DEDICATION

Dedicated to His Lordship Bishop Kaggwa

ACKNOWLEDGEMENTS

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ABSTRACT

This study aimed at assessing the effects of movies on the student's lexicon. The term lexicon was broken down to the following research questions: To what extent is the students' spelling of words affected by the movies they watch? What is the effect of movies on the sentences students construct? And, how do movies affect students' creativity in their use of the English lexicon? A case study was conducted in three selected secondary schools in Masaka Municipality – Uganda. The findings of the study are that despite the negative effects such as students adopting the use of slang; adopting an informal style of presentation; and also adopting the direct translation style typical of some movies; more than half, 55% of the students population experienced positive effects from watching movies which effects included; getting exposed to a wide range of vocabulary; alternative sentence construction; getting exposed to life realities; thus, taping into their creativity. The study concluded that movies bore both positive and negative effects on the students' spelling of words, sentences students constructed and creativity in the use of English, as per the movie categories which included the soap operas, High School movies and the Nollywood.

Basing on such findings, the study then recommends that students be encouraged to watch the soap operas which yielded more positive effects on the biggest percentage – 55% of the sampled students. Other categories such as the High School movies bore positive effects to only 30% of the students' population and the Nollywood movies positively affected only 15% of the students as was reflected in the students' spelling of words; sentences they constructed; and creativity in the use of English.

CHAPTER ONE

The effects of movies on the students' lexicon in English in secondary schools

The essence of this book is to acquaint the reader with the effects of movies on the students' lexicon at secondary school level. Today, the modern person's understanding of culture and heritage is expressed and propagated through the mass media as the contemporary vehicle. Everyday, millions of children around the world after closing from school have the television as their best friend and this is quite unfortunate that not many people, if any at all, ever contemplate and take action in regard to the consequences of movies on students' lives, which movies students access through the entertainment media are becoming more available nowadays (<file:///:/effects-of-films-on-students.htm>).

Movies have proved to be a major bait that keeps students especially at secondary school level glued in front of television sets watching what one scholar termed as mindless entertainment. Students have different categories of movies they each excite in and these majorly include; Soap operas, High School movies and the Nollywood category. From the international perspective, it is believed that the action setting, emotions, and gestures that students observe in a video clip, produce an important visual stimulus for a language production and practice (<McKinnon, http://www.onestopenglish.com>) that the students cannot easily escape.

Nevertheless, important to note is that despite the teachers of English trying to stamp out anomalies from the Standard English language, their efforts are normally devitalized by the students' exposure to non-standard English users especially through the movies that they – the students watch. Reese (2000) wrote that street language has become a pidgin language of sorts and that its culture is

transmitted to hip hop through the African American hip hopper slang. Reese adds that the street language culture is linguistically bound. He gives an example of when his friend on a trip to Japan saw a teenager who could barely speak English but was fluent in street slang. The language of the street is learnt through the utterances in movies or lyrics of music videos produced at all levels regardless of whether it is an international scene, national, or local. The life of children today revolves around what they see in movies consequent upon characters embedded therein being so persuading that they are able to conquer the minds and hearts of the students through this unsuspected weapon - movies.

In reference to the socio-cultural and cognitive development theory advanced by Vygotsky, it is postulated that for one to understand the formation of intellect, there is need to focus on the process of development whereby socio-cultural and cognitive development are modeled on three paradigms. The first paradigm states that mental processes can only be understood if one understands the tools and signs that mediate them; second, it is indicated that learning pulls development; and then, scaffolding the medium of instruction in the case of a learner reaching the zone of proximal development (Driscoll, 2005).

Nevertheless, Debska (1999) states that speech nourishes the written form and it is for that reason that the students are expected to attain better English after watching movie supplements in which the Received Pronunciation is used for those whose favourite are the soaps. Unfortunately, when students' written work is analyzed, there are unique features that surface which include words such as 'gonna' for *going to*; 'wanna' for *Will not*; and 'yo' for *you* as is the case for those who excite in High School movies. The students go ahead to write coined words such as 'staminability' despite the teachers' emphasis on proper sentence construction; giving various spelling drills; and exposing students to well

selected class-readers.

In this cyber era during which the world has become a net-worked society, there is a need to organize more workshops for the users of English as a second language especially those in secondary schools as to propel their mindset toward the use of the Received Pronunciation. That is so because adverse effects of movies on the students' spelling of words, the sentences students construct and the students' creativity have more often been realised. It is for such reason that means need to be devised to minimize the spill-over of the informal lexis into the English language main stream.

The subsequent chapters are basically to revolve around the conceptual framework illustrated in the figure below:

Figure 1: Conceptual framework

Independent variable		Dependent Variable
Movies:		**Students' lexicon:**
• Soap operas		• Spelling of words
• High School movies		• Sentence construction
• Nigerian movies		• Creativity in the use of English

