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The Impact of English Movies in Improving Third Year EFL Students' Proficiency in English Vocabulary: the Case of Third-Year EFL students at Tlemcen University

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Presented by   **Supervised by**

Bouchra BELGHERRAS   Dr. Hidaya Amina HEMCHE

Ahlem TOUATI

Board of Examiners

Dr. Hadia HAKEM	MBA	President
Dr. Hidaya Amina HEMCHE	MCA	Supervisor
Mrs. Soraya BENZERDJEB	MAA	Examiner

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DEDICATION

First and foremost, we thank Almighty Allah for his help and guidance.

To our beloved families, the sources of our success.

To our friends for their endless love, prayers and support.

To all our classmates in the section of English Language.

To everyone who helped us and the ones we love.

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Abstract

The current study investigates the impact of English movies in improving students' proficiency in English vocabulary with reference to third year EFL students at Tlemcen University, Algeria. Since English is the most widely used language for communication in the world, mastering that language has become crucial and essential in our lives. Actually, EFL learners struggle with their shortcomings in English: insufficient vocabulary, weak grammar, and lack mastery of the four language skills. Besides, English is not used authentically in the settings in which learners live, and learners are not motivated to learn in an ordinary way. One of the extensive multimedia technologies that have become gradually common in the learning of English as a foreign language is watching movies. Our research aims at investigating the effectiveness of watching English movies on students' proficiency in the English language. This descriptive study uses a quantitative method to collect data through a questionnaire employed to set participants' attitudes towards such a practice as well as its effectiveness. The results revealed that most students usually watch English movies and this proves to be very effective, helpful, and motivating for them. Moreover, the students' four language skills are improved during this process and their vocabulary proficiency level is, simultaneously, enhanced.

List of Abbreviations

EFL: English as Foreign Language

ELL: English Language Learners

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General Introduction

The study of English as a foreign language (EFL) is a growing field, with a focus on improving students' language proficiency in all skills, including vocabulary. One method of vocabulary acquisition that has received attention in recent years is watching English movies, which has an impact of on EFL students' vocabulary proficiency. It provides authentic materials and valuable exposure for the students.

In this study, the focus is on third year EFL students, at the level of the University of Tlemcen, and the impact of English movies on their vocabulary proficiency. The research aims to explore the ways in which English movies can improve students' vocabulary skills, and help them overcome other potential limitations or drawbacks. It also seeks to identify the most effective techniques to enhance vocabulary acquisition through this medium.

Actually, some students may not be motivated to learn English through watching movies, which can negatively impact their vocabulary acquisition. Furthermore, some English movies use colloquial language and idioms that may be difficult for non-native English speakers to understand.

It is well known that inconsistent quality of movies plays a vital role in learning a foreign language, since the content and the quality of language can vary widely, making it difficult to find movies that are suitable for language learning.

Moreover, English movies may be biased towards a certain accents or dialects of English, which may not be representative of the Standard English language that students need to learn. Besides, watching movies alone may not provide adequate opportunities for students to practise and use the new vocabulary they have learnt. Hence, this present research seeks to answer the following research questions:

• What are the students' attitudes towards using English movies as a tool to improve their English vocabulary proficiency?

• How does watching English movies impact the English vocabulary proficiency of third-year EFL students?

Based on the above research questions, the following research hypotheses were set:

• The enjoyment factor of watching English movies can lead to increase motivation and engagement in vocabulary learning.

• Watching English movies regularly leads students to acquire a larger vocabulary set as well as a more diverse range of words and phrases. Moreover, the use of visual and contextual cues in movies makes it easier for students to understand and remember new vocabulary compared to traditional vocabulary learning methods.

Regarding the nature of this study, the descriptive method was adopted because it is considered as the appropriate method to describe any attitude and phenomena towards an issue. Therefore, this inquiry sought to describe the relationship between vocabulary learning and using English movies. The process of gathering data was based on a quantitative approach. Therefore, a questionnaire was distributed to third-year EFL students at the University of Tlemcen in order to know their views about the use of English movies, and how this would be useful to them.

The present study consists of two main chapters. The first chapter provides literature about vocabulary where many important aspects are highlighted including its definition, importance, and usage. Furthermore, a general overview of some theories advocating the use of movies as a tool of learning is provided. Moreover, this chapter tackles movies as an instructional tool, the aspects to consider in watching movies, and the role of English subtitled movies in learning vocabulary. Whereas, the second chapter encompasses the field work of this study, which is the analysis alongside the interpretations of the obtained data from the aforementioned data gathering tool; the students' questionnaire. Finally, it ends with summary and discussion of the results, and crucial recommendations are presented.

Chapter One

Literature Review

CHAPTER ONE

LITERATURE REVIEW

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1.1 Introduction

English is the most widely used and studied language worldwide (Leith, 2005). According to a number of studies, English movies have recently gained popularity as a language learning aid because of its capacity to expose students to the language in an authentic setting, enhance listening and pronunciation abilities, and boost learning motivation.

This chapter provides a review of the literature that defines the words used in the in-depth investigation. It looks into the current literature of how vocabulary development in EFL students is impacted by English-language movies. By merging the findings of previous studies, this chapter explores the factors that influence vocabulary acquisition during movie viewing, along with the advantages and disadvantages associated with this approach.This literature study intends to provide information for educators and researchers who are interested in using English movies as a teaching aid in EFL lessons.

1.2 Definition of Vocabulary

Vocabulary is defined as "the building block of language" (Schmitt, & Clapham, 2001, p. 53)**.** It is the basis for all other skills in teaching and learning a foreign language, including reading, listening, speaking, writing, and pronunciation. Vocabulary is the primary tool for pupils to effectively use the language. When a student speaks the language as his or her first language, watches movies without subtitles, listens to favourite songs, reads text, or writes notes to friends, he or she is dealing with words. Learning vocabulary is a crucial part of learning a language since it lays the groundwork for clear communication and comprehension in a foreign tongue.

The concept of everyday vocabulary is defined in dictionaries. We tend to conceive it as a collection of individual words with their associated meanings Read (2000, p. 56). Thus, "vocabulary is knowledge of words and word meaning". According to Lehr (2004, p. 79). However, as stated by Kamil and Hiebert (2005), vocabulary is more complicated than this definition implies. Vocabulary knowledge is not something you can completely master; it is something that develops over time. Vocabulary training goes beyond simply

looking up words in a dictionary and applying them to a sentence. It is acquired both incidentally and intentionally through explicit instruction in particular word and word learning techniques. Stahl (2005, p. 257).

Vocabulary is the flesh of a language, and grammar is its backbone. Students must be able to communicate verbally as well as know a certain amount of words in order to be productive in a language. Schmitt (2000, p. 55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language".

1.3 Vocabulary Proficiency

According to Brumfit (1979), proficiency is often described as a learner's knowledge of the language required to perform significant communication tasks or achieve academic goals. Proficiency is the highest level of knowledge or expertise in a given skill or subject. It implies a deep awareness and knowledge that enables for smooth and subtle execution. Achieving proficiency frequently involves years of serious practice and study, as well as a dedication to continuous progress and refining. It is a level of skill that goes beyond more competence, exhibiting mastery of complicated concepts as well as sophisticated application of those concepts in real-world circumstances. In short, proficiency symbolizes the peak of skill and understanding in a certain subject, requiring a genuinely outstanding level of effort and commitment.

Vocabulary proficiency refers to a person's level of knowledge and skill in using words correctly and effectively in a given language. It involves understanding the meanings, spelling, pronunciation, and usage of a wide range of words, as well as the ability to use them appropriately in different contexts, such as in writing, speaking, and listening. Laufer (1998, p. 1) asserts that "vocabulary correlates with holistic assessments of writing and general proficiency, and is the best single predictor of reading comprehension". Therefore, to evaluate vocabulary proficiency, various factors may be considered, such as word frequency, depth and breadth of vocabulary, and knowledge of affixes and syntactic characteristics. The term is often used in the context of language learning and education.

Rasinski (2005) cited that understanding word meanings is a key component of reading comprehension. He stated that individuals with higher vocabulary proficiency tend to have better accents and greater skill in real-time language processing. Additionally, he mentions measuring the contribution of vocabulary knowledge to proficiency in language skills. He stated also that language proficiency is a complex construct involving not only knowledge of vocabulary and grammar but also the ability to use language in context.

Rasinski (2005) furthermore, noted that language competency development is a continuous process that necessitates continual language use in significant circumstances; He said that being able to use a language effectively in everyday situations is a necessary component of language proficiency, in addition to knowing the rules of grammar and vocabulary. It follows that having a strong vocabulary is crucial for comprehending and interpreting both verbal and written communication. A diverse vocabulary also helps people communicate clearly, which can open up more opportunities and promote considerable professional and personal progress. Therefore, being able to communicate effectively with people and express one-self using a wide variety of words is a crucial talent that can help one succeed in a variety of areas of life.

1.4 Types of Vocabulary

Some scholars distinguish between active and passive vocabulary. According to Harmer (1991), there are two forms of vocabulary. The first category of vocabulary is that students have been taught and are expected to be able to utilize. The second type, however, refers to terms that pupils will recognize when they meet them but will most likely be unable to pronounce. Haycraft, as cited by Hatch and Brown (1995), distinguishes between two types of vocabulary: receptive vocabulary and productive vocabulary.

1.4.1 Receptive Vocabulary:

Students with receptive vocabulary can hear and use words in context; however, they are unable to produce them on their own. Students can easily identify this terminology when they see or hear it. It is an important component of language

development and is critical to understanding and communicating. Receptive vocabulary is described by the American Speech-Language-Hearing Association (ASHA) as "the words a person can understand when they hear or read them" (ASHA, n. d.). This definition emphasizes the receptive vocabulary's passive aspect, as it entails a person's capacity to take in and understand language input rather than creating it on their own.

In addition to that, research has shown that receptive vocabulary is closely linked to reading comprehension, academic achievement, and overall language development. In fact, studies have found that children with strong receptive vocabulary skills are more likely to excel in reading and writing, and are better equipped to learn new words and concepts (Biemiller & Boote, 2006).

Moreover, assessing a person's receptive vocabulary is typically done through standardized tests, such as the Peabody Picture Vocabulary Test (PPVT) or the Expressive and Receptive Vocabulary Test (ERVT). These tests measure an individual's ability to understand spoken or written words by presenting them with a series of pictures or verbal prompts and asking them to identify the correct word or picture (Catts et al.; 2012).

Furthermore, receptive vocabulary plays a crucial role in language improvement, reading comprehension, and academic achievement. Understanding a person's receptive vocabulary is important for assessing their language abilities and providing appropriate interventions to support their learning and communication skills.

1.4.2 Productive Vocabulary:

Words that learners can understand, pronounce correctly, and use effectively in speech and writing are referred to as having a productive vocabulary. It comprises the capacity to speak or write at the proper time as well as a receptive vocabulary. Nation and Webb (2011, p. 11) state that "productive vocabulary knowledge is more important

for language users than receptive vocabulary knowledge because it is the productive knowledge that allows them to communicate effectively". While having a large receptive vocabulary is certainly beneficial, it is the ability to use words in one's own speech and writing that is very crucial for effective communication. Moreover, building productive vocabulary requires deliberate and sustained effort, through reading, writing, and speaking. As Nation and Webb (2011, p. 11) note it," learning words requires active engagement with the language and the words themselves". As a result, productive vocabulary can be treated as an active process, because learners can generate words to express their thoughts to others. (Stuart Webb, 2005). Moreover, according to Nation and Waring (1997),"Productive vocabulary size is a good predictor of success in second language acquisition ". Additionally, Schmitt and Meara (1997, p.42) stated that "A wide vocabulary is important for success in communication, education, and society". Therefore, it is very crucial to develop both receptive and productive vocabulary to become proficient in a language.

1.5 The Importance of Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). English vocabulary is incredibly crucial for communication, both written and spoken. According to several researches, it is proved that vocabulary is a critical skill that can be comprehended through listening and reading. Hence, English vocabulary is significant for reading comprehension. The more words one knows, the easier it becomes to understand written material.

A broad vocabulary aids to articulate thoughts and ideas with more precision and clarity. Everybody who learns English or a certain language should know the words. According to Singleton (2000) state that the importance of vocabulary cannot be overestimated. All learning takes place through the medium of language and words are the basic units of language. Without an adequate vocabulary, it is impossible to understand others or express oneself. Moreover, in the professional world, having a strong command of English vocabulary is a vital skill. It helps individuals to write reports, emails and presentations with confidence and ease. It also enhances an

individual's personal evolvement, improves his/her cognitive abilities, memory and overall mental flexibility as well as problem solving skills. In other words, English vocabulary is essential for effective communication, whether written or spoken. A rich vocabulary enables individuals to convey ideas clearly, build strong relationships, and achieve success in personal and professional lives.

Vocabulary learning is an important part of each student's life (Alipour, Gorjian, and Kouravand, 2012). It is well known that English vocabulary is one of the most crucial aspects of learning the English language. It is the foundation upon which all other aspects of the language are built, including syntax, grammar, and communication. Besides, having a strong vocabulary can greatly enhance one's ability to understand, communicate, and express oneself in an effective way.

One of the most significant reasons why English vocabulary is important is its role in communication. English has become the lingua franca, the common language that allows people from different cultures and backgrounds to communicate effectively. To be able to communicate successfully in English, one must have a vast and a varied vocabulary, to express thoughts, ideas, and feelings accurately. Moreover, Krashen (1993) mentions the importance of vocabulary especially in the host community, because EFL learners, who know grammar rules and have lack of vocabulary, may face obstacles and problems in communication with native speakers.

