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Movies as an Effective Tool in EFL Classrooms

The Case of First Year Students at *Belhadj Bouchaib* University Centre of Ain
Temouchent

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Master's Degree in Linguistics*

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DEDICATION

*We dedicate this
work to*

Our Dearest Parents



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ABSTRACT

Movies are recommended an effective tools for developing the input and output skills in English language. This study explores the concept of integrating movie and its beneficial impact on four language skills for the first year students of English at University Center of Belhadj Bouchaib in Ain temouchent; it investigates the advantages of using movies. In the current research, we hypothesize that if teachers implement a variety of movies in classroom. The research adopts a case study method. Two questionnaires were designed for both students and teachers who were chosen randomly. The findings obtained from both data gathering tools supported our hypothesis. Finally, this study aims at suggesting some strategies that may help teachers to develop better English language abilities.

TABLE OF CONTENT

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Contents.....	IV
List of Tables	V
List of Figures.....	VI
General introduction.....	01
Introduction.....	02
1. Statement of the problem.....	03
2. Aim of the study.....	03
3. Significance of the study.....	03
4. Research Question.....	04
5. Hypothesis.....	04
6. Structure of the Study.....	04
Chapter One: Theoretical Background of the effectiveness of movies	
1.1.Introduction.....	06
1.2. Language learning and technology.....	06
1.3Advantages of Movies in the Language Classroom.....	08
1.3.1The Impact of Using Movies on the learner’s input and output skills.....	10
1.3.2 Movies and Learners ’listening and reading abilities (input skills).....	12
1.4 Movies and learner’s speaking and writing abilities (output skills).....	16
1.4.1The role of subtitles in enhancing learners’ language abilities	20

Chapter Two: Research Design, Data Collection and Interpretation

2.Introduction	
2.1Population.....	23
2.2 The Students.....	23
2.3 The Teachers.....	23
3. Description of the Questionnaire.....	26
3.1. Students Questionnaire.....	26
3.2. Teachers' Questionnaire.....	26
4. The Administration of the Questionnaire.	
4.1. The Students.....	26
4-2-The Teachers.....	26
5. The Analyses of the Students Questionnaire.....	27
6. The Analyses of the Teachers Questionnaire.....	41
7. Interpretation of the Result.....	51

Chapter Three: Suggestions and Recommendations

3 Introduction	
3.1Using Movies Teaching Techniques.....	53
3.2Pedagogical Recommendations.....	53
3.3Limitations of the Study.....	55
Summary.....	55
General conclusion.	56
References.....	58

Appendices.....62
Appendix A.....62
Appendix B.....62

List of Figures

Figure 1: distribution of students according to their genders	28
Figure2: distribution of students according to their ages	29
Figure3: movie genre preferences	30
Figure4: duration of watching movies	31
Figure 5: the effect of movies	32
Figure 6: motivating students	33
Figure 7: the use of subtitles	34
Figure 9: motivating students	35
Figure8: the impact of movies on language skills	36
Figure10: the numbers of the sentences learned from the movies.	38
Figure11: the capacities of writing words and sentences from the movies	39
Figure12 : the training received from movies	41
Figure13 : the use of movie	42
Figure14 : : movie genre used	43
Figure15 : movie genre preferences	44
Figure16 : movie using frequency	45
Figure17 : selection of movies	46
Figure18 : the impact of movies on oral skill	47
Figure19 : the effect of movies	48
Figure20 : the impact of movies on writing skill	49
Figure21 :the purpose of using movie	50

General Introduction

Introduction

- 1. Statement of the problem**
- 2. Aim of the study**
- 3. Significance of the study**
- 4. Research Question**
- 5. Hypothesis**
- 6. Structure of the Study**

Introduction

In the past, one of the most notorious difficulties students faced when learning a foreign language was lack of opportunities to practice what they were learning, student knowledge was practically restricted to what their teachers could offer them; therefore, learning took longer than expected, and classrooms were full with unmotivated students.

Nowadays, students no longer have to rely exclusively on their teacher to learn a foreign language since authentic materials such as movies, and video clips have made it easier for them to make faster progress in their learning.

Movies are one of the visual aids that are used increasingly as a way to facilitate the learners' mastery of language skills and optimize the teaching and the learning process.

Movies have proven to be very effective in helping students to learn a foreign language, because they open a whole new world of opportunities to access a great range of activities and programs designed to develop and improve students' skills.

As the new media such as movies play a significant role in students' learning, the implementation and integration of movie-based instruction into EFL classrooms remains one of the main concerns of modern language pedagogy. Therefore One of the most important tasks of English teaching is to find ways and teaching materials to fit the students' learning needs, make their learning experiences more inspiring and ensure that they gain maximum benefit from classroom learning opportunities.

Recent research, as we shall see in the ensuing chapters, has reported that movie-based instruction when integrated to the course syllabus is fruitful and beneficial.

1- Statement of the problem

Learning a language is the goal EFL students want to achieve. The mastery of the four skills of English is not an easy task. Students face many problems. For instance, some of them know grammar but don't practice it in conversation, others don't have the confidence to speak, due to lack of vocabulary, while some of them have difficulties understanding native speakers. Movies have had positive impact on English language learners in numerous ways, they enhanced the time they are exposed to the target language and have given students the possibility to access authentic material and native speakers at any time.

2- Aim of the study

In the present study at the department of English at the University of Belhadj Bouchaib we are going to investigate the effect of using movies on EFL students.

3- Significance of the study

This study will be beneficial for EFL students to master the language through using movies in classroom; it is also useful for teachers by providing new methods of instruction. Moreover, this research will be helpful to the curriculum of English language at the universities.

4- Research Question

The present study sought to answer the following questions:

1. How may EFL students at Belhadj Bouchaib University Center benefit from the implementation of movies for improving their four language skills?
2. What are student's perceptions towards using movies in EFL classroom?

These questions followed those investigated by research on movie-based instruction(chapter one), in particular research by Merita Ismaili,(2013), Raniah Hassen Kabooaha (2016),Balambo Jamal Tahir (2015) among others

The research questions were examined through a descriptive approach.

5- Hypothesis

We hypothesize that if teachers implement movies in classroom, many EFL students will be able to better grasp lesson content and vocabulary .Therefore, movies allow students to receive the visual auditory input they need comprehension and mastery of vocabulary as well as lesson content.

6- Structure of the Study

This research paper is a case study dealing with the impact of using movies in EFL classrooms. To collect data, a set of questions were addressed to first year students and teachers at Belhadj Bouchaib University Center. This current research will be discussed in three chapters. The first chapter is devoted to the background literature on movie-based instruction. The second chapter deals with data collection methods, data analysis and interpretation; while the third and the last chapter provide some suggestions and pedagogical recommendations. Additionally, it concludes the thesis with a summary of the research findings, an account of the implications of the study for EFL teaching and learning, and a brief discussion of the limitations of the study.

CHAPTER ONE

Theoretical Background

Introduction

This thesis aimed at exploring the use of movies in English language teaching (ELT) in an Algerian English Department.

This chapter presents the result of reviewing some literature related to the topic of the study: the use of movies in ELT teaching. First, section 3.1 looks at using technology, especially movies, as a teaching strategy for learning a second/foreign language in classrooms.

Section 3.2 considers the benefits and advantages of movies in the language classroom

Section 3.3. addresses the effect of movies in developing the input and output skills

Section 3.4 considers the role of subtitles in enhancing learners' language abilities

1. Language learning and technology

Today we live in a world where technology is everywhere. Our life is highly affected by the era of information technology, and technology plays an important role in today's human society development. It needs to be in school for students who are learning foreign languages; technology also can be valuable tool for teachers to incorporate in their classrooms.

The use of technologies in various forms for English language teaching and learning has become very large. Furthermore, technology continues to play an important role in the development and improvement of the instructor (Sharma, 2009).

Students trying to learn and improve their skills need supplementary language support, they need to practice English for better understanding and to improve their four language skills(Ybarra and Green, 2003).To be highly skilled at these tasks movies, video clips these type of technology allow them visually learn and this is especially helpful for them.

The usage of technology in language education became popular and any researchers stated that is an advantage and inspiring and that it is indispensable for both learners and teachers to take advantage to take advantage of the modern technical tools in aiding the task of English language education.

S.Juszyk, (2003, p.1) argues that the employment of new technologies in the educational process will grow together with grow of human society development.

According to Lee Wang (2005), technology integration into foreign language learning is essential for students to learn at their own pace. It also allows for more resources including virtual pen pals, interactive games in the accessing of materials anytime and everywhere while there is still going to be concern with lack of computers and the lack of internet access students will start to learn languages earlier on in life.

Likewise, Traore and Kyei-Blankson (2011) affirm that technology integration into foreign language learning is important for several different reasons, first would be amount of access to mobile devices and computers, students are generally technology literate, second technology helps relate curriculum outside classroom so students get a better grasp on words in context. (Singhal, 1997)

Moreover,Genc-Ilter (2009) states that using different aspects of technology help motivate students especially ones who become bored and encourage them. Four technologies adds dimension to foreign language learning particularly with the use of multimedia.

Lee Wang (2005) claims that technology is a powerful tool for EFL students, it allows for the practice of all four modalities reading, writing, listening and speaking. However, at the same time lowering the anxiety that some language learners experience, students can also record their voices and ask each other questions without fear of being put on the spot.

2. Advantages of Movies in the Language Classroom

Learning English via movies can help students achieve and improve their English level. According to some scholars (e.g., Ruusuen, 2011; King, 2002) movies is valuable teaching material to be used in language classrooms. For instance, Ruusuen, (2011), suggests that adding a movie to classroom instruction time is perceived by students as an entertaining and welcoming change and, in turn, may increase their motivation and capture their interest. (Ismaili, 2012, p. 122).

As King (2002) states in his work that movies are indispensable means of education and instruction, they bring an element of realism into classroom, which cannot be obtained by any other medium of instruction.

Kusumrasdyati (2004) points out that movies are comfortable, familiar medium contemporary student that can keep student interest.

Champoux (1999) have argued that movies offer both cognitive and effective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scene has strong emotional content.

Some others (Lesser and Pearl, 2008; Casper and al.2003; Bulter and al.2009) have also argued that showing film scenes before discussion gives students recallable visual images to which they can compare the topics under discussion, this approach allows quick reference to easily recalled examples shown in the film.

A great advantage is that student can have their analytical skills by analyzing film scene using the theories and concepts they are studying. King (2002) also states that students also can see and experience worlds beyond their own, especially if the scenes sharply differ from their local environment.

Arthur (1999) claims that using movies in training programs had positive effects in reducing anxiety, learning social skills, and learning to provide respite care.

Shrosbree (2008) states that by implementing a variety of visual aids in the classroom many EFL students will be able to better grasp lesson content, grammar and vocabulary, in addition they provide an infinite amount of opportunities for teachers to accommodate the visual needs of EFL students.

Stoller (1988) claims that movies are an inevitable, progressive and useful tool that provides teachers with new methods of instruction and teaching in their classrooms today. He also states that with the use of movies teachers can engage their students, helping them love learning with the use of fun and stimulating activities.

Stoller (1993) also points out, using movies with sequence of tasks: pre-viewing, viewing and post-viewing, always depending on the role chosen for the video. These activities improve students' abilities. Pre-viewing activities which done before watching the movie and are associated with developing learners' comprehension strategies. Viewing activities are commonly associated with developing listening skills also associated with providing information and presenting or reinforcing language (grammar, vocabulary). Post-viewing tasks are often connected to the idea of using language that came from the movie; also, enabling students discuss aspect of movies.

King (2002) states that Videos provide all the paralinguistic features of language audio only cannot. Movies teach students using paralinguistic features where they use the gestures, pauses, actions and reactions.

Visual aids can be a powerful helpful pedagogical tool in the language classroom as Mannan (2005) points out that they provide strong context through which to teach English.

Sufen (2006) emphasizes that with movies, meaning comes alive and they bring the outside world into the classroom.

Due to (Loneragan, 1984) movies are accepted to be the most authentic material that teachers can provide in a classroom situation because they are more visually stimulating as well as being interactive, therefore increasing students' motivation for learning by exposing them to "real" language (Guariento and Morely 2001).

Researchers as Kemp and Dayton (1985) claim that the objective of utilizing movie is to promote students' motivation, positive thinking and communication skills in social practice.

