

**People's Democratic Republic of Algeria
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University of Tlemcen**



**Faculty of Letters and Languages
Department of English
Section of English**

**Implementing English Movies in Developing Students' Oral
Proficiency: Case of EFL Learners in the Department of
English at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's Degree in Language Studies

Presented by

Ms. Fatima MENDIL

Supervised by

Dr. Fatima Zohra ADDER

Board of Examiners:

Prof. Nouredine MOHADJER	President	University of Tlemcen
Dr. Fatima Zohra ADDER	Supervisor	University of Tlemcen
Prof. Rahmouna ZIDANE	Examiner	University of Tlemcen

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Dedication

I would like to dedicate this work to my beloved parents, who have always been supporting me, believing in me, and encouraging me throughout my years of studies.

To my lovely sisters and my dearest brothers. To my very best friends: Meriem, Amina, Ibtissam, Asma, Wissam, Cherifa and Kaouther

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Abstract

Using media such as films as method in order to learn English as a foreign language has gained positive attitudes from English learners and students. The current study seeks to identify the impact of watching English movies on developing language competences. The data of this research were collected through the use of two research instruments which are the questionnaire and the interview. The questionnaire was conducted with EFL students at the English department at Abou Bakr Belkaid University Tlemcen, while the interview was done with four participants from other faculties and domains. The major findings of this study proved that watching English movies (for short WEM) is extremely effective in learning the language. The obtained results showed that WEM has a positive effect in improving listening and speaking skills with their different aspects. In conclusion, this method of learning is highly recommended for English learners for being beneficial and entertaining at the same time.

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List of Abbreviations

EFL: English as a Foreign language

SLA: Second Language Acquisition

WEM: Watching English Movies

EM: English Movies

General Introduction

1. Statement of the Problem

For the past several decades, English language has been the most important and dominant language in the world, playing a crucial role in different domains such as economy, trade, politics, commerce and others. For this reason, learning English as a second language is very necessary and completely needed nowadays. However, it could be complicated and takes a lot of time and efforts especially through the use of the traditional methods of teaching in classroom. To be specific, English learners in the classroom are mostly interested with the content of the lectures and not with the language itself, whereas the first aim is to learn the language.

Thanks to the technological advancement, several new teaching techniques have emerged which made it easier for English learners to acquire the language. Among these methods is watching English movies. However, this method has been neglected by EFL learners and teachers.

2. Aim of the Study

The primary aim of this research is to show the importance of English movies in developing students' speaking and listening skills. Moreover, it seeks to recommend English learners with watching English movies in order to improve their oral proficiency.

3. Research Questions

This research seeks to answer the following questions:

Q1: Do English movies help EFL learners improve their language skills?

Q2: What are the outcomes of watching English movies in relation to second language learning?

4. Research Hypotheses

In order to investigate the above research questions the following hypotheses were formulated as follows:

- Watching English movies helps students learn English as a second language.
- Watching English movies helps EFL students improve their speaking and listening skills

5. Research Methodology

For the purpose of investigating the implementation of English movies in developing students' oral proficiency, a questionnaire was provided for EFL students at the department of English in Abou Bakr Belkaid University Tlemcen. An interview was done with 4 informants from different specialties and domains who have learnt English from movies. The interview and the questionnaire are thought to be the most appropriate methods of research in this case, they will gather both qualitative and quantitative data.

6. The Structure of the Study

This study is divided into two chapters theoretical and practical. The first chapter is the literature review of the mentioned topic which is mainly about the effectiveness of watching English movies on language improvement. The second chapter is devoted to the analysis and the discussion of the data collected from the interview and the questionnaire. At last, a summary of the research results is presented.

***Chapter One:
Literature
Review***

1.1. Introduction

Learning English as a second language has become a necessity, especially with the globalization that the language is witnessing. Therefore, it has been agreed by many researchers and scholars that English movies are very effective devices in learning the language. Moreover, it is highly recommended because it is entertaining, effortless, and at the same time one would learn an authentic language from native speakers of the language.

This chapter is a literature review of the mentioned topic entitled implementing English movies in developing students' oral proficiency. It deals first with the subconscious learning process going through Krashen's second language acquisition hypotheses. Next, it moves to the role of English movies in developing language skills including speaking and listening skills, with reference to the importance of subtitles in helping English learners overcome difficulties they face during watching English movies.

1.2. Second Language Acquisition

Second language acquisition (for short SLA) is one main branch of applied linguistics, it refers to learning a second language after your native language. Acquiring a second, third and fourth languages is also included in second language acquisition (Gass & Slinker, 2008, p. 8). To be clear, any other language is acquired rather than the native one is called second language acquisition.

This theory has been studied by a great number of linguists on the basis of explaining the notion of SLA, among them Stephen Krashen (1977). In order to explain this theory Krashen has proposed five hypotheses of second language acquisition: the acquisition learning

hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the effective filter hypothesis.

Thus, learning English from movies is related to two of Krashen's hypotheses which are the input hypotheses and the acquisition learning hypothesis.

1.2.1. The Input Hypothesis

One of Krashen's most important hypothesis, it claims that any language that the listener may comprehend is referred to as an input, the main characteristics of this hypothesis is that the language should be understandable, because when the acquirer does not understand the message there will be no acquisition, and it will seem just like random sounds. One of the most crucial elements of language development is a meaningful input. The comprehensibility criterion suggests that TV would be more effective than radio when it comes to teaching languages (Krashen, 1982). This explains that TV raises the learner's input and makes it easier especially when the speaker is speaking clearly.

According to Verspoor and Winitz (1997), pure listening comprehension and a method that combines output and meaningful interactions in a classroom context, can help English learners develop their vocabulary packages, grammar and reading competences.

1.2.2. The Subconscious Learning Process

The subconscious learning process deals with how people acquire a language unconsciously without paying attention or doing any efforts to learn. This process has been mentioned in Krashen's acquisition learning hypothesis where he claimed that it is similar to the way children acquire their first language, that is to say, that

children are simply not aware of learning, but they are only conscious of using the language for communication purposes.

“The ability to pick up languages does not disappear at puberty, as some have claimed, but is still with us as adults ” (Krashen 1982, p.10), this means that even adults can acquire a second language subconsciously just like kids do. However, they cannot achieve such a native level of acquisition like kid’s first language.

According to Krashen the subconscious process allows you to learn the language correctly without paying attention to the rules of the language, because words and sentences are learnt from a native speaker. So, the learner is going to have a feel for correctness and will be able to know if the sentence is correct or not, even when it comes to the pronunciation of words and sounds he would feel if it is wrong or right.

Consequently, it is noticed that learning English from movies is somehow a subconscious process in which the learner does not intent to learn the language, but at the end of the movie he ends up with picking up words, sentences, idioms, quotes, with correct pronunciation and correct grammar too.

1.3. Previous Studies about Learning English from EM

Many researchers have investigated the effectiveness of English movies in improving language skills. For instance, the study of Li and Wang (2015), the researchers proposed to use English movies within an English course in order to improve student’s listening and speaking skills. After watching the movie the teacher will provide the students with oral and written tasks to summarize the outline of the story. The aim of this process is to make the students practise the language and perform well. Consequently, Li and Wang found out that English movies help the learner to learn the language in a real environment.

Therefore, improving their capacity for communicating in foreign languages.

WEM offers a great opportunity for English learners to learn the authentic language of English native speakers, and to know more about their culture and many related things that could not be achieved by using traditional methods. Moreover, Films allow the learner to have a rich knowledge about the target language it gives a realistic image of the real language. Thus, this method of learning is quite the most interesting and beneficial method that the learners need.

Using movies as a part of a course in classroom goes back with a positive impact on students' language. In other terms, it totally motivates them and makes them interested within the story of the movies, consequently they get to learn without being bored by the aim of this method. It is preferable to teach the language using a movie with an interesting plot instead of giving a tiresome lecture (Ward & Lepeintre, 1996). Teachers have decided to adopt the sequential method in which they do not use the whole movie because it is time consuming, so it is preferable to use scene by scene or only one segment of the entire film so that they do not lose a lot of time.