Furthermore, a solid vocabulary is necessary in both academic and professional settings. For instance, a strong vocabulary is used in academic writing to convey complex ideas in a precise and understandable way. Having a rich vocabulary can also help one communicate more clearly, bargain with confidence, and influence people. Higher memory, cognitive flexibility, and overall intelligence are all correlated with larger vocabulary sizes.

Learning new words is a fun and engaging way to widen one's horizons and learn about new ideas and concepts. English vocabulary learning is a crucial skill with numerous benefits. Effective communication, cognitive development, academic and career performance, and reading comprehension depend on it. It is essential to focus on

expanding and diversifying one's vocabulary as a result. Wilkins (1972) asserts that if you spend the majority of your time studying grammar, your English won't improve. The fastest growth may be made by expanding your vocabulary and expressions. You can convey almost anything with words, but grammar is really difficult to master (cited in Thurnbury, 2002, p. 13). Although this point of view does not completely discount the value of grammar, it does contend that initially concentrating on vocabulary and expressions may be more effective. People can improve the capacity to speak smoothly and naturally even if their grammar is imperfect by learning a wide variety of words and expressions. They can gradually advance in their comprehension and usage of grammatical rules as they use and engage with the language over time.

In short, it is significant to remember that there are numerous methods for learning languages, and this perspective only represents one of them. There may be a wide range of preferences and learning styles among students. While some people might find grammar- focused study to be beneficial and fun, others might like a more vocabulary-focused approach. The most efficient language-learning approach ultimately depends on the learner and their unique needs and goals.

1.6 The Effectiveness of Movies in Enhancing Students' Vocabulary

An audiovisual experience can be more fun and engaging for people, especially for EFL learners, than reading a complete book, as practice has proven. By watching movies, students can hone their speaking skills, hear oral conversations, and learn about other accents. Movies are incredibly important and rich teaching resources, as King (2002) notes in his study, because they present conversational English in real-life circumstances rather than made-up ones, providing students the chance to hear a variety of native speaker voices, accents, and dialects.

People of various ages and socioeconomic backgrounds have always enjoyed watching movies as a source of amusement. In addition to being enjoyable, movies may be an effective tool for education and learning, particularly in the areas of culture and language. (Ismaili, 2013). As a result, educators have just recently recognized the significance of movies as a tool for raising students' vocabularies. As a result, watching movies exposes learners to a wide range of terminology that they might not otherwise encounter. For instance, terms and phrases that are uncommon in modern language are

regularly used in historical films set in a certain era. Thus, by seeing these films, students can pick up new ideas and vocabulary that they can then use in their own writing and speech.

Moreover, movies can aid EFL learners in understanding linguistic nuances. They can also see how words are used in context, how tone and inflection can influence, how language is understood, and how different words can convey different meanings by watching movies. Therefore, this can assist in their development of a more sophisticated understanding of language, and enhance their capacity for effective communication. Mulyadi (2015) states that by watching English movies as a media for teaching and learning it can help improve student's language skills.

In addition to that, using movies as a tool for active vocabulary learning is also possible. Since students use new words in their speaking and writing assignments, watching movies allow them to expand their vocabulary. Although many students find learning new words is something tedious and dull, they are more likely to be engaged and interested in the subject matter when they watch movies. Thus, this may improve their ability to retain information and may also make learning more enjoyable.

Movies can be a highly effective tool for enhancing students' vocabulary. Besides, they can introduce them to new concepts and words; provide a more engaging and entertaining way to learn vocabulary. Therefore, educators should continue to explore the different ways in which movies can be used in the classroom too, in order to indicate the vital role of watching English movies, and motivate EFL learners to take this into account and to help them evolve more diverse and sophisticated vocabulary.

1.7 Vocabulary Use and Acquisition

English is considered as a widely spoken and studied language around the world. It is the most commonly used language in education, business, and international communication. The English language has a vast vocabulary, which makes it challenging for learners to master. However, with the right approach, one can acquire and use English vocabulary in an effective way. Rivers and Nunan (1991), argue that the acquisition of an adequate vocabulary is essential for successful second language

use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

The acquisition of English vocabulary involves learning new words, their meanings, and how they can be used in different contexts. Therefore, vocabulary acquisition can be accomplished through various methods, including reading, speaking, and listening. Reading for instance, is one of the most effective ways of acquiring vocabulary. It exposes learners to new words and various contexts in which they can be used. Listening to English language podcasts, videos, and audio books can also enable learners to acquire new vocabulary.

Additionally, English is a language that has many homophones, homonyms, and idioms. Homophones are words that sound the same but have different meanings. Homonyms are words that are spelled in the same but have different meanings, whereas, idioms are phrases that have a figurative meaning. Therefore, understanding these nuances is very crucial for effective communication in English language.

Actually, there are several strategies that learners can use to evolve their English vocabulary use and acquisition. One strategy is to emphasise on learning new words in context. Thus, this involves learning new words in the context of a sentence of phrase, rather than just memorizing their meanings.

Furthermore, acquiring a word is a gradual process. Learners must encounter it in print or conversation several times before they truly know it. However, knowing a word is an investment that pays off handsomely in both speaking and reading. "The more words people know, the easier it is to understand what they hear and read and the more clearly they can express their own thoughts." (Krashen 1993, p. 95). This emphasizes the significance of vocabulary acquisition in language learning, and how it is a gradual process that requires encountering words repeatedly. Krashen also highlights the benefits of having a vast and larger vocabulary, which includes better comprehension and expressions of ideas.

1.7.1 Krashen's Monitor Theory

Krashen's hypothesis is a theory of second language acquisition that was proposed by the linguist Stephen Krashen in the 1970s. The theory posits that language acquisition occurs in two ways: through language acquisition and through language learning. According to Krashen, language acquisition is a subconscious process that occurs naturally when a learner is exposed to meaningful language input in a low-anxiety environment. This is in contrast to language learning, which refers to the conscious process of memorizing grammar rules and vocabulary through explicit instruction. Krashen (1991) notes that, "The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar."

1.7.2 The Acquisition-Learning Hypothesis

Krashen (1981) contends that learning a language is not as important as acquiring it. Learning a second language can be helpful for improving accuracy, however, it is insufficient for fluency and naturalness to develop. Contrarily, acquisition is the process that results in the growth of a "language feel" that enables learners to utilize language more skill-fully. As a result, according to Krashen (1981, 1982, 1994, 2004), language learning happens unconsciously as a result of engaging in conversation, reading a book, watching a movie, and other activities. According to Krashen (1981), "Language acquisition does not require extensive use of conscious grammatical rules, and it does not require tedious drill."

1.7.3 The Comprehensible Input Hypothesis

The comprehension Hypothesis addresses the question: "How do we acquire language? Krashen (2003, p. 81) reminds that "Language acquisition is a subconscious process; while it is happening people are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously." Furthermore, Krashen (2003) insists that "we acquire language by input, not by output," and "all that is necessary for language acquisition is input that is interesting and comprehensible." But though Krashen believed there is no need for grammar-based lessons, he later on admitted that conscious learning of grammar rules may enhance acquisition and fill in some gaps in the natural process of acquiring a language. Moreover, he insists that such gaps "are typically in aspects of language that do not affect communication of messages." (Krashen, 2004). Moreover, the Comprehension Hypothesis, necessary for

improvement and progress in second language acquisition, is tightly related to the Affective Filter Hypothesis that will be discussed subsequently.

1.7.4 The Affective Filter Hypothesis

Krashen (1985) suggests that learners' emotions and attitudes towards language learning can have an impact on their ability to acquire a language. For instance, when learners are anxious, nervous, or bored, their "affective filter" is high, which can make it more difficult for them to acquire language. However, if learners are relaxed, motivated, and interested, their affective filter is low, which makes it easier for them to acquire language. Krashen (1985) noted that "An affective filter is a 'screen' that is affected by such variable as anxiety, self-confidence, motivation, and stress, all of which play a role in the extent to which input can be converted into intake."

On the whole, Krashen's Monitor Theory suggests that language acquisition is a natural subconscious process that is most effective when learners are exposed to meaningful comprehensible input and are in a relaxed motivated state. Hence, the conscious learning of language rules and structures can be used as a monitor to verify learners' language output; however it is not the primary way that learners acquire language. Furthermore, Krashen's hypotheses have had a significant impact on language teaching and learning. They emphasize the importance of creating a low-anxiety environment for language learners and providing them with meaningful input that is slightly beyond their current level of competence.

1.8 Movies as an Instructional Tool

It is well known that English movies have long been used as an instructional tool in language learning classrooms around the world. These films offer an opportunity for students to engage with the English language in an authentic and natural way, and can provide a valuable supplement to traditional language instruction. Additionally, movies offer a window into different English-speaking cultures, giving students insights into the customs, values, and ways of life of English-speaking countries.

1.8.1 Movies and Motivation

English movies are considered as a great source of motivation for many people around the world whether for the story, the characters, or the settings. Furthermore, movies have the ability to inspire and motivate learners in many ways. Therefore, one of the main reasons why English movies can be motivational is because of the stories they tell. It is well-known that many movies are based on real-life people, events and stories, which make them even more compelling. Movies are a readily available and well-liked entertainment form of teaching material in English teaching as a foreign language for students, particularly in recent years. They are utilized for educational reasons in order to encourage language learners. Based on this concept, the current research makes an effort to investigate several instructional strategies intended to enhance both the active listening and other integrated abilities of EFL learners. It is considered that the language used in films, as well as how it is presented in its appropriate cultural context, can be a useful tool for encouraging more suitable language use. (Chapple, L. & Curtis, A. 2000).

In addition to that, when we watch a movie about someone who has overcome great challenges or achieved great success, it can inspire us to do the same. For instance, the movie "The Pursuit of Happiness" is about a man who overcomes incredible dilemmas to become successful in life. Therefore, watching this movie can motivate us to work harder and persevere in the face of adversity.

Another way through which English movies can be motivational is the characters. In movies, they can be great role models, and people can learn a lot from them. For instance, the character of Rocky Balboa in the "Rocky" movies is known for his determination and hard work. Therefore, watching his journey from a struggling boxer to a world champion can motivate us to work hard and never give up on our dreams.

Furthermore, inspiring locales in movies might encourage viewers to travel and see the globe for themselves. For instance, "Eat Pray Love" is set in Italy, India, and Bali and viewing the film may inspire viewers to visit these places and take in their rich cultures and natural splendour. English movies give students a sense of escape in

addition to these benefits. As a result, viewing a movie might take students to a different setting and help them temporarily forget about their issues. This can be a terrific method to refuel so that we can return to our regular lives with more vigour and drive.

Many studies have shown that using movies in language learning can be an effective way to motivate learners and improve their language proficiency. Therefore, movies can provide a fun and engaging way to learn English. When students enjoy what they are learning, they are more likely to stay engaged and motivated, which can lead to evolved language proficiency over time.

Movies can also help to contextualize language learning and make it more relevant to students' lives, by providing exposure to authentic language use in real-world situations. Additionally, English movies can help to develop learners' language skills, by providing exposure to different accents, dialects, and registers of English. Furthermore, by presenting language in context, movies can help learners develop their vocabulary, grammar, and syntax in a way that is more intuitive and natural.

Moreover, English movies can motivate language learners by providing a sense of achievement and progress. As learners watch movies and evolve their language skills, they can feel a sense of accomplishement that can motivate them to continue learning. In summary, motivation can have a crucial impact on English vocabulary acquisition. Thus, learners who are interested in the topic see the relevance of vocabulary to their own lives, have a positive attitude, set clear goals, and receive positive feedback are more likely to be motivated to learn and remember new vocabulary.

1.8.2 Movies and Vocabulary

English movies have become a popular tool for learning English vocabulary in recent years. In fact, with the increasing availability of movies and television shows on streaming platforms, learners have more opportunities to watch and listen to authentic English language content than ever before. Firstly, English movies provide EFL learners with a context in which they can encounter and learn new vocabulary. Therefore, instead of simply memorizing lists of words, learners can see and hear vocabulary used in authentic situations. Hence, this helps them to understand the meaning of words in

context and to learn how they are used in real life situations. Tobin (2019) stated that, "Movies are an excellent way to learn new vocabulary and phrases. With a great script and talented actors, you can learn a lot from just one movie."

Moreover, English movies can expose EFL learners to a wide range of vocabulary. By watching movies in different genres, learners can encounter vocabulary related to a variety of topics, such as history, science, culture, and politics. Therefore, this enables them to build a broad vocabulary base and to evolve their language skills in a more comprehensive way.

In addition to that, English movies can help EFL learners to improve their listening and pronunciation skills, for instance, by listening to native speakers. Furthermore, EFL learners can develop their ability to understand different accents and to recognize the nuances of spoken English. Hence, this can also help them to improve their pronunciation by modelling the way that native speakers use intonation, stress, and rhythm.

Furthermore, English movies are still considered as a fun and engaging way to learn vocabulary. Thus, watching movies can be an enjoyable experience, and learners may be more motivated to engage with the language when they are watching something that interests them. Therefore, this can help them to maintain their focus and to learn more effectively. Additionally, it is agreed that English movies can be a useful tool for vocabulary learning. However, it is important for EFL learners to find movies that are appropriate for their level and to supplement their learning with extra practice and reinforcement activities.

1.8.3 Movies and Writing

It is well known that English movies have a profound impact on the development of academic writing in the English language. Therefore, there is a symbiotic relationship between these two areas, as each one informs and influences the other. Firstly, English movies have played a vital role in expanding the vocabulary of English language learners. Hence, watching movies exposes learners to various idiomatic expressions, phrasal verbs, and colloquialisms that are not usually found in academic writing. This

exposure enables learners to develop a more nuanced understanding of the English language, which they can then use to improve their academic writing. For instance, learners who watch English movies regularly will be able to use a wider range of vocabulary in their essays.