Intervening variables

• Mother-tongue influence

• Teachers' level of competence Exposure to Standard

• English users
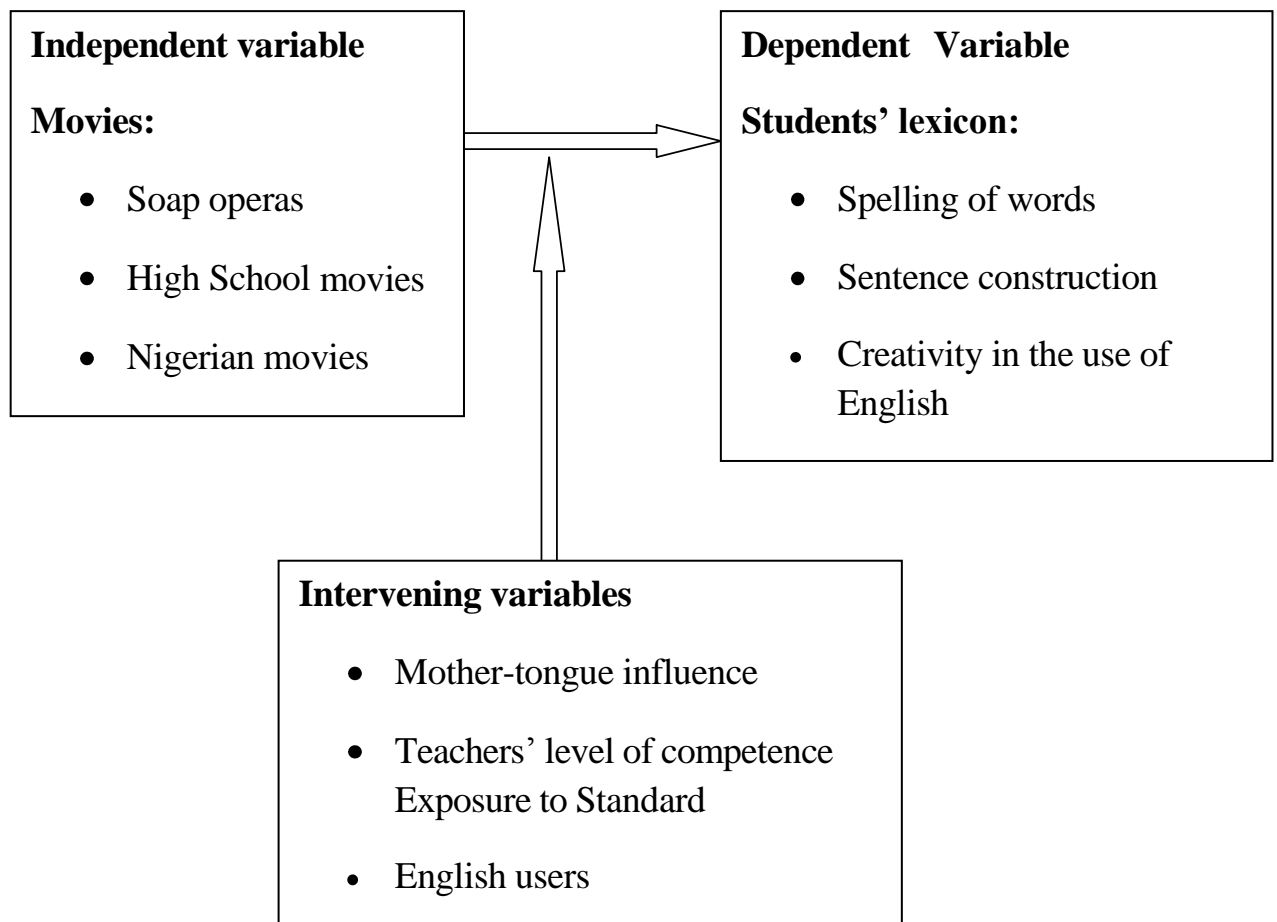
CHAPTER TWO

Students' spelling of words; sentences students construct; and students' creativity in the use of English

The effects of movies on the students' lexicon in English are more complex and apparently occur earlier than the majority acknowledge. Assessed with keen attention to students' spelling of words; sentences students construct; and students' creativity in the use of English, the effects of movies on the students' lexicon appear to be much more ingrained and perhaps a transnational issue.

Basing on empirical knowledge, Vygotsky attempted to understand the formation of intellect by focusing on its process of development a sole reason why students need scaffolding if they are to aptly compete in the use of the English language.

That mental processes can only be understood if one understands the tools and signs that mediate them, is the purpose for the analysis of the effects of movies on the students' lexicon in English. Envisaging the development of intelligence to be the internalization of the tools of a culture, is important to note that tools emerge and change as cultures develop and change (Driscoll, 2005) hence an effect of movies on the students' lexical development as the movie industry is also revolutionalised.

Since learning pulls development, students grasp concepts from movies watched and consequently, they – the students develop a dialect similar to what they could have been exposed to in a given movie a point at which scaffolding in the zone of proximal development proves a necessity. Models of Standard English usage among who the teachers of English rank high, it is imperative

to them to give supplements to students in form of instruction to append meaning to what the students would have acquired from a movie but needed augmentation. As a reinforcement to teaching, carefully selected movies should be employed to avail more explanation, illustrations, and definitions of concepts in a through concrete manner though students need to be notified about the dangers lurking in some movie categories such that they continue listening to utterances in their favourite movie categories with conviction rather than confusion in regard of the Received Pronunciation.

Vygotsky's theory of social cultural and cognitive development in reference to the conceptual frame work, asserts that to fully assess the effect of the independent variables on the dependent ones, take a case of the students' spelling of words; sentences students construct; and the students' creativity in the use of English, there is always need to analyze the features of the movie categories that students cherished in order to induce relevant resolutions.

The effects of movies on the students' spelling of words

The standard spelling of Britain and America differ in some respects, but the words affected are a very small proportion of the English vocabulary (Ronowizc and Yallop, 2003). In the analysis of British words spelt as colour, programme, favour, endeavour, baby, child, written by the Americans as color, program, favor, endeavor, babe, and kid; it is noted that however small the proportion of the Received Pronunciation affected may be, it greatly affects the general formal lexicon a circumstance that calls for through scrutiny. Studies that have assessed secondary school students' lexicology manifest that such language is largely adopted through media channels that most appeal to students of which movies rank high. Consequently, movies especially the ones with words following pictures promote spelling variations and the effect depends on the

English dialect - either formal or informal, used in a particular movie that the student has watched.

It is important to note that the list of commonly misspelt words in English is far from exhaustive. Furnish (1996) writes that English abounds with confusing spellings. He adds that many misspellings occur because some English words are not spelt the way it is pronounced. Some students always tend to write words the way they hear them articulated not knowing or rather neglecting the fact that pronunciation in English is not a perfect mirror of spelling. Other than that are the strict restrictions on letter combinations that are allowed to represent speech sounds in different positions.

To be considered good writers and readers, we must get the spelling right. Most students in secondary schools - if not all, are always in a hurry to go though to no defined destination. For that reason, they never pay attention to what they write as manifested through spelling errors. A good writer needs to pay attention to what one is writing. The spelling errors that commonly taint the students' written work, were attributed to some categories of movies they watch and worsened by the lack concentration to what they are writing.

