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**Investigating Students' Attitudes towards Watching English Movies in
Enhancing EFL Students' Speaking Skill**

A Case Study of Third Year EFL Students at Mila University Centre

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Language Sciences and Didactics of Language

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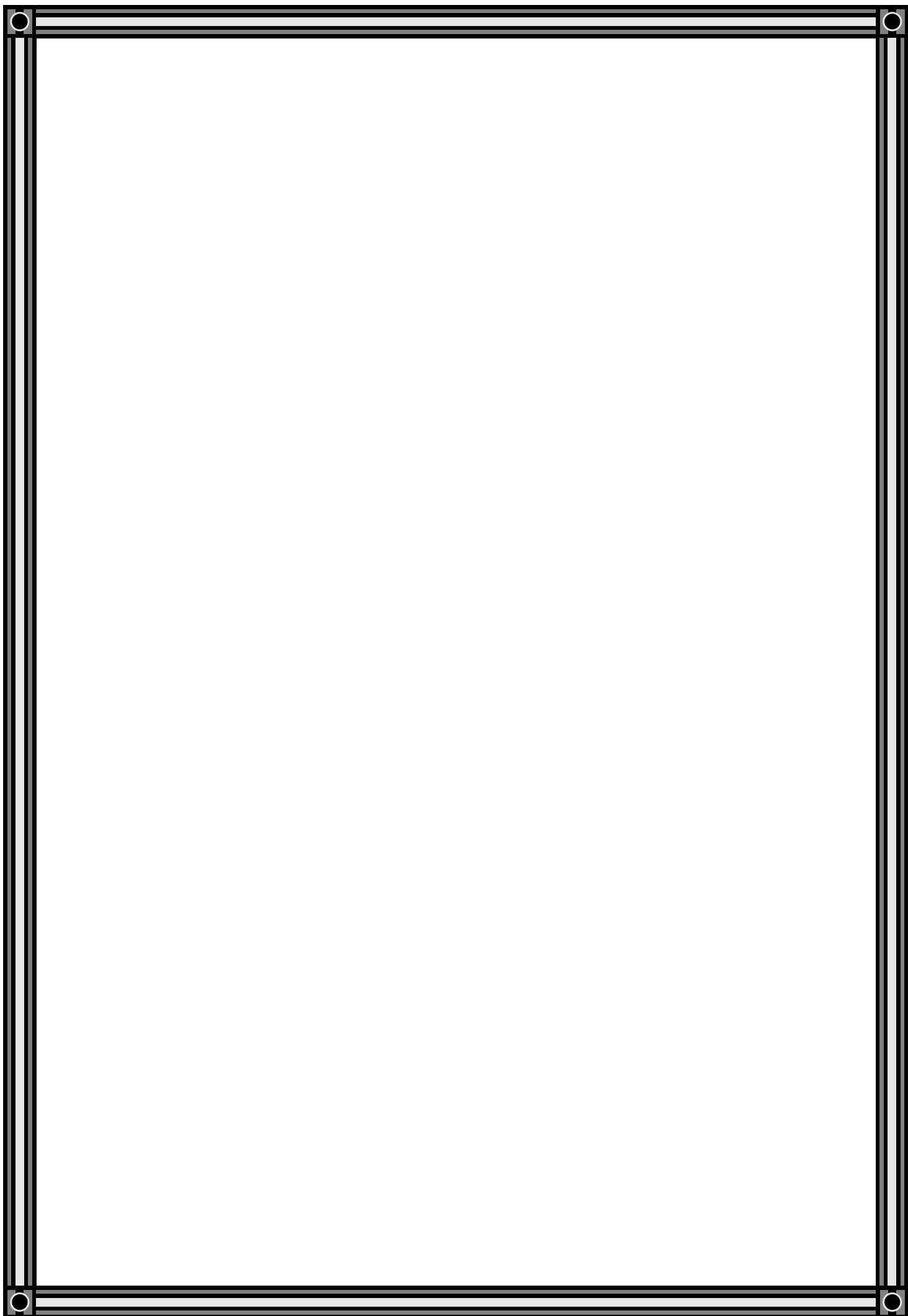
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Manar's Dedication

I dedicate this work to:

My parents, Salah and Aldjia, the gleaming handles of my life, for their love, prayer, patient,
and support.

The source of happiness, my lovely brother Mahmoud Al mounder.

The roses of my life my sisters, Dalila, Aicha, and Manal.

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Abstract

This study seeks to investigate students' attitudes towards watching movies in EFL setting as an instructional tool to enhance their speaking skill. Indeed, this research emphasizes the importance of improving students' speaking skill since it is considered as a complex and challenging skill due to the efforts that students do when they interact or communicate. Then, it sheds light on the effectiveness of watching movies on enhancing the speaking skill due to its benefits and likeability from the majority of students to develop their speaking proficiency. In this study, it is hypothesised that English students at Mila University Centre would display positive attitudes towards watching movies as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom. Two means of collecting data are submitted to both teachers and students at Mila University Centre. In order to gather the necessary information, we relied on a questionnaire delivered to students and an interview delivered to teachers. The results obtained from teachers' interview and students' questionnaire show that the majority of teachers of speaking/listening modules use movies as a teaching tool to help their students to enhance the speaking skill since they encounter various problems when they communicate, interact, and perform something orally whether in the classroom or outside. In fact, the obtained findings show that both teachers and students have positive attitudes towards the use of movies to enhance students' speaking skill. However, some teachers do not use movies in their speaking/listening sessions due to time limitation.

Key words: Speaking skill, Watching movies, Attitudes.

List of Abbreviations

A: Answer

EFL: English as a Foreign Language

F: Frequency

i.e: it means

P: Percentage

Q: Question

R.H: Research Hypothesis

R.Q: Research Question

List of Tables

	Page
Table 1: Students' Age Percentages.....	43
Table 2: Students' Gender Percentages.....	43
Table 3: Students' Learning English Preferences	44
Table 4: Chatting in English Percentages.....	45
Table 5: Speaking English Percentages	46
Table 6: Oral English Level Percentages.....	47
Table 7: Students' Possibility of Facing Problems during Speaking.....	48
Table 8: The Different Kinds of Problems during Speaking Skill.....	49
Table 9: Different Strategies to Surpass Speaking Difficulties.....	50
Table 10: Aspects of Speaking Skill.....	51
Table 11: Different Activities Presented in the Class.....	52
Table 12: The Psychological Nature of the Speaking Classroom Activities.....	53
Table 13: Watching English Movies Students' Motives.....	54
Table 14: Frequency of Watching English Movies.....	55
Table 15: English Movies most Beneficial Genre.....	55
Table 16: Students' Opinions about Watching English Movies with Subtitles.....	56
Table 17: Usefulness of Movies.....	58
Table 18: Teachers' Activities While Presenting Movies in the Class.....	59
Table 19: Students Movies Quotations.....	61

List of Figures

	Page
Figure 1: Students' Age	43
Figure 2: Students' Gender.....	44
Figure 3: Students' Likeability of Chatting in English	45
Figure 4: Speaking English in the Classroom.....	46
Figure 5: Students' Oral English language Level	47
Figure 6: Students' Problems in English Speaking.....	48
Figure 7: Teachers' Activities to Motivate Students' to Speak	52
Figure 8: Watching English Movies with Subtitles Preferences	56
Figure 9: Students' Speaking Skill Improvement by Watching Movies.....	58
Figure 10: Movies Types of Activities	60

Table of Content

	Page
Dedication	VIII
Acknowledgement	VIII
Abstract	VIII
List of Abbreviation	VIII
List of Tables	VIII
List of Figures	VIII
General Introduction	2
1. Statements of the Problem.....	2
2. Aim of the Study.....	3
3. Research Questions.....	3
4. Hypothesis.....	3
5. Definition of key Terms.....	3
5.1. Speaking Skill.....	3
5.2. Watching Movies.....	4
5.3. Attitudes.....	4
6. Means of Research.....	4
7. Structure of the Study.....	5
Chapter one: Theoretical Background	
Introduction	9
Section one: Speaking Skill	
1. Definition of Speaking.....	10
2. Importance of Speaking Skill.....	11

3. Types of Classroom Speaking Performance.....	13
3.1. Imitative.....	13
3.2. Intensive.....	13
3.3. Responsive.....	13
3.4. Transactional (Dialogue).....	13
3.5. Interpersonal (Dialogue)	13
3.6. Extensive (Monologue).....	13
4. The Inter-relation Between Speaking and Listening Skills	13
5. The Characteristics of Speaking Performance.....	14
5.1. Accuracy.....	14
5.1.1. Grammar.....	15
5.1.2. Vocabulary.....	15
5.1.3. Pronunciation.....	15
5.2. Fluency.....	15
5.3. Extra linguistic and Paralinguistic Features.....	16
6. Teachers' Role in EFL Classes	17
6.1. Promoter	17
6.2. Participant.....	17
6.3. Feedback Provider.....	17
7. Oral Communication Strategies.....	18
8. Speaking Difficulties in EFL Classes.....	19
8.1. Inhibition.....	19
8.2. Anxiety.....	20
8.3. Vocabulary Deficiency	20
8.4. Low or Uneven Participation	21

8.5. Mother Tongue Use	21
9. Classroom Activities to Enhance Speaking Skill.....	21
9.1. Group Work.....	22
9.2. Discussion.....	22
9.3. Role Play.....	22
Section two: Watching Movies	
1. Educational Movies.....	24
2. Movies Genre.....	25
3. Movies Subtitles.....	25
3.1. With Subtitles.....	25
3.2. Without Subtitles.....	26
4. Movies Selection Criteria.....	28
4.1. Movies Type and Content.....	28
4.2. Students level, Interests, and the Course Objectives	28
4.3. Pertinence, Ideological Content, and Scientificity.....	28
5. Strategies to Use Movies Effectively inside the Classroom.....	29
5.1. Kusumarasdyati's Strategy	29
5.2. King's Strategy.....	30
5.3. Champoux's Strategy.....	31
6. Movies viewing Activities	31
6.1. Stoller's Activities.....	32
6.2. Yalcin's Activities.....	32
7. Watching Movies outside the Classroom.....	33
8. The Effect of Watching Movies on the Speaking Skill.....	34
9. Movies Benefits.....	35

10. The Problems of Using Movies as a Teaching Tool	36
Conclusion	38

Chapter Two: Field of Investigation

Introduction	40
---------------------------	----

1. Choice of the Method.....	40
------------------------------	----

1.1. Definition of the Questionnaire.....	40
---	----

1.2. Definition of the Interview.....	41
---------------------------------------	----

2. Student’s Questionnaire	41
----------------------------------	----

2.1. Administration and Aim of the Questionnaire.....	41
---	----

2.2. Description of Student’s Questionnaire.....	41
--	----

2.3. Analysis of Student’s Questionnaire.....	42
---	----

2.4. Results and Discussion of the Student’s Questionnaire.....	61
---	----

3. Teacher’s Interview.....	62
-----------------------------	----

3.1. Administration and Aim of the Interview.....	62
---	----

3.2. Description of Teachers’ Interview.....	62
--	----

3.3. Analysis of Teachers’ Interview.....	63
---	----

3.4. Results and Discussion of the Teachers’ Interview.....	69
---	----

Results of the Main Findings	70
---	----

Recommendations for Further Research	70
---	----

Limitations of the Study	72
---------------------------------------	----

Conclusion	73
-------------------------	----

General Conclusion	74
---------------------------------	----

References

Appendices

Appendix I: Student’s Questionnaire

Appendix ii: Teacher's Interview Questions

Appendix iii: Teacher's Interview Answers

الملخص

General Introduction	2
1. Statements of the Problem.....	2
2. Aim of the Study.....	3
3. Research Questions.....	3
4. Hypothesis.....	3
5. Definition of key Terms.....	3
5.1. Speaking Skill.....	3
5.2. Watching Movies.....	4
5.3. Attitudes.....	4
6. Means of Research.....	4
7. Structure of the Study.....	5

General Introduction

Speaking is a crucial and necessary skill for successful communication in any language around the world. In fact, English language is widely used for interaction and the ability to speak it fluently helps EFL learners' success in the communication process. At Mila University Centre, the majority of speaking/listening teachers require new tools in their instruction to help students master their speaking skill in the target language. Watching English movies is considered one of the excellent learning tools that help students to learn more native's expressions and become familiar with their accents. Many scholars and educators pose the questions of how movies can be used to improve speaking skill, and what attitudes students have towards watching movies in and outside EFL classes.

1. Statement of the Problem

Nowadays, EFL learners are growing up in a digital world with audiovisual materials which help them to develop their abilities and give them the possibility to interact with others effectively. In other words, today's students are speaking the language of technology which creates new words to be used inside and outside classrooms. As a matter of fact, watching movies in English language classes has become an integral part of the curriculum and many educators discuss the effectiveness of video-based materials in EFL classes to enhance students speaking skills. However, watching movies as a modern-advanced language teaching technique in English department at Mila University Centre is not well explored due to pedagogical and technological factors, especially in teaching speaking/listening skills. Noticeably, the use of traditional materials to teach speaking/listening skills in English department at Mila University Centre is insufficient for EFL students' to develop their abilities and speak fluently when they interact. So, EFL students in English department at Mila University Centre need new techniques such as watching movies inside and outside classroom in order to enhance their English speaking.

2. Aim of the Study

There are two major aims of this work:

- 1) To investigate students' attitudes towards watching movies in and out-of- classroom environments.
- 2) To raise teachers' and students' awareness of the importance of well- exploring movies as a language learning tool to enhance students' speaking skill.

3. Research Questions

In order to investigate students' attitudes towards watching movies to enhance their speaking skill, we will provide answers to the following question:

What are the EFL students' attitudes towards watching movies as a tool to develop their speaking skill in and out-of- classroom environments at Mila University Centre?

4. Research Hypothesis

At Mila University Centre, English students would display positive attitudes towards watching movies as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom.

5. Definition of key Terms

5.1. Speaking Skill

Speaking can be defined as an oral act that any foreign learner should master to communicate effectively. Harris (1977, p. 81) claims that "Speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates." That is to say, speaking is the skill of linking sounds together to form words and utterances, and it is the process of involving the linguistic, mental, and social capacities.

5.2. Watching Movies

Watching movies can be viewed as authentic materials created for many purposes by native speakers, and they can be used by non-native speakers also. Thus, movies that are used in foreign language classes may be brought from internet or from television.

5.3. Attitudes

Attitude can be considered as a type of individual's behavior affected by his emotion and belief. According to Gardner (1985, p. 9), "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinion about the referent."

6. Means of Research

6.1. Sample

For this study, we will consider a sample of fifty (50) students from the target population (188) students of third year LMD system at English department in Mila University Centre. The chosen sample is selected from different classes (five groups) for a descriptive study which is a questionnaire. On the other hand, we will take a sample of six teachers of speaking/listening to reinforce research objectives.

6.2. Procedure

In order to collect data for this study, we have used two methods of collecting data. First, a questionnaire was delivered to fifty third year LMD students at the department of Foreign Languages at Mila University Centre in order to investigate their attitudes towards watching English movies to enhance their speaking skill. Second, an interview was designed to test the hypothesis; six teachers were involved to answer the questions in a recorded conversation.

7. Structure of the Dissertation

The present study contains two main chapters. The first chapter (the theoretical part) is divided into two sections. Section one deals with the speaking skill, its definition, types of classroom performance, functions of speaking, its integration with listening skills, aspects of speaking skill, strategies of oral communication, speaking difficulties that students may face in EFL classes, and some classroom activities that may enhance their speaking skill. Section two is concerned with watching movies. It contains brief definitions, some basic criteria for selecting movies in EFL classes, and its benefits for students, and some strategies that can be used when/while watching a movie inside the class. Chapter two tackles the analysis of the data collected from both teachers' interview and students' questionnaire. Some pedagogical implications and the limitation of the study are taken into consideration as well.

