

The Role of Film-Based Learning Projects in Enhancing Communication Proficiency

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Abstracts

Film-based learning projects enhance communication proficiency by immersing students in visual and auditory experiences that improve their understanding, skills, confidence, and creativity in conveying ideas. This study investigates the impact of film-based learning initiatives on students' communication skills through a qualitative methods approach. Data were collected from 150 students using a pre-post-test evaluation, focusing on five key variables: understanding of content, skills improvement, confidence in communication, proficiency in communication, and strategic problem-solving skills. Qualitative data provided a comprehensive understanding of how film-based learning influences communication. It shows students' skills in using SPSS to communicate results from a variety of statistical studies, such as the Wilcoxon signed-rank test and paired sample t-test, which showed a significant improvement in communication ability across these variables. The paired sample t-test highlighted notable gains in communication skills, while the Wilcoxon test confirmed these improvements by analyzing ranks and medians. The findings underscore the effectiveness of film-based interventions in significantly enhancing various aspects of students' communication abilities.

Keywords: Film-Based Learning, student improvement, Enhancing Communication Proficiency, teaching method, student involvement.

Introduction

Film-based learning initiatives have become an effective instrument of instruction for improving communication skills. The projects provide students with a dynamic and interesting means of developing their communication abilities by incorporating narrative visuals, dialogue, and multimedia aspects. Students get more adept at understanding different points of view, expressing themselves clearly, and participating in thought-provoking conversations as a result of the process of making, evaluating, and presenting films [2]. Making films is an immersive art form that fosters creativity, critical thinking, and teamwork all qualities necessary for effective communication. They improved confidence in public speaking and presentations while also strengthening verbal and nonverbal communication abilities. Consequently, learning projects that utilize films have a big impact on getting students ready for the communication demands of the current world. Language is the only means by which thoughts, feelings, opinions, beliefs, and ideas can be communicated. It is a language that sets apart from other creatures [4]. While millions of people speak languages like English, Hindi, Chinese, and so on, just a few thousand individuals speak languages like Liki, Ongota, Tanema, and Njerep. In addition, a superficial look at the modern globe reveals that English has become a universal language [7]. Therefore, people must acknowledge the significance of English in the contemporary context and cannot disregard it. To help students become more familiar with the target country's geography, and notice its social languages, socioeconomic status, social and political, and educational aspects, to clarify and offer examples of how films can serve as a useful teaching tool. Problems in the community of interest [5]. The use of movies in the classroom enhances both in-class and out-of-class activities, such as roleplaying, debate, and discussions, as well as research on specific film-related themes and interviews [10]. Learning initiatives centered on films provide several benefits for improving communication skills. It gives students an exciting and interesting setting in which to hone their nonverbal and verbal communication abilities. Students learn cooperation and active listening skills by working together on projects [18]. Film's visual and narrative components foster creativity and help students communicate difficult concepts more easily. These initiatives can also increase confidence in speaking in public and presentation abilities, which are crucial elements of successful communication [12]. Fig 1 depicts the film-based learning.



Fig 1 Film based learning

Aim of the study

To evaluate how well-film-based learning initiatives improve students' communication skills. It aims to ascertain the influence of these initiatives on students' capacity for successful communication by assessing multiple dimensions, including subject comprehension, skill development, communication confidence, overall proficiency, and innovative communication. It offers an extensive understanding of how students' communication abilities might be improved through film-based treatments.

The related works are provided in section 2. Furthermore, the methods employed are explained in detail in section 3. The statistical analysis and its corresponding results are presented in section 4. Section 5 delivers a brief overview of the techniques involved in the study, concluding with recommendations for future work.

Related works

An examination of the course design, an assessment of particular movies and their educational applications, and an investigation of the experiences of the students in the course [14]. These results demonstrate that when used thoughtfully, movies have an impact on students' learning by highlighting concepts from course readings, making theoretical connections between the movies and societal issues, and encouraging students to reconsider their prior viewings of specific movies. Discussed the use of movie scenes to prepare students for role-playing exercises and to teach them about different kinds of interactions [8]. The theoretical framework was introduced, and then a few conclusions from an analysis using design were presented. To improve speaking in two year 6 English courses, involving 52 pre-mediate learners aged 11 to 12, by combining a drama and genre-based approach. In [9], the special issue provided much-needed definitions for the terms (Language Learning Theory) LLT materials and materials use, setting the tone for the seven empirical fragments. These definitions stem from an integrated qualitative analysis, or meta-synthesis, of all the materials used in the seven empirical publications. It also