Moreover, Aaron Sorkin for instance is a well-known and respected screenwriter and filmmaker, best known for his work on films such as "The Social Network" and "Steve Jobs," as well as television series like "The West Wing." He advocated that, "Movies are visual medium, and writing is an aural medium, and they don't really mesh." Sorkin was discussing the differences between writing for the stage and screen, and how movies require a different approach because they rely so heavily on visuals. According to Sorkin's assertion, these two media function differently. While writing concentrates on the written word and the reader's creative talents, movies excel in communicating information and emotions through visual and audio-visual aspects. Although the two media can be combined, they each have unique characteristics and needs.

It is important to keep in mind that Sorkin's assertion is only his opinion and could not be shared by everyone. In fact, to deliver gripping narrative and interesting dialogue, movies frequently rely on good writing, especially well-written screenplays. Even though writing and visual aspects may have distinct purposes, they can work well together in the context of cinema, where the script serves as the structure for the visual display.

English movies provide learners with an opportunity to learn the correct use of grammar and syntax. They are an excellent tool for EFL learners to evolve their understanding of the grammatical rules that govern the English language. Therefore, through watching movies, learners can easily observe how the language is used in a natural and contextual way. Thus, this exposure to the correct use of grammar and syntax helps learners to develop better writing skills.

In addition to that, English movies offer a wealth of cultural information that is crucial for writing in English. Therefore, by watching movies, learners can gain insights

into the cultural nuances and customs that are unique to English-speaking countries. This knowledge can help learners to write more effectively and persuasively, particularly when writing about culture-specific topics. Additionally, English movies have influenced the way academic writing is presented. Hence, modern academic writing is expected to be clear, concise, and engaging.

Furthermore, movies are a form of entertainment that relies on captivating visuals, compelling storylines, and engaging characters. As such, English movies have influenced the way academic writers present their arguments, with a focus on creating engaging content that captures the reader's attention. Therefore, it is agreed that the relationship between movies and writing skills is mutually beneficial, and EFL learners can continue to benefit from watching English movies as they strive to improve their academic writing skills.

1.8.4 Movies and Comprehension

English has taken on a major role in communication in today's globalized world and is widely utilized for many things, including education. It is commonly recognized that English-language films give EFL students a fun and authentic setting to practise their language skills, especially their listening and comprehension skills. "The more you read, the more things you will know," said Dr. Theodor Seuss Geisel (2005). You will travel farther and learn more things the more you know. This proverb emphasizes the value of lifelong learning and knowledge expansion, which undoubtedly applies to watching movies in a foreign language. Therefore, one can enhance his comprehension and understanding of a language by exposing himself to new forms of media and various sorts of narrative.

English movies offer several benefits for learners' comprehension. They provide authentic and real world language input, allowing learners to expose themselves to a wide range of English accents, dialects, and registers. Therefore, this exposure assists EFL learners to develop their listening skills and become familiar with the nuances of spoken English, such as stress, intonation, and rhythm. Additionally, movies offer visual cues such as gestures, body language, and facial expressions, which can aid learners in

understanding the meaning of spoken language. Thus, these cues can help learners decipher the intended meaning even when they encounter unfamiliar words or phrases.

Moreover, movies provide a rich cultural context that allows EFL learners to know about different cultures, customs, and social norms, which are significant aspects of language comprehension. Hence, understanding the cultural context assists learners interpret language use accurately and evolve their cultural competence. Additionally, by offering a variety of genres, styles, and levels of linguistic complexity, English movies help improve EFL learners' comprehension. For instance, EFL students can select films that are appropriate for their level of language skill, ranging from films for beginners with straightforward conversation and obvious visual signals to films for advanced students with complex plots and sophisticated language use. Because of this flexibility, students can grow at their own rate and gradually push themselves, fostering motivation and a sense of independence in language study as a result.

In addition to that, movies can cater to different learners' interests, ranging from action, romance, comedy, science fiction, to historical dramas, enabling them to choose movies that align with their preferences and make the learning experience more enjoyable and engaging. However, movies are often fast-paced, and the language used can be colloquial, informal and more idiomatic, which may overwhelm learners, especially those at lower proficiency levels. Therefore, learners may struggle to keep up with the rapid pace and dialogues and they may miss out on important information, leading to comprehension difficulties. Furthermore, movies may also contain cultural references, humor, and slangs that are unfamiliar to learners, making it challenging to grasp the intended meaning accurately.

1.9 Aspects to Consider in Watching Movies

Movies are one of the powerful media that can be a useful resource in the teaching-learning process; it also has multiple advantages for learners. Movies with audio-visual and written clues help to promote student's deeper understanding and give them the opportunity to listen to a natural conversation by native speakers that acts in a real situation (Swaffar & Vlatten, (1997). When it comes to watching English movies, there are several aspects learners should take into account, in order to make the experience more enjoyable and worthwhile. Watching English movies is considered as a way to improve language proficiency. Therefore, it is important for EFL learners to choose

movies that are suitable and appropriate for their level of English proficiency. Moreover, it is important to actively engage with the language while watching the movie, such as practicing speaking along with the characters, and discussing the movie with others. Furthermore, watching with subtitles can assist learners to understand the dialogue better and improve their language skills. Therefore, by considering these aspects, learners can fully immerse themselves in the world of English movies and appreciate the art of storytelling through film.

1.9.1 Selecting Movies

When it comes to selecting English movies to watch, EFL learners should take few things into consideration, to make the most out of their experience. First, thinking about the current English level and choosing a movie with a language that is clear and understood are very crucial steps. Learners can choose a movie that interests them, or that has a story that they can relate to. Furthermore, they should also consider selecting movies with subtitles, which can assist them better understand the language and the plot. Additionally, watching a variety of genres to expand vocabulary and knowledge of different topics is also very important for EFL learners. Therefore, with these tips in mind, they can easily enhance their language learning experience while enjoying some great movies.

Monaco (2017) stated, "Choose English-language movies that interest you and match your language level. Movies are a fun and engaging way to learn, but if you choose movies that are too difficult or too easy, you might get frustrated or bored". For language learners, it is crucial to choose English-language films that fit their interests and degree of language skill. The claim underlines how entertaining and useful the learning tool movies can be. However, if students pick movies that are either too challenging or too simple for them, it may cause them to become bored or frustrated. The main ideas are broken down as follows:

1. **Choosing movies that interest you:** It is important for students to take their own interests into account while choosing movies. Learners are more likely to remain motivated and interested during the viewing experience if they select

movies that are consistent with their interests, hobbies, or favoured genres. When students are engaged with the material, learning becomes fun rather than a work.

2. **Matching language level:** It is critical to select movies that are appropriate for the learner's level of language competency. Learners may find it difficult to follow along and comprehend the plot if a movie is excessively difficult, with difficult vocabulary, rapid-fire speech, or complex plotlines. Frustration and a feeling of being overpowered may emerge from this. Thus, learners might not find a movie exciting or helpful for their language development if it is too straightforward and lacking linguistic obstacles.

1.9.2 Making full Use of Movies

For EFL students, watching movies can be a useful technique to develop their language skills, particularly their listening and comprehension skills. According to Stephen Krashen (1994), "comprehension input" is crucial for language learning, and watching movies can give students this kind of input. Therefore, it is crucial to pick movies that are appropriate for EFL students' interests and language proficiency while choosing movies for them. Including pre- and post-viewing exercises can further improve the learning experience. Students could practice vocabulary relevant to the movie beforehand, complete comprehension tests before and after watching, or take part in conversations about the ideas and messages the movie tries to get through. The most effective strategies are consequently those that provide "comprehension input" in low-anxiety conditions and contain messages that students truly desire to hear, as suggested by Krashen (1994). Therefore, EFL students can have fun while honing their language skills by fully utilizing movies as a learning tool.

1.9.3 Advantages of Watching English Movies

For EFL students, watching English movies can have several benefits. It can enhance their vocabulary, listening comprehension, exposure to different cultures, learning enjoyment, pronunciation, grammar, and ability to speak in an authentic way. In this sense, Simsek and Akdemir (2017) assert that "Watching English movies can

significantly enhance EFL learners' listening comprehension skills and vocabulary knowledge, as well as improve their understanding of English culture and social norms. Therefore, they contend that seeing English-language films can be very helpful for EFL students as a whole. Their vocabulary, awareness of English culture, and ability to comprehend social conventions can all be considerably improved, which will improve their overall language competency and communication skills.

- **Improved listening skills:** EFL learners can evolve their listening skills by watching English movies. Besides, they can listen to native speakers and their accents, which can assist them, understand different accents and dialects.

- **Improved Vocabulary:** Learners learn new words and phrases in context, which makes it easier to understand their meaning and usage.

- **Cultural Exposure:** Exposure to movies helps learners understand the customs and traditions of English-speaking countries.

- **Enhanced Comprehension:** Learners can understand the context in which words and phrases are used, which enables them to communicate effectively.

- **Improved pronunciation:** EFL learners can listen to native speakers and strive to mimic their pronunciation, and this helps them to speak more fluently.

- **Fun and engaging learning:** watching English movies can make learning more engaging for EFL learners. They enjoy the movie while learning new things, which can make the learning process enjoyable.

- **Improved grammar:** Learners can learn how to use English grammar in context, which helps them use it correctly in their own speech and writing.

- **Increased motivation:** When watching English movies, EFL learners can feel their progress and feel more confident in their ability to learn the language.

- **Authentic language:** English movies provide EFL learners with an opportunity to listen to authentic language. Since they can hear how native

speakers use the language in real-life situations, which can help them understand the language better.

- **Convenient learning:** Learners can watch the movies at their own pace and convenience, and this makes the learning process more comfortable.

1.9.4 Disadvantages of Watching English Movies

While watching English movies might benefit EFL students in many ways, there are also certain drawbacks to take into account. These drawbacks include the inability to comprehend, time commitment, language limitations, incorrect subtitles, lack of engagement, inability to concentrate on grammar, cultural misunderstandings, and distractions. EFL students should be aware of these possible downsides and use English movies as a language learning aid in addition to other methods. "While movies can help students improve their listening comprehension and vocabulary, they can also have drawbacks, the biggest drawback is that many movies are not made for English learners and may contain idiomatic expressions, cultural references, and regional accents that are difficult to understand" (Brown, 2001, p. 188).The phrase implies that one significant drawback of using movies as a tool for English language learners is that many films are not expressly created or modified to meet language learners' needs. As a result, it might be difficult for non-native speakers to understand them because they frequently use idiomatic terms, cultural allusions, and regional accents.

- ➢ **Inaccurate subtitles:** some English movies may have inaccurate subtitles, which can be confusing for EFL learners. Inaccurate subtitles can also hinder their learning progress and may result in the development of incorrect language habits.
- ➢ **Difficulty of understanding:** some EFL learners may find it challenging to understand the language used in English movies, particularly if they are at a beginner or intermediate level.
- ➢ **Time-consuming:** watching English movies can be time-consuming, especially if EFL learners need to watch the movie several times to fully understand it.

Therefore, this may be a negative point for learners who have busy schedules or limited time for language learning.

➢ **Limited interaction:** watching English movies is a passive form of language learning, which means that EFL learners do not have more opportunities to interact with other English speakers. This can also limit their ability to practise their language skills in real-life situations.

➢ **Limited focus on grammar:** English movies are primarily focused on spoken language, which means that they may not provide sufficient emphasis of grammar rules and structures. Therefore, this can be a disadvantage for EFL learners who need to learn grammar rules accurately.

➢ **Limited vocabulary:** English movies may not cover all the vocabulary that EFL learners need to learn. Hence, this can limit their ability to communicate effectively in different contexts and situations.

➢ **Cultural misunderstandings:** EFL learners may misunderstand some cultural references or jokes in English movies, which may hinder their understanding of the language and the culture of English- speaking countries.

➢ **Distractions:** English movies can be distracting, particularly if they have a lot of action scenes or special effects. Therefore, this may make it difficult for EFL learners to emphasise on the language and the context of the movie.

1.10 The role of English Subtitled Movies in Learning Vocabulary

Over the years, the use of English subtitled movies as a tool for English language learning has gained popularity. Furthermore, several studies have found that it is helpful to watch movies with English subtitles, especially for English language learners, as a way of improving their vocabulary. Espinar (2017) stated, "Watching movies with subtitles is a great way to learn vocabulary and improve your listening skills."

English subtitled movies provide English language learners with opportunities to learn vocabulary in context. Besides, vocabulary is considered as the foundation of language learning, and movies provide a hotch-potch context for learning new words and expressions. Additionally, in movies, words are usually used in a natural and

meaningful way, which makes it easier for English language learners to understand their usage and meaning.

Moreover, English subtitled movies provide learners with exposure to different dialects and accents. Therefore, this exposure assists learners to familiarize themselves with various ways in which English is spoken around the world. This is particularly crucial for learners who may not have access to native speakers in their environment. Such an exposure helps learners to improve their listening skills, which is an essential aspect of language learning.

English subtitled movies also provide ELL with an opportunity to learn idiomatic phrases and colloquial expressions which are not usually found in textbooks and may not be taught in classrooms. However, they are essential aspects of everyday English conversations. Additionally, language and culture are closely intertwined, and movies provide an excellent way to learn about the customs, traditions, and ways of life of various English-speaking countries. Hence, understanding the culture of English-speaking countries is also an essential aspect of language learning, as it helps learners to communicate effectively in different social contexts.

