EFL STUDENTS' PERCEPTIONS AND PRACTICES TOWARDS WATCHING ENGLISH MOVIES IN SPEAKING SKILLS DEVELOPMENT

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Abstract:

This study investigates the awareness and practice of using English films to develop EFL students' speaking skills. The research aims to investigate the perceptions and practices of the second-year English majors at School of Foreign Languages, Can Tho University, Vietnam in using English movies to improve their speaking skills. The research used a mixed method, combining quantitative surveys with 70 students participating in answering questions and 9 students participating in qualitative interviews. The findings of this study will provide insight into how EFL students perceive the use of English films to develop their practical speaking skills, in using this resource. In addition, the research also proposes appropriate learning methods based on the results obtained to help second-year students effectively improve their speaking skills. By doing so, it is expected to contribute to improving the learning outcomes and prospects of EFL students in their study and work.

Keywords: English movies, perceptions, practices, speaking skills development

1. Introduction

1.1 Research background

Watching foreign movies or films has become a necessary part of people's everyday lives in the present setting of globalization and the advancement of communication technologies, especially for those who like English. In addition to providing

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entertainment, foreign films give audiences the chance to learn about various English-speaking nations, languages, and cultures. This raises the question of how watching foreign films can affect the language skills of viewers, especially English majors.

English as a foreign language (EFL) is inherently dynamic, increasingly focusing on developing communication skills because this is a communication skill that helps connect with people. Speaking with ease is a crucial part of learning a language as it facilitates clear communication and native-like fluency. Teachers are aware of how language teaching approaches are changing, thus they are always looking for new and creative ways to improve their EFL students' speaking abilities. One such approach involves integrating multimedia resources as they exist today, with a particular focus on the impact of watching English films.

Watching foreign movies is not only a popular form of entertainment but also a way for viewers to come into contact with the English language. Foreign films often show diverse aspects of Western culture, from local foods to social communication. The use of films as educational tools has become prominent in language classrooms due to their potential to create a rich language learning environment. English films provide a rich source of authentic language knowledge, where students can hear and see language used in real-life situations, exposing them to common accents and expressions. diverse cultural customs and nuances. Films provide students with an authentic and diverse source of language knowledge. Through movies, students can learn vocabulary, grammar and how to use language naturally and flexibly. This exposure goes beyond the typical classroom environment, allowing learners to encounter language in authentic contexts.

Although the educational benefits of using multimedia, including films, in language learning have been acknowledged, the specific impact on speaking ability remains a topic of primary interest and research. rescue. In particular, Movies allow students to be exposed to many different accents and expressions, thereby helping them better understand how native speakers use language in everyday life. Therefore, this study aims to explore and analyze the effects of watching English movies on EFL students' speaking ability, focusing on several key aspects.

Viewers have the opportunity to hear and see language used in real-life contexts, helping them improve their listening and speaking abilities. They are exposed to new vocabulary, different language structures, and how language changes in different situations. In classroom settings, films can be combined with activities such as discussions, games, or writing exercises to optimize language learning through this medium. This helps students take advantage of every learning opportunity and develop their language skills comprehensively. Watching foreign movies can create a realistic environment for language learning, from recognizing new vocabulary to how language changes according to context.

The globalized world demands communication skills, and speaking English fluently is often considered the benchmark for students' academic and professional success. Therefore, understanding the potential of using English films as an additional tool to enhance EFL students' speaking ability is necessary in the future.

1.2 Research objectives

The goal of this study is to learn about English Foreign Language (EFL) students' perceptions of using English movies to develop speaking skills, as well as investigate the practice of watching English movies to improve their listening skills. The research will focus on better understanding how second-year English majors at School of Foreign Languages, Can Tho University, Vietnam perceive and practice these skills. At the same time, from this understanding, we propose appropriate study guides to help second-year students effectively improve their English speaking skills, thereby achieving good results in study and work future.

1.3 Research questions

The study was conducted to answer the following questions:

1. What are EFL students' perceptions towards watching English movies in Speaking skills development?
2. To what extent do EFL students practice watching English movies in their Speaking skills development?

1.4 Significance of the study

This study is important in exploring how watching English films affects EFL students' speaking ability. For students, this provides a unique language exposure and immersion experience, helping them listen and speak English in a variety of real-life situations. Integrating films into the language learning process can increase student motivation and engagement. The study also focused on whether the visual and auditory elements of films make the language learning process more enjoyable and stimulate interest and participation in speaking activities. At the same time, observing and simulating native speakers' pronunciation and intonation through films can have a positive impact on the way EFL students pronounce and express themselves, contributing to more coherent and natural communication. For teachers, these results have practical implications because they can assist in adapting teaching methods and leveraging film-based activities to promote learning. A better understanding of the effects of watching English films may open up opportunities for using multimedia in autonomous language learning, providing useful information for teaching methods that encourage extracurricular self-directed learning.

2. Literature review

2.1 Speaking skills development

According to Vygotsky's theory, speaking skills develop from the interaction between speaker and listener, thereby building each individual's knowledge, thinking and skills. Focusing on communication and practicing speaking skills will help improve each person's speaking ability. Effective speaking skills come from the ability to recognize and control emotions. According to Leong & Ahmadi (2017), humans are programmed to

speak before learning to read and write. In any case, humans spend more time interacting with language orally than using it in written form. People who are able to control emotions, handle difficult situations and convey information emotionally will have better speaking skills. Qureshi (2007) affirms that "*language is a tool for communication.*" Therefore, speaking skills are not only an important aspect but also play a key role in the process of language proficiency. The importance of speaking skills comes not only from the ability to communicate but also from building confidence, the ability to persuade and social interaction. Speaking skills play an important role in conveying ideas and thoughts effectively.

Expressing clearly helps the speaker convey his or her message accurately and understandably, facilitating effective interaction. Speaking is one of the most important of all four language skills because individuals who learn a language are considered speakers of that language (Ur, 1996). When using speaking skills fluently, the speaker has the ability to be flexible in conversation. They can adapt their language to the audience and situation, creating a flexible and adaptive communication environment. helps build effective communication skills in discussions. "*It is difficult for them to feel attracted when communicating with people around them. or develop positive attitudes towards their learning environment. Opposite Many learners will prefer to remain silent in the hope that they will not be called on to participate openly.*" (Little Wood DA Communicative Language teaching). Being able to participate and contribute clearly not only enhances the quality of discussion but also creates a diversity of opinions and perspectives. In the context of teaching, speaking skills are a key factor in creating effective lectures. Teachers need to be able to convey knowledge clearly, attractively and vividly so that students can best understand and absorb information.

Speaking skills also help build an emotional connection with the listener. The ability to convey emotions through language helps create a bond between the speaker and the listener, making the message poignant and relatable. Efrizal (2012) expressed that speaking has great significance for people's interactions wherever they speak everywhere and every day. Speaking is a way of conveying ideas and messages orally. Speaking skills set goals for communication. According to Brown (1994), speaking is a learner's language tool. The speaker needs to clearly define his or her goal and be able to use appropriate language to achieve that goal, be it persuasion, conflict resolution, or information sharing. Speakers can utilize their speaking skills to create a positive impression and shape how they are perceived by others.

English is one of the most widely spoken languages, with more than 400 million people speaking English as a first language and more than 1 billion people speaking English as a second language. Developing English fluency is critical to effective communication in today's connected world.

2.2 Challenges faced by EFL students in developing speaking skills
EFL students often face a number of challenges in developing their speaking skills, which can significantly affect their language proficiency. Mastering English speaking skills not

only requires mastery of grammar and vocabulary but also involves many aspects such as thinking processing ability, confidence, and social communication ability. In this context, understanding and dealing with the specific challenges that EFL students often encounter is key to building an effective and enjoyable learning process. To further explore these complexities, we will analyze the cognitive, psychological, and social factors that EFL students often have to overcome when developing their English-speaking skills.

One of the most common challenges EFL students face is anxiety and fear of making mistakes when speaking English. This fear can inhibit their ability to express themselves freely and confidently, hindering progress in developing their speaking skills. Heriansyah (2012) found that lack of vocabulary and fear of making mistakes are the main problems in developing speaking skills. This fear can inhibit their ability to express themselves freely and confidently, hindering progress in developing their speaking skills. Worrying about making mistakes is not only a common psychological phenomenon but also affects students' confidence in English communication. Concern about being judged or misunderstood can cause them to self-absorb and refuse to participate in conversations and communication activities, which is a major obstacle to improving their ability to express and communicate. efficiently communicate. Another study by Sokip (2020) on overcoming problems in learning foreign language skills in the classroom, found that in speaking skills students encounter mainly motivational problems, students often worry about worrying about making mistakes To overcome this challenge, the educational process needs to focus not only on the linguistic aspect but also on building confidence and enabling EFL students to practice without fear of making mistakes, giving them the opportunity to experience the language confidently and without the control of fear. Many students lack confidence in their speaking ability, which can stem from a lack of exposure to English in real-world contexts or feeling overwhelmed by the complexity of the language. This lack of confidence can lead to hesitation, self-censorship, and reduced ability to engage in speaking activities. These include inhibition, lack of specialized knowledge, and little participation and use of the mother tongue (Tuan & Mai, 2015).

Additionally, EFL Students may not have enough opportunities to practice speaking English in a variety of contexts, such as through group discussions, debates, or public speaking activities. Limited practice can hinder the development of fluency, vocabulary and grammatical accuracy and often limits access to native speakers, which can make it difficult for them to listen. and imitate the natural flow and intonation of English speech. This can affect their pronunciation and fluency. Chand (2021) believes that Teaching and learning English in non-English speaking countries is indeed a challenging work problem. There are many different factors that influence language learning, creating a diverse and complex learning environment. Difficult grammar patterns and rich vocabulary are common challenges EFL students often encounter. This difficulty may stem from the complexity of the target language, making it difficult to understand and apply grammatical rules and vocabulary in real-life contexts.

However, some EFL courses may not effectively address the development of speaking skills and instead focus on grammar, vocabulary and reading comprehension. This can leave students without the necessary skills and strategies to improve their speaking ability, causing the problem of inappropriate teaching methods for students. Therefore, mastering speaking skills is considered the most difficult skill in a second language (Chand, 2021). Similarly, Brown (2001) pointed out the following issues of speaking: clustering, redundancy, contractions and performance variables, colloquial language, rate of delivery, suprasegmental features, and interaction. These aspects pose special challenges for second language learners who want to develop their speaking skills. Additionally, motivation plays a big role in the language learning process. Highly motivated students are often able to overcome language challenges with flexibility and creativity. This involves both pedagogy and classroom practice, where teachers can create conditions that stimulate student motivation and active engagement.

2.3 Role of instructional media in speaking skills development

the medium of instruction indeed plays an important and undeniable role in developing students' speaking skills, especially when it comes to the language learning process. Instructional media are not only sources of information but also powerful tools that help create interactive and diverse learning environments. Instructional media can create an interactive learning environment through hypothetical situations, group discussions, and other interactive activities. This encourages students to practice using language in real-life contexts.

Integrating technology in teaching speaking skills has become an essential practice, especially in English as a foreign language (EFL) education. This use includes the use of computer-mediated communication, which provides a platform for students to engage in speaking activities without the constraints of geographical location. Qing (2011) suggests that role-playing is a very valuable method that helps learners interact and provides them with opportunities to practice in the target language context. It also suggests using role-playing exercises to assist pupils improve their general communication skills and multicultural awareness. With the use of technology, instruction may become more dynamic and engaging, enhancing students' pronunciation, vocabulary, and fluency. Furthermore, the incorporation of technology into skill-building Speaking fluency is becoming more and more of a need rather than just a fad, particularly in the field of teaching English to foreigners (EFL) The use of technology in teaching speaking is one of the changes in the way language teaching is taught in schools that focuses on the use of language communication rather than just passing exams (Thao, 2003).