discussed socio-materialism as an attractive and useful framework for studying materials in use. Investigated to advance college students to learn a language using an educational program that integrates information and makes use of other people's experiences and histories to comprehend the present [1]. Language indicators to access the learning outcomes model (material, skills, and dispositions). Over a semester, students' written work served as a record of their learning, allowing for comparisons of the expansion and changes in the application of instruments for meaning-making, which demonstrate their understanding of others through textual selections, rational arrangement, and placement about the content. A further part of its findings [3] were gathered to formulate a theory concerning the second language acquisition of English. Information Technology (IT) employed by effective language learners covered the remaining portion. The research participants' methods for improving their speaking, listening, reading, and writing in English were described in the results of the study. The amount of time needed to hone the four categories of English proficiency was also included in the above summary. The way film-based learning (FBL) instruction enhanced students' speaking abilities and examined FBL instruction enhanced students' ability to communicate across cultures (ICC) were investigated in which students experienced about integrating FBL training to improved speaking abilities and intercultural communication proficiency [6]. To identify and discuss [17], the most effective way to introduce important intercultural communication ideas to master's level international business students was through movies. The findings demonstrated that using movies in intercultural communication lessons improved students' language and cultural intelligence while making learning more fun. To determine the efficacy of employed animation films to improve productive abilities and whether it's beneficial in English language classrooms [15]. In connection, the investigator employed an experimental design. Its findings demonstrated that using animated films as a medium could assist students become more productive. Focused on using movies to teach culture to students [11]. It was to demonstrate how movies could be used as an effective didactic teaching tool for culture in the classroom. It's crucial to research efficient ways to include culture in English classes, such as using movies. The accounts of five students participated in a community-based film-mediated conversation about communities. The students' fourth-year English subject, which looked at diasporic foodways, involved watching and creating films [13].

Methodology

Design procedure

It describes the procedures for gathering and analyzing data to evaluate how film-based learning initiatives enhance students' communicative abilities. Combining pre-post-test results, data from 150 students were examined. A thorough evaluation of improvements in communication ability was possible through combining qualitative interviewing techniques with statistical tests. Fig 2 shows the suggested approach.

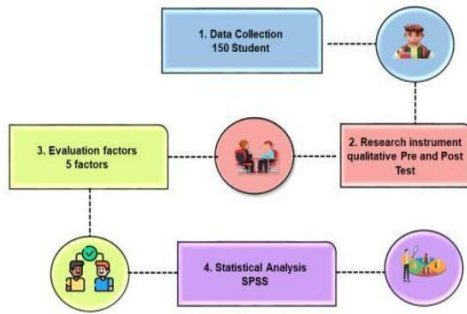


Fig 2 Proposed methodology

Data collection

Data were collected from 150 students using pre-post-test evaluation to assess improvements in communication skills. It assessed measured changes in proficiency from the film-based learning projects. It highlighted the effectiveness of the approach in enhancing communication skills. Table I depicts the demographic dataset.

Table I Demographic dataset

Category		Frequencies
Gender	Male	70
	Female	80
Age	10-11	40
	11-13	30
	13-15	30
	15-17	50
Grade Level	Secondary school	30
	Primary school	50
	Higher secondary school	70
Prior experience in film projects	yes	70
	no	80
Language proficiency	Beginner	40
	Intermediate	50
	Advanced	60
Types of media	Audio recording	20
	Drawing lecturer	50
	Motion images and TV	80

Research instrument

It used a qualitative methodology to evaluate the way film-based learning initiatives improve students' communication skills. Four different interviewing techniques were used to collect the data, like in-person conversations, activity-based interviews, group talks, and one-to-one

interviews. Thirty minutes were provided for each interview round, for a total of two hours spent gathering thorough input. Individual insights were obtained through in-depth one-to-one interviews, and a more comprehensive view of collaborative experiences was supplied by group conversations. The one-to-one conversation allowed for direct, personal connection, whereas activity-based interviews concentrated on the practical uses of communication skills. Its use of many methods ensured that the effects of film-based learning on students' communication abilities were thoroughly assessed.

Evaluation of Factors

The important variables affecting communication competence in film-based learning initiatives are included in Table II. Definitions for each component are given, along with an explanation of how it enhances students' comprehension of the material, helps them develop new abilities, and helps them communicate effectively and creatively.

Table II Factors Influencing Communication Proficiency in Film-Based Learning

Factors	Definition
1. Understanding of content	It involves comprehending the subject's significance and higher importance. It improves students' capacity to use these understandings in their work by helping them to understand the storyline as well as the underlying concepts.
2. Skills development.	As students get better at what they do through consistent practice and feedback, skills advance. For example, a student's presentation and communication abilities might significantly improve if they frequently work on film-based projects.
3. Confidence in communication	It refers to a person's confidence and assurance when they speak, present, or converse with others. It entails having confidence and self-assurance when communicating ideas and thoughts.
4. Proficiency in communication	The ability to successfully communicate information, thoughts, and feelings to others through a variety of channels, including speech, writing, and non-verbal signs, is referred to as proficiency in communication.
5. Strategic Problem-Solving Skills.	The use of strategic problem-solving techniques via learning projects centered around films significantly enhances students' communication skills. Students participate in intricate, interactive scenarios that improve their critical thinking and problem-solving abilities. Through improved use of these abilities in practical settings, It enhances their general communication competency.

Assessment Approaches

It describes the several statistical analyses that could be carried out using SPSS. Each part includes the normally condensed SPSS output, a succinct explanation of the significance of the statistical test, a quick overview of the findings, and an example demonstrating the use of the

pertinent SPSS commands. It covers, in particular, the Wilcoxon signed-rank test and the paired sample t-test statistical analysis procedures.

