



Voice of Undergraduates: The Influence of English Movies and Poster Presentations on the Development of Business English Skills

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ABSTRACT

Being competent in Business English allows learners to communicate with clarity and confidence in a multitude of business circumstances, ranging from presentations to negotiations. Among these skills, effective writing as well as delivery of presentations, coherently and lively are crucial for a Business English learner. Thus, this study aims to examine the impact of English movie and poster presentations on the development of written and verbal communication, vocabulary, and understanding of business-related contexts of undergraduates learning at a state university. Since there is inadequate research conducted on the effectiveness of incorporating English movie and poster presentations as pedagogical strategies for developing the Business English skills in a non-native English-speaking atmosphere, the present study provides an insight into the use of said strategies in the Sri Lankan context. Thus, the study gathers data from a sample of 38 undergraduates attached to the Business and Management Faculty. A questionnaire was administered among the research participants following a quantitative approach. After analyzing the data, the findings of the study revealed that both English movie and poster presentation have a positive impact on developing students' productive and receptive skills. These results present the significance of integrating these visual and auditory components concurrently in language activities and emphasize their potential as essential teaching approaches in language classrooms.

KEYWORDS: *Undergraduates, English movie, Poster presentation, Business English*

1 INTRODUCTION

Since Sri Lanka is a distinct nation with a rapidly increasing economy, there is a rising need for English language competence (Brooker, 2018). English as a Second Language plays a fundamental part in providing local students with the relevant language skills when they are exposed to the global economy. Thus, in all state universities, students learn English as a Second Language in their first year as a core module. During this exposure to the English language again after schooling, these undergraduates should be continuously guided in developing their receptive and productive skills by engaging them in various activities. Furthermore, traditional methods of teaching do not cater to the diversity that prevails in the learning needs of undergraduates.

Interaction with English speakers and engaging in a variety of media in English expose the students to learning English in their daily life (Muñoz & Cadierno, 2021). Using English movies is such a strategy that can be used as a stimulating facilitator (Mulyadi & Mutmainnah, 2015) and an effective attention grabber for ESL, especially for those who have limited exposure to spoken English outside the

classroom. Films or movies are considered one of the key language learning strategies in many studies conducted globally (Albiladi et al., 2018; Asyrafuzzaman & Roy, 2019; Csajbok-Twerefou, 2010; Dikilitasa & Duvencib, 2009; Walay, 2022). English movies are used as a reliable source of language learning that could contribute to the learners' development of language skills (Albiladi et al., 2018; Aliyev & Albay, 2016; Nath et al., 2017; Roslim et al., 2021; Yaacob et al., 2021).

As per the study conducted on learners of the English Education Study Program, Faculty of Fine Arts and Education, Indonesian Technocrat University, English movies are considered an effective mode of teaching which facilitates students' writing, speaking, grammar and vocabulary acquisition (Simamora and Oktaviani, 2020). Sabouri et al. (2015) in their study found that movies positively address barriers that affect language learning: comprehension difficulties, inadequate vocabulary, slow pace in reading, difficulties in using grammar, and limited spoken skills.

The effect of English movies on undergraduates has been examined in several international studies and according

to them, English movies positively affect English language skills at the university (Hoti, 2021). Delving further into this context, it is also revealed that English movies benefit undergraduates' listening and oral skills (Fidelia and Rohmah, 2023)

Meanwhile, poster presentations have also been developed as a new method to engage learners in visual and auditory learning, (Prichard & Ferreira, 2014). In fact, any key finding or point can be communicated effectively via a poster, in the form of both text and graphical illustrations. During the presentation, the speaker can converse with the audience incorporating the said forms of texts and graphics while answering questions and queries (Pineda, 1999). As a result, learners can share their findings, receive feedback and communicate with the audience in a visually engaging way.

The significant combination between the text and images in posters facilitates learners with context clues for a better understanding (Tran & Hang, 2021). Furthermore, visual aids help in gaining learners' interest and assisting their learning process with the material.

