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***Students' Attitudes towards Movies In Enhancing
the Oral Skill***

***A Case of Study: Third Year Students at Abbess Laghrour
University, Khenchela.***

***A dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Didactics of Languages and foreign Cultures.***

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Dedication

This work is dedicated to our families:

My dear grandmother who supports me in life

To my grandfather who wants to see me a successful person

To my dear Cousins Chouaib, Douaa, Taha

Who helped me in this work

And my mother, father

My dear Brothers and My darling sister

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Abstract

This dissertation is concerned with the use of movies in language classes in enhancing students' speaking skill. Additionally, this attempt is made to investigate the teachers' and students' attitudes towards the use of movies in enhancing the oral skill. We opted for a descriptive method. The sample population constituted of two classes of third year L M D students at the University of Abbas Laghrour Khenchela. A total of 143 students are involved in this study. Data are collected from two questionnaires: one for teachers and one for students. The results of this study show that students as well as teachers supported and welcomed the idea of using movies in the oral classes in order to improve students' speaking performance. Students, based on their answers to the questionnaire, displayed positive attitudes towards the use of movies as an educational tool to enhance the oral skill. Teachers, also, claimed that using movies in the oral cases is a new strategy to motivate students to participate in the oral session. Although positive results are gained from the study, some limitations are present. It was not possible to conduct the study based on the experimental method for the lack of materials. However, the study is still significant in that it is a recommendation for educators to adopt new tools in the teaching process.

List of Abbreviation

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EFL → English as Foreign Language

Q → Question

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*General
Introduction*

1. Statement of the problem

Students of English face many troubles when they speak English; they have many problems in all the aspects of language such as, pronunciation , spelling , accent...etc. At the end of the educational year , students get a degree with a very low level in the four skills in general and in the speaking skill in particular . The present study presents theoretical framework about watching movies as a way to enhance speaking. In other words, there is plenty of research that proved that being exposed to authentic language (watching movies) overcome speaking problem. In this study, attitudes of teachers and students are meant to be under investigation.

2. Significance of the study

This study is important because it will be a way of about the attitudes of English movies on Students' fluency. Watching movies is very important and noticeable in speaking Skills. This can be obvious and observed in their way of speaking.

Many factors can be involved in this phenomenon on including the ability to speak ease and accuracy. American movies influence on English students because this latter helps them to hear perfectly pronunciation, and how they a quire vocabulary and work with it through watching movies. Also, these movies can develop the four May or skills as Intikhab khan said in his book: speaking skills and teaching strategies for English language . Article (pdf) available January 2013 with 57,588 reads

Watching American movies gives students productivity, it means they speak what they hear will communicate because they need to speak at different settings home , markets and so on...

Most them face crucial problems in writing and speaking because they are produce in oral Performance and their recourse to communicate strategies, as know in Rebah'sstudy (2001) is an indication of how serious the problem is it is also an indication that the objectives of the English department in the Arab world have not yet been a achieved, and that this situation requires solution.

Mc Donald (1993, cited in Trunbull , 2001 , p 532) feels that the teachers should use (CLT) communicative LGE teaching , this (CLT) leads enjoyment while Bloomsbury blog English school in London international October 4,2013 by Bloomsbury international of served that : I would definitely recommend all English language students to watch films in English in their spare time for additional practice that you might not get in a classroom.

3. Aim of the study

This study is carried out to analyze the student's attitudes towards movies in enhancingtheoral skill.Also, teachers' opinions are investigated to uncover the aspects of movies in enhancing students' oral performance.

4. Research questions

The present study addresses the following questions:

- 1.What are the attitudes of students towards watching movies in enhancing speaking skill?
- 2.Why watching movies can considered as a helpful tool when used in the oral sessions?

5. Hypothesis

Students have positive attitudes towards watching movies in enhancing their speaking skill.

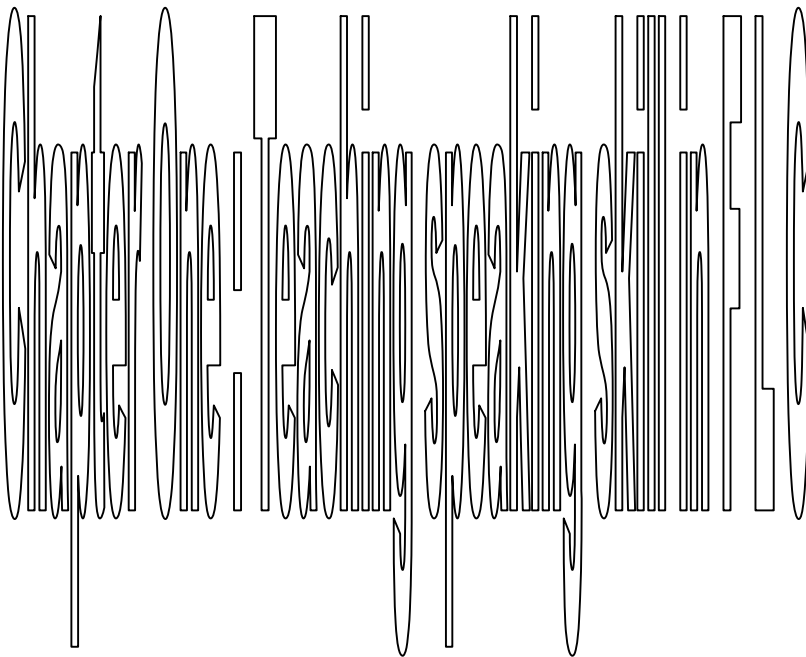
6. Instruments of data collection

This study will be a trial to illustrate students' attitudes towards movies in enhancing the oral skill. The descriptive method is appropriate to capture research problem. The Quantitative method is used to gather data needed and to achieve the objectives of this study. Two questionnaires will be used to gather data both students and teachers.

The questionnaire administered to students contains (12) items and aims to investigate their Attitudes towards speaking. The teacher's questionnaire administered to 05 teachers of Abbas Laghrour university contains (12) questions about their opinions about the target subject. The populations of the current study is limited to 25 students third year of English Enrolled in the LMD system at university of Khenchela.

7. Participants

The sample under study consists of 25 students of third year students of Abbas Laghrour University randomly selected of different ages and gender.



Introduction

Speaking skill is one of the important skills in learning English. It is not easy, this need .leads students to use different aspects. This first chapter is devoted to the definitions and concepts which are related to the work are provided and aim at presenting the importance of speaking skill. Moreover, it sheds light on the factors that affecting speaking. Finally, it attempt pts to reveal some techniques to improve English speaking skill which may tackle the problem of this latter.

1. Definition of the speaking skill

Gate (1987) asserts that: “speaking is the vehicle par excellence of social solidarity, of social Rankling, of professional advancement of business”. It is also the medium through which much language is learnt, and which for many particularly Gate (1987, P.1)

According to the oxford dictionary R.L. 1990 the speaking skill is defined as: « express or communication of opinions, feeling ideas and so one by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stage.

It means that speaking indicates the process of communication and expression of opinions, feelings, ideas...

According to Nasara(2011 ,P. 30) : “speaking is a multifaceted construct” in other words speaking is a varied form.”

Speaking is the process of constructive meaning that involves producing and receiving information Brown (1994).

Chaney (1998 ,P. 13) defines speaking as “ the process of building a sharing meaning through the use of verbal symbols in a variety of contexts in other words, speaking is the use of utterances and gestures in different contexts.”

2. The speaker

The speaker is a person, who performs an utterance and attract hearers with communication Maynard (2007, P.18) said that: “ each participant takes turns at being speaker hearer” . Jackson and Stockwell(2011,p. 87)asserts that: “Sometimes more than one person speaks at the same time, but generally the changes from speaker to hearer and back again are managed with a great degree of finesse” this is to say that: each one takes turns of speak or hear and sometimes more than one speak at the same time.

Speaking skill needs learners that know how to produce the linguistic competence e.g. grammar, pronunciation, or vocabulary. They also need understand the sociolinguistic competence, which includes the answers to many questions e.g. when, how, what, who, why to produce a piece of language.

Therefore a great speaker is the person, who is able to acquire the success of exchange Van Duzer (1997) declared that: “ speakers of a language must be able to anticipate the linguistic elements and then to produce these linguistic elements in their specific contextualized situations”. Means speakers of a language must be able to expect the linguistic elements and manufacture these elements in their specific study situations.

According to Burns and Joyce (1997): “A good speaker must be able to manage some discrete elements” such as:

Turn taking

Rephrasing

Providing feedback / redirecting:

Learners of English language as a foreign language consider themselves can communicate as a successful learner if they can speak fluently and effectively in English (Nazara, 2011). Presently, the ability to speak English fluently has become an obligation, especially for English language as foreign language learners.

3. The importance of the speaking skill

Speaking in the most effective way to communicate; it means, speaking skills are a vitally important method of communication and the ability to speak skill fully. as Gerald Gillis (2013 ,P.17) mentioned in his book these important advantages .

- Ability to inform , persuade and direct any one like : educators law and politicians seek to develop their speaking clearly and confidently can obtain the attention of an audience means : it is an opportunity for the speaker to make the message known, the latter gains the attention of an audience which well chosen words in a good forming presentation and understood .
- Ability to stand out from the rest: Means to be afraid of public speaking. People have little ability to form thoughts into utterances and then deliver those words in a believable way.

Also Career enhancement, employers have the ability to speak well and success speaking skills can enhance one's personal life.

Gerald Gillis want to say that: « the effective communication need these important advantages for developing and the employers and learners will be able to inform, persuade and not afraid to speak and stand out from the rest.

The importance of speaking is more released with the integration of the other language skills, for instance speaking can help students to develop their vocabulary and grammar and then improving their writing skill, through speaking, learners can explain, tell stories request, converse and discuss and so one...

Through speaking we can dispose the different functions of language. Speaking is very important because many offices and organizations look for people who speak English very well for the purpose of communicating with other people so, speaking accurately to communicate accurately

Speakers of foreign languages have more opportunities to get jobs in such companies as Baker (2003, P. 5) claim. In other words they support that a student who can speak English well may have great opportunity for further education finding employment and gaining.

English speaking is not an easy task because speakers should know many notable components like pronunciation grammar vocabulary fluency and comprehension

Learners should have enough English speaking ability in order to communicate easily and effectively with other people Rivers, W.M (1981) studied the use of language outside the classroom situation and understood that: "speaking is used twice as much as reading and writing combined". It means: speaking is necessary outside classroom as reading and writing integrated. According to Brown (1994): "listening and speaking are learners' language tools". In other words listening and speaking are considered as language tools of learners. Efrizal, M. (2012) expressed that: "speaking is a great significance for the people interaction where they speak everywhere and every day speaking is the way of communicating ideas and messages orally". Means speaking is important for the interaction of people because speaking is way to communicate and exchange ideas messages orally.

If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do same process.

4. Factors affecting speaking

Many people aim at speaking English fluently so there are several factors that Affect our English speaking skills:

4.1. Insufficient vocabulary low grammatical skill

Students are also feeling fear and worry of making mistakes or simply shy of getting People attention on their speaking because of insufficient vocabulary low grammatical Skill as Hosni (2014) found: ESL learner's often have to search for an appropriate

Word they don't find one to fit into the context / content this is because of lack of Exposure to a variety of vocabulary .