As we have seen above, many researchers state that movies in English are advantageous to EFL learners, because many students believe that movies of foreign language can make some compensation and students can obtain more than vocabulary, understand more foreign culture, feel relaxed, and have fun while learning in class.

3. The Impact of Using Movies on the Learner's Input and Output Skills

Nowadays, the teaching of foreign languages has become very essential, and a complex process in the Algerian educational context. Because of the worldwide changes, teaching and learning foreign languages in Algeria has witnessed development at the level of many aspects. In fact, learning English needs the mastery of the main fundamental input and output skills: the input skills of listening and reading, also known as passive skills or receptive skill. These skills are usually compared with output skills - speaking and writing -also known as active skills or productive skill because learners need to produce language. (figure1)

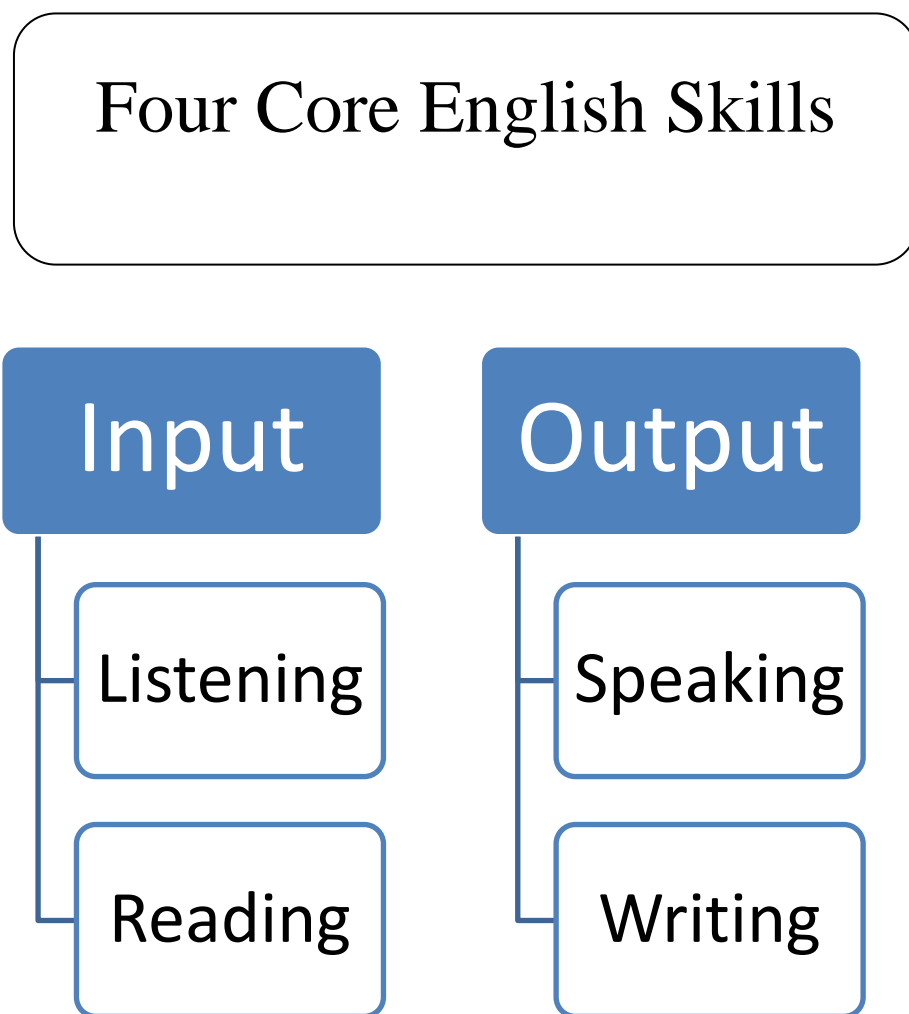


Figure.1 Classification of English language skills (Sharma, 2009)

Research has revealed that movies can become an integral part of a language programme due to their significant effect on the development of the basic language skills. The following sections will discuss both the effects of using movies on the improvement of respectively learners' listening and reading abilities(input skills)and learners' speaking and writing abilities (output skills).

3.1. Movies and Learners 'listening and reading abilities (input skills)

Evidence in the literature has been offered in support of the claim that movies can significantly influence the development of input skills (listening and reading). When learning a foreign language, input usually come first which includes listening and reading followed by practical application of output skills, which includes speaking and writing. If learning process lacks one of them, the final outcome will not be complete.

The case for input was made by Krashen (1981, 1982,1985).Krashen's Input Hypothesis(1985) which assigns a crucial role to comprehension and claims that an increase in the quantity and quality of the input -listening and reading- should result in a similar increase in the quantity and quality of students' output -speaking and writing. According to Krashen's (1985, 2) input hypothesis humans acquire a language by understanding messages or receiving comprehensible input. Comprehensible input is the 'target language', language that is understandable to your students, most of the target language teachers get their students to listen or to read. Krashen (1982, 1983) makes the following claims:

- Learners progress by understanding input.
- Input becomes comprehensible the help of contextual and extra linguistic clues.
- Speaking is the result of acquisition, not its cause. If the learner receives a sufficient amount of comprehensible input, speech will develop on its own.
- If input is understood and there is enough of it, the necessary grammar is provided automatically.

While most researchers agree that target language input(in the form of listening and reading tasks)is necessary for language learning, other researchers(e.g. Swain, 1995 and elsewhere) say that we learn from output -speaking and writing-

because output enables to learners to identify our gaps in their knowledge of the target language, gaps between ‘what we want to say and what we are able to say’. Swain (1995), identified other functions of target language output such as a hypothesis testing function- when a learner says something there is a tacit hypothesis underlying his utterances about grammar that is testing whether we know the grammar- , a meta linguistic function- learner’s reflection on the language they learn .

Since both input and output are essential parts of language learning, movies are a good option to help students master these skills.

3.1. 1Listening

Listening to feedback, listening to others is one of the best way to notice gaps, pronounce and speak a language faster.

Listening comprehension is fundamental skill in language learning. That is what students should drive for first. If students develop good listening comprehension the other skills will come such as speaking even grammar, their accuracy and all of these will come if students have had so much

Exposure to the language that they understand it when a native speaker speaks it.

Listening has a number of other advantages; it is easy to organize. It is not just that student listening for the language students either enjoying.

The most powerful and active way of learning is listening, listening is a good self-testing activity because students can tell if they can understand or not. Students while listening can sense that they are making some progress, which is also motivating.

Researchers have considered several benefits for listening skills while using movies in the classroom. For example, Markham (2001) indicated that watching

movies helps students understand the relationship between speakers or relationship between the speaker and the subject matter.

Other listed benefits of movie-based instruction include:

- with movies students recognizing context so it is formal or informal, this will help prepare students for what type of language will be used. Schmit (2002)

- Movies can have multiple speakers and being able to pick out what each person is saying it is a particular skill. (Herron and al, 1995)

- While listening students can be solely transactional what has meant transactional that the listener paying their attention to extract or complete the transaction of extracting information. With practicing the listening skill, students might learn some English expression or vocabulary used in the movies. (Winiyakul, 2010)

- watching movies create a more vivid, visual and authentic learning environment, which; help students, improve their listening skill Tafani (2006)

- while using active listening students can improve their pronunciation and vocabulary in addition, they will be able to understand accent and dialects. Luo, J.J (2004)

- Finally Khan (2015) argues that movies are effective than other media as teaching tool. Providing movies can lower the anxiety of the students in an EFL classroom. Teachers can use movies for lowering stress of students during the comprehension processes.

3.1.2 Reading

The reading skill is necessary for a language acquisition because it has positive effects on vocabulary knowledge, spelling as well as the learners' writings.

Reading is tremendously powerful; it is a way that students can improve their knowledge in the language, therefore; reading is extremely important and students are always willing to invest the time and they recommend the people invest the time in learning the script.

Krashen (1994:46) states that comprehensible input in the form of recording also helps in language acquisition. He says that reading is responsible for much of our competence in reading comprehension, writing style, vocabulary, spelling and advanced grammatical competence. According to Krashen (1993), it is important to involve free reading in the language classroom to increase knowledge of the language and the way it is used in real-life contexts.

In highlighting the importance of reading comprehension, Rivers (1981:147) states that reading is the most important activity in any language class, as not only a source of information and a pleasurable activity, but also as a means consolidating and extending one's which are knowledge of the language.

There are several methods and strategies which help learners to improve their language competency.

Movies can raise the interest of reading for learners by the use of simple and the easy to understand text, and enable students to increase their interaction with texts.

Movies help students to gain knowledge and understand different kinds of things. In addition, movies can increase the motivation for learners to develop their vocabulary and reading skill.

According to Nunan (1991), being able to read, is being able to interpret a series of written symbols to the auditory equivalents as a way for the readers to make sense of the text they are reading and to produce the meaning of the reading itself.

3.2. Movies and learner's speaking and writing (output) skills

Integration of media such as movies in the language classroom is mainly believed to be beneficial for speaking and writing skills.

3.2.1 Speaking

Speaking is one of the productive skills necessary for effective communication in any language; this last can naturally appear in every EFL class since this productive skill enables students and teachers to interact more. In this area Harmer (2001) and Gower and al (1995:99-100) agreed that speaking has many different aspects, including two major categories, accuracy, means; the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Where fluency considered being “the ability to complete your speech with few hesitations” that is to say, speaking is the use of the correct words in the right situation with few pauses because these features of learners' speech production can reveal his/her speaking proficiency.

In addition Chaney (1998:13) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, this means that speaking is the most important skill among the other skills; without speaking there would be no communication and make the language useless.

The main purpose of foreign language teachers, More precisely, teachers of oral expression, is to increase the performance of their students in speaking skill. Teachers to enhance students speaking skill can use many activities. According to Thornburg, (2008) theorists proposed three different stages that learner pass through when they are learning how to speak. The first stage is Awareness; which is meant that students are in need to be aware of the characteristics of the language understudy, the second stage is Appropriation, the integration of the language characteristics into the students

existing knowledge, the last stage is autonomy, when the learners are able to use the new language on their own. Many activities are designed by theorists for all the previous stages mentioned above to achieve affective teaching; and all these activities motivate students to participate and interact in the classroom.

According to Brown (2000:271- 272) many students when they are exposed to authentic materials tend to imitate native speakers, they pronounce the word in the same way they heard them. These actually help learners and improve their speaking skill.

Studies have also reported some advantages to the integration of movies into foreign language classes. For instance, Katchen (2003: 221-236) emphasizes that movies are possibly a very powerful tool for improving students English speaking, much better than a textbook. In textbooks the English is not real it is fake; however, English in movies is much closer to the real English that students may encounter.

In addition, movies have slang and idioms that students use all the time, and they have very useful phrases. Perhaps the most important of all, movies have real pronunciation; it is how students really pronounce words and phrases.

Movies enable students to compare themselves to the actors if they sound like they do. If do they have the same rhythm, the same pronunciation, the same emotions. (Littlewood 1985: 92-96)

Initially speaking can be difficult, but with repetition, it usually becomes easier. Through repetition of the movie students will learn all the vocabulary all of the phrases in the movie, their speaking and pronunciation will be much faster, much more natural, more fluent and a much clear accent. (Nation and Newton 2009:120-121)

According to Benny Ur (1996) there three things in language learning, the attitude of the learner, the time he/she has with the language and their ability to notice what is happening.

Moreover, movies help teachers increase EFL students' interests, motivations and engagements can be a powerful tool to motivate the students to develop their oral skills Chen (2012), since movies usually present most current and real language Katchen (2003:211-236). However, movies should be linked to the syllabus as a thematic unit instead of being watched just for fun as noted by Allan (1985:48-65).

In the same vein, Stoller (1988) points out that films are flexible instruments for language learning and instruction; they develop a curriculum, add an extra dimension to course design and enhance verbal English language skills and understanding of culture.

Other scholars such as Thurnbury, S. (2005), and Azeem, M. (2011) assert that in order to be a well communicators, the learners need to recognize that speaking involves three areas of knowledge: mechanics (pronunciation, grammar and vocabulary). Functions (transaction and interaction) and social and cultural rules and norms, with movies students will increase these areas.

Richards (1992: 11) supports the view that when speaking the language the learners need to be aware of its norms and how to deal with this society. Moreover, this appears with use of English movies, he suggests seven strategies to help the students to be more active in the speaking tasks and activities. The teachers' role is crucial in facilitating practice and learning speaking, then providing input and feedback, he also adds some efficient collaboration and dialogue between peers, all these activities develop the students' opportunities to speak.