Furthermore, it is important to examine the perspectives of the learners of ESL

towards the usage of English movies and poster presentations and their effect on their language development. This perspective is unique to each person, and learners in general seek the guidance of their teachers and adults when exerting their effort to develop their potential (Harahap, 2016). Thus, undergraduates are at a significant stage in their ESL learning process since they subsequently get exposed to either higher studies or the professional world. Hence, they should be offered productive and stimulating ESL approaches in order to be competent as English speakers and writers.

English movies offer a fun and exciting way for senior high school students to improve their vocabulary knowledge. Students respond positively to the incorporation of English movies in the classroom, particularly in enhancing their vocabulary acquisition (Mazlan et al., 2022).

Overall, though the existing international literature reveal that English movies and poster presentation are effective strategies that benefit English language development as well as learner collaboration, the present study examines how these findings are compatible with the Sri Lankan context

selecting a student population who are enrolled in a state university in Sri Lanka.

With regards to the Sri Lankan context, comprehending the importance of developing these productive and receptive skills in learners is vital to the current English as a Second Language (ESL) teaching courses taught at Sri Lankan state universities. Therefore, by examining the effect of English movies and poster presentations on ESL learning of undergraduates, this research provides significant findings that can present the voice of undergraduates concerning the said approaches taken to support their ESL development. The findings of this study can be used to share the teaching strategies that employ English movies and poster presentations for the curriculum development of other faculties, highlighting any resources that should be allocated and developed. Thus, the present study attempts to answer the following two research questions:

1.1 Research Questions

- What is the perception of undergraduates of the effect movies have on their competency of English language productive/receptive skills?

- What is the perception of undergraduates of the effect that poster presentations have on their competency of English language productive/receptive skills?

2 RESEARCH METHODOLOGY

2.1 Research Design

The present research followed a correlational research design to decide the relationship between the exposure provided via English movies and poster presentations and how they developed undergraduates' ESL skills. Moreover, the study examined the role of English movies and poster presentations on the development of both productive and receptive skills of learners.

2.2 Sampling

The research was carried out at one of the faculties of a Sri Lankan state university with a convenient sample of 38 undergraduates. The study was conducted to examine one of their projects, which included watching an English movie and recreating its plot, which was then presented via a poster. Students watched the movie first and, in groups, recreated a plot using the same characters who appeared in the movie. Subsequently, they had to present their new plot to their peers

via a poster. This whole project aimed to develop their productive and receptive skills, and the study was conducted to examine the effect of this project on their perceived ESL development.

2.3 Data Collection Tool

The data were gathered online, based on students' preferences. A questionnaire was administered for this purpose, which included two Likert scale questions; each examining the frequency of using given strategies while watching the movie, preparing the poster, and presenting it. Each main question had 05 and 07 items, respectively, examining the frequency level starting from "always", "often", "sometimes", "rarely", and "never".

The consent of the research participants was taken into consideration before incorporating them into the research, and they were informed about protecting their anonymity. The questionnaire was administered via a Google form and even as a PDF via email to the research participants.

2.4 Data Analysis

The data gathered were analyzed, incorporating descriptive and correlational analysis to answer the two research questions. The research, thus, used bar charts and graphs for analyzing the frequency of strategies followed by the research participants while watching the movie and poster presentations in developing their English language competence.

3 RESULTS & DISCUSSION

3.1 Demographic Profiles of Respondents

The questionnaire response rate was 86%; of 50 respondents sampled. Thus, the results could not be generalized to the target population. All the participants were following the Business Communication module attached to the Faculty of Management of the selected university.

3.2 Perception towards English Movies as a Tool for Development of Receptive Skills in ESL

Learners' opinion concerning English movies as a tool in developing their language skills was analyzed using Figure 01.