4.2. Anxiety

Anxiety is a natural psychological aspect which contains the feeling of fear which Sometimes cannot be controlled as javed (2013) they indicate that: because of feeling Stress and anxiety the language and their performance abilities stop their language and Their performance abilities stop.

Also Prieto (2007) performed a study about the comparative learning tasks the findings Of her study showed that one way to improve speaking is to *interact with others*.

4.3. Acquisition from others

Learn from the other and the choice of the topics based on the learners interests in Order to encourage them. That is to say, the interaction and communication with others Are best way to improve speaking.

Ali Dincer and Savas Yesilyurt (2013) carried out a study towards teachers « beliefs on Speaking skills based on *Motivational orientations*. That is means motivation has a Great

Significance in speaking and the teachers felt unskilled in oral communication. Though they have various motivational orientations towards speaking English.

Aissa, A. (1998) performed a study towards the difficulties of using English as a Means of instruction and communication. Means learners have many difficulties in Using English language as a technique of direction and communication.

4.4. Poor listening practice

It is strongly shown, the relationship between listening and speaking. Thus, poor Listening practice will lead automatically to a poor speaking competence. So, student Cannot produce speech isn't only due to their lack of motivation and interests, Inability to find suitable words and use grammar correctly to combine them but it Derives also from their restricted experience in listening to English, as they listen only to Their teacher's speak and which isn't in fact the only model they encounter in their real Life situation.

Hence, students should be aware about the importance of listening to native Speakers (intonation, facial expressions....) those features must exist for a successful Listening, a good spoken production and an acceptable communication.

5. Characteristics of speaking skill

According to Mazouzi, S. (2013), learner's activities should be designed based On equivalence between fluency and accuracy. Those are important achievements. That Is to say both fluency and accuracy are important elements of communication.

- The first characteristic of speaking performance is fluency it is the main aim of The Speaker and it is the learner's ability to speak in understandable way in order to Break down communication because listeners may lose their interests. Hedge, T. (2000)

Expressed that: “ fluency is the ability to answer coherently by connecting the words And Phrases pronouncing the sounds clearly and using stress and intonation” .It means Speakers have ability to talk with continuity and link ideas and language to gather to Form coherent connected spoken with good intonation and pronunciation .

- The second characteristic of speaking performance is accuracy learners should Be Fluent in learning a foreign language means: they should pay attention to the Exactness and the competences of language form in their speaking such as focusing on Grammatical structures vocabulary and pronunciation as Mazouzi, S. (2013) cited

- The third characteristic of speaking performance Thorn bury, S. (2005) declared that:“ Pronunciation is the lowest level of knowledge learners typically pays attention to it”. That is means: in order to speak English language accurately, learners should master Phonological rules and should be aware of the various sounds in their pronunciation and Also they should use intonation, stress, and so one..... all of these elements help them to Speak language effectively .

- The vocabulary and grammar also are principal to speak language. Many Students show the desire to speak and to participate but unfortunately they fail to conduct their messages because they find not sui table words and have not enough Vocabulary thus not only vocabulary is essential in speaking but grammar has also a Great role to convey meaning because learners need to combine words sentences, Phrases... Correctly to communicate.

6. Improving the speaking skill

According to River, W. M(1968) the main goal of teaching speaking is to develop the Communicative efficiency, when learners try to express themselves there is a hesitation, Cliché Expressions which fill in pauses, much repetition... This speaker seek Participate in a given topic.

These techniques are: songs aim for new phrases every day, keep note book and pocket dictionary, watch TV and movies record Conversation Practice; surround yourself with English language and as Richard. Hallows (1990) said: “the most effective speakers find ways to keep their listeners involved.”

There are many techniques that help students to improve their speaking:

A- Listening to English movies, songs are the best tools for learning intonation, Pronunciation these are help student to remember vocabulary and utterances.

B- New phrases every day. if that pocket dictionary and note book isn't being Used, student need to find another way to start his vocabulary like Richard (1990) what he Said:

“Effective speakers usually use a variety of words for the same idea when he speaking English.”

C- Keep a note book and pocket dictionary. When someone speak or hear others Student speak he should catch a word doesn't fully understand as Richard Hollows (1990) also said: it Is important to avoid repeating the same words too often this Help student to vary his Vocabulary he should try to make space in his vocabulary note Book for synonyms, words which have the same meaning .

D- Watch TV and movies .An integral part of speaking are hearing or listening help Student become familiar with the rhymes and intonation of English

E- Record conversation practice: is a great way to get the maximum benefit from a Conversation with a native speaker when student listen again he can evaluate his own Pronunciation and notice areas where he needs to improve.

F. Scrambled sentences: according to Bartlett (1947) the best single measure of mental Skill.

G. Language games: the language games are truly communicative according to Morrow (1981).

7. Some purposes for speaking

- To express personal emotions and feelings ideas and thoughts or express opinions.
- To tell a story
- To entertain or amuse the audience
- To describe people, event, places objects, or jobs
- To request or offer help
- To explore and experiment with a variety of ideas and formats
- To converse and discuss

8. Integration or connection of listening and speaking

Concerning the integration between listening and speaking, there is enormous emphasis on connection between these two skills in conversations.

Anderson and Lynch (1988) said that: “A carefully prepared 12 utterance is only a Functional aid to communication if the speaker can deal effectively with answer He receives.”

In Conversation speaker has necessity to a listener and this latter as well must have a speech to listen too. Inside the classroom, listening and speaking are the most often used skills Byrne (1976: 8) means these tow skills are the most frequently when Learners have literacy levels rule.

Nunan (1989) states that: “We do not simply take language in like a tape Recorder, but interpret what we hear according to our purpose in listening and our Back ground knowledge.”

So, oral communication aid integration of speaking, and listening in ways That returns natural language.

Speaking and listening need structure and planning if they are support language Progress.

9. Reasons of practicing oral skill

There are three crucial factors when the students were asked to explain which Reasons would get them to practice oral skills more as Harmer (2001) report. Firstly, the students reported the Aspect of need. According to them, they would Practice speaking skills more if they were certain that they would need those skills in the future, either for studying or working Purposes, or if they needed oral skills in their daily life. The second factor that stood out from the answers was based on an environments requirement to speak English. The Students find that if they had foreign friends, or they were travelling abroad, or going somewhere as an exchange student, they would be forced to rehearse their Speaking skills. Other reasons for improving the Student's willingness to practice Speaking were closely connected to the real English Lessons that is means the students argued that if the topics and exercises on lessons were more interesting, their motivation rehearse Oral skills to improve. Students wish for Reducing the pressure of Performing and increasing the feeling of success lessons of English cultures speaking.

10. students need

Learning English is principal and students all over the world aim to study it as a second language. Here are ideal activities help students to precede their needs by some English teachers suggestions (article U.K) practice at using L1 (mother tongue) Strategies, which they don't automatically transfer.

An awareness of formal / informal language and practice at choosing appropriate Language: is less organized and uses more vague or non specific language .Exposure to a variety of spoken text types.

The ability to cope with different listening situations: Many listening practices require a student as over hearers even through most communication is face to face, to be competent at both message. Oriented or transactional language and interactional language for keep social relationships.

To have intelligible pronunciation and be able to cope with streams of speech rehearsal time: by giving students guided preparation rehears.

11. Teaching speaking

As Kristina Lim (2016) cited: “speaking English is the main goal of many students, they seek how quickly and how correctly they will accomplish this goal.” Those who are afraid of making mistakes and errors conservative, shy students may take time to speak confidently but when they do, their English often contains fewer errors and they will be proud of their English ability. It’s a matter of quantity Vs quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not need perfect English, then it makes sense to encourage quantity in classroom break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

In teaching speaking, in pronunciation and grammar play a vital role in oral communication. A grammar or reading lesson may include a speaking activity. Either way, the student will need some preparation before the speaking task. This includes creating the topic and providing representation of the speech they are to produce. A model may not apply to discussion - type activities, in which can student will require clear and specific instructions

about to task to be accomplished. Then the students will practice with the actual speaking activity. These activities may incorporate imitating (repeating), answering communication interaction conversation or an oral presentation. As it was noted from (susanti,2007,p.07) the teaching of speaking has been developed from using only repetition of drills and memorization to using other techniques that lead students to express their selves freely and use the language they are learning without any shyness or fear to make mistakes most speaking activities inherently practice listening skill as well, such as when one student is given a simple drawing and sits behind another student, facing away the first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify un clear instructions, and neither can look at each other's used for speaking practice, as are surveys, discussions, and role plays speaking activities abound Those are some ideas should students keep them in mind as they plan their activities.

11.1. Content

As much as possible, the content should be practical and available for use in real-life situations. Avoid too much new vocabulary or grammar, and basis on speaking with the language the students have.

11.2. Correcting Errors

You need to provide appropriate feedback and correction, but don't interrupt the stream of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without confusing the student who made the error. teacher can write the error on the board and ask who can correct it.

11.3. Quantity vs. Quality

Address both interactive fluency and accuracy, aiming foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

11.4. Conversation strategies

Encourage strategies like asking for clarification, paraphrasing, gestures, and so on...

12. Teacher interventions

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity or boring that is too difficult.

According to Scott Thornbury (1991), how to teach speaking looks at the theory of spoken language production and presents practical ways speaking can be integrated into the language classroom as well as some approaches to its assessment.

13. The role of teachers in teaching speaking

According to Harmer (2007), a teacher is like a gardener because the teacher plants the seeds and watches them grow, means students are the field and the seed is seen as the knowledge planted by the teacher as a gardener takes very good care of the roses, flowers, waters, them when necessary the teacher also plays different roles in the lives of the students as a model in the class room and outside it with their personal lives. According to Vilar (2003) teachers have two primary functions in education on: the managerial and the instructional functions the latter refers to the conditions that teachers create for learning to take place and the other is the knowledge that the teachers impart in the class room teachers should carry out these functions simultaneously for efficient language instruction because they cannot be separated. A good teacher is the one who assesses their students speaking skill by means of both observations and quizzes or exams designed to evaluate oral proficiency of the learner, however in most language instruction courses, assessment of the students speaking skill is usually ignored for example: what kind of method and materials the students need, how to organize an activity

and how long to should last or to have alternative activities if something goes wrong with the current activity.

According to harmer (2001, P.275-6), there are three important roles that teachers can play if they want to get their learner's to speak fluently, in other words it is when students are not sure about how to do a task, teachers often play the role as prompter.

14. Practicing English speaking skill

14.1. Inside the classroom

Algerian learners of English as a foreign language can speak and of course read, listen and write English at schools. Teaching English at schools is important due to the fact that most of the scientific related topics are taught in English in addition to the fact that teaching these topics also is in English.

To be able to communicate using modern technology, students must be aware of many English language competences as well as lots of future jobs require using English, either to communicate or to e-mail or make a contract, such as, bank officer, exporters and importers, businessmen and diplomats.