According to Bygate (2005), repetition make the students discover new skills by learn a wide range of core speaking skills; develop fluency. Students will feel free to

say any idea that comes to their minds without hesitation they just focus on getting information with each other. In this sense, Thornbury (2005; 73) agrees that discussion is the best activity for developing the students communication skill.

In addition, movies enable students to find many solutions to various problems and this activity will enrich their vocabulary and decrease the feeling of anxiety.

It can be argued that language formed in movies could help nonnative speakers understand stress patterns and allow the students to see body rhythm and speech rhythm.

3.1.4 Writing

Writing skill is difficult and demanding task. It needs students to establish various elements simultaneously. For instance, producing ideas making coherence accurately produce their thoughts via choosing the appropriate grammar patterns.

Weigle (2002, 36), defines writing as the act of encoding internal representation (ideas) into written text. Writing is one of the major skills for using language, through which one can convey his taught .In fact writing is not taking a pen and jotting down one's ideas, it takes into consideration the mental activity that is the most essential part in the writing process.

Swain and Canal state that writing is a skill, which is a compound of many competences such as grammatical competence that includes knowledge of grammar, vocabulary and the language system. Discourse competence, which includes knowledge of genre and rhetorical patterns that create them and sociolinguistic competences, which is the ability to use language appropriately in different contexts, understanding readers.

Since writing skill is considered as difficult task, providing students with writing tasks based on movies could be a useful and powerful tool for them to improve this

skill, pre-writing considered as the first writing stage where students generate ideas before watching the movie.

Richards (2002: 316) states that pre-writing is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

According to Oshima & Hogue (1999:04) there are several good strategies for generating ideas and collecting information, they include brainstorming, asking questions, clustering and free writing. Therefore, while watching movie students will gather information, then they can return and modify or omit irrelevant ideas. To sum up, brainstorming and other strategies used in pre-writing before watching the movie is the key for good writing start.

In addition, drafting is a useful skill to practice, where students focus on content and meaning rather than mechanics, as well as at the revising stage, where the students concentrate on the clarity of their messages by recognizing their ideas and providing their texts with more effective vocabulary. Mather & Jaffe (1899: 507)

In general teaching students to write through using movies has the purpose of enhancing their skills to produce a single sentence of any complexity, and developing additional skills required producing units longer than a single sentence (Buckingham, 1979). These skills will develop the use of syntactic patterns, write longer units of discourse, and use awareness of cultural differences in writing. The use of movies overall can help students predict information and infer ideas.

4. The role of subtitles in enhancing learners' language abilities

A movie is composed by verbal code sound effects and an image, the comprehension of the verbal code is fundamental to communication, to make movie dialogues understandable in a source language different from the target language we resort to a translation that is defined as audio-visual translation.

The method of audio-visual translation commonly used is, subtitling. According to Reich (2006), subtitling is a method that offers a translation of original dialogue.

Cordella (2007) states that we can recognize two types of subtitling, the intra lingual and inter lingual. Inter lingual subtitling the Britain text that appears over the image is that of the source language, this kind of subtitling is addressed to two audiences with different needs hard of hearing students of foreign languages. Inter lingual subtitles are written in a different language than that of the original product. They involve and combine two languages and shares cultures.

Students have to distinguish between open and closed subtitles; open ones' are open to all cannot be turned off by viewers while closed subtitles are designed for

Research on watching English movies has shown that subtitled movies can have some potential benefits in foreign/second language education. For instance, Reese and Davie (1987) claim that students benefit from captions by directing attention of specific content.

Similarly, Borrás and Lafayette (1994) state that same language subtitling can help EFL students relate the oral and written forms of words more easily than movie without subtitles, they also claim that with the aid of subtitles students can produce comprehensible output not only the comprehensible input.

English with subtitles are well suited to assist student in their understanding of reduced form of target language speech.

For example, student can see the visual text of the reduced speech in the subtitle and hear the correct sound pronounced by the speakers in the movie.

In this way; student can understand the two different forms of the target language spoken a written; as well as learn to decode these reduce form.

SUMMARY

A review of the literature on integrating movies in EFL classrooms provides that movies are greatly effective in the language classroom. It has been shown that movies can promote language teaching/learning and motivate students to learn in a foreign classroom. What is more important, they offer a visual context aids which enhance students input and output skills, in addition movies enhanced with subtitles are a practical powerful pedagogical tool which help the students 'comprehend target language input' and produce 'comprehensible output'

CHAPTER TWO

Research Design, Data Collection and Interpretation

INTRODUCTION

The present research is conducted to investigate the effect of using movies in EFL classrooms. This chapter is devoted to the study design, data collection methods, analyzing the data collected, presenting and interpreting the results obtained. In order to collect data and examine the research questions and hypothesis, two questionnaires were given out to students and teachers- at the department of English Belhadj Bouchaib University Center Ain temouchent - with different questions for each group (Appendices 1 and 2). First, we are going to introduce the population of the study, describe the research instruments then analyze and interpret the questionnaires' results and finally present our research findings about the effectiveness of implementing movies in EFL classes.

1. Population

1.1. The students

This study is concerned with first-year students at Belhadj Bouchaib University Center, Ain temouchent. Thirty (30) of them were randomly chosen. The students involved in this investigation- aged between 18 to 21 years old; they were both male and female. All were Algerians and their mother tongue was Arabic, French is their first foreign language and English is their second foreign language.

1.2. The teachers

In this study, in order to get teacher's perception on using movies as teaching material in EFL classroom. Five (05) teachers at the Department of English Belhadj Bouchaib University Center Ain temouchent were chosen randomly to participate in this study.

2. Research Question and Hypothesis

The present study sought to answer the following questions:

1. How may EFL students at Belhadj Bouchaib University Center benefit from the implementation of movies for improving their four language skills?
2. What are student's perceptions towards using movies in EFL classroom?

These questions followed those investigated by research on movie-based instruction(chapter one); in particular research by Merita Ismaili,(2013), Raniah Hassen Kabooaha (2016),Balambo Jamal Tahir (2015) among others

The research questions were examined through a descriptive approach.

3. Hypothesis

We hypothesize that if teachers implement a variety of visual aids in classroom many EFL students will be able better grasp of lesson content and vocabulary .Therefore movies allow students to receive the visual auditory input they need to grasp as well as lesson content.

4. Research design

The present study employed a questionnaire as a main tool to investigate impact of using movies in the EFL classroom, One for teachers and another one for students. The questionnaires used in the present study are provided in appendices 1 and 2 and were based on Merita Ismaili (2013),

A questionnaire has been chosen as a research instrument because it does not take a long time, and it is the best way to collect data in which the informants feel confident .A questionnaire is a data gathering tool designed to meet specific, needed information. It can collect data more than any other instrument because all the informants receive the same questions in the same form. It involves a set of questions that are addressed to the research informants for data collection purposes.

In this regard, Dornyei (2007: 101) states that

The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible

Definition of questionnaire:

A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers (Bell 1999).

While authors such as Kervin (1999) offer a very narrow definition of questionnaires (whereby the person answering the questions actually records his or her own answers), deVaus (1996) sees a questionnaire in a much wider context (namely as a technique in which various persons are asked to answer the same set of questions).

Care has to be taken in creating a questionnaire; Oppenheim (1996) comments that ‘the ability to write plain English will help’, but that will not be sufficient. If a questionnaire is well designed, it will motivate the respondents to give accurate and complete information; as such, it should provide reliable and relevant data in return.

A questionnaire can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to ‘explore a substantive area’ (Gill & Johnson 2001). However, other researchers may use a questionnaire as a means of collecting reliable data in a rather deductive approach in order to test existing theory. As will also be shown in the case of the other two research methods discussed in this

paper, a questionnaire thus allows the researcher to adopt either an inductive or a deductive approach, or even a combination of these two.

5. Description of the Questionnaire

5.1. Students Questionnaire

This questionnaire consists of (11) questions contain two main parts .The first part of the questionnaire consisted of background information questions. Concerning the sex and age of the respondent, the second part deals with the student's perception towards using movies in the EFL Classroom.

5.2. Teachers Questionnaire

The teachers' questionnaire consists of (10) questions considering their views about using movies as teaching material in EFL classroom.

6. The Administration of the Questionnaire

6.1. The Students

As we have mentioned before, thirty (30) students were selected randomly for our study students were given some explanation and instruction before they complete the questionnaire and it took the students more than 20 minutes to fulfill the questionnaire. The questionnaires were designed in the form of a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

6.2. The Teachers

Teachers' questionnaire was administered to five (05) English teachers at the Department of English Belhadj Bouchaib University Center Ain temouchent.

Procedure

The demographic information and five-point Likert-type scale were developed in printing format, and participants completed the questionnaire face to face. Data was collected from first-year students at Belhadj Bouchaib University Center, The questionnaire was in English, and it was piloted among 30 students for reliability before officially put into use.

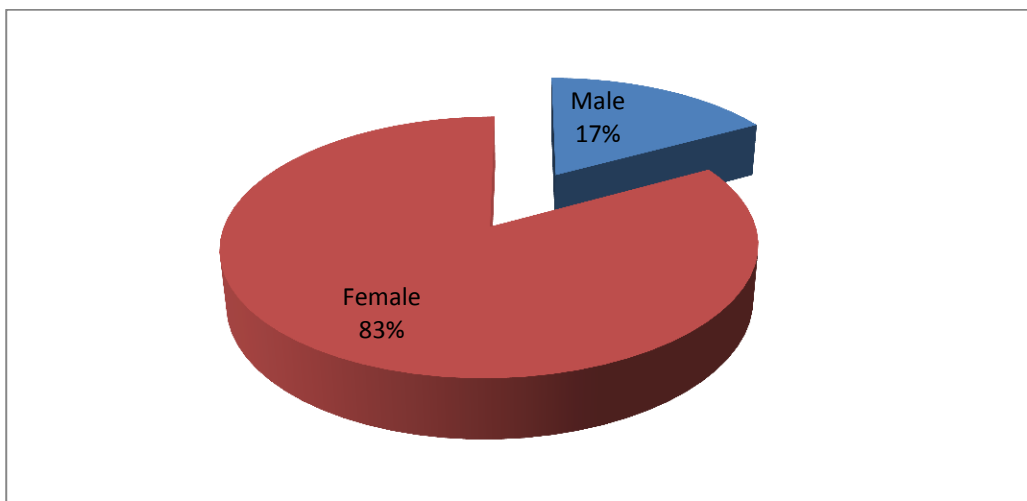
Data analysis

This section will present an analysis of both learners' and teachers' questionnaire.

1. Analysis of the Students' Questionnaire

Section One : Personal Information

Figure 1: Students' Gender



As shown in Table 1 and Figure1 above we can notice that the number of females are more than the number of males making up (83.33%) of the whole sample of (30 students). Males making up (16.66%) of the whole sample ,this results comes from the conception that the number of females are more than males.

