


The Effects of English Films on Learning English Speaking Skills: A Case Study at a Private University

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ABSTRACT

Keywords: English films, English speaking skills, motivation, language learning, and challenges

While using films in English language learning is not a new idea, there is limited research on how films specifically affect speaking skills in EFL university contexts. The present study aimed to investigate the impact of English films on students' speaking performance. Conducted at a private university's English department, the research involved 112 English majors for a survey and semi-structured interviews with four students and four teachers. This study was conducted with a mixed-method approach to explore how much English films enhanced the speaking skills in terms of vocabulary and pronunciation, while improvements in fluency and confidence were reported to a lesser extent. Some challenges were identified, consisting of difficulty understanding unfamiliar accents, fast-paced dialogue, and cultural references. Both students and teachers had positive attitudes toward using films to improve English speaking skills, and offered implications that well-chosen film materials can enrich speaking instruction and encourage students to move beyond the traditional learning approaches.

Introduction

In English learning, the four skills of reading, writing, listening, and speaking are crucial for all learners must master, and each skill requires different strategies. Various sub-skills also depend on how these scored skills are applied in real-life contexts. For language learners, English speaking is an essential skill, as it plays a vital role in daily communication and interactions. Mastering speaking, therefore, is a top priority. The evidence of successful learning can be attributed to effective communication (Nita & Dewanti, 2020). According to Brown (2001), speaking proficiency corresponds to communicating competently with others.

According to Murshidi (2020), the significance of the English language in today's world is understandable as the world has become smaller. The concept of boundaries has become less noticeable with the advent of technologies such as TVs, radios, mass media, and the internet.

English has gained importance over the last few decades. However, the acquisition of a foreign language is one of the most significant challenges in a person's life (Kaboooha, 2016).

As a consequence, new methods of teaching and learning English are being researched to make the language learning process more engaging and to optimize the learning conditions (Albiladi et al., 2018). In recent years, many researchers and instructors have shown interest in exploring innovative strategies to support learners in developing their English-speaking skills and to improve teaching practices (Nguyen & Terry, 2017). One of these methods is using films as a medium to learn how to speak fluently, which helps them improve their speaking competencies and encourages them to learn.

Many studies have effectively utilized films in English-speaking contexts and yielded somewhat positive results. Much attention has been given to the use of films in English-speaking countries. According to Khoshniyat and Dowlatabadi (2014), using English films can enhance the English learning process by providing extensive vocabulary and syntax to help improve speaking proficiency. Furthermore, other researchers (Bui, 2020; Ismaili, 2013; Parmawati & Inayah, 2019; Shing & Yin, 2017) have found that films offer several benefits, including increasing motivation, enhancing oral and communication skills, developing cultural awareness, and facilitating authentic language learning experiences for learners.

While the positive outcomes of film use are encouraging, several limitations and inconsistencies in the research should be noted. Although these studies have yielded positive results, very few researchers have examined the impact of English films on EFL learners on a large scale, involving over a hundred learners or more. The existing studies have found that the use of English films in learning speaking has proven to be mostly beneficial for EFL students. While films have a significant impact on students' speaking development, helping to improve their pronunciation, fluency, grammar, and vocabulary (Parmawati & Inayah, 2019), they have been found to fail in improving students' accuracy and pronunciation (Shing & Yin, 2017). These discrepancies suggest that while films are widely accepted as a motivational and linguistic resource, their actual effectiveness in specific speaking components requires further investigation.

Moreover, while prior studies have explored the effectiveness of films in EFL settings, there has been limited research that examines how local educational contexts influence learners' use and perceptions of films in speaking development. Learners' language backgrounds, cultural familiarity, and classroom exposure to media-based instruction may all affect the success of using films in speaking development. Thus, there is a pressing need to examine not only how films improve speaking but also how students and teachers perceive their practicality, challenges, and relevance within their institutional settings. While some studies used pre- and post-tests or observational data, fewer combined both quantitative and qualitative approaches to capture learners' perceptions and actual improvements. This mixed-methods approach could yield more comprehensive insights into the effectiveness and limitations of film-based instruction.

