Ministry of Higher Education and Scientific Research
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The Role of Watching Movies in Enhancing EFL Students' Speaking Skills: Case of Third-year Students at

The University of Ain Temouchent

An Extended Essay Submitted as Partial Fulfillment for the Requirements of a Master's Degree in Didactics

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June, 2023.

Dedications

In the name of Allah, most gracious, most merciful all the praise is due to Allah alone, the sustainer of the entire world. Firstly and foremost, I thank Allah who gave me the strength to finish this modest work.

I dedicate this work to the soul of my father;

the candle of my life, the most wonderful mother ever who encouraged me in every step. My brother "Mustafa" and my sister "Aya",

all members of my family, All my relatives and friends: "Mohamed", "Oussama", "Abdurrahman" and "Abdeallah"

to my coworkers:"Hamza", "Khaled" and "Rahim" for their help and encouragement

Acknowledgments

Special thanks go to my supervisor: Dr FEHAIMA Amaria for her guidance, helpful comments, as well as patience and advice throughout the work. I benefit immensely from her valuable advice and constructive comments.

I also highly appreciate the efforts made by the members of the jury: Dr. Awicha BENABDALLAH and Mr. Boubkeur BENGUERFI who accepted my research paper to be examined and assessed.

I want to thank Dr. HAMZAOUI Chahrazed and Dr. HADI Kheira and Mr. BENGUERFI and all our English Language Department teachers for their aid and encouragement during the University year.

Abstract

The present research work focuses on the study of using movies to enhance students' speaking skills in Belhadj Bouchaib University of Ain Temouchent in Algeria. This study aims to shed light on using movies as authentic audio-visual tool for improving the process of language acquisition in broad terms, and speaking abilities particularly. The aim is to investigate the impact of watching English films on EFL third-year students who desire to boost their oral abilities. In this regard, a quantative and a qualitative approach are employed in order to validate our research hypotheses which claimed that if films are used consistently in the classroom, EFL students' speaking skills will be enhanced. For data collection, two questionnaires were distributed: the first questionnaire was distributed to forty participants from the whole population of third-year English students, and the second one was distributed to six teachersof Oral Expression.The findings of this study will contribute to the understanding of the role of movies in language learning and offer practical recommendations for language teachers who seek to promote speaking proficiency among EFL students. The main findings revealed the significance of using movies in EFL classroom and their positive impact on students' speaking skills; however, there are some obstacles that must be considered, such as time constraints.

List of Abbreviations

AVA: Audio-Visual Aids

CC: Closed Captions

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as second language

GTM: Grammar Translation Method

ICT: Information Communication Technology

SLA: Second Language Acquisition

ZPD: Zone of Proximal Development

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Introductory

Chapter

1.1.   Introduction

The first chapter is an introductory chapter. First, it introduces the study's context and discusses the aim of the study and why the study has been made for, as it tackles the main issues that the researcher noticed. In addition, it generates the research questions and predicts hypotheses. Furthermore, it deals with the definition to the concepts used and the structure of the whole work.

1.2. The Aim of the Study

During the last decade, learning languages has become more important, especially with the rapid development of technology. The learners began seeking for new strategies to acquire the language quickly. They look for modern and enjoyable ways to keep them motivated and entertained at the same time, such as reading books, listening to music, and even watching movies. This final one made a huge impact on students as it is considered a powerful tool to learn a foreign language and enhance students' linguistic competence and learner autonomy. Several studies show the effectiveness of watching movies in order to improve learners' competences. According to Bahrani & Tam films enhance the learning of a language by providing adequate input which is necessary for spoken language learning (2012).

Since students currently spend their leisure time watching foreign language movies, most of them are impacted by the culture itself, and many use movies to improve their pronunciation by hearing others speak. First, learners start to get accustomed to the sounds of the language. Then, it can help them to improve vocabulary and listening skills in particular. Moreover, by watching a lot of content in the target language, it will be more and more natural for students' brains to think in that language at some point. This prompted the study and the attempt to confirm that movies are now a way of learning the language.

Therefore, this study aims to explore the influence of watching foreign language movies on third-year English language students of the University of Ain Teouchent Belhadj Bouchaib who are seeking to improve their skills. The research is also being conducted to study how movies can be an effective tool for English language learning.

1.3. Statement of the Problem

The majority of EFL students strive to communicate as native speakers using their four fundamental skills-speaking, listening, writing, and reading. These skills aid to develop the students' mastery of language. To be more precise, third-year students at the University of Belhadj Bouchaib of Ain Temouchent have been studying the English language for ten years, but they still have a major issue which is they are not proficient enough in it; so they feel anxious and not confident while communicating. For example, they may not fully comprehend the teacher's explanation of the course; and they may be unable to express themselves and write correct paragraphs. These students may have intelligent minds but they do not participate and share their ideas. This issue may arise in almost any course, particularly oral expression when students are exposed to listening and speaking materials. Thus, this study is focused on students who struggle with their linguistic competence and do not even know how to overcome this issue on their own. As a result, we look for the most efficient approach to enhance EFL students' level.

1.4. Research Questions and Hypotheses

Researchers frequently start the research process by developing questions and hypotheses. Questions and hypotheses are important components of any study because they guide the research process and make sure that the research is focused, relevant, and meaningful. In research, questions can help direct the development of a research design and

guarantee that the data gathered is pertinent and significant. The following are the research questions that prompted this investigation:

1. How can learners' speaking skills be developed by watching movies?

2. Does the use of captions and subtitles while watching films help EFL students to promote the learning process?

In our attempt to answer the above questions, we have advanced the following:

1. The use of movies may contribute to develop learners' speaking skill, improve learners' memories by visualizing the words used in dialogues and enriches learners' vocabularies.

2. Using captions or subtitles may aid EFL students to learn more effectively as it helps students' brains to pair what they hear with how it's written, and improves students' literacy rate.

1.5. Definition to Key Concepts

The first key concept is Information and Communication Technology (***ICT***). It is a term that describes a range of technologies used for communication, information processing, and storage. Examples of ICT include computers, Cell phones, software applications, and other digital devices and tools. ICT has transformed the way we communicate, work, and do business, and it has become an essential part of our daily lives.

Audio-visual aids refer to the use of multimedia materials such as videos, images, audio recordings, and presentations to support or enhance the learning experience. They can be used in different educational settings, including classrooms, training sessions, and conferences. Examples of audio-visual aids include: Slideshows, images, and video. Additionally, they are effective in engaging learners and making complex subjects and information easier to

understand. They can also help to cater to the learning preferences of different individuals, such as visual or auditory learners.

Captioned movies are movies or videos that have subtitles or captions displayed on the screen that transcribe the dialogue and/or describe important audio cues, such as sound effects or music. Captioned movies are designed to make video content accessible to those who may have difficulty understanding the spoken language.

1.6. Structure of the Work

The research paper is split into four chapters. The first is a general introduction. The second is theoretical, focusing on identifying interesting concepts related to learning through movies. The third tackles the practical concerns and it is based on a case study. For data gathering, two questionnaires have been used as research methods. Additionally, it highlights the discussion of the findings. The fourth chapter is considered as the concluding chapter of this study as it discusses study's limitations and suggests recommendations and new research perspectives.

1.7. Conclusion

The introductory chapter explores the subject matter which is using movies as a tool in enhancing EFL speaking skills. In this chapter, the researcher observed that the third year students are not proficient enough to talk fluently which lead him to develop this dissertation. This chapter discusses the research's objective and the reasons why it was initially developed. Additionally, it develops research questions and predicts hypotheses to those concerns. It also covers the definition to the key terms used and the general structure of the work.

CHAPTER TWO: Watching Movies with Subtitles and Captions

2.1   Introduction

Nowadays, it has been remarked that technology is playing a major role in the learning process in general and in learning foreign languages in particular. Acquiring a second language is one of the most cognitively difficult endeavors an individual could encounter in his lifetime so conventional teaching strategies are needed which help students to enhance their linguistic competence and learner autonomy.

Using movies as one such strategy can improve the teaching of English to second/foreign language learners. It is known that to learn any foreign language, the learner should be exposed to the target language; so EFL teachers should bring native speakers into the classroom through technological materials. Using movies as an educational material can be very beneficial for students as it is part of their daily life, aids them to feel comfortable, and remove obstacles that can hinder the learning process.

2.2   An Overview of English Language Teaching

The teaching of English (ELT) is a progressive field in which methodological innovations can often be observed. So many traditional methods and techniques have been used for many years, but only four of them have had a significant impact on the history of language teaching.

The Grammar Translation Method (GTM), also known as The Classical Method, is still one of the famous methods of foreign language teaching. At first, it was used to teach languages and literature such as Greek in the nineteenth century. It is based on a teacher-centered environment that is giving pupils texts to translate, grammar rules to obey mechanistically, and wordlists for rote learning of vocabulary. The teacher has the entire control of the teaching process and is the only source of knowledge. Whereas, the student's role is completely passive; they just receive the rules of the language and memorize them

(Davies and Pearse, 2008). In this model, teachers introduce language structures, practice them in the form of oral or written exercises, and use them in less controlled speaking or writing by students.

The purpose of the grammar-translation method was to help students read and understand foreign language literature (Larsen-Freeman, 2000). A major role of this method is translating one language into the other with this method, the student learns primarily by translating to and from the target language. Although this model helps students master grammatical rules, students cannot properly use these rules in communication. Thus, it got disadvantages that prevent students from enhancing their speaking skills students try to do everything by translating.

After the GMT method, a new model emerged as an opposing view to the previous one which is called the Direct Method. It is also known as the Natural Method that first appeared to overcome the limitations of GMT. The teacher's role was considered to be active; he encourages his students to speak, organizes practices, and corrects their mistakes. Students on their part, listen, imitate, and participate. Students' native language is not allowed and the meaning can be conveyed through showing, drawing, miming, and demonstrating things (Davies and Pearse, 2008).

Its primary focus is on oral skills and it is taught through repetitive drilling, while Grammar is taught inductively and students learn it through the teacher's presentation. Although this approach makes teaching English easier and more pleasant and helps students to improve their speaking skills, it has cons. Below-average students face challenges to grasp things and try to keep up with the teacher. Furthermore, it focuses on oral practice that other abilities like reading and writing are quite ignored. It's an expensive method as the teacher needs to use some aids in his/her session.

Chapter Two: Watching Movies with Subtitles and Captions

To move further, the Audio-Lingual Method, also known as the Army Method, is a teaching theory based on behaviorism, a learning theory influenced by Skinner, that correct behavior is rewarded by positive feedback while making mistakes receive punishment depending on students' performance levels in-class activities. It emerged during World War II when it was needed for armies to acquire foreign languages quickly and easily, in other words, to understand and speak the language of their allies. The Audio-Lingual Method uses drills that are repeated, dialogues that students memorize, and repetition to help students improve their communication skills. In this method, the teacher has a major role in the class, he is a mediator. His role is to invigorate the classroom and motivate students to do tasks.