Figure02: Students' age

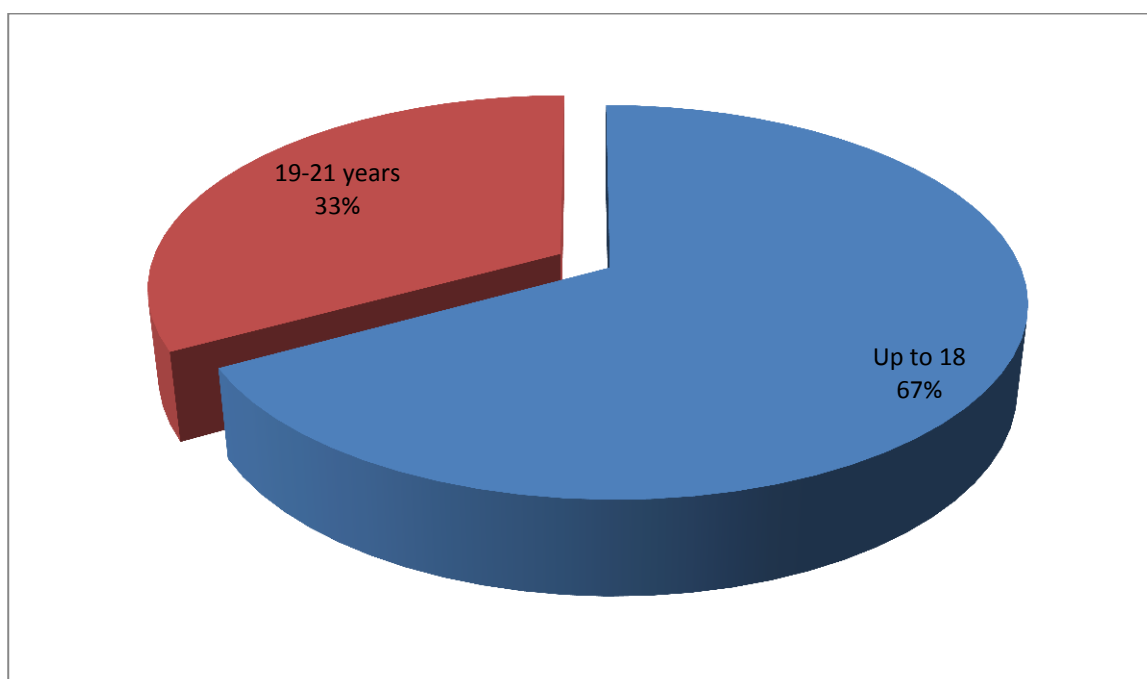
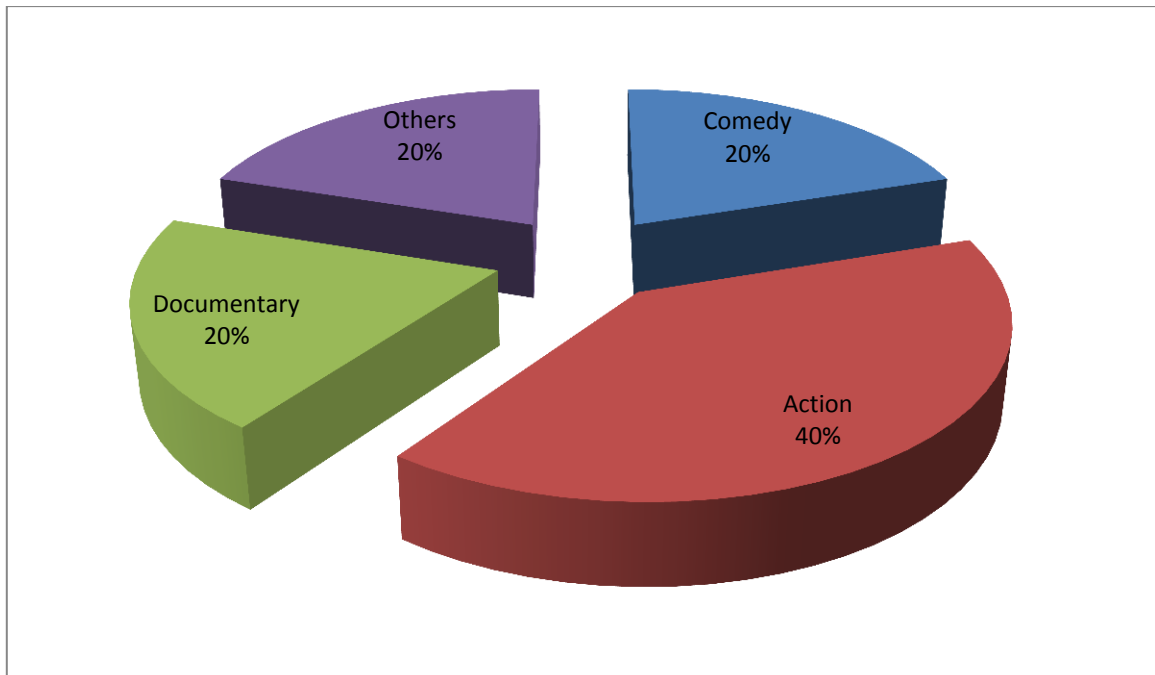


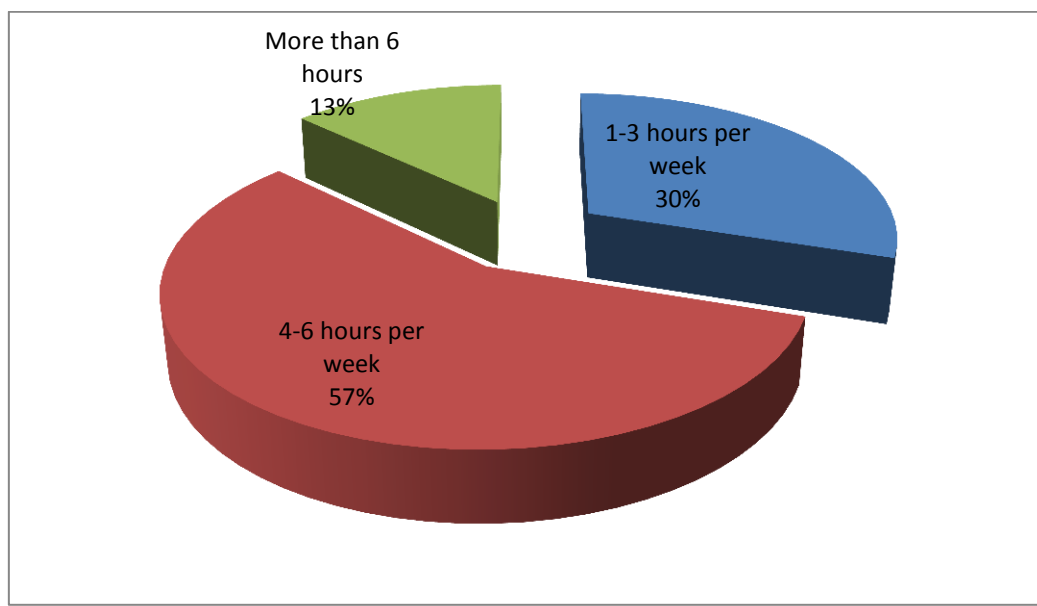
Table2 and Figure 2 shows the age of the participants of this survey categorized as follows:67,66% of the participants are up to 18 years old (out of 30) and 33% are between 19 to 21 years old .

Figure 03: Which genres of English movies do you prefer? (You can choose more than one)?



As it is shown in Table 3 and figure 3 above, in response to question 3 on movie preferences the majority of the participants (40%) stated that they prefer watching action movies. 20% are watching comedy movies, and 20% are watching other genres like, romance, drama, documentary and etc.

Figure 04 : How often do you watch movies?



In response to question 4, as it is shown in Table 4 and Figure 4 the largest number of the respondents at 57% responded that they watch movies three to six hours per week, followed by one to three hours per week at (30%), and 14% of the participants, the minority of the participants are watching movies more than six hours per week.

Figure 05 : Do you think watching English movies has a beneficial effect on learning English?

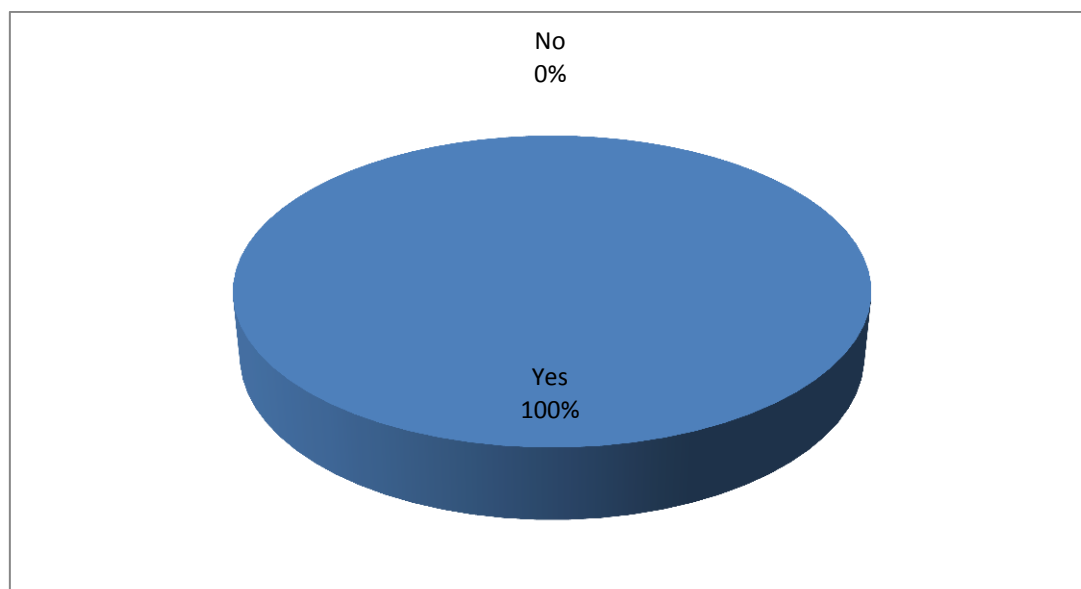


Table 5 and Figure 5 show something quite hopeful. 100 % of the participants agreed that watching English movies have the beneficial effect of movies on learning English.

Figure 06: Do you agree that watching movies motivate you to learn English?

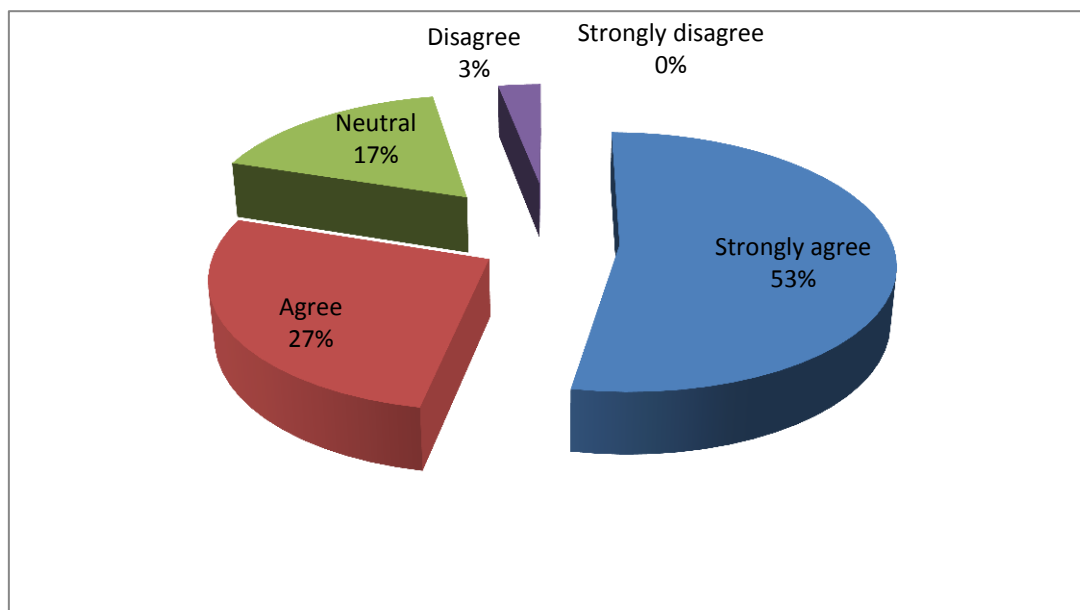
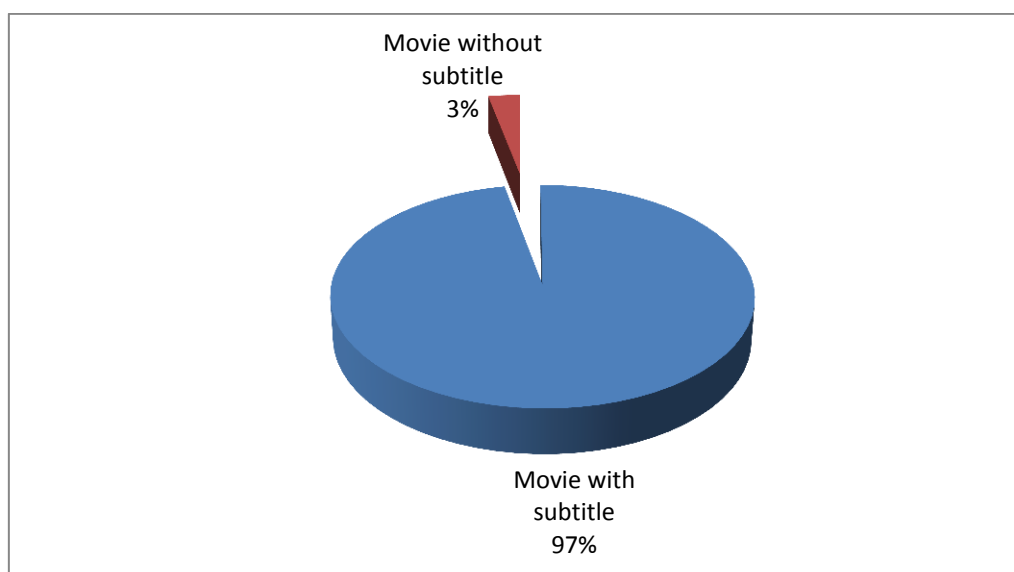