Chapter one: Theoretical Background

Introduction	Page
Section one: Speaking Skill	
1. Definition of Speaking.....	10
2. Importance of Speaking Skill.....	11
3. Types of Classroom Speaking Performance.....	13
3.1. Imitative.....	13
3.2. Intensive.....	13
3.3. Responsive.....	13
3.4. Transactional (Dialogue).....	13
3.5. Interpersonal (Dialogue)	13
3.6. Extensive (Monologue).....	13
4. The Inter-relation between Speaking and Listening Skills	13
5. The Characteristics of Speaking Performance.....	14
5.1. Accuracy.....	14
5.1.1. Grammar.....	15
5.1.2. Vocabulary.....	15
5.1.3. Pronunciation.....	15
5.2. Fluency.....	15
5.3. Extra linguistic and Paralinguistic Features.....	16
6. Teachers' Role in EFL Classes	17
6.1. Promoter	17
6.2. Participant.....	17
6.3. Feedback Provider.....	17
7. Oral Communication Strategies.....	18

8. Speaking Difficulties in EFL Classes.....	19
8.1. Inhibition.....	19
8.2. Anxiety.....	20
8.3. Vocabulary Deficiency	20
8.4. Low or Uneven Participation	21
8.5. Mother Tongue Use	21
9. Classroom Activities to Enhance Speaking Skill.....	21
9.1. Group Work.....	22
9.2. Discussion.....	22
9.3. Role Play.....	22
Section two: Watching Movies	
1. Educational Movies.....	24
2. Movies Genre.....	25
3. Movies Subtitles.....	25
3.1. With Subtitles.....	25
3.2. Without Subtitles.....	27
4. Movies Selection Criteria.....	28
4.1. Movies Type and Content.....	28
4.2. Students Level, Interests, and the Course Objectives	28
4.3. Pertinence, Ideological Content, and Scientificity.....	28
5. Strategies to Use Movies Effectively Inside the Classroom.....	29
5.1. Kusumarasdyati’s Strategy	29
5.2. King’s Strategy.....	30
5.3. Champoux’s Strategy.....	31
6. Movies Viewing Activities	31

6.1. Stoller's Activities.....	32
6.2. Yalcin's Activities.....	32
7. Watching Movies Outside the Classroom.....	33
8. The Effect of Watching Movies on the Speaking Skill.....	34
9. Movies Benefits.....	35
10. The Problems of Using Movies as a Teaching Tool	36
Conclusion	38

Chapter One: Theoretical Background

Introduction

Speaking is considered the most important skill that EFL learners need to master. It provides them with authentic input which gives them the opportunity to develop their speaking proficiency. In fact, English movies can be one of the most important learning materials that are used to enhance students' speaking skill in EFL classes. This chapter provides some theoretical background about this study. It is divided into two sections; the first part deals with the speaking skill, and the second part is concerned with watching movies.

Section One: The Speaking Skill

This section discusses the concept of speaking skill and its complexity for EFL students who experience speaking in the target language for a long period, but they might not obtain good results due to the different problems that they encounter when they speak. Thus, EFL teachers use different strategies that can enhance students' speaking proficiency with full guidance. To begin with, the section contains the definition of speaking skill, its importance, and how this skill is performed in EFL classes. Then, it sheds some light on the overlap between speaking and listening skills, and the aspects of speaking performance. In addition, this section includes the oral communication strategies, the different difficulties that face EFL students when they speak, and the different speaking activities that the teacher delivers in his class.

1. Definition of the Speaking Skill

Generally, speaking is regarded as a very important skill since it enables individuals to express orally their ideas, emotions, feelings, and thoughts. In fact, speaking as a concept has been defined differently by many scholars. Bygate (1987), for instance, believes that oral performance involves the correct selection of words to convey the right meaning to the listener; it is not just giving intonation and sound words. Indeed, Bygate (1987, p. 7) claims that "our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions." That is to say, a successful speaker, according to Bygate, is not only the one who has got the ability to transmit his ideas and thoughts. But, more importantly, the one who can convey meaning successfully to others. More precisely, a successful speaker is the one who has got strong belief and confidence in his potentials so as to carry out his business effectively. Actually, speaking is a critical skill that plays a crucial role in EFL teaching and learning. According to Hedge (2000, p. 261), speaking is defined as "a skill by which people are judged while first impressions are being formed." It means that people

usually do build their impressions about others by judging their speaking abilities. Luoma (2004, p. 10) states that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” Speaking in a target language is considered as a complex skill that requires an effort from students to perform a correct piece of speech. Brown (1994) asserts that:

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable (p. 54).

This quote confirms that speaking is a productive skill in the form of sending and receiving messages to negotiate meaningful ideas. Thus, some factors take place in this process such as the real context, the interlocutors, knowledge and experiences of both listener and speaker, and the purpose from speaking.

2. The Importance of the Speaking Skill

Speaking skill is a one of the four skills that language students should master inside or outside EFL classes to interact and communicate effectively. Nunan (1991, p. 39) states : “to most people, mastering the art of speaking is the single most important factor of learning a second or a foreign language and success is a measure item of ability to carry out a conversation in the language.” According to Ur (2000, p.120), “Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers’ of the language, as if speaking included all other kinds of knowing.” That is to say, EFL learners might be good at reading,

writing and comprehension, but when it comes to the oral production of the target language, they face many problems. Thus, proficiency in the language is measured by how well, successful the speaker is able to hold and carry on a conversation. That is why they must be interested more to develop their speaking performance. Nunan (2004) believes that speaking in traditional methodologies was usually what the students repeated, memorized, and responded as a drill in the instruction. Therefore, many researchers believe in the idea that it is better for learners who need to learn a target language to learn the pieces of languages by using them in conversations, dialogues, and interactions with others. In addition, Davis and Pears (2002) regards that success in English teaching and learning is related to the students' interaction and communication with the target language inside and outside the classroom. Success in English language relies on using this language inside and outside the academic settings in order to create new opportunities where the target language can be further practiced. If English language learners master and speak English very well, they will have the opportunity to go beyond successful education and have the chance to find employment and gain promotion (Baker and Westrup, 2003). Moreover, Shumin (2002) explains that:

Speaking is used for many different purposes, and each purpose involves different skills, when we use casual conversation, for example our purposes may to make social contacts with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends [...] In some situation, we use speaking to give instructions, or to get things done (p.201).

It can be understood from this quotation that speakers might use different skills together to reach the purpose behind their performance. Therefore, being able to speak a

foreign language fluently makes EFL learners competent to face different life situations. They can express their feelings, taught, and negotiate with others effectively.

3. Types of Classroom Speaking Performances

Brown (2001) divides the speaking skill into six categories carried out by students in the classroom to improve their level.

3.1. Imitative: this category is better performed through some drilling activities to practice speaking. This category is heavily based on imitation and mechanical repetition. Thus, the focus is not, of course, on meaningful interaction, but on language form.

3.2. Intensive: delivered activities to perform grammatical or phonological aspects to speak the language. It can be an activity in the form of self-initiated or pair work.

3.3. Responsive: students give replies to some questions or they give meaningful comments. So, responsive can stimulate students in speaking.

3.4. Transactional: it is done through some activities that include dialogues and conversations to exchange ideas and deliver information orally. It is based on the message being transmitted because the message is the core of interaction and the main purpose of this type is to maintain interaction (formal or casual).

3.5. Interpersonal: like the previous type (transactional) is also performed in dialogue activities to build relations between the listener and the speaker, and to transmit information.

3.6. Extensive: it is to practice speaking in a form of reports and speeches or to summarize a piece of language orally.

To sum up, the above categories are commonly applied by students so as to improve their abilities and levels in the classroom when they produce something orally.

4. The Inter-relationship between Speaking and Listening Skills

Many researchers claim that there is a close relation between speaking and listening and assert that both are important to build the communicative competence of learners. Thus,

the two skills go hand in hand in any language production inside or outside the classroom. Anderson and Lynch (1988, p. 37) mentions: “for the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener.” Otherwise, good listening is a great factor that affects the developments of speaking proficiency. Harmer (2007, p. 265) points out: “when we are engaged in conversations, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to.” This view means that, in order to communicate effectively in real conversations, the speaker should devote enough time to listening, so that s/he responds appropriately to the communicated message. Harmer (ibid, p. 267) also believes: “it is usually impossible to complete a task successfully in one skill.” So, the correlation between these two skills may lead to complete the communicative tasks successfully.

5. The Characteristics of the Speaking Performance

In order to speak English effectively, EFL learners should pay attention to some important components which influence their speaking performance. In fact, accuracy and fluency are two major aspects to consider at any communicative task.

5.1. Accuracy

Generally, accuracy was given a specific attention in language teaching and learning. Usually, teachers find it difficult to tolerate students' errors. Thus, they tend to direct their students' attention to focus more on producing a correct form of language. However, as Hedge (ibid, p. 61) asserts: “the communicative approach somehow excuses teachers and learners from a consideration of how to develop high level of accuracy in the use of grammar, pronunciation and vocabulary.” In other words, communicative approaches have somehow tolerated students' errors related to grammar, vocabulary, and pronunciation because they believe that language is a means of communication and meaning is of higher importance.

5.1.1. Grammar

EFL learners, who speak in a target language, need to have grammatical accuracy more than native speakers who express their ideas in different ways without any change in the meaning of sentences (Harmer, 2001). In fact, accuracy is the ability to produce correct words and expressions to be understood by the listener (Baily, 2005).

5.1.2. Vocabulary

It is better and more preferable for EFL learners to select the exact words when they speak. Thus, vocabulary accuracy is the appropriate use of words during speech production. Harmer (ibid) mentions that the previous knowledge in any language allows speakers to produce words and utterances. Normally, if the student has such a rich vocabulary, he will rarely or never fall in break down communications. Vocabulary is the fuel of both fluency and accuracy; the more lexicon students' use, the more they get fluent and accurate.

5.1.3. Pronunciation

Practicing the pronunciation of the target language words is a condition to master it effectively while taking into consideration the sounds, intonation, rhythm, and stress patterns that lead to a better communication. As Redmond and Vrchota (2007, p. 104) states: "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood." During any speech interaction, correct pronunciation is required to convey the exact meaning of the intended message. Wrong pronunciation may lead to ambiguity and misunderstanding between interlocutors.

5.2. Fluency

Fluency is the ability to produce the language correctly and spontaneously without using inappropriate pauses, repetition, or hesitation. Hedge (ibid, p. 54) affirms: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link

units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.” It means that, in order for learners to be fluent in a target language and to speak without any problems, they should respond in such a way that reflects their confidence and ability to link together his ideas in a coherent way avoiding as much as possible unsuitable pauses or hesitation. In addition, Richards and Rodgers (2001, p. 157) believes that the primary goal of any communicative language teaching is to provide fluent, spontaneous, and comprehensive language to the listener. However, to decide whether an English language learner is fluent or not, Nakano (2001) summarizes five factors:

- The total number of words spoken in a fixed time.
- The number of silent pauses for thinking.
- The number of repetition of words, phrases, or clauses.
- The number of repair or reformulation for correction.
- Mean length of utterances.

This indicates that the level of fluency in the English language is considered more than rapidity in speaking. Thus, everything should be taken into consideration while speaking such as the repeated words, reformulation of words, hesitation, and pauses.

5.3. Extra- linguistic and Paralinguistic Features

The real interaction includes both paralinguistic and extra linguistic features. Paralinguistic aspects are non-linguistic and non-verbal information about the speaker's attitudes, emotions, regional dialect and ethnicity (Marasek, 1997). On the other side, Chollet (2005) defined extra-linguistic features as “the speaker's individuality, gender and age, i.e., the characteristics of a certain speaker.” As a result, our identity and personality have a great influence on speaking the language.

To conclude, it is important in foreign language teaching and learning to master both fluency and accuracy equally in order to communicate effectively in the target language.

However, extra- linguistic and paralinguistic features are also two major aspects needed in any communication process.

6. Teachers' Role in EFL Classes

Harmer (ibid, p. 275) suggests three roles adopted by EFL teachers to get students speaking the target language.

6.1. Promoter

It is accepted from EFL teachers to become promoters by helping students find the appropriate ways to overcome the difficult situations inside the classroom. Besides, teachers are there to push their students and encourage them to speak all the time. If students lose words or cannot think correctly, teachers may help with some key words or ideas.

6.2. Participant

Teachers often participate and engage in the classroom discussions to help students speak and exchange ideas. Thus, teachers' participation provides the learner with a creative environment and new information; they become more active in the learning process and feel free to speak. When teachers are engaged in the discussion, they narrow the distance between them and their students seem friendlier.

6.3. Feedback Provider

It is common in teaching that teachers adopt their feedback for students in any lesson either positively or negatively. First, teachers provide positive feedback to encourage students to speak more and avoid misunderstanding and hesitation. Second, teachers adopt the negative feedback in the middle of speaking activities in order to inhibit students and take communication out of the activity.

As a result, teachers play a crucial role in speaking/listening tasks to develop students' speaking skill. Thus, they provide them with effective communicative activities that can improve their role in EFL classroom.

7. Oral Communication Strategies

The focus on the use of communicative strategies in EFL classes is the subject study of many researchers to use them as a way to enhance students' speaking proficiency and achieve other communicative goals. Thus, communicative strategies are attempts from learners to express meaningful target language in a spontaneous speech (Selinker, 1972). Hence, speakers use communicative strategies to resolve and reduce the problems during speaking production (Tarone, 2005, p. 488). For Bygate (ibid), there are different communicative strategies used to enhance learners speaking proficiency which are divided into two types. The first one is "compensatory strategies" or "achievement strategies" which are used by learners to explore and create new words. The second type is "reduction strategies" or "avoidance strategies" used by those learners who actually know what they want to say, but they could not explain the idea correctly or produce the exact words which are related to the actual meaning. As a result, they prefer to avoid saying or expressing ideas. In addition, Dornyei (1995) mentions eleven types of compensatory strategies; some of them are mostly used while others are rarely used. The following are the most useful strategies:

- Circumlocution: it is used to describe or paraphrase the meaning of target words.
- The use of non-linguistics means: this strategy refers to the use of different gestures, mime, sound imitation, and facial expressions that help EFL learners to respond and convey the meaning when they face problems during oral production.
- Foreignizing: it refers to adjusting words from the mother tongue to use them as foreign words.

- Appeal for a help: presenters who lose some words mostly use this strategy in the oral presentations and the interlocutors are supposed to give help by providing words related to what the presenter wants to say.
- Approximation: it refers to the use of target words or expressions in order to express the meaning.
- The use of fillers: this type deals with those hesitation devices used to gain and pause the time to think.
- Code switching: it appears in the use of the mother tongue with the target language in one expression.
- Word coinage: this strategy is used by learners to create words and expressions from their own thought.
- Literal translation: it is to translate words by words from the mother language to the target language.

As a conclusion, communicative strategies are used by EFL learners to overcome the different problems during their oral performance. Actually, foreign language learners can enhance their speaking skill by using the appropriate communicative strategies that can help them negotiate meaningful ideas and communicate effectively with other people.

8. Speaking Difficulties in EFL Classes

Many problems make EFL learners unable to communicate or express their thoughts and feelings effectively when they communicate in the target language. Ur (ibid, p. 121) clarifies that there are four major problems that face students when they come to speak in a target language. These problems are divided into psychological and linguistic problems:

8.1. Inhibition

Inhibition is a psychological problem that EFL students face when they try to speak. According to Ur (ibid, p. 111), “learners are often inhibited about trying to say things in a

foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” In other words, learners often feel afraid of using the target language orally in the classroom or outside, such as the fear from others’ judgments and opinions when they make mistakes. On the other hand, they face shyness problem where they prefer not to speak at all and keep silent, in order to avoid the embarrassment when they make verbal mistakes in front of their classmates. In fact, speaking in front of classmates in EFL classes may lead to negative feelings which affect their actual oral performance (Baldwin, 2011).

8.2. Anxiety

Anxiety is also a psychological problem that affects the production of speaking and the effectiveness of language learning. It is a form of stress, nervousness, and tension. Spielberger (1983, p. 1) assumes: “anxiety is the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” Besides, when a person feels anxious during the speaking process, the level of oral production will be affected negatively, and he will be less fluent than he really is (Horwitz, 1991).