On the other hand, students are active recipients; all are required to participate in the planned exercises. The Audio-Lingual method boosts learners' speaking and listening skills. Furthermore, it made language learning accessible to a large of ordinary learners. However, this method has some limitations as well. There's no creativity, students repeat and memorize what they don't understand, and boredom is caused by endless patterns. Besides, its focus is on language form, not on meaning. During the learning process, the students got a passive role as it is a teacher, center, and mechanical.

In the 1980s, in response to a growing need for a language instruction program that allowed learners to use a second language in real-life situations, Communicative language teaching (CLT) emerged. CLT is an approach to teaching a foreign language that focuses on learners' interaction to use the target language (English) in real-life situations in which students speak and engage in conversation for most of the classroom using English. Its ultimate goal is to prepare students to be confident and comfortable while they communicate in different real-life scenarios. The teacher serves as a facilitator and adviser in this learner-centered approach. The teacher creates a lesson plan and uses it in the classroom to give learners opportunities to communicate and interact in English.

On the other hand, the learners are in charge of negotiating the meaning of their communication. Role-play, information gap, and Opinion-sharing activities are excellent examples of CLT activities in the classroom. The communicative approach aims to localize, personalize, and adapt language to students' interests. Learners always retain information more readily when it is meaningful. It employs a holistic strategy. It's not limited to the traditional structural syllabus. It is considered the best solution for improving and boosting the communicative competence of learners. Furthermore, CLT fuels the classroom with energy and motivation.

However, this approach has some limitations. It doesn't give enough consideration to how teaching and learning are carried out in their context. Another drawback is that this approach focuses on fluency rather than accuracy. Therefore, may produce sentences that are illogical or grammatically incorrect. As a result of the growing popularity of the communicative approach and its principles, EFL teachers are encouraged to incorporate, in one form or another, materials that emphasize meaning rather than form, so that students can acquire the language unconsciously.

2.3 Some Theories of Language Learning

To put it simply, theories of learning are concepts regarding how learners acquire knowledge and retain it. These concepts offer various frameworks that instructors can use to adjust to the various learning styles and academic requirements of their learners. Here are some major learning theories:

➢ **Vygotsky's Theory of Learning**

At the beginning of the twentieth century, psychologist Lev Vygotsky developed the so-called sociocultural theory of cognitive development. Vygotsky claimed that social interaction plays a critical role in cognition development and that children's cognitive development is boosted by socializing with others, especially those who are more competent. According to the sociocultural perspective, people in our lives who serve as mentors, such as teachers and parents, influence our psychological growth. Moreover, cultural values and attitudes have an impact on how individuals learn.

Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (Intrapsychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57).

A crucial concept in sociocultural theory is the Zone of Proximal Development (ZPD). It describes the differences between what a learner can perform independently and what they're able to achieve with the assistance and guidance of a competent partner. ZPD emphasizes Vygotsky's belief that social effects, particularly receiving instructions from others, have a significant impact on children's cognitive development. For a given task, Children who are in the ZPD can almost complete an assignment autonomously. However,

they   still   require   assistance   to   complete   the   assignment   successfully.
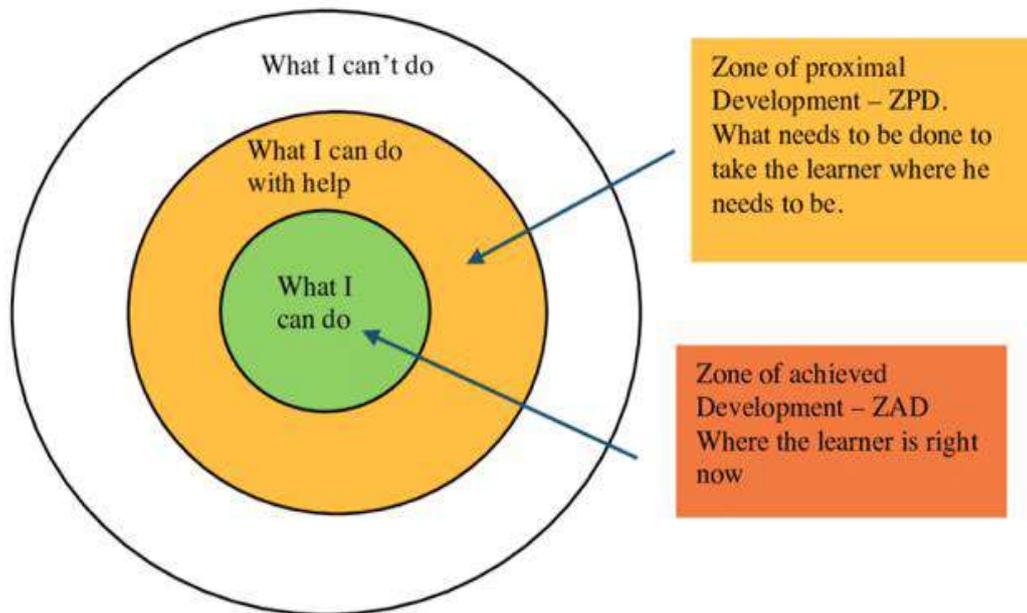
FigureII.1: Zone of Proximal Development

Learners can accomplish tasks with guidance in the second circle, which represents the ZPD. However, they cannot do so independently.

➢ **The Natural Order Hypothesis**

The third hypothesis is the Natural Order Hypothesis. This hypothesis believes that learners of a second language acquire structural elements in a predictable sequence regardless of the order of presentation. "What is learned early in one language is learned early by others." (Lightbrown and Spada (2006); That is, some structures will be learned before others. For instance, some children, in learning ESL, would learn the present tense earlier than the past tense, and learn structure like the progressive marker 'ing' (He is playing right now) and the plural marker /s/ (Three fingers) are among the first structure acquired. While the possessive /s/ (Rayan's car, Ahmed's flat) are fairly late acquired, etc.

When the used framework is not fully mastered, students make mistakes or developmental errors. Still, Students can adjust their production using the skills they have

acquired; therefore, correcting errors. During the acquisition process, mistakes will probably occur, particularly when dealing with the late structure. So, the best strategy to correct learners' errors is to provide them with more content that has the structure in question.

➢ Krashen's Monitor Theory

Stephen D. Krashenis an American linguist Stephen Krashen (University of Southern California) is a linguistics specialist who focuses on theories of language development and acquisition. His most recent studies have primarily concentrated on the study of bilingual and non-English language learning. He has written and published well over 100 books and papers since 1980 and has been asked to give more than 300 speeches at colleges across the United States and Canada. This theory demonstrates how using movies in the classroom can help students to learn a foreign language. Stephen Krashen developed the monitor theory in 1982; it was one of the most influential theories of second language acquisition and development. His theory of second language acquisition is based on five main hypotheses:

➢ The Acquisition-Learning Hypothesis

This hypothesis is the most fundamental of Krashen's five hypotheses and the most popular among linguists and language teachers. According to Krashen, There are two distinct approaches to learning a language: acquisition and learning. The acquisition is a subconscious process that appears to be a natural process of languages as a child through natural communication. Whereas, learning is a conscious process in which learners intentionally try to learn a foreign or second language. According to Krashen 'learning' is less important than 'acquisition'.

In our case, EFL students were exposed to acquiring grammar knowledge in a direct and tedious manner for seven years before and at the university level. Krashen (1982) has claimed that "language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill" (cited in Schütz, 2017, nd). English language through the use of

movies can be a source of acquiring this language because while watching the movie, learners are not conscious of the form of the language. Students who acquire language through movies will be able to produce acceptable grammar and a great number of vocabularies as the case of children (Lialikhova, 2014). EFL learners are exposed to the English language from native speakers; whereas, the direct use of grammar rules is removed.

➤ **The Affective Filter Hypothesis**

This hypothesis states that some such character traits, such as self-confidence and motivation determine success. Those variables can impede the process of input. Nevertheless, Learners with low self-confidence, low motivation, and high anxiety perform poorly in SLA. The filter, or mental block, is low with the former group and high with the latter. If these variables are at a high level, learners are more likely prepared and in better conditions for the success of language acquisition. However, if they are at a low level, students will face difficulties and challenges in the learning process. Rebecca Oxford (1996) argues that the affective side of the learner is probably one of the biggest influences on language learning success or failure.

Learners who are anxious, nervous, or bored may not have the opportunity to acquire a language since when children learn their first language, they typically are driven, enthusiastic, and interested in everything that is going on in their environment. As a result, EFL teachers should offer a new teaching environment of the target language, such as watching movies; so that students feel motivated and excited to acquire the target language from native speakers in a real-world setting, similar to how children learn a language. The use of movie adaptations in the classroom will allow EFL students to experience a new acquisition of the English language. As a result, learners' obstacles will be removed and their motivation will increase.

➢ Constructivism Learning Theory

Constructivism represents one of the most important ideas in education. This theory is a continuation of behaviorism's transition to cognitivism. It is an approach that states that students actively construct their knowledge rather than simply absorbing information passively and students' experiences as learners shape reality. To put it another way, students learn by combining additional information with their existing knowledge. The second approach is that learning is an active process in contrast to a passive one. Students deal with their comprehension in light of the new learning environment they are in. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment; they can modify knowledge (Phillips, 1995)

In a constructivist classroom, instead of teaching from textbooks, instructors place more emphasis on learning through activity. The teacher will use active strategies such as support group work and the use of peers as resources, encouraging students to generate their own questions and try to comprehend the students' assumptions. Teachers must establish a positive environment for their students to learn that focuses on communication and interaction. Students should use interactive actions to concentrate on a cooperative learning based on prior knowledge and experiences. In this manner, students can continue to enhance their cognitive skills. Instructors can guide students in developing positive attitudes and habits in the learning process. The entire constructivism teaching theory framework, which consists of all these concepts, makes a significant contribution to teaching-learning theory.

Teaching with constructivism has some benefits. Students in a constructivist classroom frequently work in groups. This allows them to promote their social and communication skills, support one another's learning, and value one another's opinions and feedback. .

Students learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Furthermore, Students that learn best in a hands-on setting will benefit from this teaching approach, which also makes it easier for them to apply what they are learning in class to their daily life. However, this approach has got some limitations. It can actually cause students to become confused and frustrated because they may lack the ability to establish connections and abstracts between the information they already know and what they are learning for themselves. Both the educator and the learner must make extensive preparations. Also, it does eliminate traditional grading and instead emphasizes individuals assessing their own performance, which could result in learners falling behind.