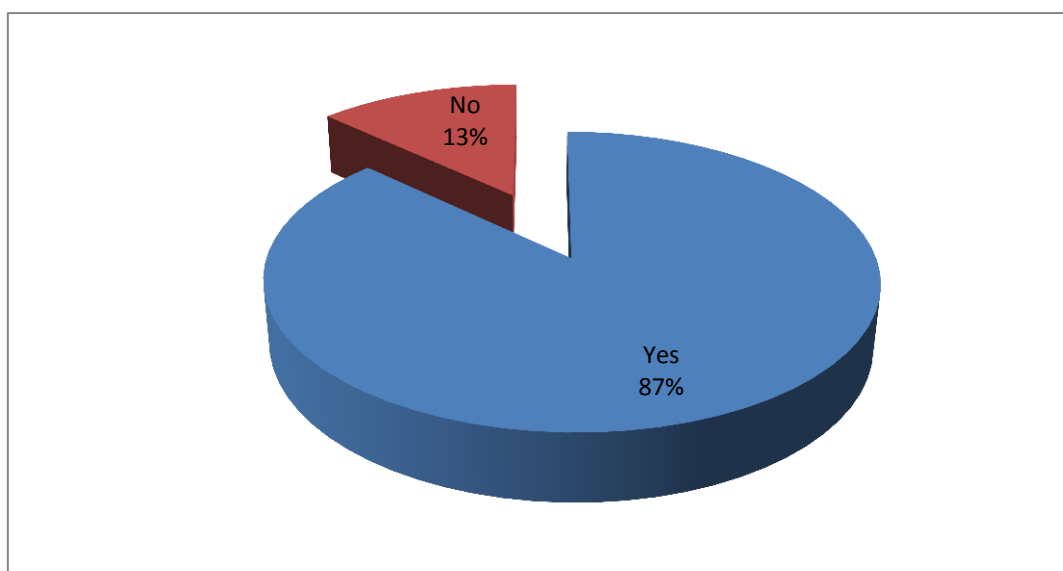
Table 6 and Figure 6 show students responses to question 6. The majority strongly agreed or agreed with the statement that watching movies motivate them to learn English while 17% were neutral and 3% expressed disagreement.

Figure 07 : Does audiovisual material enhanced with English subtitles are good in learning English?

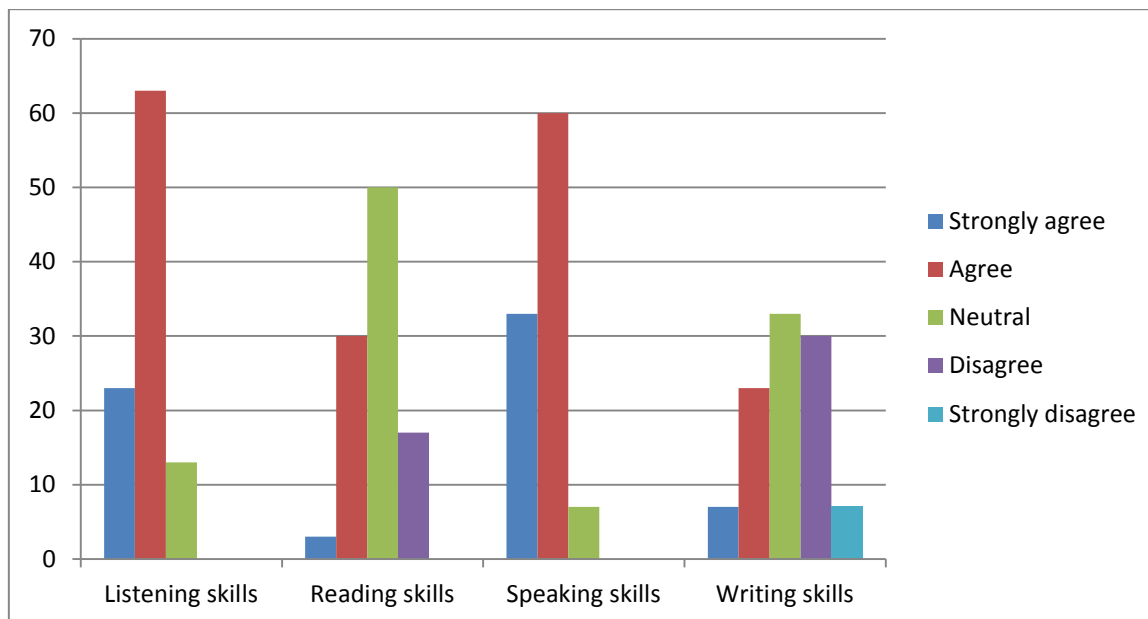


As shown in Table 7 and Figure7, in response to question 7, almost all the participants shared the same views and agreed that subtitling mode has positive role in the learning outcomes and it can give great help to EFL learners, while 3% stated that they prefer movies without subtitles.

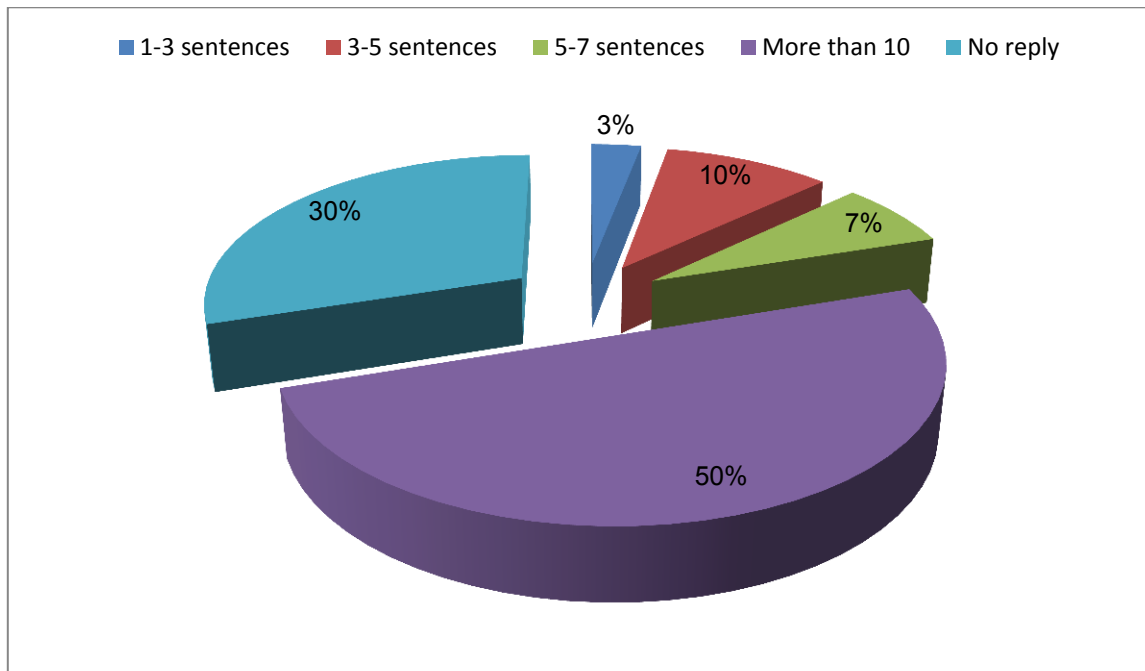
Figure 08 : Are you interested in learning English if the teacher uses English films as teaching materials.



In response to question 8, as it is shown in the table and the figure above, the majority expressed agreement 87% and claimed that movies draw their attention and captured their interest. Only 13% expressed disagreement.

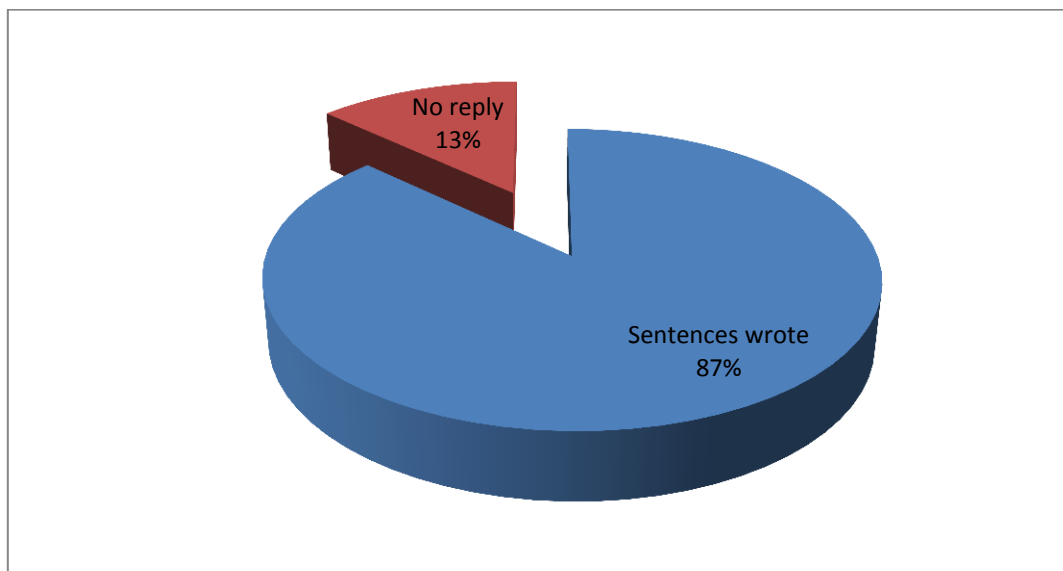
Figure 09 : Do you agree that movies improve your four English language skills?

A quick look at the table and diagram above indicates that 23% of the participants showed strong agreement with the *impact of movies on improving their listening skill*, 60% expressed agreement, 13% were neutral; 3% of the participants strongly agreed that *watching movies improve their reading skill*, 30% expressed agreement, 50% were neutral and 17% of the participants disagreed with positive effects of movies on reading skill. The most affected skill in English is ‘speaking’ since (33%) students strongly agreed that watching movies improves speaking skill, 60% expressed agreement, and 7% were neutral. 7% expressed strong agreement that *watching movies improve their writing skill*, while 23% showed agreement, 33% were neutral, 30% expressed disagreement and 7% are strongly disagreed with the statement *that movies have beneficial effect on their writing skill*.

Figure10: how many English sentences have you learned from the movie?

In response to question 10 which relates to '*student's interaction from movies*', half of the students (50%) declared that movies are useful in learning English and stated that they learned more than ten sentences, 10% participants declared that they learned three to five sentences, 7% participants said that they learned five to seven sentences, and the minority (3%) stated that they learned one to three sentences. Whereas 30% made no reply .

Figure 11: can you write down any words and sentences you have learned from the movie?



The answers to question number (11) shows that almost of students (87 %) have participated in writing while the remaining (13%) did not.

Interpretation of Learners' Questionnaire

The findings from the questionnaires highlight that most of these students are agree that movies help them to improve their foreign language.

From the students questionnaire we might conclude that: movies are a useful technique to teach the EFL learners.

- The majority of the participants preferred watching action movies. Other genres like comedy movies, romance, and drama, documentary figured among the preferences of some students.

- Almost all of the respondents were watch movies three to six hours per week
- Most of the respondents watched movies one to three hours per week
- Many of the respondents were watching movies more than six hours per week.

- Overall, the majority of students indicated that watching movies many hours per week help them to understand the English language easily.