These unresolved issues point to the need for further research, particularly in contexts where such methods are underutilized or understudied. To address these research gaps, the present study aims to investigate the impact of English-language films on the development of speaking skills among EFL students at a private university in Vietnam. It investigates not only the overall effectiveness of films in enhancing speaking abilities but also the specific speaking components that are most affected, such as vocabulary, pronunciation, fluency, and confidence. Additionally, it explores both teachers' and students' attitudes toward the use of films in

language learning, identifying perceived benefits, challenges, and pedagogical recommendations.

By involving a larger sample and focusing on the Vietnamese higher education context, this study contributes original findings that may inform language teaching practices and curriculum development. It also supports the broader pedagogical shift toward integrating multimedia resources in English language teaching, particularly for skills that require exposure to authentic communication, such as speaking.

Overall, it can be concluded that speaking English is not only a difficult skill to master but also has become a necessary part of life in a globalized world, where people from diverse backgrounds must interact with one another. As such, this study investigates whether English films can serve as an effective tool to support learners in developing their speaking skills within the EFL classroom.

Literature Review

The Use of Films as a Resource for Language Learning

Film is a visual art form that utilizes recorded or programmed motion pictures, along with other audiovisual aids, to stimulate experiences and communicate ideas, stories, perceptions, feelings, or atmospheres through recordings (Yudar et al., 2020). Filmmaking involves a variety of techniques, such as photographing real scenes, drawings, models, traditional animation, and CGI. The availability of movies on easily accessible platforms like cinemas or YouTube makes them a valuable resource for both teaching and learning. Films provide entertainment, inspiration, trauma, and hope, bringing people to places they have never been. In other words, films evoke emotions and express universal themes, regardless of individual differences.

Mustikawati (2013) believed that films can contribute to the development of teaching and learning skills through the use of slow motion and playback to make the learning comprehension process easier, and that film is suitable for situations such as introductory courses, complex topics, lower-achieving students, and visual or spatial learners. Ebrahimi & Bazaee (2016) state that films are valuable resources that naturally motivate learners. According to their study, when learners are exposed to various types of films, such as science fiction, soap operas, comics, horror, or romantic movies, it can help enhance language learning by exposing the learners to new phrases and vocabulary.

Films help motivate learners by catering to their interests, especially those who lack motivation to learn. According to Islam et al. (2022), many EFL learners lack motivation and confidence when speaking English. The integration of multimedia materials, such as films, can reduce anxiety and make learners more engaged. The way one watches a film, such as using subtitles in the native or target language, can also affect the learning process. Tran (2022) emphasized that unfamiliar vocabulary and accents often create anxiety in learners, suggesting that supportive tools, such as subtitles, can alleviate this burden. Exposure to different films aids students in their English speaking by introducing them to new vocabulary and words. It also helps to pique their interest and motivate them. In essence, films are an integral visual art form that helps convey human ideas, such as educational content, through moving pictures and sound effects. Films offer to stimulate human emotions through the diversity of their themes and genres, available in various formats, from television to social media.

In terms of the role of films in the Vietnamese EFL context, according to Truong and Tran (2013), Vietnam's economic, cultural, and social context has seen drastic changes in recent

years with the introduction of the government's new open-door policies. As a result, English learning has become an integral part of the country in the last two decades. This has become a problem for the traditional English teaching and learning method, as English learning now focuses on the wider sociocultural context of the language. As such, films have been considered suitable learning materials in the sense that they are created by and for native speaker audiences, making them valuable assets for students who wish to learn and understand the meaning of characters through their actions and dialogues.

According to Bui (2020), the development of information technology benefits the teaching and learning of English-speaking skills, with numerous studies proving the benefits of using films in the study of English skills. Whereas the traditional method of education faces many difficulties, as textbooks do not provide diverse speaking activities for learners to understand the context and express themselves fully. On the other hand, films can provide EFL learners with supplementary knowledge to support their speaking skills.