2.4 Information and Communication Technology (ICT)

One of the marvelous gifts of modern science and technology that has significantly altered libraries is the emergence of information and communication technology. ICT involves all the communication technologies, including internet, computers, phones, and other services that allow people to connect and obtain a wide range of information.

ICT in education provides several advantages and benefits that tackle problems in the educational sector. It promotes students' motivation, leading them to become more engaged and interested in the subjects they are studying. The use of materials such as films and games increases the interest of traditional subjects. In addition, it simplifies information sharing. For example, sharing lesson among teachers simplifies the process to keep up an excellent level of teaching. ICT materials encourage everyone in the classroom to take initiative and expand their imagination. Moreover, Information Communication technology reduces the burden on teachers. For instance, prints materials used in class, reducing the time and effort of writing on the board

Thus, the value of information communication technology depends on the quality of the information being transmitted. It can be incredibly helpful when it's used for knowledge access or to teach people. It can occasionally be beneficial for expanding options and getting feedback. Instructors may assist their lessons with the presentation of multiple media tools in the classroom using ICTs means to enhance student' understanding.

2.5.   The Use of Multimedia

Multimedia is one of the most widely known teaching materials that are supported by the use of ICTs. The need for multimedia content has grown as the internet has developed. It has a wide range of applications, from entertainment to education. For this cause, Instructors should motivate their learners by using multimedia to connect the learning process to the learners' lives.

Multimedia is defined as the way data is presented in an appealing and interactive manner through the use of a combination of written content, graphic, and video and any other media that allows for the digital expression, collecting, sharing, and processing of any kind of information. In simple words, the term multimedia or multimedia learning has been referred to a set of media formats that can be used in the classroom as a part of teaching and learning process in order to present, explain and clarify specific information. Examples include Zoom, Yahoo Messenger, Google Drive, email.

Multimedia is frequently used to develop students' learning materials and to guarantee their comprehensive understanding of diverse topics. Mayer (2014) states that, "multimedia learning is learning from words and pictures. The rationale for studying multimedia learning is that people learn deeply from words and pictures than from words alone" (p. 1). According to the expert, multimedia learning should be based on the way the human mind functions. He believed that the verbal and visual systems in the human mind each process information in

two different ways. If the presentation includes only verbal material, the possible support of the visual material will be neglected and eliminated. In contrast, combining these systems will require the full potential of a human for information processing i.e. complete comprehension on the side of the students. Movies with high-quality images can be shown in the classroom using multimedia and technology to grasp real - world scenarios.

2.5.1 The Pros of Multimedia Language Classrooms

According to Gilakjani (2012), Dong &Li (2011), and Pun (2013), there are numerous benefits to using multimedia in EFL classrooms for both teachers and students. Here is a list of some of them (cited in Grzeszczyk, 2016, p. 127-130):

- Students will improve their listening skills, and receive information-sharing opportunity where learners interact willingly, helping each other to acquire language more quickly and effectively

- It creates perfect atmosphere, encouraging the students taking part in group discussions and debates, thus, there are more opportunities for communication among students and between teachers and students

- Multimedia environment makes learners realize that the foreign language environment of the target language is a multifaceted and vibrant exactly as their own surrounding.

- It will help students gain the knowledge unconsciously about linguistic factors, such as the customs and cultural background of the target language

- Through the multimedia teaching, students' eyes are looking, ears are listening, mouths are speaking, hands are writing, and brains are keeping in mind; so that, it will greatly improve their passion for learning.

- Students will improve their listening skills, and receive information-sharing opportunity where learners interact willingly, helping each other to acquire language more quickly and effectively.

- Multimedia environment creates harmonious environment among the four fields, namely: listening, speaking, reading, and writing.

- It has an effect on a deeper remembering of knowledge presented in an attractive way.

- It spurs student's initiative, uses class time effectively, and provides more information to the students

- It makes the environment moves from teacher-centered approach to learner-centered approach

- Multimedia technology rises positive attitude among students and influences their communication skills in learning the language

2.6. Movies as Educational Material

Although there are a variety of educational tools available for EFL teachers to use in the classroom, not all of them are useful. Critics claim that movies are waste of classroom time and others view it as a form of entertainment rather than a teaching tool. Nonetheless, film adaptations can provide authenticity, diversity, reality, and adaptability to EFL classrooms.

The use of movies in the classroom may be the most effective way of exposing EFL learners to the target language. Native speakers will assist them in learning the natural and authentic English language. Sinclair (1997) argued that "teachers should present real examples only… language cannot be invented; it can be only captured" (cited in Hall, 2011 p. 192). Speaking with native speakers can aid learners to improve their language skills by exposing them to native accents, proper pronunciations, and new idiomatic expressions.

In addition, film helps visual learners, the ones who depend on their sense of sight. These learners frequently watch movies and use other visuals to grasp fresh stuff. With visuals such as movies, education is always appreciated by academics in the disciplines of management and social sciences, and it is stated that it has a high potential for success (Pandey, 2012; Smith, 2009; Van Gelderen&Verduyn, 2003). Visual also could students to be more focused on specific details and get their attention. Consequently, using movies in the classroom could aid learners to comprehend the subject.

In the classroom, films can help learners in a wide range of ways to develop their linguistic competence. Many studies have found that watching a movie helps increase memory, imagination and creativity, help learners to get motivation, assist students with distinct and unique learning styles, creates awareness, etc.

2.6.1 Movies and Speaking Skills

The development of the learners' language skills, particularly when it comes to speaking skills, is a challenge for many English as second language (ESL) instructors who are not native English speakers. Speaking abilities are crucial. In general, individuals interact with each other more. The major element of interaction is definitely oral expression. For many second language learners, speaking English fluently is their primary concern. Speaking is one of our most fundamental abilities, but since we do it so frequently, we don't always check how

it's done. However, having a basic discussion is not always easy, especially when speaking a foreign language. (Bailey, 2005)

It is feasible to employ English-language movies as credible resources to foster learners' self-confidence and improve their communicative abilities. Movies have audiovisual features that allow viewers to hear and observe the right words and sentences that are pronounced in real-time time. This allows viewers to learn how to pronounce the words and phrases and to practice doing so while speaking to others. English movies can assist learners to become more competent by noting the actors' and actresses' accents and the way they speak and interact. For example, by imitating the character in the movie.

In addition, learners might pick up knowledge about culture, art, etc. Movies can assist students' interactions and communication by creating scenarios and situations where students can get out of their comfort zone and speak without being anxious. Hearing native speakers' talk in films has a huge impact on the learners as it will boost their fluency by acquiring how to connect words and where to use intonation on specific phrases and words.

2.6.2 Movies and Listening Skills

People need to master the four linguistic competences of listening, speaking, reading, and writing in order to be fluent in that language. Listening is the first stage in this procedure. In the beginning, listening is properly presented and taught so that students can develop their English proficiency and reach their learning goals. In addition to listening, the first language skill to be learned, it is also the one that is most frequently employed in both the classroom and in everyday life. Listening ability is essential for the growth of other linguistic skills in a language classroom. Students must pay during lectures and class discussions in order to comprehend and memorize the material for subsequent recall.

Most studies demonstrated that watching English-language films can enhance both listening and speaking skills. By watching films, learners are exposed to a wide variety of words and the real context of the language that they are unable to obtain from classroom instruction. Also, they will listen for the proper accent, tone, and pronunciation as well as practical expressions. Learners might capture their idols or favorite actors or actresses. They can imitate the characters' pronunciations by listening, learning from them, and doing so themselves. Students are required to have the ability to understand spoken language and to strengthen their listening comprehension abilities.

The justifications above are aligned with Martin's views (undated). She asserts that watching films can help students with their listening abilities, regardless of whether they are acquiring English as a second language or simply wish to increase their capacity for hearing, concentration, and comprehension. Additionally, she claims that using films helps kids develop their listening skills since they are drawn into the plot of the movie, which presents speech and plot in a hypothetical real-life scenario in both visual and audio form, using genuine feelings, vocabulary, tone, and idioms, which can occasionally get missed in a classroom setting.

2.6.3 Movies and Writing Skills

Writing is one of the fundamental communication skills in language teaching. According to Baratta & Jones (2008), "the integration of movies in the EFL/ESL classes can also improve the students' academic writing skills" (cited in Kabooha, 2016, p. 249). Since students may witness how each word is pronounced by actors who are English native speakers, some EFL instructors and lecturers use English movies to teach writing skills. Writing a short paragraph before the movie is one strategy that may help students with their writing. Students will write down their predictions, for instance, two or three potential interpretations of the movie's plot based on its title. Their teacher will instruct them on using

all of the writing steps (brainstorming, questioning, sketching, free writing, data gathering, drafting, and revising).

Another task can be fulfilled after watching the film. Firstly, a film review should include some background information about the movie, and then should start to assess it. This may include the student's subjective impression of how the film looks, feels, and sounds. In other words, what immediately comes to mind for the student when he contemplates this particular movie? Also, it could be a review where the learner draws compares, and contrasts between a book and a movie. As well, students can suggest a different ending to the film which can boost their creativity, too. Another option is to write a letter to a movie character.

2.6.4 Movies and Reading Skills

One of the language skills that should be taken into account is reading. The purpose of reading is to convey information to the reader. Several researchers have found that movies used in EFL classes can play a significant role in the curriculum. The use of the audio and visual elements in the movie helps individuals better comprehend the information that is presented in the subtitles. Reading allows students to retain knowledge, relate it to what they already know, and comprehend what they acquire from visualizing through watching films. Reading a complete book can be boring and tedious, as experience has shown, whereas students may find an audio-visual experience to be more enjoyable and interesting. As a result, English teachers should use movies to engage learners in the process of learning.

When visualizing or reading images, people are engaging in both an active and creative process and draw on our general and specific knowledge, our tastes and habits and our personal contexts to make what we see, and to make sense of it' (Schirato & Webb, 2004).The visualizing procedure is essential for improving comprehension of details in reading. When

reading, readers visualize the pictures to involve themselves in rich detail. According to Pezdek, Lehrer, & Simon, Using movie clips can improve recall and comprehension when reading and reading (1984).

2.6.5 Movies and Motivation

Human behavior is influenced by motivation, which serves as a driving force. It determines how intensely or readily someone is willing to engage in specific activities in order to accomplish objectives. Motivation is derived from the Latin term move, which indicates to move. It is an internal process whose fundamental characteristic is purposeful, consistent goal-directed action. Hence, motivation is a process that begins with a physiological or psychological need or lack that ignites a behavior or desire that is intended to accomplish an objective or get a reward.

