literature Review**

#### **The Importance of Using Movies in Teaching**

Movies have evolved as a new teaching and communication medium in recent years. They provide an exciting new means to communicate and exchange ideas with others. Students can utilize movies as a collaborative tool, and teachers can use films as a medium for spreading information, messages, and resources, as well as encouraging conversation (Liando et al., 2018). As a classroom or extracurricular activity, movies can help students stay motivated because of their liveliness and can be used to create an ideal learning atmosphere, stimulating involvement and interaction among students (Sadiku, 2018). A creative approach can be fostered in the classroom by using movies in teaching. The usage of movies in teaching has been shown by many researchers to be an important part of the courses. Because movies show actual language in authentic circumstances and within the context of the culture in which the language is spoken, this approach makes sense (Derin & Yıldız, 2018). Additionally, researchers have come to realize that movies might help motivate students to learn. With its background material that stimulates first-

hand knowledge, movies serve as a link between classroom exercises aimed at improving language abilities and the language objectives (output) that they serve in the real world (Liando et al., 2018). Students learn more about the culture of the target language by watching movies with subtitles. While watching a subtitled movie, students not only watch and listen to the audio-visual contents but also understand and participate with the movie (Sadiku, 2018). Because of their familiarity with the audio language, learners find it easier to understand reversed subtitled movies. As a result, researchers have shown that movie fragments can help students improve their listening and speaking comprehension (Albiladi et al., 2018). Learning how to write can be aided by watching movies, which can also be used to provide fascinating and inspiring cues to complement audio or textual inputs. The usage of videos that are relevant to the curriculum can help students better understand what they are learning. This issue serves as a motivator and a supporter for students. As a result, film adaptations of well-known and contemporary novels are frequently used by academics and teachers as a supplement to classroom instruction (Mongar, 2019).

Teaching students how to use digital technologies effectively is critical to their success in school. Teachers, students, and tools all play a vital role in creating multimodal learning environments in the digital age. However, the lack of defined objectives addressing multimodal reading and composition remains a barrier to the integration of students' multimodal texts in formal assessment (Mongar, 2019). The necessity for a unified discourse on multimodal texts in education is expressed in several research. A shift in the way students combine the designs offered by teachers and digital resources shows that educators are interested in how students incorporate modalities of instruction other than written and spoken language (Sadiku, 2018).

### **Integrating Movies in the Classroom**

Seeing a movie is a great way for students to learn about a story or concept from a different perspective. It is possible for students to connect to new information they have not previously been aware of by using movie features. Students develop context through watching movies, making predictions, watching a segment of the film, reading more of the text, confirming their understandings and watching more of the film, and then continuing reading the text. This technique is referred to as the Watch-Read-Watch-Read (W-RW-R) (Liando et al., 2018). Sadiku, (2018) found that using movies in the classroom was an effective way to motivate students to learn a language. Even more importantly, movies been shown to inspire the imaginations of the students in their classrooms (Mongar, 2019). Movies, according to Paxton & Marcus, (2018), are effective when it comes to providing context and developing interpersonal skills. They provide students with a lot of information about literature, drama, film, and other forms of visual and performing arts, as well as language itself (Hekmati et al., 2018). Han et al. (2015) conducted a study that found that showing movies in the classroom activated prior knowledge, which was crucial in

stimulating the four language skills. However, the selection of films for classroom use should be guided by a specific set of educational goals. The theme and content should be such that they do not just entertain the students, but are also educational and enticing enough to keep them engaged (Mongar, 2019). According to Derin and Yıldız, (2018), it is necessary for the teachers to set up an interactive viewing environment in the classroom. Aside from this, Sadiku, (2018) emphasizes the importance of selecting movies that are not too difficult for the target students to understand and that do not offend them. By incorporating movie elements into a lesson, teachers and students alike can help pupils make connections to new material they may not have previously encountered and apply that information to the literature they are studying. According to Paxton and Marcus, (2018), students and teachers were found to benefit from a five-minute introduction to the movie, followed by a brainstorming session in which students and teachers worked together to identify new language and expressions to be used in the film. According to Liando et al. (2018), introducing the movie and its characters helps keep viewers interested in the film. Also, having pre-watching activities is important since pupils may adopt passive viewing, which is the norm at home if they do not have any activities. Studies have shown the importance that good tactics and tasks play in the use of movies as a teaching tool in the acquisition of a language (Hekmati et al., 2018). The exercises utilized to make the most of the film are entirely up to the instructor. Depending on the tactics and actions used, the same movie might convey a variety of messages.