In order to achieve these goals, teachers make a lot of efforts, use different techniques and strategies and employ modern technologies. To make teaching English an essential factor in the development of a country, people have to communicate with other cultures and civilizations. Is using or speaking English inside classroom enough to support students with much confidence, Or do they need more discourse training in the wider community and real-life situations?

In farmer & Sweeny's (1997) study, they cited Lai's (1993), and Pierson's (1993) studies which answered the previously mentioned question. Lai's research proved that one of

the major reasons for the English language learners widespread lack of confidence in using English is that the opportunities for real communication are extremely limited.

On the other hand, farmer & Sweeny (1997) mentioned another research in Hong Kong in which the students were noticed passively-interacted with their teachers, limiting their language with the Yes / No answers. So teachers effortlessly mix native and target language use in their English classes.

At our Algeria schools, students feel worried about their speaking; they feel shy, embarrassed and unconfident to start applying the new language including structures and vocabulary. It is therefore the teacher's role to overcome fluency and accuracy barriers by encouraging students and motivating them even when they are hesitant or worried.

14.2. Outside the classroom

Students of non-native English language have less opportunity to use English (Sweeney & Farmer, 1994). In Algerian west due to the occupation and siege eras, as well as the lack of tourism and trade movement. There are no air or sea ports to meet people from different countries.

Normally, people can communicate with native speakers of languages at historical sites, traditional markets, clinics hospitals, Information centre's, on the streets and everywhere. But, Algerian people use alternative ways to speak English, they prefer to use the social media, video conferences, text chats, Viber, tangos, WhatAapp and chat rooms to communicate with foreigners in general.

They always like to be aware of other's cultures, traditions, clothes, food, festivals, customs, marriage ceremonies and careers. They like to exchange how they live and to discuss their problems and the ways of solving these problems.

The British council and the Amideast organization are the international biggest organizations working in Algeria. They arrange courses, events, tours for students. And they offer chances for teachers to attend international conferences in order to enhance teaching English as a foreign language.

15. Implementing technology in English language skills teaching

From audio books to applications, there is a multitude technological resource Students can listen to or read along, With audio books to hear how the speaker pronounces different words or phrases Some great applications that improve student communication skills are:

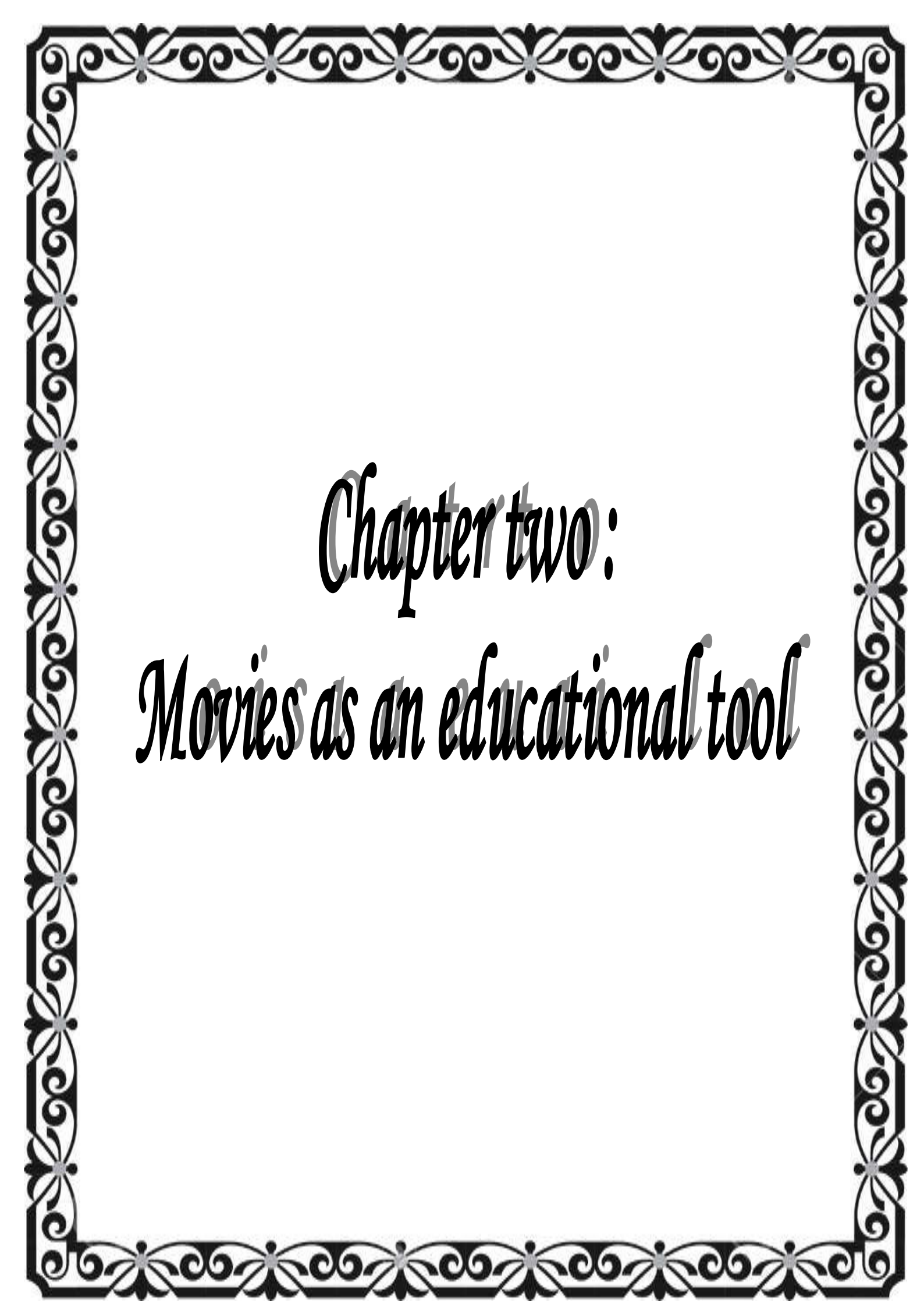
Voice thread: (which is suitable for kinder partners through adults) is a Collaborative Multimedia slide show that holds images documents and allows people to Navigate Slides and leave comments in several ways: tests, voice, and audio life. Or Webcam Faculty can create and share a voice thread with students and colleagues for Them to Review in Presentation mode or to record comments for increased engagement And feedback Paper telephone: is a pencil and paper version of the old telephone game We used to play unelentary school you know where you all sit in a line and one Person of the End tells the next person something only once them they have to repeat it Until it gets to the last person. Also communication reinforce active listening Communication is not just about speaking it's about listening too. Teachers can help their students develop listening skills by reading a selection of txt aloud and then lairing the class discuss And reflect on the content. As Maryam Bahadofar and Reza Omidvar cited in International Journal of Multidisciplinary Research Review (2,P.4) in April 2014 Modern technologies available in education today are:

- communication lab
- Speech recognition software
- INTERNET

- Tell(technology language learning)
- Pod casting
- Quick link pen
- Quicktionary

Conclusion:

This chapter has focused on the important points such as: the definition of speaking skill, the speaker, the importance of speaking skill, factors affecting speaking, and characteristics of speaking and so on... Moreover, this chapter it is attempt to the spot light on some communicative Activities which help students to communicate freely confidently when speaking English Language.



Chapter two:
Movies as an educational tool

Introduction

Movies have a great importance in enhancing oral skill. Nowadays, every student will use movies as educational help but the problem is how to use this technique in increasing the oral skill. In this chapter we discuss: the definition of movies types of movies, five reasons why learn English with films, importance of movies, students perceptions towards using movies in E F L classroom, genres of movies, how to improve oral skill through watching movies.

1. Definition of Movies

According to Champoux, J.E (1999), movies are a comfortable and familiar tool to students that can keep their interest in learning language . In short, movies are enjoyable and pleasant way of exposure to authentic language.

Psychologists have confirmed the positive impact of movies on cognitive learning of students in the classroom. Blasco (2006) have stated that the use of movies in learning and teaching is crucial to provoking the reflective processes and attitudes in the learner. This means that movies can influence the perceptive learning of students inside classroom. In other words, Blasco mentioned that using movies in learning and teaching is significant to produce purposeful procedure and attitudes in the learner.

Lesser and pearl (2008) as well as Casper and Butler (2009) have also argued that learners' ability to retain and recall information as well as overall satisfaction with the learning experience was significantly higher where movies are an integral part of the learning and teaching activities. That is to say, through movies learners can prepare and remember or bring back information as general satisfaction with learning.

Champoux, J.E (1999) maintained that movies offer both cognitive and affective experience in the classroom. Moreover, movie scenes could be very helpful in enhancing analytical skills of students and in changing their world view as these scenes give the opportunity to students to connect theories to realistic situations.

2. The use of Movies in teaching process

Kieran D (2014) proposed some benefits of movies that can help students to enhance their speaking.

2.1 Motivating and Enjoyable Movies

Motivation is an important factor that leads to successful second language acquisition. Movies are an integral part of students' lives, so it makes ideal sense to bring them into the language classroom. Movies are considered as a motivator, and also it makes the language learning process more entertaining and enjoyable.

2.2 Movies is authentic and varied language

Movies are beneficial source of authentic and varied language. Movies expose students to natural expressions and the natural flow of speaking. If they are not living in an English speaking environment, perhaps only movies can provide learners with this real life language input. Also, movies provide students with many examples of English used in real situations outside the classroom, particularly interactive language.

2.3 Movies visual context

The visuality of movies makes them an invaluable language teaching tool that allow learners to understand more by interpreting the language in full visual context. Movies improve learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions, gestures...etc.

2.4 Subtitling and revoicing

Students can improve their vocabulary and the four skills in a fun and engaging way through subtitled movies: these also can help learners to use critical thinking and creativity in the classroom and beyond.

2.5 Real English

Textbooks are great means for learning vocabulary or grammar, but nothing is better than listening to real native English by watching British and American movies. Learners can listen to native English actors speak the language in a natural way. This tool will help learners to acquire modern English and sound more like native speaker in terms of vocabulary and style.

2.6 Live context

When learners learn a word, it can be difficult to remember the meaning of it or how to use it. In movies, the words consider as part of story and this context help learners to learn and memorize them more effectively.

2.7 Native accents

Across Britain and America, there are many different accents used to speak English; this means that when learners watch movies, they will hear many regional accents being used ,and this will help students to understand them better.

2.8 cultural awareness

Learners can discover the culture behind the language through watching movies in English. Language and culture are closely connected. In A J 'S book (August 26,2016)described English movie as a powerful method for completely mastering the

vocabulary, grammar, and pronunciation that learners hear in movies. The aim of the movie technique is to learn deeply, so that learners never forget .

3. Types of movies

Movies become an important part in students educational life to enhance their oral skill. Hollywood, Bollywood, and many other varieties of movies make everybody entertain and motivate students to discuss about favorite and different movies they like. Maybe they pick out plot summaries to share together, and make a conversation. Here are types of English movies:

Movie types	What it means
Romantic film	-like love stories and finding each other and Falling in love.
Romantic comedy	-is a mixture between romance and fun planets or future adventure
Science fiction	Is generally about set in future adventure
Horror	The use of lots of monsters ;it aims to make people scream and be afraid
Action	In which the heroes have lots of battles for example: kill, drive, fast.
Comedy	Comedy in general make people laugh a lot
Documentary	Give to followers idea about real life story that is very interesting like causes of world problems, scientific discoveries.
Animation	Is about cartoons such as Disney films use comedies, fun...etc.