8.3. Vocabulary Deficiency

Vocabulary deficiency is considered as a linguistic problem which appears with learners who often have nothing to say or their vocabulary and knowledge are limited to use in the target language. Hence, the teacher may choose a topic, which is not suitable to learners’ knowledge. So, learners may have nothing to say in the native language or foreign language (Rivers, 1968, p. 191). On the other hand, this may be released of the absence of motivation which can limit students’ ability to express their views, thoughts, and feelings (Ur, *ibid*). In fact, those learners respond by using expressions such as “I don’t know”, as they may keep silent.

8.4. Low or Uneven Participation

This problem might happen due to different factors like the large number of students in one class, which leads to little chance to participate because of the time limitation. According to Browman et al (1989, p. 40), “traditional classroom seating arrangements often work against you in your interactive teaching.” Therefore, it is the role of the teacher to reduce the problem of low participation in the classroom by choosing the appropriate ways such as dividing the classroom members into groups or providing learners with enough time to speak.

8.5. Mother Tongue Use

The different problems that EFL learners face when they speak in the target language push them to use the mother tongue language. Baker and Westrup (ibid, p. 12) asserts: “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Consequently, learners use incorrect words and expressions because they do not understand the exact meaning of the target words. Besides, students who are less motivated in speaking the foreign language use their mother tongue to interact inside and outside (Ur, ibid).

As a result, speaking skill remains as a complex skill that EFL learners need to develop since they face different problems that hinder their practicing communicative tasks. Actually, it is appropriate for them to select the exact strategy to overcome these difficulties.

9. Classroom Activities to Enhance Speaking Skill

Speaking activities are tasks used by the teacher to help learners perform or learn particular items or involve the use of a given model (Richards and Lockhart, 1996). Thus, many researchers believe that the variation in the use of communicative activities in EFL classes would enhance students speaking proficiency. However, there are several well-known activities used to teach the speaking skill such as verbal essays, oral presentations, the free

interview, the controlled interview, a description of a picture sequence, interaction tasks, and role play (Weir, 1990).

9.1. Group Work

The way of dividing students into small groups or pairs to do a task inside the classroom, exchange information, and solve problems orally is defined as group work. According to Wallace (1991, p. 45), “group work activities are any form of learning activity which is done by groups of learners working together often distinguished from class work, in which the whole class works together.” In this sense, group work activities are used to push learners to interact in the classroom and get involved together.

9.2. Discussion

Teachers and students practice some discussions as an effective activity in EFL classes to exchange ideas, improve the knowledge about learning aspects, develop students’ spoken proficiency, and increase their participation. Dillon (1983, p.51) claims that “discussion is a rubric, too, covering various activities in which students and teachers discuss what they do not know.” Besides, in discussion tasks, the negotiation of ideas and opinions may occur as a teacher/students or as a student/student interaction (Hedge, *ibid*). However, during discussion activities, learners could fail to express ideas and give opinions in front of their classmates and teachers due to lack of confidence (Harmer, *ibid*).

9.3. Role Play

In order for the learners to practice their speaking skill effectively, EFL teachers tend to ask their students to perform something in real life situations so that they can have more chances to speak the target language. Weir (*ibid*, p. 79) claims that “learner is asked to play one of the roles in an interaction which might be reasonably expected of him in the real world.” Hence, there are three issues required by students when they are involved in role play

activities. They need to assume that they are imaginary people, put themselves in imaginary place and time, and master the required language (Green, 2001).

Generally, it is very important in EFL classes to deal with different speaking activities that contribute in developing students' interactive skills, makes their learning more meaningful, and push them to be more active in the learning process.

To sum up, speaking activities that are provided by the teacher in EFL classes should give learners the opportunity to develop their speaking skill. In other word, to enhance learners' speaking skill, teachers should provide them with effective communicative activities such as group work, role-play, and discussion activities. Such activities should motivate them to speak and give priority to the flow of communication between the teacher and his learners and between the learners themselves, and, more interestingly, help them to use language effectively.

Section Two: Watching Movies

Watching movies as a digital advancement can be considered an important tool in any educational setting. In fact, it is used in EFL classes to develop learners' language skills, enhance their language proficiency, and motivate them to speak like natives. Thus, some researchers conduct their studies on the effectiveness of using movies in learning foreign languages. For instance, it can provide EFL learners with authentic exposure to the target language in a relatively natural context. This section contains important concepts about watching movies as a learning tool to develop learners' speaking skill in EFL classes. Thus, the present section offers some definitions of what educational movies mean as a basis for learning how to speak like native speakers, movies selection criteria's, and the main genres of movies which are appropriate in educational setting with or without subtitles. Besides, the different strategies that the teacher can use while he/she is presenting movies as a teaching tool. As well as, the different activities that help learners to achieve their needs. In addition to the effects of integrating such a teaching tool to improve the speaking skill. Also, this section tackles the importance of watching movies outside the classroom, how learners benefit from them, and the different problems facing EFL learners when they watch them as teaching materials.

1. Educational Movies

The major influence of watching movies for the purpose of learning has been highly emphasized by many educators and researchers. Yalcin (2013, p. 260) claims that "films chosen for the purpose of learning or teaching a foreign or second language may enable us to observe varying patterns of human behaviors, including thoughts, beliefs, values, customs, courtesies, rituals, and manners of interacting, etc." In other words, movies are the subject from which the learner can discover others' life to create new ideas. Hence, watching movies in educational settings especially at the advanced level can be considered as a rich resource to

benefit from them and create discussions about its content and themes (Roell, 2010, p. 8). Therefore, watching movies tend to is one of the most effective teaching materials that provide learners with opportunities to be motivated in the learning process and improve their abilities. Movies are the most widely applicable and powerful resources for the teaching and learning process since they have a unique capacity to communicate, influence, and inform (Brown and Yule, 1983). According to this view, enhancing students' communicative skill is one of the main goals that most of EFL teachers want to reach and the use of movies as a teaching tool can help them more than any other traditional materials.

2. Movies Genre

Normally, EFL learners are able to watch an accepted number of movies individually or in groups each year in varied places such homes, theatres, work or at schools. In fact, the type of films that should be chosen by the teacher in classes is dependent upon the lesson's objective and the student's level of proficiency. Stoller (1988, p. 6) believes that the types of movies, that are chosen by the teacher, should complement one's overall instructional and curricular objectives. However, documentaries, historical narratives, historical drama, educational films, social issue films, drama, mystery and suspense, animated films, and films without narration can be considered as appropriate categories. In addition to these types that Stoller (ibid) mentions, there are others most common and important ones such as documentary, comedy, science-fiction, action, adventure, and horror.

3. Movies Subtitles

3.1. With Subtitles

Actually, subtitles help EFL learners to understand and follow the plot of the movie since it provides the spoken language of viewing conversations in a written form at the bottom of the screen. According to Thammineni (2016, p. 36), using subtitles movies in EFL classrooms provides students with opportunity to learn English language. For him, it is better

to give learners movies to watch with target language to develop their language skills rather than watching them with local language since it is used only to develop their interests. King (2002) thinks that using subtitles can help the learner to pronounce words in different contexts and understand the topic of the film since they contain only the well-spoken words by the speakers. Thus, using movies with subtitles enables the learner to understand the topic and the language that is used by the speakers in the film. According to her, there are many advantages of using subtitled movies for learners such as:

- Follow exchanges development and the plot of the movies.
- Learn how to pronounce different words in a different sphere.
- Effective comprehension and rapidity to follow the exchanges.
- The appropriate method for learners to differentiate their strategies to process information.

Teachers choose to provide learners with subtitled movies due to their complexity to help them understand what is included in the movie plot, content, and language; so that they do the tasks given as related to what included in the movie. Kusumarasyati (2004, p. 4) claims that “If the theme and the plot appear to be too complicated to apprehend [...] It is a wise choice to show the subtitles as this will save the learners from an arduous task, i.e. concentrating on the theme while at the same time grappling with the language.” Besides, the use of subtitled films provides an exact connection between images and sound in one language. It is as a support for comprehension of new vocabulary items (Zanon, 2006, p. 47). He suggests three types of subtitling:

- Bimodal subtitling: it is a technique of subtitling from English dialogues to English subtitles. In fact, it is similar to the one used to create subtitles for deaf or hearing-impaired viewers, but without including references to non-verbal sounds (such the knock at the door).

- Standard subtitling: it refers to put subtitles from English aural linguistic information to students' mother tongue. Hence, this type of subtitling puts learners in the right way to understand the message of the movie and to avoid word by word translation.
- Reversed subtitling: It refers to the combination between sound and text at the same time from the mother tongue to English subtitles. Hence, it helps the non-native language learner to understand the plot.

3.2. Without-subtitles

Watching movies without subtitles is an effective way to enrich the learners' abilities. It provides students with a better strategy to guess the meaning of words from the movie content by themselves. Hence, EFL learners get the opportunity to watch movies even without subtitles since they can guess the exact meaning of the movie plot from the actor's gestures, facial expressions, and scenes exchanges (Khan, 2015, p. 49). Generally, EFL teachers use movies without subtitles mainly to ask learners to comprehend the conversations spoken in the target language and develop their abilities by focusing on the visual clues, facial expressions, voice, and sound that are present in the movie (Kusumarasyati, 2005, p. 4). In addition to that, non native language learners benefit from movies if they watch them without subtitles. King (ibid) suggests the following:

- Develop learners' beliefs and their ambiguity about native's language.
- Guess the meaning of the main ideas in the movie.
- Assume learners strategies by visual clues, facial expressions, voice, and sound.
- Provide active viewing for active understanding.
- Active acquiring of the key words.
- Students' motivation to use authentic English material on their own.

4. Movies Selection Criteria

There are many criteria for selecting and sequencing a film for a student to watch in a listening activity. In fact, to choose and present a film in an effective, successful, and beneficial way, the teacher might take into consideration the following matters:

4.1. Movie Type and Content

It is important from the part of the teacher to know what to present (content) and to decide what to use among the different genres of movies. Thus, the content of the movie should be suitable to meet the course objectives and the learners' needs (Yalcin, 2013, p. 266).

4.2. Students' Level, Interests, and the Course Objectives

It is appropriate to take Students' level and interests into consideration when presenting a movie in the class since it helps both the teacher and the students to benefits from them. Hence, EFL teachers should know to whom and why they present movies in a certain educational setting (Stoller, *ibid*). However, it is not easy for teachers to select the appropriate movie for students since they choose them according to student's level in the English language. So, it is better for students to offer film based on their needs, interests, and levels of proficiency (Thammineni, *ibid*, p. 36). Lin (2017, p. 85) states that the process of using movies in EFL classes is divided into parts which are included in the suitable content for students to obtain their interest. However, it is better to divide the movie into two or three parts to give students the opportunity to choose the needed information and simulate them to their interests.

4.3. Pertinence, Ideological Content, and Scientificity

In the film selection, teachers should pay attention to provide a suitable and an easy movie, an understandable one, a clear language input, and an accepted kind of information in the appropriate time (Sherman, 2003, p. 9). This preparation and planning of the listening activity can motivate students to watch the film and enhance their language learning as the teacher will be able to choose the right material for them. In this respect, students' motives to learn the target language have great relation with the appropriate selection of English movies.

Generally, teacher's ways of selecting the appropriate movie plays an important role in the part of the students to engage in the communicative task effectively.

5. Strategies to Use Effectively Films/Movies in the Classroom

There are different strategies to use movies in EFL classrooms that can help learners master their skills and enhance their abilities. Thus, the way of applying movies successfully as a teaching tool is an integral part in the learning process. Roell (2010, p. 5) claims: "Depending on the teaching aims and objectives, the class might watch a complete film or only parts of it, as one or two key scenes can be sufficient to illustrate a linguistic point." From this regard, watching a movie in classroom is an effective way for EFL learners since they watch just a part of it; it might be a good result if they watch a part which fulfills their needs such as linguistic deficiency. For instance, as a starter to warm up for the movie watching session, teachers can present a variety of activities. As a sample of these activities, presenting a picture about the movie or asking questions to test students' background knowledge about the movie in question, and fill in the blanks activities are also another possible way to stimulate and motivate students to watch this movie (Khan, *ibid*, pp. 48-49). Besides, there are three major models to use movies in EFL classes as effective tool which can help both learners in their learning process and teachers in their instruction. They are as follows:

5.1. Kusumarasdyati's Strategy

There are three stages suggested by Kusumarasdyati (2004, pp. 5-8) for using movies in the classroom in order to prepare students for discussion:

5.1.1. Pre-viewing: before watching the film, the teacher prepares his/her students for the listening activity. The teacher gives his students an overview of the film by introducing the topic of the movie and the main characters, the key vocabulary, and the grammatical structures. Besides, he can give them some activities to do like filling in the blanks.

5.1.2. During-viewing: it is the time for listening and watching the film. In this stage, the teacher can repeat the scene or stop the film and ask them questions to check learners' understanding.

5.1.3. Post-viewing: in this stage, the teacher opens the discussion and gives his/her students feedback which should be delayed to encourage them to reflect upon their answers and use the new language they have learned from the presented movie.

5.2. King's Strategy

King (ibid, p. 5) suggests four methods used by the teacher in the classroom to present a movie in accordance with the course objectives and the characteristics of the learners (needs, interests, and language proficiency). These methods are:

5.2.1. Sequential: the teacher exposes scene-by-scene or one segment of the movie in the same session.

5.2.2. Single-scene: the teacher uses only one particular scene for the language instruction.

5.2.3. Selective: the teacher shows a few scenes chosen from one movie since it is enough to deliver the aiming information.

5.2.4. The Whole Film: it is the method of providing the whole movie to watch in one session. Thus, it is a motivational way for non-native learners to develop their language proficiency by figuring out the exact meaning of target words.

5.3. Champoux's Strategy

Teachers have the possibility to use English film scenes as a teaching material before or after discussing the most aiming theories and concepts. Also, they can repeat scenes to emphasize the meaning of the concepts including in the content of the movie. Another effective strategy of using films is the comparison of different students' attitudes and responses before and after repetition method (Champoux, 1999, pp. 9-11).

5.3.1. Before: teachers can show movie scenes before discussion and give learners a visual image about what they discuss later.

5.3.2. After: this approach of showing scenes after describing or discussing theory and concepts help learners to develop their analytical skills in applying what they have learned before from the authentic material.

5.3.3. Repeat: Repeating scenes is especially a very helpful approach in order to develop students' understanding of complex topics. For instance, the teacher might repeat the scenes and ask students to analyze what they see with the theories and concepts discussed before.

5.3.4. Comparison: it is another approach to help learners to develop their abilities. Hence, teachers might use scenes from different parts of the same film to make comparisons between what learners discuss in the first parts of the movie and the last scenes.

Therefore, including movies in the teaching process might be a good way to enhance students' learning and increase their interest levels. Thus, it is important from the part of the teacher to select the appropriate strategy when using movies to lead students to engage into different tasks.

6. Movies Viewing Activities

In order to benefit from movies inside the classroom, there are different activities used by EFL teachers depending on the type of the movie, the length, students' age and needs, and the instructional objectives.

6.1. Stoller's Activities

For Stoller (ibid, pp. 7-16), there are three major activities integrated by the teacher in a given movie.

6.1.1. Previewing Activities: these activities prepare students for the actual viewing of the movie. In fact, it helps learners to develop their comprehensibility. For example, student's interviews/polls, problem solving, discussion activities, and dictionary/ vocabulary work.

6.1.2. Viewing Activities: the purpose of viewing activities is to facilitate viewing the film. Thus, it helps language learners to deal with specific issues and focus on character or plot development. For example, direct listening in which the students can be asked to listen to the specific detailed of the plot.

6.1.3. Post-viewing Activities: post-viewing activities push learners to utilize the movie information and practice some skills such speaking. For example, film summaries in which the students can work alone or in small groups to identify the main points of the movie. Thus, students can discuss the summary in written and/or spoken form.

6.2. Yalcin's Activities

According to Yalcin (ibid, p. 267), the teacher should watch the movie with learners episode by episode and ask them questions about what they observe during viewing. Hence, he relates his own understanding with their answers and explains what they mean and what message should be understood from the movie. For him, after choosing an appropriate video material, the teacher may prepare the students by doing certain general activities, such as:

6.2.1. Before Viewing

- Finding some background information about topics and themes.
- Preparing a list of key vocabulary related to subjects in question.
- Making different class discussion covering the various elements in the movie.
- Passing out some worksheet about the elements discussed in the class.