For right spellings, the dictionary has to be part of the students' menu reason being that one should never guess about the right spellings. Playing safe by using a dictionary, helps one to fix the word in mind and remembers it longer. That English is full of irregularities; writers always need to have a dictionary as their best companion. To become a better speller, Smitherman (1994) suggests the following guidelines:

- Find your personal spelling threats in a word

- Pronounce words carefully

- Get into the habit of seeing the letters in a word

- Think up a memory device for difficult words

- Proofread everything you write

- Learn the few important spelling rules given

Students need be encouraged to always carry dictionaries to check for spellings, meanings, and pronunciations if they are to develop better spellings.

Stated by Aoki, et al., (1996) is the fact that there are many words in the English language whose spelling seems to obey no rules at all or contradict the rules you have taken so much to learn. Some of them do follow the rules but are tricky to spell anyway. The only way to spell these "problem" words correctly every time is to memorize them. It is for that reason that spelling drills in lessons of English should be a must to aid the students' memory. The fact that in some movies words follow pictures; carefully selected movies are bound to be an effective teaching aid for improved spelling of words.

Glencoe (2001) expresses that as a writer, to become a good speller one needs to be an avid reader: the more you see a word, the better you will remember it. Consequently, teachers of English need to expose students to movies with words in Standard English following pictures. A student who is exposed to well selected class readers and to movies with Standard English, is expected to develop very good spellings since one of the ways of improving spellings is by looking at the word.

The effects of movies on sentences students construct

In writing, one must use complete sentences to make clear meaning, because the

reader is not at hand to ask you to repeat, to explain, or to fill in words that would have been left out. The general structure of sentences students construct is tainted by writing incomplete statements, poor punctuation, and wrong choice of diction, is largely attributed to the adoption of the speech form students copy from the movies they watch despite the continuous exposure to properly constructed sentences in a classroom situation.

Various types of sentences are used in movies among which types sentence fragments rank high. A sentence fragment is a group of words that is only part of a sentence and it does not express a complete thought. Students always adapt the use of sentence fragments due to a continuum of exposure to the speech form in movies which fragments they mistakenly identify for Standard English. Though teachers especially of English encourage students to do a lot of reading, with a poor reading back ground, students always do very limited reading thus limiting their exposure to a variety of sentence structures by better English users. With a thorough analysis of the various movies students excite in, is a reason why students' written work is proved to be a replica of the category of movies they each watch. Students need to know that the art of writing is created in writers as they observe their surroundings and develop a need to express in words what they see and hear and feel. Accordingly, they are expected to base on the movies they watch to design personal styles rather than trying to reproduce what one has watched in a movie in terms of the synopsis and sentence structure.

Significant to note is that one cannot draw a fixed line between spoken and written forms and that the best written expository English is not basically different from that of the best, most coherent kind of speech as Debska (1999) noted that speech nourishes written language.

In movies, producers maintain their audiences by acting real life situations such as romance, business, politics, and spiritual; consequently, what the students hear the celebrities say is what they also say or write as one scholar wrote that the life of children today revolves around what they see in movies.

Students" sentence construction in secondary schools is much affected at the lexical level. Ronowicz and Yallop (1999) state that African American English has been abundantly productive with new words inevitably viewed as slang, but ultimately entering the standard lexicon arising on a daily basis and gaining wide exposure through various channels, especially popular music yet students always watch music videos. The African American language has come up with words like 'jive', 'banjo', 'voodoo', 'shade' (meaning sunglasses), 'jazz', 'hip', 'hustle and hustler' , 'dig' (for understand), 'chill' (for out), which have penetrated into the thicket of Standard English ensuing from the African American community.

The effect of movies on the students' creativity in the use of the English Lexicon
To help students become better writers, there is need to remind them of when they always have to write and expose their creativity. Furnish (1996) states that writing is not only about novels and textbooks; it is also about memos, outlines, reports, instructions, and letters. Writing allows one to convey information and at the same time express that which is uniquely us. In this era of rampart entertainment in which students spend valuable time on mindless entertainment, it is unfortunate that students seem to do more watching than reading and writing.
Learners need to know that any form of communication is a process that requires

ample preparation which preparation originates from the writer or speaker's experience which experience is gained from one's surroundings in this case the movies the students watch and how these movies influence the students experience and expression.

One way of arranging (or classifying) information before saying or writing it is to sort it into categories. At the planning stage, one has to determine what the topic sentence is and what the supporting ideas will be. For students' creativity in sorting out information, there are students who seemingly successfully plan for what they are to deliver and yet there are also those who seem not able to plan for a coherent spoken or written piece. In searching for a subject, one needs to select a subject for which something is known about. When one has something to say and has enjoyed one's own piece, gaining the readers' interest will automatically follow suit.

In expressing one's ideas creatively, it requires making a character come alive for the readers by answering the questions the readers are bound to ask. Such questions may include: What does he look like? Where does he live? What does he think about common human problems? To a successful writer, the best way to show character is not just to pin on a label like stupid, generous, cruel, shy or lazy, as most students do, but to show the character doing something that exhibits the trait in question. Some students aptly employ adjectives to describe situations but there are some who only label a characteristic they need to refrain from.

The best way to find out how one really feels about a piece of literature is to write a personal response and need not leave their creativity skills on the shelf. If all students appreciated their creative skills by employing them in speech or written form, they would all produce very good creative pieces despite

a continuous exposure to various categories of movies in which different English dialects are employed. In exploring one's feelings about and reactions to a piece, one may develop a different opinion. Teachers especially of English need to know that as students are taught in class and also watch movies, some always seem to intrinsically induced by their own experience where as others seem to write from the abstract and such differences need to be catered for.

Conclusion

Teachers of English always try to produce a holistic student by emphasizing rules of spelling of words as they give spelling drills; they also teach elements of sentence construction in addition to exposing students to well selected class readers to tap their creativity. Nevertheless, there are always differences in the quality of the students' work produced. Noted is the fact that video is a valuable but possibly underused classroom tool and this tremendously affects the students' English lexicon. Though movies are seemingly underused, it stands that they are used and students must be exposed to carefully selected movies in a formal classroom settings.