Films and Improvement of English Speaking Skills

According to Bassma (2013), integrating technology into ESL instruction can enhance students' engagement and motivation, leading to improved language proficiency. It emphasizes the importance of selecting appropriate technological tools that align with learners' proficiency levels and learning objectives. Another more efficient way to improve learners' speaking proficiency is to expose them to a lot of information from non-native and fluent native speakers with a high degree of language fluency, such as through films (Bahrani & Tam, 2011).

Furthermore, Hidayatullah (2018) suggested that learners' pronunciation shows signs of improvement when they watch English films; a similar result is also presented in Rayasa's (2018) research, where learners' English skills improved after watching films. Additionally, the students' involvement and enthusiasm increased as the lesson progressed. Similarly, Fakhurriana et al. (2024) aim to learn how EFL students perceive the use of English films in their learning process. With the help of the quantitative method, the research has concluded that English films are effective tools for speaking training. The students have a good perception of them as they are exposed to the native speakers' dialect, which helps learners expand their vocabulary and improve their pronunciation. Additionally, Nguyen and Thai (2024) have reached a similar conclusion, finding that the active use of films in the students' learning process has helped them actively absorb new words, expressions, fluency, and pronunciation in films, and develop their speaking ability as a whole. Although there are mixed views on the practice and learning attitude, the students were all shown to have a high regard for the importance of films in the classroom environment, viewing them as essential and enjoyable for their learning experience (Rahman et al., 2021).

From previous research, it can be concluded that the effectiveness of films has a significant impact on the journey to improve students' speaking skills, especially for their motivation and pronunciation. Faqe (2017) once stated that films help learners by exposing them to realistic scenarios, as they force the brain to work as you try to describe and predict what is happening in the scenes. Apart from the combination of visual and audio, contextual information also helps new learners quickly adapt to language learning. Similarly, Sherman (2003) states that the human eye processes information more quickly than the ear. Meaning that learners can acquire knowledge through visual formats effectively in English-speaking learning.

Several studies have examined the correlations between watching English films and students' improvement in their English-speaking skills. With most of these studies employing a combination of various methods to identify and draw conclusions, all of them suggest that these

films have, in one way or another, had a positive impact on learners' English-speaking ability. Parmawati and Inayah (2019) aimed to determine whether English movies can enhance students' speaking skills when used in speaking classes. To collect data, the researcher employed observational instruments, tests, and questionnaires. The test was administered to second-semester students enrolled in Speaking for General Communication courses. The findings showed that the use of English movies was effective in improving the students' speaking abilities in class, especially in terms of grammar, pronunciation, fluency, vocabulary, and comprehension. It also helps to motivate students by boosting their self-confidence and enhancing the classroom atmosphere, making them less fearful of making errors and familiarizing themselves with the components of speaking skills. The students were also more active in the classroom, participating in leading the activities. Therefore, it can be concluded that watching English movies can improve students' speaking skills and enhance the classroom environment.

Bui (2020) used a before-and-after research design to check the effect of watching English movies, as well as the survey questionnaires used for the pre-test and post-test. The findings revealed that students do not perform very well in interactive communication and discourse management, whereas they show improvement in grammar and vocabulary. The results showed that watching English movies has a positive effect on learners' speaking skills, albeit only in some aspects. It also revealed that, despite its shortcomings, students felt engaged and interested in this learning method. The study suggested that the use of films should be accompanied by surveying film genres, pre-teaching keywords, enabling or disabling subtitles, and employing blended models.

The present study aims to investigate how films can be used to aid in learning English speaking and the impact of English films on learning to speak as a whole, as well as their effects on English majors at a private university. Based on these objectives, the study seeks to answer the following questions:

1. To what extent do English-majored students believe that films enhance their English-speaking skills?
2. What specific aspects of English speaking have improved as a result of using English films?
3. What are the teachers' and students' perspectives on the effectiveness of English films on EFL learners' speaking skills?

Methods

The research employed a mixed-methods research design, which gathered both quantitative and qualitative data. This method served to enhance the understanding of the effects of English films on student speaking skills, as well as to collect opinions from students and teachers. The research participants consisted of students from the English Language Department at a private university in Vietnam. The quantitative section of the research included 112 English major students who studied from their first year through to their fourth year. The qualitative research involved conducting semi-structured interviews with four English teachers and four students. The research participants were picked based on their willingness and availability to participate in the study.