4. The context of movies in learning

Jaya Vikas . K (2013) claimed that any audio visual tool is very effective as an educational tool. It has a great influence on cognitive skills. Audio visual tool has great impact which helps in understanding things and remembering and utilizing them better. Also, watching movies have an important role in expecting learners to imitate what the actors or actress said, and in increasing their vocabulary. A.J.D.O Connor (1967) claimed that language

starts with the ear; he wants to say that listening to speaker in movies is very important to enhance the oral skill.

In Indonesia, there are broadcasts in English, especially news and movies: they seek to give information and education in English language. This means that they aim to enhance the English vocabulary of the audiences. Not only listening but also speaking, the learners speak what they heard; they are able to recognize crucial vocabulary, rules and patterns of words used to communicate.

By watching movie, learners can know culture, language, accents of the world; movie has great influence on audience's life. Because movie is a universal form for communication as Hawkins (1991) said: as in reading, good listeners make good use of chunks understand what they hear. This means that there is a relationship between them. Movies can introduce new ideas to learners, make them think about a problem, help students to gain information, and increase their knowledge as everybody wants to relax and be amused. Also, movies are social activators. They allow even unknown people to mingle with each other: it means all see movies it is common factor between them because they discuss and give opinions about movies and these help in socializations through conversation. Debating the movies is important because it is a social art from which brings all genres of people even they have different views about movies. It is best and effective way to learn perfect pronunciation this is an audiovisual method of learning.

4.1 improving the oral skill through watching movies

According to Bloomsbury (2013), watching movies is a great technique for learners to enhance their speaking. Movies are not usually created for English learners; they are made to produce good speakers. Language is how hear it through watching movies it is spoken with native accents and pronunciation and using idioms and colloquial expressions.

Learners should use movies as a practice that they do not get in a classroom. Also, learners can appreciate how words or phrases, sentences are strung together to express clear messages or bright ideas. Watching movies will help learners to improve both listening and speaking skill.

1- The listening skill: students will hear English language being used in a very natural way. Actors may speak too fast for them to understand, but it is a perfect way for students to hear native speakers talk together. Also, it is an opportunity to them to hear informal English and slang words and phrases that student often do not find in books or dictionaries.

2- The speaking skill: through hearing native speaker, learners' speaking skill will be enhanced, especially their fluency. They will hear how to link words together and where to put intonation on words and sentences. It is great to watch movies with friends and speak about them.

4.2 Movies as a teaching aid in F L C

Using movies can be an entertaining and motivating tool for both learners and teachers with different skill level. Movies provide the learners' language input, which may be hard to receive otherwise in none. English speaking atmosphere enables them to notice different patterns of human behaviors, including thoughts, beliefs, values, customs, interaction... etc.

According to Berk(2009), there are more than twenty positive outcomes how movies can help learners in classroom activities. These outcomes include:

- Raising attention
- Concentration and interest in class this is what kusumaras dyati (2004) point out that movies catch the learner's interest, and it can positively influence their motivation to learn.

- Foster creativity, motivate students, and make learning comfortable and fun.
- Provide a rich source of content for learners.
- Offer links between classrooms and society.

Teachers have to anticipate it. Watching movies is only time consuming and time filler if the teacher cannot manage the students well, and make a good preparation for classroom activities accompanying the movie viewing. The teacher has to spend many hours creating his or her own movie because if he chooses boring movies, learners will be bored. And if they are bored, it will be difficult to pay attention for more than one hour. Movies are being widely used in classroom for supporting a teacher curriculum and helping students learn better, and it is called “show, don’t tell is doing just that showing movies, video, training courses.” Stoller (1988) emphasizes two criteria for choosing appropriate movies to teach with the teacher must plan lessons. Students must understand the instructional objectives of a movie lesson. Researchers have effectively used these techniques during the academic year and they have found it even better than teaching students through traditional text books.

Now, movies and videos have been recognized as a powerful tool for learning in classrooms, and lectures are conducted using these techniques tutorials to make the learning process fun, effective, responsive, and fruitful. That’s why make students do self study without asking teacher’s help.

4.3 Student’s perceptions towards using movies in E F L classroom

Using movies in the classroom is a new method and very pleasant experience for the students. They declare that they will enjoy the assigned activities in the classroom. Students will be more motivated to watch and hear real life situations than to follow activities in books. Their impression is that movies also provide a comfortable and relaxed atmosphere for

students. Students add that using movies is a good way to enhance the oral skill and vocabulary, and give them more chances to practice English.

Most of students say that they acquire new words because those words will be repeated many times throughout movies. So, using movies in the classroom facilitates learning, and helps them to understand clearly the content of the movies. They see that movies are more sensual experience than reading besides verbal language; there are also color movements, sound, images, and music background. Another view is that watching movies reduces events and time than reading novel in one month or more while the meaning of the novel is controlled by the author.

4.4 The selection of movies

Selection of movies plays an important role in class activities as not all movies are good and suitable for transmitting culture of the target language. Yalcin (2013) supports that by arguing that movies should be selected appropriately in terms of types and content. It means that he stresses the importance of language resources and appropriateness. Movies that can be used are not limited, but learners may show varied movies on interesting subjects, movie trailers, and TV cartoons, and the structure of the movies: context, visual cues are all conditions that must be met in order for the movie to be useful. Movies containing taboo language and taboo subject should be avoided. movies are not always suitable for all ages. It must be taken into consideration gender, ethnicity, and language.

4.5 Negative sides of movies

Despite all these positive aspects, movies contain perils in education and affect people so much. They are like viruses for our minds. On one side, movies make people angry and attracts them to sexual pleasures; learners feel bored, they cannot add value in their life like learn new skills, learn about their goals, and they cannot achieve something like movies that

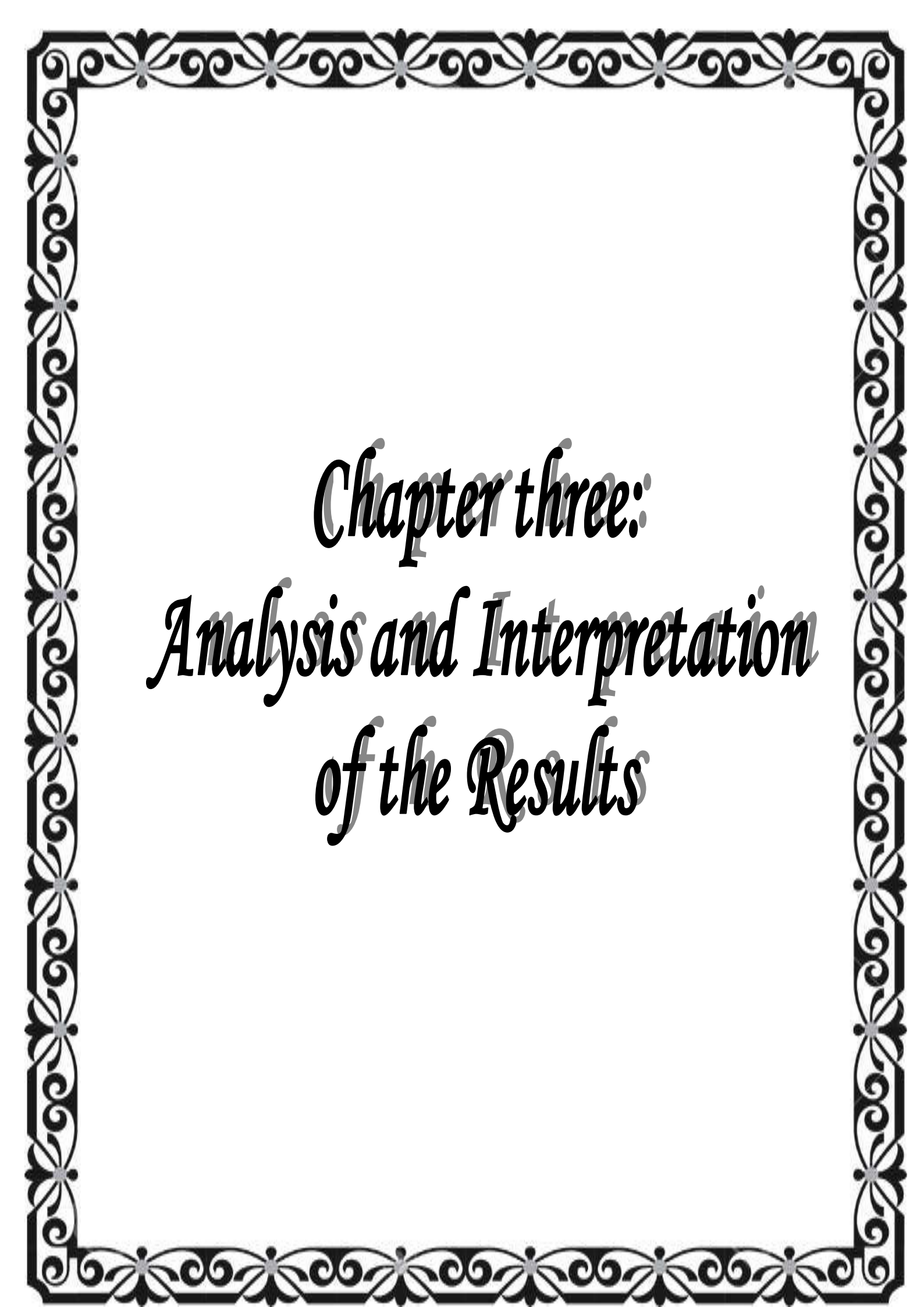
shows violence. The movie maker do their movies for profit, and just to earn a huge amount of money. On the other side, if the learner need to listen to native speaker without subtitles this is good, but if there are no subtitles, it can be difficult to understand what's going on. They have to keep on pausing and playing to understand. It can waste time to understand something said on screen never heard before.

Some popular historical movies contain factual dangerous errors which is a problem and definitely not beneficial. Elisabeth, L (1978) demonstrates that student's memory is affected by erroneous information. Students try to find incorrect facts in movies without guidance because they read or meet this information in books before, contrary to what they watch.

In addition to that, using movies in classroom cannot be implemented at every university. Not all of Algerian universities facilitated by the equipments which support, such as laptop, DVD ...etc., especially universities located in the remote area. There sometimes happens a technical problem.

Conclusion:

In this chapter we have discuss: definition of movies, types of movies, why learn English with films, the importance of movies in learning, students perceptions towards using movies in E F L classroom genres of movies, how to improve oral skill through watching movies negative side of movies, how movies can guide learners and teachers. The researcher benefited much from this study as it helped his design his tool and how to implement this tool. It also helped predict the problems and find ways to solve this problem.



*Chapter three:
Analysis and Interpretation
of the Results*

Introduction

The present chapter represents the field work. It characterizes the procedure through which the study has been conducted. First, the chapter presents a detailed description of the two questionnaires. Then, analysis and interpretation of the results take place.