The gaps identified in the students' work included issues to do with why students spelling of words was becoming gross; then the relationship there was between the sentences students constructed and the movies they watched; and reasons why not all students' creativity was tapped at an equal rate! Basically, the overriding solution is to always expose students to better users of the Received Pronunciation say in the soap category of movies; and in situations where a students out of curiosity is attracted to other categories such as the High School Movies and the Nollywood category among others, learners need to be on guard against being swayed by the delirium of such movies at the expense of Standard English.

CHAPTER THREE
Methodology

Introduction

In this chapter, the methodology adapted for this study was discussed. Methodology is defined as a description of approaches to paradigms of research with an aim of helping to understand, in the broadest possible terms, the process of research itself. The discussion included; the research design which is a master plan for collecting data, the study population, sample size and sampling procedures, instruments of data collection, data analysis techniques, data analysis and data presentation, quality control methods, ethical considerations, and anticipated limitations.

Research Design

The research design is governed by the notion of fitness for purpose (Cohen, et al, 2008). The purpose of the research, determines the design to be adopted. For this study, the researcher used the case study design because it allows an intensive, descriptive and holistic study of a single entity that provides an insight into larger cases. Though the issue of the effects of movies on the students" lexicon in the perspective of their spellings, the sentences students constructed and the students" creativity was a national issue, the researcher could not cover the whole country, a reason for her use of the case study design to make generalizations about the target population.

Within the case study, the researcher also used the quantitative approach to gather data through the tests that were administered to students to get the percentages of students and the extent of the effect of movies on them that was presented in pie charts, tables and graphs. A qualitative research approach was

used to collect respondents" views on the effect of movies on the students"
spelling of words; sentence construction; and creativity in the use of English,
through the focus group discussion that was held with students; the interview
sessions and the questionnaire form that were administered to teachers; and
through the documentary analysis as well.

The study area

This study was conducted in three selected secondary schools which included
Masaka Secondary School, Kijjabwemi Secondary School and Centenary High
Secondary School in Masaka Municipality – Masaka district. This study of the
effects of movies on the students' lexicon in regard of spellings, sentences
students constructed and the students' creativity in the use of English, was
conducted in three secondary schools one per the three divisions that formed
Masaka Municipality. The study assessed students' written pieces of a period of
two years from 2010 to 2011.

The target population

The study population is defined by Kisilu and Tromp (2006) as the total number
of subjects used by the researcher. This study population involved 14 secondary
schools in Masaka Municipality of which 3 were government owned and 11
privately owned in Masaka Municipality though one of the three government-
owned was in the Universal Secondary Education (USE) programme. The
reason for such a population was that secondary school goers in Masaka
Municipality were keener on watching movies. The students of seniors 2 and 3
were in position to give a clearer picture of the effect of movies on spelling of
words, sentence construction and creativity in the use of English because they

watched their preferred categories of movies for reasons that were best known by them.

Sample size

From the three divisions of the Masaka Municipality, 300 students and 12 teachers were purposively selected from three secondary schools. 210 students were selected from Masaka Secondary School; 60 from Kijjabwemi Secondary School; and 30 students from Centenary High Secondary School. The reason for such a sample size was that the students especially those in boarding sections watched movies at school. More so, many of them came from urban areas where they could easily get access to movies as was gathered through the focus group discussion. The 12 teachers that were selected were the ones teaching English in seniors 2 and 3 classes in the sampled secondary schools. Below is the information explained in tabular form.

Table 1: Sample size

School	Seniors 2 and 3 Streams		Teachers of English in the three selected secondary schools	Students in seniors 2 and 3	
	Population	Sample Size (Teachers of English in seniors 2and 3)	Population	Population	Sample size
Masaka Secondary school	14	10	8	800	210
Kijjabwemi Secondary School	4	7	2	570	60
Centenary High School	2	3	2	151	30
Total	**20**	**20**	**12**	**1521**	**300**

Sampling Procedures

The sampling procedure is the process of selecting a sample (Enon, 1998) from the target population. The purposive sampling technique was used to select the three secondary schools one per the three divisions of the municipality. Those

schools were selected because the boarding students there, watched television over week-ends. The selected schools included Masaka Secondary School, which is a government school; Kijjabwemi Secondary School, government and in the USE programme; and Centenary High School, which was a private school. 12 teachers of English in seniors 2 and 3 were also purposively selected from the three secondary schools to provide central information on the effects of movies on the students' lexicon in terms of the students' spellings, sentence construction and creativity in the use of English at secondary school level. Using the stratified sampling procedure, from each of the two classes (seniors 2 and 3) from the three selected schools, ¼ of the total number of students per stream was selected for the sample size. The researcher wrote numbers on pieces of paper corresponding to the total number of students in each register. The researcher then applied random sampling to eliminate over representation of some streams and repeated responses from the same group. Names were written on small pieces of paper, folded and put in different boxes catering for all the streams there were per the two classes in each of the schools. 15 pieces of paper were picked from each of the boxes representing each of the streams per class. The names on those pieces of papers were written to make the final list of the respondents.

Research Instruments

The researcher used five different tools for gathering data. These included: the focus group discussion guide; the interview guide; questionnaire form; Documentary analysis; and composition writing tests. The tools were selected purposively for the management of both qualitative and quantitative data.

Focus group discussion: The focus group discussion is a person to a group discussion in which one person asks the group questions intended to elicit information or opinion. This instrument was administered prior to other instruments for it was to give the basis for effective data collection and management This instrument was chosen because no other instrument would have aptly enabled the researcher to confirm that students preferred movies to other media entertainment aspects before other research instruments were administered for more data collection concerning the effects of movies on the students' spelling of words, sentence construction and creativity in the use of English.

Interview: The interview guide more or less like the focus group discussion; it is a person to person verbal communication in which one person or a group of persons asks the other questions intended to elicit information or opinion (Oso and Onen, 2008). The researcher chose this instrument because it would allow her obtain more focused qualitative information from the teachers of English in seniors 2 and 3 concerning the effects of movies on students" spelling of words; sentence construction; and creativity in the use of English. It provided information the researcher could not receive through writing or direct observation. Through this instrument the researcher more so learnt from the teachers that students watched movies more than they did to other entertainment aspects. It was also the interview guide that enabled the researcher to get the teachers' definition of creativity in the use of English. In addition first hand information was got from the teachers who taught English in seniors 2 and 3 that the students' written English was both positively and negatively affected by the movies they watched.