Two primary instruments were used for data collection: questionnaires and semi-structured interviews. The questionnaire was created using Google Forms and consisted of 28 questions:

3 demographic questions, 23 multiple-choice questions, and 2 open-ended questions.. The study evaluated students' perceptions of film-based learning for speaking through questions that assessed how films helped develop vocabulary and pronunciation, as well as fluency and confidence skills. A five-point Likert scale (1 = strongly disagree, 5 = strongly agree) was used to measure responses, and the results were reported as percentages for analysis.

The Microsoft Teams and Zoom platforms were employed to conduct online interviews that explored in-depth insights from students and teaching staff. The interview questions focused on participants' classroom experiences with English films, as well as the challenges they encountered and the classroom implementation strategies they proposed. Each interview lasted between 20 and 30 minutes and was conducted over a period of two weeks.

The data from the questionnaire were analyzed through SPSS version 22.0. Descriptive statistical methods, including frequencies and percentages, served as the basis for the analysis. The research team conducted a pilot test involving 30 students to verify the clarity and quality of the questionnaire items before commencing the main study. The researchers implemented minor changes following the feedback received. The research team used Cronbach's alpha to check the internal consistency of the questionnaire, which resulted in a reliability score of 0.78.

The interview transcripts were examined thoroughly before the approval of member checking (i.e., the interviewees rechecked what they had answered). The researcher extracted essential points from the responses to identify recurring themes regarding film utilization for speech development.

Results/Findings

Research Question 1: To what extent do English-majored students believe that films enhance their English-speaking skills?

Table 1 summarizes students' perceptions of the benefits of using English films to enhance their speaking skills. It presented the mean scores and standard deviations for various statements related to how films support vocabulary acquisition, pronunciation, motivation, and overall speaking performance.

The table 1 indicates that the method of using English films has yielded mostly positive outcomes, with the most focus on the ability to apply new vocabulary learned from English films ($M = 3.91$; $SD = 1.127$). The second highest result was the enrichment of idioms, proverbs, and slang in practice through the use of films ($M = 3.88$; $SD = 1.191$).

The students seemed to think highly of English films, especially the belief that they can become familiarized with native accents and dialects better through English films ($M = 3.85$; $SD = 1.141$) and how watching English films can be beneficial for English use in the classroom ($M = 3.82$; $SD = 1.117$). Another aspect that students share similar views on is how film dialogue imitation improves students' pronunciation, with a mean of 3.79 and a standard deviation of 1.274.

Situations in classroom environments, such as whether or not films raised students' enthusiasm towards speaking lessons and how watching films can help them apply correct pronunciation in conversation and classroom settings, have also been viewed with a degree of certainty by the participants with $M = 3.76$, $SD = 1.187$ and $M = 3.77$, $SD = 1.155$, respectively. The ability to apply foreign accents and dialects more effectively and understand conversations in the classroom is also agreed upon by many subjects to be another benefit of using English films, with $M = 3.72$, $SD = 1.149$, and $M = 3.71$, $SD = 1.158$, respectively.

Table 1.

Advantages of watching English films for learning English speaking

Items	N	Mean	Std. Deviation
3. With English movies, I can learn and be entertained at the same time.	112	3.69	1.230
4. Viewing the movie with English subtitles makes me remember the language easily.	112	3.68	1.050
5. Movie dialogue imitation improves my pronunciation.	112	3.79	1.274
6. I can enrich more idioms, proverbs, and slang in practice through movie dialogues.	112	3.88	1.191
7. Motion pictures in the movies inspire me to practice better daily conversations.	112	3.60	1.127
8. The use of English movies raises my confidence when I speak.	112	3.59	1.143
9. English movies raise my enthusiasm towards speaking lessons.	112	3.76	1.187
10. I am familiar with native accents and dialects better through English movies.	112	3.85	1.141
11. Frequent exposure to English films makes me feel that my speaking skills are becoming better.	112	3.63	1.201
12. Watching English films helps me understand the conversation on the topic in the classroom.	112	3.71	1.158
13. Watching English films can be beneficial for English use in the classroom.	112	3.82	1.117
14. Watching English films makes me apply correct pronunciation in conversation and classroom environments.	112	3.77	1.155
15. Watching English films helps me to apply foreign accents and dialects better.	112	3.72	1.149
16. Watching English films makes me apply the new vocabulary I learn from films.	112	3.91	1.127
17. Watching English films can improve my speaking skills better than other English media normally used in the classroom.	112	3.52	1.170
18. Watching English films is good for teaching speaking to students in the classroom.	112	3.55	1.161
19. I can improve my speaking skills by watching English films in the classroom.	112	3.66	1.143