### **The Impact of Using Movies in Teaching and Learning at an Early Age**

In early learning using movies is a fun and exciting mode of teaching that helps in exposure to new ideas and knowledge and enhanced opportunities for socialization (Masoumi, 2021). Children under the age of two appear to gain just minimally from media exposure in terms of their education. In order for young children to get the most out of digital media, adult engagement is still necessary (Han et al., 2015). Using movies can help children learn new words, but only if supervised by an adult, effectively using the movies as a learning tool to help strengthen language abilities (Behnamnia et al., 2020). Children as young as 15 months old have been found to benefit from repeated viewings of video demonstrations, according to more recent studies (Bagila et al., 2019). Three weeks of watching a commercially available DVD four times a week resulted in 15-month-olds learning the meaning of sign language symbols (Behnamnia et al., 2020). It was shown that when parents utilized sign language symbols to teach the topic to their children, those children retained better knowledge of what the symbols meant over time. Elmo and Dora, for example, have been found to boost toddlers' learning by encouraging them to form social interactions with characters who communicate to them on television and in films (Han et al., 2015). In their study, Calvert et al. (2020) demonstrated that 21-month-olds could learn how to stack cups from a video demonstration by the same character after three

months of playing with a personalized interactive toy, suggesting that developing an emotional attachment with an on-screen figure enhances learning capacity. In a study in the Kurdish context, Altun and Khurshid (2021) found out that technological tools are critical in English language learning because they offer diversity in pedagogical methods. Similarly, Altun and Tahir (2020) assert that technology helps the students connect with the educators in real and virtual world, thus building even stronger bonds. As a major drawback, these experiments do not evaluate how long-term usage of technology affects a person's other activities, or how it affects their health. When children were randomly assigned to a group that did not get an interactive toy for the first three months of their studies, those children, by age 21, had developed their language skills more quickly (Behnamnia et al., 2020). Han et al. (2015) asserted that movies may be used to create a learning environment that is focused on the learner, rather than the teacher; this, in turn, can lead to beneficial outcomes for students. In their view, the use of movies in teaching children transforms the classroom into a place where students take ownership of their own education and take on meaningful tasks.

There is an argument that using movies in the classroom suggests a meaningful learning experience that strengthens the responsibilities of the learners. It allows learners to learn on their own and to become more self-reliant. According to Bagila et al. (2019), childrens' motivation is boosted when they utilize movies to learn. Children are able to grasp the subject matter more easily when it is presented through fun and exciting movies. With the use of movies, children can improve their thinking and speaking abilities. It may be stated that the right combination of multimedia and teaching approach is critical to attracting childrens' attention to learning. In the same manner, Altun (2015a) grouped movie-watching in the same category as other forms of teaching devices such as paintings, maps, slides, film strips, flash cards, and plates. According to these researchers, these techniques help students to imagine and understand English quickly through observation.

### **Using Movies Makes Speaking Easier**

When it comes to learning and using a new language, reading and listening are regarded the receptive skills, while writing and speaking are the two productive skills. Speaking English appears to be the most critical of the four macro-skills needed for effective communication in the English language (Rao, 2019; Mart, 2012; Mart 2013; Mart, 2020). In most cases, speaking for special communication occurs in scenarios where the listener is presented with a variety of conditions. Also, the principles of public speaking are linked with the evolution of speaking for special purposes. Speaking to an audience requires the use of a variety of additional abilities, such as picking themes, organizing thoughts, personalizing the message, and adjusting to listener response, when compared to the simple act of speaking in regular conversation (Nation, 2020). Several studies have shown that movies can help students become more confident in their ability to speak

because they teach them how to correctly pronounce certain words (Liando et al., 2018). Students may experience the social dynamics of communication in action thanks to movies. In addition, movies give students an excellent opportunity to gather background knowledge that they can then apply to a subject or concept they are studying. Movies have a major advantage in their authenticity (Paxton & Marcus, 2018). Rather of staged scenarios, students are exposed to language in surroundings they are familiar with through real-world conversations.

