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Submitted and Defended by:
Farouk BOUSBIA SALAH

The effects of the exposure to original films as an autonomous learning strategy to develop EFL learners' oral proficiency.

The Case of Master Level Students at Biskra University

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fulfilment of the requirements for the degree of **Master** in **Sciences of Languages**

Board of Examiners:

Mr.	**Maamar BECHAR**	MAA	Biskra	Supervisor
Dr.	**Lamri SEGUENI**	MCB	Biskra	Examiner
Mr.	**Bilal ZENNOU**	MAB	Biskra	Examiner
Mr.	**Khaled AMRAOUI**	MAB	Biskra	President

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Dedication

This work is wholeheartedly dedicated to my beloved parents

BOUSBIA SALAH RIDHA and BOUSBIA SALAH FATIMA

Who have been my source of inspiration and gave me strength in the hard times

Who continually provide their moral, spiritual, emotional, and financial support

Thank you

To my brothers, sisters, and friends

Who shared their words of advice and encouragement to finish this study

Finally, I offer my regards and blessings to all those who supported me while completing this modest work

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Abstract

The speaking skill is considered one of the major language skills, which is often measured to determine EFL learners' language proficiency. However, the majority of EFL learners face several difficulties and challenges in oral production which are due to the lack of English exposure in EFL contexts. Consequently, several studies have discussed the necessity of integrating strategies in order to overcome this shortcoming in EFL contexts. Among these strategies, which are suggested to improve EFL learners' speaking skill is the exposure to authentic materials. Accordingly, this study focuses in particular about original films which are considered a type of authentic materials. Moreover, this study aims to explore the effectiveness of the exposure to original films as an autonomous learning strategy to develop EFL learners' oral proficiency. This work is based on the suggested hypothesis to probe this study that is if learners rely on using original films as an autonomous learning strategy; their oral proficiency will be developed. Furthermore, a mixed-method research approach was adopted in this study. In relevance to this approach, two data collection methods were used to check out to what extent the proposed hypothesis is reliable and valid. We conduct the research with a case study investigation at Biskra University with a questionnaire administered to 60 master one students and an interviews with 9 teachers of English. After the analysis and interpretation of the collected data, the findings revealed that original films as an autonomous learning strategy could help EFL learners to improve their oral proficiency. Therefore, it can be concluded that the previous stated hypothesis was confirmed and the findings were positive.

Key-words: Original films, autonomous learning, oral proficiency, EFL learners

List of Abbreviations and Acronyms

AMs: authentic materials

EFL: English as a Foreign Language

ESL: English as a Second Language

MKU: Mohamed Kheider University

Dr: Doctor

Mr: Mister

i. e: Id est

Et al.,: Et alii (And Others)

(n.d): No Date

P: page

Q: Question

H: Hypothesis

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General Introduction

Background Study

The difficulties of teaching or learning the speaking skill have been the central issue for a long time in EFL classes. Although, speaking proved to be the most desired skill to be mastered among EFL learners, it remains the hardest achievable task. Additionally, speaking in a second language creates a mental block where the speaker cannot find the right words to express his thoughts in the target language and he is incapable to communicate fluently with it. As a common knowledge, a person is judged by the way he speaks his tone, his choice of words, his speaking speed etc. Therefore, for many years numerous studies have been conducted to suggest different types of strategies to overcome this mental block and to foster the oral proficiency of EFL learners.

Traditionally, learners in the classroom receive knowledge or practice strategies given by the teachers to achieve certain objectives. Whereas, most of the times the results do not match its' objectives and learners are considered as passive recipients of the teacher's input. Therefore, other different concepts of learning are strongly recommended in the meantime where learners can draw their own path of learning. Thus, the learners are simply capable to decide what, how, and when to learn which is called autonomous learning. Teacher-centred classroom using contextualized EFL textbooks is very de-motivating for many learners which makes them looking for new and joyful strategies to practice themselves where they feel at ease and motivated. Hence, the force of individual development comes in parallel with a desired autonomous strategy the learner uses eagerly.

Because the core aim of this research is suggesting a strategy to enhance EFL learners' oral proficiency, watching original films is considered as one of the autonomous strategies that are commonly used by learners. It is an entertaining way that makes learners feel into the storyline

which captures their attention and increases motivation to learn the target language. At the same time, it exposes them to a large number of authentic dialogues that promote the awareness of the social-cultural aspect of the target language. Moreover, this exposure to authentic conversations and language input can help learners correct their pronunciation and strengthen their communicative ability which develops their oral proficiency.

Statement of the Problem

The vital aim of learning a language is to attain the ability to establish adequate communication in that language. In this regard, all the four language competencies: listening, speaking, writing, and reading are required, but oral proficiency remains the most needed skill to be mastered among EFL learners nowadays.

However, as an EFL learner at the University of Biskra, we have noticed that EFL learners are facing major difficulties in the attempt of conducting an oral production even at the advanced levels. We think that the methods that have been used in the classroom setting are insufficient for the learners to achieve such results.

For that matter, learners should exceed their time of autonomous learning and take control of their own learning by moving to the target language themselves. Since learners in our case are not living in an English-speaking environment, watching original films is a great way that exposes EFL learners to authentic and real-life conversations that would develop their oral proficiency.

Research Questions

This research will be carried out to answer the following questions:

RQ1: How could the exposure to original films be beneficial in developing EFL learners' oral proficiency?

RQ2: How could the exposure to original films promote the learners autonomous skill?

RQ3: What is the attitude of the EFL learners toward the exposure to original films?

Research Hypothesis

Based on the above mentioned research questions, we formulate the following research hypothesis:

RH1: If learners rely on using original films as an autonomous learning strategy, their oral proficiency will be developed.

Aims of the Study

General Aims

The present study aims to examine the effectiveness of the exposure to original films as an autonomous strategy to develop EFL learners' oral proficiency. Moreover, it aims at investigating the EFL learners' attitudes toward watching original films; seeking to know whether EFL learners consider it as an interesting learning strategy and a source of motivation to learn the language or not.

Specific aims

The present study:

a. Attempts to describe the significance of original films in learning the target language.

b. Examines the effects of the exposure to original films on EFL learners' oral skill.

c. Determines the learners' attitudes toward watching original films.

Research Methodology

Research Approach

To check out to what extent the proposed hypothesis is valid and correct, we opted for a mixed method approach for this research wherein both qualitative and quantitative

assumptions are opted for, the mixed collection of both data and the implementation of the practice of them. Since both qualitative and quantitative method can offer possible solutions for this studied research problem; the mixed method approach is used for expanding the understanding of this research study, to converge and corroborate the findings. Therefore the final results would reach multiple audiences.

Research Design(s) / strategy(ies)

As for mixed method research design, a case study is described and surveyed through both qualitative and quantitative research designs. Because of the present study deals with inquiring in-depth date to see the effects of original films on the learners' oral and autonomous skill, a small scale study is chosen as feasible means to any data collection method. Additionally, the purpose of using mixed method strategies, as an emphasis for the rationality of combining different approaches, is to be able to develop the analysis and to use it as an aid to sampling.

Data Collection Methods / Tools

In order to arrive at the outcomes of the present study, both qualitative and quantitative data collection methods are used to analyze the results. The two data collection tools are as follows: an interview designed to the teachers and a questionnaire to the students. The semi-structured interview is used to collect in-depth data in a flexible manner; also, the quality of data gathered would be relevant to the research topic and would provide reported details about the teachers' opinions, attitudes, and beliefs toward the effects of original films. However, the semi-structured questionnaire can supply a considerable amount of research data for a relatively low cost in term of time. It constitutes the best instrument to measure the opinions, preferences or perceptions of the learners who are the object of interest for the research. Also it provides responses with numerical and descriptive data in a quick and direct way.

Data Analysis and Procedures

As for the mixed method data analysis that is used to analyze the data gathered qualitatively and quantitatively. A descriptive analysis procedure is used to describe and interpret the data gathered from the questionnaire and the interview.

Population and Sample

To accomplish our research, we select master one EFL students at the University of Biskra as a population since they show more awareness to the exposure to original films and they have more experience and competent in the target language which enable them to comprehend and respond to original films. The whole population of master one EFL students is 188 students of applied linguistic studies. Therefore, the numbers of students who will be volunteers are sixty (60) students approximately 32% of the whole population. In the other hand, out of 57 teachers at the field of English we will be interviewing nine (9) teachers who have background knowledge about the research interest.

Sampling Techniques

In this study, we opted for a simple random sampling technique. Thus, all participants in the population have an equal opportunity of being included in the sample. That, in turn, provides diverse learners in term of level, perspective, learning techniques, perception, and attitudes. Therefore, the findings of the study will be more valid and confidential.

Delimitation of the Study

In the attempt of conducting this research, we faced some hurdles that prevented us in getting data that are more adequate. Therefore, we can mention some Limitations which may come to the surface and affect the result of our study.

- The circumstances of our country which made the students do an open strike were one of the major obstacles.

- Normally, this research was supposed to be a quasi-experiment of a long treatment but because of time constraints and the absence of the student due to the strike; we opted for a questionnaire to the students and an interview with teachers as a strategy to accomplish this work.

- Due to this strike also, the students were not attending their classes in almost the whole second semester which prevented us from working with them. Therefore, the questionnaire was submitted online.

- We did not have the chance to interview some teachers who are more knowledgeable about the issue under investigation; thus, they apologized because of their loaded schedule.

Therefore, since this study is a case study and has a number of limitations, the results of the current study cannot be generalised.

Significance of the Study

The purpose behind conducting this research it to suggest a creative, entertaining, and effective strategy which is the exposure to original films as means to compensate for EFL learners lack of authentic input. Moreover, it is a chance for EFL learners to increase their self-learning through a joyful strategy that develops their oral proficiency.

The present research is an attempt to explore the effectiveness of the exposure to original films on EFL learners' oral proficiency. Furthermore, it describes the significance of original films as an autonomous learning strategy. Additionally, it provides desired opportunities which foster the learners' motivation to learn the target language.

This research would be a great interest for EFL learners in general; it will make them aware of the significance of the exposure to original films. Additionally, how original films could be a rich source of authentic input which is useful to enhance their speaking skill and other language skills.

Structure of the Study

The present research consists of two main parts; the theoretical part and the practical part. The theoretical part which constitutes the literature review of the study includes two chapters while the practical part includes one chapter.

The first chapter is devoted to lay a theoretical foundation about the speaking skill. First, it provides its nature, definition and highlights its importance to EFL learners. Moreover, this chapter presents the different component of speaking, the various functions of speaking and the interactional skills. It also explains the strategies that speakers employ to overcome communication problems and discuss the relationship between the speaking skill and listening skill. Additionally, it sheds the light on the main factors that cause difficulties to EFL learners and presents the most popular technology tools that are useful to overcome these difficulties.

The second chapter is set to present original films as an autonomous learning strategy in EFL contexts. It includes the definition of the concept of autonomy, its significance in language learning and the characteristics of autonomous language learners. Moreover, this chapter discusses the relation between autonomous learners and oral proficiency development and the deferent language learning strategies. Furthermore, it demonstrates the exposure to original films in language learning and its effects on the speaking skills. Subsequently, this chapter addresses original films as an authentic learning material and highlights its strengths to improve oral proficiency.

The last chapter is devoted to the fieldwork and the analysis of the collected data. First, it presents the theoretical background about the research methodology that is adopted for the study. Particularly, this chapter illustrates the research approach, the adopted research design and the data collection methods that are used in investigating the hypothesis that is suggested in this study. It also provides rational justifications for the decision to use each method of data collection. Thus, this chapter intend to investigate the exposure to original films as an autonomous learning strategy to develop EFL learners' oral proficiency. Moreover, it presents the analysis of the collected data followed by a discussion based on the acquired results in an attempt to confirm or refute the research hypothesis.

Chapter I:

The Speaking Skill:

Reviewing

Fundamentals

Introduction

The learning of English speaking skill is a preference for most English as Foreign Language (EFL) Learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Nevertheless, EFL learners are facing various obstacles and difficulties in the process of developing their speaking skill. The major problem which may cause this deficiency is the fact that the target language is rarely used in EFL contexts. However, Nemours studies revealed that developing oral proficiency is the first priority for EFL learners since they considered it the most desired and needed skill to be mastered among other language skills. Therefore, it is obvious that the speaking skill is important in view of the fact that mastering it enables learners to communicate effectively and appropriately in the target language.

Since speaking is of that importance, this chapter is devoted to lay a theoretical foundation about this fundamental skill. First, it attempts to demonstrate the nature and definition of speaking and highlight its importance to EFL learners. Then we will try to display the different component of speaking. Next, the various functions of speaking will be described in more detail. Then, more insights will be presented, especially, with respect to the interaction skills. This chapter also explains the strategies that speakers employ to overcome communication problems. Conversational structure will be then addressed, followed by the proficiency of speaking. The chapter will also discuss the relationship between the speaking skill and listening skill. Additionally, we aim to shed the light on some factors of EFL learners' difficulties to speak English language. Finally, the chapter concludes with the most popular technology tools that are useful source to develop oral proficiency.

The Nature of Speaking

As a matter of fact, speaking is those human speech sounds which are produced by speech organs that are used in order to conduct an effective communication. Therefore, Thonbury (2005) explains the act of articulating a speech through the biological analogy:

> a stream of air is produced in the lungs, driven through the vocal cords, and shaped by, among other things, the position and movement of the tongue, teeth, and lips. Vowel sounds are produced primarily by the action of the tongue and the lips. Consonant sounds are determined by the point at which the air stream is obstructed (p. 5).

The sound of people's speech is meaningful. Speakers consciously or unconsciously use their speech to create an image of themselves to others. By delivering speed, pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. Additionally, Speaking can be seen as a way of generating abstract ideas and thoughts into speech that is understood by the listeners in different situations. In this respect, Widdowson (1994) considers speaking as the physical realization of the abstract systems of the language using the aural medium during a face to face interaction, dialogue or other forms of verbal exchange.

Speaking is a vital part in peoples' life. Thus, through speaking they are most frequently judged, and may make or lose friends. It is merely, the vehicle par excellence of social solidarity, of social ranking. It is also a medium through which much language is learnt (Bygate, 1987). Henceforth, it is necessary first of all to define speaking and to stress its importance in EFL learning.

Definition of Speaking

Speaking is defined as 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 (Brown & Joyce, 1997). In other words, it is the exchange of ideas, or it is ''taking thoughts and putting them into words and saying them, with much of this process being done unconsciously'' (Safont, 2002, p. 51). The participants and the kind of speaking differ from one situation to another. Basically, speaking can be either formal or informal. Formal speaking can be found in academic contexts such as schools, as well as business corporations, and institutions; however, informal speaking can be used with relatives, family, friends, and other people that one might be close to.

Another definition comes from Cameron (2001). She says that "speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time, people produce utterances; they deliver their meanings, feelings, ideas and desires" (p.40). Furthermore, Nunan (2003) puts it that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning" (48). From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

Consequently, Hedge (2000, p. 261) defines speaking as "a skill by which people are judged while first impressions are being formed". That is to say, speaking is a crucial skill which needs more attention in both first and foreign language because it reflects people's thoughts and personalities. Speaking therefore, is said to be a dynamic and productive skill. Harmer (2001) points out that, L2 speakers should have the ability to speak in various situations with the recognition of different conversational repair strategies alongside the

correct pronunciation, intonation and stress. In this regard, Luoma (2004), consider a good speaker means s/he has a good amount of vocabulary, correct pronunciation, and meaningful utterances. However, to acquire all the mentioned items is not an easy task; they need a long time of practice and efforts to achieve the level of proficiency. Yet, mastering speaking in EFL learning is very important.

Importance of Speaking

Humans are programmed to speak before they learn to read and write. Accordingly, Ramelan (1992) points out that "all human being whenever they live always speak language, although they do not have any writing system to record their language" (p. 13). That is, speaking is very important in mastering any language. Thus, the success of a foreign language learner can be measured through his speaking capability. Krashen (1988) examined the relation between listening and speaking skills. He state that when learners speak, their speaking provides evidence that they have acquired the language. Additionally, Nazara (2011, p. 29) considers speaking as the most significant skill for EFL learners to be acquired. She assumed that:

> Speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Despite the fact that speaking is the most difficult for learners, and this results from learners' lack of exposure to the target language in EFL contexts that does not allow them to use it for communication and expression. Many English foreign language learners consider the mastery of speaking a priority. Besides, they evaluate their success according to their spoken language proficiency. In like manner, Stein (2007) stresses that ''to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose 'fun' using it'' (p. 2). Therefore, learners should have enough English speaking ability in order to communicate easily and effectively with other people.

To conclude, Speaking is a vital part in learning any language which provides learners with several opportunities in their educational and professional life. For instance, Baker and Westrup (2003) assumes that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion. It widens their chance to study abroad and to gain better career. Moreover, speaking skill enables learners to transform information and present their ideas and thoughts easily. Besides, it facilitates communication with people and the usage of language in real life situations.

Components of Speaking

Speaking is probably the language skill that most language learners wish to master as soon as possible. To achieve that purpose learners have to know some important components. These components are what aspects influencing how well a learner can speak the language.

Grammar

Grammar is the glue that holds sentences of the language together and gives them appropriate meaning. Basically, it is the structural foundation of our ability to express

ourselves. Moreover, grammar refers to the rules that govern a particular language. For Ur (1981) "grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning"(p. 4). Knowing about grammar helps to realize the nature of the language system which allows us to understand what makes sentences and offers a window into the human mind and into our amazingly complex mental capacity. As a result, we can say that mastering the grammar knowledge will help one in speaking English because he will know how to arrange the words in a sentence, and what tense will be used to produce meaningful utterances.

Vocabulary

Vocabulary merely refers to all the words that are used by people, which enable them to produce the language. Furthermore**,** vocabulary knowledge is one of the most effective factors that influence fluency in communication .It has a central position in forming an utterance. Consequently, Nation (2001) state that "vocabulary is important for EFL learners, just as the significant of breaks to a building (p. 129). Similarly, Cook (2013) points that the real communication is a result of suitable and adequate vocabulary learning as compared with learning grammar rules only. In other words, vocabulary is essential for successful language production and makes the process of expressing once ideas, feeling and thoughts both in oral or written form much easier.

Pronunciation

Pronunciation is defined as the utterance of words, speech or discourse appropriately and correctly. Luoma (2004) asserts that ''Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation'' (p. 11). Likewise, Otlowski (1998) defines Pronunciation as a way of uttering a word in an acceptable manner. Based on the statement

above, it can be concluded that pronunciation includes many aspects that include articulation, rhythm, intonation, stress, and phrasing which are important for the learners to encounter.

A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary concern of most EFL learners. Therefore, there are different models that can be found for learning English pronunciation. For example the exposure to authentic language input of native speakers which can be conducted through watching original films. All of these authentic dialogues the learners are exposed to through films may facilitate the process of learning the English pronunciation.

Fluency

Fluency is defined as the ability to deliver a speech with speed and ease without hesitation and frequent pauses. According to Hartmann and Stork (1976) "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed" (p. 86). Thus, a speaker is described to be fluent when his/her speech becomes evidently rapid and automatic. Many EFL learners think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. In contrast, even the position of pauses is a significant factor as well. The natural pauses come after producing series of meaningful words; on the other side, artificial pauses interrupt the speech and the statements will appear meaningless (Thornbury, 2005).

For EFL learners, gaining fluency is a very difficult task. Since fluency requires speaking rapidly, it is regarded as the most demanding aspect of the speaking skill for most language learners. Richards, Platt, and Weber (1985) highlights that, in second and foreign language

learning, fluency is used to characterize a learner's level of communication proficiency, including the following abilities to:

1. produce written and/or spoken language with ease;

2. speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar;

3. communicate ideas effectively;

4. produce continuous speech without causing comprehension difficulties or a breakdown of communication. (pp. 108-109)

To conclude, we can say that fluency is the speaker's ability to produce connected speeches rapidly naturally, smoothly, and without too much hesitation or pauses. It is also the main characteristic of speaking performance. For that, EFL learners are required to focus more on improving their fluency because they have to speak fluently to make their listeners able to respond to what they say.