In short, English subtitled movies play a vital role in learning English vocabulary. They are an excellent tool for language learning, and learners who use them to their advantage are likely to achieve fluency and proficiency in English in a relatively short period.

1.11 Conclusion

The literature indicates that it is clear that English movies have a positive impact on the vocabulary proficiency of English language learners. Therefore, by watching movies in English, learners are exposed to authentic language use in context, which can assist them acquire new vocabulary and improve their ability to comprehend and produce correct language. Moreover, movies can provide an engaging and enjoyable way for learners to practise their language skills outside the classroom. However, it is very crucial to note that the effectiveness of English movies as a vocabulary learning tool can be influenced by various factors, such as the level of the learners, the type of movie, and

the learning activities used in conjunction with the movie. Additionally, English movies can be a valuable tool in the English language classroom too, in order to enhance vocabulary proficiency and promote language learning. Nonetheless, it is very crucial to use them as a part of a comprehensive and balanced language learning program, incorporating various activities that address different language skills and needs of learners.

Chapter Two

Data Analysis, Interpretation of Results & Recommendations

CHAPTER TWO

DATA ANALYSIS, INTERPRETATION OF THE RESULTS & RECOMMENDATIONS

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2.2 The EFL Situation in Algeria

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2.1. Introduction

This chapter presents the experimental part of the present research which tries to examine the impact of English movies on improving third year EFL students' proficiency in English vocabulary at Tlemcen University. This study is essentially based on a descriptive method that focuses on a quantitative design. The chapter starts by providing a description of the case study then focuses on the analysis and interpretation of the collected data before providing some recommendations to remedy the highlighted shortcoming and issues.

2.2. The EFL Situation in Algeria

The necessity to speak English has become very crucial nowadays, since the world is becoming as a "global village". Therefore, this language is taught in schools and universities all over the world; and Algeria is no exception. However, "English language learning in Algeria is characterized by a lack of appropriate resources, inadequate training, and poor infrastructure" (Boutkhil, 2017).

The field of English language instruction has advanced significantly in Algeria, especially at the basic school level. English instruction has been rolled out nationwide in primary schools as of this academic year. With the goal of giving pupils early exposure to the English language and creating the groundwork for their eventual language competency, this program represents a significant advancement in language instruction. The decision to introduce English at the elementary level is a reflection of both the necessity to provide pupils with fundamental language abilities from a young age and the significance of English as a global language. This innovative method of teaching EFL (English as a Foreign Language) has the ability to improve students' conversational skills, extend their understanding of different cultures, and open up possibilities for additional language study in later educational stages. Additionally, it represents a dedication to promoting global citizenship and educating students for a more linked world. It will be interesting to see how this new policy affects the language abilities and overall language learning experience of Algerian primary school kids as it develops.

English language instruction is crucial for preparing students in Algeria for their future academic endeavors. Learners have the chance to build a strong foundation in English language skills and knowledge with a curriculum that spans several years. The objective is to ensure that by the time students reach university level; they will have completed around ten years of English learning. This prolonged period of English instruction allows students to gradually increase their vocabulary, polish their grammar and pronunciation, and improve their overall language skills. Additionally, it enables children to acquire critical language skills like reading, writing, listening, and speaking that are necessary for success in higher education. When they join university, students have a solid foundation in English learning, which enables them to confidently engage with academic materials, take part in discussions, and pursue their studies in English-medium programs. The emphasis placed on English education at the secondary school level in Algeria demonstrates the importance of English proficiency in the current globalized society.

One of the main challenges facing EFL students in Algeria is the lack of exposure to English outside the classroom. In fact, English is not widely spoken in the society, and students have limited opportunities to practise their speaking and listening skills. This results in students who are proficient in grammar and vocabulary but struggle with communication skills. Hence, in order to overcome this challenge, some students participate in language exchange programs or attend English conversation clubs.

Algerian universities include English instruction in their curricula for students pursuing degrees in a variety of fields. The majority of Algerian universities use a communicative method to teach English, placing a strong emphasis on helping students improve their language proficiency in speaking, listening, reading, and writing. Grammar training, vocabulary building, and language practice exercises are frequently included in courses. Additionally, the integration of language acquisition with pertinent academic material, such as reading and interpreting texts associated with students' fields of study, is also a priority. Students' language skills are frequently evaluated via tests of English language proficiency like the TOEFL or IELTS. Algerian university English

training aims to give students the language proficiency they need to speak clearly in English and thrive in their academic and professional endeavors.

2.3 Research Design

The present case study is conducted at the level of the English department at Tlemcen University, Algeria. Maree (2010) describes a case study as "a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest". The case study is a helpful research method that tries to identify the problem and give a set of suggestions. It also helps the researcher to collect and analyze the data through different research instruments such as interviews, observations, and surveys. In the present study, the instrument used to collect data is questionnaire. As this study was particularly an investigation into how students could improve their vocabulary level and in a multimedia context, a case study approach can provide a better understanding of the situation.

2.4 Research Method

As previously cited, this study uses a questionnaire as its major data gathering tool. This contains a number of predetermined questions. With the use of this technique, structured and standardized data could be collected, making statistical analysis to spot patterns, trends, and linkages easier. The questionnaire acted as a tool for gauging participants' perspectives, encounters, and actions in relation to the present research issue. After gathering data, it will be analyzed it, possibly using methods like thematic analysis, inferential statistics, and descriptive statistics to draw conclusions that are supported by evidence. Using a questionnaire as a research tool and analyzing the resulting data adds to a methodical and empirical assessment of the research issue.

2.5 The sample Population and its Profile

The sample population is thought to be a crucial component of the study. In any research, sampling is the act of choosing a subset of the population to represent the total population; because sampling enables researchers to draw conclusions about a population from data collected from a smaller portion of that population, it is an important stage in research design. (De Vaus 2002, p. 56).

In the present research, 100 third-year students from the English Department of the University of Tlemcen made up the study's population. The main reason behind choosing this sample is that learners at this level of education are in need to improve and enhance their vocabulary level, and evolve their skills. Since they are now familiar with the higher education level at University, they should be more competent and master all the language skills. All the participants have studied English for 10 years, from the middle school. With regards to nationality and background, no difference existed among the participants; all of them are Algerians, and their mother tongue is Arabic.

2.6 Data Collection Instrument

As mentioned previously, the main research instrument used to collect data in the present study is the questionnaire. The participants were informed about the research project so as to stir motivation and interest.

The questionnaire is the most commonly research instrument used to collect data. It consists of different types of questions as close-ended questions, open-ended questions and mixed questions. Creswell (2014) defines the questionnaire "as a research instrument consisting of a set of questions used to collect data from individuals or groups of people. It is a commonly used method in both quantitative and qualitative research to gather information on a specific topic or issue."

In the present study, the questionnaire was given to third year EFL students. It consists of 11 questions; the main purpose behind this questionnaire is to investigate the impact of watching English movies in improving students' proficiency in English vocabulary.

2.7 Data Analysis

Several scholars agree that data analysis is the most crucial chapter, as it gives the results on which the examiner deduces conclusions, and approves or disapproves his hypotheses. In the context of research, data analysis typically involves collecting and organizing data, performing statistical analyses, and presenting the results in a clear and concise manner. The process of data analysis can be iterative, meaning that as new insights are discovered, the researcher may need to collect additional data or refine their

analysis methods. Ultimately, the goal of data analysis in research is to provide evidence-based insights that can inform decision-making and advance knowledge in the field. This study made use of a quantitative research to bring about a better understanding of the use of English movies in improving EFL students' vocabulary proficiency.

2.7.1 Quantitative Data Analysis

The fact that a quantitative research is primarily concerned with numbers is undoubtedly its most significant characteristic (Dornyei, 2007, p. 32). A renowned researcher named John W. Creswell emphasizes the importance of the methodology used in quantitative research, especially the instruments used for data collection and the analysis procedures used. According to his assertion, "A research method is characterized by the approach taken to the data, the instruments used for data collection, and the manner in which the data are analyzed." According to Creswell (2014), quantitative research is methodical and exacting since it requires obtaining and analyzing numerical data in order to make statistical inferences and reach conclusions that are backed up by evidence.

In addition to that, the aim of quantitative data analysis is to use statistical methods to describe, analyze, and interpret numerical data. This type of analysis involves converting raw data into meaningful information that can be used to draw conclusions, and make decisions. Furthermore, the primary goal of quantitative data analysis is to identify patterns, relationships, and trends within the data, as well as to test hypotheses and make predictions about future events. Therefore, by using rigorous and systematic techniques for analyzing numerical data, researchers can produce objective and reliable results that can be used to inform policy, guide decision-making, and advance scientific knowledge in a wide range of fields.

2.7.2 Analysis of the Students' Questionnaire/ Data Analysis and Discussion

       The questionnaire was administered to a sample of 100 EFL students to gather information about their English language learning habits, particularly their frequency of watching English movies and its impact on their vocabulary proficiency. Therefore, the purpose of this analysis is to examine the responses to the questionnaire and to identify the key findings.

Question01: This question identifies whether students watch English movies or not.
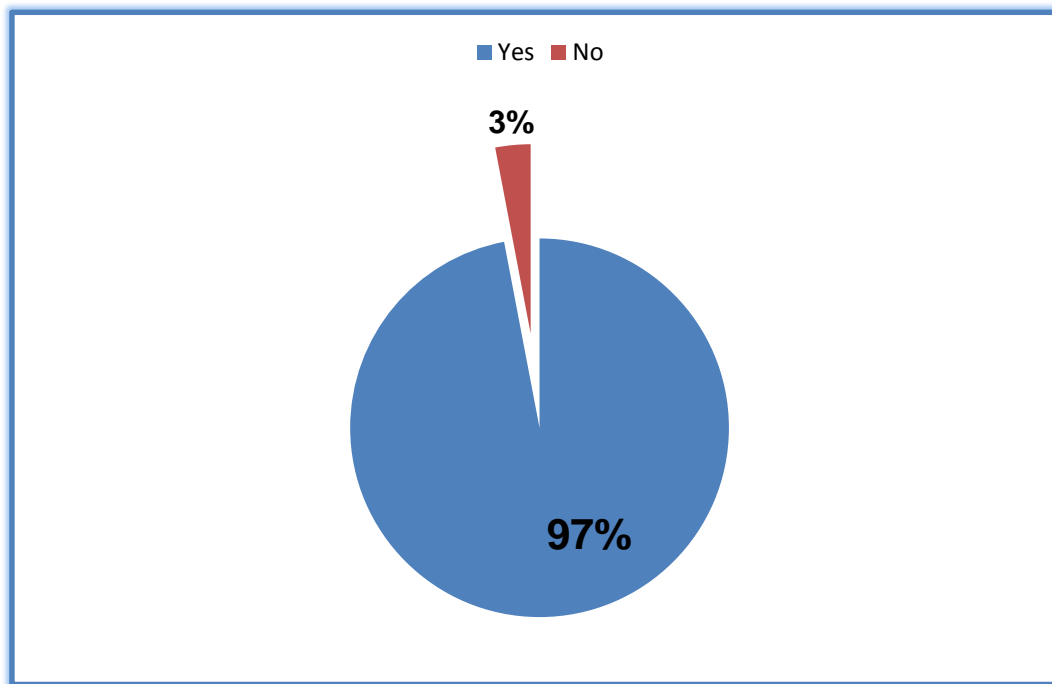
Pie-chart 2.1: Engagement of EFL students in watching English movies

    The answers show that 97% of the students under concern watch English-language movies. This shows that one common way these students use to improve their English proficiency level is by viewing English-language movies. However, 3% of the students don't view any English-language films. Even though this may seem like a modest percentage, it is crucial to take into account the reasons why these students don't watch English films, even though most students are interested in watching English movies, it is very crucial to consider the needs and Preferences of all of them in order to provide effective language learning opportunities for everyone.

Question02: This question demonstrates how often students watch English movies.
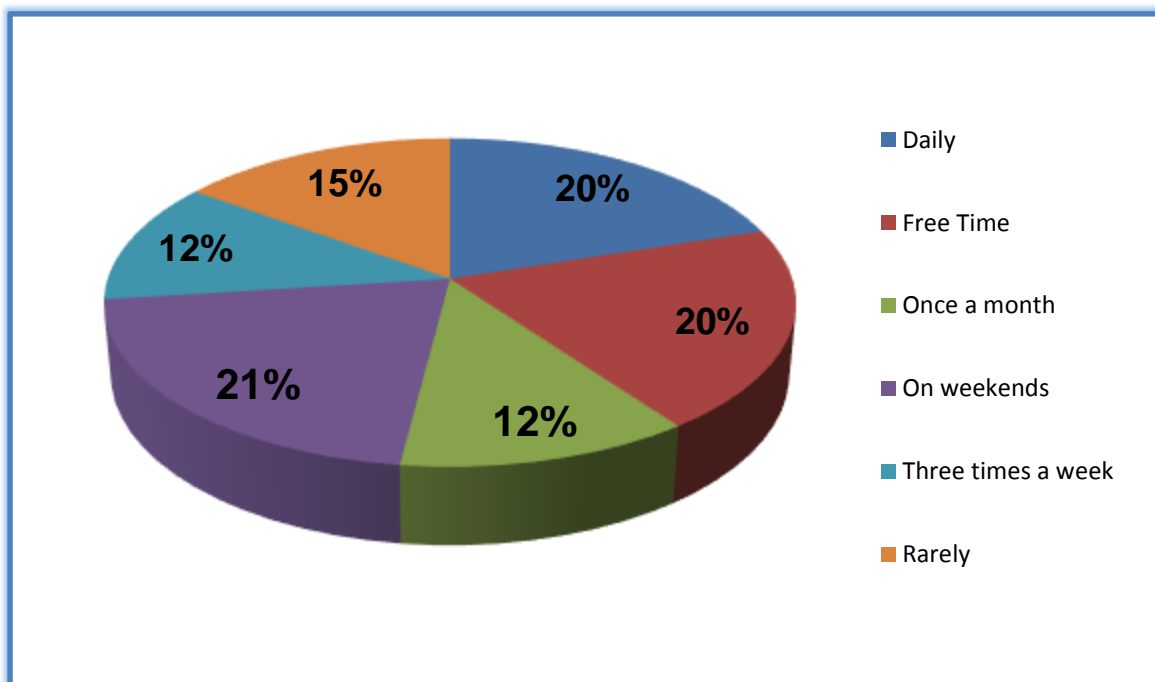
Pie-chart 2.2: Frequency of watching English movies among EFL students

Specifically, the data shows that 20% of participants watch English movies daily, suggesting that this is a popular activity among these students. Another 20% watch them in their free time, indicating that they may view this activity as a leisure activity or as a way to relax. However, 15% of participants reported rarely watching movies, which could indicate a lack of interest or other factors that prevent them from engaging in this activity more frequently.