The use of movies as teaching material is closely related to students' engagement. According to Mortensen (2017), "Film additionally caters to students' emotions and feelings and depending on the repertoire of experience they each have, they will be able to engage in and relate to the plot at some level" (p. 7). This is because it frequently deals with topics that everyone has experienced before in their daily life. Students will discuss their experiences that are either similar to or different from the circumstances shown in the movie, which can lead to a highly productive debate in the classroom. Even those students who may not have experienced this situation will participate in the discussion since they can imagine it.

Furthermore, the majority of EFL learners fear using the target language in front of their classmates and teachers. As a result, we will do our best to encourage all students to communicate more than the traditional way by using movies in the classroom. Ruusunen (2011) has asserted "using movies can be an entertaining and motivating tool also for students with different skill level" (p. 13). First, it may spark a debate about the events of the film

itself. When they have all seen the films, all of the students may be motivated to take part in the discussion. Also, they may all engage if a few of them or all of them had various perceptions of the movie scenes, which would allow for discussion and opportunity for listening and asking questions.

Both teachers and students will benefit from this animated classroom environment. Gonzalez et al. (2015) declared that "teaching with movies triggers that disclose emotions allows questions, expectations, and dilemmas to arise for both learner and teacher". That is, by watching films, many points can be debated, and students will all unintentionally attempt to use the language that they have managed to learn. They will put this language to practice in order to remember it. As a result, the instructor will perform his duties properly, identify their areas of weakness, and occasionally point out and correct their errors.

2.6.6 Movies and Vocabulary

Many research investigations have shown how vocabulary affects linguistic competence such as reading, writing, speaking, and listening. It refers to the word required for efficient communication. It refers to the understanding of words, including their form, use, meanings, and relationships to other words. It is a key component of literacy instruction. It is defined as the set and collection of words that a specific person is familiar with and uses. Focusing on vocabulary can help you gain knowledge and abilities in a variety of language and literacy-related areas.

When it comes to vocabulary acquisition, the manner in which it is presented is crucial in this process. The researcher Lialikhova has looked into how watching films affects vocabulary acquisition. He has discovered that watching seventy (70) movies can lead to a significant growth in vocabulary, which is calculated to be one movie per week over a period of a year. Teachers can devote one or two sessions per week to watching movies with

sufficient practice, even a beginner student may be able to acquire a great amount of vocabulary despite his or her previous linguistic experience (Ruusenun, 2011).

In fact, using movies in EFL classes can promote vocabulary development in a variety of ways, depending on the teacher's goals and the needs of the students. For example, when students have a limited vocabulary lexicon, movies can be used as a source of vocabulary acquisition. Then, they can be practiced as tasks like word lists or gap-fill exercises from particular movie scenes. If students succeed in acquiring the requisite vocabulary, films will be shown to them in order to demonstrate to them how words are used by native speakers in various settings, such as avaricious instead of excessively greedy.

Overall, by establishing a natural scenario for language acquisition, the primary focus will be on how to communicate and how words are set up by native speakers, which phrases are frequently used, how the same words with multiple interpretations are used in various contexts, and all of these competences will be improved.

2.6.7 Movies and Comprehension

Adapting a film in EFL lessons can be a beneficial source in terms of the facility. Björk & Eschenbach (2014) stated that "imagination builds on something known; it is possible to imagine something completely unknown" (cited in Mortensen, 2017, p. 8). The primary aspect is that it smooths the transition from abstract learning to situations that are more concrete. The film examines some problems we face in our daily lives or that students may have encountered previously, allowing them to imagine themselves in these situations.

The fact that movies give viewers both auditory and visual aids can help students comprehend the material being presented. Overall, movies help learners by providing visual reinforcement for the verbal message, which can significantly improve the learners' understanding.

2.7. Considerations When Watching Movies

Although it is not required to view the use of movies in the classroom as the primary method of instruction, it may be a useful tool that teachers occasionally apply to aid students in learning the English language in general and new vocabulary in particular, especially if they will benefit from all of the previously mentioned learning abilities. Without a doubt, using movies as a teaching tool for foreign languages is incredibly beneficial. Yet, there are a number of things the teacher should take into account before and after using movies.

➢ **How To Select Films**

Stoller (1988), and Allan (1985) provided instructors with some tools to aid in their selection of the most appropriate films so that students could fully benefit from them. (cited in Ruusenun, 2011):

- Teachers need to take into account how effectively the movie will assist learners fulfill the outcomes

- Instructors must consider the movie's attraction to and suitability for students, social ethics, copyright issues, expense, and accessibility.

- It's beneficial if the instructor can present intelligible, stand-alone movie segments.

- The students' preferences for the genres of movies should be taken into account.

- The duration of films must be considered while planning lesson plans for the classroom, taking into account activities for before and after viewing time tasks

- To make post-film preparation easier, the instructor should predict what the students will take away from the movie.

- The instructor should watch the content both with and without sound to make sure that the verbal and visual messages are functionally complementary.

- Every movie can be used for a different kind of activity, so the educator should choose the film in accordance with the assignments that must be accomplished.

- There should be sufficient visual help for intermediate students. Less visual support, however, may present a bigger comprehension barrier for students who are more advanced.

- The rapid and vague accents should be avoided for intermediate students, they can be difficult to simulate for more advanced learners

- The comprehension level of students should be linked to the comprehensibility of movies. As a result, teachers will not have to exert as much effort to convey concepts to learners.

- The selected films ought to be connected to the curriculum in a variety of ways, including language components (such acquiring vocabulary).In this manner, the student will retain the prior knowledge acquired by seeing films about a particular subject.

➢ **Extension Activities**

Depending on what the instructor intends to educate his students, several activities are used to profit from the film, because various concepts can be delivered using the same video:

- Have learners write a play or a short story.

- Split the students into several groups, providing each group a theme to track and explore potential interpretations. The entire class should then discuss their suggestions.

- Following a scene or sequence of scenes where a lot happens, stop the film and encourage your students to summarize what they just have seen in writing, merely ask them to list the important points in bullet form.

- Give your students the opportunity to play the role of a sportscaster in a film as a fun speaking exercise. Select an action scene to demonstrate in class, then turn off the television .Put your students in pairs and tell one to narrate to the other. Play the scene silently and ask your student to explain what is going on the screen to his buddy or the rest of the class.

- My Favorite Genre: explain to students what a 'genre' means in film terms. This can be a fun classroom warmer to encourage students to take part, such as providing them with post-it notes

- Comprehension questions are an excellent technique to ensure that your students have understood any information they have been exposed to in classroom. Start by asking some observations-based questions. Specifics of what the students were expected to see and hear. After that, ask interpretive questions.

➢ **Captions**

Captions, which are identified by the (CC) icon, were first introduced in the early 1970s to assist hard-of-hearing Audiences; by the 1980s, they had become a legal necessity for network TV in the USA. Captions are a text version of the dialog portion of a TV or film. Instead of being translated into another language, they are written in the language of the medium. Captions assist in compensating for poor sound quality or when a viewer is watching in a noisy environment. It also allows visibility in search engines.

Captions could be open or closed. The closed caption can be enabled or disabled with the press of a button. This particular caption has several advantages. It is simple to modify, delete, and re-upload as necessary. The viewer has the ability to turn them on and off. Moreover, it provides a variety of viewing options. Yet, the media player must support closed caption files in order for the captions to function.

On the other hand, open captions, also known as hard-coded captions, are an essential part of the video and cannot be disabled. It has got many pros. First, Viewers don't have to figure out how to activate them and can't accidentally turn them off. Users don't have to be concerned about remembering to keep track of the different film and caption files because open captions are permanently displayed. Also, Users can style the captions in a particular or inventive way in advance. However, Open captions cannot be turned off for viewers who don't want or find them distracting because they are immediately linked to the video.

➢ **Subtitles**

Subtitles are a text translation of the movie's original language that appears on the screen; connected to a time code that corresponds to a specific moment in the film. They are best known for their ability to convert a spoken dialogue of films or television shows into written text. Subtitles are an effective tool for assisting non-native speakers in understanding course content and basic themes. Students who subtitle films connect more, which fosters empathy, an appreciation of cultural variety, and teamwork. According to Zanon (2006, cited in Faqe, 2017), there are three types of movie subtitles:

- Bimodal subtitling: English dialogues to English subtitles.

- Standard subtitling: English dialogues in learners' mother tongue language.

- Reversed subtitling: The dialogues are form the learners' mother tongue language to English subtitles

The first form of subtitles—bimodal subtitling—is what we are concerned with in our case of adapting captioned movies for EFL students. Due to the fact that the second and third categories cannot assist them in learning the language but can instead motivate them to use their mother tongue in class.

➢ For Whom Are Subtitles Used?

The use of films in EFL courses has been thoroughly explored in a variety of studies. According to Lialikhova's (2014) investigation, using subtitles is more beneficial compared to not employing them. He mentioned that while dealing with the case of pre- and intermediate-level English language learners can be a fantastic strategy and very beneficial for them, it might be a concern for the more advanced level. Students will be drawn to subtitles unconsciously instead of visual aid, even if subtitles are not required for comprehension for these students.

On the opposing side, Bairstow (2011) and Koolstra et al. (2002) have emphasized that advanced learners who are proficient in their listening comprehension, are not required to use subtitles since they may occasionally affect the comprehension of the entire movie. Advanced learners like to match native speakers. They also tend to pay close attention to all the small details in movie scenes, such as the actors' gestures and facial emotions.

➢ Subtitles VS Closed Captions

Some individuals frequently refer to closed captions and subtitles interchangeably, yet there's a significant distinction. The text equivalents of the audio being used in the movie can be found in both closed captions and subtitles. Closed captions are mainly used for deaf people and those who have hearing problems. CC provides a clearer explanation of what's being shown on-screen, includes the necessary background sound descriptions, such as speaker differentiation and sound effects.

Subtitles, on the other hand, are intended for viewers who can hear but do not comprehend the language used in the movie. They can provide an accurate translation of the dialogue into another language. For instance, An American person, who speaks only the English language, can easily watch a Spanish movie with English subtitles.

2.8. Conclusion

This chapter explores the benefits of using films in the classroom and how they can help EFL learners in a variety of ways while learning a foreign language. Moreover, the value of including English subtitles in these films to make the process easier for beginner foreign language students who are not proficient in the target language, and the role of watching movies in enhancing students' language skills. Finally, this chapter includes some practical instructions for EFL teachers that will benefit both teachers and students to make the classroom environment more motivating, exciting, and interesting.