For the use of films as both entertainment and learning tools, the participants' choices were very divisive ($M = 3.69$; $SD = 1.23$). Similar results can be found for the opinions that using subtitles can help students remember language easily ($M = 3.68$) and improve their speaking skills by watching English films in the classroom ($M = 3.66$), as well as the idea that watching English films can raise confidence in speaking ($M = 3.59$).

Last but not least, it appeared that students did not have a high opinion on whether or not films can be used as a good way to teach speaking in the classroom ($M = 3.55$), and if English films can improve speaking skills better than other English media used in the classroom ($M = 3.52$). It can be concluded from the high standard deviation (SD) of these answers that participants did not share similar views regarding the effectiveness of films. Suggesting that other methods of learning were still highly regarded.

Research Question 2: What specific aspects of English speaking have improved as a result of using English films?

As shown in Item A (Table 2), the majority of students believed that their vocabulary and pronunciation had improved significantly, with numbers increasing to 53.6% and 27.7%, respectively. This can be attributed to the way students interact with films. By listening to the characters' dialogues and the way they speak, students can access a wealth of materials to improve their vocabulary and pronunciation. However, the research suggests that pronunciation may be lower than vocabulary, as character accents and dialects varied between settings. The two skills considered to be the lowest were fluency and confidence, at 12.5% and 5.4%, respectively. These two skills have not seen many improvements for many reasons. For fluency, characters in films may speak too quickly or not quickly enough for students to catch up or understand what they are saying. As for confidence, films, as a medium, while bringing entertainment value and helping with vocabulary and pronunciation, do not provide much in terms of raising confidence when speaking, something that requires actual speaking experience with others to improve. Last but not least, only one student believed that films have improved all of their skills. While rare, this result has demonstrated that films can serve as a positive learning tool for English-speaking learners.

Item B showed that most students struggled because they lacked sufficient vocabulary. 71.4% of the students answered “yes,” indicating that they often struggled to understand the movie plot. This suggested that vocabulary was still a problem when learning English through films. However, 25% said they had no problems, which may indicate that they already possessed better vocabulary knowledge or used subtitles to aid their understanding.

The use of films as a learning tool for new vocabulary is beneficial; however, some students face challenges with rapid speech and unfamiliar expressions, which hinder their learning process. Teachers should instruct students to watch English subtitles while replaying challenging parts of the film to help them observe words in their natural context. Students who repeatedly encounter new words can develop their vocabulary while simultaneously building their speaking abilities. The combination of guided film viewing with active strategies makes it an effective method for speaking development.

In Item C, it was explored how students were unable to understand the differences in their culture compared to that of the films, with 78.6% of students agreeing and only 21.4% disagreeing. This means that many students faced this kind of difficulty when using films to improve their speaking skills. The findings suggest that cultural unfamiliarity poses a significant learning challenge for many students. Students who lack understanding of real-life contexts in film dialogues or situations may struggle to learn authentic language usage. Students face limitations in their ability to enhance their speaking skills through film use because cultural differences create barriers to understanding appropriate language usage and tone, and idiomatic expressions.

Table 2.