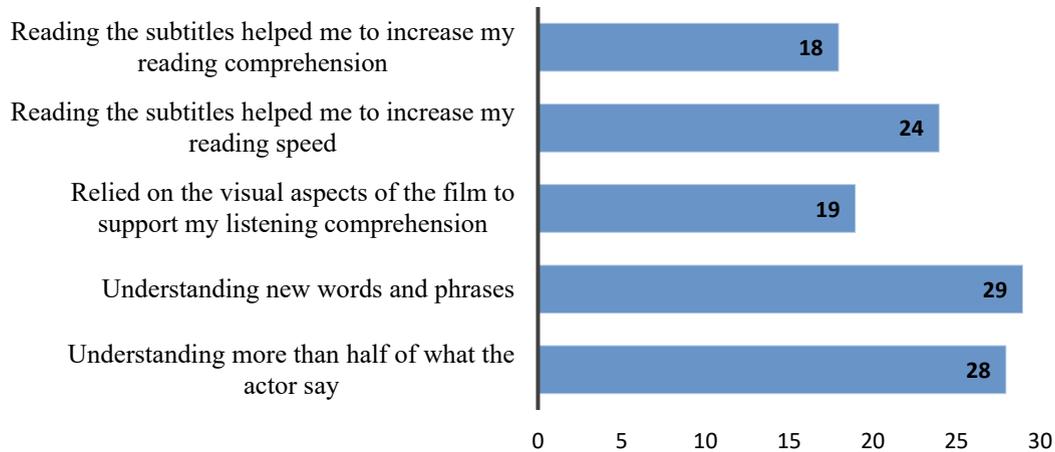


Figure 1. Perspective of learners on English movies as a tool enhancing their receptive skills in the English language

As illustrated in Figure 1, it is evident that more than half of the students had been able to develop their reading and listening skills as a result of watching the movie. Moreover, dialogues and narrations in the movie facilitated the process of vocabulary acquisition and overall language development. The impact of movies on enhancing the vocabulary of English language learners has been globally identified in high schoolers as well (Maulida & Warni, 2024), and it has been disclosed that this experience with English films provides learners with new words and phrases, thus, developing their linguistic “repertoire” (Maulida & Warni, 2024).

Though the research done by Bawden (2021) concludes that watching English movies do not always come easily

especially when it comes to the comprehension of specific dialogues, confronting unused words, and difficulty in keeping up with the fast dialogue pace, the present study highlights that a significant number of respondents have mentioned that subtitles in the movie played an effective role in enhancing the participants’ reading comprehension skills, including the pace of reading. The effectiveness of subtitles in movies for learning English is further proven by Rashdan et al. (2023) as well as by Maulida and Warni (2024). Not only the verbal communication, but the participants also believed that the visual aspect of the movie had even facilitated their receptive skills.

3.3 Impact of Movie and Poster Presentations on the Development of Productive Skills in ESL

According to Figure 02, more than two-thirds of the undergraduates believed that watching movies helped them in speaking, especially with regard to the pronunciation of words. They also felt that designing the posters in teams developed their effective communication skills, showcasing their creativity and teamwork. The optimistic

view students have of poster presentations towards their impact on creativity is identified in the Indonesian context as well (Ariyani et al., 2023). However, certain studies only highlight how the English exposure through films had positive effects, especially on speaking skills, due to its use of the original language, which stimulates the self-confidence for speaking (Rashdan et al., 2023).