Furthermore, the idea of learning English from EM and series has gained positive responses from English learners. One of the reasons, is because it is fun and entertaining, simultaneously, being really beneficial and having a great influence in improving language skills. This can be seen, in many YouTube channels that have millions of followers. For instance, the YouTube channel that is called "learn English with TV series", the content of the channel is about practicing and improving listening comprehension using TV shows, movies, and talk shows to learn to understand native speakers without getting lost. This channel has got more than six million followers, and once you see the number of the followers you can notice that it is a beneficial method. Indeed, the majority of the comments were positive and completely supportive.

1.3.1. Definition of Movies

A movie also called a film is a work of visual art that communicates ideas, stories, perceptions and feelings through the use of moving images. It is a cinematic work that tells different stories using actors to play the roles of the characters in order to get the viewers closer to the story of the movie.

1.3.2. Types of Movies

- **Drama:** A type of movies that consists of dramatic scenes, could be a love story or someone's life story...etc. it is often characterized with tragedy, pain, and sometimes happiness.
- **Horror:** This type consists of terrifying scenes that makes the viewers feel somehow scared, it is often brought from a non-realistic settings or a fictional story.
- **Action:** Movies that consist of a lot of movement for example killing people or beating each other using hands or different weapons, most of the scenes in this type is non-realistic and brought from fiction.
- **Realistic:** A movie that tells a real life story, characterized with realistic settings.
- **Comedy:** A funny story that consists of hilarious and funny scenes makes the viewers laugh and feel happy.

The aim of mentioning the above definitions and types of movies is to show that in each type of these movies the learner gets the opportunity to learn different vocabulary items related to each type. For instance, when watching a dramatic movie the learner gets to learn new words and sentences such as words to express his feelings and emotions and thoughts. Also when watching realistic movies the learner gets to learn sentences that he can use in his daily life since it is a movie that tells a real life story. Therefore, in each type the learner raises his input of second language acquisition. This will be tackled in details in the following part

1.4. Outcomes of WEM and their impact on Language Learning

WEM really affects learners’ competencies that can be seen in developing or improving the speaking and listening skills.

1.4.1. Developing Speaking Skills

Speaking is one of the fundamental component of the process of communication that enable the speakers to achieve certain goals such as expressing ideas, needs, thoughts, feelings and emotions. “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence of sending and receiving messages” (Chaney and Burke, 1988, p. 13).

WEM helps on improving speaking skills as Uzzaman and Roy (2015) claim that English movies are effective tools in improving both listening and speaking skills. Speaking is characterized with four main elements which are vocabulary, grammar, pronunciation, and fluency. This study will tackle the most important aspects of speaking that could be improved by WEM, these are:

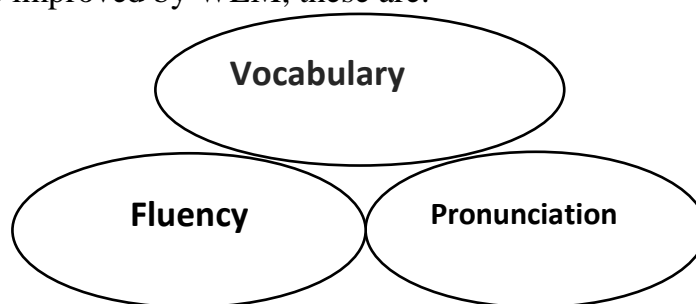


Figure 1.1. Aspects of Speaking Skills

This figure shows the most important skills that could be improved through WEM

1.4.1.1. Vocabulary:

According to Hatch and Brown (1995) vocabulary is a list or group of words for a certain language that individual speakers might use. Schmitt (2000) emphasizes that a strong lexical knowledge is essential to an effective communication and second language learning.

Therefore, learning vocabulary is very important in SLA because vocabulary is one of the main aspects of speaking skills, without vocabulary one cannot achieve communicative goals.

Hatch and Brown (1995) introduced two types of vocabulary receptive vocabulary and productive vocabulary:

- **Receptive Vocabulary**

Also called passive vocabulary, refers to words that learners know and understand, yet cannot produce or pronounce correctly or cannot use it neither in writing nor in speaking (Stuart, 2008). According to Al Dersi (2010) receptive vocabulary are terms that we can identify when we see or hear them. It means that learners are only aware of the meaning of the words, but they cannot pronounce or write them. This is a kind of an error that mostly happens when learning from movies or listening to the radio especially when the speaker is speaking rapidly then, the learner understands the words but cannot produce them correctly, he just imitates the native speaker.

- **Productive Vocabulary**

Or active vocabulary, it is the opposite of receptive vocabulary. It refers to words that learners understand and can use correctly while speaking or writing (Stuart, 2008). It is the list of words that are understood by the learners and they can even use them to communicate and in their writings.

Increasing vocabulary is very necessary in learning a second language. Additionally, WEM is completely effective in increasing learners' vocabulary packages. According to Akbulut (2007,p. 5), "combining text with visuals regardless of the types of visual used is more effective in facilitating vocabulary learning than providing only definition of words". Similarly, Sadiki (2017, p. 4) claims that "the audio-visualized materials, practically movies are one of the best tools in facilitating spontaneous vocabulary acquisition for contemporary age learners". Moreover, Sakrina (2013) stated that by employing media such as films, videos and others, students may quickly pick up new vocabulary items.

Mainly, when learning vocabulary from movies, we are learning informal speech which is the opposite of formal speech that is taught in classroom because the learner is getting in touch with the real environment of the language that is spoken by native speakers in non-formal settings. For this reason, the learner is going to acquire informal words and sentences such as idiomatic expressions, quotes, slangs and street talk.

1.4.1.1.1. Learning Informal Language

The type of conversations that is used in a non-formal situations, normally between friends and family and even strangers. It is usually used in everyday life, it is more casual and relaxed kind of speech that is learnt outside the classroom.

The first one that has introduced informal language learning was Knowles (1950). According to Roger (2004), informal language learning might be unstructured, but, it is the most widespread and significant part of all the learning that we all employ in our daily conversations.

Informal language learning can happen subconsciously through interaction with native speakers or exposure to authentic language input through technology (Tahar, B & Tam, S 2012). This explains, that it can be acquired spontaneously in non-formal settings by having conversations with natives, or being exposed to media such as films and others.

Coombs & Ahmad (1974) defined it as the kind of language that is influenced by the surroundings at home or outside, or through reading, or through watching TV. According to them informal language learning happens unintentionally and without paying attention.

According to Cenoz and Gorter (2008) learning any language does not require only the memorization of the formal linguistic structures, furthermore, it is impossible to separate it from the social variables. To illustrate, informal language is a part from language learning, thus, every language consists of formal and informal speeches.

1.4.1.1.2. Characteristics of Informal Language

Informal speech is characterized with the use of idiomatic expressions, slangs and street talk.

A. Idiomatic Expressions

Idioms are sentences that are difficult to understand by non-native speakers. Healey (1968) defines idioms as set of words whose meaning cannot be determined by understanding the meaning of individual words. One cannot understand the intended meaning by understanding only the meaning of the words that the sentences consist of. Therefore, idiomatic expressions are somehow considered as ambiguous sentences. Idiomatic expressions are sentences people

use to convey or to express their feelings or attitudes about another person or thing (Cowie, Mackin & McCaig 1983).

Consequently, watching English movies helps to learn more idiomatic expressions. Furthermore, it makes it easy for English learners to guess the meaning of the sentences from the context of the conversation.

B. Slangs and Street Talk

According to Harared (2018) slangs are defined as a very informal type of speech. They are used in informal situations where a more relaxed style of speech is much suitable. Allan and Burrige (2006) introduced five types of slangs with different functions including revealing anger, showing intimacy, forming intimate atmosphere, expressing humiliating and initiating relaxed conversation. Slang is a variety of language that is used among young generation, it is a sociolinguistic phenomenon. Izmaylova, Zamaletdinova (2017) defined slangs as distinguishable type of speech that is used by a speaker or a group of speakers.