Questionnaire: The questionnaire form is defined by Oso and Onen (2008) as a collection of items to which a respondent is expected to react in writing. A questionnaire of both open-ended and close-ended questions was administered to respondents. The researcher chose this instrument because she could obtain well stipulated information from the teachers of English in seniors 2 and 3 respectively, in answer to questions concerning the effects of movies on the students" spelling of words, sentence construction and creativity in the use of English over a short period of time from a number of teachers.

Documentary analysis: Documentary analysis is the critical examination of public or private recorded information related to the issue under investigation (Oso and Onen, 2008). The researcher used this tool to obtain all the required qualitative recorded information pertaining to the effects of movies on the students' spellings, sentences constructed and creativity in the use of English. This instrument was applied to three categories of movies the students said were their favourite. The movies studied were; a soap opera entitled *Marimar*;

An extract of a Soap opera: *Marimar*: **Season 1 DVD**

She was caught by Marimar

Hey! How can you say something like that when you are not even sure?

Hm! Get real; no one doubts that Marimar caught madam Angellica down the stair.

I did not do anything wrong sir!

You know shat Edwards, I really do not mind any place. It can be a palace or any other simple house.

Marimar is all out of the house.

Wow! That calls for a celebration

Why not? It's wonderful a day that Marimar has had to leave the house

I just want you to stay there for a short-while

You want us to stay there?

Marimar, listen to me; we just have to stay apart for a while

Serio! I don＇t deserve that

Marimar, you know if I could, I would you along with me. Then don＇t leave me, Serio!

I＇ll be back before you know it; trust me

Angelica, are you drinking! You are celebrating as if you never lost a baby

I needed this drink. You don＇t know how a mother feels when she loses a child! For Instance (Pronounced as /forinstance/)

No no no! You don＇t have to.

One High School Movie called Stomp the yard

An extract of a High School movie: *Stomp the Yard*: Dance with a dream. DVD

Yo＇ we should just play this straight up. Those cats will fold under pressure

No doubt I don＇t wanna diss them in front of their home crowd

D, I got you

I got y＇all

Alright, ma＇ let＇s all do it

Y＇all want some of this?

He＇ll get a beating

Miss Williams ain＇t banging on me

Why you gotta do my mom like that?

Give me ma' money
The money is mine
Get your black ungrateful ass in the goddamn truck
What would I say? Man (pronounced as /mane/ in the movie)
Yo, yo, hold my spot real quick
Yeah, yeah, yeah.
We're gonna show you what a real ass whooping look like u son of a bitch!

Roll with us
To the what?
You're gonna wish I was pretending. You don't know me. We gonna go to the bar
Y'all have a good nite.
You wanna sit down

A Nollywood movie, *Usofia in London* was also studied.

An extract of a Nigerian movie: *Usofia in London* – DVD
 NB: In brackets, are the Nigerian pronunciations of the English words in Italics?

He lands here like a vulture (/volco/)
He refused to pay his dues
He sent us out of his compound without giving us the money (/moni/)

Let me increase my energy of hunting, I'll give you the money (/moni/)

I think it must be Debo's family (/tink/)

This is traveling document with which you are going to London (/dokumenti/; /wid/)

When the time comes (/komez/)

Daddy bring me cosmetics I want to look beautiful

Bring me a mini skirt /skate/

For me a book

Are you dressed for the trip?

Trip! Call it journey (/joni/)

Let me go bring money for you (/moni/)

I have come here to collect the money. Or you are not ready, I'll move

Give me the money, I will recognize it (/d:/)

I'll report you to my President of Nigeria

It is my pigeon (/pigin/)

Look at her! I want good food (/fudo:/)

This instrument enabled the researcher to get the language and words used in those movies which the researcher later used to anaylse the students' written work.

Tests: Tests were the only instrument through which the researcher could test the students' language proficiency through marking the students' written work. Tests enabled the researcher to gather both qualitative and quantitative

data which she used to establish that the movies affected the students' spelling of words; sentence construction; and creativity in the use of English. Qualitative data was obtained through analyzing the quality of compositions the students wrote in terms of choice and spelling of diction for general sentence structure. Then quantitative data was got through computing the percentages of students in whose work features typical of movies kept appearing thus affecting their spelling of words, sentence construction and creativity in the use of English.

Students' written compositions:

NAMPIJJA   SANDRA

In about 80 words write about your best leisure activity. Say what it is how you prepare for it, who do it with and how you feel as you do it

MY BEST LEISURE ACTIVITY

My name is Nampijja Sandrah and I study from Masaka S.S.S I am 14 yrs old.

Leisure is part of my life where I make my mindrest and at least spend my time with my mother and siblings. I chatting with them, Jazz joke which are some of my hobbing by not my best leisure activities.

My best leisure activity is watching television and what I watch on the television is Soaps. The Soap I watch begins at 7:30pm and ends at 9:30pm. It is showed on Bukedde Tv on wed's. That soap are Victor Manue C mario Camarrol and Esitorita (Zuria Vega) It is such wonderful an event wherever Victor kisses or hugs Esiterita I feel like entering into the Tv to hugs them also but it is Impossible. When Esiterit hugs Victors forinstance every body in the room bursts into laughters and claps.

When they separated, I feel like it is the end of life but when it isn't and when Victor removes the shirt some people who watch it also get surprised. Some say that sometimes he will be their husbands but it is impossible.

Watching television is fun!

12/20

– Revise tenses
– learn how to write time

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MY BEST LEISURE ACTIVITY:

My name is Maria Redemptor Namata. I am aged 5 and in S2.E. In my leisure time, I sometimes react, novels have evening walks, listening to music and the most I spend on is to watch films.

I can prepare this by waking up very early before 5:00 a.m, read my books after I bathe then I prepare breakfast for my parents and brothers. After breakfast, I tell them also to read books up to 10:30 am after they wash utensils, clean the house while me preparing lunch at 11:00 a.m. Since housework is finished, we switch on the television, if we a bored, our elder brother brings films and me I prefer high school movies, blood takers (vampires) and Uganda films.