Aside from that, movies are a great method to learn about different varieties of the language. Even if they show authentic content relating to the language, movies have another edge over their foreign counterparts (Mongar, 2019). Paralinguistic features like facial expressions and hand and body movements are taught to students using these programs, and they have been shown to improve students' communication skills (Sadiku, 2018). Using movies as a teaching tool can help students enhance their speaking and listening abilities. Movies and their scripts are frequently used in classes as a teaching tool; nevertheless, merely practicing in the classroom is not enough. It takes time and plenty of effort to develop good listening and speaking abilities, as noted by (Liando et al., 2018). The use of a video has the advantage of immediately stimulating students' sensibilities, whereas written words can indirectly do so. Reading is more of a verbal experience than a visual one; in addition to the written word, there is color, movement, and sound. Watching movies will help students improve their pronunciation of words. This is because when learners see a movie, they will hear the actors or actresses pronounce a word correctly (Derin & Yıldız, 2018). The student will benefit from hearing the original pronunciation directly from the actor in the movie, and it will seem like speaking to a native speaker. Students can practice the correct pronunciation of a word by mimicking the speech of actors and actresses whenever and wherever they are, so that they can learn to utter the word correctly. Therefore, students' pronunciation skills can be improved as a result of watching movies

### **Methodology**

#### **Research Design**

Research design has to do with the general approach that the researcher takes to achieve the research objectives. It is at this point that the researcher determines the most relevant instruments and procedures that are going to be used for data collection and analysis. For the current study, the researcher used qualitative research design. The researcher carried out a systematic literature review on the topic of study because of resource and time constraints which would demand that the researcher travels to meet the participants of the study.

### **Search Strategy**

A search strategy refers to how the key terms are structurally organized to search a database by combining the major concepts of the of the research question to obtain accurate results. Various databases were used to get many articles as possible about how movies can be used in classroom including Google Scholar, JSTOR, ERIC, Science Direct, ProQuest, SpringerLink, and PsycINFO. The search strategy accounted for all the possible search terms which included the phrases and keywords stated in the abstract. They include “foreign language,” “speaking,” “movie,” “English movies,” and “English-speaking skills.” Using these words and phrase and relevant combinations, a list of relevant literature was acquired. Overall, more recent articles were preferred, but old ones were as well used in case they were valuable and iconic.

### **Inclusion and Exclusion Criteria**

Using the search criteria that the researcher devised, a total of 6424 articles were obtained from a combination of the key terms and phrases indicated above in the search engines. However, this number could be thought of as a population from which a sample was to be selected. Therefore, it had to be reduced into a workable number so that we could work with a reasonable number of relevant articles. To obtain the working sample articles, there were various inclusion criteria used while searching for the articles in such a way that only a few of them would be left for use in making the study findings. The articles were required to be in English language, but abstracts could be in any language. 1002 articles were eliminated following this criterion.

Another criterion for selection was that the researcher must have had full access to the articles either through a library or a simple Google search. Here, the articles reduced from 5422 to 789. Then, the articles had to be published within the past 6 years. This was done using the publication date filter in Google Scholar, ending up with 160 documents. The next selection criteria were checking the type of document-only research articles, review papers, and journal articles were to be included. After applying this criterion, the articles were reduced to 112. The articles were screened further and this time the researcher chose articles in Psychology, Humanities, Arts, and Social Sciences subjects from the various search engines where 70 articles were left. The last selection criteria would be to make sure that the specific field in the article was linguistics and language education, excluding those that used English learning as the first language because their speaking proficiency could not match that of the students in Kurdistan. Not much of the students in Kurdistan can speak as natives. The researcher was left with 46 articles by the end of this stage.

### Screening

After the inclusion and exclusion criteria were used in selecting the 46 articles, the researcher further screened the remaining publications to ensure that they have the best quality for use in the study. RefWorks software was used in checking and removing any duplicate materials from the 46 files. Further, the articles' abstracts were rescreened to analyze and purify them and ensure that they are relevant to the current study to help the researcher in answering the respective research questions. Out of the remaining papers were found not to be necessarily helpful for the current research and they were removed from the list. Therefore, the researcher came up with the final list of 12 articles. However, most of the articles that were excluded from the study were used in the literature review and background to help in agreeing with the previous researchers on what much could be done to help learners and teachers adopt better ways of improving speaking skills. Excluding the sources did not mean that they did not matter in the study, but it meant that the 12 selected articles were the most relevant for the current study.