Therefore, slangs are almost used in every American movie, because movies show a view about the real life so as the real language used between people. Thus, movies offer the opportunity to learn different variations of speech.

1.4.1.2. Pronunciation

According to (Otlowesky, 1998) pronunciation is defined as the way of producing a word in an acceptable way. It is the method of uttering certain sounds (Richard & Schmidt, 2002). Learning English pronunciation is extremely difficult and takes a lot of time from learners to improve their pronunciation (Aliaga Garcia, 2007; Martinez-Flor et al. 2006; Pourhosein Gilakjani, 2016). It is very

necessary for English learners to learn how to pronounce because a good pronunciation of words and sounds leads to better understanding and better improvement in speaking the language.

Celce-Murcia, Brinton and Goodwin (2000) introduced the technique of listening and imitating in order to enhance pronunciation skills. This can happen by watching movies, and trying to talk like natives and that is very effective in learning pronunciation. Similarly, Pratiwi's study in (2010, p. 140) revealed that "English movies really affected students to comprehend pronunciation".

1.4.1.2.1. Importance of Learning Pronunciation

It is very necessary for English learners to improve their pronunciation skills "Learning pronunciation have been neglected by SLA researchers, they have been focusing only on morphology and syntax, yet ignoring the acquisition of phonology" (Levy 1997, p. 53). Similarly, this can be seen at classroom where teachers concentrate primarily only on vocabulary and grammar learning, while disregarding pronunciation acquisition. Elliott (1995, p. 96) claims that "the acquisition of pronunciation has fallen by the wayside and has suffered from serious neglect in the communicative classroom". Therefore, pronunciation is one of the basic elements of speaking that learners should work on. Because the first thing that the listener notices when talking to a non-native speaker is the way he pronounces sounds and words, and thus he can recognize if the speaker is a native or not.

Pronunciation is highly affected when interacting with natives and also when listening to native speakers. Hence, the learner is influenced by the native speaker and he tries to imitate and that completely helps him in improving his pronunciation skills. For this purpose, by watching English movies, the learner would have the chance to learn the correct pronunciation of words and sounds. Also to learn different

accents, for example he will learn the British and American accents according to each kind of movie he watches.

1.4.1.2.2. Definition of Accent

Matsuda (1991, p. 1329) claims that “your accent carries the story of who you are- who first held you and talked to you.... Where you have lived... the language you know, your ethnicity... your class position, traces of your life and identity are woven into your pronunciation”. Thus, accent can be defined as a way of speaking that can tell others about your identity, your social class, and where you are from.

A. The British English

The British English is the accent which is spoken in the United Kingdom of Britain by native speakers. The British accent is considered to be a beautiful and prestigious language. There are five different kinds of accents commonly used in and around the UK base on the Accent Bias Britain (2021), these are Received Pronunciation, Estuary English, Multicultural London English, General Northern English and Urban West Yorkshire English. Those kinds of accents could be learnt by watching British series and movies, for example in the famous film “Harry Potter” two most dominant accents were used by the actors which are the Received Pronunciation and the Estuary English (Zahrotul, 2021). Therefore, the viewers of this film have had the chance to learn two different varieties of the British accent.

B. American English

American English is the accent spoken in the United States of America. “American English was considered as less educated, less cultured and less beautiful than British English” (Totti;2000, p. 1).

However, due to its prominence in different fields including media, commerce, international business, computing and science American English has become the most dominant language in the world (Totti, 2002). Consequently, watching American movies helps English learners improve their accent skills by listening to native American actors. English movies can be very beneficial in enhancing the pronunciation skills, moreover, learning different varieties of speech accents.

1.4.1.3. Fluency

Fluency can be defined as the capacity to speak a language fluently, easily, rapidly and confidently without too many unnecessary pauses (Bailey 2003; Byrne 1986). Shahinini & Shahamirian (2017) emphasized that fluency is one of the most important elements of an effective communication. Most of EFL learners basically have a good grammatical and vocabulary knowledge of the language, still they have some difficulties when it comes to fluency. Albino (2017) claims that EFL learners in the EFL teaching context should pay more attention to their speaking fluency. Because, speaking fluently would make the listener impressed by your language. Accordingly, Kalean (2013, p. 155) stated that “teaching English by using English movies as media in the EFL classroom is a good way to teach the students how to speak by imitating the actors and actresses in the movie”. Movies play a big role in influencing and motivating learners to be fluent because whenever we watch a movie it motivates us to use and produce the language smoothly and quickly like natives.

1.4.2. Developing Listening Skill

According Underwood (1989) listening is defined as the process of paying attention to and attempting to make sense of what we hear.

According to Jones (1956, p.12) listening is defined as “...a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener”. Furthermore, it is the process of hearing a message and responding to it by the listener. For Steinberg (1995) Listening is considered as an active process that demands efforts and focus in order to comprehend the received message. Another definition put forward by Gary Buck (2001, p. 31) “Listening comprehension is an active process of constructing meaning and this is done by applying knowledge to the incoming sound”. Listening is considered as one of the basic skills in learning a foreign language. For Ranukadevi (2014) listening has an important role in learning English, it leads mainly to the linguistic proficiency. It is the major component of a successful communication Gilakjani et al, (2019).

1.4.2.1. Types of Listening

There are two different kinds of listening skills that could be improved by listening to native speakers, those are:

- **Extensive Listening**

According to Bozan (2015), extensive listening is defined as “listening for pleasure”. To illustrate, extensive listening is the process by which the learner selects the most enjoyable and easy way to listen to the target language, for example the use of media like movies and songs.

- **Intensive Listening**

For Gilakjani and Ahmadi (2011), intensive listening demands a full concentration on the context of the speech. It usually happens in classroom settings with the guidance of the teacher (Harmer, 2001), or in serious and formal situations.

Improving Listening skills is very important in learning a language because it enables the learner to understand natives, to produce the language in a correct manner and also to success in communicating with others. For this purpose, English learners must practise listening to English sentences and conversations, in order to make an effective communication. By improving listening skills the other skills such as writing and speaking would automatically be improved because listening is the main element that leads the learner to master the language.

Porcel (2010) stated watching English movies can be very beneficial for EFL learners. Similarly, Rubin (1995) stated that through WEM learners can massively develop their cognitive skills. Furthermore, Whatley (2012) claims that using films and videos for the purpose of learning the language is more interesting than learning in the classroom, as EFL learners are listening to the pure English language that is spoken by native actors in real life settings.

The use of media such as films will greatly help in improving listening skills, because it attracts the viewers' interest and attention and that is what the listening process requires. Watching English movies allows us to practise listening without paying attention. Hence, during watching an English movie, we are interested about the story of the movie at the same time listening to the language spoken. Consequently, that will help in enhancing our listening skills.

1.5 English Movies and Motivation

English movies are considered to be motivating tools for English learners.

1.5.1. Definition of Motivation

According to Tohidi & Jabbari (2012), the word motivation is brought from the word “move”, which refers to movement and making changes in life, “motivation as the name suggests, is what moves us, it is the reason we do anything at all” (Filgona et al, 2020, p. 17), it is an influential factor that leads us to improve, to achieve our goals, and to be the best version of ourselves. Being motivated means that you are inspired and influenced by something, and that makes you challenge yourself to develop new skills.

1.5.2. Motivation and Language Learning

Motivation plays a significant role when it comes to learning new languages. Wilmolmas (2013, p.904) stated that “motivation is considered significant in its role in language learning success. Along this line of thoughts, students’ motivation toward English language learning can to a certain degree influence their learning results”. According to Tohidi (2012) motivation can “...lead to increased efforts and energy, enhance cognitive processing, and improved performance” (p. 823). Motivation has a lot of advantages on language learning, it influences the students to learn more and make efforts to be competent.