1. Description and Administration of Students' Questionnaire

Students' questionnaire consists of (12) questions. These questions are various in type. Some include multiple choices from yes or no questions; others include open questions. The questionnaire was distributed to (25) students in order to gather data. The populations in this research are third year L M D students. The whole population constitutes (143) students. As a matter of fact, it was hard to get the questionnaire administered for more than 25 students as there was a long time of strikes. Moreover, students were not helpful in answering the questionnaire for unknown reasons.

The questionnaire is divided into three sections:

Section one: General information

This section is designed in order to gather general information about the participants; it helps to know participants' study at the University of Khenchela.

Section two: attitudes towards the speaking skill

The section's aim is to know the participants' attitude towards the speaking skill

Section three: attitudes towards watching movies in enhancing their speaking performance level.

In this section, participants will explain why they have this attitude towards watching movies especially in enhancing their speaking performance level.

2. Analysis of the results

Section one : general information

Question 01: Did you enjoy studying English for three years at the University of Khenchela?

Option	N	%
Yes	20	80
No	5	20

Table 01: students years of students at university of khenchela.

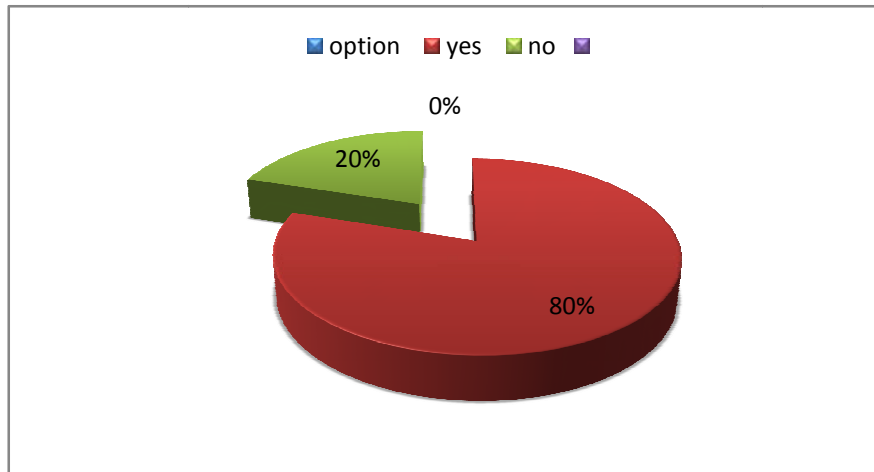


Figure01: students years of students at university of khenchela.

As this table shows at the majority of students (80%) enjoy studying English for three years at the University of Khenchela while the others percentages 20% did not.

Question 02: do you think that you have acquired knowledge during your three years at studying as an E F L learner?

Option	N	%
Yes	23	29
No	2	8

Table 02: Students'acquisition of knowledge during three years at studying as an EFL learner.

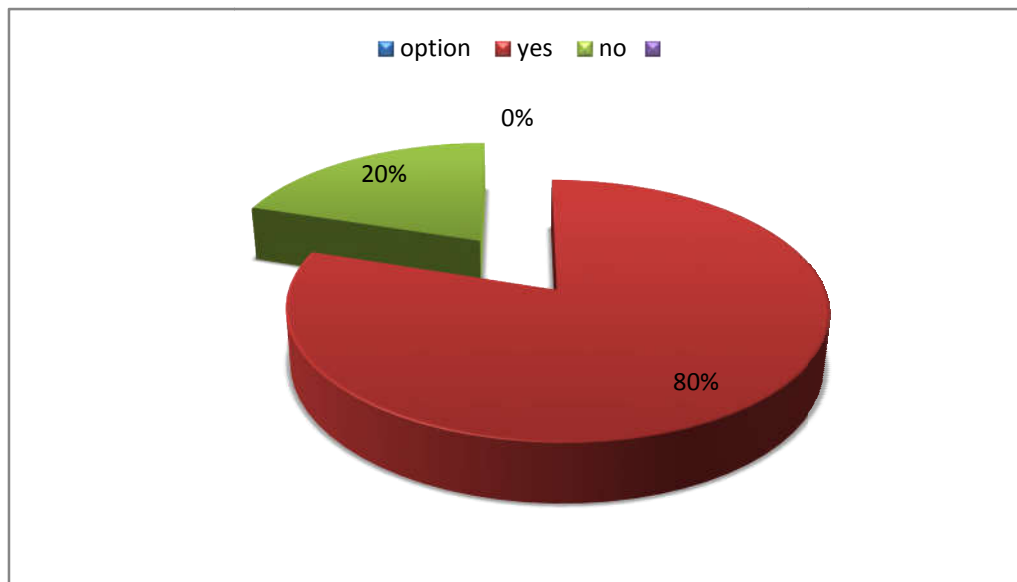


Figure 02: Students'acquisition of knowledge during three years at studying as an EFL learner.

From the results obtained in the table above we observe that 92% of students have acquired knowledge during their three years at university as an E F L learner, where as 8% of then said no.

Question 03: Do you think that you have acquired appropriate language you need for career?

Option	N	%
Yes	17	68
No	8	32

Table 03: Students acquisition appropriate language that they need for their career

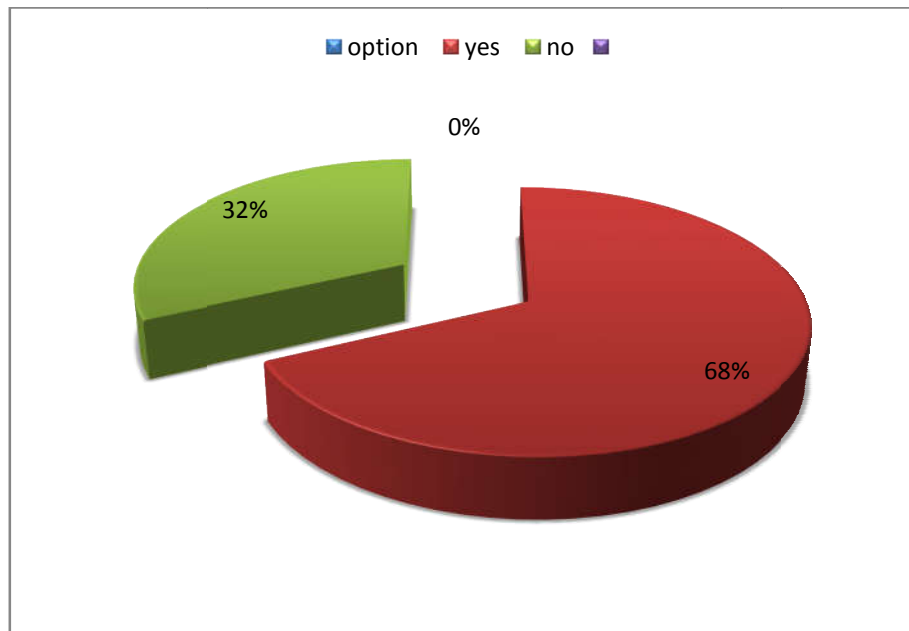


Figure 03: Students acquisition appropriate language that they need for their career

As this table shows that 68% of the students have acquired appropriate language they need for their career because what is know that English language become important, and 32% said no.

Question 04: do you recommend students to watch movies as solution to overcome their speaking?

From the results obtained the majority of them recommend students to watch movies to enhance listening and speaking, good pronunciation, for increasing their level, and store as many words as possible.

Question 05: do you think that you are satisfied about your speaking?

Option	N	%
Yes	13	52
No	12	48

Table 4: Students satisfaction about their level

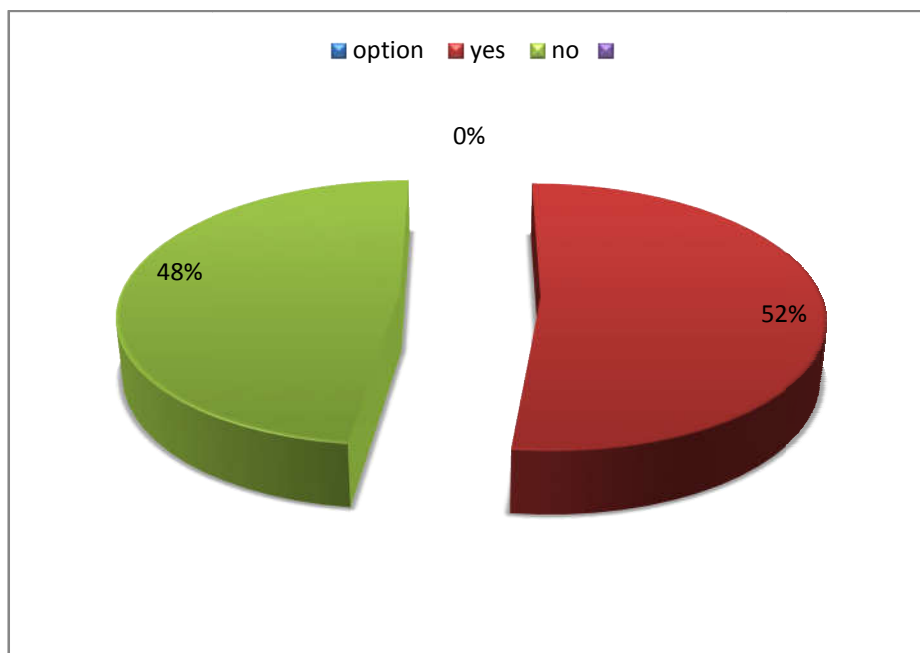


Figure 04: Students satisfaction about their level

The tables above indicate that 52% declared that they are satisfied about their speaking, where as 48% they did not satisfied.

Question 06: How do you evaluate your level in speaking performance?

Option	N	%
Very good	5	20
Good	16	64
Very bad	0	0
Bad	4	16

Table 05: Students evaluation their level in speaking performance.

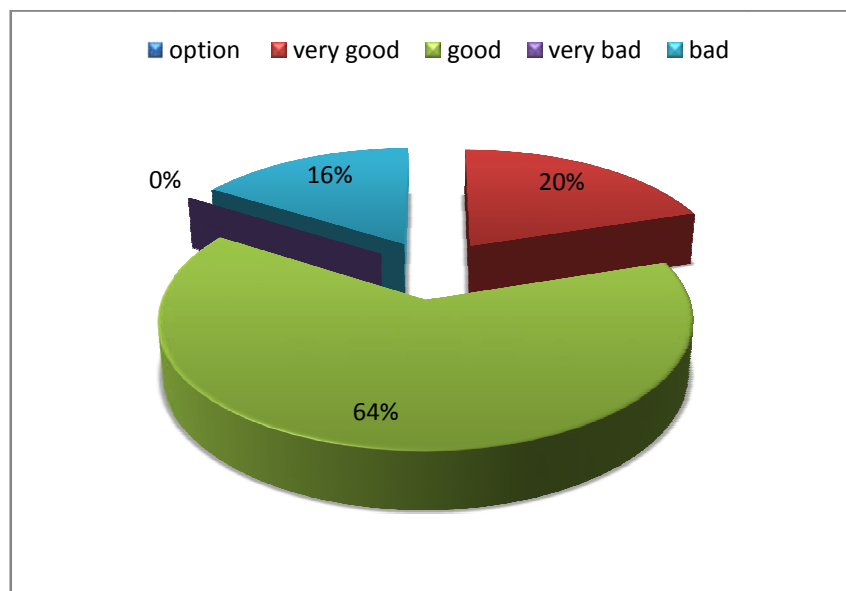


Figure 05: Students evaluation their level in speaking performance.