Paired sample t-test

The impact of film-based learning initiatives on students' communication abilities is evaluated using a parametric tool called the paired t-test. The communicative abilities of the same respondents are compared in this test between pre and post-intervention. Interval or ratio scale data, which are quantitative, are usually needed for paired sample t-tests. In paired samples, the patients are the same, therefore they get different treatments at two distinct times. The data must be paired and the samples must be dependent for the test to be considered valid. With this method, researchers may assess if the film-based learning initiatives have improved communication skills appreciably (See Equation (1)).

$$S = \frac{c}{t_c/\sqrt{m}} \quad (1)$$

Where \sqrt{m} is the number of balancing clarifications, c is the mean of the changes among balancing attentive icons, and t_c is the standard deviation of the differences among paired observations.

Wilcoxon signed-rank test

An excellent unconventional substitute for the paired t-test when assessing the effect of film-based learning initiatives on communication skills is the Wilcoxon signed-rank test. In this exam, the ranks of the discrepancies between paired observations are analyzed to assess the subjects' communication skills pre and post-intervention. When the data do not fit the normalcy or other assumptions needed for parametric tests, it is especially helpful. The Wilcoxon test offers a reliable way to determine if communication abilities are considerably improved by film-based learning initiatives by evaluating changes in ranks instead of means. Because it can handle both ordinal and non-normally distributed data, this method can be applied in a variety of research settings.

$$x = \min(x_+, x_-) \quad (2)$$

Whereas x_- signifies the quantity of the damaging positions of the changes between paired observations and x represents the lesser of the two sums, x_+ is the sum of the positive ranks of the differences between paired observations.

Results and discussion

The interaction proficiency pre and post-test of the film-based learning projects are analyzed using the paired sample t-test and Wilcoxon signed-rank test in the findings. Significant gains in communication skills are demonstrated by the paired sample t-test results, which include thorough comparisons of mean scores, t-statistics, and p-values. In addition, the Wilcoxon test

confirms these results by demonstrating noteworthy improvements in communication skills by comparing positive and negative ratings. When taken as a whole, these studies show how well the film-based interventions work to improve many facets of students' communication skills.

Paired sample t-test

Table III presents the findings of a paired sample t-test that film-based learning projects affected students' ability to communicate. The mean scores of several parameters are compared to pre and post-intervention. P-values, t-statistics, mean differences, and standard deviations are all included in the study. The importance of each component is evaluated at the 0.05 α level. This aids in evaluating how well the film-based initiatives improved communication abilities in various contexts.

Table III Analysis of Communication Proficiency Pre and post-Intervention

Factor	Mean Before	Mean after	Mean Difference	Standard Deviation	t-Statistic	p-Value	Significance ($\alpha = 0.05$)
1	3.5	4.2	0.7	0.4	3.10	0.002	Significant
2	3.8	4.5	0.9	0.6	3.50	0.011	Significant
3	3.2	4.0	0.7	0.4	2.67	0.003	Significant
4	3.6	4.3	0.8	0.5	3.20	0.004	Significant
5	3.4	4.1	0.7	0.4	3.10	0.002	Significant

“Note: 1. Understanding of content, 2. Skills development, 3. Confidence in communication, 4. Proficiency in communication, 5.Strategic Problem-Solving Skills.”

Wilcoxon signed-rank test

According to the results of this test, there were significant improvements in all areas related to communication ability and skill development. Once the positive and negative rankings for each element were looked at, the test statistic and p-values demonstrated that the changes from the pre-and post-test were statistically significant. The communication proficiency pre and post-learning projects are displayed in Table IV.

Table IV Communication Proficiency pre and post-test Learning Projects.

Factor	Pre-Test Median	Post-Test Median	Positive Ranks (W ⁺)	Negative Ranks (W ⁻)	Test Statistic (W)	P-Value	Significant
1	70	85	120	25	25	0.01	Yes
2	65	80	115	30	30	0.02	Yes
3	60	75	110	35	35	0.03	Yes
4	68	82	125	20	20	0.005	Yes
5	62	78	118	27	27	0.015	Yes

Discussion

Significant improvements in communication proficiency are seen when comparing the communication proficiency levels pre and post-test in the film-based learning projects, particularly in skill development and general communication competence. Significant progress is indicated by the paired sample t-test results, which demonstrate notable gains in these areas. It is confirmed by the Wilcoxon signed-rank test that skill development and communication abilities have significantly improved. The test's results demonstrate the beneficial effects of the

film-based therapies and demonstrate how well they improve students' communication skills. The results demonstrate how important film-based learning initiatives are for developing critical communication skills and show the value they might add to teaching approaches.

Conclusion

The comprehensive analysis of pre-and post-test evaluation data from 150 students highly validated that film-based learning initiatives resulted in significant and measurable improvements throughout multiple domains of communication competency, according to the statistical results of the Wilcoxon signed-rank test and the paired sample t-test. These significant improvements in communication skills confirm the significant value and potential of integrating such creative approaches into more comprehensive learning strategies aimed at fostering fundamental communication skills. They also highlight the effectiveness of film-based interventions in educational settings and highlight their crucial role in improving students' ability to communicate effectively.

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