6.2.2. After Viewing:

- Assigning written homework on subjects concerning culture.
- Analyzing behaviors, habits, and customs of characters.
- Letting students talking about cultural events.
- Letting students talk about the way the theme is dealt with.
- Explaining the characteristics of the language (the stylistic properties of the discourse).
- Discussing the traditions and beliefs of people.
- Letting students act out the roles in some scenes.
- Generating some class discussion on student's impressions about the cultural elements in the movie or video elements.

7. Watching Movies outside the Classroom

To develop language learning abilities, EFL learners could watch movies outside as authentic audiovisual materials. It is an opportunity for them to select any preferred genre with or without subtitles. Keene (2006, p. 223) states: "technology that is mainly used in the learner's home for entertainment, escapism and relaxation all of which encourage a passive form of viewing." It means that movies are available in learner's homes as essential materials for them to watch outside to continue the process of learning, which is not enough in classes, in order to develop their language abilities, make learning more enjoyable, effective, and efficient. Besides, it is recommended to all English language students to watch English movies in their free time as additional practice (Thammineni, *ibid*, p. 35). That is to say, movies are everywhere and available for non-native speakers to use them as a tool to develop their abilities.

8. The Effects of Watching Movies on the Speaking Skill

Speaking is a useful skill in language learning for its importance in supporting learners in order to develop their communicative skills. Moreover, learners gain the opportunity to develop knowledge about stress, accent, intonation, and perform well in communicative conversational situations. Shapiro (2006, p. 95) claims: “movie experiences act like emotional memories for students’ developing attitudes and remain with them as reflective reference points while proceeding through their daily activities.” It means that, movies affect individual’s attitudes and develop their interactive tasks positively. In fact, English movies have positive effect on learners’ speaking skill which can create a real language environment for them with plots, pictures, and performance that makes the scenes more vivid (Yiping, 2016, p. 49). In fact, movies can improve the speaking skills in foreign language learning by different dialogues in the movie plot. It means that the movie is the most direct and effective way to cultivate students' ability of speaking (Douglas, 2001). Moreover, there are some researchers who focus on movies role in EFL learners’ speaking skills such as Thammineni (ibid) who believes that:

Hearing natives speak will also help learners speaking skills, especially fluency. We hear how to link words together and where to put intonation on certain words and sentences; watching films with the peer group and speak about them afterward or the learners could even find movie scripts online and act out scenes with their friends in language classroom shall yield good results in giving the opportunity to develop speaking skills (p.36).

It means that non-natives language learners could discuss or act the scenes, learn how to use the intonation, and pronounce correctly.

9. Movies Benefits

It becomes evident from the previous studies that using movies as authentic material in the classroom is very advantageous for foreign language learners.

9.1. Authenticity

Learners could understand the authentic language which is used in movies as a support way to develop their skills. According to Holden (2000, p. 40), “Authentic video input, in addition to its usefulness is assisting learners to develop their listening skills, can also provide realistic and entraining linguistic and cultural input.” So, as an effective pedagogical tool, movies can provide learners with authentic input to help them develop their listening skills and enrich their linguistic deficiency. Thus, films do not only provide the content for learning listening and speaking skills, but they also assist in delivering the oral lesson authentically, and offering a variety of methods, and resources for teaching the target language (Khan, *ibid*, p. 47). Although, EFL learners need to learn foreign languages from authentic movies, as it is used by native speakers, it’s for real purposes rather than the language 'invented' by linguists and textbook writers (Baddock, 2008, p. 20).

9.2. Effective Instructional Tool

Watching movies as an instructional tool for EFL learners have various pedagogical benefits. Ismaili (2013, p. 121) affirms that “Many scholars have revealed that movies used in EFL classroom can become an important part of the curriculum.” It means that, there are different positive reasons which allow teachers to use movies in the teaching process.

9.3. Motivational Tool

Watching movies in classes allow students to be exposed to real-life language situations where language is used naturally by its native speakers. King (*ibid*, p. 512) states: “Using films in teaching is a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices, and replace it with

something realistic, a dimension that is missing in textbook-oriented teaching.” It means that, using movies in the classroom motivates learners to learn and to be engaged in the lesson. Besides, through films, learners perceive how individuals interact in various conversational settings since films bring the outside world into the classroom (Tomalin 1986, p. 9).

9.4. Flexibility, Reality, and Variety

As an educational tool, movies allow the teacher to find new ways to present the input and break the routine of using texts. Stoller (ibid, p. 1) claims that “It has been studied that films enhance English language skill development since they bring variety, reality, authenticity, and flexibility into the EFL classroom and before anything, diversify the curriculum.” this quote means, films can bring newness, flexibility, and variety to the classroom and to curriculum objectives. Thus, learners can enhance their language skills effectively if they feel themselves in real life situations (Stempleki, 1987, pp. 12-14).

9.5. Comprehensibility

Movies as a teaching resource offer multiple ways for language learners to improve their communicative skills. According to Allan (1985), the audiovisual supports, which are simultaneously in movies such as the facial expression and gestures, enable EFL learners to comprehend what included in it.

10. The Problems of using Movies as a Teaching Tool

10.1. Time-consuming

All teachers needs time to choose and present the materials in front of learners to benefit from them. Using films in EFL teaching may seem to be irrelevant and some teachers may think that using films is too time-consuming. Champoux (ibid, p. 240) believes that using films is not only time-consuming for the teacher but it can also take time away from other classroom activities.

10.2. Choose the Appropriate Movie

Selecting the right film as a teaching resource is crucial to effect student's participation, comprehension, and interest. However, it is not easy in the part of the teacher to choose a movie that serves the course objective and students' needs. Champoux (ibid, p.12) views that "the content of scenes might distract some students from the theories and concepts the scenes portray. Humor, drama, terror, and language can distract people." Thus, the type of the movie and its content plays a crucial role in attracting students' attention, and benefit from the scenes.

To conclude, watching movies can be helpful in many ways to develop the learners' speaking proficiency and their vocabulary, and improve their abilities. This section reviewed the potential benefits of the use of movies in teaching and learning. In addition to the different strategies and activities devoted by teachers' when they use movies in their instruction.

Conclusion

The present chapter consists of two main sections. The first section presents the speaking skill definition, the main characteristics of the speaking skill, how it is performed, and its importance in the language learning process. The chapter attempts to explore some difficulties that might face language learners during the speaking/listening sessions, and the interrelationship between these two au/oral skills. In addition to that, some lights are shed on the main important roles of teachers in monitoring the speaking procedures. Moreover, it is appropriate to mention the different speaking activities used by teachers to facilitate students' comprehension, and at the same time, enhance their level of producing the target language. Therefore, it should receive great importance from any teacher. However, learning English nowadays has become more challenging for EFL learners who need to develop their language proficiency. Teachers have to provide effective teaching materials that will engage and motivate learners. In this respect, the focus of the second section is on how EFL teachers use different strategies, activities, and methods in the instruction process. It represents the most selection criteria that should be taken into consideration by learners in the learning process and teachers in their teaching. Finally, the section ends with a discussion about the benefits of movies as a tool to enhance students' speaking proficiency, its importance to develop different communicative skills, and some problems facing the viewers while using them inside the classroom.

Chapter Two: Field of Investigation

	Page
Introduction	40
1. Choice of the Method.....	40
1.1. Definition of the Questionnaire.....	40
1.2. Definition of the Interview.....	41
2. Student's Questionnaire	41
2.1. Administration and Aim of the Questionnaire.....	41
2.2. Description of Student's Questionnaire.....	41
2.3. Analysis of Student's Questionnaire.....	42
2.4. Results and Discussion of the Student's Questionnaire.....	61
3. Teacher's Interview.....	62
3.1. Administration and Aim of the Interview.....	62
3.2. Description of Teachers' Interview.....	62
3.3. Analysis of Teachers' Interview.....	63
3.4. Results and Discussion of the Teachers' Interview.....	69
Results of the Main Findings	70
Recommendations for Further Research	70
Limitations of the Study	72
Conclusion	73

Introduction

In the previous chapter, we have dealt with the theoretical issues related to the speaking skill and watching movies, focusing on aspects of speaking skill, main students' speaking difficulties, and some activities that may encourage students to speak more fluently and accurately. Then, we have dealt with watching movies as a teaching tool that EFL teachers can use in their classes to enhance students' speaking abilities. However, this chapter is devoted to handle the methodological framework that was followed; Starting by shedding some lights on the methodology chosen for carrying this research, Then, explaining the reasons behind this choice. This chapter mainly tackles the teachers' interview and the students' questionnaires, their description, analysis, and discussion.

1. Choice of the Method

A descriptive method has been used for gathering our data; it aims at describing the correlation between the speaking skills as the dependent variable and watching movies as the independent variable, and its importance to enhance the students' speaking skill. The data was collected using a questionnaire administrated to students aiming at finding out their attitudes towards the use of movies to improve their speaking skill. Besides, an interview delivered to teachers of listening/speaking modules in order to get a clear idea on how they use movies as a teaching tool in EFL classes.

1.1. Definition of the Questionnaire

Many researchers use the questionnaire as a means to collect data because it is a feasible tool to gather huge information with a large number of people in a short period of time. According to Bell (1988, p. 58), "Questionnaires are a good way of collecting [...] information quickly and relatively cheaply."

1.2. Definition of the Interview

The Interview is a verbal conversation between an interviewer and an interviewee in order to obtain information from the interviewee by asking him questions for the purpose of a particular research. It is a useful tool for getting information about the interviewee's experiences about the researchable topic (McNamara, 1999).

2. Students' Questionnaire

2.1. Administration and Aim of the Questionnaire

The current study aims at investigating students' attitudes towards watching movies in order to enhance their speaking skill. We have collected the data via using a questionnaire that was administered to third year students of English at Mila University Centre during the academic year of (2017/2018). We aimed at collecting some of the students' attitudes about the usefulness of watching movies, and whether or not they support this learning instrument.

2.2. Description of Students' Questionnaire

The fifty (50) students who responded to the questionnaire have been chosen randomly among the total number of the third year LMD students' population (188) in English department at Mila University Centre. The selection of such sample was based on the consideration that third year LMD students are supposed to be experienced watching movies in listening/speaking sessions. We considered also their awareness of the importance of the four language skills especially speaking, as well as the major difficulties that can hinder their speaking and oral performance. The questionnaire consists of 23 questions divided into three sections (see Appendix 1) each one is supposed to give us a set of information under one aim related to our study. The questions are either open ended or closed up questions.

Section One: Background information (Q1-Q3):

This first section of background information opts to know the participants' general information such as age, gender, and English learning likeability.

Section Two: Speaking skill (Q4-Q14):

This section seeks to gather information concerning students' likeability to speak/chat in English language and how often they speak it. As well, it describes students' oral English levels and the different problems they face when they want to speak. Besides, they find the aspects of the speaking skill very important. Moreover, they specify the activities that their teachers present in EFL classes to enhance their speaking skill.

Section Three: Students attitudes towards watching English movies as a tool to enhance their speaking Skill (Q15-Q23):

This section is composed of nine questions seeking information about the use of movies as a teaching tool to enhance students speaking skill in EFL classes. Besides, it is designed to gather information about the importance of using movies as teaching tools for effective learning. In addition, the questions investigate the benefits of different strategies and activities designed by teachers when using movies inside EFL classes.

2.3. Analysis of Students' Questionnaire

The analysis of students' questionnaire is presented by both tables and charts.

Section one: Background Information

Q.1: Students' age

Variable	Options	F	P
Age	a.20 years old	14	28,0%
	b.21 years old	18	36,0%
	c.22 years old	12	24,0%
	d.23 years old	4	8,0%
	e.24 years old	2	4,0%
	Total		50

Table 1: Students' Age Percentages

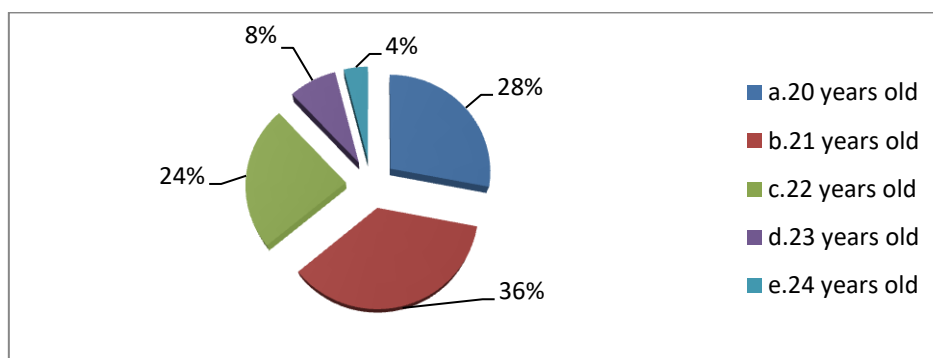


Figure1: Students' Age

The results tabulated above demonstrate that the respondents of this question are of different ages ranging from twenty to twenty four years. Most of them (36%) are twenty one years old. Others (28%) are twenty years old. The age of the remaining (24%, 8%, and 4%) are from twenty two to twenty four years.

Q.2: Students' gender

Variable	Options	F	P
Gender	a. Male	18	36,0%
	b. Female	32	64,0%
	Total	50	100,0%

Table 2: Students' Gender Percentages

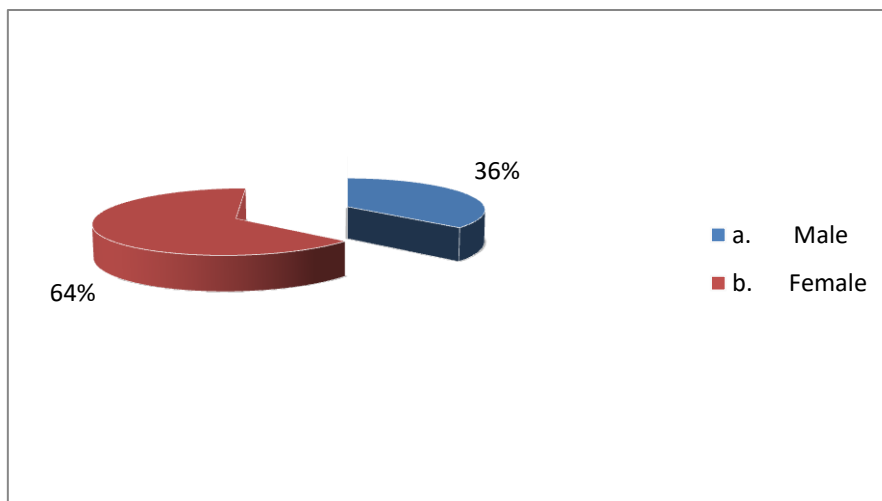


Figure 2: Student's Gender

The table above indicates that most students who participated in the study are females. Besides, (36 %) are males. This means that the population of the study are of different genders and thus of different attitudes towards watching English movies to enhance speaking.

Q. 3: Do you like to learn English?

Variable	Options	F	P
English learning likeability	a. Yes	41	82,0%
	b. No	9	18,0%
	Total	50	100,0%

Table3: Students' Learning English Preferences

Table three shows that the minority of students (18%) tend to dislike learning English language, whereas (82%) like to learn it. In a sense, most students show their likeability in learning English. This implies that most of these learners are internally motivated to learn English.