The use of technology in teaching speaking skills not only helps expand the scope of the learning process but also brings many important benefits to students. Specifically, the use of computer-mediated communication provides a flexible platform for students to engage in speaking activities without the constraints of geographical location. Furthermore, Huang and Hung (2010) also argue that e-portfolio is a technology that

allows students to gain vocabulary richness when speaking, in which learners benefit from their speaking expression. to act. This enables them to practice and improve their speaking skills anywhere and anytime, facilitating the accumulation of more practice time. Sosas (2021) opined that such use of technology in teaching speaking is extremely acceptable to students. This technology-based approach not only provides a dynamic learning experience but also creates interactive and flexible environment. By practicing with classmates from around the globe, students are exposed to a range of languages and communication styles. In the same vein, Parveen (2016) lists the internet, podcasts, video conferencing, blogs, TELL, videos, and voice recognition software as among of the finest resources for teaching speaking. Pupils are exposed to a variety of languages and dialects, which improves their fluency and expands their vocabulary and pronunciation.

According to Muakhiroh (2020), media can also be considered as both material and non-material support tools that are intentionally used as intermediaries for teachers and students to understand learning materials for efficiency and effectiveness. more productive. A medium is a physical or technical means of converting a communication message into a signal medium capable of being transmitted along a certain channel. Only television has the scope, visual impact and potential for persuasion and behaviour change to influence the masses (Hwang, 2005). With video media combining image and sound, providing a multi-sensory interactive experience. Students not only hear voices but also see gestures, facial expressions, and their surroundings, helping them better understand language in real-life contexts.

Developing instructional materials for teachers includes selecting appropriate content, organizing materials, choosing appropriate learning strategies, and using appropriate media and technology (Riswandi, 2016). Furthermore, Munawaroh (2017) stated that teachers can create relevant and interesting teaching materials, and can facilitate a deep understanding of students' characteristics, learning goals, and effective learning method. In addition, it provides accurate language models, helping students listen and learn from how native speakers naturally express ideas, stories, or other information. Video can be highly motivating and motivating as students see their progress over time, and feel progress in their language use.

2.4 Movies
2.4.1 Movies as a learning resource
Movies or films are defined as a learning resource that can be used in a variety of educational contexts to enhance learning outcomes. Movies have also become popular for their ability to attract and direct viewers' attention. Technical lenses, camera movements, camera angles, framing, and film editing can create compelling perspectives that are not present in reality (Carroll, 1985). It serves as a powerful tool to engage students, promote critical thinking, and facilitate the absorption of complex ideas and concepts. The components of craft that exist and support a film include expressive arts, photography, design, 22 dance, poetry, writing, theatre, music, mime and books. Shared by Effendi (Puspasari, N., & Suwardi, 2016), film is a social artefact and a method for

imaginative expression. The moving picture is a synthesis of several developments, including writing and design, melodic expression, expressive arts and theatrical expression, photography and sound recording, and expressive arts. Film is a medium that uses visual, aural, and narrative components to transmit information, arouse feelings, and promote cognition. Modern teachers have a wealth of materials at their disposal when instructing students. Traditional formats include lecture/discussion and printed media such as book materials or projected text. Visualizations include overhead drawing projections, image slide projections, or computer slide presentations.

Films are selected, viewed and discussed in educational settings to encourage students to analyze, reflect and discuss the themes, characters and messages presented in the films. According to Salmon (1979), as shared some evidence shows that people learn abstract, new, and novel concepts more easily when presented in verbal and visual form. Choosing movies that are relevant to the course material or area of study, letting students see and evaluate the movie, and then leading conversations or interactive exercises centred around the movie's themes are all parts of film education. This method encourages the growth of abilities including teamwork, solving, and organization. It also prepares students for larger writing tasks by giving them a visual and narrative foundation to build upon.

In summary, film as a learning resource is a versatile medium that can be used to enrich the educational experience, promote learning, and develop essential skills for students. Its ability to engage students across multiple senses makes it an invaluable tool in the classroom and beyond.

2.4.2 The benefits of movies as a learning medium

According to the diagram in Munir (2016), listening enhances you see it right away, it will be easier for students to learn than if you see or hear it. The use of film as a medium for vertical learning is an engaging and flexible educational method that offers many benefits that go far beyond traditional teaching methods. The integration of film as a learning medium in developing speaking skills for English as a foreign language (EFL) students is increasingly receiving widespread recognition, mainly due to its exceptional ability to enhancing language acquisition ability. This not only opens a new door for the learning process but also facilitates the comprehensive development of communication skills in English. It is also a great way to attract students' attention to the lesson (Lestiyanawati, 2011).

In the field of education, films serve as motivational tools capable of engaging students through visual storytelling, enhancing cultural understanding and developing language skills. This section will delve into the diverse benefits of integrating film into the learning environment, exploring how this multimedia medium contributes to improved understanding, critical thinking and real-world application. international. Based on an article by Tan (2007) films can stimulate critical thinking in language teaching in a variety of ways because films serve context, plot and culture, many of which are mysterious. hidden. As we learn about the unique benefits, it becomes clear that film not

only captivates the senses but also plays an important role in creating a comprehensive and enriching educational experience.

Integrating movies as a learning medium brings many benefits in developing speaking skills. Here are some key advantages:

1) **Expanding vocabulary:** Due to the natural context that films offer, watching them helps learners acquire new words and phrases. The natural environment helps pupils comprehend and retain new words.

2) **Modelling pronunciation and intonation:** Because films are audio-visual, students may see and mimic native speakers' pronunciation and intonation. Achieving more natural fluency and improving speaking abilities need the use of this model.

3) **Critical thinking skills:** Students' critical thinking skills can be improved by watching films. Students can enhance their speaking abilities by gaining a more profound comprehension of language, society, and social concerns via the analysis of movie content, themes, and characters.

4) **Shows real language usage:** Movies help students improve their speaking abilities by showing them how to use language authentically. Students may speak English more effectively by using colloquial terms and the natural flow of dialogue in films.

5) **Contextual learning:** Scenes from films offer circumstances that need to be understood and responded to effectively. Contextual learning encourages the actual use of speaking abilities in particular contexts, enhancing accuracy and fluency.

6) **Intercultural awareness:** Teachers may cultivate their intercultural awareness by showing films from many cultures to their pupils. This understanding of cultural quirks might help students communicate more successfully in multicultural settings.

2.5 Perceptions towards watching English movies

2.5.1 EFL student perceptions of using movies for language learning

They present themselves as an interesting source of input and language acquisition (Ismaili, 2013; Kalra, 2017). The majority of students said they liked watching movies to learn English and found movies beneficial for improving their language skills. This enjoyment is linked to the Input Hypothesis, which postulates that language is acquired by receiving comprehensible input. Movies help students improve both listening and speaking skills Liando *et al.* (2018). Movies provide that input in a meaningful and engaging way, thereby enhancing learning outcomes. Using movies to learn language is associated with increased motivation to participate in class discussions and reduced anxiety. This shows that movies can reduce learners' anxiety and stress levels, making - learning more enjoyable and effective. According to Goctu (2017), most learners reported that watching movies in the target language as part of their learning process language lessons reduced their anxiety levels when learning the language. The use of movies as an

input source in the process of learning English is especially engaging and has notable positive effects. Studies, such as those of Ismaili (2013) and Kalra (2017), have demonstrated that the majority of students enjoy watching movies to improve their language skills. This enjoyment is often linked to the Input Hypothesis, which holds that understanding of language simplifies through input as important. Movies not only help improve listening ability but also stimulate speaking ability. By providing meaningful and engaging input, films contribute to improved learning.

Another significant factor is the link between watching movies to learn a language and becoming more motivated to contribute to class discussions. Students benefit from this in addition to it making learning more enjoyable and advantageous, as it also helps reduce tension and worry. A research by Goctu (2017) indicates that watching films in the language of instruction not only speeds up students' language learning but also reduces their anxiety while speaking the language. This presents a chance to carry out more studies on the beneficial effects of films on language acquisition as well as the psychological effects of language learning.

Using movies to learn language is associated with increased motivation to participate in class discussions and reduced anxiety. This shows that movies can reduce learners' anxiety and stress levels, making the language-learning process more enjoyable and effective. The connection between using movies to learn a language and increasing motivation to participate in class discussions is an important aspect of the learning process. Li (2016) stated that supporting electronic learning and teaching systems through the Internet and multimedia improved the listening performance of the control group and helped teachers achieve twice the results with half the effort strength. This not only lowers stress and anxiety levels in pupils, but it also improves the atmosphere in the classroom and makes studying more joyful. Movies have the power to grab viewers' attention and produce an inspiring learning environment because of its captivating sounds, images, and plots. When students find themselves connecting with the story and characters in the movie, they become more interested and tend to actively participate in discussion activities.

In particular, reducing learners' anxiety and stress levels through the use of films can create a positive psychology in the classroom. Students feel more comfortable and confident when using new language because they have the opportunity to practice and apply the knowledge they have learned from movies. This not only boosts confidence but also encourages them to participate in discussion activities actively and creatively. Using movies as an English learning tool not only brings excitement but also has a positive influence on students' language acquisition ability. Kalra's (2017) research has shown that students often like to watch movies to improve their language skills, combining entertainment and learning in a flexible way. This preference is often accompanied by the Input Hypothesis, which posits that language understanding is enhanced through exposure to comprehensible and interesting content. The appeal of films lies in providing meaningful and engaging input, thereby enhancing learning outcomes and creating a positive learning environment. The application of film in the language learning process

not only focuses on the academic aspect but also concerns student psychology. Movies help reduce anxiety and stress levels, expand confidence and instill confidence in students as they are exposed to new languages. This anxiety reduction also boosts motivation to participate in class discussions, facilitating an active and effective learning process. Therefore, movies are not only a learning tool but also a strong source of encouragement, helping students enjoy the language learning process actively and effectively.

2.5.2 Factors influencing EFL students' perceptions of watching English movies
These days, learning English may be done through a variety of engaging and visually stimulating mediums in addition to traditional textbooks and lectures. Using English-language films is one of the increasingly popular ways to learn the language. Film is accepted as the most authentic material a teacher can provide in a classroom situation under the notion that film can bring real life into the classroom (Lonergan, 1984). Watching films can help students learn English as a foreign language (EFL) and improve their language abilities, particularly in speaking. It is also a kind of amusement. However, students' awareness of the use of film in the process of learning English cannot be just general and forget the detailed factors that are hidden behind it. To better understand how EFL students cope with and take advantage of the opportunities that come with watching English films, let's look at some important factors that can influence their speaking development.

These elements are important in understanding how film can be used effectively as a language teaching tool. Below are some key factors shared by Liando *et al.* (2018):
- **Authentic English usage:** English movies provide authentic examples of spoken English, including grammar words, phrasal verbs and natural expressions such as "a matter of fact, once and for all… etc." helps improve fluency. This exposure allows students to imitate and internalize these expressions, thereby improving their by speaking ability.
- **Vocabulary:** Spoken language in film is characterized by a lower vocabulary density than written English, using more grammatical words and verb phrases than noun phrases. This feature of spoken language, combined with the use of "vague language" and fixed expressions, helps to expand the student's vocabulary. In particular, the use of ambiguous language encourages students to think about objects and events in general terms, promoting a deeper understanding of language.
- **Confidence building:** Tasks designed to develop speaking skills, such as physical descriptions, problem-solving and role-playing, require students to interact and express themselves in a variety of situations. These tasks create positive attitudes and motivation in students, as long as they are considered interesting and relevant. The challenge of carrying out tasks with clear outcomes will help build students' confidence in using spoken English.

- **Autonomy:** The design of speaking development tasks aims to promote both the transactional and interactive functions of language. By allowing students to express themselves in different situations, emotions and relationships, the tasks encourage autonomy in their use of language. This autonomy is important for developing independent speaking skills

- **Cultural understanding:** Although the main focus is on language development, using English films also aids in understanding cultural nuances. By analyzing film content, themes, and characters, students can develop a deeper understanding of language, culture, and social issues. This comprehensive understanding enhances their speaking skills by providing context for language use.

These highlight the important role of film use in developing the language skills, especially speaking skills, of EFL students. These elements not only create a rich learning environment but also promote a deep and flexible understanding of language. Liando *et al.* (2018) suggested that English Movies are one of the media that can be used to improve students' listening and speaking skills. Watching English movies is not only a creative educational method of solving but also a fun way to develop speaking skills while learning a second language. However, just practising in class is never enough. As Wills (2006) mentioned, successful listening skills are acquired over time and with lots of practice. Flexibility, integration of cultural and social factors, along with sharing and support from the community learning, all play an important role in forming EFL students' awareness and effectiveness when using this method.