The remaining responses were distributed fairly evenly, with 12% of participants reporting that they watch E n g l i s h movies once a month or three times a week, and 21% reporting that they watch them on weekends. These responses suggest that there is some variability in how often third year EFL students watch English movies, and that there may be different factors that influence their viewing habits such as school schedules, work obligations, or other leisure activities.

Overall, these findings shed important light on how frequently third-year EFL students watch English-language films. In order to provide language learning resources and activities that are suited to the requirements and preferences of EFL learners,

educators and language learning researchers can benefit from knowledge of these behavioral tendencies. Administrators of language programs who are in charge of allocating resources and developing curricula may also find this material beneficial.

Question 03: This question aims to know whether students find learning English through movies is interesting or not.
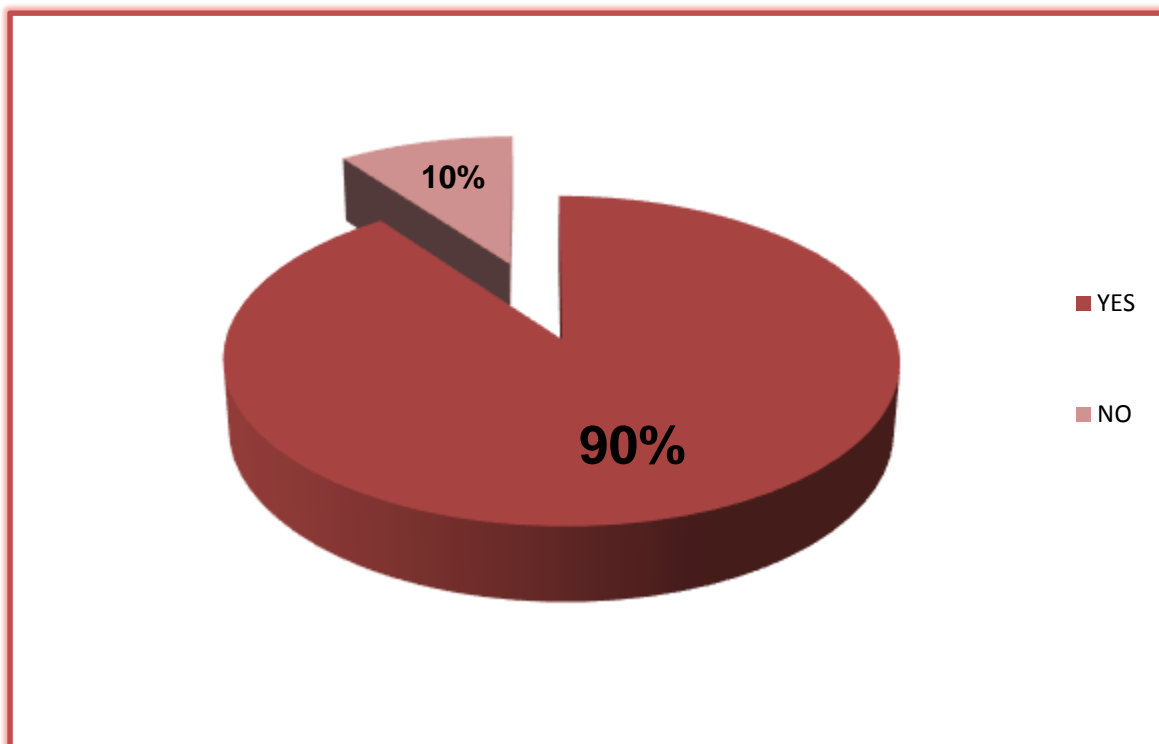
Pie-chart 2.3: EFL students' interest in Watching English Movies

This data shows that 90% of participants reported finding it interesting to learn English using movies, indicating a high level of interest in this approach. This suggests that using movies as a learning tool could be an effective way for EFL learners to engage and foster the interest in learning English. However, 10% of participants reported that they do not find it interesting. This may indicate that some students prefer more traditional learning methods or they do not see the value of using movies for language learning. Hence, understanding this minority perspective is crucial because it can inform about the development of alternative teaching methods or assist to identify potential barriers to engage all students in the language learning process.

This data provide important insights into the interest level of third year EFL students in using movies as a tool for learning English. Therefore, this information can help language educators and program administrators to design more effective language teaching materials and strategies that cater to the interests and learning styles of all students.

Students who said "yes" gave some arguments to justify their answers:
- ✓ The ability to receive a pure native English language.
- ✓ I acquire vocabulary and learn how to express myself more.
- ✓ I find it very helpful to learn vocabulary.
- ✓ Movies help me to enhance my pronunciation.
- ✓ Movies build up vocabulary and pronunciation.
- ✓ Movies are an entertaining way to improve listening skills.
- ✓ Movies help me to figure out new idioms and expressions.
- ✓ To learn new vocabulary with different accents.
- ✓ Yes, because it helps me to learn the correct pronunciation of words, and the context the word is used in.
- ✓ I find it interesting, because it is a fast way to pick up new words and expressions, as well as the correct pronunciation.

Students who said "No" gave some arguments to justify their answers:
- ✓ Because they speak using their own dialects not with the standard language.
- ✓ Because they speak too fast so I cannot understand.
- ✓ Because they use a lot of slangs and informal language.
- ✓ I prefer reading, because it allows me to learn formal English.
- ✓ In movies, they speak too fast, and most of time it is hard to understand what they are saying. In addition to that, it is not my aim to learn English through movies, I watch them for fun.
- ✓ Because when I watch a movie, I focus more on the storyline, and how it ends.
- ✓ Because there are other several ways to learn English, far from movies.

Several patterns may be seen based on the justifications given by the students

who gave both positive and negative answers to the question. Students who gave a favorable opinion emphasized the advantages of watching English-language films, including exposure to the language used by native speakers, vocabulary development, improved expressiveness, and pronunciation, increased listening skills, learning idioms and expressions, and exposure to various accents. They find watching movies to be a funny and useful way to learn English, which helps them quickly, pick up new vocabulary and expressions. The students who gave negative responses voiced their disapproval of the usage of dialects, rapid-fire dialogue, slang, and casual language in films. They preferred different strategies, including reading, to learn formal English. Some students also said that they watched movies more for fun than for language learning, that they watched movies more for entertainment than for education, and that they thought there were other, more efficient ways to learn English.

The individual interests, learning preferences, and aspirations of the pupils are highlighted by these conflicting viewpoints. Although many people find viewing English movies to be an enjoyable and helpful strategy, it is crucial to understand that not everyone's needs or learning preferences will be met by this method. Therefore, to meet the wide range of tastes and enhance the learning chances for all students, language educators should think about incorporating a variety of approaches and materials.

The findings suggest that a sizable number of students may find language learning through watching English movies to be both entertaining and successful. However, it is crucial to understand and take into account the worries and preferences of people who do not find this approach appealing. Teachers may create a more inclusive and productive atmosphere for language learning by offering a variety of learning opportunities and attending to the unique requirements of each student.

Question04: Do you prefer watching English movies with or without subtitles?

To better understand people's viewing habits for English movies, this question was

created. It is being posed in an effort to learn whether EFL students would rather watch English movies with subtitles or without. This knowledge can be used to comprehend learners' preferences and offer perceptions on how the presence of subtitles may affect their enjoyment of the overall language learning experience when watching English-language movies.
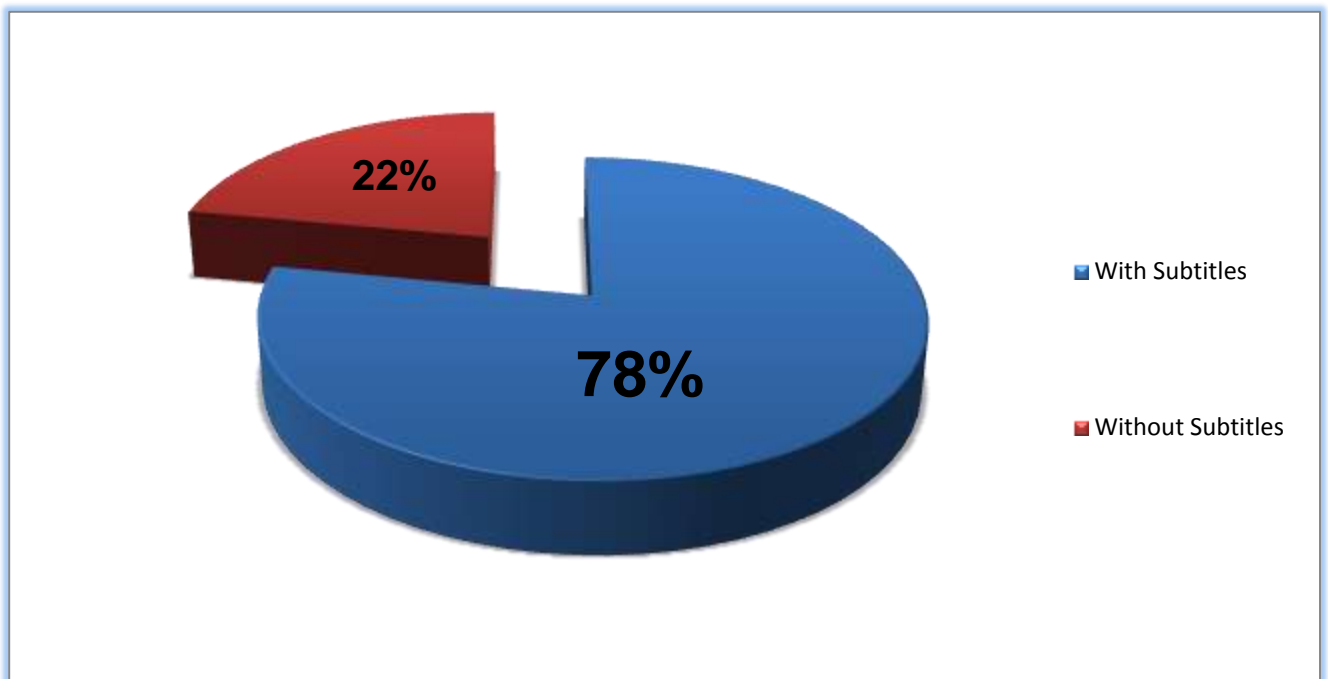
Pie-chart 2.4: EFL Students' preference for Watching English movies with or without Subtitles.

The data shows that the majority of participants represented by78% prefers to watch English movies with subtitles, while the remaining 22% do not. These findings suggest that subtitles may be an essential aid for EFL students when watching movies in English. Furthermore, subtitles can assist students to better understand the dialogue, and can also provide additional support for their language learning efforts. Additionally, the preference for subtitles may indicate that students are interested in developing their reading and listening skills simultaneously, which can be a powerful combination for language learning.

However, the minority of students who do not prefer subtitled movies may have different learning preferences and styles, or may feel that subtitles are distracting or

unnecessary.

Therefore, understanding these perspectives is crucial for language educators, as it can help to identify various strategies for engaging all students in the language learning process. In short, the collected data provides valuable insights into the preferences of third year EFL students for watching English movies with or without subtitles.

🔸 Here are some arguments of students who prefer subtitled movies:

✓ It helps me to learn new concepts and to improve my listening and reading at the same time.

✓ It makes it easier to know what they are saying.

✓ I prefer subtitled movies; it is just a habit since I was a child.

✓ There are some expressions and idioms that I don't understand, so I need to watch with subtitles.

✓ For me, it is hard to identify what they say as they speak fast.

✓ I like to focus on the events of the movie not the language.

✓ Yes, because subtitles make the movie easier to understand, especially in the case of using idiomatic expressions.

✓ In order to understand intricate words and idioms.

✓ I prefer with subtitles, in order to know the meaning of words, and memorize them.

🔸 Here are some arguments of students who do not prefer watching movies with subtitles:

✓ Because I focus more on listening skills and the scenes.

✓ In order to challenge my brain in figuring out the meaning of the words

✓ I always try to listen to the dialogue, and imitate the expressions, without using subtitles.

✓ It depends on the movie and the mood, sometimes I want to learn only by listening and sometimes I active the subtitles to see how some words are written.

Students' reasons for, and against watching movies with subtitles reveal

information about their preferences and learning methods. Students, who prefer to watch movies with subtitles cited advantages like enhanced reading and listening comprehension, ease in following dialogue, help in deciphering expressions and idioms, and the habit of doing so since a young age. They value the extra assistance and find subtitles useful for understanding the movie's meaning and content. Students who do not like subtitles, on the other hand, reported a desire to concentrate on honing their listening abilities, pushing themselves to comprehend without visual aids, and fully immersing themselves in the movie's setting without interruptions.