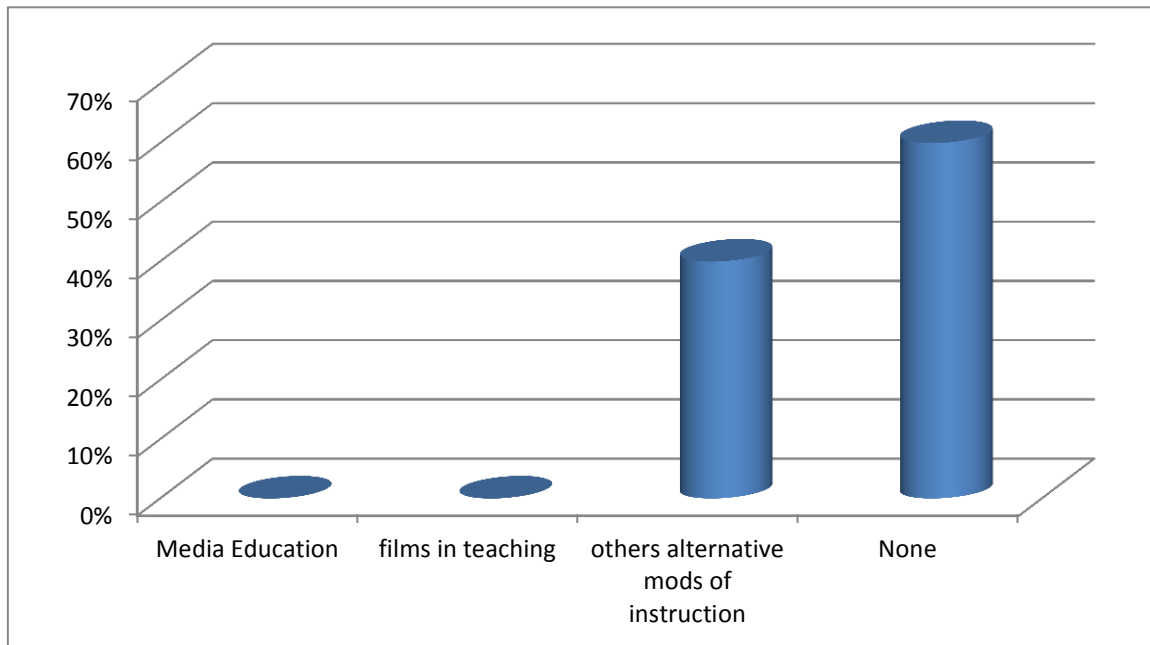
The findings from the questionnaires also highlight that most of these students seek a greater, more overt focus on pronunciation in class 60% of students expressed agreement with positive effects on speaking skill. From the survey 100% of the respondents reported that using movie is beneficial for students to learn the English language.

This may mean that using movie can help students to improve the input and output skills.

This finding is supported by Khan (2015) who also believes that the “visuality” of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool. Next the study found that it encourages students’ participation and prepare them for real-life situation. As king (2002) indicated that movies are invaluable and rich resources for teaching because they present colloquial English in real life contexts rather than artificial situations. Finally, this study highlighted that students stated that subtitling mode has positive role in the learning outcomes and it can give great help to them. However this finding support a study by The National Center for Technology Innovative and Center for Implementing Technology in Education (2010) asserts that for students who are learning English (or another language), subtitled movies can have some potential benefits.

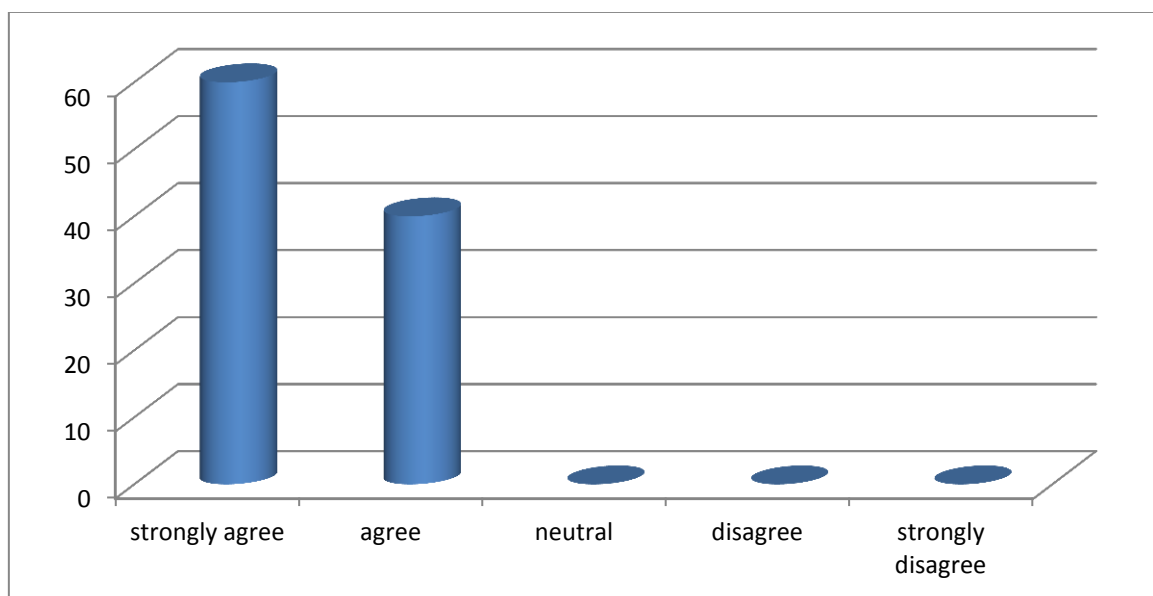
5. Analysis of the Teachers' Questionnaire

Figure1: Have you taken in any training at some point in some of the following?



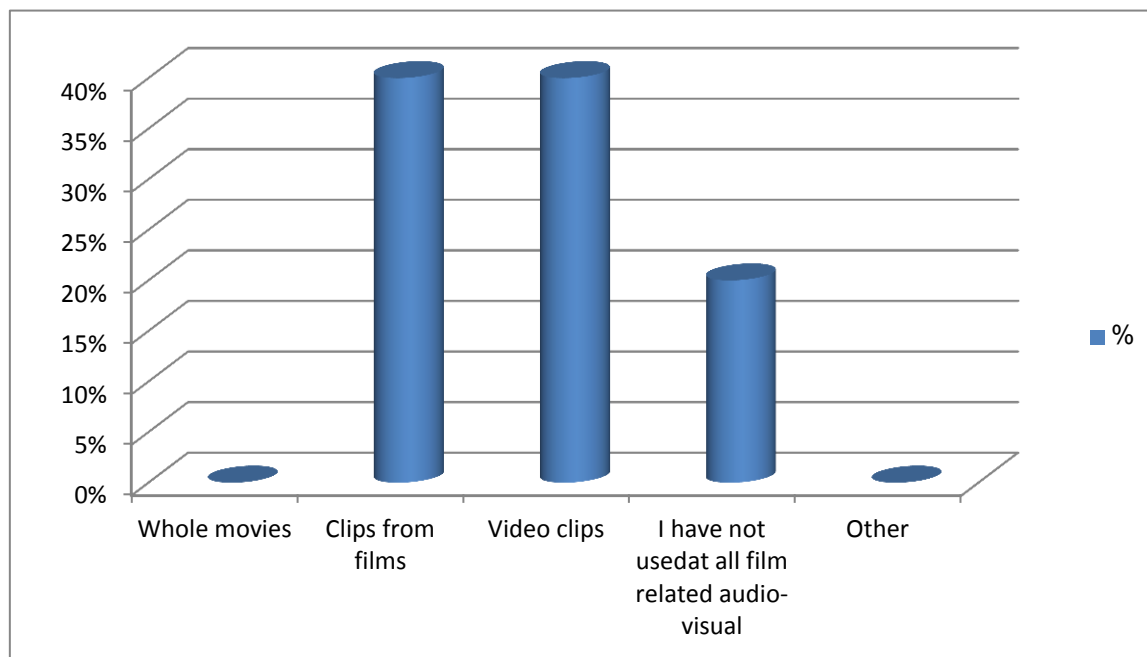
In response to question number(1) no teacher (0%) indicated *receiving trained of Media Education and films teaching* ,while 40% indicated receiving *other alternative modes of instruction* and 60% o didn't receive this type of training .

Figure2: Movies should be used in the EFL classroom.



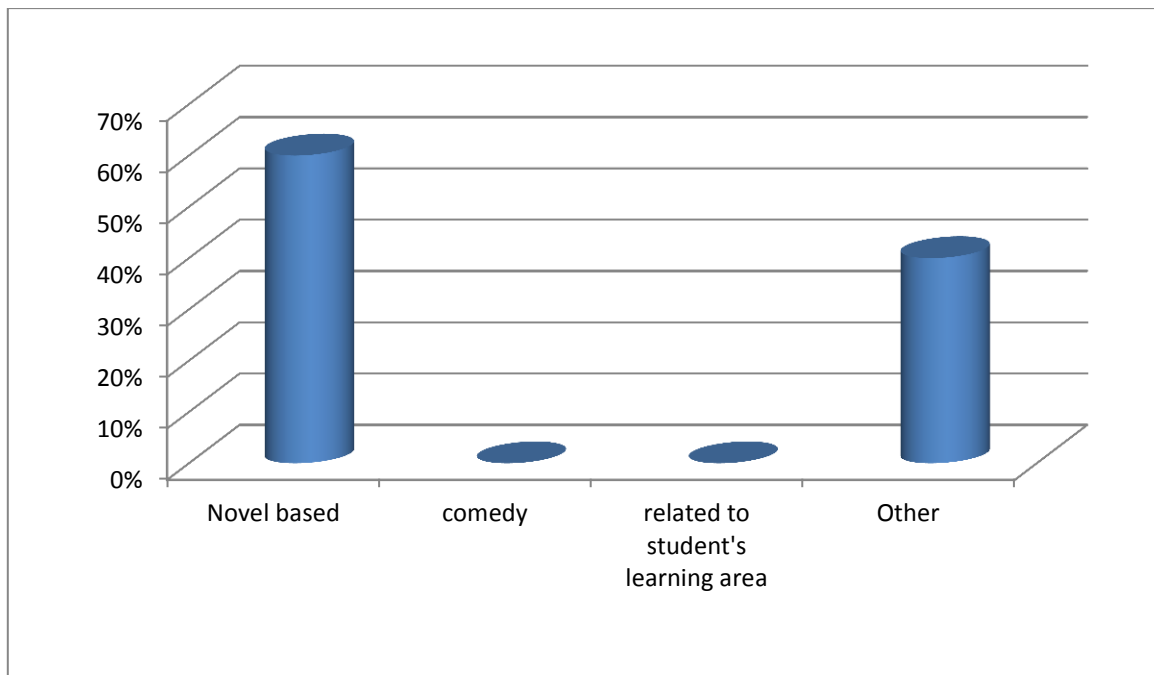
As it is shown in the bar chart above, 60% strongly agreed that movies should be used in EFL classroom, 40% expressed agreement while 0% were neutral or showed either strongly disagreement or disagreement.

Figure3: Have you used some of the following materials on your EFL class?



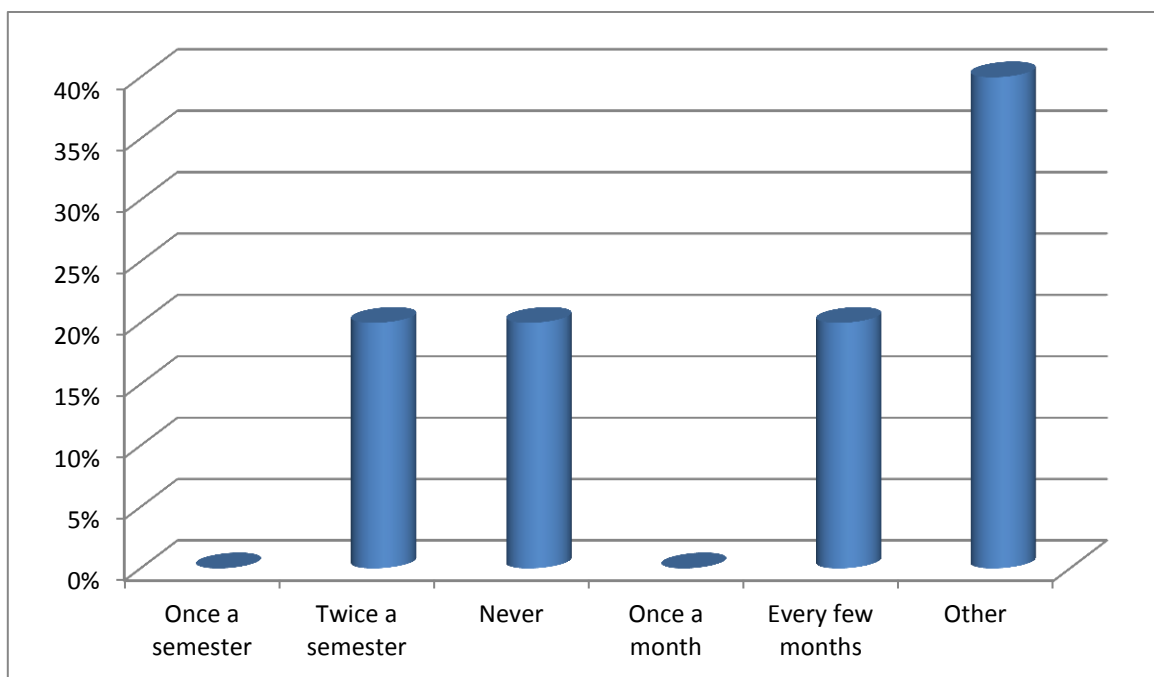
The bar chart above indicates that no one of the teachers used the *whole movies* (0%) , 40% stated that they use clips from films and video clips , while 20% haven't used at all film related to audio-visual and no one used other material (0%) .