From the results obtained the majority of them recommend students to watch movies to enhance listening and speaking, good pronunciation, for increasing their level and store as many words as possible.

Question 07: what are the problems you face in speaking?

Based on students' answers, the majority of them face problems in pronunciation, poor vocabulary, bad grammar, spelling while a few of them said no they have no problem to speak.

Question 08: what do you propose as a solution to overcome speaking problems?

The results show that students propose as a solution to overcome speaking problems; watching movies, practice, play games, listens to native speakers, read books, translated songs.

Question 09: Do you watch movies? Why?

Option	N	%
Yes	23	92
No	2	8

Table 06: student's attitudes towards English movies

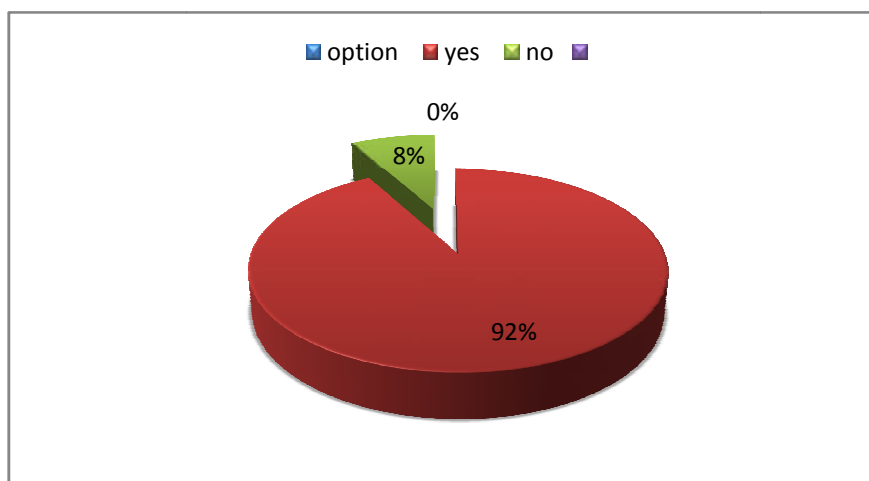


Figure 06: Students evaluation their level in speaking performance.

From the analysis of diagram and table we see that 92% of students declare that they watching movies. Beside 08% of the students said that they don't watch movies.

Question 10: what kind of movies do you watch?

Option	N	%
Comedy	7	28
Action movies	7	28
Science fiction	5	20
Romantic comedy	6	24
Others	0	0

Table 07: kinds of movies

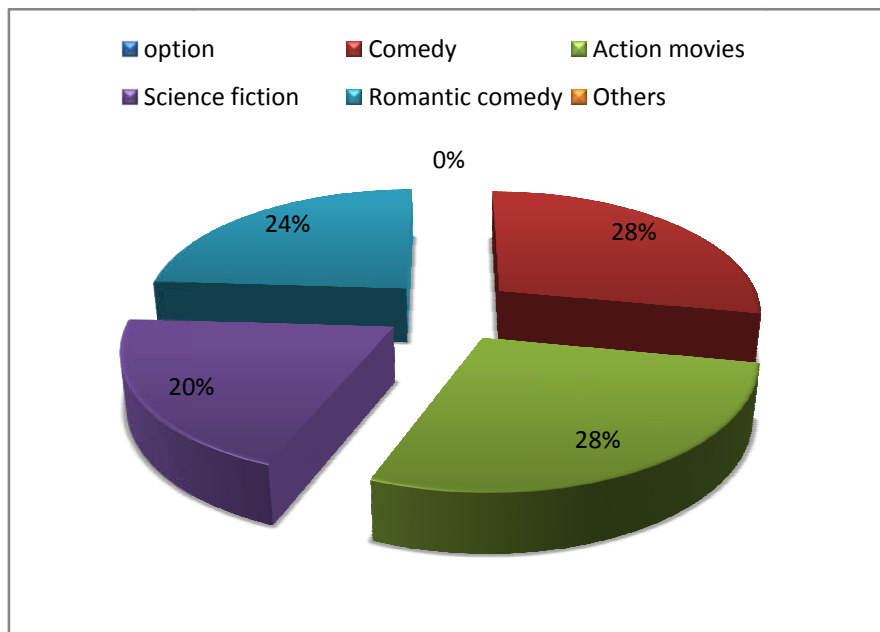


Figure 07: kinds of movies

From the table 10 we notice that 28% of participants prefer comedy and action movies, where as romantic comedy in the second rank with 24% science fiction 20%.

Question 11: movies are useful resource for enhance oral skill?

Option	N	%
Agree	23	92
disagree	2	8

Table 08: Movies are useful resource for enhance oral skill

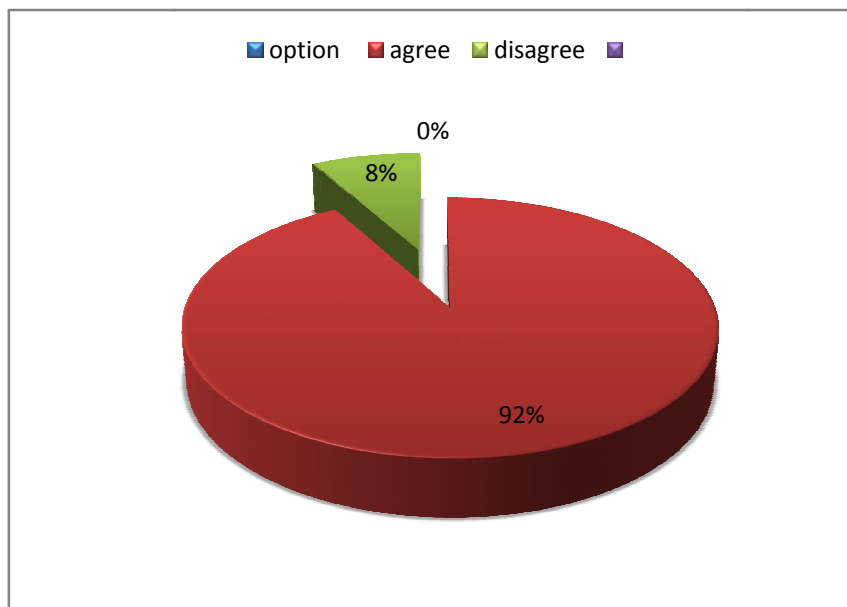


Figure08: Movies are useful resource for enhance oral skill

From the analysis of graph and table 11, 92% of students claim that they agree and consider movies as useful resource for enhance oral skill which may help them to introduce different topics and real life activities.

Question 12: do you think watching movies have negative effects. If yes, name them

Option	N	%
Yes	4	16
No	21	84

Table 09: Negative effects of teaching the oral expression

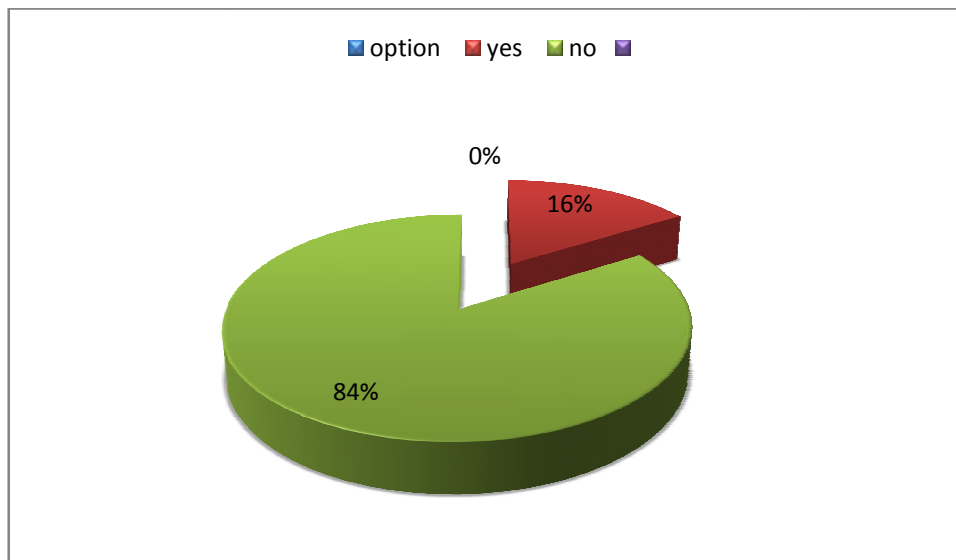


Figure 09: Negative effects of teaching the oral expression

The table above shows that 84% of the students said watching movies has not negative effects, 16% of the participants see that watching movies has effects.

3. Description and Administration of Teachers’ Questionnaire

A questionnaire of 12 questions has been given to 4 English language teachers , at Abbas Laghrour University of khenchela . The teachers questionnaire was based on the important role that watching movies play in enhancing EFL students speaking skill.

This questionnaire was administrated to third year LMD of Abbas Laghrourkhenchela and it is divided into three sections twelve questions various and includes multiple choices.

4. Analysis of teacher’s questionnaire

Question 01:How long have you been teaching the oral expression course?

Years of teaching	N	%
1- 4	2	50
5- 8	1	25
9- 12	1	25

Table 10: Teachers’ experiencesin teaching the oral expression

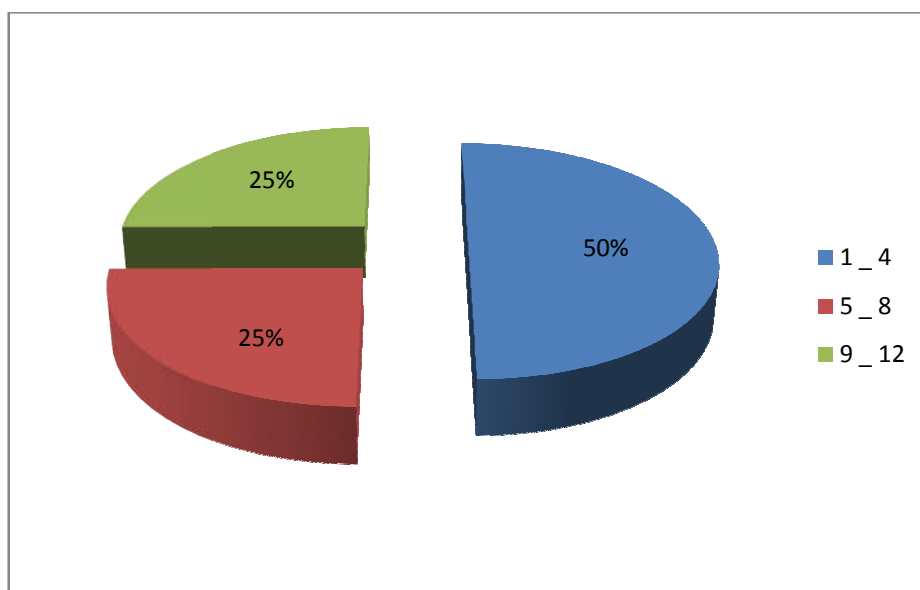


Figure 10: Teacher age of teaching the oral expression

The results above show that most of teachers have been teacher the oral expression course more than 4 years because oral expression is important and help students to improve their pronunciation to speak and perform.