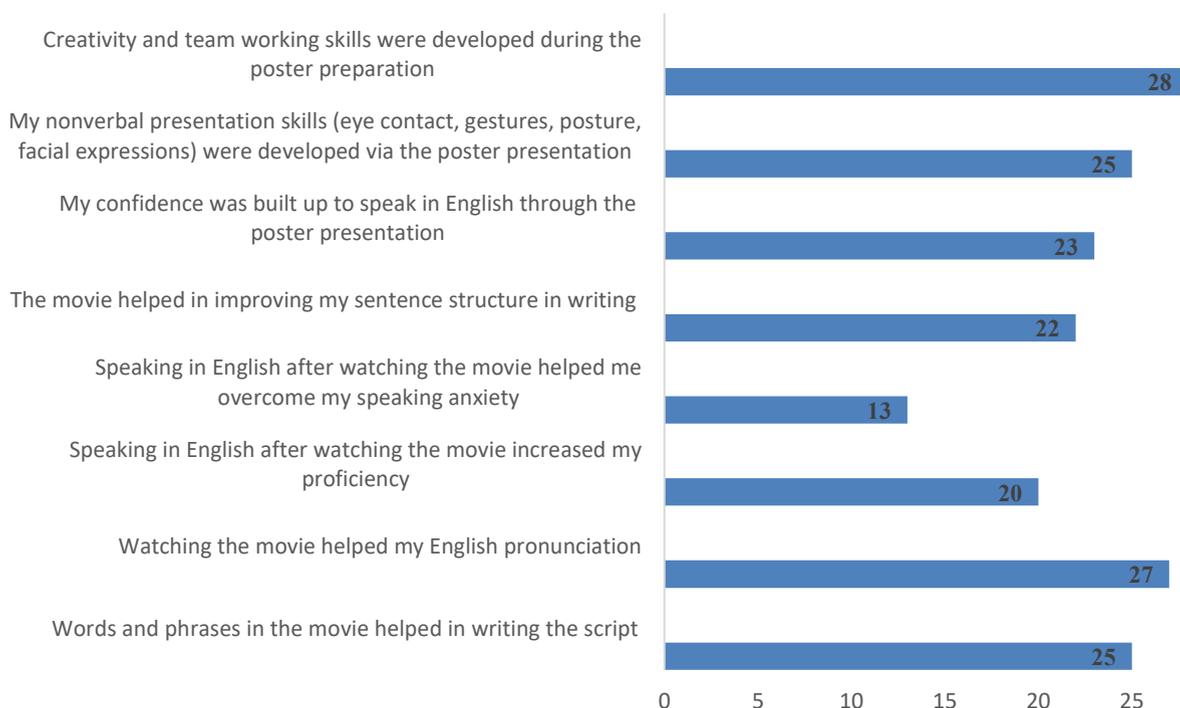


Figure 02. Perspective of learners on English movies as a tool enhancing their productive skills in English language

On the other hand, with regard to the delivery of poster presentations, as depicted in Figure 02, almost half and in certain occasions even more than 50 percent of undergraduates have mentioned

that watching the English movie and delivering the poster presentation significantly helped in developing spoken skills, for instance on areas such as nonverbal communication, anxiety and

overall proficiency. The experience of English language usage provided through the movie had a notable impact on them.

Moreover, both the movie and the delivery of poster presentations positively impacted students' writing skills. Nearly half of the responders mentioned that their use of vocabulary and accurate sentence structures, which have been used in the preparation of the poster, are a result of the words and phrases used in the movie. Hasby and Sugianto (2022) in their study examined the use of English Movies in developing students' writing skills at the Mandalika University of Education, where the researchers incorporated English movies into writing classes. The conclusion of the said study is that the incorporation of movies develops learners' grammar, vocabulary, use of language, and stimulation for learning.

Similarly, the present study concludes that watching the English movie has helped to develop the participants' skimming, scanning, and overall reading comprehension skills. This is further emphasized by Saeidi and Ahmadi (2016) in their study with learners of English as a Foreign Language (EFL), while the findings indicate that watching movies enhances students' existing knowledge;

therefore, they have to be included in the curriculum with relevant videos.

4 CONCLUSION & RECOMMENDATIONS

The development of ESL as a result of the said two mediums has been separately identified in previous studies, which were conducted mostly internationally (Albiladi et al., 2018; Aliyev & Albay, 2016; Al Murshidi, 2020; Kabooaha, 2016; Liando et al., 2018; Nath et al., 2017).

However, the present study examines the findings of existing research locally and how using both the movies and poster presentations together develops ESL. Thus, to sum up, the study highlights the importance of incorporating English movies and poster presentations into the ESL curriculum of the selected research context in the tertiary level of Sri Lanka, to develop the four skills of the English language. In conclusion, it can be stated that both the English movie and poster presentation have developed students' productive and receptive skills in correlation with one another. The finding thus depicts the original opinion of a sample of local undergraduates on how their ESL developed to help with multimedia learning beyond the traditional classroom activities.

The suggestions widen the research area of ESL education, highlighting the new teaching methods in developing ESL competence. There is a need to conduct more research in the future, which can enhance the knowledge on the continued effect and interrelation of receptive and productive skills, opening the avenue for more novel approaches addressing the varied learning needs of ESL learners in the Sri Lankan tertiary level.

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