According to King (2002), movies offer numerous instructional options, and are a rich resource for fundamentally influencing tools for EFL learners. That means WEM can merely help students’ to develop their language capacities by motivating them to learn more about the English language, and to become able to speak like natives and that will massively improve their oral proficiency.

1.6. The Role of Subtitles in Foreign Language Comprehension

Subtitles play a significant role in understanding the language spoken while watching the movie, they also help to improve language skills.

1.6.1. Definition of Subtitling

Subtitling is a method of translation that usually occurs in the audiovisual field such as films and TV shows. It is the transformation of what have been said in form of written texts at the bottom of the screen into the target language in order to make it understandable for the viewers.

According to Shuttelworth and Cowie (1997) subtitling is “the process of providing synchronized captions for film and television dialogue” (p. 160). Moreover, O’Connel (2007) stated that subtitling refers to following the original voice sound with written text in order to make it comprehensible for the audiences.

1.6.1. Types of Subtitles

There are two different types of subtitles, Interlingual subtitles which refer to translating to the target language or the language that the viewers understand, and they are more suitable for those who do not know the language spoken in the movie. They are completely helpful in understanding what the movie is about, also they help to catch up more vocabularies with their correct meaning which is translated into the viewers’ mother tongue. Therefore it raises the learner’s input of second language acquisition.

Intralingual subtitles is subtitling to the same language without translating. This type of subtitling is also known as captions which is

rewriting what have been said into the same language. Intralingual subtitles is more suitable for those who understand or those who have intermediate level in the language spoken in the movie and specifically for deaf people. Even if the audience has great capacity in the English language, it is completely helpful because sometimes people face some difficulties with understanding different spoken dialects and accents, also when the speaker speaks speedily they might not be able to understand what he is saying. Moreover, subtitling to the original language goes back with positive results on the learners' vocabulary learning and listening comprehension, especially those who have difficulties in listening. It also helps to overcome spelling mistakes; thus, pronouncing correctly.

According to the study of Vanderplank (1988) where students were exposed to watch BBC programs with English subtitles for nine hours, he concluded that they were able to follow text, sounds, and pictures at the same time and they were able to better understand fast genuine speech, and accents they do not know. Moreover, Bird and Williams (2002) concluded based on their study that the use of both sound and text is more effective than using only one of them.

To sum up, subtitles are extremely effective not only on language comprehension, but also they have an effect on learning the language with its different aspects including speaking and listening skills.

1.7. Conclusion

This chapter was a literature review of the mentioned topic. It revealed the previous studies that support the idea of implementing English movies to develop students' oral proficiency. Then, it moves to the outcomes of watching movies on language improvement including speaking and listening skills. Finally, an introduction to subtitles and its importance on language comprehension. The next chapter is concerned with the data collection and analysis of the the

questionnaire and the interview. Finally, a summary of the obtained results.

Chapter Two:

Fieldwork and

Data

Analysis

2.1. Introduction

This chapter is concerned with the practical part of the present research. It aims at investigating English learners' attitudes towards the role of English movies in developing language skills. Therefore, this chapter presents a description of the research methodology and the research instruments. Next, a discussion and an analysis of the data collected from the questionnaire and the interview are presented. Finally, the last section in this chapter offers an interpretation of the findings of the research in addition to the previous studies that have dealt with the same topic.

2.2. Research Objectives

This research aims at collecting data about the effectiveness of watching English movies in language improvement; specifically speaking and listening skills, and also to show its importance in learning English language. Moreover, it attempts to recommend English learners to watch English movies in order to improve their oral proficiency.

2.3. Research Design

In order to collect reliable data, a descriptive method was used in this research. Accordingly, the data have been collected through the use of both a questionnaire and an interview. The reason behind choosing these two instruments is because they are conceived to be the most suitable methods for this topic of investigation, plus they help in gathering both qualitative and quantitative data. The questionnaire was distributed randomly for EFL students at the department of English in Abou Bakr Belkaid University Tlemcen. Whereas, the interview was administered to English learners in order to see their attitudes towards the role of English movies in developing the speaking and listening skill

2.4. Sample Population

Choosing the sample is very important for the purpose of collecting reliable data. Accordingly, the aim of the research was mentioned in both the questionnaire and the interview in order to attract their attention. The population sample of the questionnaire is composed of 40 students from English department, yet only 36 of them have answered, while the population of the interview is composed of 4 informants from different specialties and domains.

2.5. Description of the Questionnaire

The questionnaire is the most appropriate method in this case. It helps in providing reliable data through the use of a set of written questions, these questions should be answered by EFL students at the department of English.

This questionnaire consists of three different types of questions:

- Close ended questions: this type helps in gathering quantitative data, here the student is required to choose from the options that were given to him.
- Open ended questions: this types help in collecting quantitative data, here the students have to write the answer according to their own opinion.
- Mixed questions: in mixed questions the student will first choose from the given options then justify his choice.

2.5.1. Data Analysis of the Questionnaire

The analysis of the data collected is the main step of the present research because it will help in providing the aimed results in order to see whether they confirm or infirm the suggested hypotheses.

Question 1: how many languages do you speak?

The aim of this question is to know how many foreign languages students know.

Table 2.1. Number of languages spoken by students

Option	Results	Percentages%
One	0	0
Two	7	20
Three	21	58
More than three	8	22

The results revealed that all of the students speak more than one language. Thus, the first option gained 0% while the second gained 19%, the third which is the highest percentages with 58% that means the majority of the students speak three languages, and 22% for those who can speak more than three languages.

The following graph further highlights the obtained percentages

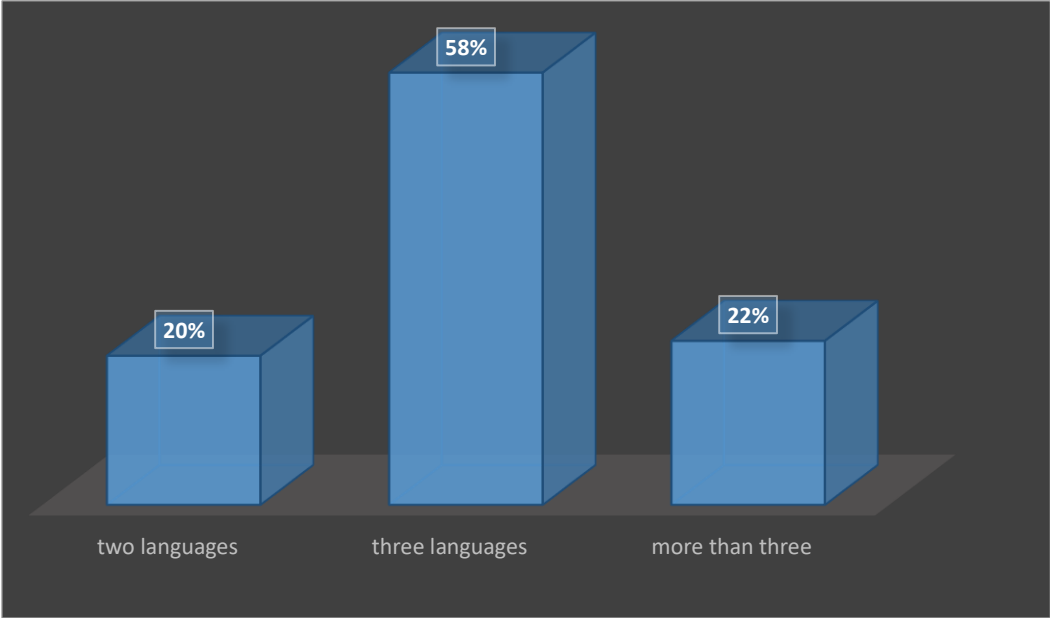


Figure 2.1. Number of languages spoken by students

It can be seen from the above figure that the students have good capacities in foreign languages.

Question 2: why did you choose English as a major?