When watching films, some make you to cry others bring anger but when listening to music, I wanna feel like shaking also my body.

- Improve Sentence Construction
- Avoid informal words
- Learn to write time in competition

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MY BEST LEISURE ACTIVITY

During my leisure time, I like playing football very much. I usually play it in the evening and after much.

I enjoy football together with my friends like Mubarakah, Sulaiman, Acram and shafique. My friend always tell me about the benefits of playing football which makes me enjoy it. When we play football, we both want to win. When we played one time, in my team we had the staminability to pray on until we scored 2:1 goals.

When ever I play football, I gain fittness and also cure some diseases like flue.

I also like watching football because I want to know more skills that are within football. My best team I support is England's Manchester United. I like it because it has good players like Wayne Rooney and always they are smart in their Red and white colored jerseys.

So I like football very much.

-Improve sentence construction
-Avoid use of coined words

Data management and presentation: The researcher made use of the case study to study the effects of movies on the students" spelling of words, sentence construction and creativity in the use of English. The qualitative and quantitative research approaches were used to enable the researcher analyse and interpret the gathered information. After collecting the data from the field, the researcher then organized, summarized, recorded and coded all the gathered information. Then information was later interpreted and analysed so as to make general conclusions and recommendations. Words were used to describe and interpret the collected qualitative data by dividing the gathered information in form of major themes and sub themes to find out the relationship between the themes. In the quantitative approach, the researcher used descriptive statistics to present the research findings in a meaningful way.

Quality control methods

To determine the validity and reliability of the instruments for data collection, the researcher sought for the expertise of the knowledgeable people to evaluate the applicability of each of the instruments in respect of the research objectives. The researcher started with her class-mate, some teachers of English and finally her supervisor. However, a field pre-test of the 30 research instruments was conducted at Bwala Secondary School in Masaka Municipality to enable the researcher find out whether the designed research instruments which included: the focus group discussion; the interview guide, the questionnaire form, the documentary analysis and tests would effectively enable her do a thorough assessment of the effects of movies: soap operas, High School movies and Nigerian movies, on the students' spellings, sentence construction and creativity in the use of English. The instruments were proved to be effective for the collection of data about the effect of movies on students" spellings, sentence construction, and creativity in the use of English. There after, the researcher

went ahead to collect data from the field using the same instruments tested in the pilot study.

Ethical Considerations

The researcher obtained a letter from the Dean of the Faculty of Education, which she used for introductory purposes to the head teachers of the three secondary schools which were Masaka Secondary School, Kijjabwemi Secondary School and Centenary High School. A high sense of confidentiality and privacy was observed since no names of respondents were disclosed during nor after the study and all authors of all written materials read were acknowledged to avoid plagiarism.

Limitations of the study

The testing of the research instruments for validity and reliability was cumbersome because it was done when students were in school holiday. Nevertheless, the researcher on several occasions went to Bwala Secondary School where the pre-testing was done and relied on the students even teachers who would drop by though always after thorough explanation.

At Masaka Secondary School the students were doing beginning of term examinations at a time when data were collected. It was not easy to slot another programme in such a tight school schedule. Though, with the help of the Director of Studies, the students identified for the sample size were held back in the evenings for two hours for two consecutive days as to enable the researcher gather the required data. The students at first denied having ever watched movies because they were in the boarding section and were from rural settings where they would not watch movies from. However, being a practicing teacher, the researcher succeeded in attracting the students' attention by asking

questions related to one of the then popular soaps called *Marimar*. In conclusion, this chapter provided the methodology that was designed to assess the effects of movies on the students' spellings, sentence construction, and creativity

CHAPTER FOUR

Field Findings of the Effects of Movies on the Students' Lexicon

Through the focus group discussion, it was proved that the students watched movies most and it was discovered that movies posed both positive and negative effects on the students' lexicon. With the availability of the so many English dialects spoken world over, students have a problem of trying to identify with the unique and in this case their favourite artistes.

How movies affect the students' orthography in English

Regardless of the nature of the language used in a movie, one student wrote "we had the 'staminability' to play on till we scored 2:1 goals. 'Staminability' is a coined word for *stamina* commonly featuring in music videos. Basing on the tests that were administered to 300 students, only 15% of the students portrayed positive effects of Nollywood movies on their lexicon as to the majority Nollywood movies had far reaching negative effects. A case in point is when students who excites in Nollwood movies write words like 'I donno' for *I don't know*, and 'monie' for *money*. Consequently, the unique pronunciation of some words featuring in Nollywood movies posed spelling difficulties to many students.

Nevertheless, High School movies positively affected only 30% of the students whose favourite movie category was the high school movies and the 70% constantly fell victims of deviation from standard spelling. Typical of them was the use of contracted forms such as 'yo' for *your*, 'grandma' for *grandmother*, 'gal' for *girl* as copied from the High School movies they watched. High School movies yielded more negative effects on the students' lexicon because such movies

exposed the students to slang and informal spellings.

55% of the students were positively affected by the soap operas they watched reason being that Standard English is majorly used there-in, as fact to which good spelling of words in a big number of students was attributed. The soap operas in which words followed pictures, enabled students develop better vocabulary though with the standard pronunciation, some words were misspelt as was the word 'Rendezvous' which the students wrote as *rendeval*. In an interview conducted with teachers, 33% of the teachers said that movies accompanied by words in formal English following pictures, help students improve some commonly misspelt words. This in agreement with what Teasley and Wilder (1994) say that movies often motivate us to read particular books or to find further information about something we have seen in a film. Then, 75% of the teachers and the majority of the students showed preference of the use of carefully selected soaps as movie supplements during the teaching – learning process.