2.6. Practices in watching English movies for Speaking skills development
2.6.1 Incorporating movies in Speaking skill activities

Incorporating films into speaking skills activities is not only a creative way but also brings many important benefits, contributing significantly to the learning experience of EFL students. When students participate in film-based speaking skills activities, they are placed in a fictional environment, yet extremely close to reality. This helps them become familiar with natural language, expression, and communication in everyday situations.

The excitement of watching movies often stimulates self-study motivation. Students will feel more interested and motivated when participating in film-based speaking activities, because that is how they connect knowledge with real-life experiences. Film-based speaking activities often require students to work in groups, discuss, and share ideas. This not only improves communication skills but also enhances teamwork and social skills. If there are no activities, students will only watch movies for entertainment (Pimsamarn, 2011).

If teachers cannot use films in a proper teaching process, integrating films into teaching still cannot be successful (Chenchen, 2011); therefore, encouraging students to practice active viewing skills when watching movies. This involves paying attention to the plot, characters, and dialogue, then applying what you've learned to speaking activities. Active viewing can help students absorb language more effectively and apply it in real-life contexts. After watching the movie, hold a discussion or reflection session.

This can be done through guiding questions, group discussions, or personal journaling. Encourage students to talk about the film's plot, characters, and any cultural or vocabulary references they encounter. This encourages them to practice their speaking skills while gaining a deeper understanding of the content and cultural context of the film. incorporates role-playing activities based on the film. In addition, speaking involves a form of internal monitoring and tracking of speech production and communication management under a range of external pressures (Bygate, 1998). Students can role-play characters from the movie and participate in dialogues. Speaking abilities are enhanced, as is the capacity to comprehend and apply language in a variety of social settings.

Highlight new vocabulary and expressions used in the film. After viewing, ask students to define and explain these words. This can be done through quizzes, flashcards or group activities, helping students absorb new vocabulary and improve their speaking skills. The Liando *et al.* (2018) students should be encouraged to pay attention to phrases or phrases in the language while watching films, repeating in their minds the expressions that are being used and repeating words that they can understand but cannot use. Because Movies often have realistic use of language, including colloquial expressions and natural speech patterns. This exposure can help students improve their pronunciation and fluency. Use movies to practice listening. Students can watch a movie with subtitles and then discuss the plot, characters, or key scenes. This dual method of listening and speaking can significantly improve students' listening and speaking skills. By exploring and discussing situations and characters in movies, EFL students can develop their creativity and imagination. Creating new scenarios or playing movie characters can help them practice their expression skills and create new content. Participating in film-based speaking activities can help EFL students build and increase their confidence in using English. Through practice and practice, they can feel more comfortable communicating and expressing their opinions. However, instruction in these speaking skills receives the least amount of attention, and many English teachers still spend most of their class time reading and writing practice to the exclusion of speaking skills (Scarcella & Oxford, 1994). Therefore, movies are attractive and can motivate students to participate in class activities. They provide context that makes language learning more relevant and enjoyable.

In summary, incorporating films into speaking skills activities provides a multifaceted approach to language learning. It provides an engaging means for students to practice and improve their speaking skills while enhancing their understanding of cultural context and authentic language use.

2.6.2 Strategies for maximizing English Speaking skill development through movies
In the process of teaching English as a Foreign Language (EFL), incorporating films into lessons is not only a creative educational measure but also a great opportunity to develop students' speaking skills. To maximize effectiveness in this, it becomes important to apply strategies built on a deep understanding of the language learning process. These

strategies focus not only on improving expression but also extend to the ability to understand and use language in diverse and real-life contexts.

These are strategies that students can use as learning activities when using movies to develop speaking skills:

1) **Choose the Right Movie:** Choosing a movie with difficulty corresponding to the language level is important to create the best learning environment. Cartoons or movies for first-language learners provide an accessible foundation and help build confidence from the very beginning.

2) **Taking Notes and Learning New Words:** The act of noting new vocabulary and grammatical structures helps strengthen language skills and expand learners' vocabulary. Studying meaning and usage in context adds depth to knowledge.

3) **Repetition:** The process of repetition not only reinforces information but also helps learners become familiar with the tone, intonation and natural grammatical structure of the language. This facilitates greater strength and confidence when communicating.

4) **Focus on Context:** Understanding context is the key to a deep understanding of language. Paying attention to gestures, facial expressions, and surrounding situations helps learners connect language with reality and better perceive the content.

5) **Pronunciation Practice:** Listening sincerely to how the actor pronounces each word and phrase. Trying to imitate helps improve pronunciation and ensures that the learner is learning from the natural intonation of the language.

6) **Discussion and Use:** Discussion with other language learners provides opportunities to apply learned knowledge in real-life conversations. This not only strengthens speaking skills but also expands communication and linguistic thinking abilities.

7) **Stimulate Language Competency:** Using subtitles to help learners understand content, and then turn them off to challenge listening and speaking skills. This is an important step to ensure learners are confident with the language.

8) **Using Applications and Online Resources:** Applications and online resources provide practice exercises and film-related activities, increasing interactivity and helping learners accumulate knowledge effectively.

9) **Doing Pronunciation Exercises:** Simulating expressions and intonation to help learners adjust pronunciation. Topic repetition exercises help deepen and improve language skills.

10) **Joining Language Learning Groups:** Joining a language learning community helps create a positive learning environment, promotes shared experiences, and creates lasting motivation.

By integrating these strategies, students can experience an enjoyable and effective language-learning process through watching movies.

2.7 Related studies

Recent years have seen a significant focus on the key role of applying -viewings to English speaking skills in academic study. Many international studies have been conducted to investigate learning methods focusing on students' learning activities including their practices and perceptions of task performance.

In particular, the research by Sari & Aminatun (2021) explores students' perceptions of using English films to improve their vocabulary mastery. Researchers conducted interviews and questionnaires with English majors at Teknokrat University Indonesia and found that students had positive perceptions about using movies to improve vocabulary. Research shows that students watch English movies regularly, with action and romance genres being the most popular. Although many students used Indonesian subtitles, they acknowledged the benefits of using English subtitles to improve their language skills. Students believe that watching English movies with English subtitles can improve their language proficiency for everyday use. The majority of participants, according to the results, felt that watching English-language films aided in their vocabulary learning and helped them discover new words. Overall, the study shows how beneficial it is to use films as a tool to help learners of English acquire vocabulary and linguistic abilities.

Another study highlights that students believe that watching English movies can improve their listening and speaking skills, with subtitles playing a helpful role in comprehension (Liando *et al.*, 2018). Additionally, the study highlights the importance of cognition in language learning and the potential benefits of using English films to improve skills. The findings show that students believe that watching English films can improve their language skills, with subtitles aiding comprehension. Subtitle options vary, most prefer English subtitles. Students often use English every day and believe in the benefits of watching English movies in everyday language use. They found that movies help improve pronunciation, understand intonation, learn new vocabulary and improve listening and speaking skills. Most students also apply their learning through movies to real life. In addition, the research also provides insights into students' knowledge base while learning English. Overall, the study emphasizes the importance of English films as an effective teaching tool in developing language skills, based on students' positive perceptions. Therefore, it is necessary to continue discussing the impact of English films on the development of students' linguistic and cognitive skills with this method to further understand its effectiveness.

Based on a synthesis of existing literature and empirical research, watching English films to hone self-study English speaking skills can be considered a viable approach to nurturing spoken language proficiency. This method encourages students to confidently speak English with the strategy of pursuing their overall learning and language goals by watching English films.

3. Research methodology

3.1 Research questions
The study tried to answer the following questions:
>   1. What are EFL students' perceptions towards watching English movies in Speaking skills development?
>   2. To what extent do EFL students practice watching English movies in their Speaking skills development?

3.2 Research design
This study uses two main research methods, including theoretical research and survey methods. Theoretical research is the original method used to collect scientific information based on the study of existing texts and documents. Regarding the survey method, two tools used to collect data during the research process are questionnaires and personal interviews. The questionnaire was designed to find out students' awareness and practice of watching English movies to help develop speaking skills. After designing the questionnaire, the researcher interviewed 9 students to gain a deeper understanding of their awareness and application in practice and propose solutions to improve the quality of students' learning of English specialists.

3.3 Participants
In this study, 70 second-year English majors were randomly selected to participate in a questionnaire survey, including 15 males and 55 females, enrolled in high-quality programs at School of Foreign Languages, Can Tho University, Vietnam participated in this survey.

3.4 Research instruments
3.4.1 Questionnaire
The questionnaire aimed to find out English Foreign Language (EFL) students' perceptions of using English movies to develop speaking skills, as well as to investigate their viewing of English movies to improve their speaking skills. Through this survey, I hope to understand the methods and activities that students apply to improve their English speaking ability. The student questionnaire consisted of two parts, with questions generated in two formats: five-point Likert scales and multiple-choice questions. The first part consisted of four questions aimed at gathering general information about the participants. The second part of the questionnaire included 71 questions about perceptions and how second-year students apply specific activities to develop English speaking skills. To ensure that respondents, including those with poor English proficiency, could understand and complete the questionnaire, it was initially prepared in English and then translated into Vietnamese. The extent to which individuals use self-study techniques for their speaking ability was measured using a 5-point response scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Always).

	Constructs	No. of items
Section 1: Optional questions	General information	
Section 2: Students' perception watching English films to develop speaking skills	Cluster 1: Vocabulary and expressions	4
	Cluster 2: Pronunciation and fluency	4
	Cluster 3: Cognitive roles in language learning	4
	Cluster 4: Ability to express ideas using language	4
	Cluster 5: Integrates movies into speaking activities	4
	Cluster 6: The importance of subtitles	4
	Cluster 7: Adapts to diverse linguistic environments	4
	cluster 8: Effectiveness of watching English movies	4
	Cluster 9: Motivation and interaction	4
	Cluster 10: Most watched English movies	5
Section 3: Students practice watching English films to develop speaking skills	Clusters 11: Students practice speaking through movies	30
	Total	71

3.4.2 Interview

In addition to the questionnaire, semi-structured interviews were conducted in both Vietnamese and English to confirm information from students (n=9) about learning about the use of English movies to develop skills. Speaking, as well as investigating their practice of watching English movies to improve their speaking skills. The interview questions aimed to gain a deeper understanding of how students observed their learning strategies during the self-study process.

3.5 Data collection
3.5.1 Data collection of questionnaires
3.5.1.1 Questionnaire

The research was conducted during the development of the questionnaire to evaluate whether the questionnaire was appropriate to the student's ability level. The questionnaire was translated into Vietnamese by the researcher and verified by the supervisor. In the survey, questionnaires were distributed to 70 participants. Second-year students majoring in high-quality English at the School of Foreign Languages, Can Tho University were invited to participate in this pilot study. On the day of the survey, the researcher visited a classroom and randomly invited a few students to distribute the questionnaire. To ensure that students understand the research objectives, the entire process, including the objective statement, description of purpose and explanation, is conducted in bilingual. To ensure no questions were missed, participants were asked to complete the questionnaire in sections.

3.5.1.2 Administration

After the pilot study, the number of questions in the final questionnaire was reduced. The questionnaire aimed to investigate the self-study strategies used by second-year students to practice their English speaking skills, as well as their actual learning strategies. The

questionnaire was distributed in March during the second semester of the 2024 school year at School of Foreign Languages, Can Tho University. The researchers visited each class with authorization from the School of Foreign Languages, inviting students to participate and fill out the bilingual questionnaire. The questions took participants, on average, fifteen minutes to complete. They are asked to review their answers for any missed sections before submitting. A total of 70 questionnaires were distributed and returned, with no missing or incomplete questionnaires.

3.5.2 Data collection of interviews
3.5.2.1 Interview
The purpose of the interviews was to gather detailed information about the perceptions and practices of how to develop second-year students' English speaking skills. This includes identifying how they learn, the challenges they face, the material they use, and any specific strategies they use. The interviews also helped the research team gain a deeper understanding of the life situation of second-year students majoring in high-quality English at School of Foreign Languages, Can Tho University. This information can be used to make recommendations or improve the research program. The participating sample consisted of students selected from those who responded to the questionnaire. These are face-to-face interviews conducted in English and Vietnamese chosen by the interviewee. Students are introduced to English movies as well as strategies to practice speaking skills this semester, making face-to-face interaction simple. The interview questions were clear to the respondents.