Question02 : what are the difficulties you face in teaching English as foreign language?

Teachers face different problems in teaching English as foreign language such as : lack of computers in laboratory of languages, crowded classrooms; others face problem with students' psychological problems: shyness, anxiousness, they don't participate as they fear mistakes.

Question 03: What are your attitudes about students performance in the speaking skill ?

Most of teachers evaluate students' performance as average. Few of them see that students perform good, and the rest are less active may be lack of : pronunciation, vocabulary, and grammar, lack of self confidence: students prefer to keep their ideas to themselves because they are afraid of being connected by teacher .

Question 04: What is the method you follow in teaching the speaking skill?

Some teachers declared that they use different methods such as :the eclectic method while others see that there are many methods to teach the speaking skill like : dialogues , debates acting, few of them use the method to assign a movie in laboratory.

Question 05: What are the difficulties that face your students in speaking?

All teachers see that the difficulties that face their students in speaking are: pronunciation, lack of competence in the placement of stress and intonation, students don't find words and expressions and the major problem is shyness.

Question 06: what do you propose to students as solutions to overcome those difficulties?

All the teachers propose to students same solutions to help to speak well as: listening to the songs and dialogues , reading too much , watching BBC and CNBC channels , exposure to authentic language .

Because all these methods help students to improve their pronunciation and check their spelling mistakes to speak well.

Question 07: How do you choose the topics of the lectures ?

Options	N	%
I choose them my self	2	50
I ask the students what they like to talk about	2	50
I follow the course syllabus	0	0

Table 11: The choice of topics of the lectures

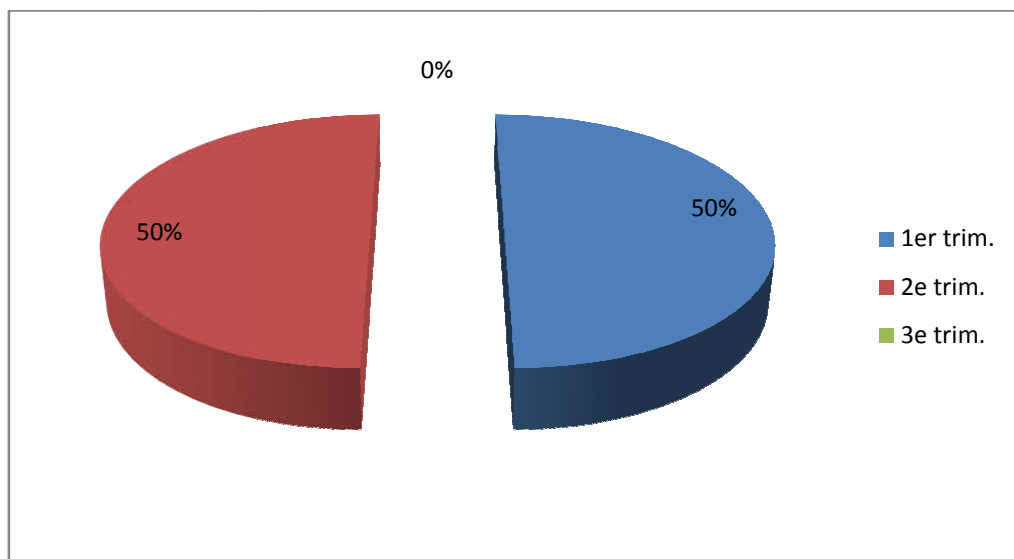


Figure 11: The choice of topics of the lectures

As table illustrates , there is a variation in choosing the topics of the lecture from one to another. The percentage as it is presented in the figure is divided into parts, teachers whom choose topics themselves and on the other hand , teachers prefer to ask students what they like to talk.

Question08: What are the objectives of teaching the speaking skill?

Teachers’ objectives of teaching speaking vary between making the students acquire language through a variety of activities ,practice the language they are already learned ,to enhance students oral competency ,and making students fluent and proficient.

Question 09: According to you , can using movies be considered as educational tool ?

Options	N	%
Yes	04	100
No	0	0

Table 12: Movies considered as educational tool

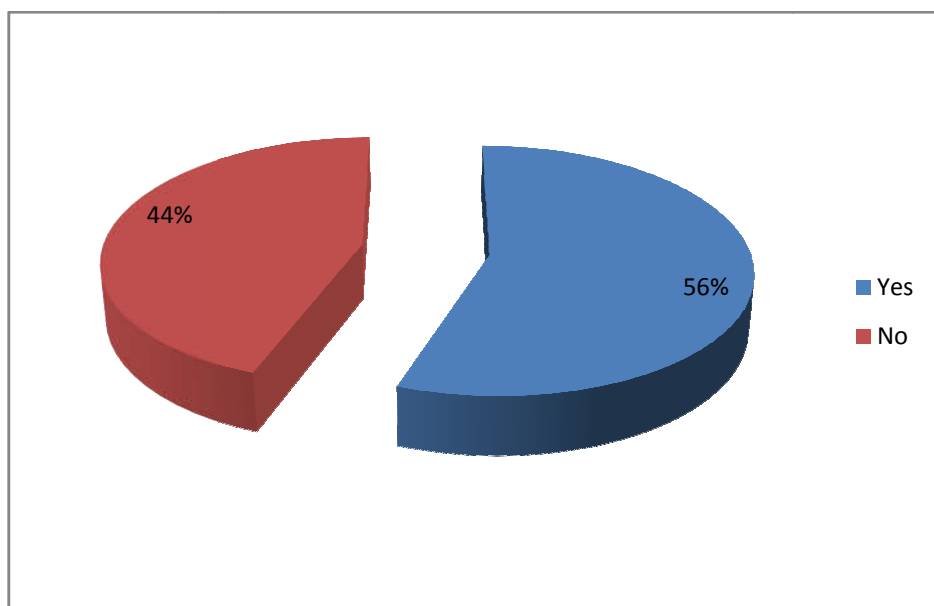


Figure 12: Movies considered as educational tool

The findings from this question indicate that all the participants agreed upon the idea of the use of movies as educational tool. It is shown that 100% of the teachers agree.

Question10: Do you think that using movies in classroom motivate students ?

Options	N	%
Yes	04	100
No	0	0

Table 13: Teacher attitudes towards using movies in classroom

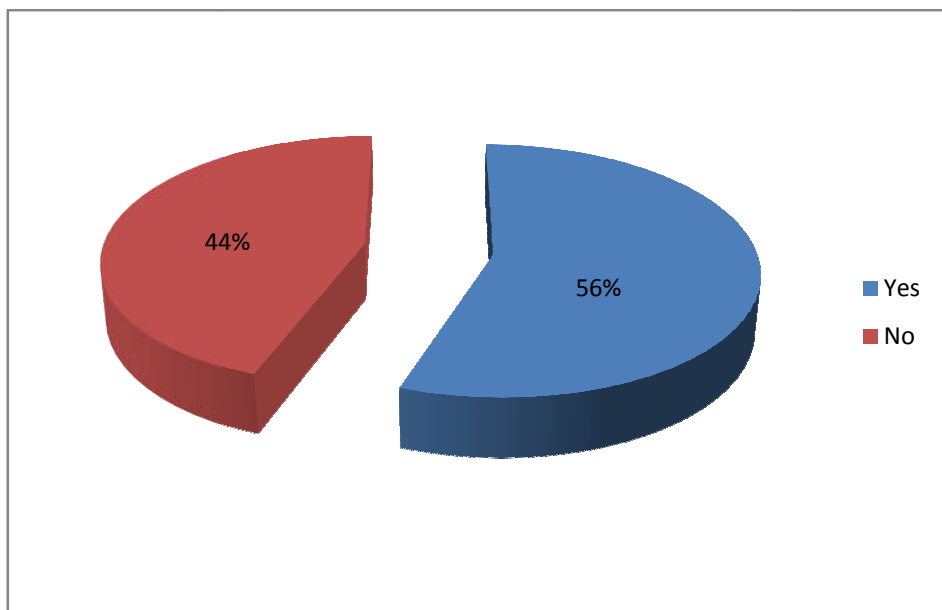


Figure 13: Teacher attitudes towards using movies in classroom

The findings that are obtained from the table show that almost all the teachers agree with using movies in classroom as they motivate students.

Question11: What are the genres of movies that can help students to enhance their speaking?

Options	N	%
Comedy	00	00
Documentary	02	50
Animation	00	00
Historical	01	25
Science fiction	01	25
Academic movies	00	00

Table 14: The Genres of movies that can help students to enhance their speaking

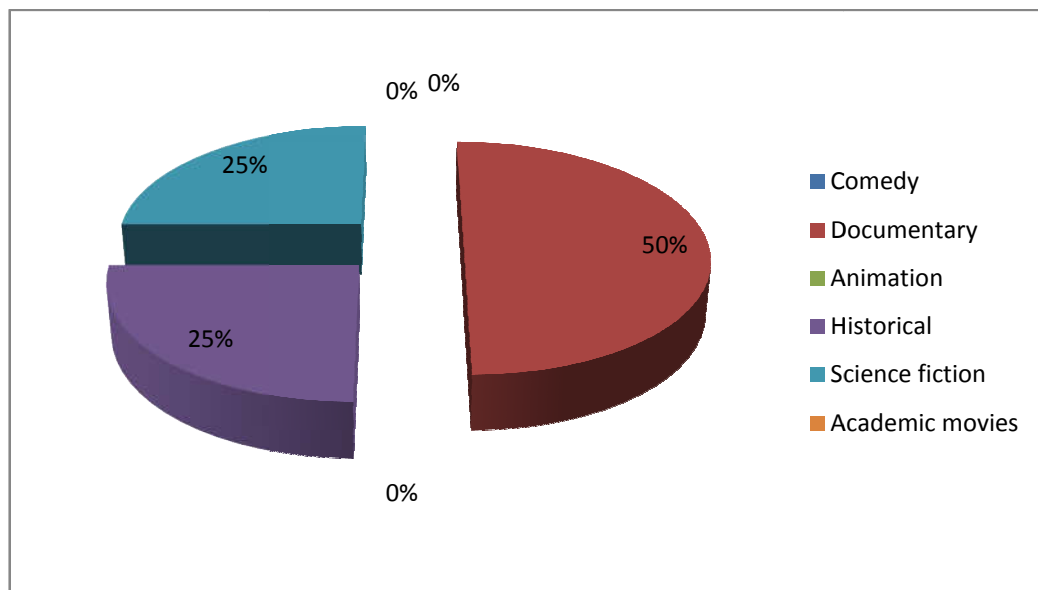


Figure 14: The Genres of movies that can help students to enhance their speaking

From the table 11 we notice that 50% as the highest percentage of the teachers said that they prefer to watch documentary movies whereas 25 % show that they prefer historical movies and 25 % said like science fiction.