Aspects of English speaking improved as a result of using films

Items	N	Valid	Frequency	Valid percent
A. Which speaking skills have improved after watching films?	112	Confidence	6	5.4
		Fluency	14	12.5
		Maybe all of them	1	0.9
		Pronunciation	31	27.7
		Vocabulary	60	53.6
B. My limited vocabulary prevents me from keeping up with the movie plot.	112	There's no problem as long as the subtitles are available	1	0.9
		No	28	25
		Not given	1	0.9
		Sometimes	1	0.9
		Yes	80	71.4
C. Sometimes I struggle to understand the differences in our culture compared to those portrayed in movies.	112	It depends on the films	1	0.9
		No	24	21.4
D. I'm overwhelmed by watching scenes, listening to dialogues, and reading subtitles at the same time.	112	Yes	88	78.6
		No	58	51.8
E. Characters speak too fast.	112	Yes	54	48.2
		Maybe	1	0.9
		No	34	30.4
F. The visual aspects of the movie appeal to me, and they distract me from focusing on the movie dialogues.	112	Yes	77	68.8
		A hard yes	1	0.9
		When the movie is at its climax. I often ignore subtitles and guess the character's intention through the movie's context	1	0.9
		No	49	43.8
		Yes	61	54.5
G. I struggle to catch new words due to the unfamiliar accents of the actors.	112	Sometimes I cannot hear the native expression	1	0.9
		Maybe	1	0.9
		No	35	31.3
		Yes	75	67.0
H. I don't know how to write down the new words I hear in the films.	112	Maybe	2	1.8
		No	31	27.7
		Yes	79	70.5

Two primary challenges students encounter when learning English through films are presented in Items D and E. The data in Item D shows that 48.2% of students experienced confusion

because they needed to watch scenes simultaneously with reading subtitles and listening to dialogue. The results indicate that learning experiences through films differ among students, as 51.8% of participants did not encounter this challenge, while 48.2% did.

Shown in Item E, there is 68.8% of participants experienced difficulties because characters in films spoke too quickly, which made it hard to understand their dialogue. In contrast, over one fourth (30.4%) did not experience this issue. The results show that the speed creates a more significant challenge for students to understand content and develop their speaking abilities than the challenges of multitasking during film viewing. Those who need extra assistance should receive repeated viewings, slowed-down videos, or guided listening activities to maximize their benefits.

These three items show some common difficulties students face when learning English through films.

Item F shows that more than half of the students (54.5%) found the visual elements of movies so interesting that they were distracted from listening to the dialogue. However, 43.8% of students did not have this problem, which means that the effect of visuals can vary from person to person. Item G points out that 67% of students struggled to catch new words because the actors spoke with unfamiliar accents. Additionally, the survey results in Item H indicate that 70.5% of students admitted they were unable to write down new words they heard, which made it difficult for them to remember and apply those words afterward.

The research suggests that films can serve as effective learning tools, but students sometimes struggle to understand their proper application. Teachers should implement three strategies to support learners: pre-teaching essential vocabulary and explaining cultural and language differences, and demonstrating note-taking methods during film viewing. Students will achieve better success in film-based learning when they receive proper guidance.

Overall, it can be concluded from these findings that students face numerous problems when applying this method of learning to improve their speaking abilities. Whether it be movie speed, a foreign dialect, a lack of writing ability, or any other problem.

Research Question 3: What are the teachers' and students' perspectives on the effectiveness of English films on EFL learners' speaking skills?

On one hand, teachers strongly endorsed English films as an effective tool for enhancing EFL students' speaking skills, routinely integrating them into speaking and listening courses to leverage their motivational and linguistic benefits. They emphasized that films significantly improve pronunciation, vocabulary, and intonation by exposing students to authentic, native-like speech, which students can mimic to learn contextual phrases and natural delivery. Films also create an engaging learning environment that boosts student motivation and provides practical ideas for speaking tasks, particularly benefiting low-level learners who need accessible content. However, teachers identified challenges, such as the need for short, level-appropriate films to maintain focus and accommodate varying proficiency levels, as long films or complex topics like science fiction can overwhelm students. Cultural differences in films sometimes hinder vocabulary comprehension, requiring careful selection. Teachers emphasized that the effectiveness of films hinges on students' active engagement, such as note-taking and practicing dialogues, with contributions to speaking skills varying from 30–100% based on effort. They viewed films as a complex, high-level skill requiring subtitles and strategic implementation to maximize accessibility and impact.