Section Two: The Speaking Skill

Q. 4: Do you like chatting in English with your classmates in listening/speaking sessions?

Variable	Options	F	P
chatting English likeability	a. Yes	41	82,0%
	b. No	9	18,0%
	Total	50	100,0%

Table 4: Chatting in English Percentages

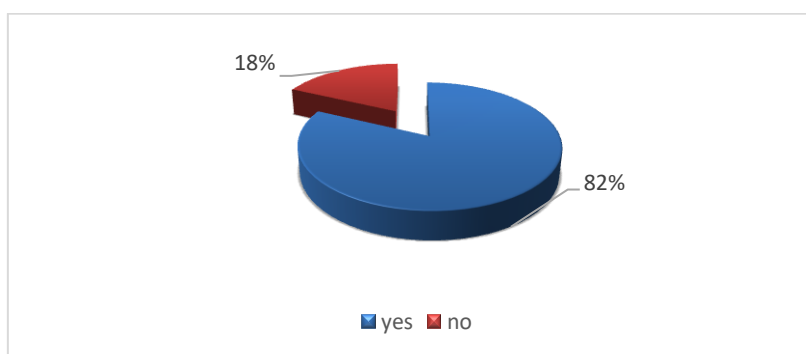


Figure3: students' likeability of Chatting in English inside classroom

Table four shows that a striking majority of the students' (82%) like chatting in English with their classmates. However, (18%) dislike chatting in English. Their dislike might be attributed to the fact that they do not like to use English or they have problems when they use it in social media.

Q.5: Please, explain why?

Twenty nine from forty one of the students who said "yes" in this question offered a possible explanation to why they chat in English with their classmates. However, seven students claimed that they develop their pronunciation. While eight students said that they chat in English to enhance their four skills. Six students believed that they enrich their vocabulary. Besides, five students said that they chat for entertainment, and the other three believed that they exchange ideas related to the classroom objectives and tasks. On the other hand, those who opted for "No" explained that they do not chat in English with classmates for

two reasons. First, two students said that it is because of inhibition problems. Second, four students explained that they do not chat because of vocabulary deficiency.

Q.6: How often do you speak English in the classroom?

Variable	Options	F	P
Speaking English in the classroom	a. Always	20	40,0%
	b. Sometimes	24	48,0%
	c. Rarely	4	8,0%
	d. Never	2	4,0%
	Total	50	100,0%

Table 5: Speaking English Percentages

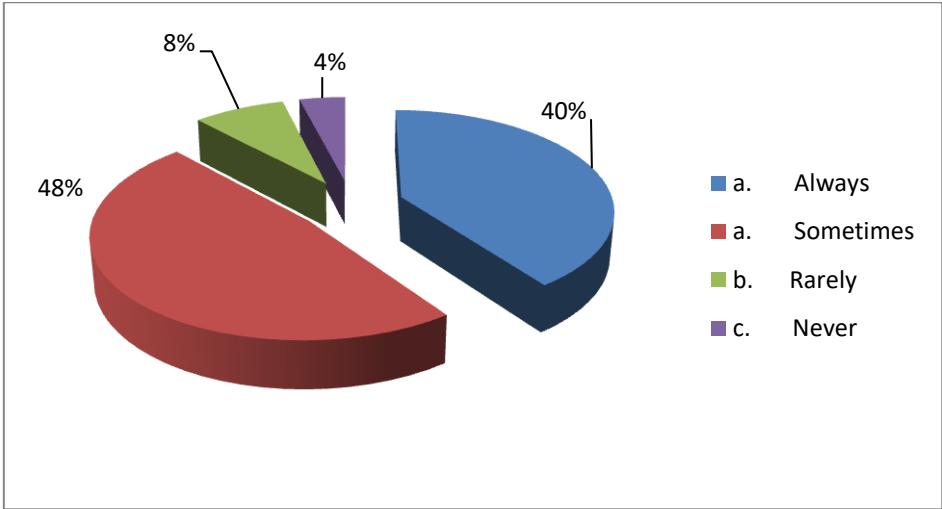


Figure4: Speaking English in the Classroom

It is obvious from the table above that (40%) of the student’s claimed that they are always given the opportunity to speak English, and (48%) of the students stated that they are sometimes given the opportunity to speak. While (8%) rarely speak it. The rest (4%) never speak English in the classroom. These results imply that most students are aware of the importance of speaking English in class and they are courageous enough to express themselves and update their language background.

Q.7: Which of the following describes your oral English level?

Variable	Options	F	P
Students oral English language level	a. Very good	5	10,0%
	b. Good	25	50,0%
	c. Average	17	34,0%
	d. Less than average	3	6,0%
	e. Low	00	00%
	Total	50	100,0%

Table 6: Oral English Level Percentages

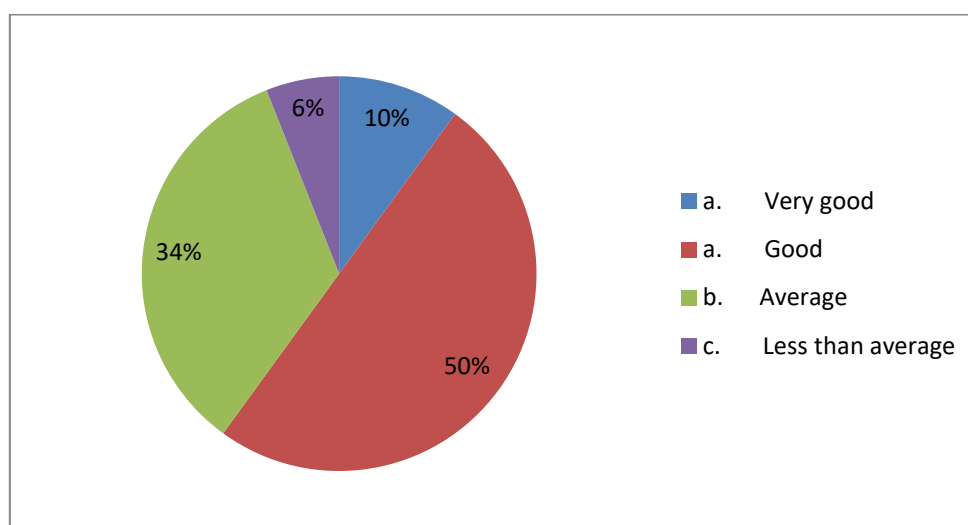


Figure 5: Students' Level of Oral English Language

By looking at the percentages on table six, we can notice that (10%) of the students claimed that their speaking ability is very good. However, half of the sample said that their oral English language is good (50%). While only (34%) of them said that they have an average level. Others (6%) claimed that their level is less than average, whereas no one claimed to have a low level (00%). The results denote that the majority of students do believe in their abilities, and they can be considered as self-confident since they can describe their oral performance with adjectives like “good”. These results, display that these students really care about their speaking proficiency, and they are interested in improving their oral production.

Q. 8: When it comes to speaking, do you face any problems?

Variable	Options	F	P
Facing problems in English speaking	a. Yes	39	78,0%
	b. No	11	22,0%
	Total	50	100,0%

Table 7: Student's Possibility of Facing Problems during Speaking

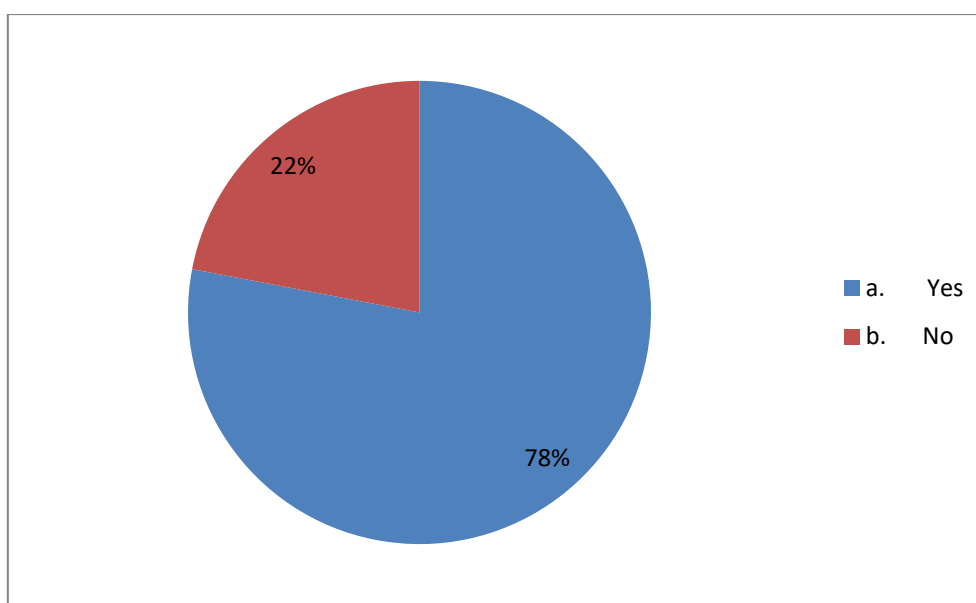


Figure 6: Students' Problems in English Speaking

Table seven shows that the majority of students (78%) faced problems in speaking. (22%) of them stated that they have not any problems during English speaking. These results confirm that speaking is such a challenging task. Not all students are able to express their thoughts, ideas, and feelings freely without encountering any obstacles that might hinder their oral performance. So, it is important for teachers to treat those problems and vary their teaching strategies in EFL classes to minimize as much as possible those problems and can help their students overcome their difficulties.

Q.9: If yes, what kind of problems do you face?

Variable	Options	F	P
Students speaking problems	a. Inhibition	8	16,0%
	b. Anxiety	6	12,0%
	c. Vocabulary Deficiency	4	8,0%
	d. Low or uneven participation	3	6,0%
	e. Mother tongue use	2	4,0%
	f. Lack of interest	00	00%
	g. Others	6	12,0%
	a + b + d	2	4,0%
	a + c	3	6,0%
	c + b	3	6,0%
	a + e + c	2	4,0%
	No	11	22,0%
	Total	50	100,0%

Table 8: The Different Kinds of Problems during Speaking Skill

The above table shows that (16%) from our sample claimed that they suffer from prohibition problems. (12%) said that they have anxiety problems. While (8%) have vocabulary deficiency. Some others (6%) said that they found problems with participation. The other percentage of the students (4%) claimed that they face problems with the mother tongue use. Besides, none of them face lack of interest (00%). However, six students (12%) provided other problems which are pronunciation, grammar deficiency, and lack of information. Teachers should overcome students' speaking difficulties by using techniques and strategies. These responses prove that EFL students face a lot of problems that may affect the developments of their speaking skill.

Q.10: what strategies do you use to overcome these difficulties?

Variable	Options	F	P
Strategies to overcome speaking difficulties	c. Use hesitation devices	3	6,0%
	d. Literal translation	4	8,0%
	e. Approximation	14	28,0%
	f. Cucumlocution	1	2,0%
	a + c + f	9	18,0%
	g + h	3	6,0%
	a + b + c	2	4,0%
	a + d	1	2,0%
	e + g	2	4,0%
	No answer	11	22,0%
	Total	50	100,0%

Table 9: Different Strategies to Surpass Speaking Difficulties

This question was answered by (78%) of the sample. As it is shown in the above rates, most of the students (28%) used approximation strategies to overcome problems during speaking skill. While (8%) of them said that literal translation is the appropriate strategy to overcome speaking problems. On the other hand, others (6%) asserted that they used hesitation devices. Perversely, (2%) used circumlocution. This means that all students are trying to enhance their speaking skill by using different strategies in they attempt to overcome their problems.

Q.11: what aspect of speaking skill do you usually find very important?

Variable	Options	F	P
The most important aspect of speaking skill	a. Vocabulary	20	40,0%
	b. Fluency	4	8,0%
	c. Grammar	6	12,0%
	d. Pronunciation	9	18,0%
	e. All of them	11	22,0%
	Total	50	100,0%

Table 10: Aspects of Speaking Skill

As it is shown in table ten, the remaining (40%) of the participants clearing up that vocabulary is the most important aspect that they founded very important in the speaking skill. On the other hand, (18%) of the sample declared that pronunciation is the most important aspect. The other (12%) said that grammar is the most useful one while (22%) expressed that all of them are related to the speaking skill. Further, (8%) focused on fluency aspect. The current results indicate that all students are aware of the importance of speaking skill aspects.

Q.12: Please, explain why?

The main points that are raises by the students as an attempt to explain why they do consider some aspects of speaking more important than others are the following:

- Sixteen students explained that vocabulary is important for the lexical range and accuracy. In addition to six students said that it is very important to build clear sentences.
- Eight students claimed that grammar is the most important one because it is essential in any language to achieve cohesion.
- Four students, from the nine who choose pronunciation, said that it is important to sound like native speakers and to deliver a clear message to the audience.

- Two students said that all of them complement each other.

Q.13: which of these activities does your teacher present in the class to encourage you to speak?

- a. Group work b. Problem solving c. Role-play d. Discussion/ Oral Presentation
 e. Short stories f. watching movies g. Others

Variable	Options	F	P
Teachers activities to motivate students to speak	a. Group Works	4	8,0%
	d. Discussion/ Oral Presentation	7	14,0%
	g. Others	9	18,0%
	a + d	5	10,0%
	a + c + d	4	8,0%
	a + d + e	3	6,0%
	c + f	11	22,0%
	d + f	7	14,0%
	Total	50	100,0%

Table 11: Different Activities Presented in the Class

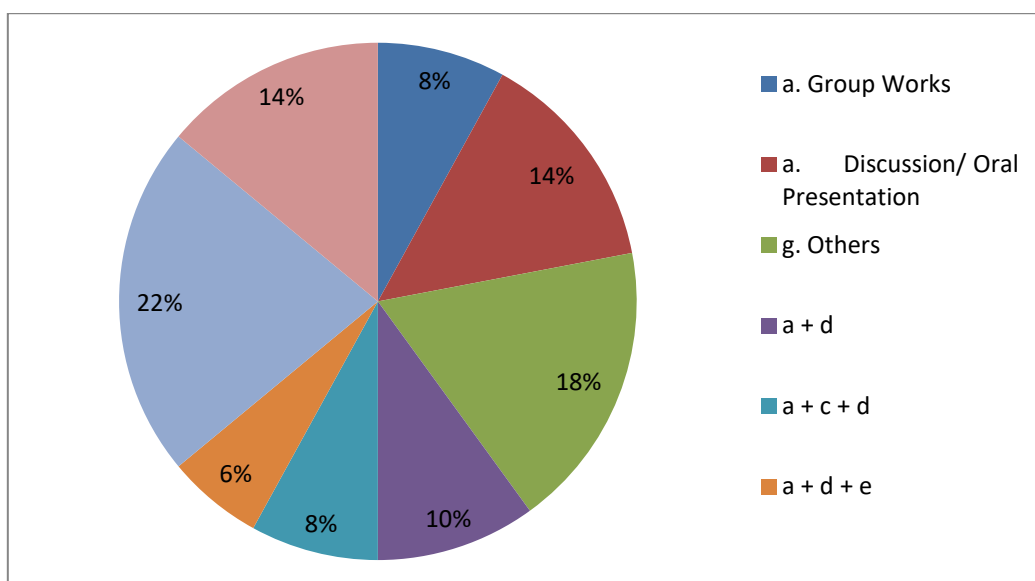


Figure 7: Teachers' activities to motivate students to speak

Table eleven reveals that the majority of students (60 %) mixed in the activities that the teachers give in their classes. This means that teachers are aware of students' needs and the importance of varying activities to enhance their abilities. Less than half of the students (18%) mentioned other activities provided by their teachers to encourage them to speak such as reading novels, dialogues, and play games. Moreover, (8 %) of the students said that their teachers give them group work activities in order to speak the English language in class. This can be interpreted only by denoting that teachers are extremely aware of the significant role of variety in the learning teaching process. Indeed, these results are really motivating because if those strategies are highly applied by all teachers, students will focus only on improving and building their speaking skill as their motivation is already secured. However, discussion/oral presentation activities show the percentage of (14%). Again, the majority of teachers are nowadays more aware of the importance of interaction as the best way to learn the target language.

Q.14: Are the activities the teacher gives you during a speaking class?

Variable	Options	F	P
Students view towards teachers activities in the class	a. Interesting	41	82,0%
	b. Boring	9	18,0%
	Total	50	100,0%

Table 12: The Psychological Nature of the Speaking Classroom Activities

The table above shows that (82 %) of the students are interested in the activities that the teacher gives in the class. Only nine students (18%) indicated that classroom activities are boring. This might indicate that they face problems in learning the English language or they hate doing activities inside the classroom because of their personal problems or just as a reaction to teachers' way of presenting activities. And again this confirms our previous

assumption that the students' motivation is absolutely secured. Students do believe that their teacher's tasks are motivating and interesting and that would raise their interest in enhancing their speaking skill.