3.5.2.2 Administration
After completing the survey, participants were assured that their responses would be kept confidential and used for research purposes only to alleviate concerns about revealing their personal opinions. Participants' real names were encrypted before use. Finally, the recorded and transcribed data were verified by a supervisor to ensure data reliability before conducting data analysis.

3.6 Data analysis
3.6.1 Questionnaire
Quantitative data on student engagement and perceptions were obtained from the questionnaire and coded and analyzed using the Social Sciences Statistical Package (SPSS). First, the researchers conducted a reliability analysis for each section and the entire questionnaire, following the widely accepted rule that a reliability score above 0.7 indicates completeness. Frequency analysis was then performed to determine the statistical number of students in the groups in terms of their perception of the oral language course and how the practice was applied by the students. Analysis shows that both students' opinions and practices tend to be similar to each other regarding watching English movies as a means to develop English communication skills. This may refer to a consensus on how students perceive value in watching English films and how they do

this. Correlation coefficients were calculated to measure the linear correlation between engagement in practice-based activities and perceptions of engagement in those tasks. When it is said that these perceptions and practices are interrelated, it means that both students' perceptions and actions reflect a common tendency to use English movies to learn and improve their communication skills. This may indicate that study participants held similar views and often practised them. Consensus can be seen in the way students approach learning and develop the tasks they set for themselves in their speaking skills. Finally, correlation was conducted to evaluate the degree of association between survey questions.

3.6.2 Interview

This study focuses on collecting qualitative data to gain a deeper understanding of the perceptions and practices of high-quality second-year English majors toward watching English movies as a means of developing technical skills. their English speaking skills. The data collection process included conducting interviews and supervisor testing. During the data reprocessing stage for the interviews, the researcher categorized the responses based on the interviewees' perceptions and practices. Specifically, responses were evaluated to determine whether participants were aware of watching English movies to improve their speaking skills, and if so, what specific strategies they had implemented. Next, in the analysis phase, the responses were thoroughly studied. The goal is to gain a more detailed and in-depth view of the significance and significance of these responses. The researcher used text analysis tools and methods to look at each response specifically, categorizing them based on factors such as the specific self-study strategies the student implemented and how they affected their English speaking skills. The results of this study will provide detailed and objective insight into how second-year English majors understand and apply watching English movies to developing their English-speaking skills. This information can be useful to improve students' skills and support their learning process.

4. Findings and discussion

4.1 Findings from quantitative data

The survey examined second-year students' views on the application of English movies in their speaking development journey and the extent to which they practised English learning strategies through movies. Eleven core student questionnaires were used in this study. Student responses related to the research objectives were collected and then coded for data analysis. Of these, 70 items were coded for data analysis. The reliability of the questionnaire was evaluated and the results showed that the reliability coefficient of 70 questions was relatively high (α = .916).

4.1.1 Frequencies

The result of the questionnaire aims to answer the research question "What are EFL Students' perceptions towards watching English movies in Speaking skills development?". After collecting the statistics from respondents, the questionnaire was checked the reliability to make sure that the data from it was valuable in analyzing. SPSS Scale Test 20.0 was run to test the reliability of the questionnaire. The following tables show the result of the Scale Test.

Table 4.1: Case processing summary of the questionnaire

Case Processing Summary			
		N	%
Cases	Valid	70	100.0
	Excluded	0	.0
	Total	70	100.0

Table 4.1 demonstrates that there are 70 cases in this study. All 70 cases are valid. Moreover, there are no invalid cases. Therefore, the result of this questionnaire is valid.

4.1.2 Reliability

Table 4.2: The result of the reliability statistics of the questionnaire

Reliability Statistics All	
Cronbach's Alpha	**N of Items**
.916	70

As illustrated in the Table 4.2, there were 70 question items. The result showed that Cronbach's Alpha was 0.916. Compared with the international standard, this value was higher at 0.700 and lower at 0.950. This made sure that the scale of the questionnaire was good and the questionnaire was reliable. This high level of reliability ensures that the questionnaire effectively captures the intended constructs and provides consistent measures across its items. It implies that respondents' answers to the various questions in the questionnaire are reliable indicators of the underlying concepts being measured. This reliability therefore ensures that the data collected accurately reflects the underlying constructs and can be trusted for further analysis and interpretation. Given the high level of confidence established by this analysis, it is possible to have confidence in the subsequent results obtained from the questionnaire.

4.1.3 Descriptive statistics

Table 4.3: Descriptive statistics of the questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire	70	1.66	5.00	4.029	.4322
Valid N (listwise)	70				

From Table 4.3, the mean score of the questionnaire was 4.029. This means it may be equal with 4.0, therefore it needs to be checked to ensure the accuracy.

4.1.4 Hypothesis testing

This section performs a hypothesis test using a one-sample t-test to compare the average values of the survey with a test value.

Table 4.4: The result of one sample T-test of the questionnaire

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Questionnaire	77.999	69	.000	4.029	3.926	4.132

As demonstrated in Table 4.4, a One-sample t-test was run to check whether the mean (M=4.029) was different from the test value 4.0. The result indicated that a significant difference between the mean (M =4.029) and the test value 4.0 was observed because the Sig value is 0.000 (*sig* <0.05). The level of EFL Students' perceptions towards watching English movies in speaking skills development is higher than 4.0; signifying a good degree.

The results of the one-sample t-test were presented in Table 4.4 based on comparing the mean value of the questions in the questionnaire (M=4.029) with the test value 4.0. This *t*-test is intended to check whether there is a significant difference between the sample mean and the test value. The Sig value represents the probability of finding a difference between the means if no actual difference exists in the population. When the Sig value is less than the statistical significance threshold of 0.05, we conclude that there is a significant difference.

Therefore, in this case, with a Sig value of 0.000, we conclude that there is a significant difference between the level of awareness of English students about watching English movies in developing speaking skills (measured by the questions in the questionnaire) and test value 4.0. This indicates that the level of awareness of English students about the role of watching English movies in developing their speaking skills is higher than 4.0, indicating a good level of this awareness.

Based on the questionnaire responses, Level 4 participants who regularly pay attention to new vocabulary and expressions when watching English movies tend to affirm that consistently focus on linguistic elements. This language is essential as it significantly improves their language skills. Furthermore, those who believed that watching English movies could improve pronunciation and fluency to a moderate degree also showed a positive impact on their language ability. When it comes to the role of cognition in language acquisition when watching English movies, those who say cognition plays an important role in language learning tend to be at Level 4 in terms of frequency. Therefore, based on the responses in this questionnaire, it can be inferred that

Level 4 participants are regularly exposed to new vocabulary, expressions, pronunciation, fluency and awareness while watching English movies and noticed a significant positive impact on their language development.

4.1.5 Comparison of Part 1 and Part 2 of the questionnaire

As mentioned in the questionnaire, Part 1 is EFL Students' perceptions about the effects of watching English movies in developing speaking skills while Part 2 is EFL Students' perceptions about the practice of watching English movies in speaking skills development. The questionnaire items in two parts are not equal. Participants' answers are not the same therefore a comparison of the two parts needs to be conducted. The following tables show the results of the parts comparison.

Table 4.5: The result of Paired Sample T-Test of Part 1 and Part 2

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Part 1 – Part 2	-.01571	.4933	.0589	-.1333	.1019	-.267	69	.791

As mentioned in Table 4.5, a Paired sample t-test was run to test the difference in EFL Students' perceptions about the effects of watching English movies in developing speaking skills in terms of part 1 and part 2. The result showed that the Sig value of the value t ($p=0.791$) is higher than 0.005 ($p>0.05$). It would be claimed that there was not a significant difference in EFL students' perceptions about the effects of watching English movies in developing speaking skills in terms of part 1 and part 2. Therefore, it can be affirmed that there is no significant difference in students' views on the impact of watching English movies in developing speaking skills between part 1 and part 2 of the questionnaire.

This shows that students do not clearly distinguish between attitudes and practices related to watching English movies and its influence on their speaking skills. Although there was a difference in the number of questions between the two parts of the questionnaire, the difference in students' opinions did not reach statistical significance. It is possible that students had similar experiences watching English movies and found that its effect on their speaking skills did not vary significantly based on how the questions were structured. They may also have adjusted and adapted to watching English movies as part of learning English without having to distinguish between specific aspects of perspective and practice.

For example, Cluster 1 of the questionnaire focuses on the importance of paying attention to new vocabulary and expressions when watching English movies to improve language skills. This cluster may be aimed at assessing participants' perceptions of the linguistic benefits of actively using vocabulary and expressions encountered in English

movies. By formulating this question, the study suggests interest in understanding participants' attitudes and beliefs about the effectiveness of vocabulary acquisition through media use. By examining the answers to this question, the researcher can better understand the cognitive value placed on the acquisition of vocabulary and expressions in the context of watching English movies in the target population. This view can be explained by the fact that students tend to evaluate the impact of watching English movies in developing speaking skills based on general factors, independent of how the questions are structured and positioned in the questionnaire. This shows the consistency in students' views and their adaptation of English activities such as watching movies to develop speaking skills.

Continuing the analysis, it is important to realize that the lack of distinction between students' views and practices may reflect an automatic tendency to approach English learning through movie viewing. Instead of focusing on specific elements such as vocabulary or expressions, students can evaluate watching English movies as an overall activity to improve their speaking skills without having to classify between them. different aspects of the learning process.

In short, the lack of clear distinction between students' perspectives and practices when approaching English movie viewing may reflect automation and flexibility in the learning process, while promoting an understanding of how students access different learning resources to improve their language skills.

4.1.6 Descriptive statistics of the clusters in the questionnaire

The questionnaire in this study includes 11 clusters and the questionnaire items in each cluster are different. Therefore, it is necessary to determine the level of EFL students' perceptions about the effects of watching English movies on developing speaking skills. The following tables show the clusters' results of descriptive statistics.

Table 4.6: The results of the clusters' descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cluster 1	70	1.00	5.00	4.010	.9073
Cluster 2	70	1.00	5.00	3.935	.9155
Cluster 3	70	1.00	5.00	4.025	.8672
Cluster 4	70	1.00	5.00	4.025	.7060
Cluster 5	70	1.75	5.00	3.982	.7351
Cluster 6	70	1.25	5.00	4.035	.7276
Cluster 7	70	1.00	5.00	4.092	.756
Cluster 8	70	1.00	5.00	4.092	.7827
Cluster 9	70	1.75	5.00	4.250	.7032
Cluster 10	70	1.00	5.00	3.808	.8467
Cluster 11	70	1.97	5.00	4.041	.4866
Valid N (listwise)	**70**				

As illustrated in Table 4.6, the mean score of 11 clusters is in the rank of 3.800 to 4.300. Therefore, it is necessary to check whether the values of the clusters are equal to the value 4 or not. From here the final level will be determined.

Table 4.7: The result of One Sample T-Test of 11 clusters

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Cluster 1	.099	69	.922	.0107	-.2056	.227
Cluster 2	-.587	69	.559	-.0642	-.2826	.154
Cluster 3	.241	69	.810	.0250	-.1818	.231
Cluster 4	.296	69	.768	.0250	-.1433	.193
Cluster 5	-.203	69	.840	-.0178	-.1931	.157
Cluster 6	.411	69	.683	.0357	-.1378	.209
Cluster 7	1.027	69	.308	.0928	-.0876	.273
Cluster 8	.993	69	.324	.0928	-.0938	.279
Cluster 9	2.974	69	.004	.2500	.0823	.417
Cluster 10	-1.891	69	.063	-.1914	-.3933	.0105
Cluster 11	.715	69	.477	.04157	-.0745	.1576

As demonstrated in Table 4.6, a One-sample t-test was run to check whether the mean scores of 11 clusters were different from the test value 4.0. The result indicated that the Sig values of clusters 1,2,3,4,5,6,7,8,10,11 were higher than 0.05 ($p>0.05$). In other words, the mean scores of this cluster were equal to the value of 4.0. This shows that EFL students' answers to these clusters are the same, it is clear that the answers of EFL (English as a foreign language) students in different clusters are not significantly different from each other. The test values for each cluster show significance, degrees of freedom, p-value, mean difference, and confidence interval. There were no discernible variations in the answers between the clusters, as indicated by the p values for all of the clusters being over the 0.05 overall alpha threshold.

As an illustration, the p-values for Clusters 1 through Cluster 3 are 0.922, 0.559, and 0.810, respectively. Since all of these p-values fall over the significance level, there may not be enough statistical data to support the null hypothesis that the responses are equally distributed.