When exposed to films, students observe various communication contexts and can shadow characters to enhance vocabulary retention. However, improvement varies, with some

students benefiting greatly, while others do not. Low-level students may struggle with fast speech or complex genres, such as science fiction. Therefore, selecting level-appropriate movies is essential (T01).

I believe my students have improved their pronunciation by repeating and mimicking the characters' vocabulary and intonation. Films contribute about 30% to 50%—they serve as a tool to make speaking lessons more engaging. In the Speaking 1 course, I used short films to help students generate ideas and vocabulary. Films must match the students' level and include subtitles; otherwise, learning is limited (T02).

By watching English movies, students can understand the language and imitate the tone and intonation of the characters. Not only that, but they can also improve their pronunciation. I could see that the students made some improvement, especially in terms of pronunciation, as they were able to imitate characters in the movies and improve (T03).

I strongly believe in the significance of using films in developing speaking skills, as well as cognitive and meta-cognitive skills. I rarely used it because I had to consider the length of the films so that they were not too long (T04).

On the other hand, the students expressed enthusiasm for using English films to enhance their EFL speaking skills, though their engagement varied from daily viewing to occasional use due to time constraints and academic pressures. They reported notable improvements in pronunciation, vocabulary, and intonation, achieved by mimicking characters' native-like speech and noting new words, which helped them speak more naturally. Films were seen as contributing significantly, around 50–60%, to their speaking skills, offering both educational value and an entertaining learning experience that boosted motivation. All students relied on subtitles to grasp the context and vocabulary, often employing strategies such as rewatching films or pausing to practice dialogues. However, students faced problems such as being distracted by interesting stories or phone notifications, and having trouble understanding fast speech or complex English. Students addressed these issues by selecting short films to maintain focus or minimizing distractions, such as disabling notifications, emphasizing the need for active effort to maximize the benefits of the films.

English films have significantly contributed to my improved speaking skills, accounting for approximately 50 to 60% of my progress. They have made me improve my vocabulary substantially and helped me pronounce many words naturally. However, sometimes we can get caught up in the plots that we forget about the learning entirely (S01).

I watch films every day because I like films in general... it helps me a lot with skills like grammar and vocabulary. I can mimic how characters in films pronounce certain words... which helps me speak more naturally. Subtitles help me understand the meaning of vocabulary within the context... I prioritize repeating the dialogue and conversations in films. I would get easily distracted because of all the notifications on my devices... I would turn off the notifications (S02).

I cannot understand what the characters said due to my lack of understanding and low-level skills (S03).

My pronunciation and fluency have improved after watching films. I watch films with subtitles and then... try to watch without the subtitles to understand the meaning on my own. (S04).

In conclusion, teachers and students found English films to help improve their speaking skills, particularly in areas such as pronunciation, vocabulary, and intonation. Films were perceived

as motivating and useful when used in conjunction with subtitles and active learning strategies. However, challenges like fast speech, distractions, and cultural differences were noted. Overall, films are a valuable tool, but their effectiveness depends on the student's effort and how they are utilized in class.

Discussion

This research explored the impact of English films on students' English speaking skills, specifically examining the effectiveness of this method, the aspects of speaking skills that were improved, and the opinions of teachers and students on the use of films. Based on the data gathered from the questionnaire and interviews, it was observed that both teachers and students at the private university were fully aware of the importance of using films as a means to improve English speaking skills, as well as having positive impressions of their effectiveness.

It was evident that students' experiences in using English movies to improve their speaking skills were predominantly positive across various studies (Parmawati & Inayah, 2019). It was also demonstrated that students viewed films as beneficial for enhancing their speaking skills. They noted that the film not only helped motivate students to learn but also through the characters' dialogue, students could learn new vocabulary and improve their pronunciation—two factors, according to the majority of participants, that were most affected. This aligns with findings by Ismaili (2013), who highlighted the contribution of films to vocabulary expansion and better pronunciation through authentic language input.