Section Three: Students' attitudes towards watching English movies as a tool to enhance their speaking skill

Q.15: What does stimulates you to watch English movies inside or outside the classroom?

- a. I like actors and actresses
- b. Just for entertainment
- c. I am interested in the plot
- d. Improve my speaking skill

Variable	Options	F	P
Students motives behind watching English movies	B	9	18,0%
	C	4	8,0%
	D	11	22,0%
	a+ b+ c	6	12,0%
	b+ d	10	20,0%
	d+ c	8	16,0%
	a+ d	2	4,0%
	Total	50	100,0%

Table 13: Watching English Movies Students' Motives

The results above revealed that (22%) of the population watch English movies inside and outside the classroom to improve their speaking skill. This indicates that most of them watch movies for the purpose of developing their speaking skill. In addition to, (52 %) of the students who mixed their motives for watching movies. Also, there are others who claimed that they watch them just for entertainment (18%). The other population watches movies because they are interested in the plot (8%).The majority of the students watch movies for

many reasons and what stimulates them to watch is more than one issue. This might explain the fact that students are motivated when they watch them.

Q.16: How often do you watch them?

Variable	Options	F	P
Watching English movies frequency	a. Always	16	32,0%
	b. Sometimes	32	64,0%
	c. Rarely	2	4,0%
	d. Never	00	00%
	Total	50	100,0%

Table 14: Frequency of Watching English Movies

The majority of the students (64%) claimed that they sometimes watch movies. 32% of the population opted for the first choice. That is, they always watch movies. While, students who rarely watch movies are (4%).The answers show that more than half of the students watch movies sometimes. This means that they are aware of movies' benefits to help them develop their abilities.

Q.17: what kinds of English movies do you think are beneficial in learning English?

Variable	Options	F	P
The most beneficial English movie to learn English	a. Horror	17	34,0%
	b. Comedy	12	24,0%
	c. Action	9	18,0%
	d. Romance	2	4,0%
	e. Others	10	20,0%
	Total	50	100,0%

Table 15: English Movies most Beneficial Genre

The table above shows that seventeen students who represent (34%) considered horror genre the most beneficial English movie genre to learn English. Twelve students (24%) said that comedy genre is the most beneficial one. (18%) considered action genre as the most

beneficial one. Whereas (4%) said that romance genre is beneficial to learn English language. On the other hand, ten students provided other genres like science fiction, adventure, documentary, history, and fantasy. These choices of movie genres may go back to the students' preferences.

Q.18: Do you prefer watching English movies with subtitles?

Variable	Options	F	P
Watching English movies with subtitles preferences	a.Arabic– English	24	48,0%
	b.English– English	16	32,0%
	c.Both	6	12,0%
	d.Without subtitles	4	8,0%
	Total	50	100,0%

Table 16: Student’s Opinion about Watching English Movies with Subtitles

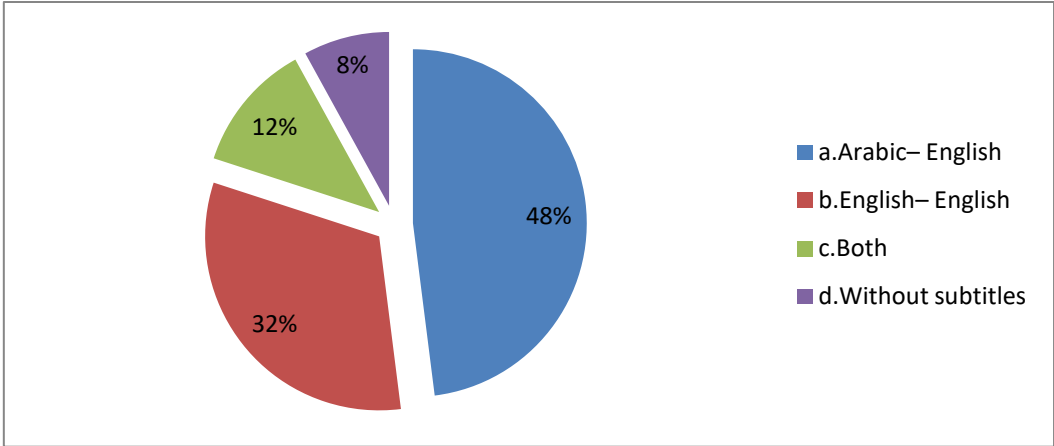


Figure 8: Watching English Movies with Subtitles Preferences

The table shows that twenty-four students (48%) preferred to watch English movies with Arabic- English subtitles. While (32%) considered that it is better to watch them with English – English subtitles. Six students who represent (12%) claimed that they watch them by both subtitles (English – Arabic and English – English). The other students’ which represent (8%) believed that it is better to watch them without subtitles. This entails that the majority of the students are aware of the importance of watching movies with subtitles to

improve their comprehension and develop their speaking skill. However, we cannot ignore that few of the students opted for watching moving without subtitles. In fact, it all related to their English proficiency and whether they are supposed to listen to the English language or not. So, that they differentiate between the different sounds easily without any help.

Q.19. please, explain why?

Eleven students out of twenty-four, who prefer to watch movies with English- Arabic subtitles, explained their answers by different opinions: four students said that they prefer English – Arabic subtitle to understand the plot of the movie; furthermore, two students prefer it to check the translation and learn new vocabulary; moreover, two students said that they memorize quickly through visualization; finally, three students believed that English – Arabic subtitles help them to facilitate the process of improving their speaking skills.

On the other hand, thirteen out of sixteen students, who prefer to watch movies with English- English subtitles, explained their answers as follows: Two students said that they prefer to learn authentic, conversational, and common English; moreover, three students claimed that they prefer English - English subtitles to learn English directly from the authentic context; furthermore, four students said that it is important to develop their listening skill; in addition, two students believed that it is good to get and check the spelling of new words that they hear; while only one of them said that it is appropriate to learn new vocabulary; the other one said that it is better to watch movies with English - English subtitles to speak English like native speakers; in addition, those who prefer watching movies by both subtitles believed that they prefer them to check the meaning of words in order to develop pronunciation and learn how to spell words; besides, four students believed that watching movies without subtitles may attract their attention to the spoken rather than the written form of English translation; also, they develop one's own mental creativity on how to use words' meaning guessing strategy depending on the actual context.

Q.20: how can English movies improve your speaking skill?

Variable	Options	F	P
The contribution of English watching to improve speaking skill	a. They raise your motivation	14	28,0%
	b. They improve your fluency and accuracy	12	24,0%
	c. They develop your cultural awareness	8	16,0%
	d. They develop your vocabulary	10	20,0%
	e They develop your pronunciation and accent	4	8,0%
	f. They help you overcome your anxiety and inhibition	2	4,0%
	Total	50	100,0%

Table 17: Usefulness of Movie

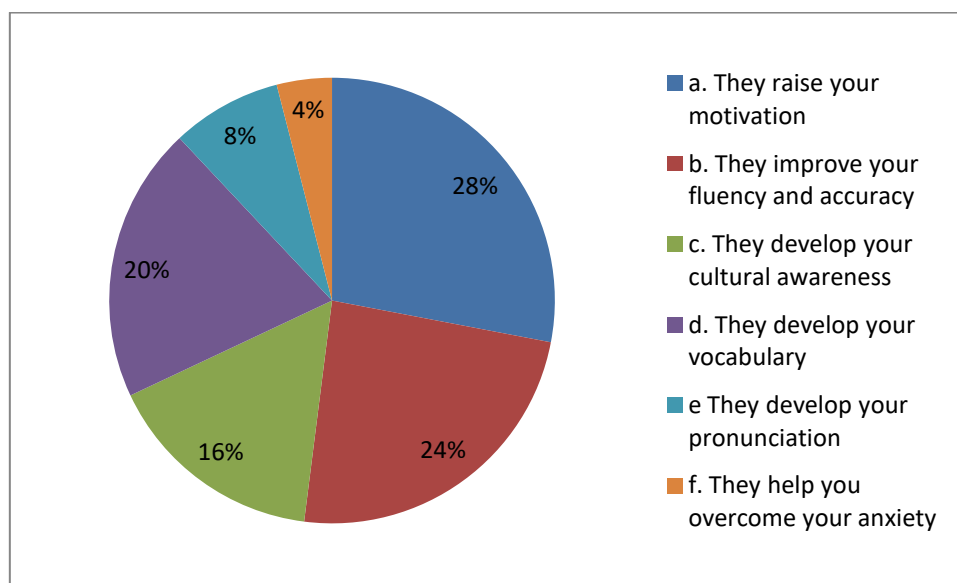


Figure 9: Students' Improvement of Speaking Skill by Watching Movies

When considering table seventeen, we notice that (28%) claimed that watching English movies help them to raise their motivation. Twelve students who represent (24%) believed that English movies improve their fluency and accuracy. Eight students (16%) said that they developed their cultural awareness by watching English movies. While (20%) develop their vocabulary by watching them. Besides, (8%) taught that they develop their

pronunciation and accent. The other population which represent (4%) said that watching English movies help them to overcome anxiety and inhibition. It means that the participants of this study are familiar with watching movies and they consider them as a useful teaching material to enhance their speaking skill. Thus, it contributes to raise their motivation, improve fluency and accuracy, develop their cultural awareness, and develop their vocabulary.

Q.21: What types of activities does the teacher present while watching a movie in the class?

- a. Oral/ written review about the movie
- b. Activities about the plot, characters...etc
- c. Vocabulary activities
- d. Role Play
- e. Discussion
- f. Others, please specify

Variable	Options	F	P
Movie's types of activities being presents in the class	e .Discussion	4	8,0%
	Others	00	00%
	a + d	17	34,0%
	a + e	9	18,0%
	b + c	8	16,0%
	a + c + e	7	14,0%
	a + b + e	5	10,0%
	Total	50	100,0%

Table 18: Teacher Activities while Presenting Movies in the Class

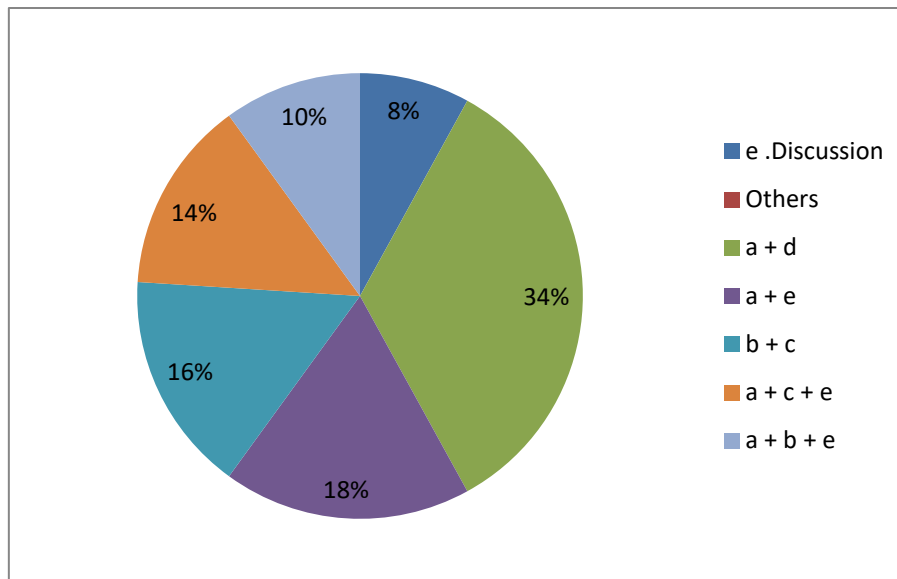


Figure 10: Movie’s Types of Activities

This question is designed to generate information about the types of activities teachers present while using a movie to watch in class. The classification we get from the table above shows that (8%) of the respondents picked up discussion. 34% of the subjects picked up two activities which are oral/written review about the movie and role play. Further, (18%) said that oral/written review about the movie and discussion together. Then, (16%) claimed that activities about the plot and vocabulary activities are presented together when presenting a movie in classroom. Then, we notice that about (14%) of our respondents’ ticked three different activities together which are oral/written review about the movie, vocabulary, and discussion. Besides, (10%) picked up activities about the plot, oral/written review about the movie and discussion. We notice that discussion activities are considered as the first needed activity to be practiced when using a movie inside the classroom as a teaching tool. This means that students are interested in watching movies to enhance speaking skill and be able to practice the presented activities.

Q.22: Do you quote from the movies you watch?

Variable	Options	F	P
Student's movies language use	a.YES	34	68,0%
	b.NO	16	32,0%
	Total	50	100,0%

Table 19: Students' Movies Quotations

As the table nineteen shows that the big part of the participants (68%) denoted that they quote from the movies they watch. While only (32%) from the sample do not usually quote. It means that the majority of the students do heavily rely on the natives' speeches to enhance their English level; they use the natives' words and expressions in order to interact and communicate effectively. Indeed, those students do learn better through imitation of the target language.

Q.23: further suggestions

This question received no answers from the students' in this questionnaire.

2.4. Results and Discussion of the Student's Questionnaire

As stated earlier, the analysis of students' questionnaire reveals many facts about their attitudes towards watching movies in enhancing speaking skill inside and outside EFL classroom. After having analyzed the respondents' answers, we became more aware of their attitudes and needs. In brief, the chosen sample from third year LMD students at the English department shows clearly students' interest in the use of movies in EFL classroom inside or outside the class. Their answers denote that watching movies has a variety of benefits in developing the language skills and the speaking skill in particular. Hence, students learn and interact in an enjoyable way through their involvement in different communicative tasks.

3. Teachers' Interview

3.1. Administration and Aim of the Interview

In order to investigate the perceptions of EFL teachers of listening/speaking modules at Mila University Centre concerning the use of movies as a teaching tool to enhance students' speaking skill, we carried out a structured interview that was carried out with six teachers of listening/speaking.

3.2. Description of Teachers' Interview

The teachers' interview was the second procedure utilized in this study. It was administered with the helpful participation of six teachers currently teaching listening/speaking modules in the English department at Mila University Center. The teachers' interview consists of twenty two (22) questions where the teachers are requested to provide explanations and clarifications in a recorded interview, each one lasted for 15 to 20 minutes. Our interviewees were asked in the beginning about their experience in teaching listening/speaking modules. The teachers were also asked about their roles inside EFL classes during listening/speaking activities. In addition, we asked them to provide a brief description about the materials used to teach the oral module, and how they use them.

Moreover, in this interview, the teachers were asked whether they use movies as a teaching tool in listening and/or speaking activities. Furthermore, the interviewees were questioned about which criterion/criteria they choose for English movies during listening/speaking lessons. Also, the teachers were asked about movies' genre they usually use and whether they use it with subtitles or not. Teachers were asked about the time they provide for movies to be watched inside EFL classes and whether students show any interests in this kind of teaching tools. Besides, the participants were asked if their students practice the speaking skill during a listening activity. The interviewees were asked whether they motivate students to watch movies outside the academic settings to improve their listening/speaking

skill. Also, our interviewees were asked to mention the aspects of the listening/speaking they focus on while teaching using movies and provide us with some types of activities devoted for this purpose. Finally, the teachers were asked about their attitudes about using movies in EFL classes and whether it is effective or not.

3.3. Analysis of Teachers' Interview

Question one: How many years have you been teaching English?

As it is shown in the first question, most teachers have experienced teaching English for a long time, from three years to ten years. This indicates that they know how to deal with students and relied on different techniques and methods in the classrooms.

Question two: Which of the following module(s) have you taught?

- a. Speaking b. Listening c. Both

From the teachers' responses, we deduce that the majority of teachers have been teaching both speaking and listening. Besides, one of them is dealing only with the speaking module. This indicates that they use audiovisual materials and authentic tools in their classes in order to develop students' abilities such as the speaking skill.

Question three: How many years have you been teaching this/these module(s)?

Our interviewees taught the speaking/listening modules from two to eight years, but the majority has experienced them for two or three years. However, the teacher who taught these modules for eight years was more experienced in speaking module. As a result, they can provide us with a clear picture about the materials they used in EFL classes during speaking/listening modules and give us the different strategies on how they use them.