### Results and Discussion

#### Findings from the Articles

Table 1: Article findings

Author	Article	Methods	Findings
Alfian (2021)	The Favored Language Learning Strategies of Islamic University EFL Learners	Data collection: Interviews Location: Indonesia Participants: 18 graduate students from faculty of education	Majority of the participants said that they watched English television to help them learn pronunciation of words like natives as well as boosting their vocabulary list. They also said that they sought entertainment on YouTube from content made by natives to learn about the culture of English-speaking countries.
Boonnoon (2019)	Vocabulary Learning Strategies Employed by Thai University Students across Four Academic Profiles	Data collection: Questionnaire Location: Thailand Participants: 300 graduates just joining English Technical course	Autonomy techniques are relevant in ensuring learners remain motivated and are accountable of their own learning. For instance, they are able to study extensively outside the classroom setting and engage in activities such as listen to English-based

			narrations on streaming networks and watch movies to boost their English skills.
Albiladi, Abdeen and Lincoln (2018)	Learning English through Movies: Adult English Language Learner's Perceptions	Data collection: Interview method Location: United States Participants: 25 adult language students	Virtually every interviewed person agrees with the fact that movies are a great way to boost one's English skills. The reason why movies have much potential is their ability to showcase the actual English as used by the native speakers.
Sun, Steinkrauss, Tendeiro and Bot (2016)	Individual Differences In Very Young Children's English Acquisition In China: Internal And External Factors	Data collection: school records, interviews, questionnaires, English aptitude tests Location: Netherlands Participants: 71 Chinese English learners.	Home English media was found to positively correlate with advanced English speaking skills. Both English shows produced in native countries and those produced in China were found to have an effect on the overall English-speaking abilities.
Yang (2017)	Dynamic Assessment in English Pronunciation Teaching: From the Perspective of Intellectual Factors	Data collection: Oral pronunciation test Location: China Participants: 36 first graders in a Chinese institution	Watching English TV shows and movies was found to improve pronunciation among student population who are enthusiastic for standard English pronunciation. They indicated that they copy the actors' behavior and pronunciation styles until they master specific words and phrases.
Bolívar-Cruz and Verano-Tacoronte (2018)	Self-Assessment Of The Oral Presentation Competence: Effects Of Gender And Student's Performance	Data collection: Self-assessment rubric Location: Spain Participants: 201 learners in a business school in Spain	The objective of this study was to examine the way a person perceives their own public speaking anxiety as well as their overall English-speaking confidence. The results if the study show that the women's self-assessment scores are affected by their level of confidence, but this was not the case among the

			male participants. Therefore, the perception of women's confidence was found out to be the factor that affected the evaluation score the most. The male perception of their confidence levels was only affected upon the provision of an incentive or reward.
Hirci (2016)	Investigating Trainee Translators' Views On The Pronunciation Of English: A Slovene Perspective	Data collection: Phonetic classes, 45-minute weekly sessions, Location: Slovenia Participants: 57 university students in first year	The researcher exposed the learners to English and British music and movies during each phonetic session. Virtually all the respondents indicated that they would have their ability to pronounce many English words would be improved after watching the movies and after the phonetics sessions. They stated that poor English-speaking skills could be highly associated with unemployment as it was perceived that employers must consider English proficiency.
Amoah and Yeboah (2021)	The Speaking Difficulties Of Chinese EFL Learners And Their Motivation Towards Speaking The English Language	Data collection: Chinese EFL rubric Location: China Respondents: 75 non-English major students in the foreign language department.	The study was aimed at finding out the issues that the Chinese EFL students experience with the findings founded on psychological and linguistic factors. The researchers found out that the most challenging psychological issues that the EFL students faced were fear of making errors while speaking in public, feeling shy because they are not used to the new language, and speaking anxiety. These issues are a good demonstration of inadequacy of self-efficacy and speaking

			confidence. The researchers propose that learners should be exposed to English visual content as a way of establishing a better context under which the learners can improve their English language efficiency.
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### Article Characteristics

#### Citation

The researcher conducted a search in Google Scholar for the 8 publications to determine how frequently each has been cited in other items since their publication in their respective years. The information about the articles is relevant to help in identifying whether the articles were diverse enough to come up with generalized findings for diverse geographical locations, research methods, and so on. The following figure shows the results of the assessment.