Chapter Three: Data Collection, Analysis and Interpretation

3.1   Introduction

The preceding chapter discusses the theoretical aspects of the current study. This chapter represents the work practical part; it intends to reflect on the data collected, and also provides an analysis and details of the research methodology that underlies it. First, it lists the sample population, mainly contains Belhadj Bouchaib University third-year EFL students' primary data gathering instruments, a survey was conducted to students and teachers. Consequently, the data gathered will be used to test our hypotheses.

3.2. Data Collection Part

This section explains how data is gathered, including the methods used in the investigation. Additionally, it discusses the sample, how it was chosen and the research instruments and tools that have been used in this study.

3.2. 1. Research Design

Research design is the overall plan or strategy that the researcher uses to answer his/her research questions or hypotheses. It outlines the methods and procedures that he/she will use to collect and analyze data. A good research design is essential to ensure that the researcher's study is valid and reliable, and that the results are accurate and meaningful. The research design can vary depending on the type of study he/she is conducting, such as a survey, experiment, case study, or observational study.

Cavaye (1996) referred to case study as case research and as well argued that there is absence of generally acceptable definition of case research, but it is acceptable to give detailed description of case study via the provision of the attributes, advantages and limitations. Hence, the current study of the role of watching movies in enhancing students' speaking skills intends to find out how watching English films affects third-year English

language learners at the University of Ain-Teouchent Belhadj Bouchaib who seek to improve their language skills. A descriptive research design has been used in the study to collect the essential information regarding the phenomena.

Investigators employ a variety of methods to gather results when evaluating hypotheses and analyzing data. Research methods are processes used to gather data. The researcher must properly relate the different kinds of analysis to the relevant data gathered from the research instruments used in this study. There are two main methods that the researchers often use in their study:

3.2.1.1. Qualitative Method

Qualitative methods are research techniques that involve the collection and analysis of non-numerical data. These methods are used to explore and understand a variety of phenomena, such as experiences, beliefs, perceptions, and meanings. This type of analysis aims to investigate, analyze, and acquire knowledge. These facts "may take the form of verbatim descriptions, interviews, written responses, or unstructured observations" (Weir and Roberts, 1994:159).

In research, qualitative methods are often used to generate hypotheses, explore new topics, and provide depth and richness to our understanding of complex social phenomena. Qualitative methods provide a flexible and exploratory approach to research, and they are particularly useful when dealing with complex or sensitive topics where numerical data may not be sufficient to capture the nuances of the phenomenon being studied.

3.2.1.2. Quantitative Method

Quantitative methods are research techniques that involve the collection and analysis of numerical data. These methods are used to measure and quantify a variety of phenomena, such as attitudes, behaviors, opinions, and trends. Examples of quantitative methods include surveys, experiments, statistical analysis, and mathematical modeling. In research, quantitative methods are often used to test hypotheses, make predictions, and determine the relationships between variables. Quantitative methods provide a rigorous and systematic approach to research, and they are particularly useful when dealing with large or complex datasets. Its main purpose is to measure informants' responses so that their language capabilities and objectives may be estimated.

The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Lee, as cited in Slevitch, 2011).

The methods that are used in this study are the quantative and the qualitative methods to test our hypothesises, and to measure large number of learners' opinion and attitudes towards the effectiveness of watching movies. Two surveys are used: One was handed to teachers, and the other one was handed to students.

3.2.2. Research Instrumentation

According to Edekin (2012), research instruments are procedures that researchers are using to attain certain aims when conducting a research study. In other respects, research instruments are intended skills that allow in the gathering of data for analyses and the evaluation of elements. The methods employed for gathering data by researchers are

determined by the nature of the chosen topic. In this regard, we prefer to use procedures associated to the research question in order to ascertain and achieve specific goals.

Thus, we have chosen the descriptive method to confirm our hypotheses. In this experiment-based extended essay, the main research tool is the questionnaire. According to Copland, Garton and Richards (2010), "a questionnaire is an instrument designed to gather information by means of analyzing responses to a number of questions". Surveys take various forms based on their purpose. It could include both closed-ended or open-ended questions, and mixed questions. In fact, two questionnaires were employed. One was administrated to the teachers, and the other one was designed to the learners.

3.2.3 Sample Population

Because the researchers can still examine the entire population, it is critical to select an appropriate sample, also known as a "sample survey" with a large number of responses. As a result, the researchers must hand-select appropriate participants based on particular characteristics and qualities that they ought to possess, or else rely on the research design. A sample is a part of a population that is representative of the whole. A sample is the group of people on whom the researcher will conduct research. The sample size is indeed smaller than the total population size. Peck and Roxy, et al agrees on (2008) who note that "In statistics and quantitative research methodology, a sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure". (p.8)

The current study's population comprises of third-year English language students from the department of letters and English language at Belhadj Bouchaib University in Ain-Temouchent.

3.2.3.1 Students' Profile

The informants involved in this study are university teachers of English as well as third-year license university students. This research work focuses on teaching English through movies to third year license students in the Department of Letters and English language in BBUAT. Most of them obtained their baccalaureate from literary and foreign language streams. The total number of the students of L3 is One hundred ten students. There are more females than males that the females' number is (61) students, whereas the males' number is (49) students.

3.2.3.2 Teachers' Profile

The majority of the teachers of the Department of Letters and English Language in the University of Ain-Temouchent are in charge of various modules. The teaching experience of the ones included in this study in general ranges from three to ten years. They are all full-time teachers, and are in charge not only of Oral Comprehension module but also of other subjects.

3.3 Data Analysis Part

This section tackles the main study which consists of the analysis of both student's and teacher's questionnaires. The results will be addressed following the presentation of the research implementation.

3.3.1 Analysis of the Students' Questionnaire

The questionnaire was designed in simple Language to prevent complexity and respondent misreading. The order in which the questions were asked was chosen on reason. The first section includes three questions that attempt to gather background information on our participants that will be crucial to our analysis. The second section consists of three

questions that attempt to find out if students are familiar with movies and their experiences with them The final section, which includes six questions, was dedicated to our participants who were asked to express their opinions on whether learning through watching movies is given its importance in the learning process.

Q1: *What is your gender***?**
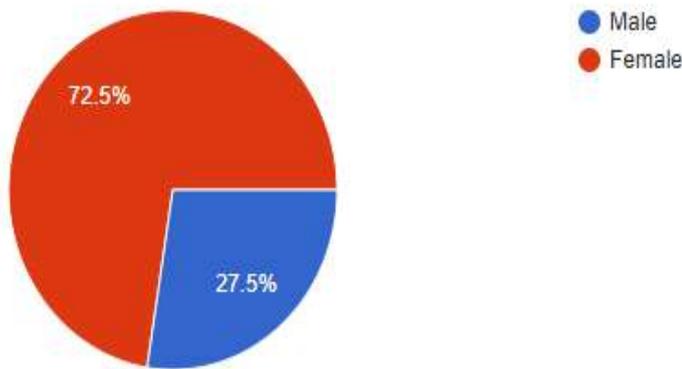
Figure III. 1: Students' Gender

The sample who answers the following questions consists of forty students, the majority of them are females twenty-nine (72.5%); whereas, males are eleven (27.5%). The result shows that females are interested in studying foreign language, especially English because they are more interested in exploring and experiencing different cultures, which is often facilitated by learning the language of that culture. Additionally societal, expectations and gender roles may play a role in shaping these interests. For example, females may be expected to be more communicative and social, which could lead them to be more interested in learning languages as a means of connecting with others. However, it is important to note that it's not the case of all males; some are more successful in this area than females.

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Q2: *Does your baccalaureate stream belong to:*

- ● The scientific stream
- ● The literary stream
- ● Foreign languages stream
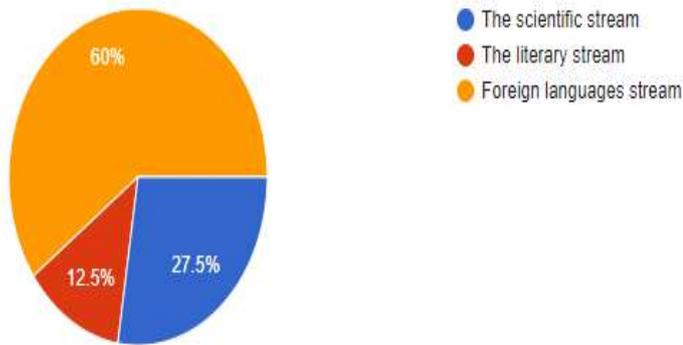
Figure III. 2: Students' Baccalaureate Steam

The pie chart above shows that Participants' baccalaureate stream. We observe that (60%) of participants studied foreign languages steam, simply because they are interested and familiar with studying foreign languages. One the other hand, eleven participants (27.5%) were under the scientific steam because they find studying English easier than studying scientific subjects, such as Math and Physics. Whereas only five participants (12.5%) studied the literary steam which is considered a small number.

Q3: *What's your level in English?*

- ● beginner
- ● Intermediate
- ● Upper intermediate
- ● Advanced
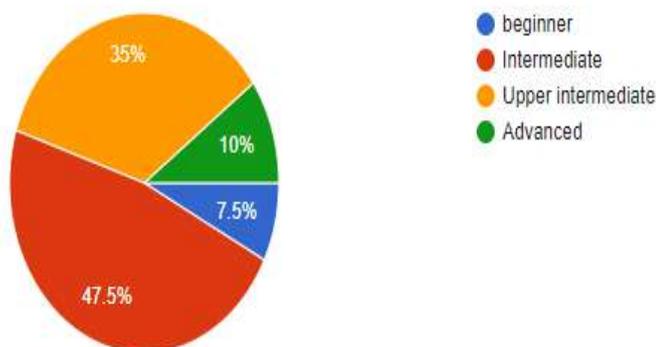
Figure III. 3: Students' Level

Three participants (7.5%) have answered that that they consider themselves as a beginner because they probably lack confidence. Some students may underestimate their language skills due to a lack of confidence, especially if they have not had many opportunities to practice their English outside of the classroom. And four participants (10%) have answered that their levels are advance which indicates that they are overconfidence that they may overestimate their abilities and think they are better than they actually are.

Whereas, fourteen participants (35%) have an upper intermediate level, and almost half of participants (47.5%) have answered with intermediate level as they have a realistic self-assessment. Intermediate is a common level for English language learners to reach and many students may recognize that they are not quite advanced yet.