With the dire need to attain proper spelling of words in respect of the Received Pronunciation, it is important to note that English has a comparatively complex orthographic structure that employs spelling patterns at several levels as noted below:
- Letter-sound correspondences as in the word 'fish' and 'physical' where the initial sounds are the same but with different spelling;
- Then the syllable levels in words like 'strip' and 'stripe' in which the first four letters are the same but pronounced differently as /strip/ and /straip/ respectively;
- Also spelling pattern at morpheme level for instance, the word 'unreal'

which has one morpheme 'unreal' but with two syllables that is 'un' and then 'real' (Katamba, 1997)

The degree at which the students' syntax was affected by the movies they watched

All teachers of English agreed that the sentences students constructed were either positively or negatively affected depending on the category of movies each watched. 65% of the students indicated that the movies they watched exposed them to real life situations upon which they built their own stories. Evidenced from the stories they wrote, one student wrote:

"My best team is England's Manchester United. I like it because it has good players like Wayne Rooney." A student could only get such an exposure through watching football (equated to soap operas for the Standard English used by the commentators) for instance through sports channels on television.

Some students portrayed the unique sentence construction students were proud of whenever they used them. A student wrote: "it was such wonderful a night". Unique constructions like "wonderful a night" in which the article 'a' proceeded the adjective used, are characteristics of soap operas as a student attributed it to having watched Marimar a soap that was featuring on one of the televisions then.

When students got exposed to well selected movies, which would aid their learning of the various sentence types there are. However, it is also important to note there are some movie categories that yield negative effects to students' syntactical development as to be shown.

For the negative effects, some students trying to write impressively copied the slang that was regularly used in the High School Movies. A student wrote, "Non-stop action packed movies played by sons of bitches such as Arnold Schwarzenegger, Sylvester Stallone and others put me on tension." The phrase 'son of a bitch' a language typical of High School movies was inappropriately used in a formal classroom setting. Though such a phrase could have been used for humour and wit, it is important to note that humour and wit must always be relevant to the point being made, and in good taste. Another student wrote: "I love watching watching Indian, Ghanaian and Nigerian movies." The use of repetition for emphasis is a characteristic of direct translations from local languages to English an element common with the Nollywood films featuring a local setting.

However, regardless of the type of movies students watched, the majority of the teachers said that students tended to adopt the conversational style of films which students sometimes misused in the written form though it may not be tainted by the informal lexis, could be affected by poor punctuation that may consequently affect spelling of certain words. According to the teachers, such a free style of writing explained why many students seemed to be better in spoken than in written English. Gould et al (1989) say that writing is not speech; it is a careful arrangement of words on a page which has its own idioms and format and does not transcribe the informalities of speech performance. For that reason, if students were to improve their syntactical competence, they – the students needed to be made aware of the differences between spoken and written forms as they were bound to continue watching movies along side using English in both formal and informal contexts.

Nevertheless, both teachers and students concurred that students whose preference were the soap operas, though a small number, such students generally constructed better sentences in English as compared to the others whose favourite movies were the High School movies and the Nollywood ones. So, if students were encouraged to watch movies produced by the best English users, the problem of poor sentence construction would be curbed. One teacher wrote: "Censoring and exposing students to films with acceptable standards of English will help in improving their sentence construction" though worthy noting was the fact that the negative effects of movies had far reaching tentacles on the students' lexicon in general a fact that calls for immediate and concentrated effort.

In support of encouraging students to watch well selected movies for formal academic purposes, Ayres and Miller (1994) state the following advantages of listening which include: aiding gaining information; perfecting one's use of a language; and becoming more involved in one's surroundings by learning to listen more closely. That is in agreement with Vygotsky's theory of socio-cultural and cognitive development which suggests that learning pulls development in a social cultural context (Driscol, 2005) implying that the movies students watch determine the type of language they develop. As argued that nobody is capable of free speech unless he knows how to use a language, and such knowledge is not a gift; it is imperative to learn and work at it.

There are teachers who suggested that there was need to make the students aware of the differences between formal and informal English and also make them aware of what kind of English was good enough for spoken and good for the written form. In the digital era during which there is easy access to movies from many social places other than at home and in schools, if students could distinguish between formal and informal English, the students would be

able to construct sentences that are free from informal spill-over out of conviction rather than confusion and that would reduce the spillover of the informal expressions that would have crept into the formal English base.

The effects of movies on the students' creativity in the use of English

It was unanimously agreed that movies bore both positive and negative effects on the students' creativity in the use of English though the positive ones apparently posed greater effect.

The movie categories: Soap operas, High School, and the Nollywood movies, the students watched, contained unique expressions and phrases that enriched the students' vocabulary especially when the students eliminated the informal lexis that could have tainted the Received Pronunciation.

The teachers expressed it that the students who got exposed to a variety of life realities from the movies they watched developed a wide scope of creativity in expounding life beyond a cocoon. The teachers acknowledged movies for positively affecting the students' creativity stressing an advantage that at a sitting, a student learnt how to fit in society or help others manipulate life basing on the experience from a movie once watched. One student wrote: "I enjoy watching mainly Nigerian movies because I learn many lessons from them." The same teachers added that students built on what they watched to develop their own style in the use of English.

Merriwether (2000) argues that style has to do with the way one writes. She adds that style is shown through ones choice of words; use of dialogue and of repetition; and through the rhythm of the sentences. She further says that style is

recognized in writing much the same way it is recognized in music and art or architecture or dress. Accordingly, students whose creativity was high were able to develop a personal style basing on the style in which producers of the movies students watched designed them. It was for that reason that the students whose favourite movies were the soap operas, developed better English as compared to the others whose preference were the High School and Nollywood movies.

As done in movies, students learnt how to describe situations vividly. Since in most cases students assumed to be the characters they had seen in movies, they always ended up writing as if they were writing a personal experience. A student vividly wrote "when Esiterita hugs Victor, everybody in the room bursts into laughter and claps" a situation that also happened in Marimar a soap opera. Ayres & Miller (1994) say that description is an explanation or exposition of a scene, place, object, experience, or process onto which basis, one's observations and impressions and the use of vivid descriptive words that appeal to the senses, the writer paints verbal pictures for the audience in this case what students can ably do if they were exposed to well selected movies to be used in lessons of English as teaching aid supplements.

From the findings, a conclusion can be reached that when students got exposed to well selected movies especially the soap operas, they were bound to develop their creativity much more positively with the scaffolding of the movies they watched.

Despite the positive effects of movies on the students creativity as mentioned above, alongside, there were also negative ones that the teachers projected; the students however, were oblivious of the negative effects of the

movies they watched on their lexicon in English which movies included: soap operas, High School movies and the Nollywood ones.