These many viewpoints show that the preference for subtitled movies is arbitrary and affected by personal learning preferences and objectives. Subtitles can be helpful for language learning for some students since they act as a safety net and make it easier to understand, especially when it comes to difficult vocabulary and idiomatic expressions. They value the chance to develop their reading and listening skills at the same time. However, some students find it more interesting and helpful for language learning to only focuses on their listening skills. The decision to watch movies with subtitles or without them depends on individual tastes, learning goals, and language skills. Understanding language and cultural nuances is made easier with the use of subtitles, which can also be a useful tool for comprehension and vocabulary building. Some students, however, might want to concentrate only on their listening abilities while immersing themselves in the language and setting of the film. Both techniques should be taken into account, and educators and students should choose the strategy that best suits their personal learning preferences and objectives.

Question05: Do you think watching English movies has helped improve your vocabulary?
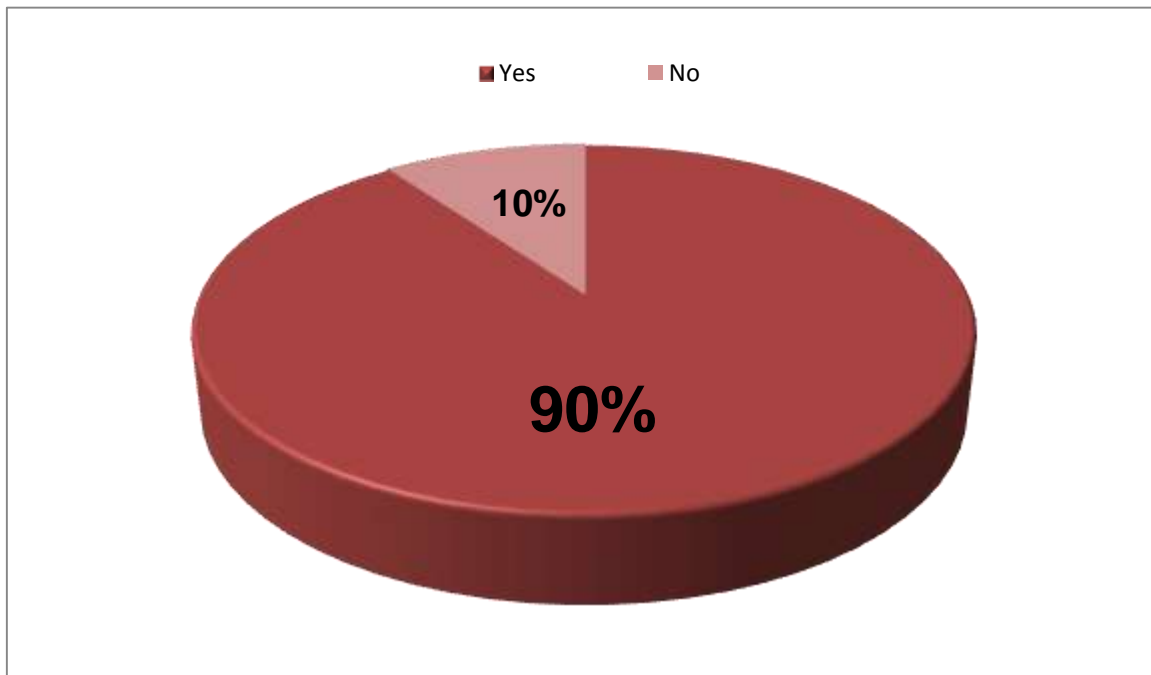
Pie-chart 2.5: The impact of Watching English movies on EFL learners'
Vocabulary Improvement

90% of participants, as shown in the pie-chart, said "yes" to the statement that watching English-language movies has improved their vocabulary. Accordingly, watching English movies can be a useful strategy for learning the language because it exposes learners to a wide variety of vocabulary in a variety of settings.

The fact that such a high proportion of participants reported noticing improvement in their vocabulary also suggests that watching English movies can be a motivating and enjoyable way to learn new words and phrases. This can be particularly significant for EFL students, who may struggle to stay, engaged and motivated in traditional language learning environments. However, 10% of participants responded "no" to the question, indicating that they do not believe that watching English movies has helped them improve their vocabulary. Therefore, this may be due to a variety of factors, such as difficulty of understanding the language in the movies or feeling that other learning methods are more effective. Furthermore, the data collected, provides crucial insights into the effectiveness of watching English movies as a tool for improving the vocabulary

of third year EFL learners. Therefore, this information can be used to inform the development of language teaching/ learning materials and strategies that cater to the interests and learning styles of all students, and to identify barriers to effective language learning.

Question 06: Could you provide some examples of new vocabulary words you have learnt from English movies.

New words	Idioms
Abused, assume, hilarious, devil, paradise, Greedy, numb, Stunning, delighted, fitality, Weird, genius, rubbish, garbage, homicide, harsh, to manipulate, to urge, donate, protagonist, antagonist, massive, gorgeous, Chairman, gripping, absorbing, karma, siblings, folk, a horizon, frighten, eidetic memory, stubborn, chills, drowsy, Switch, the cutting edge, jail, bible, lord, hygemony, the shore, blowing, chill, relax, murder, blackmail, Nerd, dark horse, bright spark, grumpy, sluggish, buff, cooped up, Eloquent, ambiguous, enigmatic, Esoteric, quixotic, Clandestine, Excoriate, garrulous, on edge, the income, Wage, customs, Famine, calamity, drought, disaster, vacant, greasy, creamy, tender, mushy, stale,	up in the air, go bananas, hit the sack, Easy peasy lemon squizy, in the highs & the lows Stunning, delighted, smash hit, I am all ears, pardon my frensh, I beg your pardon, pissed off, passed away, I feel blue drop it in the ocean, what beyond will beyond, bottle up, on the ball, I am stuffed, I am wrecked, it is on the tip of my tongue, Out of the blue, I am bursting, I rest my case, you rock! Hats off, my bad, my lips are sealed, he is under the weather, it is not my cup of tea, we are in the same boat, kick something off, bear with me, spill the beans, it is a piece of cake, hold your horses, I am in a hot water, can't recall, beats me, I am over the moon, break a leg, I am broke, Red flag, I love you to the moon, the cutting edge, catch you later, Kick the bucket, When pigs fly, No pain no gain, mind your business,

rotten, chewy, endeavor, ascend, omit, release, immature, seek, reside, explode, keen, eager, conceal, dreadful, vulgar, immense, spotless, tiny, dazzling, neat, erupt, evade, depart, handle, combat, diminutive, counterattack, mankind, brainchild, gunpoint, tiptoe, astute, parched, timid, filthy, foggy, hailing, upscale, swift, panic, devout, rude.	**better late than never, easy come easy go, I have butterflies in my stomach, Use your loaf, I am a fish out of water, cold fish, I wasn't born yesterday, he is a fat cat, I am flat broke, hit the roof, she is a drama queen, chop- chop, Stop showing off, Drop the act, don't spoil my mood, that's a relief, snap out of it, I screwed up, Jammy, Under wraps.**

Table2.1: New Words and Idioms that participants have learnt from Movies

The aim of this question is to assess the effectiveness of watching English movies as a tool for vocabulary acquisition. Therefore, by asking participants to provide specific examples of new vocabulary words they have learnt, the researchers can gain insight into the range and complexity of the words that students are learning from watching English movies. Additionally, this question can help identify common themes or patterns in the vocabulary that students are learning, which can inform future language teaching strategies and curriculum development.

Question 07: How often do you use the vocabulary you learnt from English movies in your daily conversation?
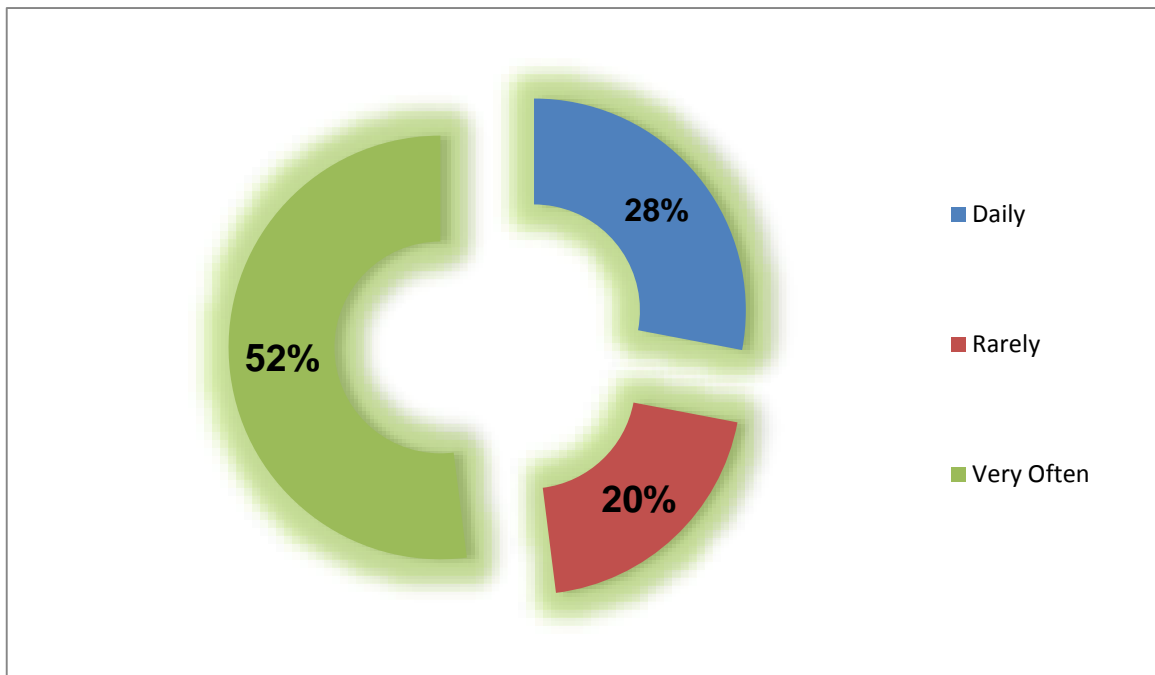
Pie-chart 2.6: Frequency of Using New English Vocabulary in Daily Conversations

According to the data, 28% of participants reported using the vocabulary they learnt from English movies on a daily basis. This suggests that for some students, the vocabulary they learn from watching movies has become an integrant part of their daily communication, and they are able to successfully integrate this new vocabulary into their existing lexicon. A further 58% of participants reported using the vocabulary they learnt from English movies very often, indicating that they are still able to recall and utilize the vocabulary even if not on a daily basis. Therefore, this suggests that while the vocabulary they learn may not become a part of their daily lexicon, it still has a value in their communication and is regularly used. However, 20% of participants reported that they rarely use the vocabulary they have learnt from watching English movies in their daily conversation. Therefore, this may be due to a variety of reasons, such as feeling uncomfortable, using unfamiliar vocabulary or not having opportunities to use the vocabulary in their daily lives.

⬩Here are some students' answers:

✓ Practice English is part of my daily life.

✓ I always use new vocabulary when I talk to my friends, and when I participate in class.

✓ Often, especially with my mates.

✓ I rarely use new vocabulary or idioms, because I feel that the listener won't comprehend.

✓ I use new idioms and expressions depend on the situation or the subject of the conversation.

✓ In every situation I find the chance to use it.

✓ I always use new vocabulary or idioms when I chat my friends especially when we are online, playing video games.

✓ I always seek for more chances to use the new vocabulary that I learn from movies.

✓ I always use new idioms when I talk to people, so that I can inform them by the sense if they do not understand.

Students' replies regarding their use of new words and idioms reveal varied degrees of integration into their everyday communication. While some students actively practise their English and make an attempt to use new terminology and idioms, others express concerns about the listener's comprehension or pick out particular scenarios where they believe the context is acceptable. However, there are some learners that continuously communicate with peers online and in person by using fresh terminology and idioms.

These comments make clear how crucial context and comfort level are when using new linguistic abilities. Students that actively incorporate new words and idioms into their talks exhibit self-assurance and versatility in their use of language. They notice chances to improve their communication and find better ways to express themselves.

Students that show uncertainty may use language more carefully, taking into account how their interlocutors could comprehend and respond. This might be affected by elements like the vocabulary's complexity or the listener's perceived familiarity with the language being spoken.

✓ In short, different students use new terminology and idioms in their daily conversations to different degrees. Some learners use them in their talks right first, whereas others are more reserved. Language learners should strike a balance between using their language skills in real-world situations and modifying it to the audience's context and comprehension level. Finding opportunities to apply newly learned language skills in various contexts is crucial for enhancing learning and enhancing fluency.