**Q4:** *Do you like watching movies?*
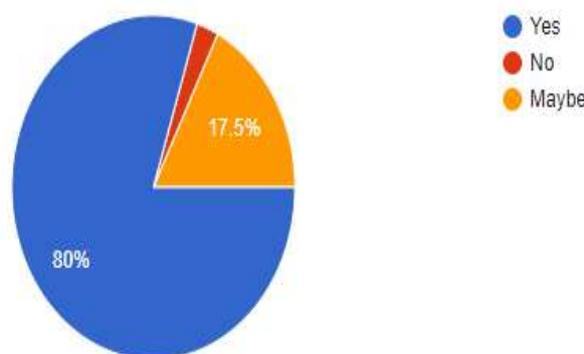
Figure III. 4: Students' Attitudes toward Watching Movies

The result shows that the majority of students are fond of English movies, whereas less than (20%) of students either don't like watching movies or they are not sure if they like it or not. Movies inspire EFL learners and motivate them to go through everything to succeed or accomplish their dreams. Besides, a movie is an option to escape from temporary reality. It makes students' mood better and broaden their horizon and enrich their knowledge.

**Q5:** *How many times do you watch movies in a week?*
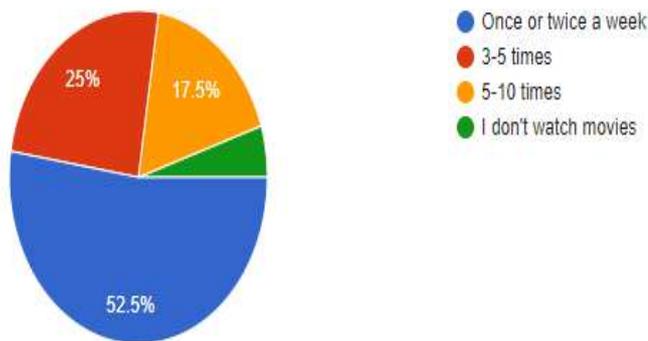
Figure III. 5: Participants' Times Watching Movie in a Week

The results display the times that EFL learners watch English movies in a week. Over half of all respondents watch movies once or twice a week. They are usually watching them at the weekends for entertainment as they got a busy schedule. A quarter of the participants watch movies three to five times a week. Whereas nearly a third of participants watch movies three to five times a week as they like watching them. (17.5%) of respondents watch films many times a week because they are usually addicted and fond of watching movies, while the smallest part is those who don't like watching films.

**Q6:** *Is watching English movies with English subtitles or captions for EFL learners?*
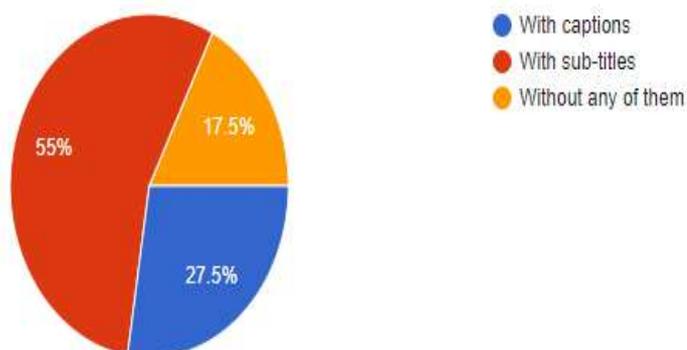
Figure III. 6: Participants' Attitudes towards Subtitles or Captions

The pie chart above illustrates the use of sub-titles or captions in watching movies. Over half of students (55%) watch films with subtitles as they can't understand every word or sentence, especially idioms or slang, and find it hard to follow since the rhythm and pace of English differs from other languages, and it helps learners to understand the spoken language better.

Whereas nearly a quarter of learners watch movies with captions, EFL learners often watch movies with captions to improve their listening and reading skills in English. By watching movies with captions, learners can improve their reading skills by reading the captions while watching the movie, which helps them to understand the context and meaning of unfamiliar words and phrases. Additionally, watching movies with captions can help learners to improve their pronunciation, intonation, and fluency in English. And around (17.5%) watch films without subtitles or captions as they are advanced and they can understand pretty much everything.

**Q7:** *Is watching English movies with English subtitles or captions useful for EFL learners?*
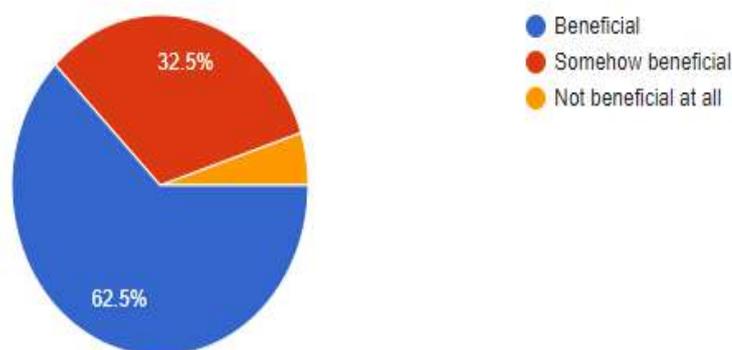
Figure III. 7: Participants' Attitudes towards Movies Effectiveness

The results above show the usefulness of movies with subtitles or captions to learn English. Nearly three quarter of the respondents find movies useful to learn English. While approximately a quarter of the respondents find films quite helpful. The smallest group didn't find movies useful to learn the language. There are various reasons why EFL learners find films with caption or subtitles helpful to learn English. They can help improve comprehension, especially for non-native speakers who may struggle with understanding spoken language or regional accents. Besides, they make movies accessible to individuals with hearing impairments. Moreover, watching movies with subtitles and captions can also help with learning a new language, as viewers can see the words as they are spoken and learn new vocabulary and grammar.

Q8: *Does your teacher of oral expression use audiovisual materials in the classroom?*
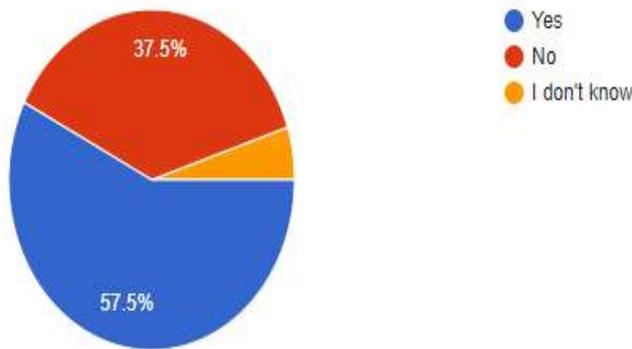
**Figure III. 8: The Using of Audiovisual Tool**

According to the results, we can say that over half of the respondents claim that their teacher of oral expression uses audiovisual tools in the classroom audio-visual aids can help to break up the monotony of lectures and make the classroom more dynamic and interesting. This can help to keep students engaged and motivated. Besides some may be more visual

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learners, while others may be more auditory learners. The use of audio-visual aids can cater to both types of learners and help to ensure that all students are able to engage with the material.

On the other hand, (37.5%) of the respondents have answered that their teachers don't use audiovisual materials because they have limited resources. Not all classrooms have access to the necessary technology or equipment to use audio-visual materials effectively. In some cases, it may be too expensive or difficult to acquire the necessary resources. Another reason is teachers may feel that there is not enough time in the classroom to incorporate audio-visual materials effectively, or they may need to prioritize other teaching methods. Whereas (5%) of the respondents don't know if their teacher uses audiovisual tools as they may not focus or not interested in the subject.

Q9: *What are the main problems and obstacles you encounter while speaking?*
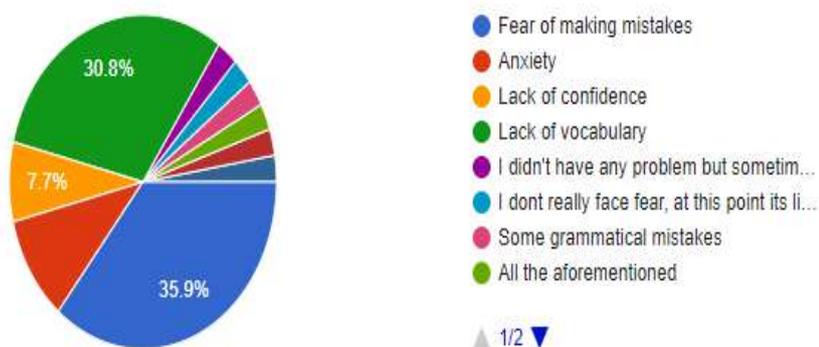
Figure III. 9: Participants' Main Challenges While Speaking

Regarding the findings obtained from this question, considerable number of participants (35.9%) face the challenge of fear of making mistakes because either of Fear of being judged or of fear of failure. Students may worry that their peers or teacher will judge them harshly if they make a mistake while speaking. This fear can be intensified if the student is not very confident in their language skills. Whereas over a quarter of the

participants got the problem of vocabulary shortage due to lack of exposure and limited reading.

On the other hand, (10%) of the participants have got the problem of anxiety and (7.7%) got the lack of confidence and that maybe because of negative past experiences. If a student has had negative experiences with public speaking in the past, such as getting a poor grade or receiving negative feedback, they may feel anxious or lack confidence in their ability to speak in front of others. Whereas a small minority face the challenges of grammatical mistakes and forgetting words.

Q10*: Have you learnt new vocabularies from watching English movies?*
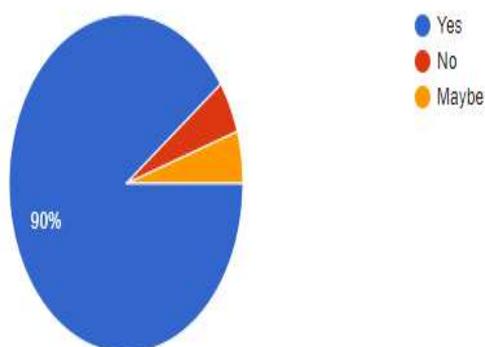
Figure III. 10: Learning Vocabularies through Watching Movies

The majority of the participants (90%) have learned new vocabulary from watching English movies. Films can provide a rich and immersive context for learning new words, as well as idioms and colloquial expressions that are often used in everyday conversation. When students watch a movie, they are exposed to new vocabulary in context, which can help you to understand the meaning of new words and expressions more easily. Additionally, Movies often repeat key words and expressions throughout the movie, which can help to reinforce your understanding and memory of new vocabulary. Whereas a small minority thinks that it could be helpful sometimes but not all the time, and (5%) of respondents haven't learned anything from films.