Accuracy

The structure of the sentence, correct tenses and conjunctions are the core of a meaningful, comprehensible, and clear speech that a speaker should be aware and knowledgeable about, and its appropriate use in order to produce an accurate speech. Harmer (2001) defines accuracy as how learners use the language system correctly, including the employment of grammar rules, pronunciation and vocabulary. That is, accuracy is the ability to speak without making any grammatical, vocabulary, punctuations and other errors. Furthermore, speakers will not be understood if they perform incorrect utterances each time. In this content the hearer will lose interest. Thus, paying attention to correctness and completeness of a language form is vital for the oral proficiency. Baker and Westrup (2003) note that "Accurate speakers do not

make mistakes in grammar, vocabulary or pronunciation" (p. 7). In other words, accuracy in speaking is simply producing correct utterances which are free of all kind of errors.

Comprehension

Comprehension is an ability to perceive and process stretches of discourse, in order to formulate meaningful sentences. Furthermore, comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by the intuition of the interlocutors. Comprehension refers to the fact that participants fully understand the nature of the speech, even when the procedures are complicated. Thus, Speakers commonly expect listeners to recognize the function or the communicate intention of the utterances they produce and to act accordingly. They are usually helped by the circumstances surrounding the utterances or the speech event (Yule, 1999).

Therefore, in speaking, it can be concluded that, the comprehension refers to the speakers' understanding of what are they saying to the listeners in order to avoid misunderstanding of the information; in addition, its function is to make the listeners easily to catch the information from the speaker.

Function of Speaking

Speaking has various functions in human interaction that have different implications for teaching and learning. Brown and Yule (1983) classify these into transactional functions and interactional functions. The transactional functions of speaking are concerned with the exchange of information, while the interactional functions help to establish and maintain social relationships. Consequently, Richards (2008) developed Brown and Yule's framework to an expanded three-part version, which includes: talk as transaction, talk as interaction and talk as performance.

Talk as Transaction

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services**.**

As an illustration, talk as transaction refers to situations where the focus is on what is said or done. Making The message understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

Talk as Interaction

Appropriate Interactional mechanisms mediate the relationships between people. In this talk function, the emphasis is on the communication between participants rather than on the message. As Richards (2008) explains that:

> Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message (p. 19).

In this kind of talk, the exchanges of the interactional conversation could be either casual or formal. Some of these examples are:

- Chatting to an adjacent passenger during a plane flight (polite conversation that does not seek to develop the basis for future social contact).

- Chatting to a school friend over coffee (casual conversation that serves to mark an ongoing friendship).

- A student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants).

- Telling a friend about an amusing weekend experience, and hearing her or him recount a similar experience he or she once had (Richard 2008, p 20).

Whereas, in order to understand the implications of interactional talk for the teaching and learning of EFL speaking, some of the skills involved in producing interactional talk are: joking, recounting personal incidents and experiences, turn-taking, reacting to others using appropriate style of speaking.

Talk as Performance

The last type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information to an audience, such as public announcements, classroom presentations, and speeches. The focuses are on both audience and message. Moreover, performance talk is affiliated to what the speaker intends to act or achieve through his/her talk. It can be said that talk as performance is prepared in advance as written productions (Richards, 2008).

Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

Routines of Speaking

The types of talk described above sometimes follow recognisable patterns. According to Bygate (1987), these patterns are routines, i.e. the typical patterns that speakers employ when organising what they want to communicate. More specifically, these routines correspond to typical kinds of messages. For example, these routines include storytelling or joke telling; descriptions or comparisons; and instructions. Routines are conventional ways of presenting information. The fact that routines are conventional makes them predictable and easily interpreted by the listener. Generally, there are two types of routines, namely information routines and interaction routines.

Information Routines

Information routines refer to frequently recurring types of information structures, such as stories; description of places and people; presentation of facts; comparisons; and instructions. These types of routines occur in both speech and writing. However, they are likely to involve slightly different forms according to whether the language used is oral or written. For L2 learners, using such routines in speech is also likely to require practice under the conditions of normal speech (Bygate, 1987).

Information routines have been further classified as expository or evaluative. According to Brown and Yule (1983), the main types of expository routine are description, and instruction. Whereas, evaluative routines are usually involve explanations; predictions; justifications; preferences and decisions. They further argued that, the number of variables involved in an information routine determines how many challenges the speaker may be faced with. Narrative, for example, consists of several essential components, namely setting, time, participants, event, and a point. If any of these categories have more than one element, such as

more than one participant or more than one event, a narrative will be more difficult to encounter to a non-native speaker. Therefore, EFL speakers ' skills should be targeted to be improved in maintaining information routines involving this complexity.

Interaction Routines

Interaction routines are particularly concerned with sequences that occur in typical types of interactions rather than with the content of information. In other words, interaction routines can be "characterised in broad terms to include the kinds of turns typically occurring in given situations, and the order in which the components are likely to occur" (Bygate, 1987, p. 25). Examples of interaction routines include telephone conversations, interview situations, and conversations at parties, conversations around the table at a dinner party, lessons, and radio or television interviews. The incompetence of a speaker can be recognised when the characteristic sequence of a certain interactional routine is not preserved, such as starting talking with guests at a party without producing an initial greeting or talking on the phone without checking who is on the other end of the line (Bygate, 1987). Language speakers build up an extensive range of routines, both informational and interactional.

Speaking as a Skill

As a matter of fact, in order to be able to speak a foreign language, it is necessary to be aware of certain rules governing that language. However, learning to speak proficiently in a foreign language does not merely depend on how to employ knowledge of grammar and vocabulary to assemble sentences. Thereupon, it is essential to recognise the difference between knowledge about a language and the skill to use it. The ability to produce sentences fluently in real time and adapt them to the circumstances is also an essential requirement for proficient speaking. This ability includes making decisions rapidly, implementing them

smoothly, and adjusting spoken utterances according to the unexpected circumstances that develop during the conversation.

Therefore, speaking as a skill may be decomposed into two different types of skills, namely motor-perceptive skills and interaction skills. The former include perceiving, recalling, and articulating in the correct order sounds and structures of the language. This is referred to as the 'context-free' type of skill, which is described by Levelt (1989). On the other hand, the latter involve using knowledge and basic motor-perceptive skills to carry out successful communication. More specifically, this involves making decisions about what to say and how to say it according to the development of conversation (Bygate, 1987). Interaction skills involve negotiation skills, which include all skills needed by speakers in order to enable them to be clearly understood and solve various communication problems that are expected to occur in a conversation. Negotiation skills involve two main aspects, namely the negotiation of meaning and the management of interaction which will be addressed in the next sections along with the conversational structure.

Negotiation of Meaning

Negotiation of meaning entails the development of mutual understanding between interlocutors rather than individual understanding. According to (Bygate, 1987) there are two main factors that affect the sought mutual understanding. The first factor is the level of explicitness that is determined by the speaker's choices of expression according to what she/he thinks the interlocutor knows, needs to know or can understand. Speakers have to predict or guess what their interlocutors know and only add more if the interlocutors indicate that this is necessary. Whereas, the second factor that affects the negotiation of meaning is the procedures that speakers employ to ensure that understanding takes place. These procedures include paraphrase, metaphor and the use of vocabulary to vary the degree of precision with which

speakers communicate. They also include the need to take account of what has already been said.

Management of Interaction

Management of interaction refers to the freedom speakers have when they are engaged in a conversation as opposed to a meeting or a lecture. Speakers have the right to take a turn when they want without the intervention of anyone else, such as a chairperson. The management of interaction has two main aspects according to Bygate (1987). The first aspect is referred to as agenda management, which is basically the control over the content of an exchange. In other words, agenda management refers to the right of participants in a conversation to choose the topic and the way the topics are developed. The second aspect of interaction management is turn taking, which is concerned with who speaks, when, and for how long.

Conversational Structure

Most EFL learners fail in real conversation despite their knowledge of the grammar and vocabulary of that language. Due to the fact that, all conversation follows recognisable patterns, which are governed by specific rules that are unfamiliar to the learners' cultural background. Therefore, learners should acquire the knowledge of conversation features of the target language. Accordingly, McCarthy (1991) points out that learners should be introduced to these conversational routines explicitly or at least implicitly and given the opportunity to practice them. He, further, asserts that significant cultural differences in conversational norms can at least be pointed out to the learner.

Conversation takes various forms, where speakers and situations vary considerably. Nevertheless, despite their random and unstructured look, conversation is an organized activity which requires specific skills that language learners should acquire. In other words, conversation has its own dynamic structure and rules and it is organized in sequence in order

to make the conversation meaningful, enjoyable and understandable. These rules determine certain aspects of conversation, such as how to start or close a conversation; who speaks and when; and how long a turn lasts. According to Dornyei and Thurrell (1994), these rules are essential so that speakers in conversation can take turns properly and smoothly, and avoid unnecessary interruptions and simultaneous talk. This section will describe essential elements of conversational structure and rules.

Opening.

It is the initiating exchanges that designed to start off a conversation and to establish social relations. According to Cheepen and Monaghan (1990) openings may be defined as "the beginning of the conversational encounter after the exchange of formulaic greetings to signal and establish an interpersonal framework for the encounter" (p. 32). However, a conversation may be started in different ways; questions, comments on something, comments on the weather, general complaints, social lines, etc.

Turn taking.

However, turn-taking mechanisms were discussed briefly previously in the section of management of interaction. But in this section it will be discussed with more details. These mechanisms are essential rules and signals that determine who talks, when, and for how long. Moreover, it is the skill of knowing when to start and finish a turn in a conversation. It is an important organisational tool in spoken discourse**.** Similarly, Yule (2014) refers to it as the way in which each speaker takes a turn in conversation.

The language of the classroom does not provide enough opportunities for learners to develop their awareness of turn-taking mechanisms or to practice turn-taking skills. This is particularly significant for learners from cultures whose turn-taking rules and conventions are different from those in the target language. The acquisition of turn-taking ability cannot be

assumed to occur automatically. It needs, however, to be "developed consciously through awareness raising observation and listening tasks involving videoed and/or taped authentic conversation" (Dornyei and Thurrell, 1994, p. 42). Learners, then, can practice the observed mechanisms through the exposure to taped authentic conversations.

Interruption.

A special case of turn-taking is interrupting, which is, according to Dornyei and Thurrell (1994) "a definite conversational blunder in many cultures" (p. 42). Interruption is almost inevitable in everyday conversation, where it is used mainly to clear up misunderstanding. However, interrupting too frequently or outside the proper situations is considered rude in most cultures. In English, there are 'set phrases' that usually precede interruptions in order to promote politeness. He mentions some examples of such English set phrases which include:

Sorry to interrupt, but my point was …

Sorry, but I am not sure if I understand …

Topic shifts.

Informal everyday conversation often covers several different topics in a short span of time. These topic-shifts may be performed by employing certain conversational routines, such as:

S1: Oh, by the way...

S1: That reminds me of... (Dornyei and Thurrell 1994, p. 43).

Therefore, it is common that people engaged in a conversation may want to stop talking about a certain subject further or want to start talking about a new subject of interest.

Adjacency pairs.

According to McCarthy (1991), adjacency pairs are defined as pairs of utterances in talk that are often mutually dependent. Examples of such utterances include questions, invitations, requests, apologies, compliments, etc. Likewise, Levinson (1983) defines adjacency pairs as

"the kind of paired utterances of which question-answer, greeting-greeting, offer-acceptance, apology-minimization, etc are prototypical" (p. 302). From the definitions above, it can be conducted that adjacency pair always consists of a first part and a second part which are produced by different speakers. The first part immediately creates an expectation of the utterance of a second part i.e. the first part require certain expected types of replies from the second part for instance an invitation require an acceptance or a refusal.

Closing.

According to Laver (1975), closings of a conversation function and operate in a similar fashion to openings, but instead of setting up the conversation, closings sum up what the interpersonal relationship has been. Closings are constituted by sequences of pre-closing, such as the English examples below:

> Speaker: It's been nice talking to you …
>
> Speaker: Well, I don't want to keep you from your work …
>
> Speaker: We must get together sometime…

Speaking Proficiency

As we have seen in the aforementioned sections above, mastering the speaking skill requires more than the knowledge of the abstract system of the language. It was shown that the speaking skill is the ability to use the language appropriately in real time and in deferent circumstances. These abilities require the knowledge of the rules governing the language and the skill to use it which includes negotiation language and conversational features. In other words, mastering the speaking skill involves knowing grammatical and semantic rules of the language and the ability to use them appropriately in social interactions; namely being communicatively competent. According to (Nunan, 1989, p. 212), communicative competence

is "the ability to deploy linguistic, interpersonal and sociocultural knowledge effectively for communicative purposes". For Canale and Swain (1980), communicative competence entails four components of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. How these four components of competence underlie speaking proficiency is graphically demonstrated by Shumin (2002, p. 207) as in Figure 1
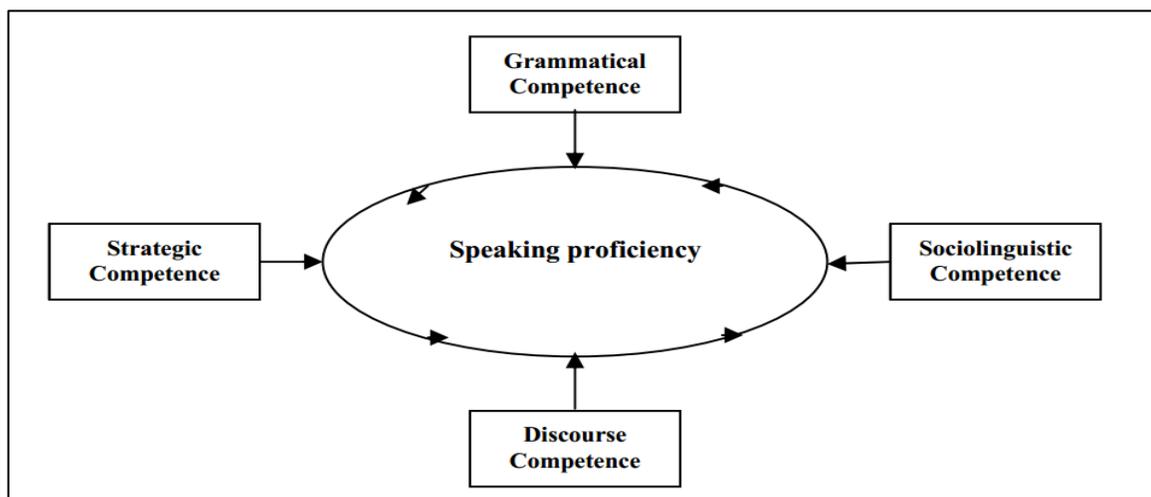
Figure 1.1: Speaking proficiency and the components of communicative competence (Shumin, 2002, p. 207)

As can be seen from the figure, speaking proficiency is influenced by all four components of competence. The first component is grammatical competence, according to Savignon (1983) it is "the ability to perform the grammatical well-formedness. It is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences" (36). In the case of speaking, grammatical competence enables learners to use and understand the language structures accurately, which contributes to their fluency.

Another component is sociolinguistic competence, which requires an understanding of the social context in which language is used; the roles of the participants, the information they share, and the function of interaction (Savignon, 1983). This competence helps to prepare learners for effective and appropriate use of the target language. In short, understanding the sociolinguistic side of language enables learners to know what comments are appropriate, how to ask questions during interaction and how to respond nonverbally according to the purpose of the speaking.

In addition, learners need to develop discourse competence. This is concerned with the connection of a series of sentences or utterances, or inter-sentential relationships, to form a meaningful whole (Savignon, 1983).consequently, In their review of a discourse-based approach in the teaching of EFL speaking, Luciana and Aruan (2005) state that the discourse-based approach enables learners to develop and utilize the basic elements of spoken discourse in English involving not only a full linguistic properties but also the knowledge of proposition, context and socio-cultural norms underlying the speech.

The last component of communicative competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules, be it linguistic, sociolinguistic, or discourse rules. It is analogous to the need for coping or survival strategies (Savignon, 1983). With reference to speaking, strategic competence refers to the ability to keep a conversation going. For example, when foreign language learners encounter a communication breakdown as they forget what a particular word in the target language, they try to explain it by mentioning the characteristics of the thing that they want to say, thus employing a type of communication strategies.

To conclude, it is clear that oral skill was regarded as a difficult task to accomplish though; however, it is an important language skill for second / foreign language learners. EFL learners

should therefore engage in deferent authentic activities and make a great deal of effort to gain oral proficiency and be a native-like. This requires mastering all four communicative competences, namely grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

The Relationship between Speaking and Listening Skills

Speaking and listening are both together essential skills to acquire communicative competence in language learning. Hence, a proficient speaker is the one who listen to the oral language and understands what is said so that his/her responses will be accurate. Consequently, Osada (2004) have argued that "Speaking does not of itself constitute communication unless what being said is comprehended by another person" (p. 55). In this respect, speaking and listening are naturally connected since they happen together in the same time. Thus, the process of communication requires people who are communicating to listen to their interlocutors in order to respond accordingly to them through verbal utterances or speech. So, there is "A natural link between speaking and listening" (Brown, 2001, p. 275). In other words, a successful exchange is based on mastering these two skills, which means being able to comprehend what is said, as well as being able to convey meanings and process information effectively and appropriately.

Additionally, it has been proved that listening skills and foreign language acquisition are highly interconnected. In this regard, Bozorgian (2012) conducted a research representing the relationship between listening and other skills in an International English Language Testing System (IELTS). In her initial investigation, she draws particular attention to the fact that developing listening in the classroom produces a significant improvement in other skills. Based on her findings, she states that listening is the basic foundation of language acquisition

and that there is a strong correlation between audio skills with a different language system. It could therefore be said that listening is clearly linked to the development of speaking and this usually occurs because listening plays an active role in supporting spoken ability. For this reason, learners need to be exposed to authentic listening activities so that they can start producing and adapting the spoken language.

Factors Effecting Speaking Skill in EFL Contexts

Mastering speaking skills, however, is a priority for most EFL learners, but there are several obstacles that impede learners from developing their oral proficiency. In fact, the major reason that makes speaking difficult in EFL contexts that it is rarely used; learners do not have enough opportunities to use the target language. Since speaking is the most skill that needs practice, a number of researchers have conducted studies investigating the reasons that hinder learners from practicing speaking and identify the factors that influence their speaking performance. These factors are introduces as psychological and linguistic factors.

Psychological Factors

There are various psychological factors which may affect negatively learners' speaking performance. For instance, the fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Learners are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people.

Moreover, Inhibition is another reason which is a feeling of worry that stops learners from telling or performing what they want. All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English so they prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

Additionally, motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. In short, if learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. Thus, without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

Linguistic Factors

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not simple phonetic language. That is, pronunciation of English words is not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of

problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. In addition, they should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Furthermore, grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012).

Frequently, native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014). Consequently, Learners often use the mother tongue when they could not express themselves in the target language so they shift to their native language to express what they want to say. The use of the mother tongue indicates the inadequate vocabulary repertoire and weak sentence building skills. Therefore, learners will not be able to develop their ability in the foreign language if they keep on being influenced by the use of their mother tongue.

To summarize, all these linguistic factors cause mental block to the learners and create obstacles which may impede the process of speaking skill development. For that matter, several teaching and learning strategies were suggested by researchers over time to overcome these problems of speaking development in EFL contexts. With the growth of innovation and productivity nowadays, technology has proven to be an effective language learning source.

Therefore, the following section describes how can technology provides language learning tools.

Technology Tools to Develop Oral Proficiency

It is a known fact that nowadays, technology is an essential part of most people's life around the globe. It has been increasingly wide spreading and people become obsessed and more likely addicted to use it every single day. At the same time, it has been proved that technology can be used to support the process of language learning. Therefore, several researchers stressed the benefit of integrating   technologies to the learning situations. Thus, effective classroom strategies have traditionally involved the use of technology. Nevertheless, the usage of technologies can facilitate the process of the learning and provide an easy access to the language learning materials anywhere and anytime. For instance, the internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts, video clips, and films that help learners in different aspects; pronunciation, acquisition and reinforcement of new vocabulary.

Technology affords learners the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, as well as encouraging self-improvement. Moreover, learners can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with authentic models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practised with others via interactive exchanges prior to a live performance that can be filmed for posterity (Howard and Pim, 2007).

Additionally, talking photo albums have been successfully used to create stories or non-fiction texts with an oral narrative. Hence, photos and text can be inserted into each page of the album and the user can subsequently record a corresponding narration. Recording devices like these are cheap, portable and simple enough to be used by learner, where being able to overwrite recordings multiple times, which is essential to allow learners to achieve relative success in their oral work. Furthermore, audio recorders have also been used to encourage reticent speakers to use oral language more openly; a learner makes a recording in isolation and plays this back with others in order to validating their voice (Howard and Pim, 2007).

