

## **The Effects of Watching Foreign Movies on Iranian Hotel Management Students' Speaking Skill**

***Davood Ghahremani \****

*PhD, Assistant Professor of Foreign Languages Dept. at Islamic Azad University,  
Garmsar Branch, Garmsar, Iran*

---

### **Abstract**

The purpose of the current study was to explore the effects of watching foreign language (FL) videos on Iranian hotel management learners' speaking skill. Two intact classes, taught by the same instructor, were considered as the two groups of the study. The experimental group (N = 30) watched the FL videos during eight sessions while the control group (N = 30) did not have an opportunity to watch the videos and had their normal classes. The Oxford Placement Test (OPT) and IELTS Speaking Test were administered as the instruments in the current study. Results indicated that the participants' speaking skill improved significantly after watching the FL videos. Moreover, the findings demonstrated that watching FL videos significantly promoted the learners' pronunciation. In practical terms, the findings suggest that tourism course developers can include more foreign movies in their courses' syllabus and language instructors to hotel staffs can take advantage of students' interest in watching videos and use it as an effective tool in their classroom to enhance the hotel staff and hotel management learners' speaking skill and pronunciation.

**Keywords:** English movies, Pronunciation, speaking skill, Training in hospitality.

---

*\*Corresponding author: ghahremani2006@yahoo.com*

*Received: 18/08/2021*

*Accepted: 21/08/2022*

## **1. Introduction**

Since the world of hospitality includes travel and tourism, it is important to have major languages from all over the world spoken by everyone working in this sector. Whether or not you work in a hotel, restaurant, or travel agency in a non-English speaking country, you can be considered fluent in English. Many countries around the world have their own tourism resources but share a common language, which is reassuring for both workers and travelers. In the hospitality industry, no matter where you work, you are likely to meet people from all over the world, many of whom will likely communicate with you in English. In fact, English skills are considered so important that in preparation for the 2014 World Cup, the Brazilian government is encouraging hospitality workers to enroll in free language courses offered by the Ministry of Tourism. , 166,000 professionals are enrolled in this course. Courses are also tailored for those who sign up based on their role within the sector (Bobanovic & Grzini, 2011). Employees must communicate well not only with guests, but also with employees from other departments. Few staff may speak good English, but non-native English speakers suffer from poor English proficiency and inability to understand simple instructions and information. The use of media in English teaching and learning has received much attention from educators and second/foreign language educators. In fact, the effective use of media, especially English films in teaching and learning foreign languages has been focused. Advocates of the use of this medium believe that movies provide more engaging and interactive ways of teaching and learning English (Tafani, 2009).

## **2. Literature review**

Usually people watch English movies for entertainment. However, this does not diminish its importance to students interested in learning languages in a way that they actually enjoy, as it satisfies the need for language input. Movies are a great way to give students the opportunity to explore authentic language with visual support. This allows students to see how real conversational language is used in context, just as it is practiced in real life. Kalra (2017) emphasizes the important role of using movies in foreign language learning. According to Tafani (2009) the use of English movies as a tool for

learning English should be encouraged by language teachers. Many researchers (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014) argue that there are inherent advantages to using English movies as a means of developing language skills. These benefits include increased student motivation, improved student speaking and communication skills, and increased cultural awareness, allowing for a more authentic language learning experience. Li and Wang (2015) examined the effect of using English movies to improve the English proficiency of Chinese students. Researchers used her movies in English as part of English lessons to improve students' listening and speaking skills. After showing students her films in English in an English class, the researchers gave the students an essay or conversation task in which they had to summarize or retell the plot of the film. Similarly, Ismaili (2013) examined the effects of using English as a Foreign Language (EFL) films among southeastern European college students and EFL teachers. This study examines the impact of using movies to teach and learn English, typically over a period of three months. Upon investigation, he found that there was a significant difference between the two groups regarding language ability. In other words, researchers found that using movies as teaching materials increased students' motivation and improved their language skills. Khoshniyat and Dowlatabadi (2014) investigated the use of Disney movies to teach English idioms to young EFL learners in Iran. The purpose of using Disney movies was to make learning English idioms easy and to create a fun and interesting learning environment. Researchers found that students in the experimental group performed much better than the control group. Qiu (2017) examined the effect of watching English movies on listening comprehension in language learners in higher education. This study found that English movies are an effective and useful way to improve listening skills in adult language learners.