Qustion12: Do you think that movies can have negative effects on students learning ? If yes , note them down.

Options	N	%
Yes	04	100
No	0	0

Table 15: The use of movies has negative effects

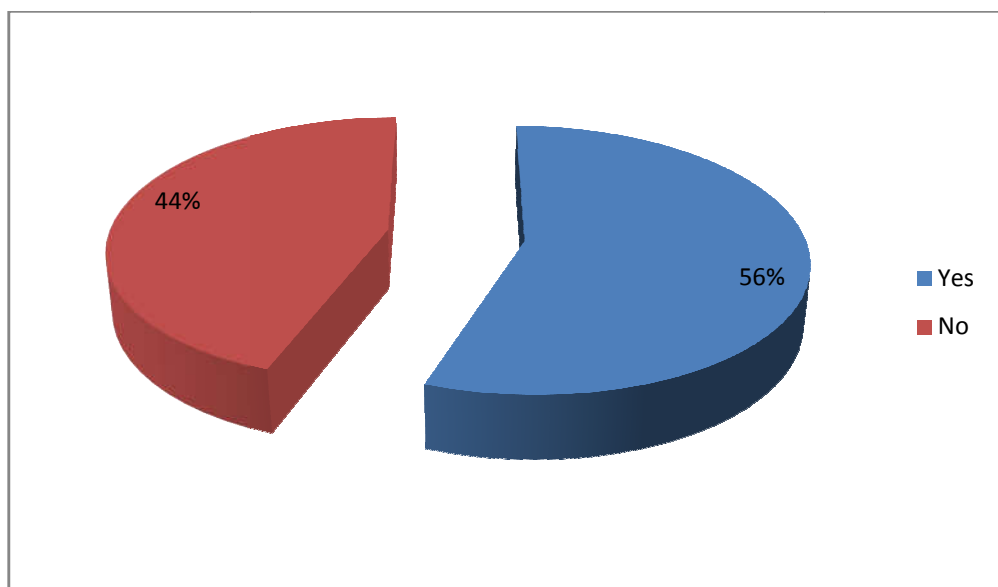


Table 15: The use of movies has negative effects

As it appears in the table ,there is two groups one agree that movies have negative effects on students learning with 50% and they support their opinions: may influence their culture ,beliefs and way of thinking while others see that movies have not negative effects .

5. Discussion of the findings

Firstly, what can be seen from the findings is that there is a diversity of problems and levels in speaking English language. The majority of students are familiar with enhancing their oral skill through movies means they have a clear idea about the use of movies as an educational tool . Additionally, more than half of students want to improve their speaking , pronunciation and be good speakers like native speakers .Furthermore, teachers showed that they are ready and agree to use movies whenever the chance gets to them ; in fact they prefer to use this tool to teach English language in classroom .The other half of teachers think positively concerning the idea which says that students will acquire language more through watching movies if they are exposed to native speakers' talk . Movies are good source for teaching and acquiring the language because they think that using movies make both teachers and students comfortable and enjoyable study and attract them to perform and speak .

Moreover, movies break the routine of the traditional study . Teachers face problems such as: lack of students competence , problem of shy , fear to speak .Other teachers do not agree about the use of movies as educational tool they support their opinions with these arguments : movies may influence their culture , beliefs, way of thinking (brain wash) so distractive elements that may go against the objective of the course . On the other hand , students were more opened to try new method and they hoped to be able experience new things in order to break the witness methods and kill the boredom and improve their speaking and pronunciation through this tool .

6. Pedagogical implications

The present study has been done based on a descriptive method; it can be conducted based on the experimental method. A number of implications are to be provided:

- Students should be conscious about the value of speaking skill and ready to reinforce their oral proficiency through watching movies.
- Improving speaking skills to E F L students may not be an easy task at all but building confidence is added benefit.
- Watching movies help students to develop and enhance speaking through this new technique in learning.
- Movies can help them to find meanings of new vocabulary that they may meet during their lessons.

7. Limitations of the study

Every research faces certain weaknesses and limitations . The current in the research encountered a number of limitations .First , the topic is still in its infancy , which means that there is a lack of resources .Also , it was not possible to conduct the study opting the experimental method as there is a lack of materials in the laboratories in the university under study .Moreover, students have been in a long period of time in strikes ,which made it difficult for the researchers to administer the questionnaire .Another limitation is that most of students were not helpful , and some of them refused to answer the questionnaire.

Conclusion

On the basis of the analysis and interpretation of the results of the students and teachers questionnaires we note that the majority of students agree with the idea of enhancing their speaking through watching movies and take a huge vocabulary while the teachers too want and need to use movies in classrooms; because movies see as enjoyable tool to develop and enhance speaking and performance.

Dedication

This work is dedicated to our families:

My dear grandmother who supports me through life

To my grandfather who wants to see me successful person

To my dears Cousins Chouaib, Douaa, Taha

Whom helped me in this work

And the family of Bakhouch my mother, father

My dears Brothers and My darling sister

Acknowledgement

First of all, praise is to Allah for giving us

Health, strength

Also, We would like to thank our supervisor and our examiners

For their comments during our viva.

Abstract

This dissertation is concerned with the use of movies in language classes to enhance the E F L students. Additionally, this attempt is made it to investigates the teacher and students perception about the use of movies in enhancing the oral skill in language teaching, and learning we opted for a descriptive method. The sample population constituted of 47 participants of third year L M D students at the University of Abbas Laghrour Khenchela. . Data are collected from two questionnaires one for teachers and one for students

Student's questionnaire

Dear; students

This questionnaire attempts to gather data about the role of watching movies in Enhancing EFL students speaking skill. We would be grateful if you could answer these Questions to help us in our research.

Section one: general information

1_ did you enjoy studying English for three years at the University of Khenchela?

a_ Yes

b_ No

2_ Do you think that you have acquired knowledge during your three years at studying as an E F L learner?

a_ Yes

b_ No

3_ do you think that you have acquired appropriate language you need for your career?

a_ Yes

b_ No

4_ do you recommend students to watch movies as solution to overcome their speaking

Justify

Section two: attitudes towards the speaking skill:

1_ do you think that you are satisfied about you are speaking?

a_ Yes

b_ No

2_ How you evaluate your level in speaking performance?

a_ very good b_ good c_ very bad d_ bad

3_ what are the problems you face in speaking?

.....
.....

4_ what do you propose as a solution to overcome speaking problems?

.....
.....

Part three: attitudes towards watching movies in enhancing their speaking performance level

1_ Do you watch movies? Why

a_ Yes b_ No

2_ what kind of movies do you watch.

a_ Comedy b_ action movies c_ science fiction
d_ romantic comedy

Others.....

3_ movies are a useful resource for enhance oral skill?

a_ agree b_ disagree

4_ do you think watching movies has negative effects. If yes, name them.

a_ Yes b_ No

.....
.....

Do you have any comment?

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ملخص الدراسة:

تهدف هذه الدراسة إلى معرفة طريقة إستعمال الأفلام في تحسين وتطوير مهارات التحدث باللغة الانجليزية لدى طلاب السنة الثالثة في جامعة لغرور عباس واتجاهاتهم نحو مهارة التحدث باللغة الانجليزية ومهارات التحدث الفرعية الثلاث: الطلاقة، الدقة، الملائمة من أجل هذا الغرض إختارا الباحثان عينتھما القصديّة من جامعة لغرور عباس خنشلة صمم الباحثان نوعان من الأدوات لجمع المعلومات الخاصة بدراستهما، وهما إستبيانين الأول تم توزيعه للطلاب للعينة المتكونة من 25 طالب والثانية للأساتذة المتكونة من أربع عينات لمعرفة مدى تأثير الأفلام الانجليزية في مهارة التحدث باللغة الانجليزية.

Résumé de l'étude

Le but de cette étude est de comprendre comment les films sont utilisés pour améliorer et développer les compétences en anglais des étudiants de troisième année de l'Université de Lagrur Abbas et leur attitude à l'égard des compétences en anglais et des trois compétences en sous-parler: fluidité, exactitude et pertinence. À cette fin, les chercheurs ont sélectionné la cible visée de l'Université de Laghrour Abbas Khenchela. Les chercheurs ont conçu deux types d'outils pour collecter les informations nécessaires à leur étude: les premiers questionnaires ont été distribués aux étudiants de l'échantillon de 25 étudiants et le second aux enseignants enseignants pour voir l'impact des films anglais sur la capacité de parler anglais.

Appendices

Appendix One

Students' Questionnaire

Dear students,

This questionnaire attempts to gather data about the role of watching movies in Enhancing EFL students speaking skill. We would be grateful if you could answer these Questions to help us in our research.

Section one: general information

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b_ No

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a_ Yes

b_ No

3_Do you think that you have acquired appropriate language you need for your career?

a_ Yes

b_ No

4_do you recommend students to watch movies as solution to overcome their speaking

Justify

Section two: attitudes towards the speaking skill:

1_do you think that you are satisfied about you are speaking?

a_ Yes

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2_How you evaluate your level in speaking performance?

a_ very good b_ good c_ very bad d_ bad

3_ what are the problems you face in speaking?

.....
.....

4_ what do you propose as a solution to overcome speaking problems?

.....
.....

Section three: attitudes towards watching movies in enhancing their speaking performance level

1_ Do you watch movies? Why

a_ Yes

b_ No

2_ what kind of movies do you watch.

a_ Comedy

b_ action movies

c_ science fiction

d_ romantic comedy

Others.....

3_ movies are a useful resource for enhance oral skill?

a_ agree

b_ disagree

4_ Do you think watching movies has negative effects?

If yes, name them.

a_ Yes

b_ No

.....
.....

Do you have any comment?

—

Appendix Two

Teacher's Questionnaire

Dear teachers,

We would like to ask you some questions about the role of watching movies in enhancing students' oral skill. We are interested in your point of view as you represent an important part of the study. Thank you very much for your cooperation.

Section one: General information

1 How long have you been teaching the oral expression course?

.....
.....

2_ what are the difficulties you face in teaching English as foreign language?

.....
.....

3_ what are your attitudes about students' performance in the speaking skill?.

.....
.....

Section two: teaching the speaking skill in classroom

1_ What is the method you follow in teaching the speaking skill?

.....
.....

2_ What are the difficulties that face your students in speaking?

.....
.....

3_ what do you propose to students as solutions to overcome those difficulties?

.....
.....

4_ How do you choose the topics of the lectures ?

a_ I choose them my self

b_ I ask the students what they like to talk about

c_ I follow the course syllabus

d_ others

5_ What are the objectives of teaching the speaking skill?

.....

Section Three: using movies in teaching speaking

1_ According to you, can using movies be considered as educational tool ?

a_ Yes

b_ No

Would you please say how?

.....

.....

1_ Do you think that using movies in classroom motivate students?

a_ Yes

b_ No

2_ What are the genres of movies that can help students to enhance their speaking?

.....

.....

3_ Do you think that movies can have negative effects on students' learning ?

a_ Yes

b_ No

If yes, note them down.

.....

.....

.....

