

**POTENTIAL USE OF MOVIES AS TEACHING TOOL IN ENGLISH LANGUAGE
CLASSROOM TO ENCOURAGE ACTIVE PARTICIPATION AND CRITICAL
THINKING**



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2. Enhanced Research Title and Objectives

Original Title as Proposed:

Potential Use of Film as Teaching Tool in English Language Classroom to Encourage Active Participation and Critical Thinking

Original Objectives as Proposed:

1. To identify the potential use of film in encouraging active participation in English language classroom.
2. To identify the potential use of film in encouraging critical thinking in English language classroom.

Enhanced Research Title:

Potential Use of Movies as Teaching Tool in English Language Classroom to Encourage Active Participation and Critical Thinking

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3. Report

3.1 Proposed Executive Summary

In the context of higher education in Malaysia, the aims are to produce competent and confident language users in the students which will later enable them to engage meaningfully of access to academic, professional and recreational materials. To achieve this aim, educators of English Language should adopt a wide variety of teaching strategies that will generate students' interest towards learning English. One of the teaching strategies is incorporating films and movies in English Language teaching that will engage students more actively in their language lessons meaningfully and interactively.

The activities given based on the films and movies will develop the students' critical thinking which requires the students to identify, analyze, present convincing reasons and make reasonable and intelligent conclusions. These sub-skills of critical thinking are actually a need in everyday communicative classroom practices as they also parts of the speaking components. Furthermore, this study can encourage the students to get more involved at their own pace of learning and provide greater freedom for expressions and arguments.

This study seeks to explore the potential use of film as a teaching tool in encouraging active participation and critical thinking in the English language classroom. The study will be conducted qualitatively through video recording of the classroom lesson, observation checklist and learners' notes. This study is centred on analysing the qualitative data as it focuses on speaking practice in the classroom environment. The analyses will be done based on the standard formula of critical thinking developed by The Foundation of Critical Thinking and the outcomes of the standards will be identified from the notes and recording. The observation checklist is also developed based on the outcomes of the same standard.