The following research question was investigated in the current study.

**RQ1.** Does watching foreign language movies have any effect on Iranian hotel management learners' Speaking skill?

Based on the aforementioned issues, the following hypothesis was formulated.

**H01.** Watching foreign language movies does not have any effect on Iranian hotel management learners' Speaking skill.

### **3. Research method**

#### *3.1 Participants*

Sixty Iranian male and female hotel management learners' with the age ranges from 19 to 28, participated in the current research. The homogeneity of the participants' proficiency level was determined by an Oxford Placement Test (OPT) before carrying out the treatment. Two intact classes, taught by the same instructor, were considered as the two groups of the study. There were 30 participants in each of the experimental and control groups. The experimental group (N = 30) watched the FL movies during eight sessions and the control group (N = 30) did not have an opportunity to watch the FL movies and had their normal class.

#### *3.2 Instruments*

##### *Oxford Placement Test (OPT)*

OPT results were used as an index to check the homogeneity of the learners. The test included 60 multiple-choice questions on grammar (20 items), vocabulary (20 items), and reading comprehension (20 items). Multiple-choice test format was considered suitable for Iranian learners with extensive experience of testing in a similar format during formal schooling. Furthermore, OPT was chosen because it is easy to administer and can be evaluated objectively. Additionally, the test is pre-tested and validated by her over 19,000 students in 60 countries. So the choice of this multiple-choice test seemed useful and appropriate for this study.

##### *English Movies*

Four units of the English for International Tourism Series (lower-intermediate was selected based on the learner' performance on OPT) were selected for the purpose of this study. The English International Tourism book series is a complete collection for people who intend to work in the field of tourism and tourism industry. This series of books from intermediate to upper intermediate levels is published by Pearson Publications and tries to increase the language learner's interest in topics related to tourism and foreign travel. This

total can also be useful for people who are active in the tourism industry and give them more ability and mastery. Each level of this book has 10 lessons that deal with the basic and important topics of tourism, including flights, hotels, and related issues. Also, considering that at the end of the book, the text of the audio files has been presented, this collection can be used for self-study or taught in classrooms.

#### *IELTS Practice Test*

At the beginning and end of the study to determine the language proficiency of the learners, they were given an IELTS speaking test. A pretest and posttest were administered to measure their speaking ability. The speaking test consisted of some questions. The participants were supposed to answer the questions. They talked to an examiner for about 15 minutes and their interviews were audio recorded. At the end of the study to determine the language proficiency of the learners, they were given the same IELTS speaking section.

#### *3.3. Procedure*

To investigate the research questions of the present study, two groups were selected. One was titled as the control group and the other was the experimental group. The participants attended English classes for 90-minute lesson periods, 2 days a week 8 sessions each month. The entire period of the experiment was 2 months. The procedural steps were as follows: sixty Iranian hotel management students participated in this research from the total population of students (120). The students took OPT and based on their scores 60 students were selected. The selected students' proficiency level was recognized as lower intermediate based on the results of OPT. The students were divided into two groups. The experimental and control groups were determined. A speaking pretest was given to the students. The speaking test consisted of some questions. The participants were supposed to answer the questions. They talked to an examiner for about 15 minutes and their interviews were audio recorded. Four units of the English for International Tourism Series were selected and taught to the learners of the experimental group based on the purpose

of this study. The treatment lasted about two months. The post-test (the same IELTS speaking) was administered immediately after the treatment to diagnose the impact of the given treatment. They talked to an examiner for about 15 minutes and their interviews were audio recorded. Statistical analysis was carried out on the gathered data to accept or reject the null hypothesis.