The objective of this question is to know the importance of learning English language for students, and how would learning English as a second language aid them in their future lives. Therefore, most of the answers were as follows:

- Because they like the language and they master it.
- Because it was an easy language for them to learn.
- Because it was their dream to become an English teacher.
- Because it is a global language and learning English increases the chances to travel and study abroad.

Question 3: As an English student, how did you learn English before studying it?

The aim of this question is to diagnose the first source through which they used in order to learn the English language. The options were as follows:

1. Through watching English movies
2. Through social media
3. Through reading books

The results are shown in the following table:

Table 2.2. Tools students used to learn English before studying it

Options	Results	Percentages%
Through watching movies	13	36
Through social media	11	31
Through reading books	2	5
Movies & social media	6	17
Movies & reading	3	8

The three	1	3
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The results indicate that most of the students learned English through watching English movies with 36%, this means that English movies are extremely effective in learning the language. 31%. Of the students claimed that they learned English from social media. Moreover, 17% of them answered that they learned this language from both social media and watching English movies. Others 8% asserted that reading books was effective. 5% of the students have learnt English through reading books and watching movies while only 3% of the learners have selected the three options given to them. The obtained percentages are shown in the following graph.

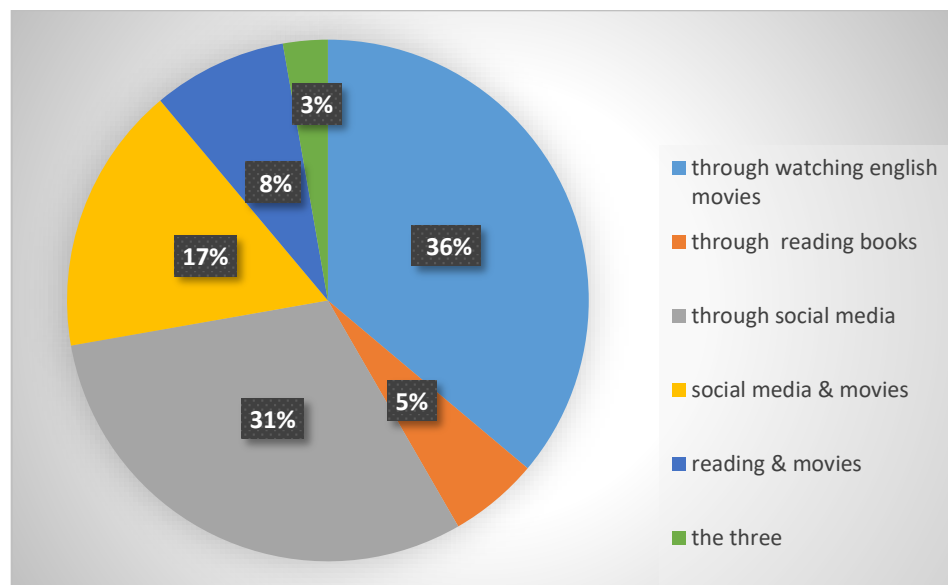


Figure 2.2. Strategies students used to learn English before studying it

Question 4: what kind of methods do you use to improve your speaking and listening skills?

The aim of this question is to explore the strategies that students use to improve their speaking and listening skills. Here are the options:

1. Interact with people
2. Watching English movies
3. Using dictionaries

The results are shown in the following table:

Table2.3. Techniques used by students to enhance their speaking and listening skills

Options	Results	Percentages%
Interact with people	8	22
Watching English movies	18	50
Using dictionaries	1	3
Both Interact in English and WEM	6	17
Watching movies & using dictionaries	2	5
Interact in English & using dictionaries	1	3

The results demonstrate that half of the participants (50%) use English movies in order to develop their oral proficiency. While 22% use the interaction method. Then, 17% of the students use both interaction with people and watching English movies. Finally, 5% of the students use dictionaries and watching English movies; however, only3% of the learners use dictionaries, and others 3% use dictionaries plus interacting in English. The following graph exhibit the obtained answers:

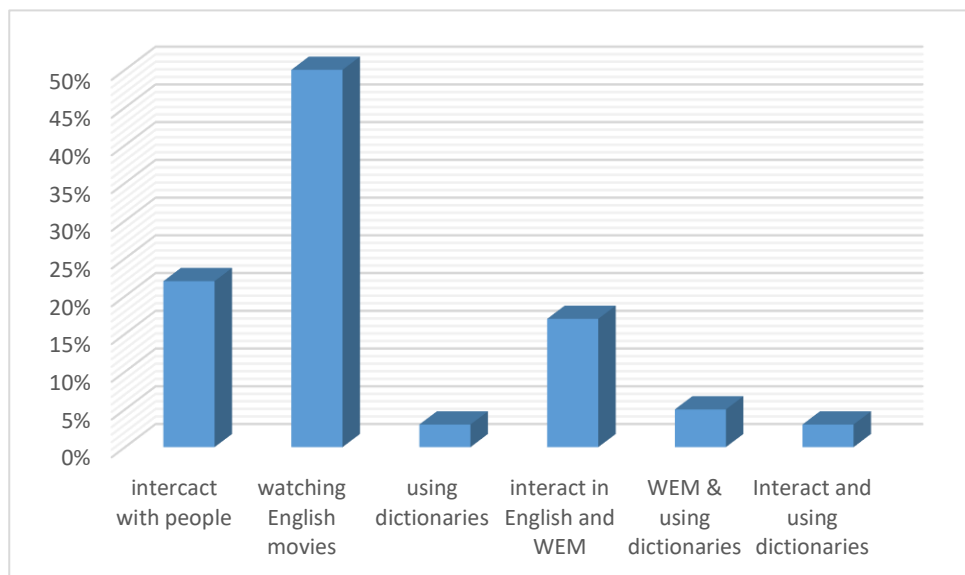


Figure 2.3. Techniques used by students to enhance their speaking and listening skills

Question 5: do you prefer watching English movies:

1. With subtitles
2. Without subtitles
3. Subtitled to the same language
4. Dubbed

Please, say why?

This question aims to discover how students prefer to watch English movies. The results were as follows:

Table 2.4. learners' most suitable way during WEM

options	Results	Percentages%
With subtitles	14	45
Without subtitles	3	8
Subtitled to the same language	17	47
Dubbed	0	0

As it is shown in table 2.4, the results revealed that 47% of the students prefer to watch English movies with English subtitles. 44% of the participants like to watch English movies with Arabic subtitles. Yet, only 8% of them like to watch without subtitles. Finally, none of the students like to watch dubbed movies.

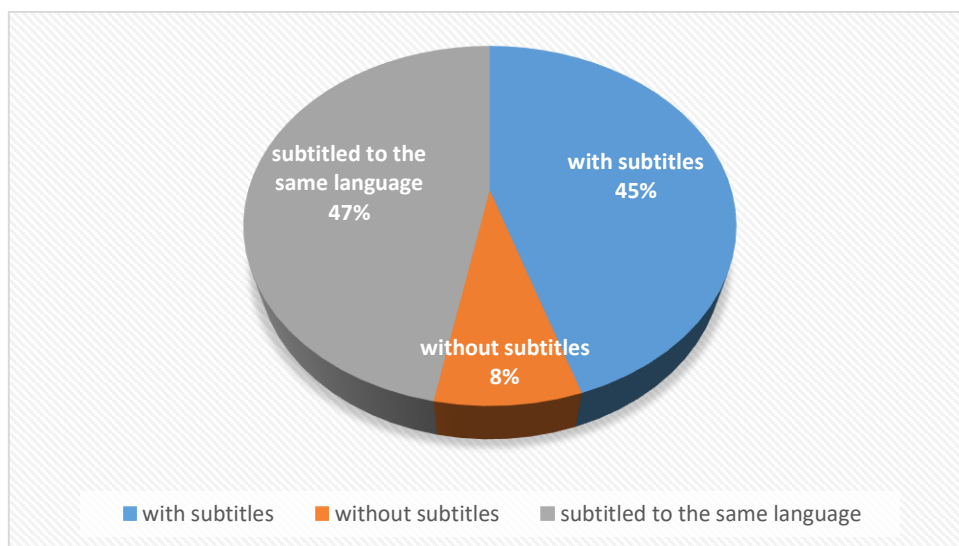


Figure 2.4. Learners' most suitable way during WEM

In addition, the informants were required to justify their choices. Those who chose the first option which is watching with Arabic subtitles suggested that:

- It helps me to understand the content of the movie
- To learn some meanings and new vocabularies and memorize them
- To understand the language by translating it into my mother tongue.