The lack of significant differences in mean scores between clusters suggests that EFL students had similar attitudes and beliefs on different aspects of the questionnaire. The homogeneity of responses indicates a cohesive understanding or perspective among participants regarding the impact of watching English movies on language skill development and related factors. Furthermore, the high p-values obtained for each cluster reinforce the view that there is no significant deviation from the expected mean score of 4.0. This lack of statistical significance emphasizes the stability and reliability of students' responses, indicating strong agreement among participants on the topics covered in the questionnaire. Furthermore, there were no statistically significant

differences in the responses between clusters implying that the questionnaire effectively captured EFL students' general perceptions and attitudes about the effects of watching movies in English for language learning. The uniformity of responses provides confidence in the reliability and validity of the questionnaire as a tool for assessing student views in this context.

Continuing the discussion among the students, the uniformity of their responses across different question clusters reflects a common view or consensus among EFL students on the importance of watching English movies for language learning. This consistency shows that students perceive watching English movies as an effective and valuable learning tool across various aspects of language acquisition. It may indicate that they recognize the inherent benefits of authentic language exposure through media such as movies and that they see it as a valuable addition to language teaching the official language. The responses may also indicate a certain degree of homogeneity within the student population in terms of their language learning background, motivation, and learning context.

While the Sig value of cluster 9 was lower than 0.05 ($p<0.05$). This shows that there was a significant difference between the mean (M cluster 9=4.250) and the test value 4.0 was observed. It would be claimed that EFL students' perceptions of the importance of actively engaging with English movies for speaking skill development are higher than other clusters. This is supported by the higher mean difference and statistical significance (Sig. = 0.004) in Cluster 9, indicating a stronger belief in the effectiveness of watching English movies in developing speaking skills. Additionally, when considering the 11 clusters presented in the data, the importance of incorporating English movies into language learning activities can be further affirmed. This can be seen across various clusters such as Cluster 2, which deals with improving pronunciation and fluency, and Cluster 4, which focuses on the ability to express ideas in language. These clusters highlight the positive impact that watching English movies can have on language skills development. Furthermore, clusters such as Cluster 7 emphasize the role of English movies in helping individuals understand and adapt to diverse linguistic environments, suggesting broader benefits beyond just improving speaking skills. Overall, the data show that actively watching English movies is considered an important and effective method for developing EFL students' speaking skills. The selections across multiple clusters highlight the importance of integrating movie-based activities into language learning curricula to facilitate more engaging and effective learning experiences.

Cluster 5 focuses on students' awareness of integrating movies into speaking activities to improve confidence when using English. Feedback from participants indicates that incorporating movies into speaking activities significantly increases confidence in using English while acknowledging that it is not the only factor in developing skills speaking ability. However, some people believe that other methods may be more important than actively watching English movies to improve speaking skills. Cluster 6 delves into the importance of subtitles in helping viewers understand English movies and improve their speaking skills. Participants found English subtitles to

be an essential support tool, helping to understand complex contexts, and specialized vocabulary, expand vocabulary, grasp grammatical structures and improve listening and speaking skills. In Cluster 7, the discussion revolved around the belief that watching English movies can help individuals understand and adapt to diverse linguistic environments. Participants emphasized that exposure to different accents, colloquialisms, and language variations in English movies significantly contributed to understanding and adapting to diverse linguistic environments. Finally, Cluster 8 tests the effectiveness of watching English movies in improving speaking skills. Participants expressed varying degrees of confidence in the effectiveness of watching English movies in improving speaking skills. Some find it highly effective in real-life language exposure and practice, while others find it moderately effective in improving speaking skills and combining elements of diverse languages.

Cluster 9 delves into the issue of motivation and interaction when using English movies as a language-learning tool. Participants emphasized the importance of interest and motivation in actively participating in English movies to improve speaking skills. Some emphasize the need for personal interest in film genre or subject matter to maintain motivation, while others emphasize the role of engaging content in maintaining interest and enthusiasm for learning a language. Cluster 10 explores the obstacles and problems that students run across when attempting to develop their speaking abilities via the use of English-language movies. The participants talked about difficulties they had comprehending fast-paced discourse, slang, new accents, and cultural allusions. They also said that it was hard to separate relevant language pieces so they could practice speaking. Despite these obstacles, the participants recognized that the movies they chose to watch helped them overcome obstacles and hone their speaking abilities. This general perspective emphasizes the importance of integrating authentic language materials, such as movies, into language curricula, while emphasizing the need for further research and exploration of the role of media in language acquisition.

4.1.7 Students' aanswers of Part 1 in detail

Part 1 consisted of 41 questionnaire items which examined the different EFL students' perceptions of watching English movies in speaking skill development. Therefore, understanding the participants' views of each questionnaire item would help to understand better their thoughts. Moreover, from these data, the researcher will propose recommendations to reduce difficulties as well as increase the effectiveness of watching English movies to develop speaking skills.

From Table 4.8, the mean scores of the 41 questionnaire items were from higher than 3.500 and lower than 4.500. This means that the results may be equal to 4.0; therefore, it needs to be checked to ensure accuracy.

Table 4.8: Descriptive statistics of the 41 questionnaire items in Part 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	70	1.00	5.00	4.000	1.167
Q2	70	1.00	5.00	4.100	1.105
Q3	70	1.00	5.00	3.900	1.169
Q4	70	1.00	5.00	4.042	1.082
Q5	70	1.00	5.00	3.900	1.131
Q6	70	1.00	5.00	3.928	1.081
Q7	70	1.00	5.00	4.028	1.179
Q8	70	1.00	5.00	3.885	1.280
Q9	70	1.00	5.00	4.100	1.051
Q10	70	1.00	5.00	4.000	1.063
Q11	70	1.00	5.00	3.971	1.21
Q12	70	1.00	5.00	4.028	1.1543
Q13	70	1.00	5.00	4.100	.9502
Q14	70	1.00	5.00	4.185	1.0535
Q15	70	1.00	5.00	3.857	1.310
Q16	70	1.00	5.00	3.957	1.197
Q17	70	1.00	5.00	4.100	1.078
Q18	70	1.00	5.00	3.928	1.195
Q19	70	1.00	5.00	3.800	1.234
Q20	70	1.00	5.00	4.100	1.023
Q21	70	1.00	5.00	3.928	1.266
Q22	70	1.00	5.00	3.914	1.224
Q23	70	1.00	5.00	4.242	1.027
Q24	70	1.00	5.00	4.057	1.190
Q25	70	1.00	5.00	3.971	1.361
Q26	70	1.00	5.00	4.271	.9768
Q27	70	1.00	5.00	4.085	1.1260
Q28	70	1.00	5.00	4.042	1.1601
Q29	70	1.00	5.00	3.971	1.0897
Q30	70	1.00	5.00	4.185	1.0807
Q31	70	1.00	5.00	3.971	1.1289
Q32	70	1.00	5.00	4.242	.9392
Q33	70	2.00	5.00	4.314	.8604
Q34	70	2.00	5.00	4.385	.8038
Q35	70	1.00	5.00	4.171	1.035
Q36	70	1.00	5.00	4.128	1.006
Q37	70	1.00	5.00	3.885	1.302
Q38	70	1.00	5.00	3.8714	1.273
Q39	70	1.00	5.00	3.67	1.390
Q40	70	1.00	5.00	3.811	1.364
Q41	70	1.00	5.00	3.800	1.280
Valid N (listwise)	**70**				

Table 4.9: The result of One Sample T-Test of 41 questionnaire items

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	.000	69	1.000	.0000	-.2783	.2783
Q2	.757	69	.452	.1000	-.1636	.3636
Q3	-.716	69	.477	-.1000	-.3787	.1787
Q4	.331	69	.741	.0428	-.2153	.3010
Q5	-.740	69	.462	-.1000	-.3697	.1697
Q6	-.553	69	.582	-.0714	-.3292	.1863
Q7	.203	69	.840	.0285	-.2526	.3097
Q8	-.747	69	.458	-.1142	-.4195	.1910
Q9	.796	69	.429	.1000	-.1507	.3507
Q10	.000	69	1.000	.0000	-.2535	.2535
Q11	-.197	69	.845	-.0285	-.3184	.2613
Q12	.207	69	.837	.0285	-.2467	.3038
Q13	.881	69	.382	.1000	-.1266	.3266
Q14	1.475	69	.145	.1857	-.0655	.4369
Q15	-.912	69	.365	-.1428	-.4554	.1697
Q16	-.300	69	.765	-.042	-.3283	.2426
Q17	.776	69	.441	.1000	-.1572	.3572
Q18	-.500	69	.619	-.0714	-.3565	.2137
Q19	-1.355	69	.180	-.200	-.4944	.0944
Q20	.817	69	.417	.100	-.1441	.3441
Q21	-.472	69	.638	-.0714	-.3734	.2305
Q22	-.586	69	.560	-.0857	-.3777	.2063
Q23	1.977	69	.052	.2428	-.0022	.4879
Q24	.402	69	.689	.0571	-.2267	.3410
Q25	-.176	69	.861	-.0285	-.3533	.2961
Q26	2.325	69	.023	.2714	.0385	.5044
Q27	.637	69	.526	.0857	-.1828	.3542
Q28	.309	69	.758	.0428	-.2338	.3195
Q29	-.219	69	.827	-.0285	-.2884	.2313
Q30	1.438	69	.155	.1857	-.0720	.4434
Q31	-.212	69	.833	-.0285	-.2978	.2406
Q32	2.163	69	.034	.2428	.0189	.4668
Q33	3.056	69	.003	.314	.1091	.5195
Q34	4.015	69	.000	.38571	.1940	.5774
Q35	1.386	69	.170	.1714	-.0754	.4183
Q36	1.069	69	.289	.1285	-.1113	.3685
Q37	-.734	69	.465	-.1142	-.4249	.1963
Q38	-.845	69	.401	-.1285	-.4321	.1750
Q39	-1.977	69	.052	-.3285	-.6602	.0030
Q40	-1.147	68	.255	-.1884	-.5161	.1393
Q41	-1.306	69	.196	-.2000	-.5054	.1054

As demonstrated in Table 4.9, a One-sample t-test was run to check whether the mean scores of 41 questionnaire items were different from the test value 4.0. The result indicated that the Sig values of questionnaire items from item 1 to item 25, from 27 to 31 and from item 35 to 41 were higher than 0.05 (p>0.05). In other words, the mean scores of these questionnaire items were equal to the value 4.0. This showed that EFL Students' answers to these questionnaire items were the same. The results of the analysis show variation in EFL students' perceptions of the importance of actively participating in watching English movies to develop speaking skills across different groups. In most groups, there was no significant mean difference between students who had a positive perception and those who had no perception of watching English movies ($p > 0.05$). However, some groups such as Q5 and Q14 show significant mean differences, with significance levels of 0.1 and 0.19, respectively. This suggests that students in these groups value watching English movies to improve their speaking skills more than other groups. However, the consistency of the non-significant results across different clusters suggests that the perception of the importance of watching English movies for developing speaking skills is quite consistent among EFL students regardless share about their specific characteristics or circumstances.

Based on the results of the analysis, further delving into the following important points can provide valuable information for developing appropriate educational strategies. First, in groups Q5 and Q14, although the threshold for statistical significance was not reached, there was a significant mean difference, suggesting that there is a positive trend toward awareness of the importance of watching English movies to improve speaking skills. Continued research to better understand why this group perceives differently could provide valuable information for developing appropriate educational strategies. Next, in the Q8 and Q20 groups, although there is no significant difference, there is still a notable mean difference, indicating that there is a positive trend in the perception of the importance of watching English movies in this group. Further research into specific factors within this group may help better understand this difference. Finally, in groups like Q2 and Q11, there was no significant difference between the active awareness group and the non-cognition group, suggesting that students in this group may not consider watching English movies as important to improving speaking skills.

While the Sig values of questionnaire items 26, 32, 33, and 34 were lower than 0.05 (p<0.05). This showed that there was a significant difference between the mean scores and the test value 4.0 was observed. It would be claimed that EFL students' answers to these questionnaire items are difference from other question items. This may suggest that the issues mentioned in these questions may be a special or prominent feature of students' perceptions or attitudes towards learning English. Overall, these findings highlight that EFL students often recognize the value of watching English movies as a means to improve their speaking ability. This highlights the potential benefits of incorporating multimedia resources, such as movies, into language learning programs to promote active language use and fluency. Further research could explore how different levels of

exposure to English media and different types of language learning strategies influence students' cognition and language development.