Conclusion

Despite both the positive and negative effects of movies attributed to all categories of movies that students watched, each of the categories should be acknowledged for the positive effects on the students spelling of words; sentence construction; and creativity in the use of English. Though significant to note is the fact that the soap operas had more positive effects.

CHAPTER FIVE

Summary, Conclusion and Recommendations

In this chapter, a summary of the findings, conclusions, and recommendations for further research are presented.

Summary of Findings

The findings proved that movies affected students spelling of words, sentences they constructed and creativity in the use of the English lexicon. The effects of movies are both positive and negative. The categories of movies students excited in by the time of this study included: soap operas, High School movies and Nollywood films which posed effects each according to the students' favourite category.

The 55% of the students whose favourite movies were the soap operas, realized more positive effects as compared to the 30% of the students who excited in High School movies that exposed them to a lot of slang; and the 15% of the students who suffered spelling challenges attributed to the unique pronunciation that is typical of the Nollywood movies.

The negative effects of movies on students' spelling of words which constituted substitution of formal words with informal ones; the use of coined words especially copied from the High School movies; writing completely wrong spellings as a result of students deliberately developing a forced foreign accent as evidenced from those whose favourite movie category were the Nollywood movies.

With sentence construction, the effects of movies were also both positive and negative. The positive effects of movies to the sentences students constructed, included enabling them enrich their vocabulary; exposing students to alternative sentence constructions; both effects attributed to watching soap operas. Students also got exposed to life realities upon which they based their visions to develop their own ideas.

The negative effects of movies on sentences students constructed that were identified included: adopting an informal style especially the conversational style typical of all movies; and the use of slang common with High School movies.

Movies on the students' creativity in the use of English too posed both positive and negative effects. The positive effects of movies on students' creativity in the use of the English lexicon were identified as enabling students use the borrowed expressions and the unique phrases from especially the soap operas that enriched their writing. More so, students develop a wider scope of experience upon which they develop their own creativity in vivid descriptions especially as based on real life stories in Nollywood movies.

On the other hand, there are also negative effects of movies on students' creativity in the use of the English lexicon which included the following: those whose favourite were the soap operas, tried to develop their creativity in a trend that was higher than their reach in writing; and as already mentioned, students' creativity was also greatly affected by the informal lexis that students borrowed from movies such as the High School movies in which a lot of slang was used.

In all, movies bear both positive and negative effects on the students' spelling of words, sentences students construct and creativity in the use of English.

Conclusion

This study was intended to establish the connection there was between the movies students watched and what they wrote as features typical of movies kept appearing in Students' work.

With students' spelling of words, the students whose favourite movies were the soap operas acquired better spellings when they watched movies in which words in formal English followed the motion pictures. Nevertheless, there were few cases when spelling errors attributed to the standard pronunciation of formal English words crept into the students' lexicon as was noted that pronunciation is not always a standard measure for spelling of all words. More so, there were those who developed the use of slang a language commonly used in high School movies. Some students were mainly affected by the unique pronunciation of some words in Nollywood movies.

For sentence construction, soap operas were commended for exposing the students to a variety of sentence construction where when coupled with the good spelling of words acquired, enabled students to write well constructed sentences. On the other hand, High School movies drew students into using incomplete statements which negatively affected the sentences students constructed and that was aggravated by the informal lexis that students copied from such movies.

Movies were also acknowledged for enabling students develop a wide scope of creativity in expounding life realities. More commended were the Nollywood movies which exposed students to a variety of life realities upon which students developed their own stories.

Students' creativity in the use of English was also enhanced through exposing them to soap operas as students were challenged with the task of understanding and making use of the unique and variety of sentence constructions that were used there-in. The High School movies on the other hand instead posed gross negative effects on students' creativity whereby the sentences students constructed were automatically negatively affected by the incomplete statements and/or the slang that students copied from the High School movies.

Movies generally affected the students' spelling of words; sentences students constructed; and creativity in the use of English whereby the various categories students watched which included soap operas, High School movies and the Nollywood movies posed effects accordingly as discussed above.

Recommendations

The researcher in this report stated that problems of poor spelling of words; sentence construction; and creativity had long existed despite the teachers effort in the teaching of proper sentence construction; giving spelling drills; and exposing students to well selected class readers. In this era when movies are used as supplements to the traditional method of teaching English, teachers need to encourage students to watch carefully selected movies for better spelling of words, development of good sentence construction, and commendable creativity in the use of English.

For proper spelling of words, the teachers of English should advise students to watch soap operas because they yielded more positive results on students. Through soap operas, the type in which Standard English was used, students would get exposed to better users of the Received Pronunciation in terms of spelling of words; sentence construction; and creativity in the use of English.

The students also need to be made aware by their teachers of English of the existence of the various dialects of English there are with emphasis on what is formal and what is informal. That is bound to save students whose favourite movies are the High School movies from falling victims of slang that is typical of such movies. Here, the students also need to be exposed to more Nigerian movies to have them get used to the unique pronunciation of the Nigerians that also affects the way students write. However, despite the negative effects of movies, the movie category of soaps is commended for its more positive effects on the students spelling of words; sentence construction; and creativity in the use of English.

To curb the problem of poor spelling of words; sentence construction; and creativity, the researcher recommends that the teachers of English should censor the movies students are to watch. In addition, students needed to be encouraged to watch soap operas because they yielded more positive effects on students' spellings; sentence construction; and creativity through exposing students to a variety of sentence construction with Standard English.

Teachers of English need to put students to tasks that challenge their creativity. Such tasks could be students writing additional scenes to a movie watched or give general comments about a movie thus taping the students' creativity in the use of English.

Area for further research

The problems of poor spelling of words; sentence construction; and creativity in the use of English, existed even before movies became rampart. However, it is suggested that a research be carried out to assess the effectiveness of the foundation of the English students get in elementary or primary schools in preparation for secondary school English lessons. Reason being that, the teachers of English always put students to tasks that aid them to the attainment of Standard English but the question is why are students always swayed by the informal or slang that comes along with movies as portrayed through the High School and Nollywood movies studied.

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