Question 08: Have you noticed any changes in your self-confidence in speaking English since you started watching English movies?
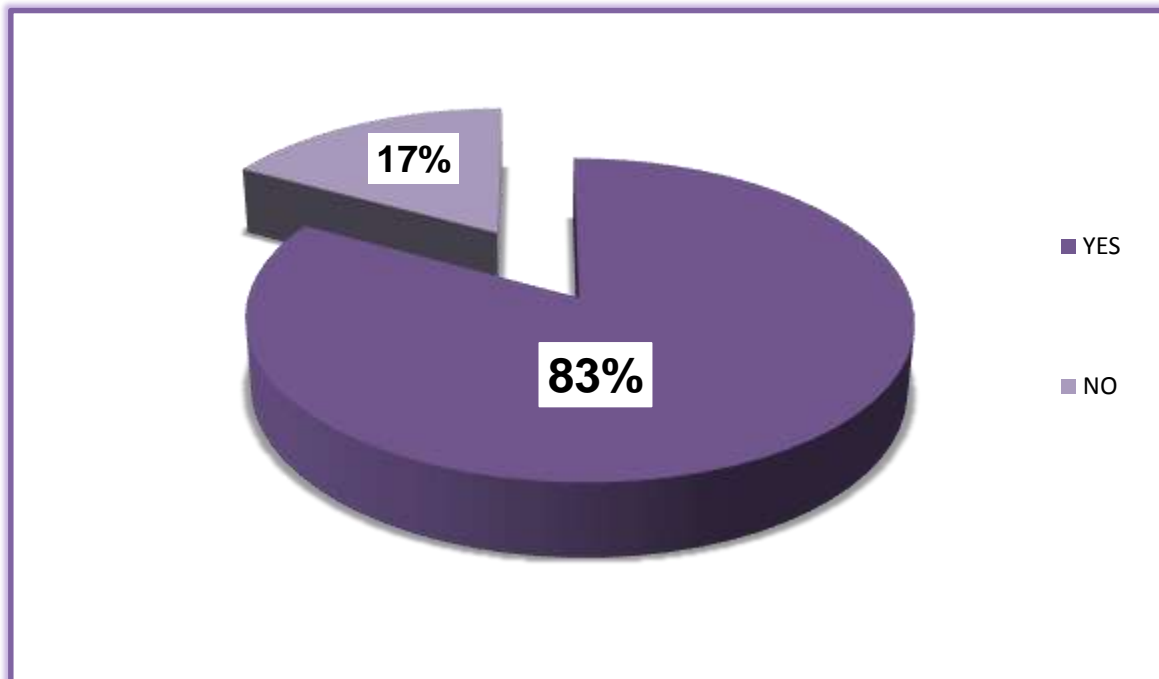
Pie-chart 2.7: Effect of Watching English Movies on EFL learners' Self-Confidence in speaking English

According to the results, 83% of the students reported that they have noticed a positive change in their self-confidence in speaking English since they started watching

English movies. This suggests that watching English movies may have a positive impact on the self-confidence of EFL students in speaking English.

The reasons behind this could be manifold. Therefore, watching movies may help learners in getting familiar with the different accents and pronunciations of English. This, in turn, may enhance their ability to understand spoken English and consequently boost their self-confidence in speaking it. Moreover, students may learn new expressions and idioms from the movies, which they can then use in their own conversations, furthermore, enhancing their ability to communicate in English.

However, 17% of students reported that they did not notice any change in their self- confidence in speaking English, since they started watching English movies. This could be due to a variety of reasons, such as a lack of understanding the content of the movies, or not feeling comfortable using the vocabulary and expressions they have learnt.

 ➕ Students who said "yes" gave some arguments to justify their answers:

- ✓ I have noticed that my speaking skills are improving day after day.
- ✓ Yes, because my pronunciation got better and I get the confidence to speak fluently.
- ✓ I became able to speak in front of people without being shy using what I have learnt from movies.
- ✓ I feel like I speak like natives.
- ✓ It sounds good when I talk to others without fear of making errors or mistakes.
- ✓ Yes, because I developed my accent.
- ✓ Through English movies, I speak British English and it seems good to me, I became more confident when I practise English.
- ✓ I like imitate English native speakers
- ✓ I think that self-confidence in speaking English comes from practicing it, you cannot speak like natives without watching movies.
- ✓ Using idioms when I speak makes me more confident.

- ✓ I can speak freely, especially into the classroom, so, I have got the confidence through movies.
- ✓ I feel more comfortable when I speak, English movies improves my pronunciation.
- ✓ Indeed, my self-confidence is going high and high through watching movies frequently. So, I think that the more you watch movies the more you improve your skills both productive and receptive.
- ✓ Now, I can hold a conversation for more than20 min.
- ✓ I feel pleased and delighted when I practise English and speak like natives.
- ✓ Since I've learnt more vocabulary, now I have self-confidence to practice the language without being ashamed.

⬥Students who said "No" gave some arguments to justify their answers:

- ✓ No, I did not have any impact on my language.
    - ✓ I have no clue, because I rarely watch movies.
    - ✓ No, because I do not rely on movies to improve my speaking skills, I use other ways.
    - ✓ I think that movies are not the only tool to improve our speaking skills.
    - ✓ It has no relation with confidence; it is just for improving vocabulary.
    - ✓ I did not feel something concerning confidence, because I still feel stressful when I speak English.

The comments from students who feel that viewing movies improves their speaking skills point to a number of advantages for both their linguistic skills and self-assurance. Many of them claim to have better speech fluency, accent improvement, and better pronunciation. Additionally, they mention feeling at ease, confident, and less worried about making blunders or faults when using English. Some students make particular reference to speaking like locals, employing idioms, and feeling happy or delighted with their development. Overall, these learners credit regular movie viewing for their language growth and elevated self-confidence.

Students who do not believe that watching movies has any effect on their speaking abilities have a different viewpoint. They talk about employing different techniques and not just watching movies to hone their speaking skills. Some students claim that watching movies mostly aids in vocabulary development rather than directly contributing to the development of speaking confidence in English. These kids could place more importance on alternative methods of language acquisition and may not see movies as having a substantial impact on their speaking abilities.

Regarding the effects of watching movies on speaking abilities and self-confidence, the replies reflect a variety of experiences and beliefs. While some students find it helpful for enhancing their pronunciation, fluency, and overall confidence in speaking English, others do not believe that this strategy has made a major difference in their speaking abilities. It is vital to recognize that everyone has different preferences and learning styles, and that using a variety of language learning methods and strategies can help you improve your speaking abilities and self-confidence in English.

Question 09: How does watching English movies compare to other methods of vocabulary acquisition, such as reading or attending English classes?

This question aims at investigating the participants' perceptions and attitudes towards the effectiveness of watching English movies as a method of vocabulary acquisition compared to other methods such as reading or attending English classes. Therefore, this will help in making informed decisions about the best approaches for teaching English vocabulary to EFL students, and to potentially improve existing teaching/ learning methodologies.

Here are some students' opinions toward this question:

- ✓ It is really helpful to watch movies.
- ✓ Movies make you learn without doing efforts.
- ✓ I think watching movies is in the second place after reading.
- ✓ I think that not all students attend English classes, but when it comes to movies, everyone watches, and pick up new expressions.
- ✓ English classes are sometimes boring, not like watching film, people enjoy

more.

✓ Our generation tends to be audio-visual, therefore, watching and listening does help better than other learning methods.

✓ Watching movies is more enjoyable in comparison to reading novels or attending English classes.

✓ Watching movies is more helpful, because people can pick up new idioms easily when they listen to native speakers.

✓ You cannot be bored while you watch a film, because it gives motivation to understand and learn new expressions.

✓ Watching a movie is a fun, easy, and entertaining.

✓ I think that watching movies is more efficient in terms of fluency in speaking as it feels more natural and really help improving speaking skills.

✓ We can learn English using a lot of methods, however, watching a movie is more useful and effective because the brain keeps remembering the scenes and the dialogues, so that, the learner can use them in his daily conversations.

✓ Reading is also crucial to know how words are written.

✓ Personally, I enjoy learning English when I watch movies, not in attending English classes, because it is dull somehow.

✓ Watching English movies should be used in conjunctions with other methods, such as reading and attending English classes, in order to achieve best results.

The remarks highlighted the favored outcomes and advantages of using watching movies as a method for English learning. Compared to conventional language learning techniques, many people find movies to be more beneficial, fun, and interesting. Movies are regarded as a useful tool for learning new terms and idioms as well as for developing listening skills by being exposed to native speakers. They provide an audio-visual learning environment that corresponds with the tastes of the present age, making learning enjoyable and interesting. Additionally, because they offer context and memorable scenes and speech that can be recalled in everyday discussions, movies are considered as a more natural and engaging way for enhancing speaking abilities. While

movies are highly appreciated, it is also understood that for the best outcomes, they should be utilized in conjunction with other strategies like reading and enrolling in English classes. The viewpoints presented as a whole emphasize the advantages of including movies in language learning routines, offering a dynamic and fun manner to improve language abilities.

Question 10: Do you think that watching English movies is a fun engaging way to improve Vocabulary?

The goal of this question is to get the participants' thoughts on whether watching English language movies is a fun and engaging way to broaden their vocabulary. This can help assess the method's likelihood of success and the possible motivation it might provide for language learners.

     ✦ Here are some students' views toward this question:

- Yes, you are entertaining while watching a movie and you learn new words at the same time.
- Of course, yes, especially for learners who want to be advanced in English.
- Yes, I do believe that watching English movies is such a fun engaging way to evolve vocabulary.
- Of course yes, especially comedy movies.
- You can enjoy your comfort movie and learn the language as well. I think it is the most entertaining activity when learning a language.
- Definitely yes, it is an amusing way to learn English.
- Watching movies is more fun than doing something else.
- Yes, indeed, because we get several words and idioms that make it easy to use.
- English movies help us to learn British English.

According to the students' opinions, watching English-language movies is seen as a fun and interesting technique to increase vocabulary. The majority of participants praised this method, highlighting how entertaining it was and how they were simultaneously learning new terms and idioms. They view watching movies as a fun pastime that encourages language growth. The students also emphasized how watching

films of various genres, such comedies, may improve the experience. Additionally, it was mentioned that watching English movies can be more enjoyable and comfortable than engaging in other activities for language learning. Moreover, awareness of the possible advantages of exposure to many language varieties is also shown by the idea of learning British English in particular. Overall, the opinions of the participants highly concur with the idea that learning new words through viewing English-language movies is a fun and rewarding activity.

Question 11: What could you recommend to EFL learners as far as watching English movies is concerned?

The aim of this question is to gather insights and recommendations from the participants about effective strategies or techniques that EFL learners could use to maximize the benefits of watching English movies for vocabulary acquisition. The aim is to identify specific recommendations that can be incorporated into language learning programs or used by individual learners to improve their proficiency in English vocabulary.

♦ Here are some students 'recommendations:

- ✓ Listen to English songs.
- ✓ Watch podcasts and English channels.
- ✓ Upload apps for learning English, like Cake or Duolingo.
- ✓ Read more English novels.
- ✓ If you study civilization, try to watch more historical movies.
- ✓ Try to watch movies without subtitles.
- ✓ Watch documentaries in English.
- ✓ If you want to be fluent in English, try to watch more English movies and series, especially historical and science fiction movies.
- ✓ Start watching movies that contain simple and clear vocabulary, with a clear accent, then make it harder, and move to watch ancient British movies like "Harry Potter".

   ✓ Focus on the pronunciation, learn by heart the new vocabulary, try to use the min your daily conversations, and make new sentences using those terms.

   ✓ If you want to enhance your speaking skills, and talk like natives, try to watch English movies three times a week.

Based on the suggestions made by the students, it can be concluded that EFL students can use a variety of strategies and techniques to fully benefit from watching English-language films for vocabulary development. The participants proposed a variety of activities, such as watching documentaries, utilizing language learning applications, listening to English songs, watching English channels and podcasts, and reading English novels. These exercises help students broaden their vocabulary in numerous circumstances and introduce them to varied uses of the English language. The students also underlined the significance of starting with easier movies and progressively progressing to more difficult ones as the difficulty level of the movies is increased. They also emphasized the importance of paying attention to pronunciation, memorizing new words, applying them in everyday discussions, and practicing sentence structure. Additionally, it was suggested that historical and science fiction films are excellent choices for language learners. Overall, the suggestions offered insightful advice on how EFL students might benefit from watching English-language films by developing their vocabulary and language proficiency in a fainant useful way.

   ❖ The results of this questionnaire suggest that the majority of the participants watch English movies on a regular basis and believe that it has a positive impact on their vocabulary proficiency. Based on these findings, it may be beneficial to encourage students to watch more English movies as a way to improve their English language skills. Additionally, providing access to English movies and resources for understanding them may assist to address some of the reported barriers to watching English movies.

2.8. Summary and Discussion of the Main Results

Overall, the data analysis points out the fact that watching English-language films is an efficient and well-appreciated technique from the part of EFL students to advance their language abilities. 97% of EFL students watch movies in the English language as a kind of entertainment. The fact that 20% of the participants watch English movies daily and another 20% do so in their free time suggests that this is a common and enjoyable pastime for many students. Additionally, according to the research, 90% of participants think that learning English through movies is entertaining and demonstrate a high degree of interest in this method. Positively inclined students stressed the advantages of watching movies, including exposure to the native English language, vocabulary growth, greater pronunciation, improved listening abilities, and the acquisition of new vocabulary, idioms and other expressions. They believe that viewing movies is a fun and successful approach to learn English.

It is crucial to take into account the opinions of the 10% of participants who do not find watching English-language films to be particularly engaging. Concerns about dialects, brisk communication, slang, and a preference for more conventional learning methods like reading are some of the reasons why these students do not find watching English movies fascinating. It is essential to comprehend this minority viewpoint in order to spot alternate teaching strategies and potential roadblocks to include all learners in the language learning process. Furthermore, 78% of the informants said that they prefer to watch English-language movies with subtitles, while 22% do not. For EFL students, subtitles are viewed as a crucial tool that will aid in comprehension, dialogue understanding, and language learning. It shows that many pupils are motivated to simultaneously improve their reading and listening abilities. The minority that do not like subtitles, however, can have distinct learning preferences and think they are unneeded or distracting.