What is missing for many EFL contexts is access to other language users with whom they can practise. But with the emergence of social media and the extensive use of it all over the world, that problem becomes from the past. Thus, technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others, often native speakers, or other learners studying the same language but who don't share the same mother language. So they have the chance to use English to communicate in chatting rooms and face-to-face interaction through online virtual worlds which become increasingly popular as vehicles to promote language learning (Phillips, 2010). These ways are being used to bring learners together over distance so that they can communicate in a common language and share cultural experiences.

 Furthermore, virtual worlds afford learners the possibility of collaboratively developing content and interacting with peers through virtual experiences: debates, role play, exhibitions, and performances. Also have a significant role to play in facilitating the co-creation of content, where learners interact with peers by composing, editing and exchanging texts. These technologies offer learners the opportunity to engage in activities that produce comprehensible output and where meaning has to be negotiated. It has been argued for some time that in order

for learners to develop competent language skills they need to engage in comprehensible output (Swain, 1985).

To conclude, different technologies can be used to increase learners' access and practice of the language, as well as supporting their development of oral competency. In particular, technology allows learners to be more exposed to the target language or have more opportunities to use it in productive ways.

Conclusion

This chapter presents a general review of the literature that is related to the speaking skill. Initially, the nature of speaking itself is demonstrated. Subsequently, different definitions of speaking skill are provided and its importance is highlighted. Furthermore, in this chapter we shed the light on various component of speaking which constitutes the linguistic factors a speaker should acquire. After that, the functions of speaking are carefully delineated. Then, more insights are presented, especially, with respect to the interaction skills. Accordingly, a clear discrimination between the language about the language and the skill to use it is illustrated. Speaking strategies are provided, followed by a discussion of the conversational structure.

Moreover, in this chapter we demonstrate the important aspect that makes a speaker proficient. It also attempts to describe the interrelationship between speaking skill and listening skill. Additionally, some factors that cause speaking deficiency for EFL learners are outlined including psychological and linguistic factors. Finally, we conclude the chapter by introducing the most popular technology tools that are helpful in developing oral proficiency. The following chapter is an attempt to introduce the role of original films as an autonomous learning strategy to enhance EFL learners' oral performance.

Chapter II:

The Exposure to

Original Films as an

Autonomous

Learning Strategy

Introduction

Learning a foreign language is arguably one of the most cognitively challenging undertakings a person may experience in his/her lifetime. In English as a foreign language (EFL) contexts, learners encounter many difficulties in their learning process which impede their abilities to use the language properly. The reasons for that failure are varied and complex. The major cause, however, lays on the fact that English exposure in EFL contexts is restricted only to the classroom setting; learners do not have the opportunity to practice or be exposed to the language outside the classroom. In addition, mastering the language is a life-long process which requires the learners' efforts and much more than the classroom learning.

Accordingly, language learning necessitates continuous and direct contact with the target language that requires the learners to do out-class autonomous activities, which enable them to remain in touch with the language. For that reason, autonomous learners prove to be more qualified for this mission. Hence, most autonomous learners are learning English by the use of original films which compensates all the shortcomings in the EFL learning experience by bringing authentic language to them.

Therefore, this chapter is set to present original films as an autonomous learning strategy in EFL contexts. First, it attempts to identify the concept of autonomy and display its significance in language learning as well as the characteristics of autonomous language learners. Then the relation between autonomous learners and oral proficiency development will be clarified. Moreover, deferent language learning strategies will be highlighted, namely direct and indirect learning strategies. Next, much emphasis is for what language learning strategies and activities are favoured by autonomous learners, especially out-of-class ones.

That, in turn, paves the way for us to switch to the exposure to original films in language learning. Then the exposure to English language original films as a way to develop speaking skills will be discussed. Subsequently, this chapter addresses original films as an authentic learning material. So, after a brief historical background about authenticity as a term followed by many definitions of authentic materials, which are suggested by several scholars and educators, the importance of authenticity and authentic materials in EFL contexts will be stressed. Finally, we will spot the light on the strengths of learning with English original films to improve oral proficiency.

Basic Concepts and Definitions of Autonomy

Increasingly, the imperatives of a global change dictate educational requirements that are less focused on producing individuals with specific instructions to follow, but more on lifelong learning and producing autonomous individuals who are able to train themselves to meet the advancing global needs and circumstances. For that reason, autonomy and learner responsibility are the fundamental topics in education nowadays. Thus, learners who take charge of their learning and determine their goals are at all times having positive energy to learn that can boost his/her learning enthusiasm and ensure a successful learning process. Accordingly, it is important to identify the concept of learner autonomy and more specifically autonomy in language learning.

Leaner Autonomy

Various attempts have been made to identify adequately the meanings that underpin learner autonomy. However, the concept of learner autonomy has been constantly viewed as a problematic term or a slippery concept because it is notoriously difficult to define precisely. Hence, the difficulty of arriving at a clear definition for the term derives from its

multidimensional aspect. For that matter, Little (2015) evokes the ambivalent borderline of learner autonomy when he argues that whether learners' autonomy should be considered as a capacity or behaviour, whether it is characterized by learner responsibility or learner control. Moreover, whether learners' autonomy is a psychological phenomenon with political implications or a political right with psychological implications, and whether the development of learners' autonomy depends on complementary teacher autonomy.

Despite the confusions revolving around learner autonomy because of a missing unique and universal theory of autonomy, Murray (2011) maintains that at least "there is agreement on the educational importance of developing autonomy and that autonomy can take a variety of forms, depending on learning context and learner characteristics" (p.17). For this reason, promoting learners' autonomy became the ultimate goal of education. Henceforth, much interest has given rise to the learner's role in the learning process and the concept of learner autonomy.

In the early 1980s, Holec (1981) is the first who coined the term and associated it to "the ability to take charge of one's own learning, and to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (p. 3). Subsequently, Benson and Voller (1997) based on Holec's definition to specify the nature of this ability. They argue that it "is not inborn but must be acquired either by natural means or as most often happens by formal learning" (p. 2). They further maintain that learner autonomy is applicable to a multitude of usages including:

- a situation in which learners study entirely on their own;
- a set of skills which can be learned and applied in self-directed learning;
- an inborn capacity which is suppressed by institutional education;

- the exercise of learners' responsibility for their own learning;

- the right of learners to determine the direction of their own learning (Benson and Voller, 1997, p. 2).

Simply put, autonomous learners decide what to learn, when and how to learn it by taking responsibility for their learning. Apart from that, in order to highlight the close correlation between autonomy and developing the learners' sense of responsibility, Scharle and Szabo (2000) state that autonomous learning is achieved when learners take an active part in making decisions about their learning. Therefore, it is through active involvement and engagement that learners' accountability can be fostered as learners when they "take advantage of the linguistic affordances in their environment and act by engaging themselves in second language social practices" (Paiva, 2011, p. 63). Additionally, autonomous learning "depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action; autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes" (Little, 2000, p. 69).

Briefly, in order for learners to be actively involved in the learning process, they first need to realize that success in learning depends on learners taking more control over their learning. That is, they are responsible for the outcomes. In other words, success in learning depends very much on learners that have a responsible attitude which creates autonomous learning.

Autonomy in Language Learning

The concept of learner autonomy has witnessed an exponential growth of interest in many discussions in the second/foreign language education field. As Schluchlenz (2003) points out that, the recent studies illustrate the reality that learning the mother tongue is an autonomous

process in which children gradually learn to meet the communicative needs generated by its interaction with the environment. As a matter of fact, this unconscious autonomy indicates the reality that human beings are born as self-directed learners who are able to take control over the learning of a language naturally. For this reason, autonomous language learning regarded as an affective process which contributes for successful language learning.

Additionally, Dafei (2007) based on his empirical studies found out that the learners' English proficiency is significantly and positively related to their autonomy. In an EFL environment, obtaining a high level of proficiency is often an indicator of good achievement in the learners' educational career which they are very keen to reach. As a result, learners make efforts and use various methods outside of class, as well as in class in order to obtain good English proficiency, since they do not have ample opportunities to practice English in an authentic context. Hence, learners need to take responsibility for their learning if they want to be academically successful. This indicates that learners' successes in language learning in EFL contexts are related to their learning autonomy.

However, learners with stronger sense of personal autonomy may shift from the formal goals set for them in order to approach the sort of learning that best suits their own purposes (Macaro, 2008). Therefore, Littlewood (1999) made a distinction between proactive and reactive autonomy which is very helpful in understanding learners' degrees of independence in language learning. According to his view, proactively autonomous learners personally take actions to conduct their learning from goal setting to evaluation i.e. they are fully autonomous, whereas the reactive ones significantly depend on others i.e. they follow the curriculum and the teacher to set learning directions for them. Comparatively, learner autonomy in language learning is thought as a bridge between pedagogical knowledge and non-pedagogical communication as a way to foster language learning.

Characteristics of Autonomous Language Learner

Various scholars have tried to typify the autonomous features that foreign language learner should possess. Accordingly, Dickinson (1995) characterizes autonomous learners as "those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning"(p. 167). Autonomous learners have insights into their learning styles and strategies thus they possess a particular set of discernible attributes that distinguish them from others.

Briefly, the characteristics of autonomous learner give an idea about the learners' continuous active pursuit of language learning especially when learners demonstrate self-efficacy and make use of various learning styles and strategies. Further, they set their own learning goals and objectives; reflect on their own learning practices in which they have to be fully engaged cooperatively. In addition, they assess their learning progress and achievements; display an appropriate manipulation of different learning materials, methods, plans, and tasks. They also establish their own learning objectives and goals. As a result, all these characteristics of autonomous language learners contribute into the betterment of the language learning process.

Autonomy and Oral Skill Development

The most important aspect in foreign language proficiency is when learners are able to conduct comprehensible oral production in the target language. Thus, through oral production, learners can develop the skills to perform real-life communicative tasks effectively, and through autonomous oral production of a foreign language, they can develop a critical awareness of language learning and learning communication. Among the four skills which

should be learned by foreign language learners, speaking is the most appealing and demanding one since it is the productive oral skill that may pave the way for the learning of other skills.

In EFL contexts, where language learners should learn the target language through taking instructional courses, the role of autonomy is of utmost importance. In such contexts, language learners receive little target language input from their surroundings. This means that the majority of learners are class-dependent and instruction-dependent, something that might not result in implicit language learning which is assumed to be the ultimate aim of any language learning course (Ellis, 2008). Additionally, he adds that if language learners become autonomous, they can provide language learning conditions for themselves outside the classroom which, in turn, means more exposition to language input, something that is the prerequisite condition for language acquisition. Input, specifically, is crucial for acquiring oral language proficiency.

Few researches have focused on the domain of the relationship between learner autonomy and language proficiency. For example, Ablard and Lipschultz (1998) found out that, different high-achievement learners applied different autonomous strategies. Similarly, Corno and Mandinach (1983) state that learner autonomy can help to improve the language proficiency of learners and concluded that autonomous learners are the learners of high language proficiency. Furthermore, Zimmerman and Risenberg (1997) believe that learners with high degree of autonomy is among the high-achieving learners and would achieve high scores; whereas, the learners with low degrees of autonomy is likely to risk achieving the low scores if learner autonomy could augment the academic scores.

More specifically, in studying the casual relationship between autonomous learning and speaking proficiency, some scholars argue that language learners with higher degrees of autonomy outperformed the others with lower degrees of autonomy in terms of speaking

ability. According to Valadi and Rashidi (2014) in EFL contexts, learners with high degree of autonomy tend to be more qualified in developing their speaking abilities rather than those with low degrees of autonomy. Moreover, they emphasises on the role of autonomous learning in undertaking lifelong learning processes as it is the case for the speaking proficiency.

In the same line, Ounis (2016) asserts that autonomous learning is linked to learners' responsibility in assuming active roles in their learning and speaking development. It helps promote not only their meta-cognitive skills but also their self-study skills, argumentation skills, social skills and communication strategies. Consequently, learners have developed a perceived passion and motivation in the way they delivered their oral performances. As a result, autonomous learning has led to higher developments in the learners' oral skills.

Autonomy and Language Learning Strategies and Practices

Many researchers agree that language learning strategies and learner autonomy are interrelated in many different ways and contexts. Apart from that, having a repertoire of learning strategies can help learners to learn better and become more autonomous Thus, if learners are more conscious and responsible of the language learning strategies they use, they are more likely to be successful in their language learning. Consequently, it can be assumed that, learner autonomy and language learning strategies are significant aspects that contribute to success in language learning. Therefore, it is important to introduce the different language learning strategies in EFL contexts.

Language Learning Strategies

Language learning strategies are the various tools that help learners acquire and use a new language more effectively. Accordingly, it is described in Oxford (1990) as "specific actions, behaviours, steps, or techniques, such as seeking out conversation partners, or giving oneself

encouragement to tackle a difficult language task, used by learners to enhance their own learning"(p. 63). Moreover, Learning strategies are done intentionally by the learners in order to facilitate the learning process and make it more enjoyable and self-directed. In other words, the goal of strategy use is to affect the learner's motivation to control his learning in which the learner selects, acquires, organizes, or integrates new knowledge (O'Malley and Chamot, 1990). Language learning strategies have been classified into two main classes which are direct strategies and indirect strategies.

Direct strategies.

Direct strategies are related to those behaviours and activities which involves mental process and directly influencing the target language. Oxford (1990) classifies direct learning strategies into three groups: memory strategies, cognitive strategies, and compensation strategies.

Memory strategies.

Memory strategies enable the language learners to associate one L2 item or concept with another but do not necessarily lead to in-depth understanding. Furthermore, various memory-related strategies help learners to learn and retrieve information in an orderly string like acronyms, while other techniques create learning and retrieval via sounds, mental picture, combination of sounds and images, and body movement (Purpura, 1997). These mental process are important in language learning thus it enables learners for instance to relate a word to its meaning or an image to its mental words that describe it.

However, memory-related strategies do not always positively be effective in language learning. In fact, the use of memory strategies in a test-taking situation had a significant negative relationship to learners' test performance in grammar and vocabulary (Purpura, 1997). The reason behind this failure is probably that memory strategies are often used for

memorizing vocabulary and structures in initial stages of language learning, but those learners need such strategies much less when their repertoire of vocabulary and structures has become larger.

Cognitive strategies.

Cognitive strategies involve direct analysis, transformation, association, or synthesis of the target language, which, whether intentionally or not, will consequently facilitate the memory process. They operate directly on incoming information, manipulating it in ways that enhance learning (Yang, 1999). According to Oxford (2003) by using cognitive strategies, learners can handle the language material in some ways; through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, practicing in naturalistic settings, and practicing structures and sounds formally.

Compensatory strategies.

Compensation strategies as the name suggest are communication strategies used by learners to compensate for limitations in their language knowledge. For example, guessing the meaning when learners don't understand and using gestures or pause words to aid speaking and writing (British council [BC].,n.d). Moreover, they provide more opportunities for language use in different ways which foster language learning.

Indirect strategies.

Indirect strategies are those that support and manage language learning without directly involving the target language. According to Oxford (1990) direct strategies are subdivided into three groups: meta-cognitive strategies, affective strategies and social strategies.

Meta-cognitive strategies.

Meta-cognitive strategies are higher or executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. They involve exercising executive

control over one's language learning through planning, monitoring and evaluating. Some effective strategies were also included in this meta-cognitive group because these strategies would generally help learners gain control over their emotions and motivations related to language learning through self-monitoring, self-reinforcement, and relaxation (O'Malley and Chamot, 1990). In other words, meta-cognitive strategies help a learner in distinguishing one's own learning style preferences and needs, making plan for an L2 task, collecting and systematizing materials, arranging a study space and a schedule, monitoring mistakes, and assessing task success, and assessing the success of any kind of learning strategy are used for controlling the learning process in general.

Affective strategies.

Affective strategies are useful in recognizing one's mood and anxiety level, talking about emotions, rewarding oneself for successful performance are examples of this type of strategy (Oxford, 2003). In brief, affective strategies are the strategies that help learners to gain control and regulate personal emotions, attitudes and values.

Social strategies.

Social strategies help the learner not only work with others and understand the target culture but also the language. The examples of these types of strategies are asking questions to get verification, asking for making a confusing point clear, asking for help in doing a language task, talking with a partner who is native-speaker, and seeking for cultural and social norms (Oxford, 2003).To put it another way, social strategies are actions that involve other people. Thus, they represent a broad grouping that involves either interaction with another person or ideational control over affect.

In the light of the descriptions mentioned above, it can be understood that for an effective language learning process, learners should be aware of the different language learning

strategies and how to learn with the use of them. This is crucial in order to provide a successful life-long language learning process.

Autonomous Strategies and Practices

A study by Abdipoor and Gholami (2016) was applied to find out the frequency of language learning six strategies used by autonomous and non-autonomous learners in learning English. Generally, it was observed that autonomous learners use language learning strategies more than non-autonomous learners. In particular, the analysis of the obtained data showed that with a great difference, meta-cognitive strategies were the most applicable ones among autonomous learners, whereas social strategies were mostly chosen by non-autonomous learners.

Moreover, an interview with participants was conducted and the results shed light on their activities during the process of language learning revealed that: surfing in internet, visiting with native speakers, watching movies/ news/ listening to the music in English, writing and reading article, reading academic books were the activities in which autonomous learners used English more. However, they regard watching movies and TV in English as the most useful activity to improve their English, whereas non-autonomous learners prefer to learn English in the class through academic books and with the teachers' help.

Since in-class practices are insufficient for language learners to achieve the desired results most of the times, strategies are the tactics learners employ to complete the tasks out-class. Uniquely, Autonomy in general and autonomous language learning in particular is associated with out-of-class learning and distance learning. As Benson (2001) points out, there is a clear and agreed upon tendency towards blurring the distinction between 'classroom' and 'out-of-class' applications as the rationale behind the concept challenges the assumption that languages are normally acquired in classrooms and classroom-based learning is the norm. In

this regard, out-of-class learning is a mode of practice within the framework of "autonomy beyond the classroom".

Autonomy beyond the Classroom

Out-of-class learning refers to the efforts of learners taking classroom based language courses to find opportunities for language learning and use outside the classroom (Lamb, 2004). Comparatively, Benson (2011) views out-of-class learning as entailing learners' deliberate and "independent interaction" with material, social and technological resources available to them to self-direct their own learning (p. 127). According to his research, out-of-class activities are classified into three categories including: self-instruction, naturalistic language learning, and self-directed naturalistic language learning.

The first one is self-instruction; in which learners perform the deliberate plans to improve their target language seek out resources to help them do this, such as reading grammar books to improve their grammar. The second type is naturalistic language learning through which they learn more unintentionally. The example of this type is engaging in discussions in the target language. The final type is self-directed naturalistic language learning, in which learners seek out or create opportunities for learning a language, but may not directly focus on a particular aspect (e.g., grammar) while they are in that situation (Lamb, 2004).

Equally important, the first thing to realize is that the main feature of out-of-class learning is its freedom from formal preordination and predefined frames for learning (Marsick and Watkins, 1990). Similarly, Benson (2011) speculates that "out-of-class learning is not a structured arrangement for teaching and learning" (p. 140), which basically can render as an absolute freedom for learners in controlling various aspects of their learning through enactment of their preferred learning initiatives, given the available resources within a context (Palfreyman, 2006). In the same vein, Huang and Benson (2013) maintain that learners can

potentially develop their learning autonomy, given that they possess a desire for learning, enjoy the ability to learn, and are granted the sufficient freedom to conduct their learning. In turn, the interrelationships of the three elements of desire, ability and freedom, which together conjure up the capacity called autonomy, can effectively develop through out-of-class learning activities.

In the literature, there are few studies about out-of-class learning activities and related experiences. According to Hyland (2004) who reports that watching television, listening to music, going to the cinema and interacting with native speakers are the main autonomous learners' activities out-of-class. He also referrers to Pickard's studies on the German learners who learned English in Germany, Thus, Pickard (1996) declares that they preferred receptive skills as reading and listening more than productive skills. However it is largely influenced by weather the activity was intrinsically interesting to them or not (cited in Hyland 2004).

He further studied specific activities that learners engaged in outside the classroom. he concludes that the most frequent activities that carried out by learners out-of-class are watching movies and television in English and using the internet which are examples of communication and entertainment activities. Another out-of-class language learning research is that of Spratt et al. (2002) who surveyed 508 learners and reports that the most frequent activities among the learners were those related to entertainment and communication, such as using the Internet in English and watching English speaking movies.