4.1.8 Students' answers to Part 2 in detail

There are 30 question items in Part 2 of the questionnaire. This number of question items is lower than part 1 in 11 question items. Question items in Part 2 were used to find out EFL students' perceptions about practices of watching English movies to develop speaking skills. However, students' answers to question items in Part 2 are quite different.

Table 4.10: Descriptive statistics of the 31 questionnaire items in Part 2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q42	70	1.00	5.00	3.785	1.140
Q43	70	1.00	5.00	4.014	1.160
Q44	70	1.00	5.00	4.128	.976
Q45	70	1.00	5.00	3.928	1.183
Q46	70	1.00	5.00	3.971	1.191
Q47	70	1.00	5.00	3.900	1.156
Q48	70	1.00	5.00	4.128	1.062
Q49	70	1.00	5.00	3.914	1.293
Q50	70	1.00	5.00	3.900	1.331
Q51	70	1.00	5.00	4.128	1.102
Q52	70	1.00	5.00	3.971	1.102
Q53	70	1.00	5.00	3.885	1.198
Q54	70	1.00	5.00	4.200	.986
Q55	70	1.00	5.00	4.071	1.14615
Q56	70	1.00	5.00	4.228	1.00968
Q57	70	1.00	5.00	4.142	.982
Q58	70	1.00	5.00	4.171	.962
Q59	70	1.00	5.00	4.114	1.070
Q60	70	1.00	5.00	4.000	1.090
Q61	70	1.00	5.00	3.971	1.285
Q62	70	1.00	5.00	3.914	1.271
Q63	70	1.00	5.00	4.100	1.092
Q64	70	1.00	5.00	3.971	1.021
Q65	70	1.00	5.00	4.042	1.172
Q66	70	1.00	5.00	3.928	1.158
Q67	70	1.00	5.00	4.100	1.118
Q68	70	1.00	5.00	3.985	1.173
Q69	70	1.00	5.00	4.014	1.209
Q70	70	1.00	5.00	4.385	.9370
Q71	70	1.00	5.00	4.242	1.041
Valid N (listwise)	**70**				

As illustrated in Table 4.10, the mean scores of the 30 questionnaire items were higher than 3.500 and lower than 4.500. This means that the results may be equal to 4.0, therefore it needs to be checked to ensure accuracy.

Table 4.11: The result of One Sample T-Test of 30 questionnaire items

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q42	-1.572	69	.121	-.2142	-.486	.0577
Q43	.103	69	.918	.0142	-.262	.2911
Q44	1.101	69	.275	.1285	-.104	.3615
Q45	-.505	69	.615	-.0714	-.353	.2108
Q46	-.201	69	.842	-.0285	-.312	.2555
Q47	-.723	69	.472	-.1000	-.375	.1758
Q48	1.013	69	.315	.1285	-.124	.3818
Q49	-.554	69	.581	-.0857	-.394	.2228
Q50	-.628	69	.532	-.1000	-.417	.2174
Q51	.976	69	.333	.1285	-.1343	.3914
Q52	-.217	69	.829	-.0285	-.291	.2344
Q53	-.798	69	.428	-.1142	-.400	.1714
Q54	1.696	69	.094	.2000	-.035	.4353
Q55	.521	69	.604	.0714	-.201	.3447
Q56	1.894	69	.062	.2285	-.012	.4693
Q57	1.217	69	.228	.1428	-.091	.3771
Q58	1.490	69	.141	.1714	-.058	.4010
Q59	.893	69	.375	.1142	-.141	.3696
Q60	.000	69	1.000	.0000	-.259	.2599
Q61	-.186	69	.853	-.0285	-.335	.2778
Q62	-.564	69	.574	-.085	-.388	.2174
Q63	.766	69	.446	.1000	-.160	.3604
Q64	-.234	69	.816	-.0285	-.272	.2149
Q65	.306	69	.761	.0428	-.236	.3224
Q66	-.516	69	.608	-.0714	-.347	.2049
Q67	.748	69	.457	.1000	-.166	.3667
Q68	-.102	69	.919	-.0142	-.294	.2655
Q69	.099	69	.922	.0142	-.274	.3027
Q70	3.444	69	.001	.3857	.1623	.6091
Q71	1.951	69	.055	.2428	-.005	.4912

As mentioned in Table 4.11, a One-sample t-test was run to check whether the mean scores of 30 questionnaire items in part 2 were different from the test value 4.0. The result indicated that the Sig values of questionnaire items from item 42 to item 69 and item 71 were higher than 0.05 (p>0.05). In other words, the mean scores of these questionnaire items were equal to the value 4.0. This showed that EFL students' answers to these questionnaire items were the same. This may indicate that students tend to be

homogeneous in their views about practising English in the specific situations to which the questions refer. This may reflect the consistency in EFL students' perceptions and opinions about using the English language in daily learning and communication.

Based on the results from the statistical table, we performed a one-sample T-test to check whether the average score of the 30 questions in part 2 (from Q41 to Q71) is different from the test value of 4.0. The results show that the Sig values of questions from Q42 to Q69 and Q71 are all greater than 0.05, which implies that there is no significant difference between the average score of these questions compared to the test value of 4.0. This shows that EFL students tend to agree on these questions and have similar views about English practice. The results of question groups from Q42 to Q69 and Q71 not only show a strong consensus on EFL students' views on practising English but also regularly watching English movies as a method to practice English. Improved speaking skills reflect stability in their perceptions and perspectives. What significant improvement did they feel in their communication and expression skills after participating in film-based speech activities and the effectiveness of watching English films in developing speaking skills? with traditional teaching methods. This result also shows that students tend to rate the importance of practising English at an average level, not too low or too high.

4.2 Findings from qualitative data

As discussed in the literature review, this study focuses on understanding students' perspectives on watching English movies to develop their speaking skills comprehensively as well as part of the learning process, independent language acquisition process as well as practical learning methods. All participants expressed a positive perception of their learning journey. After collecting data through a questionnaire, we interviewed 70 respondents, including 9 second-year students, immediately after the survey to better understand their experiences and perspectives about their journey of learning English through movies. The main objective of this study was to identify the speaking hindrances that students encountered and to discover what practice exercises they used to overcome these difficulties. These findings highlight the importance of students' awareness, persistence, and self-practice in achieving their speaking development goals. Additionally, they emphasized the value of practice, feedback, and support from friends and native speakers when communicating.

Furthermore, this study provides insights into various aspects of self-perception and English learning practice, including vocabulary acquisition, contextual use, pronunciation and grammatical practice. Pronunciation, coco-switching, using gestures in conversation, using synonyms, setting learning goals, self-monitoring progress, using films as a learning tool, accepting mistakes, collaborative learning and listening empathetically. The diversity in each learner's approach emphasizes the personalized nature of learning English speaking skills. However, awareness alone is not enough to contribute to the success of learning English speaking skills; student activism also needs to be carefully considered. This section delves deeper into the ways these students encountered their learning journeys and explores the methods they used to address these

challenges. These findings will contribute to a deeper understanding of the self-directed learning experience and shed light on effective strategies for independent language acquisition.

4.2.1 Perceptions of using English movies to develop Speaking skills

Watching English movies can have positive effects on EFL students' speaking skills because exposure to real language through movies helps students feel more confident when communicating. They have the opportunity to listen and learn from actors using language naturally, which helps students feel more comfortable when practising speaking and feel less self-conscious about their skills. In addition, watching movies provides new vocabulary and phrases commonly used in everyday life. Students can learn how to use words in different contexts, thereby listening and observing actors in films using natural language helps students learn how to express themselves naturally and honestly more realistically in communication. Therefore, watching English movies has a positive effect on some students' speaking skills, as shown in some students' answers.

Student 1 stated,

"I find watching English movies has a very positive influence on improving my speaking skills. When watching movies, I have the opportunity to access real language and hear actors use language naturally. This helps me feel more confident when communicating with other people."

Student 2 shared,

"Watching movies helps me gain a lot of new vocabulary and also helps me use them in many different contexts. In particular, I feel more confident when talking because I imitate the performer's facial expressions most naturally."

Student 6 also said,

"I find watching English movies an effective and interesting way to improve my speaking skills. I often feel interested and exposed to real language. This helps me feel more confident when communicating and developing my vocabulary."

However, not all students noticed this positive effect. Student 3 and Student 9 shared that they have difficulty understanding and applying language from movies in daily communication and may feel disinterested and unconfident when trying this method. Therefore, adapting to diverse environments and language expressions requires more practice and specific planning. Watching movies helps students expand their knowledge of the language, from word usage to grammar and syntax, popular phrases and expressions from movies, helping them become more versatile, furthermore,

opportunities for students to observe and learn about the gestures and body language expressions of actors are essential to learn how to use body language to supplement your communication, from gestures to faces and even intonation in communication. This helps students learn to use language flexibly and respond appropriately to the social environment.

Students think that watching English movies helps them adapt to diverse language environments and learn how to use language naturally in many different situations.

Student 4 mentioned,

"I believe that watching English movies has a positive influence on adapting to diverse language environments. I have the opportunity to listen and learn from the actors' natural expressions in many different situations. I have found myself becoming more confident in using language and more flexible in expressing my opinions."

Student 8 explained,

"I find that watching English movies helps me adapt to diverse language environments. When exposed to actual language in movies, I felt more flexible and confident in using language. I also find myself becoming more expressive and able to express my ideas more clearly."

It can be seen that some students have improved significantly in their speaking skills after starting to practice watching English movies. Students said that repeating dialogues from movies helped them improve their pronunciation and become more confident when communicating. In addition, they felt they became more flexible in communication and more confident in expressing opinions after practising watching English movies, which were not only effective but also brought joy and motivation to continue. Continue to develop speaking skills from the way you use words to the way you express your opinions and body language. Some students talk about feeling more confident when communicating, learning new vocabulary and phrases, and even succeeding in communication tests and competitions.

For instance, Student 1 mentioned,

"When I started using the method of watching English movies to develop my speaking skills, I saw a significant improvement. One special experience was when I participated in an English interview and I used words and expressions that I learned from movies. I was able to succeed greatly as a consequence, which increased my confidence in this approach to studying English."

Student 4 added,

"One of my successful experiences related to watching English films was when I was able to engage in a discussion on a movie topic with my native friends confidently and naturally charcoal. I feel that this method has helped me develop my communication skills significantly and has been an important part of my English learning journey."

Student 8 shared,

"A successful personal experience that I would like to share is that after regularly watching English movies, I feel a significant improvement in my pronunciation and communication flexibility. Exposure to real language through movies has helped me get acquainted and apply the language more confidently and naturally in everyday life."

4.2.2 Approaches to engage with English movies for Speaking proficiency
4.2.2.1 Frequency of watching English movies
In this study, my research delved into the process of learning English speaking skills through watching students' English movies and the practices they applied to overcome challenges in their learning journey.

During the interview process, most students demonstrated a commitment to watching English movies as part of their learning journey. They said that regularly spending time watching English movies will help them improve many English-related skills, many people even do this in their free time and see it as a hobby. EFL students realize that watching English movies not only helps them improve their listening and speaking skills but also expands their vocabulary and improves their general language understanding through the content conveyed from the movies.

For instance, Student 1 mentioned,

"I watch English movies at least twice a week as a habit. I found that watching this movie helped improve my English pronunciation. It helps me practice with many different accents, vocabulary and conversation styles so I am confident when communicating."

In addition, I have noticed that most students feel progress in their ability to use English feel more confident when participating in conversations and interactions in the classroom and feel less shy. Using watching English movies as a flexible way to learn English, and watching them as an entertainment hobby to improve your language skills is also interesting. Therefore, not only keeping watching English movies at an entertaining level but also using them as a flexible and effective learning tool will make students not feel much pressure when studying. Watching movies can improve vocabulary, improve listening skills, and pronunciation can also be corrected over time. Therefore, students not only focus on developing speaking skills but also improving a

series of other skills such as listening skills, vocabulary, grammar and cultural understanding through watching English movies to can apply to their lives.

Student 5 mentioned,

"I watch English movies whenever I have free time. I was exposed to different accents, intonations and conversational styles, which helped me become confident."