In the other hand, students who like to watch with English subtitles answered with:

- To know how to pronounce words correctly.
- To learn the spelling of words.
- To enhance my reading and writing skills.
- Because native people speak too fast.
- Because some accents are hard to understand sometimes.
- To memorize words with correct spelling and pronunciation.

- To improve listening skills and confirm my listening.

Finally, students who chose to watch without subtitles, justified their choices by:

- I can understand without subtitles
- Subtitles disturb me
- I don't like to read and watch at the same time

Question 6: Did English movies motivate you to learn more about this language and to choose it as a specialty?

The purpose of this question is to see whether English movies can influence students to learn more about English language or not. Some of them did agree, others did not. To mention some of their answers:

- Yes, of course English movies did motivate me
- Yes, because I learnt many vocabularies through it which made it easier for me when I started learning English at school.
- English movies helped me a lot to make the right choice
- No, not really.
- No, I already liked the language.

Question 7: The more you watch English movies, the more you learn the language:

Agree strongly agree disagree strongly disagree

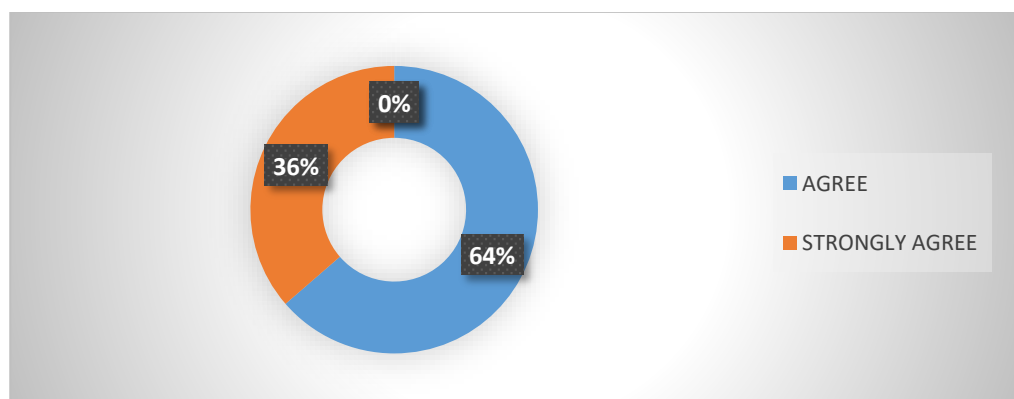


Figure 2.5. Learners' attitude towards the effectiveness of WEM on language improvement.

According to the percentages, it can be seen that most of the student 64% agree that English movies are an effective tool in enhancing language learning, while the rest of them (36%) also strongly agree. Yet, there were no disagreement for this suggestion.

Question 8: which skills could be improved by watching English movies?

The aim of this question is to discover the most influenced skills by watching English movies. Here are the options:

1. Listening
2. Speaking
3. Reading
4. Writing

The results can be seen in the following table

Table 2.5. Most influenced skills by watching English movies

Options	Results	Percentages%
Listening	8	22
Speaking	6	17
Reading	2	5
Writing	1	3
Both speaking and listening	19	53

The majority of the participants 53% selected both speaking and listening skills. While 22% selected the first option which is listening skills. 16% of the students choose speaking skills. Finally, 5% of the students selected reading and 4% selected writing skills.

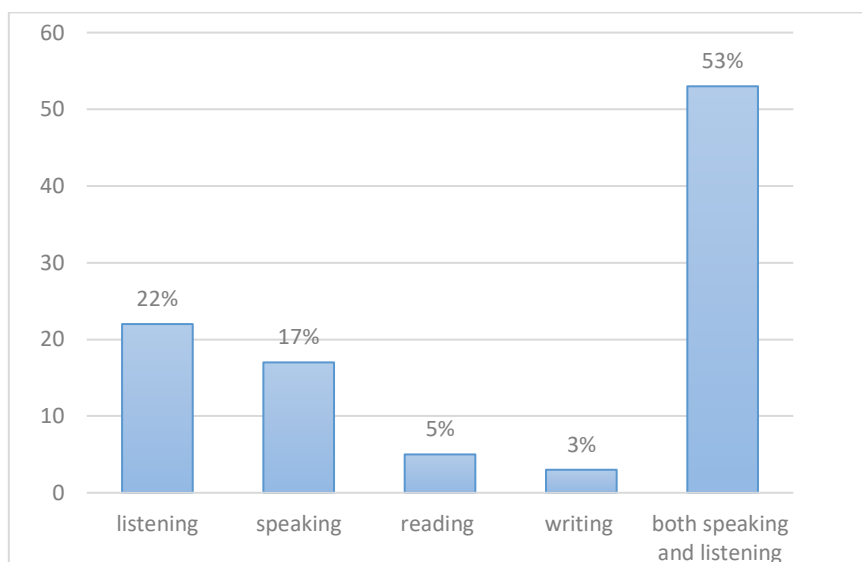


Figure 2.6. Most influenced skills by watching English movies

Question 9: What kind of movies do you prefer to watch?

This is an introductory question for the following one:

9.1. Based on your choice, did you learn more vocabulary items?

This question aims at discovering how each type of movies help students learn new vocabularies related to it.

The results are shown in the following table:

Table 2.6. Students' favorite kind of movies.

options	Results	Percentages %
Comedy	10	28
Drama	7	20
Horror	3	8
Action	4	11
Drama & comedy	4	11
All of them	8	22

The following graph represents the obtained percentages:

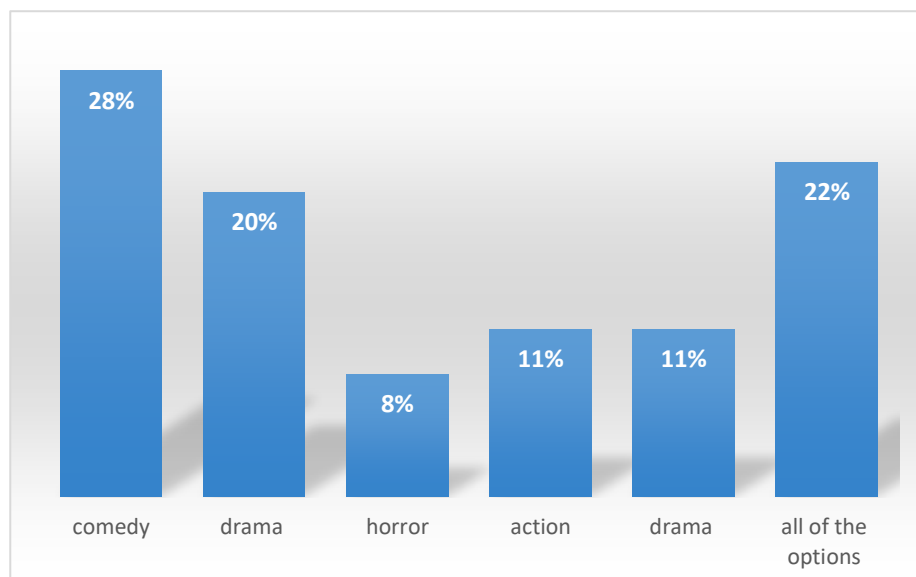


Figure 2.7. Participants' favorite kind of movies

For the next related question students have different point of views. The following ones are some of them:

- Yes, for example I learnt how to express my feelings from drama movies.
- Yes, especially slangs.
- I learnt so many idiomatic expressions from comedy movies.
- I learnt many daily expression that I can use in my daily life.
- I learnt how to speak fast and smooth like natives.