#### 4. Results

**Table 1. Descriptive Statistics for Control Group's Pretest and Posttest Speaking Skill**

|                         | N  | Minimum | Maximum | Mean    | Std. Deviation |
|-------------------------|----|---------|---------|---------|----------------|
| Pretest Speaking Skill  | 30 | 10.00   | 25.00   | 17.8667 | 4.76144        |
| Posttest Speaking Skill | 30 | 13.00   | 25.00   | 19.4667 | 3.83930        |
| Valid N (listwise)      | 30 |         |         |         |                |

Analyzing the mean scores in Table 1 showed that the learners in the control group had improvement from pretest to posttest. This improvement could be due to the natural process of instruction. The results indicated in Tables 2 and 3 proved this assumption.

**Table 2. One-Sample Statistics for Control Group's Pretest and Posttest Speaking Skill**

|                         | N  | Mean    | Std. Deviation | Std. Error Mean |
|-------------------------|----|---------|----------------|-----------------|
| Pretest Speaking Skill  | 30 | 17.8667 | 4.76144        | .86932          |
| Posttest Speaking Skill | 30 | 19.4667 | 3.83930        | .70096          |

**Table 3. One-Sample Test for Control Group's Pretest and Posttest Speaking Skill**

|                         | t      | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |         |
|-------------------------|--------|----|-----------------|-----------------|-------------------------------------------|---------|
|                         |        |    |                 |                 | Lower                                     | Upper   |
| Pretest Speaking Skill  | 20.553 | 29 | .000            | 17.86667        | 16.0887                                   | 19.6446 |
| Posttest Speaking Skill | 27.772 | 29 | .000            | 19.46667        | 18.0330                                   | 20.9003 |

Moreover, analyzing the mean scores in Table 4 showed significant improvement of learners' pronunciation from pretest (17.2000) to post test (23.2667).



**Table 4. Descriptive Statistics for Experimental Group's Pretest and Posttest Speaking Skill**

|                           | N  | Minimum | Maximum | Mean    | Std. Deviation |
|---------------------------|----|---------|---------|---------|----------------|
| Pretest Speaking Skill E  | 30 | 11.00   | 24.00   | 17.2000 | 3.48791        |
| Posttest Speaking Skill E | 30 | 20.00   | 25.00   | 23.2667 | 1.08066        |
| Valid N (list wise)       | 30 |         |         |         |                |

The results indicated in Tables 5 and 6 proved the significant assumption of the experimental group's speaking skill development under the positive influence of applying English movies.

**Table 5. One-Sample Statistics for Experimental Group's Pretest and Posttest Speaking Skill**

|                           | N  | Mean    | Std. Deviation | Std. Error Mean |
|---------------------------|----|---------|----------------|-----------------|
| Pretest Speaking Skill E  | 30 | 17.2000 | 3.48791        | .63680          |
| Posttest Speaking Skill E | 30 | 23.2667 | 1.08066        | .19730          |

**Table 6. One-Sample Test for Experimental Group's Pretest and Posttest Speaking Skill**

|                           | t       | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |         |
|---------------------------|---------|----|-----------------|-----------------|-------------------------------------------|---------|
|                           |         |    |                 |                 | Lower                                     | Upper   |
| Pretest Speaking Skill E  | 27.010  | 29 | .000            | 17.20000        | 15.8976                                   | 18.5024 |
| Posttest Speaking Skill E | 117.925 | 29 | .000            | 23.26667        | 22.8631                                   | 23.6702 |

Analyzing the mean scores in Table 6 showed significant improvement of the experimental group learners' speaking skill from pretest (17.4333) to post test (20.8667).

Comparing the speaking skill mean scores of both control and experimental groups indicated in tables 7 and 8 showed that the learners in experimental group outperformed the learners in control group. Based on the obtained results, the hypothesis was rejected and it was proved that applying English movies could affect positively speaking skill of the experimental group. Although, both groups had

improvement, but as it is indicated in the tables, the experimental group's improvement was more significant than the control group.