As a result, from the perspective of autonomy, the discussion upon out-of-class learning and learning strategies has become a core topic within autonomy research currently. Nonetheless, more stress has been placed recently upon the need to ascertain the qualitative components of language learning that takes place in situations within the personal performance of individual learners. This mostly involves stepping into the real life of learners

and dissecting the activities that aid them with language learning within their social world. In so doing, drawing on the concept of original films sounds necessary since it has proved to be the most used activity among autonomous learners, to which we turn in the followings.

The Exposure to Original Films in EFL Contexts

In this digital era, original films are recognized as a powerful communication media that have had an increasing impact on foreign language learning. Growing numbers of EFL professionals have promoted the use of original films because they extend the range of learning and teaching techniques and resources, they enhance as well as the diversity of the learners' strategies, and ensure a rich variety of language and cultural experiences. According to Stoller (1988) films are a flexible tool for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences. Additionally, films expose the learners to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment.

Primarily sources of learning in the classroom like textbook-oriented and test-driven are designed with the focus on form rather than meaning and accuracy rather than communication. For that reason, learners with training limited to numerous grammar exercises and tests designed to analyze the fine points of English, are struggling in comprehending the main ideas in the conducted language. However, learners want to understand exactly what is said or written, which most of them fail to do so. On the other hand, learning English through films is lauded for contextualizing language thus it links language form to its meaning and depicting the foreign culture more effectively than other materials (Herron, et al., 1995).

Additionally, the exposure to original films regarded as an effective way that compensates for the learners' lack of authentic input in EFL settings. Thus, the realism of films provides a

wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information which make it valuable and rich resources for learning. Hence, films present English in genuine contexts; it's a chance of being exposed to native speakers' dialogues, slang, reduced speeches, accents, dialects (King, 2002). He adds that this case holds true because basically authentic films, especially those set in intelligible dialects, can provide ample, content-rich target language input and provide clear native-speaker dialects more efficiently than the teachers' input or the printed materials in the classroom.

Furthermore, videos provide interesting clues to accompany audio or written inputs, thereby aiding comprehension and production of foreign language input/output. In consequence, movies provide a narrative model of learning scenarios that triggers emotions and allows learners to expect directly the scenes which helps the learners to understand and recognize immediately the main messages regarding attitudes and human values delivered by the movie characters (King, 2002). Thus, movies create new learning processes that engage the learners in the film's story lines and characters which, in turn, boost their sense of questioning and capture their interests.

In this respect, Hui (2013) points out that watching films is an art form which is a way to fully mobilize the learners' auditory and visual which make a good communication with their inner feelings. Accordingly, watching films is both a method of entertainment and a way to broaden learners' horizons and develop their skills. Moreover, the dynamic combination of aural and visual stimuli from films simulates real learners' language demands. Through films learners also are naturally exposed to the myriad of authentic speech forms of the characters. These more realistic demands, in turn, motivate learners to learn actively the target language. Briefly, the value of motivation cannot be overestimated, for it ensures some degree of learners' involvement and success.

In the literature there are several studies which have been conducted to investigate the impact of using movies in EFL contexts that indicate their powerful role in the learning process. According to Florence (2009) films provide authentic language input and provide a realistic view of the language and culture by providing insights into the reality of life of native English speakers. Other studies have also reported some advantages to the integration of movies into foreign language contexts. For instance, movies can capture the learners' attention towards the target language; increase their motivation to learn the language (Ruusunen, 2011). Further, Zhang (2013) asserts that the exposure to original films improves the learners' awareness of the target language culture. Moreover, the integration of movies in the EFL/ESL classes can also improve the students' academic writing skills (Baratta and Jones, 2008).

As an overall, most scholars and studies settled on the fact that the exposure to original films is an effective strategy to learn a foreign language. Thus, through films EFL learners can improve their language learning skills and become more knowledgeable of the target language culture. According to Wu (2002), the goals of learning through movies are to strengthen listening, speaking and interpretation skills, and to understand native people, their customs, behaviours, values beliefs, hopes and dreams. Moreover, movies foster the process of learning by providing an interesting learning atmosphere which encourages the learners to learn the target language.

The Exposure to English Original Films and Oral Skills Developments

Application about English original films in oral English learning can increase learners' interests while strengthen their oral skills. Thus, watching movies is a means, not the goal; its purpose is to enable learners to have a high level of English speaking skills. Therefore, they can train themselves through the exposure to original films which requires the learners to fully

understand the characters' thoughts, feelings, tone of voice as well as some mantra, everyday phrases (Hui, 2013). This in turn, can help learners to express English more fluently, and improve the ability to communicate with each other.

Moreover, original films permit learners to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Wherefore, film dialogues often have a lot of subtexts, the formation of these subtexts often linked to words, proverbs and phrases which have deep meanings and it is the key to learners' learning oral English. Furthermore, films' visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate learners to want to learn the foreign language. Accordingly, the English helper blog (2018) states that the exposure to original films is a entertaining way to learn the target language that boost the learners motivation and help them generally to improve their oral skills.

Similarly, Khan (2015) believes that the exposure to films can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-learning tool. She further argues that movies offer a variety of methods and resources for learning the target language and helps learners to improve their speaking and communicative skills. In addition, original films provide language learners with the opportunity to observe the social dynamics of communication as native speakers interact in authentic settings as well as help in acculturation. As a result, this exposure develops the learners' desire to learn the target language and build intrinsic motivation for them to produce language like natives.

In addition, films with its digitized images usually expose learners to larger amounts of authentic oral language input, which in the long run should improve listening comprehension in face-to-face interaction with native speakers and develops the learners' oral capacities.

According to King (2002) "Films are such valuable and rich resources for teaching for they present colloquial English in real life contexts rather than artificial situations; an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects" (p. 2). Consequently, that exposure helps the learners to improve their pronunciation, intonation, and develops an awareness of the native speakers' rate of speech which in turn, promote the learners' fluency of speaking. As a matter of fact, original films offer a natural spoken language of native speakers for they recognize as authentic language learning materials in which we turn in the following section.

Original Films as an Authentic Language Learning Material

Various sources of English language input particularly authentic ones are available in EFL and ESL contexts nowadays. Additionally, these teaching sources are considered to be essential components in language teaching/learning at all levels. In the same line, different textbooks accompanied by audiovisual materials which have been prepared for language learning serve as the basis for language input learners receive and the language practice that occurs in the classroom. However, various sources of audiovisual programs from different technologies as original films also have the potential to provide the necessary language input for language learning in-and-outside the classroom setting.

In an EFL context, social interaction as a source of language input in an informal language learning setting is lacking since English is not used as a medium of communication or for other purposes in society in the EFL contexts. As a matter of fact, the use of the English language is mainly limited to the formal setting at universities, language institutes or language classrooms. However, various audiovisual technologies have proved its affectivity in providing language learners with authentic language input to learn the language in-and-outside

the classroom. Therefore, it is important to introduce authentic materials, the concept of authentic language input and authenticity in foreign language learning. In order to determine the meaning of authentic language input as precisely as possible, the term authenticity should be first defined.

Authenticity as a Term

Dictionaries provide several definitions of what is authentic and what is authenticity. The adjective authentic is usually equalled to real, not copied, genuine, true, of undisputed origin (authenticated, verified), made or done in a traditional way (original), based on facts (accurate or reliable) and not counterfeit or copied (Oxford Dictionary, 2019). The Thesaurus puts the adjectives real and genuine as the most typical synonyms for authentic. The noun authenticity is most often described as the quality of being authentic, real or true. It is further described as reality, truth and undisputed credibility or believability (Cambridge Dictionary, 2019). Therefore, the simplest definition of authentic English is any form of English (Standard, Nonstandard, any slang or dialect) that is produced, spoken or written, by any native speaker in real life.

However, although the "real" definition remains useful, according to Richards and Schmidt (2013) it is rather unsatisfactory for two main reasons. Firstly, it tends to assume that there exists a reality from which authentic materials can be extracted. Hence, English is the first language with the classic example of an authentic text being simply a newspaper from a target language speaking community. Therefore, the problematic notion of the native-speaker is implied as the originator of authentic language, though indirectly. Nevertheless, this type of definition is clearly unsuitable for English as an international language, and even more problematic for teachers who speak English as a foreign language. Secondly, and equally concerning, is the notion that by defining authentic materials as being real there is an inference

that the classroom learning context is not real. This seriously impedes the validity of language learning in institutional settings and undermines the act of teaching with authentic materials.

As a result, authenticity remains a complex issue in the field of language teaching/learning. For this reason, Gilmore (2007) surveyed the literature to clarify some of the contradictions of authenticity as a term, he points out eight inter-related and overlapping definitions of authenticity. In these eight definitions, in which Glimore refers to them as meta-definitions which illustrate the evolution of the concept of authenticity since the 1970s, particularly encompassing the authenticity debate which arose along with communicative language teaching.

Moreover, he clarifies from these meta-definitions that the ideas of authenticity have been evolving as the world looks upon English more and more as its second language. However, he also clarifies that no single definition is sufficient, and the concept remains elusive. Despite identifying eight inter-related definitions, many of which are overlapping and many of which contrast with other definitions, Gilmore states his own preference for the real definition because it is the one he finds most workable. In the context of English as a foreign language, bringing about this real English language is useful for teaching all language skills which often delivered via authentic sources.

Defining Authentic Materials

Authentic materials (AMs) are any product or thing designed or produced by native speakers for native speakers' daily activities. The important point to be considered is that these materials are not initially made for language teaching purposes. In fact, authentic language materials are spoken or written language materials that have been produced in the course of real communication and not specifically produced for the very purpose of language teaching

(Nunan, 1989). In EFL contexts, they are called authentic materials consisting of highly qualified or well-designed authenticity. Several scholars defined AMs including the following:

1. The materials consisting of texts or audios are intended for being used by native speakers (Martinez, 2005).

2. AMs are produced by native speakers and to be used by native speakers as a daily consumption. They are especially designed for native speakers or community (Peacock, 1997).

3. AMs are materials that are attested, actual, and have real authentic instances of use (Stubb, 1996).

4. Morrow (1977) states that "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (p.13).

These definitions summarize that AMs are designed and created by native speakers for native speakers. In this case, AMs are created based on native cultures which include languages, ways of life, lifestyles, economy, politics, education, custom, technology, and the like. The use of AMs from the target culture is presented in the target language in different programs, for example, news, movies, songs, soap opera, posters, advertisements, various kinds of magazines, newspapers as well as video clips, radio broadcasts, internet materials which are provided by various technologies. Accordingly, authentic language input can be drawn from these various sources of audio-visual mass media technologies and can be very beneficial in language learning in EFL contexts.

Importance of Authenticity and Authentic Materials in EFL Contexts

There are different reasons why authenticity can be considered important in EFL contexts. One is that it presents learners with language exposure similar to that enjoyed by native

speakers, including all the natural language characteristics that may be necessary for the learner to interpret texts and comprehend speeches properly. Furthermore, there is motivational attraction to insist on authentic language, created as a means of communicating content and not for certain pedagogical purposes. Moreover, AMs have a captivating quality that is important since learners who are stimulated by the input are more likely to be open to it, thus facilitating language acquisition (Krashen 1982).

Additionally, there is an agreement among foreign/second language councillors that authentic language input can be utilized as an essential part of second language learning. According to many scholars there are many advantages related to authentic language materials which make these materials pedagogically valuable to expose language learners to the target language. AMs can have a positive effect on the motivation of the learner because they are inherently more interesting and motivating than other created learning materials. For instance, Guariento and Morely (2001) claim that AMs increase learners' motivation since it makes them feel that they are learning the real language; also that they are in touch with the target language as it is used by the community which speaks it.

Furthermore, AMs expose cultures of native speakers that will directly influence on EFL learners' knowledge on how the native speakers behave and use English language contextually (Hwang, 2005). Hence, the use of AMs is useful for increasing EFL learners' abilities on real English usage. The materials like English newspapers, magazines, online news, and movies provide real practices of native cultures and habits in using English language. AMs are said to be natural since AMs reflect on what has really happened, what is really happening, or what will happen. Since AMs are not designed for any language learning and are especially designed as parts of people's daily activities, AMs are authentic and applicable. By using AMs

in teaching and learning English, EFL learners are exposed to direct contact of real English discourses and real practice of genuine communication in the target language (Breen, 1985).

Even though AMs are considered to be used by advanced learners but they can be selected based on EFL learners' level and needs. Thus, AMs are not only used by advanced learners, but also by lower-level learners and learners can use AMs that fit with their level by determining their level and selecting appropriate AMs. Concerning this, it may not be wrong to say that at any level AMs should be used to complete the gap between the performance and competency, as well as the gap between the pedagogical input and non-pedagogical input since they are a rich source of real and natural English input. Eventually, it can be said that adapting AMs and authenticity in EFL contexts is very crucial since AMs proved their benefits in language learning and most EFL practitioners recognize it as a major component that completes the language learning process.

The Strengths of Learning with English Original Films to Improve Oral Proficiency

The exposure to original English films can make learners feel the story-line by mobilizing their sensory organs and make them want to know about the characters' life; how they behave, interact, speak, their customs, housing, clothing and even food which make the learners more interested and want to understand them. Because of that, Learning with original films to improve oral English has distinct advantages. Thus, People who have a strong interest in something, he or she will not stop to seek some knowledge related.

In addition, this interest produces more brilliant and direct perceived through the senses, which strengthen learners' long memory and improve their comprehension. In addition, movies supplement the learners with dialogues and rate of speech that are closer to the reality

of English culture word. This realistic implementation can stimulate the enthusiasm of learning, help learners learn English and its culture improve English language learners' language skills and enrich their vocabulary knowledge.

Original English Films and the Enthusiasm of Learning

Films are intrinsically motivating because they symbolize a story that wants to be told rather than a lesson that needs to be taught. By appreciating the original English movies, learners can have a personal experience of the images and sounds, which can stimulate their interest more easily. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. For example, if a learner is passionate about a film star, he or she will try his or her best to duplicate the star's language and action by repeating the screening for many times. Through this way, the learners' English speaking capacity will be trained as they learn how to use certain words and to pronounce correctly (Hui, 2013).

Consequently, Learning with movies is also an innovative process for promoting the nature of engaged learning that education requires today. For dealing with emotions and attitudes, while promoting reflection, life stories derived from movies fit well with the learners' context and expectations while being enticing and motivating for the learners to watch, which in turn, increase the confidence of the learners in speaking.

Original English Films and English Culture

Original films provide universal language in which learners can successfully bridge cultural differences and enter into an agreement and mutual understanding. According to Liu et al. (2009) from original movies learners can understand, not only the stories that happened to foreign people, but also their customs, communication, political system, and content of the legal system. They help learners have a better understanding of cultural knowledge in foreign countries, and avoid cross-cultural misunderstandings.

Furthermore, enjoying the original English film can make learners understand the social environment in English-speaking countries and the local people's habits. For example, if a learner likes an attraction appearing in a movie, he or she will search for the information; use his or her leisure time to learning more. Through this way, English learners will continuously use English and improve his or her perception of English-speaking countries cultural (Liu et al., 2009). Similarly, Sufen (2006) emphasizes that films are considered an insightful means of learning since they reflect the target language culture and way of life in terms of variety and authenticity. Realistic verbal communication also helps the students to speak the language more spontaneously.

Original English Films and the Improvement of the Learners' Language Skills

In the traditional teaching way, learners constantly focus on the application of grammar rules and difficult complex sentences. But, it has no link with real-life language use and ignores the flexibility of vocabulary. However, the real national oral communication in English is not the pursuit of attractive and complex sentences, but the precise expression. English oral movie can delicately influence the language thinking of the learners; help them to avoid the mother tongue thinking. For a simple example, people in England meeting with each other always talk about the weather. Therefore, mastering English using standard can help learners to effectively avoid the error caused by pragmatic failure (Hui, 2013).

In addition, Keene (2006) movies present paralinguistic features where the learners use the gestures, pauses, actions, and reactions of the characters to understand the gist of the dialogues. Moreover, he adds that films present a plethora of knowledge about language providing input in terms of literary, drama, cinema and language aspects thereby promoting critical thinking and other language skills of the learners. Thus, owing to the rich contextual setting available, learners can adopt a spontaneous way of learning, learn to think and to widen

their scope of knowledge which forms the process of large new information receiving and intensified patterns. Additionally, original films have also been found to stimulate the imagination of the learners and provide contextual information and develop interactional skills.

Original English Films and Vocabulary Knowledge

In order for a learner to be orally proficient, it is important firstly for him to have a rich repertoire of English vocabulary. In this interest, captioned films are relatively critical; research in the field indicates that captioned movies are more effective than non-captioned films in terms of improving EFL learners' vocabulary knowledge and comprehension ability. According to king (2002) the benefits of captioned films can be summarized as follows:

- Bridge the gap between reading skills and listening skills

- Reinforce learners' comprehension of context-bound expressions follow a plot easily

- Learn new vocabulary and idioms

- Develop students' concentration in following lines and develop word recognition

- Process a text rapidly and improve rapid reading

- Enable students to keep up with the captions that accompany the spoken dialogs

- Learn different strategies and styles for processing information easily

- Obtain a clear image of related dynamic verbs and sound effects words in brackets appear on the screen, synchronized with corresponding actions and sounds such as slam the door and giggle.

For a language, the only ultimate purpose of its existence is the exchange of information. At the present time, face to face verbal communication is the world's most common, popular and convenient form of communication. For EFL learners, although the importance of

speaking and writing are equivalent, language expression and communication is the closest way to learn a language. Original English movies have a unique condition for learning English. Compared to traditional textbooks, dialogues in movies are a panoramic reproduction of the actual means of communication. In addition to adequate representation of the content, films have three-dimensional sense and it is suitable than any other way to practice English. The most significant is that it is able to guide learners to hold verbal learning self-consciously and even blurt out some commonly spoken language (Hui, 2013). In short, original English films present an invaluable extension of what we might call the technologies of language acquisition.

Conclusion

This chapter is arranged to present original films as an autonomous learning strategy in EFL contexts. Firstly, it attempts to identify the concept of autonomy and demonstrate its significance in language learning as well as the characteristics of autonomous language learners. Subsequently, the relation between autonomous learners and oral proficiency development is illustrated. Furthermore, it highlights deferent language learning strategies particularly direct and indirect learning strategies. Next, much emphasis is set for what language learning strategies and activities are favoured by autonomous learners especially out-of-class ones.

That, in turn, paves the way for us to switch to the exposure to original films in language learning since watching films is the most practiced activity among autonomous learners. Then it discusses the exposure to English language original films as a way to develop speaking skills. Consequently, this chapter addresses original films as authentic language learning material. Therefore, after a brief historical background about authenticity as a term followed

by many definitions of authentic materials which are suggested by several scholars, the importance of authenticity and authentic materials in EFL contexts is stressed. Finally, we spot the light on the strengths of learning with English original films to improve oral proficiency. The following chapter will be devoted to the research methodology underlying this study, and to the interpretation of the collected data followed by a discussion and synthesis of the major findings.

Chapter III:

The Field Work

Introduction

The current chapter deals essentially within the fieldwork and the analysis of the collected data. Initially, it presents the theoretical background of the research methodology that is adapted for the study. Furthermore, this chapter attempts to illustrate the research approach, the adopted research design and the data collection methods that are used in investigating the hypothesis that is suggested in this study. It also provides rational justifications for the decision to use each method of data collection. Thus, this chapter intends to investigate the exposure to original films as an autonomous learning strategy to develop EFL learners' oral proficiency. Moreover, it presents the analysis of the collected data followed by a discussion based on the acquired results in an attempt to confirm or refute the research hypothesis.

Research Methodology

A research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004). Hence, it involves procedures of describing, and explaining phenomena so as to solve a problem. This section is devoted to the description of the research design method and the research instruments involved in collecting data. Research tools will be presented and discussed to present the aims and content of each one of them. In addition, it explains the choice of the target population and the sampling size as well as the research procedures. The research methodology underlying the current study is selected in view of the fact that it serves our research nature, and offers the appropriate data collection methods that avail the research hypotheses.

Research Approaches

Research approach serves as a theoretical background undertaken within a particular study (Dorney, 2007). Consequently, in higher paradigmatic contexts, there are two main

approaches which are frequently used in the process of conducting research. That is to declare, these approaches are qualitative and quantitative approaches. However, a mixture of these two approaches indicates the use of a mixed method approach, which is the concerns of this study, as a combination of the two approaches. To exemplify, it caters for both a qualitative approach, in which the database is treated in a descriptive and non-numerical way of study; and a quantitative approach, wherein dataset is reversely treated with statistical methods and numerical mode of study.