Q11: *Do you think the movies you've watched contain good use of grammar?*
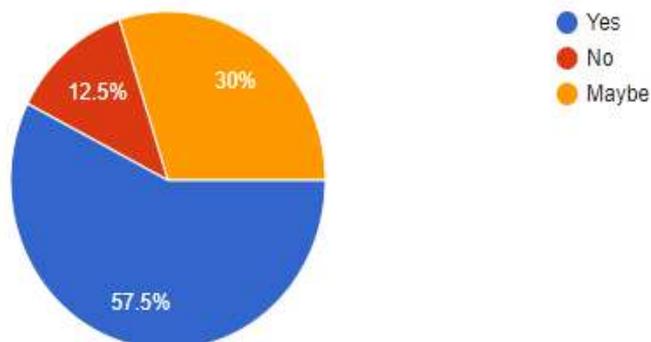
Figure III. 11: Participants Attitude towards the Use of Grammar in Movies

The pie chart displays the use of grammar in movies. Over half of the students find movies contain good use of grammar, and over a quarter of the participants thinks that movies quite got good use of grammar. While a small minority thinks that films comprise bad use of grammar, because films do not follow grammar stringently while making up scripts. They aim to make people understand what is happening in the scene, such as using slang. The data proved that movies are grammatically correct and use formal language that it's less likely to hear grammar errors.

Q12: *Do movies increase your fluency in speaking the language?*
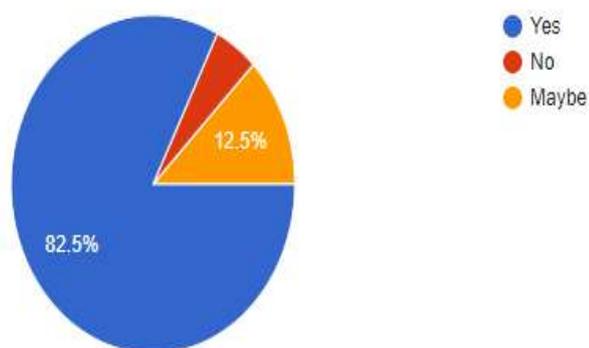
Figure III .12: Participants Attitude towards Movies in Boosting Oral Abilities

The result shows that films enhance EFL learners' fluency in speaking English. Nearly three-quarters state that films are helpful to increase their speaking skills, whereas half a quarter quite thinks that movies can enhance their fluency in speaking English, and a small minority find movies unhelpful in boosting speaking skills. Movies help students who have a fear of speaking to speak English confidently. Furthermore, they help EFL learners figure out the pronunciation of some words, and they help to pronounce correctly as they said practice makes perfect. Respondents can get an idea about how to link words together and where to put intonation on certain words and sentences.

3.3.2. Teachers' Questionnaire Analysis

To extend our research and to assess the role of watching movies from different perspectives we proposed another questionnaire to some teachers in the Department of Letters and English language of Belhadj Bouchaib University. It includes six questions asked to elicit general information about the difficulties that students have and how they as EFL teachers help them to overcome, if they use audio materials in the classroom and how they see the role of watching films in enhancing their students' speaking skills.

Q1: *As a teacher, how would you assess the level of your students?*
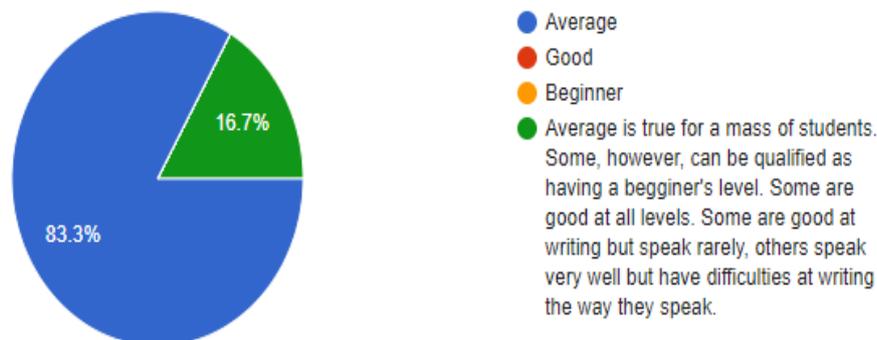
Figure III.13: Teachers' Attitude towards their Students' Level of English

Teachers have agreed that the majority (83%) of students are average, because of the lack of motivation, and deficiency of speaking spirit between them. However, (16%) of the respondents believed that some are average, but the others can be qualified as a beginner level as they can be good at one skill and weak on other. This was proved through their results in the final exams, and effective interaction in the daily courses.

Q2: *What are the main difficulties that your students face when speaking English?*

The teachers admitted that some of their students do have good oral communication. However they have difficulties when they speak English, especially for long sentences and conversations. The main challenge that all teachers agreed on is lack of vocabulary, which is consider as a key barrier to learning across the curriculum, because students who have a vocabulary shortage they can't express how they feel or what they are thinking of.

Other obstacles are anxiety and fear of making mistakes. When students are afraid to make mistakes they become anxious which causes a high pressure on them that ultimately make them having troubles talking in front of others.

Moreover, mispronouncing words is considered as a challenge, too. Students mispronounce the complex words or new words to their vocabulary because they are not familiar with them and they don't know how to pronounce it correctly.

Q3: *How do you help your students to overcome these difficulties?*

In order to defeat the problems mentioned above and to assist their learners to manage their difficulties, teachers employ a variety of techniques. Teachers said that they always try to encourage their students through choosing suitable works that respond to their interests, giving them the full time to read, interpret, and understand the content, and then invite them for collective thinking. They also help their students to grow their reading spirit because they see that this does not only help them to acquire new vocabulary, but it is also a mean to broaden their thinking abilities and make them better problem solvers.

Also, the teachers advice students to listen to native English speakers, such as watching movies or listening to podcasts to enrich their vocabulary and to acquire the right pronunciation of words. By doing so repetitively, EFL learners become familiar and comfortable with speaking English on different situations.

Teachers encourage students to practice and repeat what they have learnt because through repetition and practice learners students got an opportunity to learn certain concepts quickly and effectively. They also encourage students to continue speaking without stopping even if they make mistakes. It fixes the problem of fearing of making mistakes which make the students confident.

Q4: *How do you consider the use of audiovisual aids in teaching EFL?*

The teachers have all agreed that the use of audio aids is crucial and helpful in teaching EFL as it is considered as an interesting and a motivating tool. It helps the teachers to draw the attention of the students, and breaks the recurring pattern of the teacher-based class. Besides, it promotes thinking and enhances the learning environment in the classroom. The teachers contend that when there is a clear connection between the audio-visual material and the course content, students will find it valuable and relevant.

Q5: *What can you say about using scenes from English movies in EFL classes?*

The teachers argues that using scene from English films in EFL classroom is a good idea and it could be helpful, but it has to be relevant to the content of the lesson or the subject matter. One teacher considered it as one of the best techniques a teacher can use to motivate his students to interact in such discussions and debates.

Using scenes from English movies in EFL classes can be a great way to engage students, improve their language skills and make the learning experience more enjoyable. Movies provide a unique opportunity for students to hear authentic English spoken by native speakers, and to learn about the culture and social norms of English-speaking countries.

However, it is important to choose appropriate scenes that are relevant to the students' language level and interests. Additionally, it is important to provide context and support for understanding the cultural references that may be present in the movie scenes. Overall, when used effectively, incorporating movie scenes into EFL classes can be a beneficial and fun learning tool.

Q6: *Do you think that watching captioned movies and movies with sub-titles can be useful for enhancing EFL students' speaking skills? Please justify.*

The last question aims to highlight if watching captioned movies or movies with sub-titles is helpful for improving students speaking skills. They were given a long paragraph to give their opinion and to justify with arguments.

Some teachers have agreed that watching movies is crucial and helpful for their students to boost their linguistic competence, especially speaking skill. Captioning allows the viewer to read and understand the dialogue while simultaneously listening to the spoken words. This can improve comprehension and vocabulary. Additionally, they can help learners understand the context and emotion behind the dialogue, which can improve their ability to effectively communicate in real-life situations.

Furthermore, watching movies with captions and subtitles can expose students to different accents and vocabulary, which can expand their knowledge of the language. They can improve pronunciation and speaking skills by allowing students to listen to native speakers and try to mimic their speech patterns.

On the other hand, other teachers claim that watching movies with captions or subtitles isn't effective enough. They argue that not all movies are appropriate to learn a language because they use very informal language including phonetics, grammar and vocabulary. Additionally, movies often present a highly stylized and unrealistic version of spoken language, with actors delivering lines that may not reflect the way that people actually speak in real-life situations. They may not provide you with the opportunity to practice speaking and to receive feedback on your speaking skills and it can be time consuming.

3.3.3. The Discussion of the main Results

Considering the answered questionnaires of the respondents as well as the researchers have attempted to achieve the research objective in this part through the forty interpretations of the collected data. The distributed questionnaire to third-year English students was very helpful for our study. The results show that the majority of participants have acceptable level of English that they can understand and talk freely in most of the situation. However, most of our respondents suffer from many problems related to their speaking skill due to two main reasons which are fear of making mistakes and vocabulary shortage.

To get further details about the tools that instructors used to foster students' abilities, these findings demonstrate that some instructors use audiovisual aids, such as films and video clips to help students to get familiar with different accents and to teach them the right pronunciation and intonation; however, other teachers don't use them. The majority of respondents (80%) like watching movies which make them more interested when their teacher uses them. Besides, most of the participants use subtitles and captions while watching movies. Subtitles and captions can introduce students to new words and phrases, which can enhance their vocabulary that ultimately develop their oral expression.

As revealed by this survey, the majority of those who responded to this poll reported they learnt new vocabulary by watching English films, and they also found the movies made good use of grammar. Students who are timid about speaking English might benefit from watching movies. Moreover, they assist EFL learners in determining the pronunciation of particular words and in pronouncing them properly, as the adage goes, practice makes perfect. They can learn how to connect words together and where to place intonation on specific words and phrases. These results confirm our first hypothesis that states have shown that movies improve EFL learners' fluency in speaking English.

From the beginning of the questionnaire, the teachers' answers are obvious that the majority of their students are average and that they have got difficulties while speaking, which requires a modern technique of teaching to keep them confident and motivated. All teachers who employ audiovisual materials maintain that these tools are extremely beneficial; especially short movie scenes as they assist students develop a deeper comprehension and understanding of the cultures of native speakers.

The teachers argue that watching films can be a helpful technique to enhance students' language skills, because it exposes you to different accents, vocabulary, and sentence structures. By watching and analyzing movie scenes, learners can gain a deeper understanding of the subject matter and develop critical thinking and analysis skills. By listening to how native speakers express themselves in different situations, students can learn new words and phrases, and observe how to use them in context. This can help students increase their confidence when speaking in English. These results confirm our first hypothesis that states that the use of movies is helpful in boosting students' speaking skills and enriching their vocabularies.

Although some teachers were not positive with that as they see subtitles and captions disturbing the attention and the focus of their students, the majority of teachers claim that watching movies with subtitles or captions is a great way to enhance students' oral expression. It can help students to expand their vocabulary and grammar knowledge. By seeing words and phrases in context, students can learn how to use them in real-life situations and can develop a more natural and nuanced understanding of the language. Hence, the last results comfort our second hypothesis about the effectiveness of using English subtitles and captions in movies in the learning process.