**Table 7. Group Statistics for Speaking Skill Mean Scores of both Control and Experimental Groups**

|                | Group | N  | Mean    | Std. Deviation | Std. Error Mean |
|----------------|-------|----|---------|----------------|-----------------|
| Speaking Skill | 1.00  | 30 | 19.4667 | 3.83930        | .70096          |
|                | 2.00  | 30 | 23.2667 | 1.08066        | .19730          |

**Table 8. Comparing Speaking Skill Mean Scores of both Control and Experimental Groups**

| Independent Samples Test    |                                         |      |                              |        |                 |                 |                       |                                           |          |
|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|----------|
| Speaking Skill              | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |          |
|                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper    |
| Equal variances assumed     | 50.701                                  | .000 | -5.218                       | 58     | .000            | -3.80000        | .72820                | -5.25764                                  | -2.34236 |
| Equal variances not assumed |                                         |      | -5.218                       | 33.566 | .000            | -3.80000        | .72820                | -5.28057                                  | -2.31943 |

## 5. Discussion and conclusion

In this part, the research question is answered in light of the findings of the study. The findings of the present study revealed that watching English movies had some positive effects on hotel management students' speaking skill. Participants believed that watching movie could effect on their speaking by itself. The use of movie provided some important aspects in stimulating their motivation in imitating the native speakers. The results obtained from the analysis provided an answer to the research question of this study that watching English movies improves the speaking skills of hotel management learners. Participants showed that watching movies helped them learn to pronounce words correctly, become familiar with accents and dialects, and learn new vocabulary. They said their understanding of unfamiliar proverbs and slang improved. Moving pictures also helped them



understand better. They believed that watching English movies was beneficial for their everyday use of English. This result is consistent with the findings from previous studies. A study in Japan by Kusumaningrum (2016) found that learning pronunciation using English-movie increased their motivation for learning languages. This study also reports that this activity has helped improve students' speaking and vocabulary. The results of the study done by Albiladi et al. (2018) showed that students had the common idea that learning an L2 through movies helps and motivates them to acquire the L2 culture and pronunciation as diverse aspects of culture (for example, food, lifestyle, and traditions presented in movies).

Based on data analysis, we can see that using film as a modern technology in the field of language learning has become an essential requirement for learning English. We carefully analyzed what we were doing. This study had analyzed carefully that movies have an essential role in developing and improving speaking skill of hotel management learners. During participants' experiences of watching movies, they discovered some ways to improve their English speaking: Repetition helps you to focus on language and help internalize words and phrases so they believed that watching the same movie over and over again instead of new movies has more significant effect. Moreover, watching movies with subtitles can improve your understanding. A good advice is to watch a movie once with subtitles, so you understand exactly what's going on, and then watch it more times with the subtitles turned off. Repeating loud what you have heard and understood can increase your interaction with others and improve your proficiency. Try to imitate the characters' accent. Gradually, this practice can improve your pronunciation and speaking fluency.

## **References**

- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: Adult English language learners' perceptions. *Theory and Practice in Language Studies, 8*(12), 1567-1574.
- Bobanovic KM, & Grzinic J. (2011). The importance of English language skills in the tourism Sector: A comparative study of students/employees perceptions in Croatia. *Alma Tourism 2: 1023*
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom— A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies, 2*(4), 121-132.
- Kalra, R. (2017). The effectiveness of using films in the EFL classroom: A case study conducted at an International University in Thailand. *Arab World English Journal (AWEJ), 8*(3).
- Khoshniyat, A. S., & Dowlatabadi, H. R. (2014). Using conceptual metaphors manifested in Disney movies to teach English idiomatic expressions to young Iranian EFL learners. *Procedia-Social and Behavioral Sciences, 98*(1), 999-1008.
- Kusumaningrum, M. (2016). Using English movie as an attractive strategy to teach senior high School students English as A foreign language. *LLT Journal: A Journal on Language and Language Teaching, 18*(1), 11-18.
- Li, X., & Wang, P. (2015). A research on using English movies to improve Chinese college Students' oral English. *Theory and Practice in Language Studies, 5*(5), 1096-1100.
- Tafari, V. (2009). Teaching English through Mass Media. *Acta Didactica Napocensia, 2*(1), 81- 95.
- Qiu, J. (2017). The Effect of English Movies on College English Listening Teaching. *Theory and Practice in Language Studies, 7*(11), 1011-1024.