The target aim of this study is to draw general descriptions of original films as an autonomous learning strategy and EFL learners' oral proficiency developments. Hence, this study requires the use of qualitative research key features which involves for instance; interpretation textually and describing naturally the research setting. Moreover, the present study integrates the use of quantitative qualities which are combined in a systematic way and serve in providing reliable and quantitative data, which in turn, manage to corroborate the findings using different methods and to identify the effects of the exposure to original films on the learners' oral proficiency. To illustrate, quantitative research approach presupposes the use of numerical data and numbers in the analysis phase, thus, it advocates for the use of the language of statistics in terms of assigning numbers to values, using tables and figures, using scaling and the use of quantitative terminology.

The combination of both qualitative and quantitative paradigm qualities results in adopting the mixed method approach as a research methodological proponent. Dornyei (2007) elucidates that the mixed methods enlarges the scope of the investigation and expands the findings. Additionally, Sandelowski (2003) declares that, "The main purposes for combining methods is to achieve a fuller understanding of target phenomenon and to verify one set

findings against the other" (cited in Dornyei, 2007, p. 164). Thus, the strength of one method can be utilized to overcome the weakness of the other method.

For that matter, we opted for the mixed-methods approach (combination between the qualitative and the quantitative approaches) because it serves the nature of the study. Thus, the selected approach helps the researcher to accomplish a comprehensive understanding of a complex issue and to cross-check the obtained results using different methods. Therefore, the mixed-methods approach is assumed to be appropriate to investigate the participants' perceptions and attitude towards the exposure to original films as an autonomous learning strategy to develop their oral proficiency.

Research Strategy (ies)/ Design(s)

A research design is the heart of any study as Kothari (2004) illustrates that it is a plan, a roadmap and a blueprint strategy of investigation conceived to obtain answers to research questions. Particularly, a case study is one of the research designs which supposed to enable the researchers to closely examine the phenomenon under investigation. According to Yin (2009), a case study is "An empirical inquiry about a contemporary phenomenon, set within its real-world context, especially when the boundaries between phenomenon and context are not clearly evident"(p. 8).

In the present study, a case study was adopted for the utility of a small-scale study due to the small number of the target population and as a research strategy combining both qualitative and quantitative approaches helps to understand the phenomenon under investigation and to seek more reliable and valid results.

Data Collection Methods

The research data collection methods or research instruments are the different ways a researcher uses to collect data for his/her investigation. There are different data collection

instruments; however, the mixed-methods data collection methods involve the semi-structured observation, semi-structured questionnaire, and semi-structured interview. Whereas the data collection methods that are conducted in the present study are the mixed-methods data collection, It consists the semi-structured questionnaire and the semi-structured interview.

Questionnaire.

One of the most commonly used techniques to collect data is the questionnaire. The questionnaire is a tool used in collecting information about a phenomenon in order to detect the respondents' opinions and attitudes. In this study, we opted for it in order to obtain the participants' perceptions, opinions and attitude concerning the exposure to original films as an autonomous learning strategy to develop the learners'speaking skill. Moreover, this method supposed to be workable data collection method because the respondents have adequate time to give well-thought answers, also it can be gathered quickly from a large number of respondents at once and at a low cost.

Aim of the questionnaire.

This collecting data used to obtain data about the subject under investigation. It used to collect data from the whole sample at once. It investigates the areas of difficulties that learners face when communicating using their target language and to evaluate their speaking level. More importantly, the questionnaire is basically designed to help the researcher to know the respondents' opinions, perceptions, and attitudes towards the role of the exposure to original films as an autonomous learning strategy to develop their oral proficiency.

Structure and content of the questionnaire.

The concerning questionnaire contains an introduction and (18) questions that are divided into three rubrics. First, the introduction explains briefly what the questionnaire is about including specific instructions that kindly asked the participants to answer the questions. The

introduction is followed by brief statements that present the personal information of the researcher. Subsequently, each rubric is designed to collect data about one aspect of the study under investigation. These three rubrics in order are; the learners' general information, the learners' perception of the speaking skill and original films as an autonomous learning strategy. Particularly, the first rubric constitutes of two questions while the second rubric contains seven questions and the last rubric includes nine questions. Additionally, the questionnaire was a combination of both close-ended questions and open-ended questions. However, Most of the questions are close-ended which are used to collect direct answers using yes or no questions, multiple choices, likert scales, check-boxes and rating scales. Whereas few questions are open-ended question, thus, they are used to obtain details about the respondents' perspectives through asking for justifications.

Moreover, the questionnaire was firstly designed and organized through the aid of the Google forms, which is an online platform, specialize in designing online surveys. It is worth to mention that, such web-based forms are flexible in use, attractive in form and easy to comprehend and allow the participants of any course to complete their surveys over the internet anytime and anywhere. Besides, they offer a database to store the answers and statistical software to provide analytics. Consequently, the relevant collected data is automatically stored, quantified and designed in the form of graphs, charts and tables. Equally important, we submitted the questionnaire in an internet-based context through the online closed Facebook group of Master one EFL students. Together with the presented questionnaire, we add a fourth rubric in form of opinionnaire as a piloting stage. This last rubric is devoted to gain the learners' perceptions about the contents and the layout of the questionnaire.

Rubric one: General information (first two items)

This rubric is an attempt to get the learners' personal information. Specifically, we tried to investigate learners' choice to study English at the university (Q 1), as well as their current level in the English language (Q 2). The purpose of this part was meant to provide valuable information about our respondents.

Rubric two: learners' perception about of speaking skill (from item 3 to 9)

This part consists of seven questions in which probe the learners' perception of the speaking skill. Primarily, it attempts to descry the speaking level of the learners (Q 3) and how do they find speaking as a task (Q 5). Besides, the learners were asked to estimate the degree of speaking proficiency importance in regard to speaking requirement in different areas (Q 4). In addition, it tries to detect the difficulties learners encounter in speaking (Q 6) and determine the reasons behind these learners' difficulties (Q 7). Thus, learners were asked to pick the difficulty that concerns them from the check-list, then to estimate the degree of how much the suggested reasons are critical. Moreover, this rubric seeks to find out the techniques that learners use to develop their speaking abilities (Q 8). The last item attempts to divine the learners' awareness about the relation of speaking to other skills (Q 9).

Rubric three: learners' attitude toward watching original films as an autonomous learning strategy (from item 10 to 18).

This rubric attempts to explore the learners' actual state of learning and their attitudes toward watching original films. Therefore, we asked them whether they depend solely on classroom learning or not (Q 10). Then if they do not, they are asked to determine what activities they practice outside the classroom. Moreover, we tried to discover how often learners watch original films per week (Q 11) and if they do what kind of original films they usually watch (Q 12) and for what purpose (Q 13). Subsequently, this rubric attempts to elicit

the learners' opinion on whether they consider the reliance on original films an autonomous learning strategy or not (Q 14). Then, if the respondent chooses yes, he is given choices to pick from to justify why the reliance on original films is an autonomous learning strategy. Moreover, the participants were requested to determine whether they consider themselves autonomous learners or not, then asked to justify whatever was their answer (Q 15).

This rubric also presents likert scale table that contains suggested advantages of the exposure to original films where the participant are asked to pick to what extent they agree with these advantages (Q 16). Similarly, the following item presents a likert scale table as well, thus, the learners are asked to determine how much they agree or disagree on what can be learned from the exposure to original films (Q 17). However, the main advantage of these likert scale tables is that they are very quick and easy to answer by the respondents. Moreover, they use a universal method of collecting data, which means it is easy to understand them, and easy to draw conclusions, reports, results and graphs from the responses. Additionally, the last item (Q 18) attempts to investigate to what extent the participants agree that original films are a rich source of authentic English input that can be used autonomously to develop the learners' oral proficiency.

Pilot and validation.

Prior to the final administration, the learners' questionnaire was pre-used to validate the content in order to get the required data. In fact, the main objective behind the piloting stage was to check out the comprehensibility of the questions, the clarity of the instructions, and the correctness of the content in terms of redundancy and ambiguity. Moreover, the piloting stage aimed to validate the layout of the questionnaire in terms of attractiveness. In the piloting stage, which took place before the final administration, we posted the questionnaire in the

online closed Facebook group of Master one EFL students which is our research sample. We waited until we received the first ten random responses as a piloting stage.

The piloting stage revealed that no necessary changes should be made. All learners agreed on the clarity and order of questions, as well as the instructions. Moreover, they liked the layout so much and show much interest in the subject manner and declare that they enjoyed answering it. However, the supervisor made some valuable remarks about the questionnaire. For instance, he recommended adding another choice in the question (13) as others. Besides, he signalized the existence of some complicated words and suggested to reformulate the last question to be more comprehensible for the respondents.

Administration of the questionnaire

Google Forms allows us to share the form privately with only people that we want to direct it to; inside our Google Apps team, or with anyone with the link. Or, we can embed it in our site or share it via email or social media for a quick way to get the survey out to a particular audience. Therefore, as was mentioned in the description, the questionnaire was administered in an internet-based context via the closed Facebook group of master one EFL students which targets our population. Thus, thanks to Google forms features, we made sure that only master one EFL students can get access to the online questionnaire. We started receiving responses after few minutes from posting it; however, the process took three days till we received sixty (60) responses randomly which we consider our sample.

Interview.

Interviewing is the most commonly used method in research inquiries according to Dörnyei (2007), is one of the most efficient ways of collecting data since it enables the researcher; who performs the role of the interviewer, to receive immediate feedback and ask the respondents at

any moment of their speech. The interview as a research method involves the collection of data through direct verbal interaction between individuals. In order to gather in-depth data and more reliable information to give answers to the research questions, we opted for another research tool in this investigation. Thus, the semi-structured interview addressed teachers of applied linguistics in the field of English at the University of Biskra.

Aim of the interview

This research tool attempts to recognize the different difficulties that EFL learners face while speaking English and the various obstacles they face in the process of learning EFL. It has also been done to have a perception of the classroom learning and whether it is sufficient for the learners to improve their oral skills or not. Moreover, it investigates the teachers' awareness of original films. Basically, the teachers' interview was designed to elicit teachers views; attitudes, perceptions and experiences towards the role of original films as an autonomous learning strategy to develop the learners' oral proficiency.

Structure and content of the interview

While creating the interview guide, the researcher included more open questions than closed questions so that the interviewees could provide the former with broad, detailed and extensive answers. By leaving out or reducing yes/no and agree/disagree questions, the researcher aimed to hear the interviewees' own words in order to obtain the necessary data, such as the teachers' own experiences and attitudes to the use of original films in EFL classes.

Therefore, the researcher conducted semi-structured interviews for verbal data collection. This kind of interview can provide the researcher, on the one hand, with a certain amount of precision and accuracy, as opposed to unstructured interviews, and, on the other hand, with some level of flexibility, as opposed to structured interviews. In a semi-structured interview, the researcher uses an interview guide with specific questions that are organised by topic but

are not necessarily asked in a specified order (Bailey, 2007). According to Borg and Gall (1989), semi-structured interviews have the advantage of being reasonably objective and deep because they provide the interviewer with the opportunity to ask open-ended questions in order to obtain more complete data.

While executing the interview with each teacher, the researcher; the interviewer presented a brief introduction before we started to ask the questions in which we illustrated the main element of the research so the teacher can have a clear picture about it. That, in turn, helps the teachers to produce more valuable and comprehensible answers that tackle the issue under investigation. The interview guide consisted of eleven main questions that include the opening questions which are about the background information of the teachers, whereas, the rest the questions tackled the issue under investigation.

The interview started with the background questions particularly, how many years have you been teaching English and what is your academic degree (Q 1 and 2). Those questions help the researcher to have insights about the teachers' experience and their academic level. The interview continued with questions that attempt to know teachers' opinions about their learners such as, generally how do you evaluate your learners speaking abilities (Q 3) and do you consider the major cause that impedes their oral performance improvement is the lack of English exposure (Q 4). Another block of questions was devoted to descry the teachers' perception of original films. Mainly, do you watch original films and for what purpose (Q 5), do you think they are a rich source of English input that may compensate of the lack of English exposure (Q 6) and do you think they can improve the learners' oral proficiency (Q 7).

In addition, there were other questions that seek to elicit the teachers' attitude toward integrating original films into the classroom and what do they think of the classroom and out class learning. Thus, the teachers were asked questions such as: have you ever used original

films to aid your teaching (Q 8), do you think the classroom learning is sufficient for the learners to improve their learning skills or should they expand to practice outside the classroom (Q 9). More importantly, they were asked whether they agree that the exposure to original films can be an effective strategy for the learners to use autonomously to improve their oral skills or not (Q 10). Finally, before concluding and thanking the teachers, we gave them the opportunity to add anything they would like to say about the benefit of original films in language learning.

Pilot and validation

The researcher conducted a pilot interview with a teacher using a sound recorder in order to test the interview guide. The pilot interview helped the researcher to practice his interviewing skills and find out whether some questions should be added, re-formulated or removed. Many researchers, such as Bailey (2007), insist on the necessity of pilot interviews in order to gain practice in interviewing, reveal flaws in the questions to be asked and memorise them so that the interviewer could maintain eye contact with the respondent with minimal glancing at the interview guide. This is crucial for establishing a friendly relationship between the interviewer and interviewee, and hence for a successful and informative interview.

In the piloting stage of the interview, the interviewee asked for illustration about what exactly original films refers to. Therefore, we added a brief illustration of original films in the introductory phase of the interview in order to avoid any kind of ambiguity. However, the interviewee revealed only positive feedback about the interview's questions in term of content, structure and relation to issue under investigation.

In the other hand, the supervisor made significant remarks about the interview. For instance, he raised our attention about the importance of politeness in the interview so appropriate words must be added like "would you please". Moreover, he highlighted some

terms in order to replace them with other terms that are more suitable such as: "situation" to "setting" in question nine (Q 9). Additionally, he recommended adding second parts in some questions like (4, 5, 6, and 7) because we may receive negative feedback from the teachers which require us to prepare the following independent question in respectively. So, this would be formulated differently and independently. After the piloting stage and the supervisor feedback, we made the necessary changes so the interview became ready to deliver.

Administration of the interview

Firstly, the researcher dispatched email messages for the target teachers. Nine teachers from the field of English at the University of Biskra accepted the invitation and scheduled a meeting to do the interview. The nine teachers were all interviewed individually for approximately thirty (30) minutes each. Since the location of the interview plays an important role in obtaining good results. The location of the interviews with all teachers was in a quiet empty classroom, inside their office or at the teachers' room in the university.

The interviews were recorded by means of the smart phone's sound recorder. Hence, the use of a sound recorder as opposed to the note-taking method also helps the researcher with the effectiveness of the communication. When the researcher is busy with taking notes, he or she may seem to be taking little participation in what is being said which can make the respondent feel uncomfortable and frustrated by this way of being interviewed. Thus, the sound recorder was used in the pilot interview and the actual interviews. According to Seidman (1998), in-depth interviews should be tape-recorded because the tape lets the researcher work more reliably with the words of participants. The recording provides the researcher with the opportunity to transcribe the interview word by word, to have the original data and to return to it any time for accuracy.

While interviewing, the researcher focused on listening to the interviewees more and speaking less by only asking the questions from the interview guide and the questions that arose during the interview. The researcher's aim was not to probe, dispute or judge the teachers' answers about their experiences; therefore, we tried to explore the latter with as objective as possible an attitude by asking more open-ended questions and following up without interruptions.

Research Sampling

The population of this study was the master one EFL students, at the University of Biskra, various reasons for choosing to work with that population. The language used in original films can be sometimes little bit complicated and unfamiliar to most EFL learners. Therefore, master one EFL students may be able to comprehend original films since they have been studying English at the university for four years. Moreover, they would be more aware or already have used the various techniques of developing the speaking skills because they have started to develop their level from their first year. Additionally, they will graduate after one year and they may go to work, so they need to develop their speaking skill.

From a population of 188 master one students from, the researcher worked with 60 students approximately 32 % from the whole population as a sample selected randomly. On the other hand, Out of 57 teachers in the field of English at the University of Biskra, we had the chance to interview nine teachers who have shown interest regarding the research being investigated.

Sampling technique.

The appropriateness of methodology and instrumentation specifies the quality of any research. However, the sampling strategies that can be adopted play a significant function in the success of research. In this study, we opted for simple random sampling technique. Thus,

all participants in the population have an equal opportunity of being included in the sample, and the mathematical probability that any one of them will be selected can be calculated. That, in turn, provides diverse learners in term of level, perspective, learning techniques, perception, and attitudes. Therefore, the findings of the study will be more valid and confidential.

Data Analysis and Procedure

Collecting the necessary data is half of the battle; thus, the researcher next phase is the analysis of the data gathered, which is often regarded as a research procedure that refers to the organization, editing, simplifying, analyzing, summarizing, and synthesis of those data in order to draw conclusions of the research. In the current study, researchers intend to use the descriptive approach of data analysis procedure through which; to measure, describe, and analyse the data obtained from the questionnaire and the interview.

Results

This section is concerned with the analysis of data resulting from the questionnaire of the students and the interview of the teachers.

Analysis and Interpretation of the Questionnaire

This questionnaire aims to investigate the students' attitude and perceptions toward original films as an autonomous learning strategy to develop their oral skills. It was addressed to master one EFL learners at the University of Biskra. The researcher analysed sixty-(60) responses, thus, each question is analysed and discussed separately.

Rubric one: general information

This rubric is an attempt to get the learners' personal information.

Item 01: Respondents' level in English

- Advanced learner
- Upper-intermediate learner
- Intermediate learner
- Low-intermediate learner
- Pre-intermediate

This question sought to identify the respondents' evaluation of their level in English language.

Table 3.1: participants' level in English

Participants' English Level	frequency	percentage
Advanced learner	11	18.3%
Upper-intermediate learner	27	45%
Intermediate learner	20	33.3%
Low-intermediate learner	2	3.3%
Pre-intermediate learner	0	0%
total	60	100%
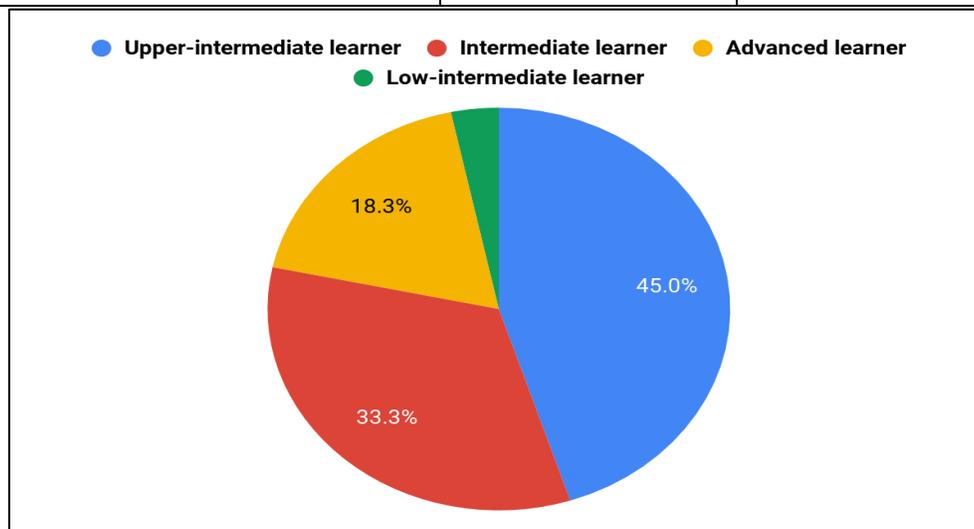
Figure 3.1: pie chart presents the participants' level in English

This question asks the learners to evaluate their level in English. The Figure illustrates that the majority 27 (45%) of respondents claimed that their level in English is upper-intermediate; this means they consider themselves able to use English in an appropriate way but still have a few lacks either in one aspect (grammar, vocabulary, pronunciation, or writing) or they feel that they still in need of some sort of cultural awareness improvement in this language. Moreover, 20 (33.3%) considered their level in English language as intermediate; this means that they still have some deficiency in English language either in grammar, vocabulary, pronunciation, or writing

While, 11 (18.3%) respondents believe that their level in English language is advanced, those learners Can express his/herself fluently and spontaneously without much obvious searching for expressions which means that they can use language flexibly and effectively for social, academic and professional purposes., only 02 (3.3%) respondents assumed that their level in English language is low-intermediate; that denote that have many weaknesses in English language in all its aspects. Nonetheless, none of the participants claimed to be pre-intermediate

Accordingly, this diversity in respondents' responses illustrates that every student really knows his/her level in English language. In fact, students usually identify their level according to how well or how awful, they can understand and produce language either orally or in writing production.