Figure 4: Which genre of movies have you used as teaching material in English class?



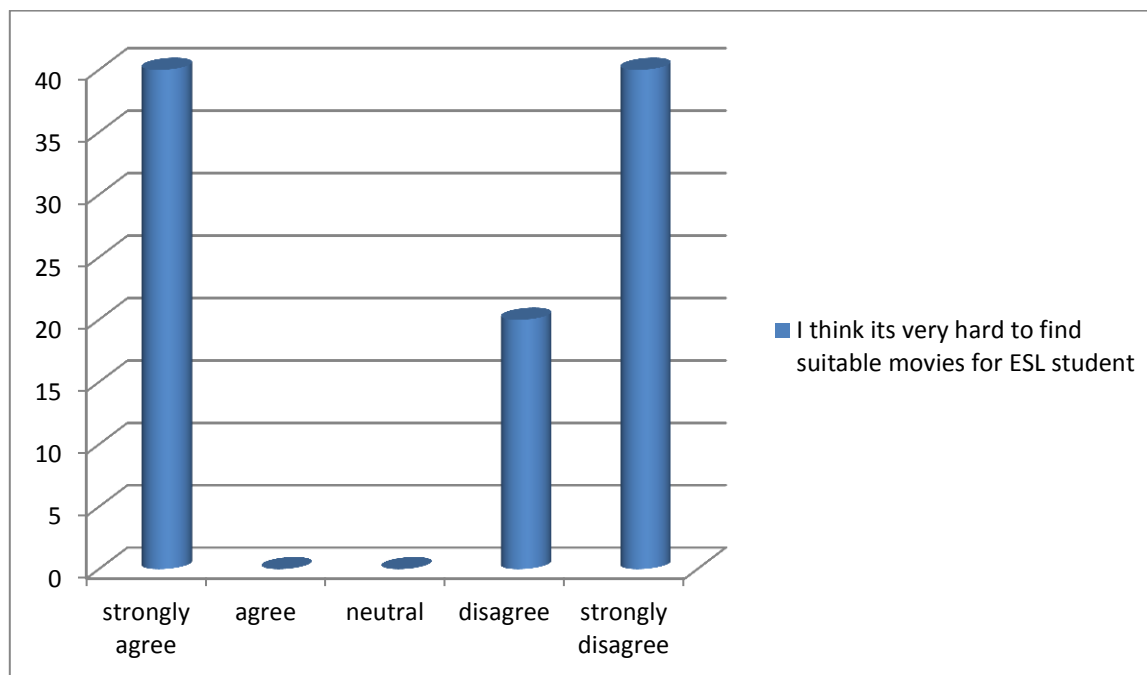
As it is shown in the bar chart above, in response to type of movies used , the majority of the teachers(60)stated that they prefer using *novel based* while none (0%) of them neither used comedy nor movie related to student’s learning area and 40% used other genres.

Figure5: How often have you used the movies / video clips in your classroom?



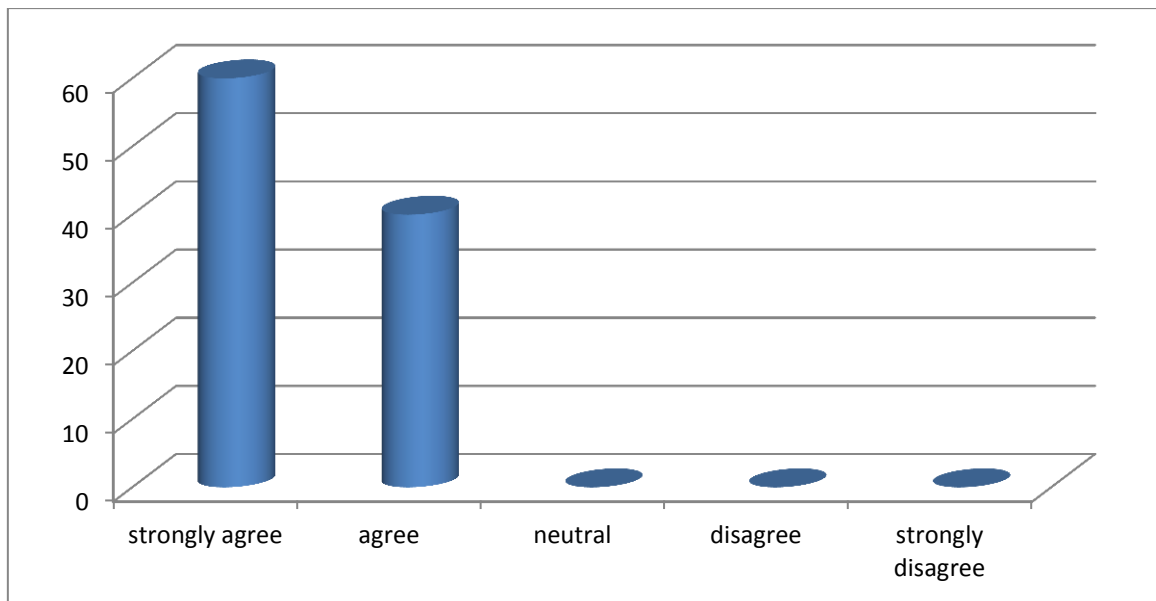
In response to question number (5) the bar chart above indicates that no respondent used movies once in a semester and once a month 0%, 20% declared that they use movie twice a semester and 20% never utilized movies. 20% used every term for a few months, and 40% use other types.

Figure 6 : Is it difficult to find suitable movies for EFL students.?



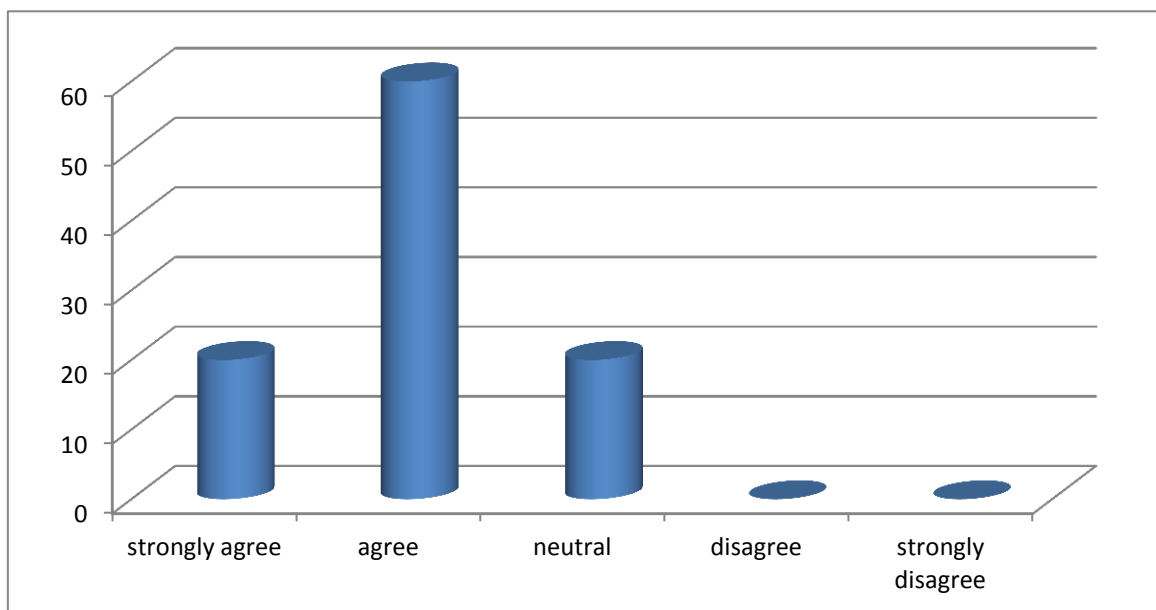
It is clear from the responses to question number(6) that 40% of the teachers have difficulties to find suitable movies for English classes and 20% of them expressed disagreement while 40% shed strong disagreement .

Figure7: I think movies are a useful tool when teaching oral skill.



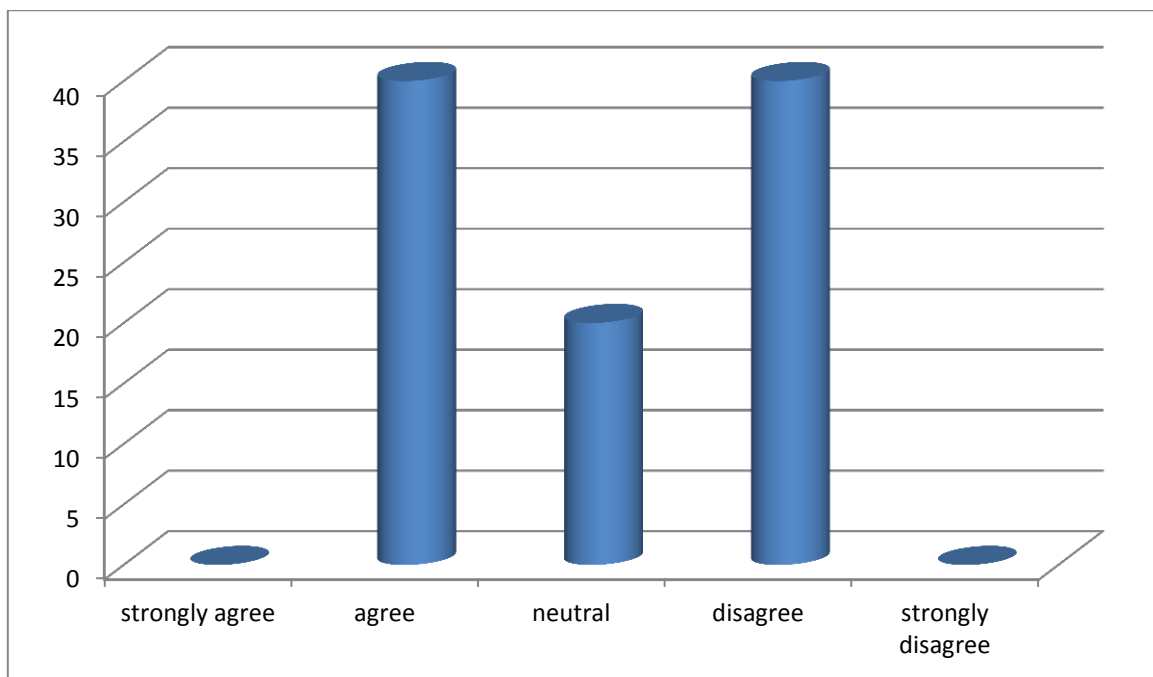
As shown in the table and figure, 60% of the teachers expressed strong agreement in *thinking that movies are resource for oral English language teaching* and 40% showed agreement.

Figure 8: The feedback I got from students about using movies in teaching has been positive.