This was attributed to characters in films coming from different parts of the world, being diverse in dialects and accents, and the fact that films provided a relaxing atmosphere for students, helping them to learn and have fun at the same time. A similar consensus was found in the studies of Bui (2020) and Fakhurriana et al. (2024), who reached similar conclusions. Students gave positive answers in both the questionnaire and the interview. This suggests that English films helped them improve their speaking skills. As for how much films helped improve the ability to speak, the answers of teachers and students showed significant deviation. While teachers had conflicting views on the effectiveness of this method, with some claiming it contributed significantly, others believed it accounted for only half of the learning effort, and some did not provide specifics. Students, on the other hand, generally believed that films contributed significantly to their speaking ability. However, as shown in the questionnaire results, the belief that films were superior to other learning formats was still debatable among the student population. This finding aligns with those in Albiladi et al. (2018), who noted that while multimedia enhances engagement, its impact varies depending on how learners utilize it.

On a different note, the main difficulties that plagued the students when using this method were their limited English proficiency, which prevented them from keeping up with the accents, speaking speed, vocabulary, and understanding of specific contexts. The consensus among the teachers and students to solve this problem was to choose shorter films to promote students' concentration and ensure the contents were appropriate for their level, as well as to provide aids such as subtitles. These difficulties are consistent with the findings of Shing and Yin (2017), who observed that students often struggle with fast-paced speech and unfamiliar cultural content in films.

Regardless of their differing views on the use of films, both students and teachers agreed that films only showed their effectiveness when students actively learned from what they saw in films and practiced what they had learned; otherwise, they did not have as much effect as they should. This idea was in line with studies made by Kaboocha (2016) and Ebrahimi and Bazae

(2016), who stated that visual aids such as subtitles and frequent repetition and practice were necessary for students to use films to improve their speaking ability effectively.

Overall, these results illustrated the potential advantages of using multimedia resources in language education programs and the efficacy of including movie-based activities to enhance students' language proficiency. Movies had a significant impact on vocabulary, pronunciation, and other aspects of speaking. As a result, using films in language learning was considered an effective strategy to boost students' speaking skills and make the learning process more interactive and enjoyable for students at the private university.

Conclusion

This study investigates the impact of English films on students' speaking skills at a private university. The study's findings revealed that English films are a significant contributor to the improvement of students' English-speaking skills at the private university. The majority of participants, including teachers, expressed a positive view of using English films, stating that they helped students be entertained and educated at the same time.

Through the film characters' diverse accents and rich vocabulary, students were able to significantly improve their vocabulary, pronunciation, and intonation. Although it should be noted that even though students thought highly of films, they remained conflicted about believing that films are superior to other forms of learning, as well as their ability to boost one's confidence when speaking. Furthermore, many students and teachers indicated that the films used need to be appropriate for students' level and short enough so that students can concentrate on them. Teachers also believe that students need to use this method repeatedly and take the initiative in learning to maximize its potential and improve.

There was also evidence of difficulties regarding the students' use of films, especially their inability to keep up with native-speed dialogue, understand the context, or write down new words due to unfamiliar accents or distractions. Despite these challenges, many positive results and data were obtained as expected. However, the study had unavoidable shortcomings and limitations that should be addressed in future studies, namely the limited population, the short timeframe of only a month, and its focus on a single private university. Future research could explore a broader population, compare film use across proficiency levels, or assess the long-term impact of regular film integration into speaking curricula.

The results suggest that students who engage with English films for language learning purposes experience positive language development, particularly in terms of vocabulary, pronunciation, and fluency. The general responses across different students and teachers suggested a common belief in the effectiveness of using English films for language learning. Despite this, the drawbacks of using this kind of method should also be recognized by both students and teachers, especially elements such as students' levels and the content of films.

As a result, with careful consideration and preparation, English films can be an effective support tool that helps teachers improve the learning quality of students, as well as helping students gain knowledge more effectively. This is especially impactful in modern learning contexts, where teachers and students must learn to integrate technology and other modern media into the learning process to achieve better results.

The research may bring new perspectives to English majors and help shift their view on how to learn English speaking, showing how digital media can enrich the learning process and

promote autonomous learning. This, in turn, helps to broaden their horizons instead of confining them to traditional learning methods.

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Biodata

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