Item 02: Respondents' choice of learning English at the university

- For professional career
- For academic career
- A personal desire to master English
- Compulsory choice

This question aims to determine the respondents' motivation and why they choose to study English language as a branch of study.

Table 3.2: choice to study English

reason	frequency	percentage
For professional career	20	33.3%
For academic career	16	26.7%
A personal desire to master English	22	36.7%
Compulsory choice	2	3.3%
total	60	100%
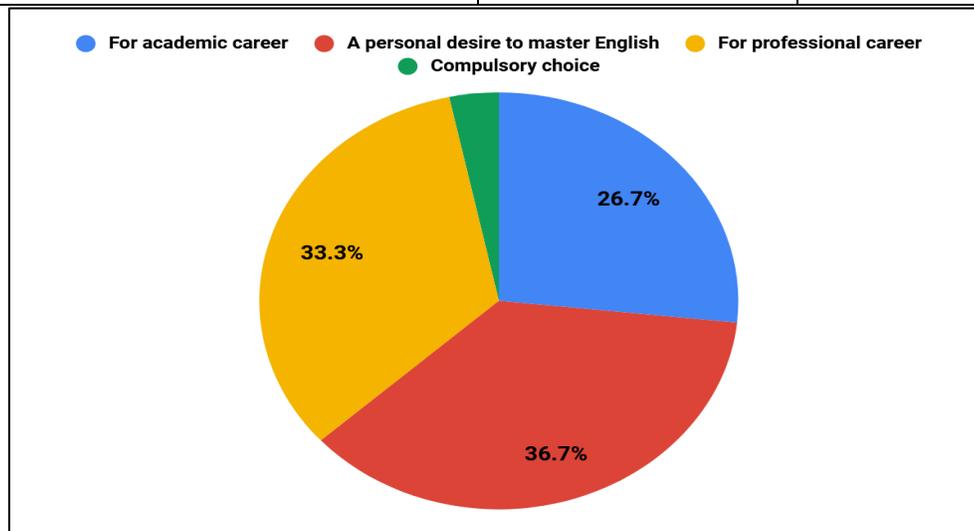
Figure 3.2: pie chart shows the participants' choice to study English

According to the results show in figure 02 it is clear that the majority of the participants choose to study English for a professional career or as a personal desire to master English. Specifically, 22 36.7% decide to study English because they merely admire the language and desire to master it, whereas, 20 (33.3%) decide to study English at the university because they need it professional purposes such as; work requirement. Moreover, a remarkable number (16)

as well admitted that they have selected English as their field of study because they want to pursue an academic career in English i.e. conducting researches and getting high degrees. However, only two participants declare that studying English was a compulsory choice for them which mean that they maybe prevaricated by their parents or the respondents' average did not allow them to choose the preferred speciality.

Therefore, the diversity of the respondents' answers denotes that most of the students chose to study English with direct aims, purposes, or goal in mind which indicates that they have personal motivation to study English at the university. Thus, the students who chose to study it for academic and professional career are extrinsically motivated, whereas, the students who chose it for personal desire to master English are intrinsically motivated. In the other hand, the few students who were imposed to study English, it is possible that they have negative a attitude in studying which may impede their process of learning.

Rubric two: students' perception about the speaking skill

This part consists of seven questions in which probe the learners' perception of the speaking skill.

Item 03: Respondents' level in speaking English?

- Very good
- Good
- Average
- Below-average

Table 3.3: students' speaking level

Participants' speaking level	frequency	percentage
Very good	10	16.7%
Good	34	56.7%
average	16	26.7%
Below-average	0	0%
total	60	100%
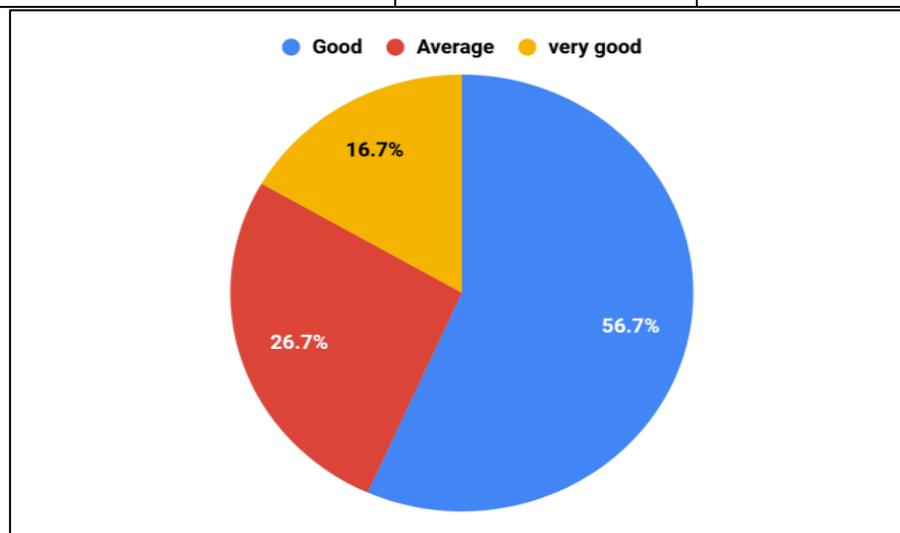
Figure 3.3: pie chart shows the students' speaking level

The results recorded in the graph shows that the majority 34 (56.7%) of the students consider their level in speaking English is good, while 10 (16.7%) of them consider it very good, and the other 16 (26.7%) percent of the students said that their level is average. No student has a below-average level since they are master students.

These results demonstrate that the dominant number of participants has arrived at an advanced level of speaking proficiency and high level of self-confidence since most of them conceder themselves average, good or very good speakers. That, in turn, indicates that the four

years at the university have been useful in which they acquire a level that allows them to comprehend and produce language well.

Item 04: students' views of speaking importance in relation to some aspects

The following table presents the students' views of the importance of oral proficiency in relation to some aspects namely; learners' language mastery, academic career success, learners' professional career success, A requirement to effectively communicate in the globalized world, A requirement to reach personal satisfaction. Hence, learners are asked to select to what extent oral proficiency is important in relation to those aspects.

Table 3.4: students' views of speaking importance in relation to some aspects

statements	Extremely important	Very important	Moderately important	Slightly important	Not important
1. A determinant of learners' language mastery	28 (46.7%)	27 (45%)	3 (5%)	2 (3.3%)	0 (0%)
2. A requirement to succeed in academic career	17 (28.3%)	20 (33.3%)	17 (28.3%)	5 (8.3%)	1 (1.7%)
3. A determinant of the learners' professional career success	18 (30%)	27 (45%)	11 (18.3%)	3 (5%)	1 (1.7%)
4. A requirement to effectively communicate in the globalized world	33 (55%)	18 (30%)	6 (10%)	2 (3.3%)	1 (1.7%)
5. A requirement to reach personal satisfaction.	21 (35%)	17 (28.3%)	17 (28.3%)	5 (8.3%)	0 (0%)

As table 3.4 shows, the majority of the students 55 (90.7%) assert that speaking proficiency is extremely or very important because it's a determinant of learners' language mastery. Besides, the few rest minority 5 (8.3%) regard speaking as moderately or slightly important. Therefore, according to the learners' views, mastering the speaking skill is required and desired to achieve in language learning which demonstrates the significance of speaking skill among the other language skills.

Furthermore, the same tendency can be seen from both second and third statements. Thus, approximately eighty percent (75%) of the participants find speaking extremely or very important for academic and professional career. Likewise, (23%) state that speaking is moderately or slightly important and only one participant argue that it is not important. Altogether, from the perspective of the students, speaking regarded as a vital part in learning language which provides them with several opportunities in their educational and professional life.

In addition, the fourth statement regarded the most important thus it scored 55% in only "extremely important" which is the highest percentage among other statements. Consequently, it is obvious that students consider speaking proficiency a priority to communicate effectively in the globalized world. Moreover, all participants claim importance with diverse degrees for speaking proficiency to reach personal satisfaction. Mainly, 21 (35%) respondents selected extremely important, 17 (28.3%) said very important and more than 35% percent chose moderately or slightly important.

As an overall, the statistical analysis of the answers given by the students revealed that, speaking proficiency in required because learners mainly relate their success in many aspects to their speaking abilities. Hence, they consider a good speaker as the one who can have greater chance for better education, finding good jobs, and getting a promotion. Moreover,

speaking proficiency widens their chance to study abroad and to gain a better career. Besides, speaking skill enables learners to transform information and present their ideas and thoughts easily. Besides, it facilitates communication with people and the usage of language in real life situations.

Item 05: students' evaluation of speaking as a task from 1 to 5

1. Very easy
2. Easy
3. Moderate
4. Difficult
5. Very difficult
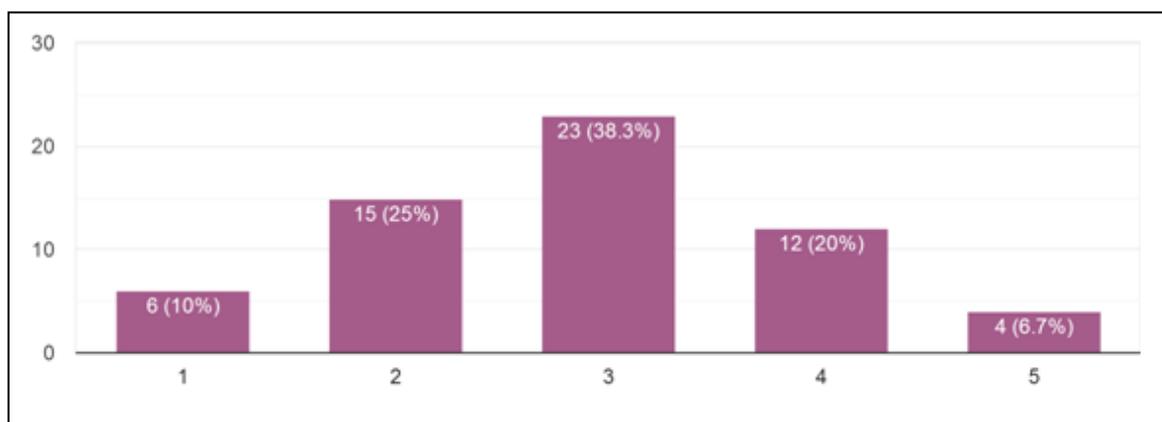
Figure 3.4: participants' opinion about speaking as a task

A quick glimpse at the graph would show that the majority of the participants 23 (38.3%) assume that they consider speaking a moderate undertaking to carry out. Moreover, a remarkable number opted for easy 15 (25%) or very easy 6 (10%). However, 16 (26%) consider it difficult or very difficult task to perform.

Generally, students' view of speaking in English varied from one student to another. That illustrates why some students are still straggling to improve their speaking abilities while others can speak fluently and have less speaking problems. However, at the level of master

one, after four years of learning most students overcome the major speaking problems which explain why the majority opted for moderate.

Item 06: The students' difficulties in speaking

- Lack of vocabulary
- Incorrect pronunciation
- Faulty grammar usage
- Fear of committing mistakes
- All of them

This question sought to indentify the major problems that students encounter in speaking where students are able to select more than one choice.
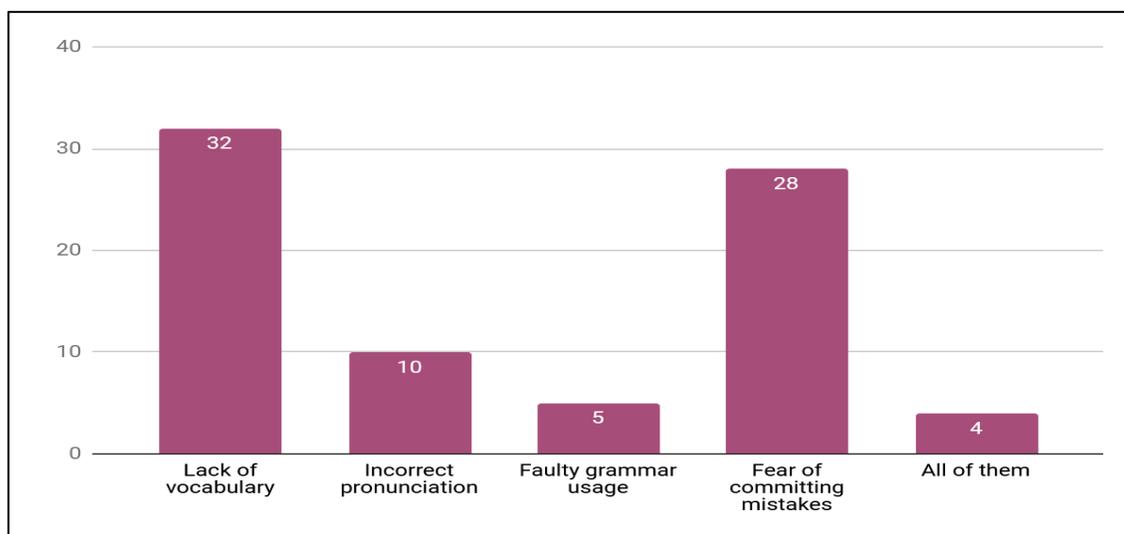
Figure 3.5: column chart shows the students' difficulties in speaking

We can realize from the column chart 3.5 that more than half of the participants (32) sustained that the lack of vocabulary is the main difficulty they face while speaking. Also approximately half of them (28) have the problem of the fear of committing mistakes. Moreover, according to the column chart incorrect pronunciation and faulty grammar use are not widely spread among students. There are only four participants claim to have all the problems together.

All these problems can prevent students from producing fluent and accurate spoken language. However, the analysis of the students' answers revealed that most of them have poor vocabulary knowledge which impedes them from uttering the right words in the right situation. Moreover, self-confidence should be taking into consideration since students are not capable to speak because they are not willing to take the risks of committing mistakes.

Item 07: The causes of speaking difficulties

In this question the students were requested to state how far the statements are critical to cause speaking difficulties.

Table 3.5: students' evaluation of the causes of speaking difficulties

statements	Extremely critical	Very critical	Moderately critical	Slightly critical	Not critical
1. Over crowded classes	19 (31.7%)	10 (16.7%)	22 (36.7%)	7 (11.7%)	2 (3.3%)
2. Time devoted for learning speaking(activities of speaking in the class)	15 (25%)	27 (45%)	15 (25%)	3 (5%)	0 (0%)
3. Lack of materials and resources in the classes	18 (30%)	22 (36.7%)	13 (21.7%)	5 (8.3%)	2 (3.3%)
4. Poor syllabi used by the teachers	12 (20%)	29 (48.3%)	15 (25%)	4 (6.7%)	0 (0%)
5. Lack of motivation	15 (25%)	30 (50%)	9 (15%)	5 (8.3%)	1 (1.7%)
6. Lack of English exposure outside the classroom	40 (66.7%)	13 (21.7%)	6 (10%)	0 (0%)	1 (1.7%)
7. Lack of practice (Interaction with English speakers)	42 (70%)	13 (21.7%)	3 (5%)	2 (3.3%)	0 (0%)

This question aims the find out what are the causes of the students' difficulties in speaking and how far each cause is critical. As for the first statement, the table 3.5 demonstrates that students recognize the overcrowded classes as a major cause that impedes them to improve their speaking abilities, thus, almost all of them state that is it a critical factor in various degrees. That might be due that in overcrowded classes students do not have the opportunity to practice or even to grasp the information provided by teachers. Nevertheless, there are two participants claim that it is not critical.

Moreover, the second statement scored 37 (60 %) for extremely or very critical because the time devoted to speaking activities is not sufficient for the learners to practice the language and improve their skills. In addition, the third aspect reports that 18 (30%) student chose extremely critical, 22 (36.7%) selected very critical, 18 (30%) opted for moderately or slightly critical, yet, 2 (3.3%) claim that it is not critical. Furthermore, a sum of the rates of the fourth aspect reveals that 60 (100%) all the participants consider the poor syllabi used by the teachers critical in various degrees. In short, those students did not find materials and laboratories to help them in learning and there is no systematic teaching.

Besides, the rates show that 45 (65%) of the participants assumed that the lack of motivation is extremely or very critical which demonstrate that the students are aware of the importance of motivation in the learning process. Nearly all the participants declared that the lack of English exposure to English is extremely critical which is a fact since in EFL contexts students live in non-English surrounding community so they get the chance to be exposed to English. Similarly, in EFL contexts as well, the interaction with native speakers is important to improve the speaking skill, which is why all the participants assume that the lack of it is critical in various degrees.

In conclusion, all the previously mentioned statements in the table represent the main factors that impede the students from improving their speaking abilities in our case of EFL context. The students' answers as well show that all the aspects are critical in causing speaking difficulties to them. However, it is worth to mention that the Lack of English exposure is the major cause of speaking difficulties since it scored the highest rates in extremely critical.

Item 08: Techniques that learners use to develop their speaking abilities

- Start conversations with your peers in English
- Interact with native speakers in social media
- Talk to yourself in English
- Read out-loud in English to imitate natives' pronunciation
- Listen to English songs
- Watch English movies
- Others
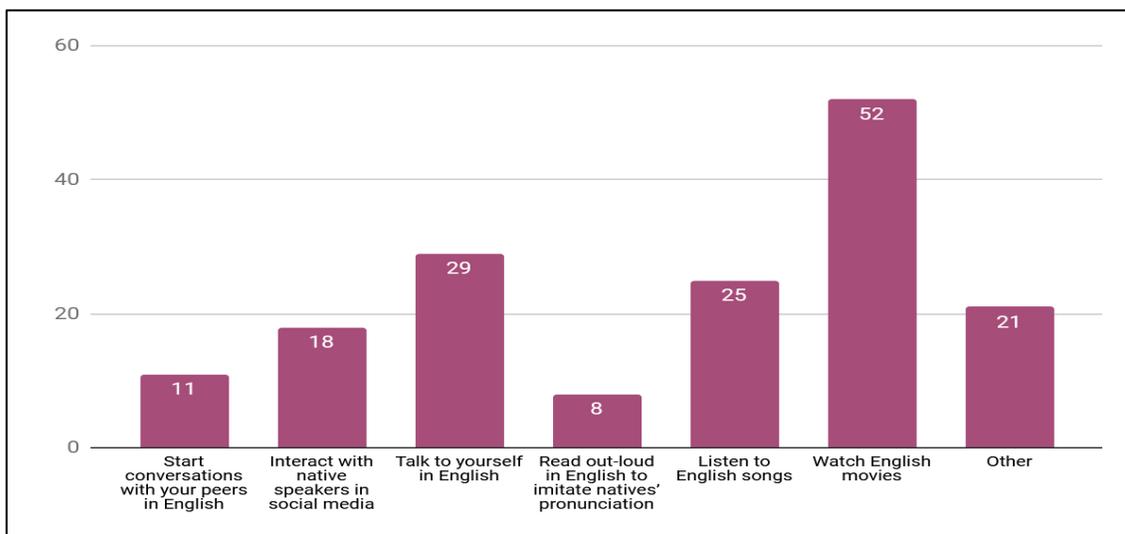
Figure 3.6: column chart shows the participants' techniques to develop their speaking skill

This question aims to discover what are the different activities and techniques learners use to improve their oral abilities. The results show that the majority of students are watching English movies to develop their speaking abilities in which fifty-two (52) students selected it.

Moreover approximately half of the students use the talk to yourself technique and twenty-five (25) depend on listening to the music. Moreover, interacting with native speakers in social media has been chosen eighteen times. In addition, only a few students opted for the read out-loud technique and starting conversation with your peer which explains that it is not that desired among students. Though the options are varied there are twenty-one students declare that they are other activities they are doing rather the once mentioned like; the shadowing technique, watching interviews of famous characters, the English news and BBC channels.

Although, the respondents diverse in opting for the preferred activity, everyone likes a different technique or activity that s/he feels comfortable with, which can help them in developing their speaking skill. However, the majority of them preferred to watch original movies which explain the significance of the exposure to English movies in developing oral proficiency. Since they consider it the right technique that enables them to improve their speaking skill and they are counting on it.