Question 10: Do you prefer watching American or British movies?

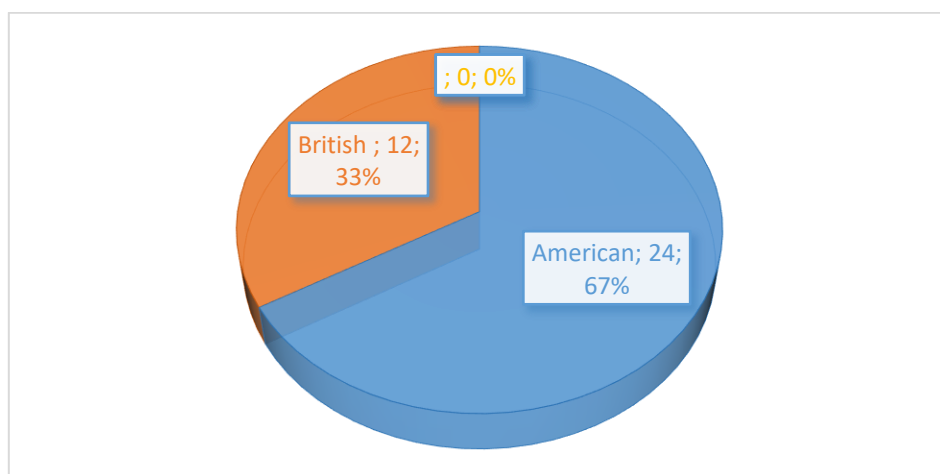


Figure 2.8 The type of movies students prefer to watch.

The obtained results show that 67% of the students like to watch American movies, while the rest of them (33%) like to watch British movies.

9.1. Based on your choice does that type help you improve your accent and pronunciation skills?

The aim of this question is to investigate the role of movies in improving pronunciation skills.

Table 2.7. Developing pronunciation skills through movies

Options	Results	Percentages %
Yes	36	100%
No	00	00

It can be seen from the table 2.7, that students agree on the fact that movies are very effective on enhancing Pronunciation skills. Indeed, all of the participants 100% selected 'yes'.

Question 11: Do you advise English learners to watch English movies to enhance their oral proficiency?

Yes

No

Please, say why?

The aim of this question is to see whether students think that English movies are effective in learning the language or not. Accordingly, all of the participants 100% selected 'yes', they also justified their answers. To mention some of them:

- ✓ English movies help to speak fluently and accurately
- ✓ For better speaking and listening skills
- ✓ To practice listening
- ✓ It is entertaining at the same time beneficial

- ✓ Easy way to improve vocabulary and pronunciation
- ✓ When we listen, well we pronounce well

2.5.2. Discussion of the Questionnaire's Results

The second main step of this work is the discussion and the interpretation of the results with the previous studies, and checking whether the obtained results confirm or infirm the suggested hypotheses.

Therefore, this part is divided into two categories; one for the results that are concerned with the first hypothesis which is about learning English through watching movies. The second is related to the second hypothesis which is about the outcomes of watching English movies on language improvement.

1. Watching English Movies Help Students Learn English as a Second Language

The first and the second questions are introductory questions for the following ones, thus the results of the first question revealed that all of the students are able to speak more than one language. As for the second question, which was about the reason behind choosing English as a specialty, the results display that student's choice was because of the importance of English language internationally and because they like the language and want to learn more about it.

Meanwhile, the results obtained from the third and the fourth questions are completely supporting the idea of learning English from movies because most of the students choose watching English movies in the second question as the first source by which they learnt English through. Most of them also chose watching English movies as a method to improve their speaking skills.

Similarly, question six demonstrated that most of the students were motivated by watching English movies. Moreover, it influences them to learn more about English language. Therefore, watching English movies can be a motivation tool for English

learners. On the other hand, the responses obtained from question seven and eleven also emphasized on the importance of watching English movies, thus in the seventh question all of the students agree that watching more movies help them improve their language skills. They also advise English learners with watching English movies in order to improve their oral proficiency.

2. Watching English Movies leads to better improvement of students' oral proficiency

For this hypothesis, the results obtained from question five, eight, nine and ten demonstrated that watching English movies play a significant role in enhancing speaking and listening skills. Hence, question eight represented the skills that could be improved by WEM. The results show that speaking and listening skills are the most influenced skills. Accordingly, question nine and ten are concerned with the development of vocabulary and pronunciation skills; therefore, the percentages indicated that students' vocabulary knowledge are mostly brought from WEM and they have learnt different types of vocabulary; for example, how to express their feelings, how to tell jokes, different idioms, slangs also expression they can use in their daily life. In the other hand, students' pronunciation skills are highly affected by watching English movies because they try to imitate native people and speak like them. They also learnt how to speak different accents through watching American and British movies and series. As for question five which was concerned with the role of subtitles on language comprehension, the results indicated that interlingual subtitles are extremely helpful for English learners not only on understanding the language, but also they help on learning new vocabularies that are translated into their mother tongue. Meanwhile, intralingual subtitles help on improving spelling through reading the subtitles. Consequently, they help learners pronounce the words correctly. They also aid them confirm what they hear, so this can improve their listening skills too.

2.6. Description of the Interview

This interview was conducted with four participants from different specialties and domains. The reason behind choosing these informants is because they have good capacities in English language; moreover there were some doubts that WEM is the reason behind their good knowledge of the language. As a result, this interview aims at collecting realistic data from informant's own experiences, also to discover how English movies helped them develop their language skills.

2.6.1. Interview Analysis

This interview consists of six questions from two different kinds, mixed question and open ended questions.

Question 1: what is your specialty? Or what is your work?

The purpose of this question is to know more about informant's profile. Interviewee number one is a nurse, the second is a military soldier. Meanwhile, two of them are graduate students at the department of psychology.

Question 2: how would you evaluate your English?

Average good excellent

This question seeks to discover participants' level in the English language. Consequently, two of the interviewees chose the first option which is average level. The third one has a good level in English language, while the last one is excellent.

Question 3: Did watching English movies help you learn the language?

YES NO

- **How?**

This question seeks to determine learners' opinions about the role of watching movies on language improvement. As a result, all of the interviewees chose 'yes' for the fact that watching movies did help them learn English. The informants have illustrated how by:

Interviewee 1: "it did help me improve my speaking skills"

Interviewee 2: "I learnt many vocabularies through watching English movies"

Interviewee 3: "'yes', indeed, I learnt English through watching movies, it helped me improve my pronunciation and it motivates me to speak like natives"

Interviewee 4: "'yes', in fact, it was the main reason I wanted to learn English and improve my speaking and writing skills"

Question 4: What kind of movies do you prefer to watch?

- **How does that kind help you increase your vocabulary knowledge?**

This question aims to figure out how each type of movies can help English learners learn new vocabularies.

Interviewee 1: "I like movies with mysterious stories and unexpected endings. Watching that kind of movies shows the serious side of English language that might be smart and complicated at the same time when it comes to the use of words and expressions which is what I look forward to learn"

Interviewee 2: "I like movies that are based on real stories. This kind helped me learn expression I can use in daily conversations"

Interviewee 3: "I like comedy and horror movies. I learnt slangs and idioms by watching comedy movies"

Interviewee 4: "I like drama mixed with comedy movies. I feel like the words and expressions that actors use in drama and comedy movies are words that we use in our daily life, so I have learnt many words and expressions from these types of movies"

Question 5: Did English movies help you improve your accent and pronunciation skills?

The purpose of this question is to investigate the effect of watching movies on improving pronunciation skills. All of the interviewees answered 'yes absolutely', and they have explained that whenever they watch a movie they start repeating what they hear and imitating the actors until they can pronounce in the best way possible. On the other hand, watching movies also help them learn different accents such as American and British accents, and also the accent used by the blacks in the USA.