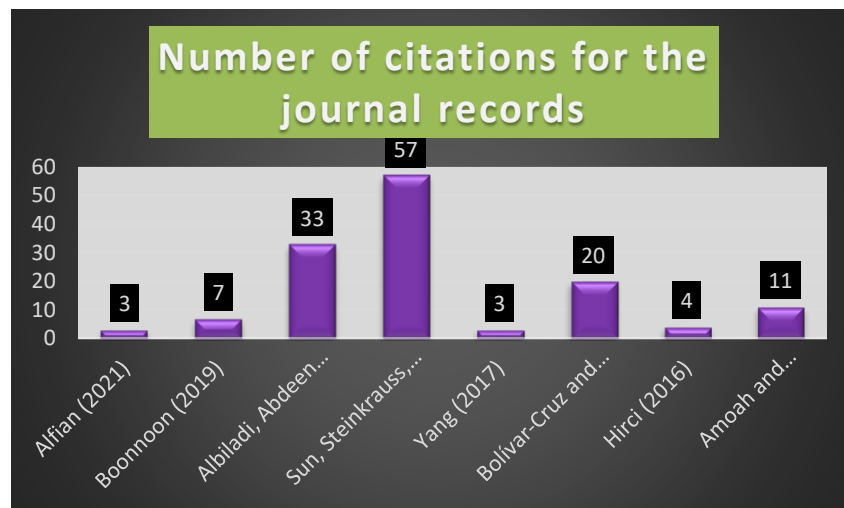


Figure 1: Number of citations for the journal records

From the figure, it can be noted that Afian (2021) and Yang (2017) were the least cited with total citations of 3 for each. Hirchi followed in the list with 4 citations, Boonnoon followed with 7 citations, Amoah and Yeboah (2021) with 11 citations, Albitadi et al. (2018) with 33 citations, and Sun et al. (2016) topped the list with 57 citations.

### Geographical Distribution

Geography was not used among the inclusion and exclusion criteria as long as the participants within the study were not English native speakers. Therefore, the articles were obtained devoid of the geographical locations of the researchers or participants in the individual studies. The following are the results of the geographical assessment.

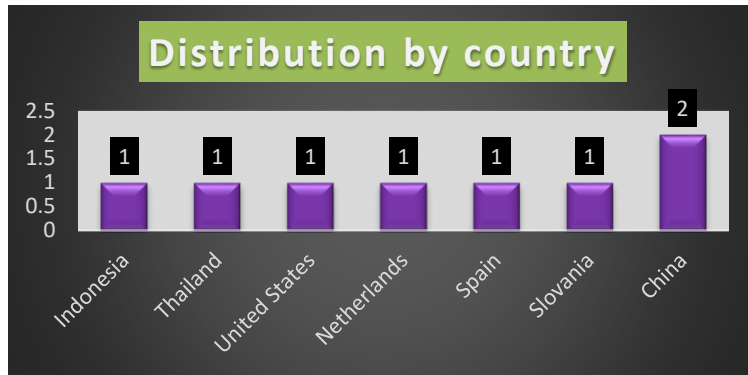


Figure 2: Distribution by country

### Publication Dates

Years which the articles are published matter, particularly because the researcher need to identify the most recent works to know which knowledge gaps have been filled in the past and which have not been filled, providing an opportunity for research. There were 2 articles published in 2016, 2018, and 2021. Then, there were one article for each year 2017, and 2019. The following figure shows the distribution of the selected articles according to year of publication.