Question four: What is your role inside the EFL classroom during listening/speaking activities?

- a. Promoter b. Participant c. Feedback provider

The majority of the teachers with whom we have made the interview claimed that they were feedback providers inside EFL classrooms during speaking/listening activities. Besides, two teachers claimed that their roles in addition to feedback providers are participants or promoters. This indicates that those two teachers are aware of students' needs since they differentiate their roles inside the classroom from time to time.

Question five: What materials do you use to teach listening/speaking in the classroom?

Almost all teachers confirmed that they use computers to teach listening/speaking in the classrooms. This indicates that all the teachers are aware of the necessity of using modern materials for students to develop their abilities. Thus, computers and authentic materials that teachers use are means to enhance students' speaking abilities.

Question six: Would you please provide a brief description on how do you use these materials to teach listening/speaking skill(s)?

The interviewees have different answers about how they use the different materials to teach listening/speaking skill. Two teachers declared that they gave students authentic videos to watch or something to listen to that includes academic language without transcript, then they provided the transcript of the presented video to let them correct their miss understanding. The other teachers have different strategies such as asking questions related to the content of the movie or ask students to perform something orally. This fact indicates that the majority of teachers have different ways of using movies to teach English language and to enhance students' skills.

Question seven: Do you usually use movies as a teaching tool in a listening and/or speaking activity?

As it is shown in the answers of the seventh question, almost all the teachers agree to use movies as a teaching tool in a listening and/or speaking activities. Two of the interviewees stated that it is useful but not all the time because it is time consuming and one session is not enough. So, they preferred to use just some parts from the movie or used them rarely. However, the other four teachers claimed that they are using movies in teaching speaking/listening activity. These answers indicate that teachers are aware of movies' benefits to help students develop their abilities especially speaking, achieve instructional objectives, and attract their motivation.

Question eight: why?

Most teachers admitted that they have provided their students with movies inside the classroom because it is important for them to learn from others how to speak, behave, and interact. Besides, other teachers' use movies as a modern tool to change the traditional classroom environment. This indicates that teachers give a certain importance to watching movies because it motivates students and enhance their abilities.

Question nine: Upon which criterion/criteria do you choose the English movies included in your lessons?

- a. Shortness
- b. simplicity
- c. students' level of proficiency
- d. students' interests
- g. Others please specify.

Four of the teachers responded that they choose the English movies by taking into consideration the students' level of proficiency, with other criterion such as shortness, interest, and simplicity. This suggests that most of the teachers who responded on our question are aware of students' needs, and what is appropriate for them. Those who specified

other criteria are two teachers; they said that it is appropriate to take into consideration the type of the movie and its language.

Question ten: What are the types of movies do you usually use?

On the whole, three teachers claimed that it is better to provide students with a documentary movie to watch in EFL classes. Besides, others preferred to use other genres such as animation, drama, and comedy. This indicates that teachers relate their selection to students' interest, needs, and preferences. So, they provided them with movies that include the academic language of native speakers that help students enhance different abilities such as comprehension, vocabulary, pronunciation, and fluency.

Question eleven: Do you use movies with subtitles?

As it shown in the answers, three teachers believed that it is better to use movies in EFL classes without subtitles. Besides, two teachers claimed that it is workable to use subtitles. This indicates that every teacher has his specific way to provide students with a movie to watch; they take into consideration students' needs and what is appropriate for them in order to develop their abilities.

Question twelve: why?

The majority of teachers claimed that it is better to use movies with subtitles if the focus is on pronunciation, while the others' opinion is to use movies without subtitles to let students focus on comprehension. This indicates that teachers at Mila University Centre vary their ways and strategies when they provide students with movies to watch according to their interest, needs, and weaknesses.

Question thirteen: Which types of subtitles do you usually use?

a. Arabic- English

b. English- English

All teachers who use subtitled movies in their classes declared that they use English-English subtitles. This means that teachers in EFL classes focus on the target language and on teaching students how native speakers use the language.

Question fourteen: How much time do you allow your students to watch a movie?

As the answers of the question fourteen show, almost all the teachers provided one hour as a maximum for watching the movie and the rest of the session was devoted to practice some skills and discuss the content of the movie. However, one teacher claimed that he uses another strategy by stopping the movie each time to ask students some questions and check if they were following or not. Therefore, that all teachers divided the session's time in order to practice some speaking activities after delivering the information from the movie.

Question fifteen: Do your students show any interest in this kind of teaching tools?

All the answers demonstrate that EFL students show interest when they are exposed to movies as a teaching tool. We understand that it helps teachers and students in the teaching/learning process.

Question sixteen: why?

According to interviewee's answers, there are different reasons why EFL students' are interested in this kind of teaching tools such as enjoyment and motivation. The interviewees claimed that students feel themselves in real life situation and they like to hear how native speakers pronounce their language while watching them. It indicates that watching movies inside classroom is a great opportunity to attract students' attention and enhance their speaking skills.

Question seventeen: During a listening activity, do you give some time to your students to practice the speaking skill?

The majority of the interviewees have the same opinion about the practice of the speaking skill during a listening activity; they said that speaking is everywhere. However, the other teachers declared that they practiced some speaking depending on the content of the movie and the activities they were supposed to answer. This indicates that watching movies leads students to follow in order to practice speaking after watching. So, they watch for learning purposes.

Question eighteen: Do you usually motivate your students to watch movies outside the classroom to improve their listening/speaking skills?

All teachers motivate their students to watch movies outside to improve their speaking/listening skills. However, one of the interviewee said that he advised his students to watch movies outside the class but in a good way and for educative purposes not just for entertainment. Besides, the other teachers motivated students to watch some channels and web services. Hence, teachers are aware that the time in the class is not enough for students to enhance their speaking skills so that they advise students to learn outside for extra practice and more information.

Question nineteen: What are the aspects of the listening/speaking skill(s) do you focus on while teaching using movies?

As the answers of the question nineteen indicate, the interviewees have the same opinions; they all focused on grammar, vocabulary, and pronunciation. Thus, they believed that it is appropriate to consider students' needs and weaknesses during the listening/speaking process. Therefore, all aspects of listening/ speaking skill are important and related.

Question twenty: Would you please mention some types of activities devoted for this purpose?

From the teacher's answers, we can deduce that the teachers of speaking/listening modules are devoting the activities to focus on different aspects of the speaking skill. Their answers are varied. However, they claimed that it is better to discuss, perform something related, work in groups, and discover students' mistakes by themselves. This indicates that teachers and students in EFL classes use different ways to practice after watching movies to enhance their abilities.

Question twenty one: According to you, do you think that using movies in EFL class is effective?

From all the responses, we notice that almost all teachers agree that using movies in EFL classes is effective. However, one of them believed that it is not always effective. This denotes that the majority of teachers use movies because they believe that they could be very helpful for improving students' speaking proficiency.

Question twenty two: why?

The interviewees declared that the major reasons that make using movies in EFL classes effective are numerous, such as hearing how natives speak and utter the speech directly with pictures and voices. This means that EFL teachers are aware of the importance and the advantages of using movies as a teaching tool.

3.4. Results and Discussion of the Teachers' Interview

The obtained results from the teachers' interview reveals that teachers of listening/speaking at Mila University Centre consider watching movies inside and outside EFL classes effective to develop and enhance students' speaking skills. Therefore, most of the teachers' answers were positive concerning the use of movies inside their classes as a tool to develop students' abilities. Teachers were satisfied with the benefits of movies to motivate

students to speak like native speakers. Thus, all teachers agree on the idea of using movies in a good way in EFL classes by taking into consideration the time, instructional objectives, and students' interests, levels, and needs.

Results of the Main Findings

The interpretations obtained from students' questionnaire and teachers' interview are posed to answer the research question, and to confirm the present study hypothesis.

R.Q: What are the EFL students' attitudes towards watching movies to enhance their speaking skill in and out-of- classroom environments at Mila University Centre?

A: EFL students' have positive attitudes towards watching movies in enhancing their speaking skill inside and outside EFL classroom.

R.H: At Mila University Centre, English students would display positive attitudes towards watching movies as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom.

The results of the present study have confirmed our hypothesis that English students at Mila University Centre would display positive attitudes towards watching movies as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom.

Recommendations for Further Research

Watching movies is a tool used in EFL classes to develop students' communicative skills, generally, and speaking proficiency, specifically. Based on the results obtained from teachers interview and students questionnaire, it is necessary to provide some recommendations in order to help them to use movies effectively in or/and outside EFL classes.

Suggestions for University

From the results of this study, we observed that there are some obstacles facing third year students in the English department at Mila University Centre due to the lack of materials such computers, data-show, and podcasts in speaking/listening classes.

- The university should provide enough materials for foreign language learners to meet their needs. Hence, they learn from their own personal materials outside without the regard of their teachers.
- The university should also provide the library and the internet room with English movies since they provide for EFL learners only books, magazines, journals, and theses.

Suggestions for Teachers

Teachers' interviews show some problems that face them in EFL classes during speaking/listening sessions. So, some suggestions might be proposed:

- They should use the appropriate strategies by dividing the whole session time into two equal parts in order to practice more since the majority of them take just half an hour for discussing, answering, and presenting.
- Teachers should know the content of the movie before presenting it in front of their students. So, the chosen movie should suit the learners' interests and needs.
- Teachers should give the students more time to express their ideas in the target language; especially those who have problems in the speaking skill.
- Instructors should use different methods like games, role play, and simulation which are related to what they watch to help them benefit as much as possible.

Suggestions for Students

Based on students' attitudes, some suggestions and recommendations might be proposed for EFL students to enhance their speaking proficiency:

- EFL students should be aware of the importance of developing their English language. Hence, it is better to learn how natives speak by watching them and understanding the exact meaning of words.
- Students should use English language in their daily life not just inside the classroom. Basically, English movies are full of good expressions that could be used to interact with others.
- Students should select the appropriate genre of movies that could be helpful in developing their speaking skill.
- Students should be aware of the importance of classroom interaction in developing their speaking skill.
- Students should reduce their inhibition problems through interaction with others inside or outside the classroom.
- EFL students are in need to practice the English language outside the classroom for the sake of improving their speaking skills.

Limitations of the Study

The findings of this study show positive results in terms of watching movies to enhance speaking skill of EFL third year students at Mila University Centre. Through this research, some limitations might be noted. First, teachers of speaking/listening in the English department have different strategies in using movies as a teaching tool in their classes in order to meet students' needs and instructional objectives. Considering time limitation, it is not enough for them to present and practice their lessons in one session. Second, the chosen sample of teachers' interview is limited to only six teachers out of ten because four teachers refused to be recorded. In addition, teachers of English at Mila University Centre use their PCs in order to provide their students with movies, videos or any authentic materials since there is an observed lack of digital materials. The third pedagogical implication drew upon

students' attitudes about the usefulness of movies and their motives towards watching them inside and outside EFL classes. Therefore, it is beneficial for learners to put themselves in real life situations in the learning process. In fact, many students in English department at Mila University Centre have shown their highly interest, motivation, and likeability to improve their needs by watching movies. However, there are few students who didn't show any interests in the subject since they are not motivated to study English.

Conclusion

To sum up, the results obtained from both participants (teachers and students) are similar in some ways. First, both have shown that using movies as a learning tool is an effective way to develop students' speaking skill. The analysis of students' questionnaire and teachers' interview indicates that watching movies inside and outside EFL classes has a positive impact on the students' oral performance. It encourages students' participation, promotes confidence, and prepares students for real-life communication. Besides, it gives students the opportunity to use the target language freely and it enables them to practice the speaking skill. Moreover, it allows students to make decisions about how to express themselves and achieve the goal of developing their speaking skill by using different and modern tools. Thus, they learn more if they are interested, pleased, and motivated.

General Conclusion

Mastering the speaking skill is the main aim of any English speaking class. Thus English students tend to be asked to work seriously on developing their communicative abilities. This research is based on how EFL students enhance their speaking skill by watching movies. The purpose from this work is to reveal the importance of watching movies in and out-of- classroom environments that third year LMD students at Mila University Centre need in order to develop their speaking skills in the speaking/listening sessions. Also, this study aims at raising teachers and students' awareness of the importance of well-exploring movies as a language learning tool to enhance students' speaking skills. For that, the hypothesis set was that they would display positive attitudes towards watching movies as a language learning tool to develop their speaking skill if they are exposed to it inside and outside the classroom. This hypothesis was confirmed through the results obtained from both questionnaire of students (third year LMD students of English) and interview of teachers (listening/speaking modules).

This research consists of two main parts: the theoretical part, which is divided into two sections, is devoted to speaking skill and watching movies. The practical part contains the description, analysis, and discussion of the collected data.

The analysis of students' questionnaire reveals that the chosen sample of students shows clearly students' interest in the use of movies in EFL classroom or outside the class as a tool to develop speaking proficiency; this has been evidenced by students' responses to question seventeen (17) with high rate of (44%) in developing their vocabulary and improving their fluency and accuracy. Therefore, they denote that they are involved in the different communicative tasks when they use English movies as a source in learning English language. In addition, teachers, as well, are aware of the role of watching movies that can help in developing students' communicative skills. Hence, they attempt to use appropriate genres for

them and select the exact strategy to provide a movie inside the classroom with full guidance to give students' the opportunity to communicate freely.

Finally, we end the work by providing some considerable suggestions that we hope will help learners as well as teachers in English department at Mila University Centre to raise their awareness of the importance of watching movies in and outside classroom.

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Appendix I: Students' Questionnaire

Dear students,

This questionnaire is part of a research study which seeks to investigate your attitudes about watching movies to enhance your speaking skill. We would like to ask you to answer the following questions. Please tick (✓) the appropriate box and make full statements whenever necessary.

Section One: Background Information

1. Age:

2. Gender:

a. Male

b. Female

3. Do like to learn English??

a. Yes

b. No

Section Two: The Speaking Skill

4. Do you like chatting in English with your classmates in speaking/listening sessions?

a. Yes

b. No

5. Please, explain why

.....

.....

6. How often do you speak English in the classroom?

a. Always b. Sometime c. Rarely d. Never

7. Which of the following describes your oral English?

a. Very good b. Good c. Average d. Less than average

e. Low

8. When it comes to speaking, do you face any problems?

- a. Yes b. No

9. If yes, what kind of problems?

- a. Inhibition (shy, fear) b. Anxiety c. Vocabulary deficiency
d. Low or uneven participation e. Mother tongue use f. Lack of interest
g. If there are others, please specify.

.....
.....

10. What strategies do you use to overcome these difficulties?

- a. Foreignizing (To use a word from the mother tongue as a foreign word)
b. Word coinage (To create a new word)
c. Use hesitation devices (Pauses and gaining time to think)
d. Literal translation (Word by word translation)
e. Approximation (Substitution)
f. Cucumlocution (Explanation)
g. Appeal for help (Ask for help from others)
h. Non-verbal strategies (Use gestures and facial expressions)

11. What aspect(s) of speaking skill do you usually find very important?

- a. Vocabulary b. Fluency c. Grammar
d. Pronunciation e. All of them

12. Please, explain why

.....
.....
.....
.....

13. Which of these activities does your teacher present in the class to encourage you to speak?

- a. Group work b. Problem solving c. Role play d. Discussion/ Oral Presentation
e. Short stories f. Watching movies g. Others

.....
.....

14. Are the activities the teacher gives you during a speaking class?

- a. Interesting b. Boring

**Section Three: Students' Attitudes towards Watching English Movies as a Tool to
enhance their Speaking Skill**

15. What does stimulates you to watch English movies inside or outside the classroom?

- a. I like actors and actresses b. Just for entertainment
c. I am interested in the plot d. Improve my Speaking Skill

16. How often do you watch them?

- a. Always b. Sometimes c. Rarely d. Never

17. What kinds of English movies do you think are beneficial in learning English?

- a. Horror b. Comedy c. Action d. Romance
e. Others

.....
.....

18. Do you prefer watching English movies with subtitles?

- a. Arabic-English b. English-English
c. Both d. without subtitles

19. Please, explain why

.....
.....