However, Teachers point out that films should have relation to the subject matter and the formality of the language used that don't respect the language levels including phonetics and grammar; so it is important to choose the appropriate ones. Additionally, they note that it can be time consuming and that students' level play an important role too, since movies generally contain natural English that is rapid and includes numerous idioms and slangs, which can be difficult for some students that they keep up the with pace of the speech.

3.4 Conclusion

This chapter tries at first to explain the aims and procedures of conducting questionnaires to teachers of Belhadj Bouchaib University as well as third-year license university learners. Two steps were used to gather the data. In the first step, forty students receive our questionnaire to see how well they understand it and whether their responses will be helpful to our research. The second step is the teachers' questionnaire which was designed to assess how oral teachers responded about using audiovisual aids and what they think about watching movies to boost students' speaking abilities. These steps are followed by analysis and interpretation of results, which appear to be in line with our hypotheses. The collected data have confirmed that learning through watching movies is an effective technique, and that both students and teachers agree that it can improve the students' speaking skills.

CHAPTER FOUR:

Concluding Chapter

4.1. Introduction

The final chapter is considered as a general conclusion to this study. It summarize**s** the major findings in relation to the objectives and issues of the research and assesses their importance and contribution. Additionally, the limitations of this dissertation and the pedagogical implications will be dealt with. It also propose**s** some suggestions, recommendations and new research perspectives.

4.2. Summary of the Study

The present work was undertaken to investigate the influence of watching movies on EFL students and whether it is an effective tool in learning the English language, and to test if using movies in the classroom can assist the students to boost their speaking skills. The main problem that the researcher noticed is the third- year English students do not speak English fluently, such as talking freely and expressing themselves, which is there was the need to adopt a new technique to make the learners motivated and interested in the subject matter.

Two main questions have been asked in this dissertation: The first question is how students' oral abilities can be developed by watching films. Whereas the second one is if using subtitles or captions helps the students to promote the learning process. Those questions are followed up with their predictions which are the hypotheses. The first hypothesis suggests that the use of films helps the learners to enhance their oral abilities and enriches their vocabulary. On the other hand, the second hypothesis claims that using subtitles or captions assist the students to learn more effectively. Hence, this work is made to test the hypotheses above which are confirmed and proved their validity.

4.3 Some Pedagogical Implications

The results of the study have some pedagogical implications. Movies can provide a wealth of language input that can be used to teach grammar, vocabulary, and other language skills. For example, teachers can use movie clips to teach idiomatic expressions, phrasal verbs, or sentence structures in context. This can help to make the language more memorable and relevant for students, as they can see how it is used in real-life situations. Furthermore, movies can also be used to teach critical thinking and analysis skills, as students can analyze the characters, plot, themes, and messages of the movie.

Thus, it is important for teachers to carefully select and prepare the movie materials, and to plan the activities and tasks to ensure that they are relevant, engaging, and effective for their students' needs and interests.

4.4 Suggestion and Practical Recommendations

Suggestions in research are a significant component of the dissertation's discussion section and conclusion. It seeks to point out ways that other investigators can replicate their findings in order to draw additional conclusions and, where appropriate, suggest alternative directions for further study. Regarding this investigation, the following are the recommendations:

➢ The academic system of teaching English should incorporate this effective tool into their techniques.

➢ Because scheduling constraints were one of the issues that prevented teachers from using films, we propose dedicating one more session for the oral expression course.

➢ Instead of delivering a textual lecture, teachers can give movies that include the information they wish to convey to their students.

> ➢ Students must pay close attention when watching movies in order to better grasp the language and learn new terms.

4.5 Limitations of the Study

Limitations in research refer to the factors that constrain the scope, generalizability, and validity of a study. These limitations may be related to various aspects of the research design, including sample size, methodology, data collection and analysis, and the interpretation of results. It is important to identify and acknowledge these limitations in order to accurately interpret the findings and understand the implications of the study. In this study, the researcher faced a number of drawbacks which are:

- The sample size was quite small, which is a total of just forty students who participated in the research.

- The majority of the participants were female students that may only reflect the perspectives and experiences of them, which may not be representative of other groups.

- The study's time frame was constrained for the researcher that is typically conducted over a short period of time, which may restrict the data collection methods that can be used, leading to potential limitations in the generalizability of the findings.

- The respondents in this research have all the same level of English language proficiency that the research would have been a more valid way to convey the effect of employing movies in EFL classrooms if it had been performed across a variety of skill levels.

4.6 New Research Perspectives

"New research perspectives" generally refers to innovative approaches or ideas that can be explored in a particular field of research. It involves identifying and addressing gaps in

current knowledge and exploring new avenues of inquiry to generate new insights and advance the state of the field. This can involve developing new theories, methodologies, or research questions to explore phenomena in a new way. Here are some potential research perspectives relating to our study:

1. Comparative analysis: Compare the effectiveness of using different types of movies (e.g. documentaries, animations, dramas) in improving students' speaking skills. Examining the differences in language and vocabulary used in various genres may also be helpful.

2. Cultural context: Analyze how using movies from different cultures can impact students' speaking skills and cultural awareness. This could also include assessing how cultural differences can influence students' language learning experiences.

3. Feedback and assessment: Evaluate the effectiveness of various feedback and assessment techniques for measuring students' speaking skills after watching movies. This could include methods like peer assessments, self-assessments, or teacher-led assessments.

4. Academic versus authentic contexts: Examine how the use of movies in both academic (e.g. classroom) and authentic (e.g. real-life scenarios) contexts can improve students' speaking skills.

4.7 Conclusion

Based on the research conducted, it can be concluded that the use of movies in enhancing students' speaking skills is a promising approach that has the potential to foster communicative competence and increase motivation among learners. Movies offer a wide range of linguistic and cultural inputs that can facilitate the development of language skills, such as vocabulary acquisition, grammar structures, and pronunciation. Moreover, the use of

movies in the classroom can provide learners with a more authentic and engaging learning environment, thus increasing their involvement and active participation. Therefore, it is recommended that language teachers consider incorporating movies into their teaching practices to promote students' speaking skills and proficiency levels, and ultimately contribute to their overall academic success and personal growth.

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Appendices

Appendix 1: Students' Questionnaire

Q1. What is your gender?

o Male

o Female

Q2. Does your baccalaureate stream belong to?

o The scientific stream

o The literary stream

o Foreign language sstream

Q3. What's your level in English?

o Beginner

o Intermediate

o Upperintermediate

o Advanced

Q4. Do you like to watch English movies?

o Yes

o No

o Maybe

Q5. How many times do you watch movies in a week?

o   Once or twice a week

o   3-5 times

o   5-10 times

o   I don't watch movies

Q6. How do you watch movies?

o   With captions

o   Withsub-titles

o   Without any of them

Q7.   Is watching English movies with English subtitles or captions for EFL learners?

o   Beneficial

o   Somehow beneficial

o   Not beneficial at all

Q8.   Does your teacher of oral expression use audiovisual materials in the classroom?

o   Yes

o   No

o   I don't know

Q9. What are the main problems and obstacles you encounter while speaking?

o Fear of making mistakes

o Anxiety

o Lack of confidence

o Lack of vocabulary

o Other:

[ ]

Q10. Have you learnt new vocabularies from watching English movies?

o Yes

o No

o Maybe

Q11. Do you think the movies you've watched contain good use of grammar?

o Yes

o No

o Maybe

Q12. Do movies increase your fluency in speaking the language?

o Yes

o No

o Maybe

Appendix 2: Teachers' Questionnaire

Q1. As a teacher, how would you assess the level of your students?

- o   Average

- o   Good

- o   Beginner

- o   Other:

Q2. What are the main difficulties that your students face when speaking English?

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Q3. How do you help your students overcome these difficulties?

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Q4. How do you consider the use of audiovisual aids in teaching EFL?

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Q5. What can you say about using scenes from English movies in EFL classes?

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Q6. Do you think that watching captioned movies and movies with sub-titles can be useful for enhancing EFL students' speaking skills? Please justify

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Summary

The current investigation sheds light on Algerian EFL teachers' and learners' current concerns as well as behaviors toward teaching and learning the speaking ability in EFL classroom using movie scenes. The primary goal of this research is to investigate how watching foreign language films affects EFL students' oral capacities. In this investigation, we applied the descriptive method by developing two questionnaires: The first one was distributed to forty students of third-year English branch and (06) of their oral expression teachers. Overall, the results from the data collection tools demonstrated that including captioned movies into lessons for students is a very effective and beneficial as a teaching strategy; however, there are some challenges that must be taken into account, such as time constraints.

Résumé

L'enquête de recherche en cours met en lumière les préoccupations actuelles des enseignants et des apprenants EFL algériens ainsi que les comportements vis-à-vis de l'enseignement et de l'apprentissage de la capacité d'expression orale en classe EFL à l'aide de scènes de film. L'objectif principal de cette recherche est d'étudier comment regarder des films en langue étrangère affecte les capacités orales des étudiants EFL. Dans cette recherche, nous avons appliqué la méthode descriptive en élaborant deux questionnaires: Le premier a été distribué à (40) élèves de troisième année branche anglais et (06) à leurs professeurs d'expression orale. Dans l'ensemble, les résultats des outils de collecte de données ont démontré que l'inclusion de films sous-titrés dans les leçons pour les étudiants est une stratégie d'enseignement très efficace et bénéfique. Cependant, certains défis doivent être pris en compte, tels que les contraintes de temps.

الملخص

يسلط التحقيق البحثي الحالي الضوء على المخاوف الحالية لمعلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر وكذلك السلوكيات تجاه تعليم وتعلم القدرة على التحدث في فصول اللغة الإنجليزية كلغة أجنبية باستخدام مشاهد الأفلام. الهدف الأساسي من هذا البحث هو التحقيق في كيفية تأثير مشاهدة الأفلام بلغة أجنبية على القدرات الشفوية لطلاب اللغة الإنجليزية كلغة أجنبية . في هذا البحث طبقنا المنهج الوصفي من خلال طرح استبيانين: وزع الأول على (40) طالبا من السنة الثالثة فرع اللغة الإنجليزية و الثاني على (06) من معلمي التعبير الشفهي. بشكل عام ، أظهرت النتائج المستمدة من أدوات جمع البيانات أن تضمين الأفلام الموصوفة في الدروس للطلاب يعد وسيلة فعالة ومفيدة للغاية كاستراتيجية تعليمية ، ومع ذلك هناك بعض التحديات التي يجب أن تؤخذ في الاعتبار مثل ضيق الوقت.