Question 6: How could you memorize so many words and expressions without even studying the language?

This question aims to uncover the techniques used by learners in order to memorize words and expressions from movies. Thus, the interviewees explained that the more they watch English movies, the more they learn the language because when watching movies they practice the language. Furthermore, sometimes when the movie is interesting it attracts their attention and makes them focus on the speech of the actors, and that helps them a lot in memorizing words and sentences.

2.6.2. Discussion of the Interview's Results

This part is concerned with the description and the discussion of the achieved results from the interview. Hence, the results of question one and two revealed that none of the informants study English as a specialty; however, they can speak English and they have good capacities in it thanks to watching English movies. It can be seen, from question three that the reason behind their good knowledge of the language is watching English movies. Indeed, all of the informants have learnt English through watching English movies, they helped them improve their speaking and listening skills. Additionally, question four and five are concerned with developing

vocabulary and pronunciation skills; therefore, it can be seen from their answers that watching English movies has a great impact in increasing vocabulary packages and improving pronunciation skills; moreover, knowing different accents. Finally, the obtained results from the last sixth question showed that expressions and words that are followed with interesting scenes are tremendously effective in memorizing and learning the language. Furthermore, watching more movies makes them learn more and memorize a great amount of words and expressions.

2.7. Recommendations

Based on the obtained results of this research, here are some recommendations for EFL learners in order to improve their oral proficiency:

- Watch more movies in order to increase your vocabulary packages.
- If you want to improve your pronunciation skills you should listen to native speakers and that can happen through watching English movies.
- Try to listen extensively while watching, that can improve your listening and even your speaking skills.
- Select a movie with an interesting story that will attract your attention and make you concentrate with the language too.
- Try to repeat what you hear especially short expressions, this will enhance your vocabulary and pronunciation competences.
- Watch subtitled movies, they will help you overcome difficulties you face while watching.
- Bear in mind that movies are not only for entertainment, you should watch and learn simultaneously.

2.8. Conclusion

As a conclusion, this chapter represented the practical side of this research where the results of the questionnaire and the interview were analyzed, described and discussed. It highlighted first the impact of watching English movies on language learning, then moving to the most important skills that could be improved by watching English movies, with reference to the importance of subtitles on language comprehension and learning.

General Conclusion

The most important aspects that should be mastered in any given language are speaking and listening skills. Students and English learners in general face a lot of obstacles when it comes to speaking and listening, this is because they do not practice the language. Films offer a great opportunity for English learners to learn and practice their listening at the same time they motivate them to speak the language like natives. It is an entertaining method of learning in which the learners enjoy and do not have that feeling of pressure to learn the language; they get to learn spontaneously and unconsciously.

This research aimed at exploring the importance of watching English movies in language learning, and unveiling how they contribute in learning the language with its different aspects. It focuses on the impact of WEM on improving language skills.

This study was divided into two chapters, a theoretical and a practical chapter. This research fundamentally sheds the light on two main features of the language that could be improved by watching English movies. At first, it has been demonstrated both in the literature review and the findings of this research that watching English movies is very effective in developing speaking skills including vocabulary pronunciation and fluency. Second, the listening skills, during watching movies learners practice listening and this greatly influence their listening competence. Finally, the data obtained highlighted the importance of subtitles in improving listening, speaking and even the spelling when it comes to intralingual subtitles.

After the analysis and the discussion of the data collected from the questionnaire and the interview, it can be seen that the results of this research go hand in hand with what have been said by different researchers and scholars in their previous studies. Furthermore, both the results of the investigation and the previous studies are totally supporting and encouraging the idea of learning English through

watching English movies. Thus, the obtained results completely confirm the proposed hypotheses.

For the limitation of this study, the main obstacles faced while undertaking this research were in the literature review which is the lack of resources; there were no books available that talk about the same topic, only articles and journals were found. Thus, less theories were found to support the current study.

In conclusion, this work is devoted to give an overview about the significant role of watching English movies on improving students' oral proficiency. In sum, on the basis on what was found in this research, we highly recommend English students and learners to watch English movies in orders to enhance their speaking and listening skills.

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Appendices

Appendix “A”: Students’ Questionnaire

Aim of the Questionnaire

You are kindly requested to fill in this questionnaire that attempts to investigate the role of watching English movies on improving language skills. Thank you for your time and help.

Q1: How many languages do you speak?

One two three more than three

Q2: Why did you choose English as a specialty?

.....

Q3: What kind of methods do you use to improve your speaking skills?

1. Interact with people
2. Watching English movies
3. Using dictionaries

Q4: As an English student, how did you learn English before studying it?

1. Through watching movies
2. Through reading books
3. Through social media

Q5: Do you prefer watching English movies:

1. With subtitles
2. Without subtitles
3. Subtitled to the same language
4. Dubbed

.Please say why?

.....
Q6: Did watching English movies motivate you to learn more about this language and to choose it as a specialty?

.....
Q7: The more you watch English movies, the more you learn the language?

Agree strongly agree disagree strongly disagree

Q8: Which skills could be improved by watching English movies?

Listening	Speaking	Reading	Writing

Q9: What kind of movies do you prefer to watch?

Comedy horror drama action

- Based on your choice, have you learned more vocabulary items from that kind of movies?

.....

Q10: Do you prefer watching:

British movies

American movies

- Based on your choice does that type help you improve your accent and pronunciation skills?

Yes

No

Q11: Do you advise English learners to watch English movies to increase their oral proficiency?

Yes

No

- If yes please, say why?

.....

**Thanks for your
 Collaboration**

Appendix “B”: Learners’ Interview

Aim of the Interview

You are kindly requested to answer the following questions of this interview that attempts to investigate the role of watching English movies on improving language skills. Thank you for your time and help.

Question 1: what is your specialty? Or what is your work?

.....

Question 2: how would you evaluate your English?

Average

Good

Excellent

Question 3: Did watching English movies help you learn the language?

YES

NO

Question 4: what kind of movies do you prefer to watch?

.....

- **How does that kind help you increase your vocabulary knowledge?**

.....

Question 5: Did English movies help you improve your accent and pronunciation skills?

.....

Question 6: How could you memorize so many words and expressions without even studying the language?

.....

**Thanks for your
Collaboration**

الملخص

الهدف الرئيسي من هذه الدراسة هو التأكيد على أهمية مشاهدة الأفلام الإنجليزية في تنمية الكفاءة اللغوية للطالب. تم جمع البيانات من خلال استخدام أدوات بحث وهما الاستبيان والمقابلة. وبالتالي أظهرت النتائج التي تم الحصول عليها أن استخدام الأفلام الإنجليزية كوسيلة لتعلم اللغة الإنجليزية فعال تمامًا. علاوة على ذلك، تلعب الأفلام الإنجليزية دورًا مهمًا في تحسين مهارات التحدث والاستماع.

الكلمات المفتاحية: مهارات التحدث ، مهارات الاستماع، مشاهدة افلام إنجليزية

Résumé :

La présente étude tente d'étudier l'importance de regarder des films en anglais pour le développement des compétences orales des élèves. Les données ont été recueillies à l'aide de deux instruments de recherche sont le questionnaire et l'entretien. Par conséquent, les résultats obtenus ont révélé que l'utilisation de films anglais comme méthode pour apprendre la langue anglaise est efficace. De plus, les films en anglais jouent un rôle important dans l'amélioration des capacités d'expression et d'écoute

Mots-clés : Compétences de parler, Compétences d'écoute, Regarder des Films en Anglais.

Summary:

The present study attempts to investigate the impact of watching English movies on developing students' oral skills. The data were collected using two research instruments, the questionnaire and the interview. Therefore, the obtained results revealed that using movies to learn the English language is quite effective. Moreover, English movies play an important role in improving the speaking and listening skills.

Key words: Speaking Skills, Listening skills, Watching English Movies.