20. How can English movies improve your speaking skill?

- a. They raise your motivation
- b. They improve your fluency and accuracy
- c. They develop your cultural awareness
- d. They develop your vocabulary
- e. They develop your pronunciation and accent
- f. They help you overcome your anxiety and inhibition

21. What types of activities does the teacher present while watching a movie in the class?

- a. Oral/ written review about the movie
- b. Activities about the plot, characters...etc
- c. Vocabulary activities
- d. Role Play
- e. Discussion
- f. Others, please specify

.....
.....

22. Do you quote from the movies you watch?

- a. Yes
- b. No

23. Any further suggestions

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.....

Thank you for your cooperation.

Appendix ii: Teacher's Interview Questions

Dear Teachers,

This is a structured interview that is designed to study the attitudes of EFL teachers towards using movies as a tool to enhance EFL students speaking skill. Your participation is very essential for this study. We will be grateful if you answer the questions in the recorded interview at your earliest convenience. The information you provide will be strictly confidential and used for research purpose.

1. How many years have you been teaching English?

.....

2. Which of the following module(s) have you taught?

- a. Speaking b. Listening c. Both

3. How many years have you been teaching this/these module(s)?

.....

4. What is your role inside EFL classroom during listening/speaking activities?

- a. Promoter b. Participant c. Feedback provider

5. What materials do you use to teach listening/speaking in the classroom?

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.....
.....

6. Would you please provide a brief description on how do you use these materials to teach listening/speaking skill(s)?

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.....

7. Do you usually use movies as a teaching tool in a listening and/or speaking activity?

a. Yes

b. No

8. Please explain why

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.....
.....
.....

9. Upon which criterion/criteria do you choose the English movies included in your lessons?

a. Shortness

b. Simplicity

c. Students level of proficiency

d. Students interests

e. Others, please specify

.....
.....

10. What are the types of movies do you usually use?

.....
.....
.....

11. Do you use movies with subtitles?

a. Yes

b. No

12. Please explain why

.....
.....
.....

13. Which types of subtitles do you usually use?

a. Arabic-English

b. English-English

14. How much time do you allow your students to watch a movie?

.....
.....

15. Do your students show any interest in this kind of teaching tools?

a. Yes

b. No

16. Please explain why

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17. During a listening activity, do you give some time to your students to practice speaking skill?

.....
.....
.....

18. Do you usually motivate your students to watch movies outside the classroom to improve their listening/speaking skills?

- a. Yes b. No

19. What are the aspects of the listening/speaking skill(s) do you focus on while teaching using movies?

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.....

20. Would you please mention some types of activities devoted for this purpose?

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.....
.....

21. According to you, do you think using movies in EFL class is effective?

- a. Yes b. No

22. Please explain why?

.....

.....

.....

Thank you

Appendix iii: Teacher's Interview Answers

Question one: How many years have you been teaching English?

Teacher one: "6 years"

Teacher two: "3 years"

Teacher three: "10 years"

Teacher four: "4 years"

Teacher five: "6 years"

Teacher six: "8 years"

Question two: Which of the following module(s) have you taught?

a. Speaking

b. Listening

c. Both

Teacher one: "Both"

Teacher two: "Both"

Teacher three: "Both"

Teacher four: "Both"

Teacher five: "Speaking"

Teacher six: "Both"

Question three: How many years have you been teaching this/these module(s)?

Teacher one: "6 years"

Teacher two: "2 years"

Teacher three: "8 years, I'm more experienced in teaching speaking."

Teacher four: "2 years"

Teacher five: "3 years"

Teacher six: "3 years, I taught listening then speaking."

Question four: What is your role inside the EFL classroom during listening/speaking activities?

- a. Promoter b. Participant c. Feedback provider

Teacher one: “Participant”

Teacher two: “Promoter and feedback provider.”

Teacher three: “Participant, I open the discussion and make conversations; then I give feedback.”

Teacher four: “Feedback provider”

Teacher five: “Feedback provider”

Teacher six: “Promoter”

Question five: What materials do you use to teach listening/speaking in the classroom?

Teacher one: “Computers, sometimes I use papers.”

Teacher two: “Data show, pc, and pictures.”

Teacher three: “My personal computer”

Teacher four: “My personal computer”

Teacher five: “I use authentic materials like BBC learning services, world web sites, and computers.”

Teacher six: “BBC learning and computer.”

Question six: Would you please provide a brief description on how did/ do you use these materials to teach listening/speaking skill(s)?

Teacher one: “On listening sessions, I give students something with academic language to listen to without transcripts, then I play again the record to listen to another time with transcript to help them to develop their vocabularies and check how words are spelled. While in speaking sessions, I ask them to perform something on the board which is watched in the laboratory in the previous sessions, these help students to develop their fluency.”

Teacher two: “I give them a movie to watch or records to listen to. After this stage, I ask them some question to check their understanding at the same time I let them speak, negotiate ideas, give opinions, and discuss about the contents of movie/record.”

Teacher three: “I provide them with a movie or part from it to watch, and then I open the discussion to check their comprehension and help them to practice speaking.”

Teacher four: “They watch during one hour maximum no more, and then I open the discussion to check their understanding and help them to practice speaking skill.”

Teacher five: “I bring those materials such videos and movies which contain enough English conversation made by foreign native speakers to watch, and then I ask some questions, make short exercises, and check lists about the contents. I focus more on their comprehension.”

Teacher six: “I give them video or movie to watch without transcript, I ask them some questions after watching, then I give them the transcript of the movie to let them check their mistakes when they answer me. Finally I open the discussion to exchange ideas about the content of the movie; I focus on comprehension, fluency, and vocabulary.”

Question seven: Do you usually use movies as a teaching tool in a listening and/or speaking activity?

Teacher one: “yes, but I didn’t use a lot of movies in my sessions unless they include academic language.”

Teacher two: “yes”

Teacher three: “yes”

Teacher four: “yes”

Teacher five: “yes, but not always because they are time consuming.”

Teacher six: “yes”

Question eight: why?

Teacher one: “it is good to give students such teaching tools because it is helpful to develop their accents; they feel themselves in real life situations.”

Teacher two: “today’s generations likes movies too much, so I prefer to give them something they like. Thus, they get interested and influenced to improve their abilities.”

Teacher three: “because students show their interests, motivation, and influence on this kind of teaching tool especially with some genres such as comedy.”

Teacher four: “because movies give insight about the others life, cultures, accents, and thinking.”

Teacher five: “I use them sometimes to change the traditional environments; so I choose some genre but not the whole movie just a part of it.”

Teacher six: “I use some documentaries because it is important to watch some kinds of academic movies to reach the instructional objectives.”

Question nine: Upon which criterion/ criteria do you choose the English movies included in your lessons?

- a. Shortness
- b. simplicity
- c. students level of proficiency
- d. students interests
- g. Others please specify.

Teacher one: “students level of proficiency, simplicity, and shortness; I relate this criterion when I give students a movie to watch inside the classroom.”

Teacher two: “Shortness, because the lessons time is not enough to provide them with a long movie. Another appropriate thing to take into consideration is the type of the movie itself, it should be educative.”

Teacher three: “students level of proficiency, shortness and the language itself”

Teacher four: “students level of proficiency, students interests.”

Teacher five: “shortness, because the time is not enough; students level of proficiency, because some genres of language are complicated to some students, and it’s hard to catch everything in the movie so I focus also on simplicity.”

Teacher six: “students level of proficiency, shortness.”

Question ten: What are the types of movies do you usually use?

Teacher one: “I use documentary movies more than other genres in my sessions, because I observe that it helps to develop student’s comprehension, and they are interests on such genre.”

Teacher two: “political, religion, comedy, and history.”

Teacher three: “short stories, speeches, and documentaries.”

Teacher four: “drama, comedy.”

Teacher five: “Animation”

Teacher six: “documentary movies.”

Question eleven: Do you use movies with subtitles?

Teacher one: “I use both of them.”

Teacher two: “I use movies without subtitles.”

Teacher three: “yes”

Teacher four: “no, I didn’t use subtitled movies.”

Teacher five: “no, I didn’t use subtitled movies.”

Teacher six: “yes”

Question twelve: why?

Teacher one: “I use movies with subtitles if I focus on pronunciation to help them to develop their speaking skills, or movies without subtitles if I work on comprehension to help them to catch the meaning from the context.”

Teacher two: “I use movies without subtitles to help them to develop their pronunciations by hearing native speakers how they pronounce words, and catch their meanings from the context. So, they learn new vocabulary.”

Teacher three: “I use subtitled movies because I find them with translation specially comedy genre. No way to change.”

Teacher four: “because I want from the students to concentrate on pronunciation, and comprehension not on reading.”

Teacher five: “because listening in real life situations takes place without subtitles, they have to listen/ watch native speakers, and get how they are pronouncing without translation to avoid focusing on reading the words on the screen.”

Teacher six: “subtitles are very important to catch the exact spelling of the native speakers who speaks rapidly.”

Question thirteen: Which types of subtitles do you usually use?

a. Arabic- English

b. English- English

Teacher one: “English- English”

Teacher two: “English- English”

Teacher three: “English- English”

Teacher four: “English- English”

Teacher five: “English- English”

Teacher six: “better to use English -English.”

Question fourteen: How much time do you allow your students to watch a movie?

Teacher one: “depends on the context of the movie itself, generally I provide them the whole movie in one hour to watch in order to catch their comprehension, and the other time to practice some speaking and answer some questions.”

Teacher two: “often one hour no more.”

Teacher three: “I choose those short movies because I pause the movie and replay it more than one time in order to ask them questions about the movie to check if they are understand the language, the content, and to give them the time to take notes.”

Teacher four: “for one hour maximum.”

Teacher five: “half of the time for watching, the other time for practice.”

Teacher six: “I divide the session for two parts, for watching firstly, then to practice some speaking.”

Question fifteen: Do your students show any interest in this kind of teaching tools?

Teacher one: “yes”

Teacher two: “yes”

Teacher three: “yes”

Teacher four: “yes”

Teacher five: “yes”

Teacher six: “yes”

Question sixteen: why?

Teacher one: “they find it appropriate to see native speaker’s gestures when they pronounce words.”

Teacher two: “they get motivated, interested and enjoy a lot.”

Teacher three: “they are interested in this kind of teaching tools specially comedy genre because the language of this genre is easy for them.”

Teacher four: “they are interested a lot because they like such teaching tools.”

Teacher five: “students show great interests when they watch a movie inside the classroom because they enjoy new tools in learning.”

Teacher six: “they are interested and motivated because they feel themselves in real life situation.”

Question seventeen: During a listening activity, do you give some time to your students to practice the speaking skill?

Teacher one: “of course, speaking is everywhere especially when they finish watching.”

Teacher two: “yes, after watching/ listening we should speak and negotiate ideas.”

Teacher three: “it depends on the movie contents and the reason behind using it; sometimes I use movies to develop learners listening or comprehension.”

Teacher four: “yes, during a listening activity I open the discussion about the recorded passages then ask learners to answers some questions orally.”

Teacher five: “yes, this is always the point I should mention when they finish watching.”

Teacher six: “yes, I let them practice some speaking when I ask them questions to check their comprehension.”

Question eighteen: Do you usually motivate your students to watch movies outside the classroom to improve their listening/speaking skills?

Teacher one: “yes, because it is not enough to develop speaking/ listening skills by watching them in one setting such as the classroom.”

Teacher two: “yes, because the classroom setting is not enough.”

Teacher three: “yes, but usually I ask them to practice listening.”

Teacher four: “yes, I advise them to watch BBC.”

Teacher five: “yes, especially to watch TV channels such as MBCs.”

Teacher six: “yes, but the important thing is how they watch them in order to develop their speaking skill.”

Question nineteen: What are the aspects of the listening/ speaking skill(s) do you focus on while teaching using movies?

Teacher one: “grammar, vocabulary, fluency, and pronunciation.”

Teacher two: “vocabulary and pronunciation.”

Teacher three: “it depends on the movie itself but I usually focus on grammar, vocabulary, and pronunciation.”

Teacher four: “grammar, vocabulary and pronunciation.”

Teacher five: “I focus more on pronunciation and fluency.”

Teacher six: “grammar, vocabulary and fluency.”

Question twenty: **Would you please mention some types of activities devoted for this purpose?**

Teacher one: “I use more group work activities, I divide the classroom into four or five groups after watching a movie in order to make summaries, and exchange ideas orally. So, I focus on comprehension and pronunciation.”

Teacher two: “I ask them to catch the meaning of some words when they watch, and discover their mistakes when I give them the transcript of the movie.”

Teacher three: “I ask them to perform something related to movie’s content; it is important to hear how native speakers are sound and use their expressions to develop speaking skill.”

Teacher four: “I ask them to perform something, role play, discussions and play educational games.”

Teacher five: “turn taking and games related to movies which are previously watched.”

Teacher six: “I ask them to present something at the board related to what they watch, then I ask some questions, give comments, participate and open the discussion.”

Question twenty one: **According to you, do you think that using movies in EFL class is effective?**

Teacher one: “yes, but not all the time.”

Teacher two: “yes”

Teacher three: “yes”

Teacher four: “yes”

Teacher five: “yes”

Teacher six: “yes”

Question twenty two: why?

Teacher one: no explanation.

Teacher two: “movies influence students learning and it is a motivating tool for them to enhance their abilities.”

Teacher three: “it helps because there is something moving in movies.”

Teacher four: “using movies inside classroom is so beneficial for EFL learners, because they learn directly from noticing native speakers how they sound.”

Teacher five: “on one way, students get motivated, interested, and enjoy these new teaching tools. So, it helps a lot to develop their needs.”

Teacher six: “it is a good way to put students in a position to see, and hear how native speakers are sound.”

الملخص

تسعى هذه الدراسة للتحقيق في مواقف الطلبة من مشاهدة الأفلام في تطوير لغتهم الانجليزية كلغة أجنبية و كأداة تعليمية تحفزهم على تطوير مهارة التحدث. في الواقع يؤكد هذا البحث أهمية تحسين مهارة التحدث لدى الطلاب لاعتباره أمرا معقدا و صعبا نظرا لما يبده الطلاب من جهود عند تقاعلمهم و تواصلهم مع الآخرين. ثم يسلط الضوء على فعالية مشاهدة الأفلام في تعزيز مهارة التحدث لفوائدها وانتفاع غالبية الطلاب منها لتحسين كفاءتهم في التحدث. في هذه الدراسة افترضنا بان طلاب اللغة الانجليزية في المركز الجامعي ميالة سيعرضون مواقف ايجابية اتجاه مشاهدة الأفلام كأداة تعلم للغة لتطوير مهارة التحدث لديهم داخل و خارج القسم. يتم تقديم اثنين من وسائل جمع البيانات إلى كل من أساتذة السمعى /الشفوي و طلبة السنة الثالثة تخصص لغة انجليزية في المركز الجامعي ميالة. من اجل جمع المعلومات الضرورية قمنا بمقابلة مع الأساتذة و استبيان تم تسليمه للطلاب, تظهر النتائج التي تم الحصول عليها من مقابلة الأساتذة واستبيان الطلاب أن أغلبية أساتذة السمعى الشفوي يستخدمون الأفلام كأداة تعليمية لمساعدة طلابهم على تحسين مهارتهم في التحدث, بما أنهم يواجهون مشاكل متنوعة عند التواصل و التفاعل أو الإلقاء الشفوي سواء داخل أو خارج القسم. كما أظهرت النتائج التي تم الحصول عليها أن كل من الأساتذة و الطلاب لديهم مواقف ايجابية اتجاه استخدام الأفلام لتعزيز مهارة الطلاب في التحدث. و بالرغم من فوائد استخدام الأفلام لمساعدة الطلاب في تطوير لغتهم إلا أن بعض الأساتذة لا يستخدمون الأفلام في حصص السمعى/ الشفوي نظرا لضيق الوقت. من خلال هذا البحث تم اقتراح توصيات للطلاب من اجل التغلب على الصعوبات التي تواجههم في التحدث و أخرى للأساتذة لمساعدتهم على تغيير استراتيجياتهم في تدريس مهارة السمعى/الشفوي.