Some students said they usually watch movies at least once a week, while others were more active with watching movies every day or three to four times a week. I noted that students can make their study schedule to suit their schedule. Students who watch movies at least once a week can still take advantage of this while retaining flexibility in their schedules, and they feel very comfortable with it. Furthermore, students who actively watch movies daily or three to four times per week may experience more rapid progress in improving fluency and intonation.

Student 4 explained,

"I watch English movies at least once a week. Although the frequency may not be high, this practice still helps me develop my English pronunciation and it has expanded my vocabulary, improved my listening skills and helped me learn to express my thoughts more easily."

Student 2 also said,

"I watch English movies in my routine about three to four times a week. It helps me significantly improve my pronunciation through common and easy-to-understand speaking."

This effort often reflects a desire to improve their language skills and a strong determination to achieve their learning goals. The frequency of watching English movies does not have to be high to be effective in learning. Some students only watch movies when they have free time, and this frequency can be once or twice a month but they can still achieve their desired results. More important is how students utilize the time they spend watching movies to advance their learning, by focusing on analyzing and applying what they learn from movies to their language skills in the simplest way. In addition, students can develop strategic thinking in managing their time and study schedule by deciding how often to watch English movies that suit their needs and learning goals. It can be seen that free time and interest in the English language and culture are also important factors affecting how often students watch movies.

Student 8 said,

"I often watch English movies, it's my hobby. my English pronunciation by exposing me to authentic language usage through my movie watching. I also learn a lot about Western culture through watching movies."

Although there is consensus that watching English movies is beneficial for learning English, there is diversity in the way students approach movie viewing, including the use of subtitles, choosing other film genres each other and the specific selection of each student. In short, students' frequency of watching English movies varies, but most of them see this as an important of their English learning process and realize the clear benefits it brings to the development of speaking and language comprehension skills.

4.2.2.2 Methods of practicing watching English movies

When asked about the methods students used while watching movies, I received many interesting answers. Students often repeat dialogues from movies to practice pronunciation and intonation, and they see it as a small game. They will first take note of new words or phrases in their phone or notebook and then try to remember and use them when allowed to use them in context. Regularly practice memorizing and using vocabulary that students hear in movies, or you can use methods such as taking notes on new words, creating example sentences, or even creating exercises to practice. Practice these words after watching the movie.

Student 5 mentioned,

"I often watch English movies and try to learn new vocabulary by recording sentences from the movies and starting exercises to remember them and use them as if they were my sentences."

Student 6 stated,

"My practice is usually to watch English movies with subtitles and try to repeat   the sentences after listening to the characters speak. Sometimes, when driving on the road, I often remember the dialogue of the movie."

Student 7 adopts a different practice,

"I like watching English movies and often use it as a way to practice pronunciation and listening. But I prefer entertainment rather than focusing on sentences because I easily lose interest."

These techniques assist students in developing their vocabulary and practising utilizing new words in authentic contexts, in addition to helping them with pronunciation and intonation. These are practical and effective ways that students apply in their learning process that are recorded during the interview process. There are some other new perspectives from students on how to interact with the content of the movie by discussing with friends the plot, characters, and situations in the movie. Some students focus on analyzing how context and language are used in the movies. When trying to understand why a character uses particular words in a certain situation and how language is used to convey meaning, sometimes students even reenact the actor's facial expressions when saying something, but over time it becomes a habit, and when communicating in real life contexts, students share very naturally.

Starting observing and analyzing the acting and body language of actors in movies to learn how to express yourself more naturally and clearly when communicating with others, students can also focus on learning the gestures and body language of movie characters with their eyes and imitating every small gesture. In this way, students can learn how to use body language to communicate meaning and emotions effectively. They can practice simulating these gestures to improve their communication skills, not only through words but also through gestures and body language. They can learn how to use body language to increase the clarity and enjoyment of their communication. Not only does this help student convey meaning more accurately, but it also makes their communication richer and more engaging based on what they have shared.

Student 2 added,

"I like watching English movies and often repeat sentences from the movies to improve my pronunciation skills. Then note down common sayings from the actors."

Both Students 3 and 6 share a similar viewpoint, stating,

"I try to listen carefully to grasp the characters' expressions and words."

However, students must be committed and patient in this learning process, along with using software to assist in understanding and learning from the content of the movie through peers. Therefore, students can take advantage of applying movies to their learning process to develop their English-speaking and communication skills.

Student 9 explained,

"Even though I don't watch English movies often when I do, I like to repeat interesting sentences or phrases that I hear and tell my friends about them because they're interesting."

In short, the practice method of watching English movies is not only an interesting way but also a useful tool to improve students' speaking and communication skills.

Repeating dialogue, observing and analyzing actors' performances and body language, and imitating gestures and expressions in movies are all effective methods to improve communication skills. In this way, students not only have the opportunity to practice language naturally but also learn how to use body language and expressions to convey meaning and mood accurately.

4.2.2.3 The influence of subtitles on the language learning process

When learning a language, subtitles are quite helpful, especially when viewing movies. Some students will need to view extra subtitles to make sure they can hear and comprehend the material being taught since they have not yet attained their goal level. Subtitles aid audiences in comprehending the movie's developments and substance, particularly its intricate language and grammatical constructions. But when they encounter a new language, they need to pay attention to it. In turn, by reading subtitles when viewing movies in their leisure time or accordance with their study schedules, students may increase the size of their vocabulary and get familiar with a wide variety of new terms and expressions. Pupils can enhance their pronunciation by reading words and phrases while simultaneously watching the subtitles that are shown on the screen and paying attention to the actors' performances. Subtitles provide an important resource for learning new languages. Learners can use subtitles to learn grammatical structures and how to use words in real-life contexts similar to everyday life. Students find that subtitles expose them to natural language usage and cultural subtleties, enriching their language learning experience.

Student 1 shared,

"I think it will significantly aid in understanding the language and improving speaking skills. Subtitles help me better understand the context and meaning of the dialogue. Additionally, reading with subtitles strengthens vocabulary and pronunciation, ultimately enhancing my overall language learning."

Reading subtitles while listening to the actors speak helps learners improve their listening skills, thereby making the English learning process more effective. However, student 8 reflects on some of the difficulties some students may encounter when using subtitles. This student emphasized that having to focus on reading the words in the subtitles can be distracting and distracting, especially when trying to understand and listen at the same time.

Student 8 stated,

"Because I have to concentrate on reading the words on the screen and can't understand everything, subtitles sometimes make it difficult for me to understand what I'm hearing. Still, I'm aware that using subtitles helps me increase my vocabulary and sharpen my communication abilities."

However, students are also aware that subtitles can be a useful tool for expanding vocabulary and expressing ideas clearly. This reflects students' awareness of diversity and individualization in their approaches and responses to the use of subtitles in the language learning process. However, the subtitle function allows learners to freely adjust the speed of watching the movie and step back for better understanding, if necessary, thereby saving time and enhancing learning efficiency. Students can use subtitles to self-study the language, grasp the context and improve their language skills naturally and flexibly without being dependent on time. This recognizes that the impact of subtitles on the language learning process may depend on each person's learning style. Some students feel that subtitles can be distracting and distracting, while others find that subtitles are a useful tool for expanding knowledge and expressing ideas clearly when they practice speaking.

Student 6 mentioned,

"I find subtitles serve as a useful aid in understanding dialogue, helping to clarify unfamiliar words and phrases. Sometimes in the classroom when showing videos, teachers also use subtitles."

Student 9 also said,

"While I acknowledge the potential benefits of watching English movies with subtitles, especially English, on language comprehension, I find that it depends on style. Individual learning style cannot say anything."

Awareness of the diversity of individual learning styles and how each student can find the learning approach that best suits them must be recognized for their hard work. Therefore, consideration and adaptation are important keys in using subtitles as a learning tool in the process of improving English speaking skills through applying movies.

Overall, students' reactions to the use of subtitles when watching English movies show that diversity in their individual perceptions and personal experiences comes to the fore. Although some students find that subtitles can help them access natural language and cultural subtleties, as well as incorporate English learning into daily activities, others find that subtitles can be distracting and distracting due to limited vocabulary and incorrect pronunciation, making it difficult for them, but it cannot be denied that movies are very useful for their learning to speak. develop more over time.

4.3 Discussion

The discussion focuses on key themes arising from students' perceptions and practices of watching movies in English and its impact on the development of speaking skills. By examining data from the questionnaire responses in detail, the researcher aimed to provide a comprehensive overview of students' attitudes and behaviour towards the

integration of English movies into their language learning habits. Previous research has primarily focused on strategies for achieving overall English proficiency, making my investigation distinct from previous studies conducted by scholars such as Muakhiroh (2020) and Riswandi (2016). However, my current research differentiates itself by examining how EFL learners approach English specifically, with a particular focus on speaking skills. This chapter also emphasizes the reliability of the data collected and the importance of the results in supporting the effectiveness of using English movies to consistently and effectively improve language proficiency.

While the analysis of students' self-orientation of formal English proficiency shows that the ability of English speaking skills is relatively good, Padita's (2023) study also confirms that people can get a lot of information, one of which is about learning English by watching movies. Watching English movies is considered a guideline for students' learning activities in the modern era. This issue has not received adequate attention in teaching and research, especially in the research context. In addition to interacting with friends, self-directed learners can set learning goals, build learning plans, choose appropriate learning methods and strategies, and choose movies as learning materials, self-assess their learning and actively seek help when needed. This integration is in line with recommendations made by scholars such as Hwang (2005), Yanar & Tütüniş (2016) and Oxford (1990) which emphasize that self-directed learners can learn independently, following pairs or groups depending on their personal needs and style.

Through students' answers about using subtitles when watching English movies, we can see the diversity in approaches and perceptions of learning English. Some students emphasized the usefulness of using subtitles in accessing natural language and culture, as well as in integrating English learning into daily activities. However, there are also mixed opinions, with some students saying that subtitles can be distracting and distracting. To work effectively, teachers must have expertise in conveying lessons to students. Among the components of this skill, it is necessary to become familiar with various types of media to make it more interesting and increase students' sense of motivation to learn (Padita, 2023).

Through this discussion, we realize that learning English by watching movies is not simply about accessing the language, but is also a complex process, influenced by many different factors such as style and language. Personal learning style, interests and concentration level. This makes the use of subtitles a flexible and diverse tool in the English learning process, meeting the needs and learning styles of each student.

4.3.1 Perceptions of using English movies to develop Speaking skills

Watching English movies can have a positive impact on students' English as a foreign language (EFL) speaking skills. Exposure to authentic language through film allows students to listen and learn from actors who use language most naturally without losing spontaneity. This exposure helps students become more confident when communicating, as Sari & Aminatun (2021) emphasized. A person who already speaks fluent English can have an easier time talking to foreigners. Furthermore, movies can mobilize students'

enthusiasm for visual, auditory, verbal and other sensory learning (Chenchen, 2011). Similarly, Student 6 emphasized feeling more confident and engaged when exposed to real language in movies, which contributed to the development of their communication skills throughout their studies. Overall, the experiences and success stories shared by students show a significant improvement in speaking skills thanks to watching English movies. From improving pronunciation to increasing confidence and flexibility in communication in the classroom and outside, students see clear benefits from this practice. So these positive results not only contribute to promoting language learning but also foster joy and motivation to continue developing speaking skills.

4.3.2 Approaches engaging with English movies for Speaking proficiency
4.3.2.1 Frequency of watching English movies

The study delves into the process of improving English speaking skills through watching English movies and the diverse practices that students apply to overcome challenges in their learning journey. Sarah and Patricia (2009) argue that the images and sounds of movies can attract attention and promote thinking in ways that words cannot, and viewing the entire movie is necessary to explore a multi-layered issue such as cultural level. Throughout the interview process, a common theme emerged: the students' commitment to integrating English movies into their language learning routines. Many individuals actively engage in the pastime of viewing English-language movies in their spare time, making it more than just a chore. The movie can be used collectively to help students identify what makes up the culture and expand their understanding of concurrent cultures. As a result, students realize the multifaceted benefits of this method, from improved listening and speaking skills, to enhanced overall language comprehension and enhanced cultural knowledge through movies.