Item 09: Speaking skill in relation to other skills

- Speaking is related to listening
- Speaking is related to critical thinking
- All skills are interrelated
- Speaking is related to reading and writing
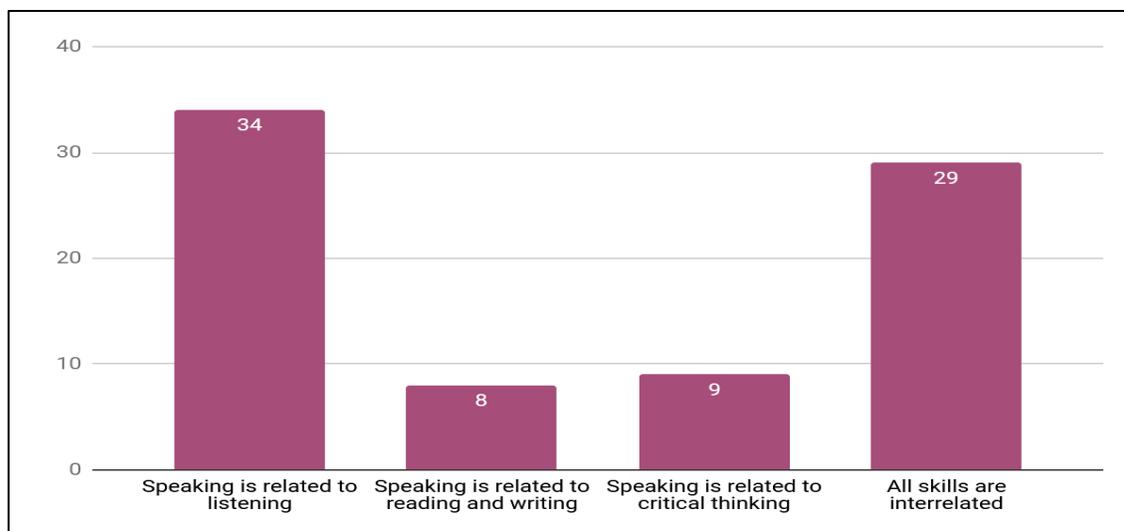
Figure 3.7: column chart shows the relation of speaking skill to other language skills

This question seeks to determine the students' awareness about the relation of speaking skill to other skills. As it is clearly observed in this figure, among the four choices the majority of the respondents (34) picked speaking is related to listening. A remarkable number scored in all skill are interrelated, conversely, only a few participants chose speaking is related to reading, writing, or critical thinking.

In other words, students are aware of the significance of listening on their speaking abilities thus, when students are listening to the radio, watching videos for instance, just by doing them repetitively, they are also advancing their speaking skills. However, it is also worth to point out that all skills are interrelated in which they are all integrated and contribute to one's understanding of the world around them. Reading and listening are receptive skills; writing and speaking are productive skills. And according to researchers, there are substantial correlations between these four language processes.

Rubric three: Original films as an autonomous learning strategy.

The present rubric planned to get information about the respondents' attitudes towards the use of the exposure to original films as an autonomous learning strategy. Moreover, it attempts

to explore the learners' actual state of learning and their attitudes toward watching original

films.

Item 10: students' answers on whether they depend only on the classroom learning or not

- **Yes**
- **No**

This question seeks to recognize the respondents' opinions and attitudes toward the classroom

learning.

Table 3.6: students' answers on whether they depend only on the classroom learning or not

Choice	frequency	percentage
Yes	51	85%
No	9	15%
Total	60	100%
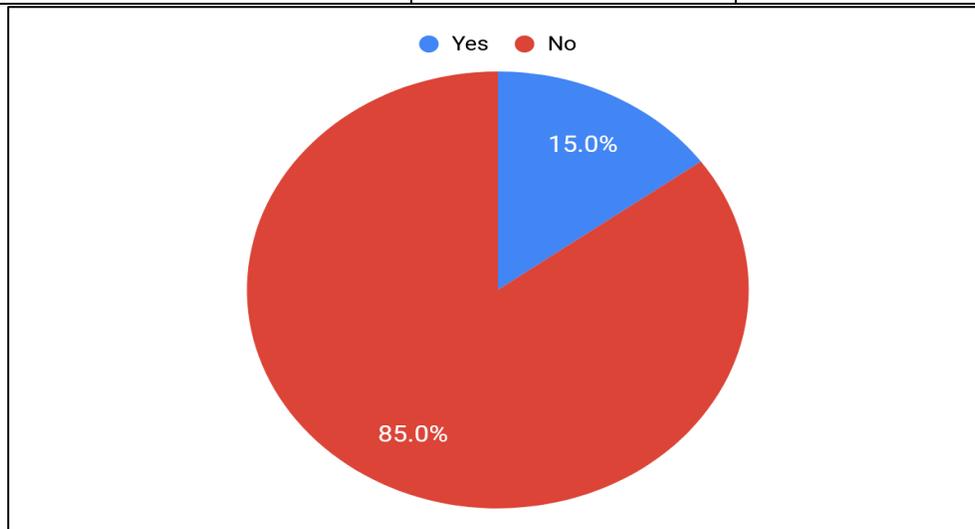
Figure 3.8: pie chart shows students' answers on whether they depend only on the classroom learning or not

A quick look at this figure will reveal that a big proportion of 51 respondents represent a

numerical majority (85%) has selected "no" which infers that the majority of respondents

merely does not depend only in the classroom learning. They think it is not enough for them and, therefore, they do more efforts outside the classroom. In the other hand, a minority represented of 9 (15%) declare they only depend on the classroom learning which means they are satisfied with the classroom information or they do not want to make extra efforts.

Sub-question: If no, what activities do you practice autonomously outside the classroom?

- Browsing educational websites
- Reading books
- Listening to audio scripts
- Watching original films
- Others

This question sought to identify the most used activity learners use out-side the classroom
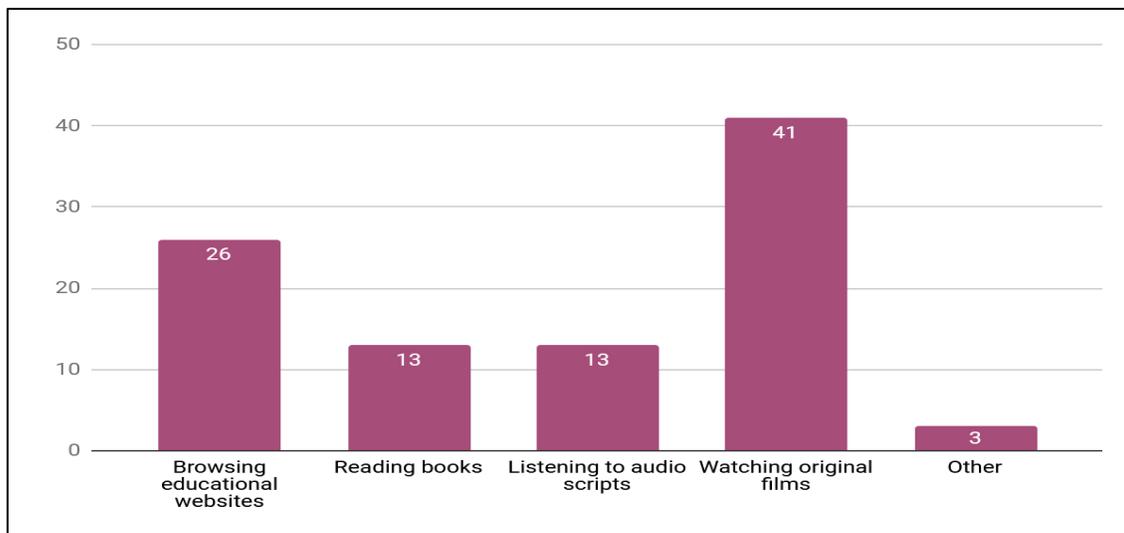
Figure 3.9: column chart demonstrates the learners' most used activities out-side the classroom

The graph demonstrates that the most preferred activity for the learners to use outside the classroom is watching original films, thus, it has been selected by forty-one respondents. Possibly because, learners enjoy watching original films, at the same time, they are a rich source of English input. The second most used activity is bowering educational websites in which it was selected in twenty-six (26) response. Especially, with this technology era, huge

amounts of information are available freely on the internet nowadays. However, thirteen (30) claimed that they are used to read books and listen to audio scripts in order to learn. At the same time, three others add extra activities that were not mentioned in choices like listening to English podcasts and writing short stories in English.

Therefore, we deduce that most learners are not satisfied with the classroom learning and they are trying to do more efforts outside the classroom. Particularly, with a wide spread of technology around the word learners can easily access to valuable and varied sources of information and authentic language like original films at home.

Item 11: Students' frequency of watching original films

- Everyday
- Three to five times a week
- Once a week
- Less than once a week
- Never

Table 3.7: students' frequency of watching original films

choices	frequency	percentage
Everyday	16	26.7%
Three to five times a week	17	28.3%
Once a week	9	15%
Less than once a week	15	25%
Never	3	5%
Total	60	100%
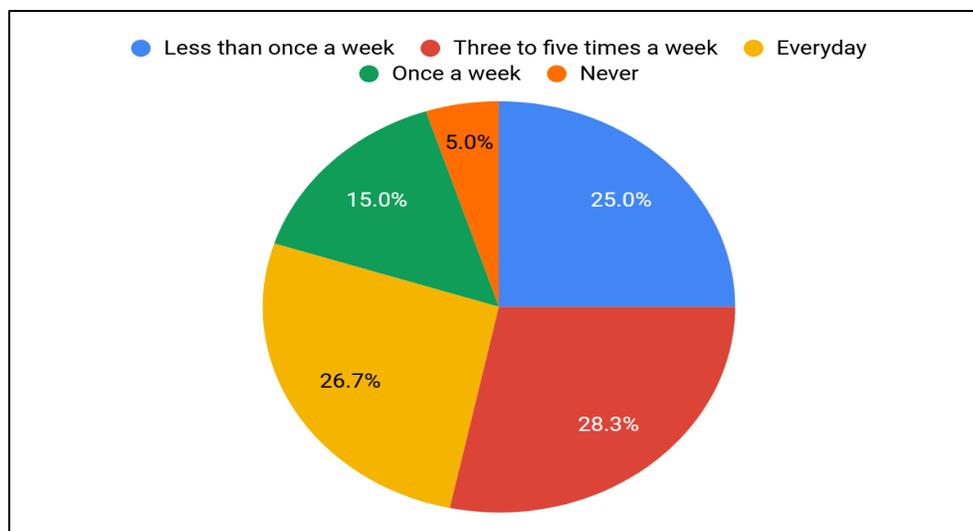
Figure 3.10: pie chart shows the students' frequency of watching original films

As it can be noticed in the pie chart 16 (26.7%) respondents admitted that they watch original films daily that denotes they are addicted to it. Similar number of 17 (28.3%) learners claim watching original films three to five time a week, which means they are interested in it and they are probably watching them whenever possible. Moreover, 9 (15%) stated that they watch original films once a week which probably indicate they are watching them when they have free time during the weekend or when they have a day off. A bigger number of participants 15 (25%) said they watch original films less than once a week; they are interested and usually watch but they may have loaded schedule or other circumstances that contradict with their desire. However, a minority of 3 (5%) participants declare that they never watch original films; they may have no interest in original films.

As an overall, the results of the participants' answers indicate that the vast majority of the learners are aware and interested in watching original films. Hence, they are usually watching original films; however, they differ in term of frequency. Consequently, the frequency of watching denotes that the participants are watching with particular purposes in mind which will be revealed in the following questions.

Item 12: The types of original films that learners usually watch

- Feature films (Hollywood or British movies)

- Documentary films

- Educational films

- YouTube clips

- Others

This question seeks to indentify the different type of original films learners are usually watching.
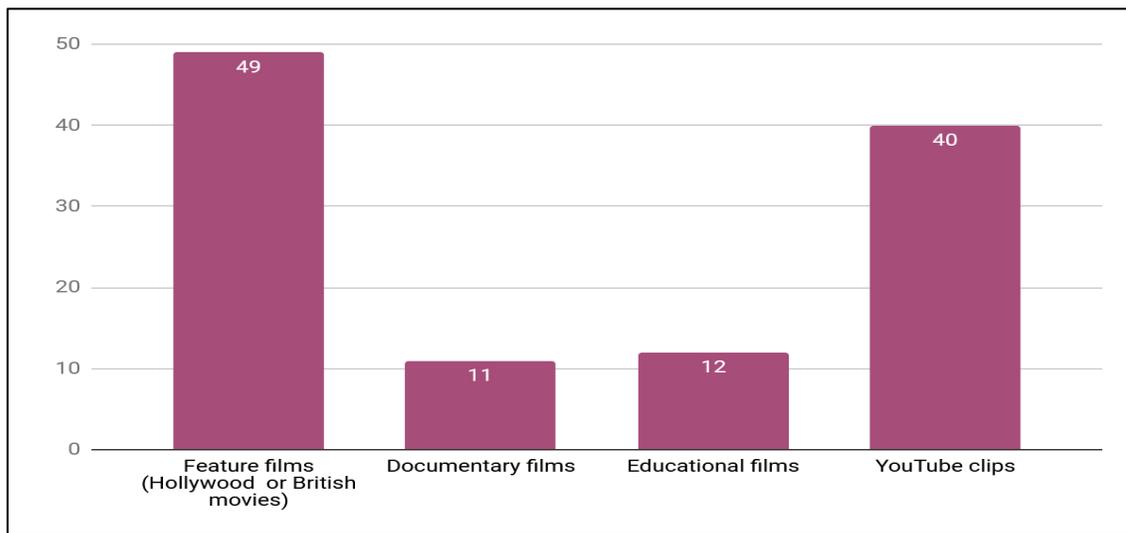
Figure 3.11: column chart shows what types of original films learners usually watch

The figure revealed that the highest rate of (49) respondents claimed that they watch feature films; since, its popularity and it provides entertaining scenes in different topic with authentic language that can help learners to acquire the language. Additionally, YouTube is the most famous website that provides current videos of all subjects, which illustrates why YouTube clips scored a high number; forty participants. While, educational films and documentary films were relatively minor in regard to the former types, at 11 and 12 responses respectively.

Based on the results of this graph, one can surmise that learners diverse in term of interest and purpose of watching. That respectively lay on the fact that they mostly watch feature films and YouTube clips which provide diversity in topics and content.

Item 13: students' purpose of watching original films

- For entertainment
- For English language learning
- To be familiar with the English speaking community
- To enrich your knowledge about the English culture community
- Others

This question is sought to determine for what purpose learners watch original films.
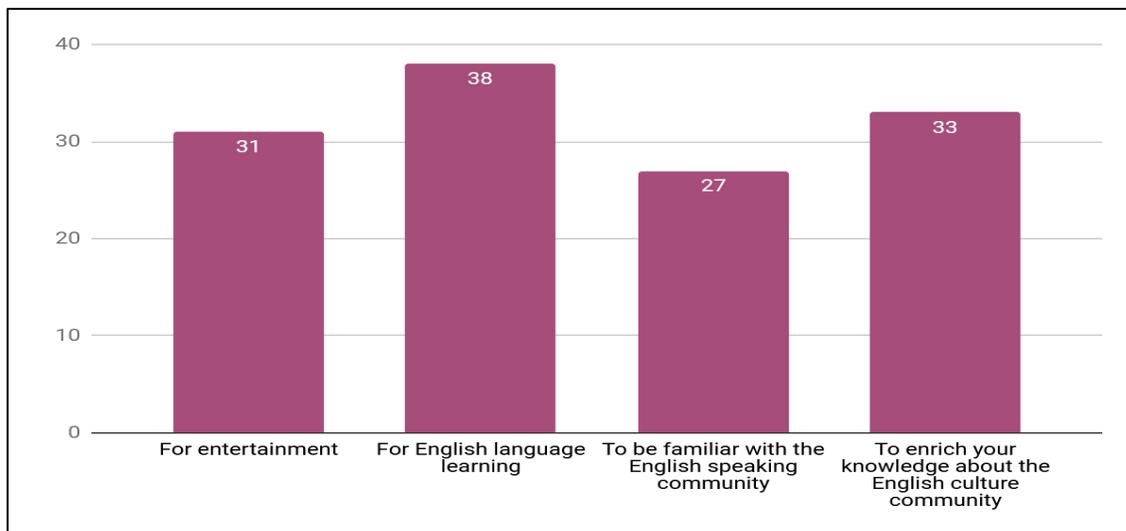
Figure 3.12: column chart shows the learners' purposes of watching original films

It is clear from this column chart that all the choices were selected by more than half of the participants, with little difference in numbers. That in turn, demonstrates the original films importance for the learners in different aspects. Looking in closer detail at the column chart, it can be observed that the highest score selected is for English language learning, precisely (38)

responses. Hence, learners may recognize that original films developed their learning skills which make them kept watching them for the sake of learning.

In conclusion, it can be deduced that original films are valuable source for English learning since the majority of learners are watching them for the sake of learning. Moreover, it caters to the learners' interest since they watch them for entertainment and learning at the same time. Furthermore, original films feed the learners curiosity about the target language culture since they watch them to be familiar with the English culture and community.

Item 14: Do you consider the reliance on original films an autonomous learning strategy?

- Yes
- No

Table 3.8: the participants' view of whether the reliance on original films an autonomous learning strategy or not

Choice	frequency	percentage
Yes	56	93.3%
No	4	6.7%
Total	60	100%
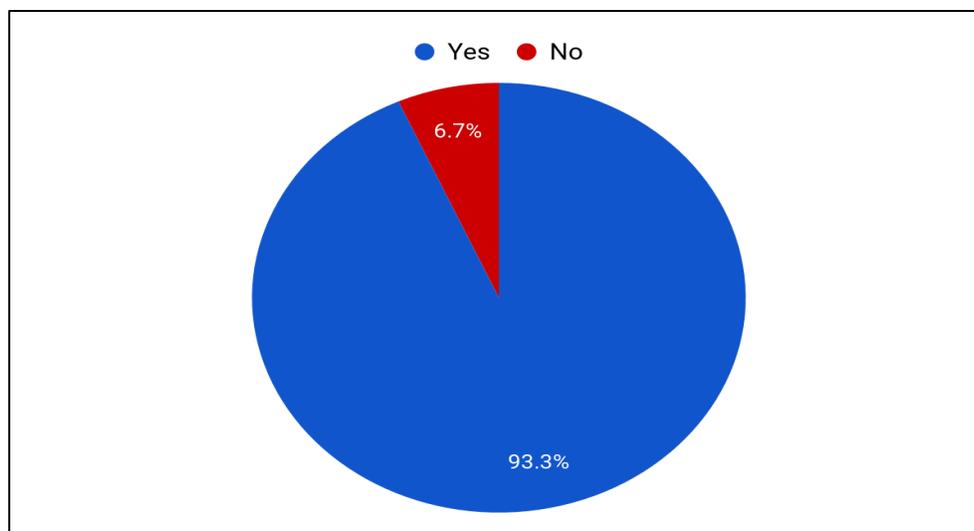
Figure 3.13: pie chart shows the participants' view of whether the reliance on original films an autonomous learning strategy or not

The pie chart 3.10 denotes that the overwhelming majority choice was yes with the percentage of 93.3%, whilst only four participants who represent 5% stated no. Relying on the aforementioned findings, the majority of students regard the reliance on original films an autonomous learning strategy; they are personally using it autonomously to learn English at home as was deduced in the previous question. Since the majority of participants' choice was yes, this indicates that students have a willing and interest in learning the English language autonomously at home via watching original films.