The data also shows that watching English-language movies helps with vocabulary development. An excellent method for picking up new words and phrases, watching English-language movies received a 90% positive response from participants. 10% of the participants, meanwhile, did not think it was beneficial for vocabulary improvement. This could be because they had troubles in understanding the language or thought there were better ways to learn it. Moreover, 28% of the participants said that they used

vocabulary they had picked up from watching English movies every day, while 58% said that they used it frequently. This shows that a lot of pupils use words they pick up from movies into their everyday speech. 20% of the participants, however, claimed that they hardly ever used the vocabulary in ordinary speech, may be because they felt awkward employing new words or because they had little opportunities to do so.

Finally, the evidence shows that watching English-language films improves students' self-confidence in their English-speaking abilities. 83% of the participants reported feeling more confident as a result of starting to watch English-language movies. Their enhanced comprehension of spoken English, exposure to other accents, and picking up new terms and idioms from movies all help them become more confident in their English-speaking abilities. Overall, the results show how popular and advantageous it is for EFL students to use English-language movies as a language learning tool. It offers information about their preferences, interests, and difficulties, which teachers can use to develop efficient language teaching materials and methods that take into account the needs and learning preferences of all students.

2.9. Recommendations

By the end of the study, we suggest some recommendations concerning learning English Vocabulary using English movies:

1- **Watching English movies with subtitles**: EFL learners have to watch English movies with subtitles. This helps them connect spoken words with written forms, improve listening comprehension, and expand their vocabulary.

2- **Creating a movie's vocabulary notebook**: learners should maintain a dedicated notebook to jot down new words and phrases they encounter while watching movies. They can later review and practise using these words in their speaking and writing.

3- **Engaging in post-movie discussions**: learners should participate in post-movie discussions or group activities where they can share their thoughts, opinions, and vocabulary learned from the movie. This promotes language practice and fosters a supportive learning environment.

4- **Using context clues**: learners have to use context clues while watching movies to infer the meanings of unfamiliar words. Encourage themselves to pay attention to body language, facial expressions, and the overall plot to gain a deeper understanding of vocabulary in context.

5- **Exploring word associations**: learners should make word associations with new vocabulary they encounter in movies. Connecting new words to existing knowledge or experiences can enhance retention and retrieval during future language use.

6- **Expanding vocabulary through reading**: Learners should be encouraged to supplement movie-watching with reading materials, such as books, articles, or subtitles in English. Reading exposes learners to different vocabulary contexts and helps reinforce their understanding of words encountered in movies.

7- **Utilizing vocabulary-building apps and resources**: We recommend the use of vocabulary-building apps or online resources that offer interactive exercises, flashcards, and word games. These tools can make vocabulary learning more engaging and enjoyable.

8- **Practising speaking and writing**: learners should actively use new vocabulary in their spoken and written English. Provide opportunities to engage in conversations, write summaries or reviews of the movies they watch, or participate in vocabulary-building activities to reinforce their learning.

9- **Setting achievable goals**: learners have to set specific and achievable goals for vocabulary acquisition. For example, they can aim to learn a certain number of new words each week or focus on mastering vocabulary related to specific themes or topics they encounter in movies.

10- **Embracing a consistent learning routine**: Consistency is a key to language learning. Learners have to establish a regular routine for watching English movies, practicing vocabulary, and engaging in language activities. Consistent exposure and practice will lead to gradual improvement over time.

11- **Selecting movies with clear and natural dialogue**: Choose movies that feature clear and natural dialogue, making it easier for learners to understand and grasp vocabulary in context.

12- **Starting with subtitles in the learners' native language**: For beginners, it can be helpful to start with subtitles in their native language to aid comprehension. As learners progress, encourage them to transition to English subtitles and eventually try watching without subtitles.

13- **Focussing on a variety of genres**: Explore movies from different genres such as drama, comedy, romance, or documentaries. This exposes learners to a range of vocabulary related to various contexts and topics.

14- **Using movie-based vocabulary exercises**: Develop vocabulary exercises specifically designed around the movies being watched. For example, create fill-in-the-blank exercises or word matching activities using key vocabulary from the movie.

15- **Encouraging active engagement**: learners need to actively engage with the movie by taking notes, pausing and rewinding to clarify understanding, and discussing the movie with peers or language partners.

16- **Creating a movie review activity**: After watching a movie, have learners write or discuss a review where they summarize the plot, share their opinions, and incorporate new vocabulary they learned. This helps reinforce language skills and critical thinking.

17- **Organizing movie-themed language discussions**: Organize language discussions centred around specific movies, where learners can analyze characters, themes, and language use. This promotes vocabulary expansion and encourages critical analysis.

18- **Integrating movie-related vocabulary into regular lessons**: Incorporate movie-related vocabulary into regular lessons, providing opportunities for learners to practice and reinforce new words within different language activities.

19- **Engage in vocabulary games and activities:** students need to play word games like Scrabble, crossword puzzles, or word association games. These activities make learning vocabulary more enjoyable and interactive.

20- **Use technology:** students have to use online resources, such as vocabulary-building apps, websites, and language learning platforms, to enhance their

vocabulary skills. Many of these platforms offer interactive exercises, word lists, and quizzes.

21- **Watch movies and TV shows:** students need to watch English-language movies, TV shows, and documentaries with subtitles. This helps improve their listening comprehension and exposes them to a wide range of vocabulary. For instance, BBC Programs.

22- **Engage in conversations and discussions:** students have to actively participate in English conversations with their peers or native speakers. Engaging in discussions allows them to practice using new vocabulary in a meaningful context.

23- **Set vocabulary goals:** students need to set specific vocabulary goals, such as learning a certain number of new words each week or using new words in their writing assignments. This promotes a sense of achievement and motivates them to continue expanding their vocabulary.

➕ There are many other tools that can aid EFL learners improve their vocabulary proficiency. Here are other recommendations:

1- **Quizlet:** This is a free online tool that allows learners to create digital flashcards and study sets to learn new vocabulary. This tool also offers a range of interactive games and activities to make learning more engaging.

2- **Memrise:** This is a language learning platform that offers courses in various languages, including English. Memrise uses gamification techniques and mnemonic devices to assist learners memorize new words and phrases.

3- **Duolingo:** This is a popular language learning app that offers courses in many languages, including English. This app uses a combination of text, audio, and visuals to teach new vocabulary in context.

4- **Vocabulary.com:** This is a website that offers interactive vocabulary games, quizzes, and challenges to help learners expand their vocabulary.

Each tool has its own strengths and weaknesses, therefore, it is good idea to try out a few and see which ones work best for your learning style.

Watching English podcasts or BBC programs can be an effective way for EFL learners

to improve their vocabulary proficiency. By listening to and watching native English speakers, learners can gain exposure to natural English language usage and a wide range of vocabulary. Here are some examples of podcasts and BBC programs that EFL learners can use:

1- **TED Talks:** There are short lectures on a wide range of topics by experts in their fields. They are available in audio and video formats and can provide learners with exposure to specialized vocabulary related to their areas of interest.

2- **BBC Learning English:** This is a website and podcast series that offers a variety of resources for EFL learners, including grammar lessons, vocabulary exercises, and news stories. The programs are designed to assist learners improve their English language skills, including vocabulary.

3- **"6 Minutes English":** This is a BBC podcast series that covers a range of topics in short, six-minute episodes. Each episode includes a conversation between two hosts and covers a variety of vocabulary related to the topic at hand.

4- **"The English We Speak":** This is another BBC podcast series that focuses on common English expressions and idioms. The hosts explain the meaning and usage of each expression and provide examples of how they can be used in everyday conversation.

5- **"Stuff You Should Know":** This is a popular podcast series that covers a wide range of topics, from science and technology to history to culture. The hosts use a conversational style and explain intricate concepts in easy to understand language, providing learners with exposure to a wide range of vocabulary.

➕ Here are some highly regarded English movies that can assist in English language learning:

English Movies

"Forrest Gump"	**"Up"**
"The Pursuit of Happyness"	**"The Fault in Our stars"**
"Dead Poets Society"	**"The Lion King"**
"The Social Network"	**"Into the Woods"**
"The King's Speech"	**"Into the Wild"**
"The Shawshank Redemption"	**"Finding Nemo"**

"The Devil Wears Prada"	"Cars"
"Slumdog Millionaire"	"The Great Gatsby"
"Harry Potter" series	"The God father"
"The Dark knight" trilogy"	"The Lord of the king
"God will Hunting"	"Inception"
"The Matrix"	"Lucy"
"The Silence of the Lambs"	"Alice in Wonderland"
"The Hunger Games" Mockingbird"	"To Kill a
"Churchill" Factory"	"Charlie & The Chocolate
"The Grand Budapest Hotel" everything"	"The theory of
"The English Patient"	"The pianist"
"The imitation Game"	"Hugo"
"BFG"	"Brave heart"
"The Graduate"	"Elizabeth"
" Dora And The Lost City of Gold"	"Uncharted"
" The King's Man"	" Goosebumps"
" Rampage"	" The Help"
" 2012"	" Spencer"
" Brave"	" Clueless"
"Home Alone"	" Maleficent"
" Moana" huntsman"	" Snow White & the
" The Princess Diaries"	

Table 2.2: Best English Movies for enhancing Vocabulary learning

These movies offer engaging storytelling, rich dialogue, and diverse vocabulary that can assist in learning English while enjoying the cinematic experience. Furthermore, these movies have clear and well-delivered dialogue as well as a good writing which can help EFL learners practise and improve their speaking and writing skills.

✦ Here are some famous books concerning "English Vocabulary" that aid EFL learners to improve their vocabulary proficiency:

Famous books for Learning Vocabulary	1. **"Word Power Made Easy" by Norman Lewis** 2. **"The Vocabulary builder Workbook" by Chris Lele** 3. **"Essential Words for the GRE" by Philip Geer** 4. **"Oxford English Vocabulary Trainer" by Keith Kelly** 5. **"The Oxford 3000: A Core Vocabulary for English** 6. **"The Vocabulary book" by Michael F. Graves** 7. **"Vocabulary Myths" by Keith S. Folse**

2.10. Conclusion

This chapter was devoted to the field work of the present research study. It described the research design, sample, and data collection tool (students' questionnaire). In addition, the researcher attempted to evaluate and analyze the data gathered in order to confirm or refute the hypotheses that guided this study. The conclusion drawn from the analysis of the findings is that watching English movies to increase vocabulary proficiency has a favourable impact on the majority of third-year EFL students in the English Department at Tlemcen University.

General Conclusion

In conclusion, this study focused on investigating the impact of English movies on the vocabulary proficiency of third year EFL students at the University of Tlemcen. This research aimed to explore how English movies can enhance students' vocabulary skills and address potential limitations or drawbacks. Moreover, this research yields notable and advantageous findings. Students can increase their vocabulary learning and retention by using English movies as a fun and engaging language learning method. Through exposure to actual language use, learners are given access to a variety of contexts, idiomatic expressions, and colloquial language.

The study's findings provided a number of significant discoveries. First off, while watching English movies can be a useful tool for learning new vocabulary, it is crucial to take the students' interest levels into account. Some students might not be compelled to learn English through movies, which could have a detrimental effect on their vocabulary development. Therefore, it is critical to evolve strategies for encouraging motivation and engagement when using this medium.

Furthermore, English language movies assist improve oral communication skills, knowledge of English as a global language, and intercultural competence. Proper movies selection and pedagogical practices can enhance the learning experience and maximize the benefits. Hence, identifying suitable movies that align with language learning objectives is essential to ensure that English movies are authentic and comprehensible for non-native speakers. Thus, exposing students to a diverse range of English accents and dialects is significant to develop well-rounded language skills, and visual and contextual cues in movies can facilitate understanding and memory retention.

This dissertation provides valuable insights into the impact of English movies on vocabulary proficiency of third-year EFL students at the University of Tlemcen. It was found that watching English movies has a positive effect on students' vocabulary skills, and that the enjoyment factor of watching English movies leads to increased motivation and engagement in vocabulary learning. The students' positive attitudes towards using English movies as a tool to improve their vocabulary proficiency reinforce this notion.

   The fact that the research assumptions were successfully confirmed highlights the potential of English movies as a learning tool for improving vocabulary acquisition. To choose movies that strike a balance between realism and comprehensibility, it is crucial to take into account each student's unique needs and tastes. This dissertation has clarified the advantages of using English movies to help EFL students increase their vocabulary competency. The results open the door for further investigation of cutting-edge methods in English language teaching and learning and offer useful insights for educators, curriculum designers, and language learners alike.

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Appendices

The present questionnaire aims at investigating and enlightening the impact of English movies in improving third year EFL students' proficiency in English vocabulary. You are kindly invited to fill in this questionnaire objectively since your answers are highly required for the fulfillment and the validity of the present research.

Questions:

1-Do you watch English movies?

YES [ ]   No [ ]

2-If yes, could you precise how often you do that?

………
………
………

3-Do you find it interesting to learn English using movies?

YES [ ]   NO [ ]

Why?

………
………
………

4- Do you prefer watching English movies with subtitles or without?

With subtitles [ ]   **without subtitles** [ ]

Justify :

………
………
………

5- Do you think watching English movies has helped improve your vocabulary?

YES [ ]   No [ ]

6- Could you provide some examples of new vocabulary words you have learnt from English movies?

....

....

7- How often do you use the vocabulary you learnt from English movies in your daily conversation?

....

....

8- Have you noticed any changes in your self- confidence in speaking English since you started watching English movies?

Yes   [ ]   No   [ ]

Clarify:

....

....

....

....

9- How does watching English movies compare to other methods of vocabulary acquisition, such as reading or attending English classes?

....

....

....

....

10- Do you think that watching English movies is a fun engaging way to improve vocabulary?

....

....

....

11- What could you recommend to EFL learners as far as watching English movies?

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