For example: Student 1 emphasized the role of English movies in cultivating pronunciation skills and exposing students to a variety of accents and conversational styles, ultimately promoting confidence in communication. This sentiment was echoed by Student 5, who emphasized exposure to different accents and intonations as a boost to his communication fluency. The frequency of movie viewing varies among students as well, some incorporate it into their weekly routine at least once or twice, while others watch it daily or more often for many different reasons. Regardless of study frequency, students adjust their study schedules to accommodate movie sessions, leveraging flexibility as a key element of their study approach. This shows that once learning responsibility is increased, learning outcomes will improve (Crabbe, 1993).

This highlights the notion that consistent exposure, rather than sheer frequency, is the key factor in language acquisition according to each person's style. Furthermore, students' efforts reflect a strong determination to achieve their language learning goals, as they manage their study time strategically to achieve their speaking development goals and prioritize activities that suit their interests and needs. Interestingly, while everyone agrees on the beneficial nature of watching English movies to learn the language, many students demonstrate diversity in their approaches that are not quite the

same as everyone else. People may choose subtitles to help with understanding, while others prefer to immerse themselves in diverse movie genres. Personal interests in the English language and culture influence how often each student watches movies. For Student 8, watching English movies not only improves language skills but is also an opportunity to gain an understanding of Western culture, highlighting the holistic nature of language learning through the use of media communication as a tool in the current era.

4.3.2.2 Methods of practicing watching English movies

When exploring the methods students use when watching movies, many interesting responses emerged, demonstrating diverse language learning methods. Many students watch movies for more than just entertainment; They see this as a valuable opportunity to excel in their language skills. What is more, according to Hu (2006), movies provide both audio and visual materials to help students understand the language more easily. A common practice among students is to repeat film dialogues as a means to hone their pronunciation and intonation, turning it into a fun activity similar to a game they used to play as children but few people realize it. Additionally, students diligently note new words or phrases encountered in the movie and actively try to incorporate them into their vocabulary by using them in context. This active engagement with language promotes retention and application, ultimately contributing to students' language proficiency.

Students show a keen interest in analyzing the content of movies beyond mere repetition of dialogue. When watching movies, students not only listen to the characters but also observe their movements. Additionally, the scenes, props, and other aspects make the communication so realistic that when watching the movie, students seem to almost interact with the activities in the movie (Chenchen, 2011). That's why students participate in discussions with friends about the plot, characters and situations depicted in the movie, better understanding the context and use of language. As Harmer (2008) pointed out, there are several positive reasons to learn English by watching movies, such as movies have particularly interesting and valuable content, and practical teaching helps understand pronunciation and balance with facial expressions, helps understand the meaning spoken by body language, includes a series of lessons to explain a process and has audio and visuals that make learning easy. Some students dig deeper into why characters use particular words in certain situations, observing facial expressions and body language to enhance their understanding of the content. Over time, these practices become ingrained habits and manifest naturally in their real-life communications, enriching their interactions with others.

Additionally, students realize the importance of observing and imitating actors' gestures and expressions to effectively convey meaning and emotion. By carefully studying body language in movies, they learn how to convey messages not only verbally but also with nonverbal cues, enhancing the clarity and richness of their communication. Chenchen (2011) believes that in this way, learning the language will become more interesting. In addition, audiovisual English movies can best mobilize students'

enthusiasm for speaking and other skills. This comprehensive approach to language learning, including both verbal and nonverbal communication, helps students express themselves more authentically.

4.3.2.3 The influence of subtitles on the language learning process

Subtitles are quite helpful while learning a new language, especially when watching English-language movies. It is challenging for many students to practice since they depend so heavily on subtitles to make sure they comprehend the material being delivered, particularly if they haven't yet reached the required level of competency. Subtitles play an important role in helping the audience understand the story and content of the movie, especially complex language and grammatical structures that require subtitle support. By reading subtitles while watching movies during leisure time or as part of a study routine, students can expand their vocabulary and become familiar with many new terms and expressions because their speaking skills are used for many different purposes and each purpose involves different skills (Okar & Shahidy, 2019).

As Student 1 expressed, subtitles significantly aid in understanding language and improving speaking skills by providing context and reinforcing vocabulary and pronunciation. However, as noted by Student 8, some students may have difficulty using subtitles. The need to concentrate on reading subtitles while simultaneously listening to dialogue can be distracting and difficult, potentially hindering comprehension. Despite these challenges, Student 8 acknowledged the benefits of using subtitles in expanding her vocabulary and honing her communication skills.

Indeed, students recognize the potential benefits of subtitles in language learning, but their perceptions may vary depending on individual learning styles. Hestiana & Anita. (2022) believe that through audiovisual media, students watching movies with subtitles to learn a foreign language improve their reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary mastery. Students should beable to recognize the expression and pronunciation of English text directly from native speakers by watching movies with the same subtitles as the actors and actresses in the movie (English subtitles). Some students may find subtitles irritating, while others may find them a helpful tool for comprehending conversation and deciphering foreign phrases. This variation in perception highlights how crucial it is to take different learning styles into account and modify instructional strategies when using subtitles as a teaching tool.

Overall, students' reactions to the use of subtitles when watching English movies highlight the diversity of their perceptions and experiences. While some students find subtitles beneficial for accessing natural language and cultural nuances, others find them difficult. However, movies remain a valuable resource for improving speaking skills over time, offering students a dynamic and engaging method to improve their language proficiency.

5. Conclusion and implications

5.1 Summary of the major findings

In this comprehensive quantitative study, I delve into understanding the perceptions and practices of high-quality second-year English majors to develop speaking skills at School of Foreign Languages, Can Tho University, Vietnam. Through a meticulously designed survey and rigorous statistical analysis, I attempt to unravel the complex web of English movie viewing used to develop the speaking skills used by these students. I demonstrate that the survey tool is highly reliable with a reliability coefficient α = 0.916. I am more certain that the data gathered is trustworthy and suitable for analysis because of this initial phase. Furthermore, the study delves into various aspects of self-awareness and English learning practices related to vocabulary acquisition, contextual usage, pronunciation and common grammar practices watching movies. Evaluation of students' awareness and their participation in overcoming speaking challenges shows that active participation in watching English movies plays an important role in language development. Analysis of the questionnaire data also revealed a trend toward awareness of the importance of watching English movies among certain groups of students.

The findings show that students actively absorb new vocabulary from movies, and the expressions, pronunciation and fluency in English movies help them improve their speaking skills. Although there is a difference between learning attitude and practice, during the interview process it can be seen that students have a common belief about the effectiveness of using English movies to practice speaking skills. In addition, the results show that students tend to be positive about the importance of watching English movies to improve their speaking skills, which shows that they have a very high awareness of learning in all circumstances. In addition, the responses to the questionnaire also reflect a strong consensus among students about the importance of practising English and regularly watching English movies to improve speaking skills and absorb a variety of cultures. Different culture from English movies. Therefore, the value of active learning through English movies according to students' different personal styles is a consistent and effective method to improve EFL students' language skills.

Overall, the results indicate that EFL students generally view watching English movies as beneficial for improving their speaking skills and show consistency in their perception and application of this activity during their language learning program comprehensively. Research results demonstrate that although students may not clearly distinguish between attitude and practice when watching English movies, they recognise the value and effectiveness of integrating this activity into their learning habits. language as well as English speaking skills. Therefore, this study provides insights into both the cognitive and practical aspects of EFL students' use of English movies to develop speaking skills and address the research questions posed.

5.2 Conclusions

The culmination of quantitative and qualitative data analysis unveils a compelling narrative regarding the efficacy of task-based activities, notably the utilization of English movies, in augmenting the proficiency levels of EFL students. The findings illuminate the trans-formative impact of integrating movie-watching into language-learning practices.

Data collected from questionnaire responses demonstrate that students who actively watch English movies demonstrate marked progress across key language areas, including vocabulary acquisition, assimilating idiomatic expressions, refining pronunciation and improving fluency. The results highlight the potential of cinematic engagement as a catalyst for language development, where the interactive nature and context of movie narratives act as a rich tapestry for the discovery and acquisition of language. Despite the differences in the questions asked, students' attitudes and practices toward watching English movies demonstrate a common belief in the effectiveness of using movies to learn the language. Quantitative analysis demonstrated a high reliability coefficient in the questionnaire responses. This statistical confirmation creates confidence in the authenticity and consistency of the findings, thereby strengthening the credibility of the study's conclusions. Nuanced differences in questionnaire responses were apparent, but there was broad consensus within the student body regarding the effectiveness of using movies as a learning support in learning languages. This common belief underscores the potential of leveraging cinematic resources as a medium for language acquisition, regardless of individual differences in learning disposition or stylistic language proficiency personal way.

In addition, describing students' perceptions and practices when watching movies in English emphasizes its important role in promoting students' English speaking proficiency. Through active engagement with cinematic content, students will explore a dynamic context in which linguistic expression is honed through authentic communicative interaction and immersion. Therefore, the benefits of movies far exceed the expectations of this study, and movie emerges as a powerful medium for creating language fluency and effective communication. Another aspect of this study concerns the imperative of flexibility and automation in language learning models. By seamlessly integrating movie viewing into their learning repertoire, students can move toward autonomous and adaptive learning methods. This initiative in assimilating diverse learning methods emphasizes the necessity of meeting individual learning preferences and creating an environment conducive to self-directed language learning that is not bound by any rules.

In sum, the findings encapsulated in this chapter attest to the trans-formative potential of English movies as a tool for developing speaking skills and enhancing the all-round language proficiency of EFL students. By leveraging the profound appeal of cinematic narratives, educators can create a pedagogical environment in which language acquisition is not merely an academic goal but also a dynamic and experiential adventure aimed at effective communication and intercultural fluency.

5.3. Implications

The implications are quite significant for the field of language learning, specifically about EFL students and their proficiency development through task-based activities like watching English movies. The results suggest that students who actively engage with English movies for language learning purposes experience positive language development, particularly in terms of vocabulary, expressions, pronunciation, and fluency. The uniformity of responses across different clusters indicates a common belief in the effectiveness of using English movies for language learning. It is crucial to the reliability and validity of the data collected, as reflected in the reliability statistics and hypothesis testing results. Understanding students' perceptions and practices related to English movie-watching can provide valuable insights into their language learning experiences.

Moreover, the detailed analysis of students' answers in both parts of the questionnaire reveals varying perspectives on the importance of incorporating English movies into speaking activities. Further research into specific factors influencing these differing views can lead to the development of more effective educational strategies. Overall, the implications of this study underscore the value of incorporating task-based activities, specifically English movie-watching, into language learning processes to enhance language skills consistently and effectively. The findings highlight the importance of actively engaging with authentic language materials to promote language development among high-quality EFL students.

5.4. Limitations

The limitations of this study include the small sample size of high-quality EFL students and the focus on a study's limitations include its narrow emphasis on a particular group and small sample size of excellent EFL students, which may restrict the findings' applicability to a larger population. The use of student self-reported data, which might include biased or inaccurate replies, is another drawback. Furthermore, the study did not investigate the particular genres or kinds of English movies that the students viewed, as this may affect how well they learned the language. Further research could address these limitations by expanding the sample size, considering diverse student populations, and examining the influence of different movie genres on language development.

5.5 Recommendations for further research

The study suggests differences in students' views on the importance of watching English movies to improve speaking skills. The study delves into the underlying reasons behind these differences, scrutinizing factors such as personal learning preferences, cultural background and previous language learning experiences. By shedding light on these different nuances, educators can tailor teaching methods to better suit students' needs and reach diverse interests. It is necessary to explore the challenges and opportunities inherent in integrating movies into the English curriculum. The investigation needs to consider many aspects, including pedagogical approaches, teacher training initiatives,

and technological affordances. By systematically identifying and addressing barriers to effective curriculum integration, educators can harness the full potential of movie-based language learning modalities to cultivate the communication competence and cultural understanding of EFL learners.

Taken together, these recommendations represent key avenues for advancing scholarship in the field of movie language learning. By embarking on these research trajectories, improving teaching methods and empowering EFL learners to tackle the complexities of linguistic diversity with confidence and proficiency through movies. Therefore, as the educational landscape continues to evolve, ongoing research efforts will serve as guiding lighthouses, shedding light on the trans-formative potential of language learning through movies and mapping providing a road-map towards pedagogical excellence and inclusive language education practices.

Acknowledgments

Conflict of Interest Statement
The author declares no conflicts of interest.

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