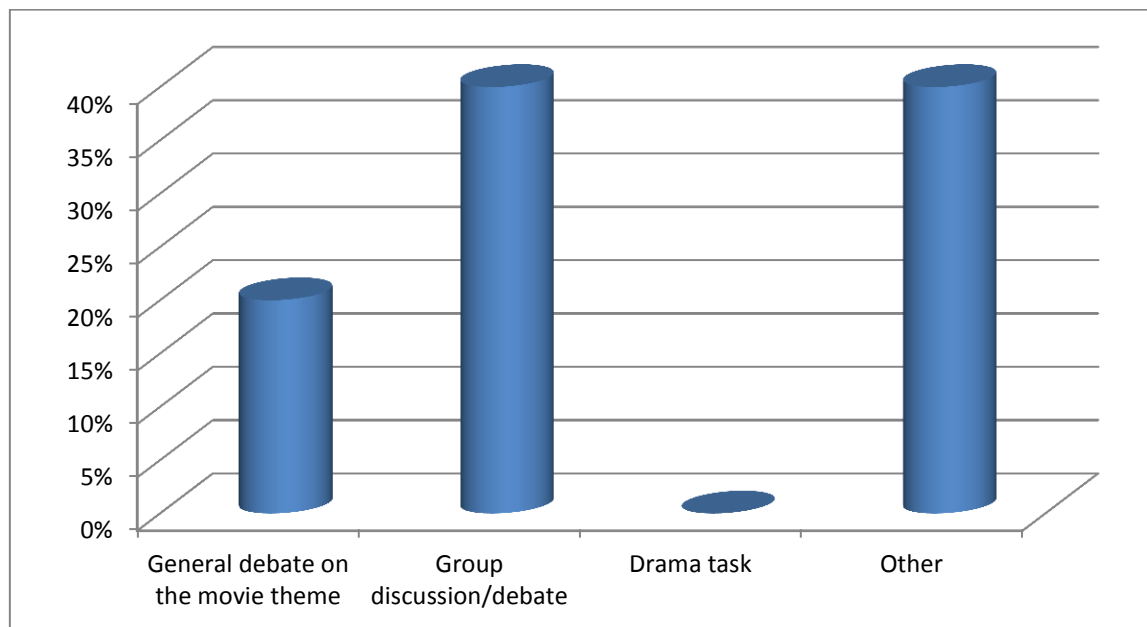
In response to question number (8), the results in the table and the bar chart above show that 20% strongly agree that they have received a positive feedback from students while 60% showed agreement and 20% were neutral.

Figure 9: I think movies are a useful tool when teaching writing skill.



As can be seen from the results above, 40% expressed agreement that *movies affect writing skill*, 20% were neutral and 40% expressed disagreement.

Figure 10: Which of the following option have you used when teaching oral communication:



The table and the bar chart above show the data about the goal in using movies in oral language skills. 20% used general debate on the movie theme, 40% used group discussion also 40% for other forms.

Interpretation of Teachers' Questionnaire

The results obtained from teachers' questionnaire reveal that these teachers have different answers. The results were deduced from the answers of the first question. That, these teachers have received different training. Another important question was the use of movies in EFL classrooms (Q 2) reveals (60%) strongly agree that movies should be used in EFL classrooms. (Q3) responses that the teachers use different teaching material in English class 40% stated that they use clips from films and video clips, while 20% haven't used at all films and no one used other material (0%). In response to type of movies used, the majority of the teachers 60% stated that they prefer using *novel based* while none 0% of them neither used comedy nor movie

related to student's learning area and 40% used other genres. Question (5) indicates that no respondent used movies once in a semester and once a month 0%, 20% declared that they use movie twice a semester and 20% never utilized movies. 20% used every ten for a few months, and 40% use other types. It is clear from the responses to question number(6) that 40% of the teachers have difficulties to find suitable movies for English classes and 20% of them expressed disagreement while 40% shed strong disagreement. The majority of teachers (60%) declared that movies are resource for oral English language teaching. In question (8) teachers have received positive feedback from students using movies in teaching classes. Teachers have noticed that (40%) movies are useful as a resource for teaching English writing. In question 10 In teaching speaking skill teachers (40%) use most discussion ,(40%) use others while (20%) use general debate on the movie theme. teachers have declared the goal in using movies in oral language skills.20% used general debate on the movie theme, 40% used group discussion also 40% for other forms.

Conclusion

In the preceding sections of this chapter, we have summarized and discussed the findings of the study, which were analyzed with the aim of answering the research questions proposed in chapter 1.

The overall results from student's questionnaire show that using movie in EFL classroom is an effective method to develop students' four skill. The analysis of student's questionnaire revealed that the movie has positive impact on the students' competence and performance .It encourages students' participation and prepares them for real-life life situation .Besides it gives opportunity to the students to use the target language freely and it puts students in position where they can practice the four skills. In addition the teachers agree that movies can improve the students in many fields

and specially to help them in four skills, for this reason they use movies as a tool in EFL classroom to learn English.

The following chapter will be devoted to some suggestions and recommendations, for the teachers and the learners, that our research has reached about the integration of movies as a pedagogical tool in language learning in order to expand the learners' vocabulary knowledge, and thus to lead to a better comprehension while using movies.

CHAPTER THREE

Suggestions and Recommendations

Introduction

This last chapter, taking into consideration the obtained findings and outcomes of our research will, as stated previously, present some recommendations and suggestions for the incorporation of movies in language learning for the sake of helping both the teachers and students develop better English language abilities. The chapter also provides suggested activities concerning the integration of movies that may help learners to enrich their vocabulary background, and to enhance the input and output skills for them.

1. Using Movies Teaching Techniques

Several investigations show the effectiveness of implementing movies as a means to improve the students' proficiency. Furthermore, Stoller (1988) states that movies are progressive tool that provides teachers with new methods of instruction and teaching classrooms.

Using movies should consider some steps: keep the movie Short, watch the whole movie first, always preview the movie, make it available outside the classroom and Use movie your students want.

2. Pedagogical Recommendations

After having consulted the role of using movies in improving the learners' competence and performance, we are in a good situation to suggest some pedagogical implications that could be helpful for both students at first place and teachers as well.

It is necessary for foreign language learners to practice all the four language skills inside and outside the classroom in order to be good learners of that language (foreign language).

- First, teachers can use movie-based instruction to improve learner's reading and speaking skills.
- Second, teachers can increase learner motivation by including movies in the reading, listening or other activities.
- Third, Movies can be helpful in putting theory and practice together in learning second language.
- Fourth, the teacher should provide them with suitable reading materials taking into account the students interest and the proficiency level.
- Fifth, teachers can include subtitled movies in class activities to enhance listening comprehension.
- Sixth, the students have to be provided with appropriate teaching strategies depending on learning styles and learners' needs.
- Seventh, activities derived from the films, such as dictation, group discussion, and oral presentation, can also enhance students' reading and speaking skills.
- Eighth, Students should encourage in developing a positive attitude towards English language.
- Ninth, the present study should be replicated on large scale and over a long period of time in order to further test its hypotheses.
- Tenth, investigating the effect / effectiveness of using movie programs with first , second , third and fourth level students to develop their English language proficiency.
- Teachers should provide learners with authentic materials that enable them to go from initial mechanical stage to a far more communicative one.
- Finally, Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.

3. Limitations of the Study

As commonly acknowledged in all studies, due to the limitations of the study one needs to take great caution in generalizing the results to other settings, to participants of different characteristics. One of the limitations of the study that need to be improved in future research is the short duration. Time for implementation of this study was too short; maybe implementing this study over longer periods may yield different results.

There were also some important limitations to future research. First, the sample size was not large; the study was limited to a relatively low number of teachers. The conclusions cannot be generalized to other educational .This study should also be used in other language levels as Pre university education.

Summary:

In the preceding sections of this chapter, we have made some helpful recommendations and suggestions. Additionally, highlighted the contributions and the implications of the study for EFL teaching and learning, addressed the limitations, and made recommendations for future research. In this final section of this chapter, we would like to present a very brief synthesis of the dissertation so as to conclude this thesis.

GENERAL CONCLUSION

This study was an investigation on the relation between the viewing movies and effective learning in EFL classrooms. Our research reveals that the student's and teachers' opinions about using movies were in general rather positive. Both students and teachers expressed agreement that movies can improve the student's level in many areas and especially to help them in developing the four skills. For this reason they use movies as a tool in EFL classroom to learn English language.

The place of movie as powerful tool in the EFL Classroom has changed dramatically in teaching methodology over the last decades. This research was a small-scale study on the impact of using movies in EFL classrooms conducted among first year students learning English first at Belhadj Bouchaib University Center.

The study addressed two research questions regarding the use of movies in English lessons and followed those issues investigated by research on movie-based instruction (chapter one), in particular research by Merita Ismaili, (2013), Raniah Hassen Kaboocha (2016), Balambo Jamal Tahir (2015) among others:

1. How may EFL students at Belhadj Bouchaib University Center benefit from the implementation of movies for improving their four language skills?
2. What are student's perceptions towards using movies in EFL classroom?

We also hypothesized that if teachers implement a variety of visual aids in classroom, many EFL students will be able to better grasp lesson content and vocabulary.

The data for the research was obtained through the use of quantitative methods namely, a students' and teachers' questionnaire.

The obtained data from the questionnaires revealed that learners have positive attitudes towards the integration of movies in their classrooms in order to improve their English. The study also showed that using movies in EFL classroom could enhance the students' motivation to learn the language.

The present study signifies that classroom interaction plays an important role in developing the learners' skills because it provides opportunities for learners to practice their skills inside the classroom.

One of the main findings of the research was, as the collected results from student's questionnaires show was that using movies in EFL classroom is an effective method to develop students' four skill. The analysis of student's questionnaire revealed that the movie has positive impact on the students' competence and performance .It encourages students' participation and prepares them for real-life life situation .Besides it gives opportunity to the students to use the target language freely and it puts students in position where they can practice the four skills.

The four language skills are interrelated, so learning a language needs proficiency in these important language elements. Definitely, it would be imprudent to assume that the results of the current study constitute sufficient grounds for the formulation of far-fetched pedagogical recommendations as the current research is a case study, Hence, one cannot generalize the findings across learner populations; the findings must be seen in the learning context of the current research .There surely exists the need to make a deeper investigation on the impact of integrating movies on EFL learners.

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Appendices (1 and2)

Teachers' Questionnaire (Based on Merita Ismaili,2013)

Dear teacher;

You are kindly invited to answer our questionnaire. It aims to determine the impact of using movies in EFL classrooms.

1. Have you take in any training at some point in some of the following?

Media Education

Films in teaching

Other alternative modes of instruction (eg, drama education, software using, etc.),

None

4. Movies should be used in the EFL classroom?

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Have you used some of the following materials on your EFL class?

Whole movies

Clips from films (eg YouTube)

Video clips, (eg, DVD)

I have not used at all film-related audio-visual material.

other_____

6. Which genre of movies have you used as teaching material in English class?

Novel based

Comedy

Related to student's learning area (ex ESP)

other _____

5. How often have you used the movies / video clips in your classroom?

- Once a semester twice a semester Never
 Once a month Every few months Other_____

6. Is it difficult to find suitable movies for EFL students?

- Strongly Agree Agree Neutral Disagree Strongly
Disagree

7. I think movies are a useful tool when teaching oral skill.

- Strongly Agree Agree Neutral Disagree Strongly
Disagree

8. The feedback I got from students about using movies in teaching has been positive.

- Strongly Agree Agree Neutral Disagree Strongly
Disagree

9. I think movies are a useful tool when teaching writing skill.

- Strongly Agree Agree Neutral Disagree
 Strongly Disagree

10. Which of the following option have you used when teaching oral communication?

- General debate on the movie theme
 Group Discussion/debate
 Drama task (for example, students play the movie scene again)
 Other, what? _____

Students' Questionnaire (Based on Merita Ismaili, 2013)

We would be very grateful if you could answer the following questions for the sake of our study. It aims at investigating the impact of using movies in EFL classrooms.

Information about the student

1. Gender: Male Female
2. Age Up to 18 19-21 years

Facts and Opinions

1. What genres of English movies do you prefer? (You can choose more than one.)

- Comedy Action movie Documentary Others

2. How often do you watch movies?

- 1-3 hours per week 4-6 hours per week More than 6 hours
per week

3. Do you think watching English movies has a beneficial effect on learning English?

- Yes No

4. Does the use of movies motivate you to learn English?

- Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Does audiovisual material enhanced with English subtitles are good in learning English?

- Yes No

6. Are you interested in learning English if the teacher uses English films as teaching materials?

- Yes No

7. Do you agree that using movies can be helpful for students to develop their listening skills ?

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. Do you agree that using movies can be helpful for students to develop their reading skills?

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. Do you agree that using movies can be helpful for students to develop their performative skills?

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. Do you agree that using movies can be helpful for students to develop their writing skills?

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. How many English sentences have you learned from the movie?

1-3 sentences 3-5 sentences 5-7 sentences
 More than 10 No reply

12. Can you write down any words and sentences you have learned from the movie?