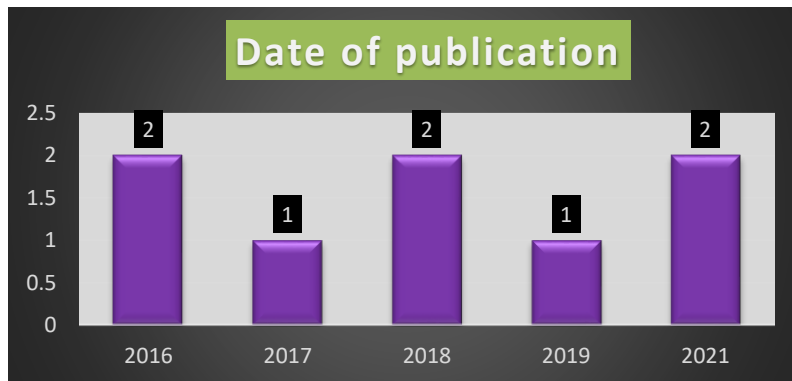


Figure 3: Date of publication

## **Discussion**

### **Challenges EFL Learners Face**

The reviewed articles highlight various challenges that the participants in the respective studies showcased and which could be solved by watching English movies. One of the major issue highlighted is the fear of making mistakes and having a feeling of anxiety. Two studies, Bolívar-Cruz and Verano-Tacoront (2018) and Amoah and Yeboah (2021), mentioned these two factors as major hindrances towards effective English language acquisition among EFL students. Many previous researchers could agree with this finding as they have identified that EFL learners who have not mastered fluency and pronunciation fear communicating with people to avoid being judged and receiving negative assessment from their colleagues (Liu, 2006; Aydin, 2008). It is that fear that leads to the development of anxiety because they do not want to look like failures (Toubot & Seng, 2018). Another issue was poor vocabulary which is was also mentioned only in one article, Bolívar-Cruz and Verano-Tacoronte (2018). The major reasons why EFL students find a difficulty learning new vocabulary include the complexity of word knowledge, having limited information sources on words, exceedingly large number of words that a student should learn, and differences in written and spoken forms in English language (Vela, 2015; Webb, 2010). Another issue they face is poor pronunciation brought about by lack of confidence and self-efficacy (Amoah & Yeboah, 2021; Hirci, 2016) which could be caused by the differences in written and spoken form of English words,

### **Factors of English Movie that Help in English Speaking**

There are various factors identified as lying in English movies and which promote betterment of the speaking skills. Two of the reviewed studies indicate that movies allow for a degree of autonomy where students learn by themselves outside the confinements of a classroom setting (Boonnoon, 2019; Alfian, 2021). A high degree of autonomy provides motivation for the learners because they learn using their own style. However, these two researchers differ in the sense that Alfian (2021) believes that students should be given full autonomy to choose movies to learn English from, but Boonnoon (2019) hold that educators should choose movies for their students to watch at home. Watching movies at home can help students better their pronunciation and increase their vocabulary (Alfian, 2021; Boonnoon, 2019, Hirci, 2016; Sun et al., 2016). A boost in pronunciation means that the speaker can be confident speaking in public without fear and anxiety. Hirci (2016) holds that pronunciation could help someone in maintaining natural conversations especially when seeking for employment. Natural conversations can be maintained by having a high fluency after having enough vocabularies. Albiladi et al. (2018) hold that English movies provide an authentic English source which can teach a learner how to

communicate naturally. Yang (2017) uses a relatively close theme and states that a huge number of people have a passion to speak Standard English. This way, people will have more confidence and will remain unaffected by the perception of others.

### **Conclusion**

English-speaking can prove to be a hard thing to learn for the students whose English is not their first language. A lot of methods have been devised to help teachers pass their knowledge to learners; teaching English can be as hectic as learning it because the teacher has to find the easiest way to make sure that by the end of the course the learners are well-versed not only with English language basics but close or at par with native speakers. In this light, the current study was aimed at providing a technique different from the traditional approaches most lecturers apply in Kurdistan to teach English language students. By watching movies, the learners can acquire crucial information concerning the application of that language in real-life situations, also get additional information about the culture of the native speakers of the said language. From what is provided in the discussion, the results showed that movies offer an authentic source of English language that build EFL students' confidence to tackle various tasks in an English classroom. Most of the studies show that EFL students usually struggle in their speaking out of fear and anxiety as they think that people in public may judge them. Besides, the results show that English audio-visual media is among the major techniques that can be used in teaching English language and improving the ability of the learners to move their abilities towards a native-level. They can help the students to pronounce words, converse, and speak properly just like the native speakers. The reason is that they tend to copy the speakers in a movie until they master their level of proficiency. The findings also show that English films can help provide the proper context and increase a person's list of vocabularies through natural language delivered at a natural tone. Since movies can provide a great way for the students to learn, it means that teachers and instructors can leverage the benefits to ease how ESL students acquire English language speaking skills. It can be used as a useful intervention to expose the learners to a more effective and interactive technique in the English language class. The autonomy provided in watching films helps the students take control of the learning unlike the traditional methods where the students had to depend on the teacher for to learn anything. Therefore, students can gain confidence and kill the anxiety that affects their esteem as they speak to native speakers.

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