Sub-question: If yes, is it because

- You are independently exposed to authentic language input
- You are watching and learning at your own pace
- You can choose the preferred time and place of watching
- You are self directing the objectives of watching
- others

This question is devoted for the participants who opted for yes as an answer to justify why they consider the reliance on original films an autonomous learning strategy.
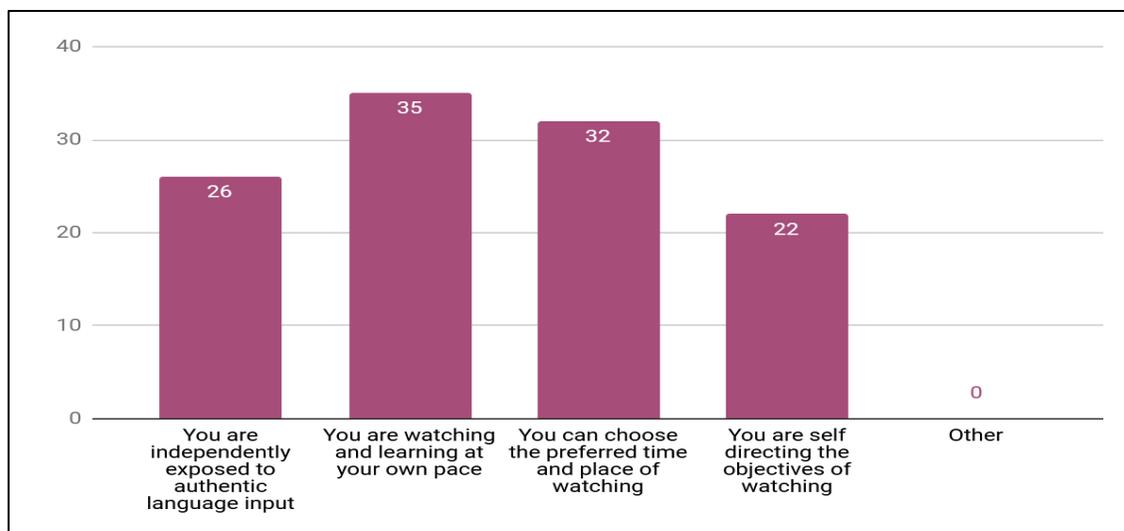
Figure 3.14: column chart demonstrates the participants' justification

It is clearly observed from the column chart that the largest number of students, exactly

(35) claimed that the reliance on original films is an autonomous learning strategy because you

are watching and learning at you own pace. Hence, that indicates that students prefer to learn

and enjoy at the same time which provides the freedom of learning that considered

autonomous. The second large number, specifically (32) participants state that they consider

the reliance on original films an autonomous learning strategy since you can choose the

preferred time and place of watching. Choosing the time and place may make the learners feel

at ease to learn whenever and wherever they want to; therefore, it provides them with an

opportunity to learn autonomously in the preferred time and atmosphere.

Moreover, less than half of the proportion opted for the option; you are dependently

exposed to authentic language input. Thus, they are being exposed to authentic English

without the help of a teacher which means they are independently acquiring the language

through an autonomous learning process. Whereas, less number of students particularly (22)

opted for; you are self directing the objective of learning. Accordingly, learners through

watching films can determine their own objective, for instance; they can choose to watch special type of films to learn specific jargon. Notably, this is the main characteristics of autonomous learning. However, none of the participants add another option which affirms that the suggested choices provided all the possible reasons.

As a summary, original films provide learners with the opportunity to learn independently in the preferred time and place, where learners can feel at ease. Moreover, learners can choose the films that they are interested to watch so they can acquire the language and enjoy the film at the same time. Learning through original films also allows learners to decide the technique of learning and direct its objectives. For that matter, it can be confirmed that the reliance on original films is an effective autonomous learning strategy which is used and preferred by most of the learners.

Item 15: students' perception about whether they are autonomous learners or not.

- Yes
- No

This question sought to determine the students' perception about whether they are autonomous learners or not.

Table 3.9: students' perception about whether they are autonomous learners or not.

Choice	frequency	percentage
Yes	52	86.7%
No	8	13.3%
Total	60	100%
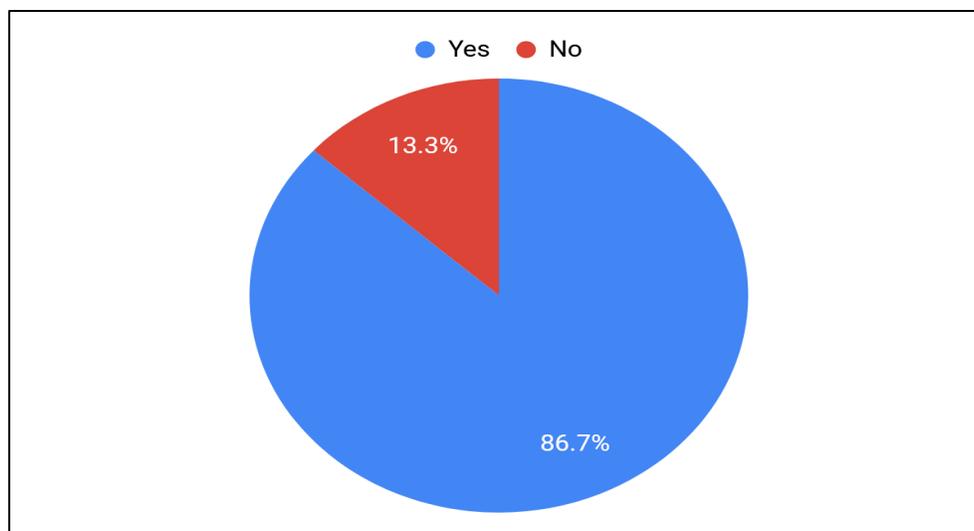
Figure 3.15: pie chart shows students' perception about whether they are autonomous

learners or not.

One glance at this pie chart would authenticate that the highest proportion of the learners explicitly (86.7%) proclaimed to be autonomous learners. Thereby, it implies that learners are more depending on themselves in order to achieve the desired results; they carry out various activities to develop their learning skills autonomously. On the contrary, a small minority of eight students as reported in the table declared that they do not consider themselves autonomous learners.

Sub-question: Whatever your answer, please justify why?

This sub-question attempts to explore why the participants consider themselves autonomous or why they do not.

The participants' justification if they picked no.

This minority of students claim that they do not think they are autonomous learners due to some factors. One of these factors they said is that they never do any kind of efforts outside the classroom and they prefer to be spoon-fed by the teachers. Another factor is that; they do not consider themselves qualified enough to grasp any content rather than the classroom

lessons. More progressively, other students pretended that they do not trust the information they find in the different available sources and afraid to be misguided or to develop wrong perceptions.

In essence, it may be concluded that this minority presented under non-autonomous learners, can be ranked among the low achievers since they have a negative attitude toward learning. Thus, they do not even bother themselves trying to do efforts for the sake of improving their language proficiency. Among other things, they have a low level of self-confidence and they are not motivated to learn the language.

The participants' justification if they picked yes.

The participants' reasons why they consider themselves autonomous learners are various. However, most of them said that it is merely due to the fact that we largely rely on outside learning rather than on the teachers, and claim that "using authentic sources is more fruitful than the one presented in the classroom by the teacher". Moreover, some of them maintain that they learn in the classroom but never be limited to it; do extra efforts outside the classroom like reading books and watching movies to fulfill a certain goal related to their academic purpose. Accordingly, one of the participants stated that "I don't rely solely on what is given in the classes. Plus, I try to address my own inadequacies and shortages in language skills by doing many activities on the side that are both entertaining and educational".

Additionally, a remarkable number of participants relate the reason of calling themselves autonomous learners to the fact that they prefer to learn according to their learning styles so they use different techniques to improve their language skills which correspondent to their own way of learning. Furthermore, another reason was stated which is that the learners believe their level is mainly improved through autonomous learning as mentioned by one of them "I learned the basics at school, but proficiency is a result of my own efforts". Besides, a small

number of participants claimed that the teachers' input is not adequate as stated: "I can grasp information and vocabulary when I am watching movies or preparing my presentations better than listening to my teacher". Other participants said they had to be autonomous since the English exposure at the university in insufficient so they had to work independently to develop their English. Finally, few participants declared that they consider themselves autonomous because they prefer to learn according to their interest; they choose to learn things that they like and use only the materials that suit them.

As a conclusion, it is clearly inferred from the participants' justifications that autonomous learners are must be ranked among the high achievers. Since they are always doing extra efforts to improve their skills in different ways and they have never been satisfied with the classroom information. Moreover, they are motivated to learn the language in which they which to master in their own style using the preferable learning materials and sources.

Item 16: students' opinions about the advantages of original films

This question seeks to elicit the students' perception of the advantages of the exposure to original films, in which it requested them to select how far they agree with these advantages.

The exposure to original films:

Table 3.10: students' opinions about the advantages of original films

statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. is entertaining and motivating more to learn English	39 (65%)	18 (30%)	3 (5%)	0 (0%)	0 (0%)
2. Is rich and varied source of authentic language input	34 (56.7%)	17 (28.3%)	9 (15%)	0 (0%)	0 (0%)
3. Compensates for the lack of English exposure in EFL contexts	30 (50%)	17 (28.3%)	13 (21.7%)	0 (0%)	0 (0%)
4. Provides visual cues that help to understand natives' conversations	41 (68.3%)	17 (28.3%)	2 (3.3%)	0 (0%)	0 (0%)
5. Is a comfortable way to learn English since films are easy to access and available anywhere and at any time	39 (65%)	19 (31.7%)	2 (3.3%)	0 (0%)	0 (0%)

Table 3.10 presents the results of how far students agreed or disagreed with each advantage one by one. Therefore, according to the number presented in this table the large majority of the participants presented by (95%) percent strongly agree or agree that original films in entertaining and encourage them to learn English and a small proportion of (5%) select to be neutral. Nonetheless, no one has disagreed with this statement which confirms it to be as an effective advantage. That is to say, original films stimulate the enthusiasm of learning and

make them feel the storyline which makes good communication with their inner feelings. As a result, original films motivate learners to learn English explicitly.

Relying on the statistic of table 3.10, we conclude that more than half of the participants strongly agree with the second statement (is a rich and varied source of authentic language input). While seventeen participants represented (28.3%) agree; besides, nine others claim a neutral position toward the mentioned statement, and none of the participants disagree with the statement. This analysis indicates that students find films rich and very helpful source since original films contain a lot of dialogues spoken by native speakers that occur in different situations which make it varied. From this perspective, words in films have made a vivid and realistic interpretation of the language in its naturalistic situation which qualifies it to be authentic.

Regarding the third statement, as the table shows half of the participants strongly agree and seventeen more agreed with it. Whereas, the rest minority with the percentage of (28.3%) proclaimed to have a neutral position toward the statement; however, none of the participants expressed disagreement. Therefore, students may consider one of the few and valuable sources if it is not the only that provides them with authentic language input. This language presented in original English films compensate for the lack of English exposure since learners are in the non-English speaking community.

Subsequently, concerning the fourth statement, as it can be observed in table 3.10 the large majority of the participants strongly agreed or agreed with the percentage of (68.3% and 28.3% respectively). However, only two participants claimed to have a neutral position toward the advantage of those original films; provide visual cues that help to understand natives' conversations. Consequently, considering that approximately all the participants agreed with the statement and none of them showed disagreement, denotes that most of the students

appreciate the auditory and visualise cues provided by the original films. Hence, students can adapt English used in a genuine context where they can see how characters speak, their body language, reduced speeches, accents, in accordance to the different situation which improves their pragmatic competence.

The last statement recorded results of 65% for strongly disagree and 31.7% for disagree which represent the large majority of participants. However, two participants proclaim to have a neutral position. These results affirm that original films make the process of learning easy for the learners since they are available and effortless to access at any time and any place. Which in turn increases the learners desire to learn at home autonomously at ease in the preferable and comfortable time they decide.

Item 17: Learners' views of the benefits of original films in language learning

This question seeks to elicit the students' perception of the benefits of original films in language learning in which they were requested to state how far they agree or disagree with specific statements.

Table 3.11: the learners' views of the benefits of original films in language learning

statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Helps to improve pronunciation and intonation	48 (80%)	11 (18.3)	0 (0%)	1 (1.7)	0 (0%)
2. Learn unfamiliar idioms, proverbs and slangs	42 (70%)	15 (25%)	3 (5%)	0 (0%)	0 (0%)
3. Provides real life contexts that enrich the learners' cultural awareness	39 (65%)	18 (30%)	3 (5%)	0 (0%)	0 (0%)
4. is beneficial to learn how to use English in everyday life communication	44 (73.3%)	12 (20%)	4 (6.7%)	0 (0%)	0 (0%)
5. Enhances the learners' listening skills	40 (66.7%)	18 (30%)	2 (3.3%)	0 (0%)	0 (0%)
6. Subtitles films enrich the learners' vocabulary knowledge and improve their reading skills	41 (68.3%)	13 (21.7%)	5 (8.3%)	0 (0%)	1 (1.7%)
7. More importantly, it Develops the learners speaking skills	43 (71.7%)	15 (25%)	2 (3.3%)	0 (0%)	0 (0%)

Starting with the first statement, as seen in table 3.11, an overwhelming proportion of 48 (80%) opted for strongly agree and a few more 11 (18.3) selected agree. nevertheless, this high score in strongly agree and agree, there is one participant claim to disagree with this stamen. These answers signify that learners think they can learn through original films and if they exposed to original films they will improve their pronunciation and intonation. Similarly, it

may indicate that learners have been using original films to improve their oral proficiency and actually did work.

Concerning the second question, the majority of students 42 (70%) strongly agree that through original films they can learn unfamiliar idioms, proverbs, and slangs. Equally important, roughly one out of four participants 15 (25%) agreed with the aforementioned statement. While only three participants (5%) sustain a neutral position toward the statement and none of the participants disagree with it. In fact, this denotes that learners are aware that original films provide a diversity of authentic English which include informal language dialect since they present speeches in different situations. Therefore, they think if they watch original films they will acquire different kinds of language at different levels like unfamiliar idioms, proverbs, and slangs.

Regarding the third statement, it is clearly observed from table 3.11 that the majority of participants 39 (65%) declared that they strongly agree that original films helpful to learner English culture. Moreover, 18 (30%) agree with the statement while a small proportion of 3 (5%) claimed to have a neutral position. It is worth to mention that none of the participants expresses disagreement with the statement. Consequently, students assume they can be familiar with the target language culture since original films present naturalistic contexts of the community of native speakers.

Subsequently, in the fourth statement, a great majority agreed with the statement, precisely 44 (73.3%) students. In addition, 12 (20%) of the respondents opted for agree and 4 (6.7%) more selected neutral. However, none of the respondents opted for neither disagree nor strongly disagree. The language of everyday communication is vastly presented in original films, hence, learners claim if they watch original films they will learn the social dynamics of conversational rules and they will be to conduct adequate communication in English.

Further, the fifth statement seeks to extract the learners' opinion about the effect of original films on listening comprehension. Accordingly, a majority of 40 (66.7%) participants agree that original films enhance the students' listening skills. Moreover, a remarkable number of eighteen participants, at the rate of (30%) agreed with the statement and 2 others assume to have a neutral position. This result indicates that most students consider original films an effective language learning tool that can facilitate comprehension. Hence, learners believe if they are exposed repeatedly to original films they will be trained to authentic language which in turn enhances their listening comprehension.

Next, in the fifth statement as the table shows, a majority of 41 (68.3%) participants strongly agree that subtitles films improve vocabulary knowledge. Whereas less number of 13 (21.7%) participants agree, compared to a small proportion of 5 (8.3%) chose neutral, whilst only one participant 1 of (1.7%) strongly disagree with the statement. Indeed, learners take for granted as a fact that subtitles films enrich their vocabulary knowledge and improve their reading skills. Thus, subtitles films bridge the gap between reading skills and listening skills; they think when they listen and read the captions at the same time they will improve their reading skills and learn new vocabulary.

Eventually, in the last statement, the vast majority of participants surprisingly, more than 95% whether strongly agreed or agreed that original films improve oral proficiency. Thus, none of the participants opted for strongly disagree or disagree; however, a minority of no more than two participants (3.3%) claim to have a neutral position. On balance, that indicates that learners are aware of the experience; they may have been using original films to improve their oral skills and it did actually work. Notably, original films provide huge content of authentic spoken language that helps learners to develop their oral proficiency.

In the long run, as has been noted, learning through original films merely is a very efficient learning tool that can be used to improve learners' skills in various aspects. Thus, students expressed a positive attitude toward the aforementioned statements which confirm their benefits. They think that it enables them to understand the intentions behind the information; as well as, learn unfamiliar idioms and slangs. Also, it helps them to improve their pronunciation, cultural awareness, and vocabulary knowledge. Likewise, it helps them to improve their oral proficiency.

Item 18: The participants view of original films as an autonomous learning strategy to develop oral proficiency.

1. Extremely effective

2. Very effective

3. Moderately effective

4. Slightly effective

5. Ineffective

This question seeks to explore the learners' perception and attitude about original films as an autonomous learning strategy to develop their oral proficiency.
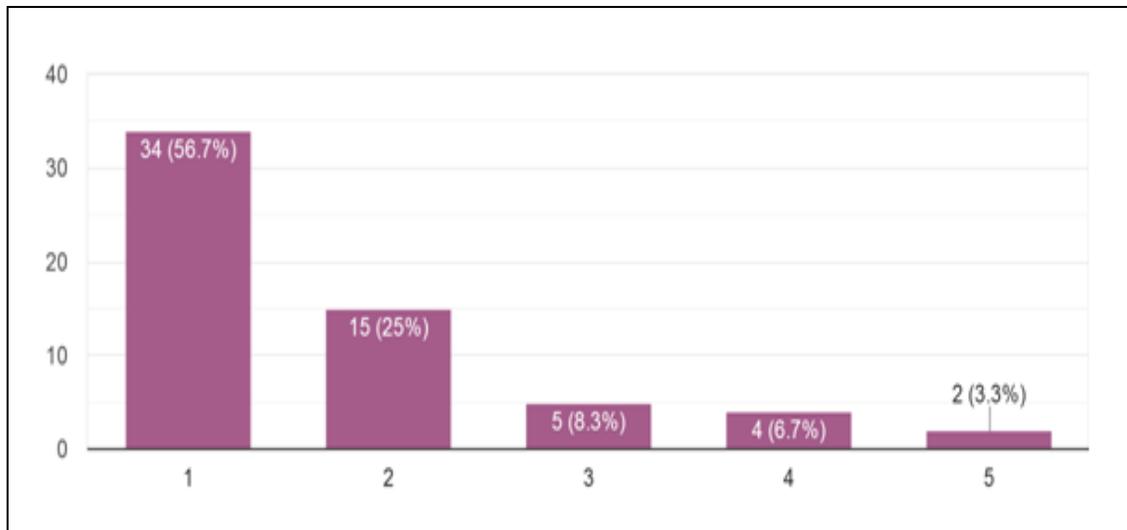
Figure 3.16: column chart shows the participants view of original films as an autonomous learning strategy to develop oral proficiency.

A quick glimpse at the column chart 3.13 would reveal that the vast majority of more than four fives (81.7%) of the participant opted for extremely or very effective. Correspondingly, that may denote that learners are using original films autonomously in order to improve their oral proficiency and they feel that their speaking skill is developing due to that. Moreover, 5 (8.3%) participants selected moderately effective. They perhaps think it is an effective way to develop oral proficiency but needs long exposure or require to be used in a specific process. In addition, a minority of 4 (6.7) chose slightly effective. It is probably because they think of it as effective but at the same time have negative effects, for instance, make the learners use informal language or be more fluent rather than accurate. However, only two participants have a deferent opinion about original films since they selected ineffective. They most likely consider it as a waste of time or it can be used to develop another skill rather than speaking or they prefer to use different strategies instead.

Discussion of the Main Results of the Questionnaire

As a recapitulation, the main aim of the present study is to explore the role of original films as an autonomous strategy to develop EFL learners' oral proficiency. Therefore, a questionnaire was delivered to a sample from master one EFL students at the University of Mohamed khider Biskra. Based on the analysis obtained from this questionnaire, the findings were positive in many aspects and a final view can be drawn as follows.

Initially, the analysis of the students' questionnaire reveals that less than half of the participants are intermediate learners thus, they have an apparent deficiency in using English; however, the majority is whether upper intermediate learners or advanced learners which explains why they have become master students. In addition, the greater majority of them chose to study English at the university because they want to have an academic or professional career or as a personal desire to master English which indicates that they are intrinsically or extrinsically motivated to learn English.

Therefore, the students' level of speaking English is good since they are motivated to learn the language which was confirmed by the findings as well. Besides, they have been studying English for four years at least; so, they may have been using different techniques to improve their speaking skills through this period of time. That in turn, indicates that those learners are aware of the importance of speaking and they regard speaking proficiency a requirement to succeed in many aspects. Consequently, learners consider speaking extremely important to succeed in professional and academic career or to be able to communicate in the globalize word for instance which are all the reasons why they chose to study English in the first place as previously stated.

Nevertheless, relying on the information we deduce from the questionnaire, we can say that the students consider mastering the speaking skill as a not that easy task to achieve. Thus,

students are still facing a number of challenges, which prevent them to speak appropriately, such as the lack of vocabulary knowledge, and other psychological challenges which presented as the fear of committing mistakes. Moreover, the findings disclosed why are the students still suffering from these problems; thus, they through some of the blame on the different circumstances they were educated in, such as overcrowded classes, lack of materials and the poor syllabi. However, the students are well aware that the major cause of these difficulties which is the lack of English exposure and practice outside the classroom since they are in non- English community.

Thereby, the majority of the students revealed that they prefer to watch original movies in order to improve their speaking skills; since they consider it one of the few ways if it is not the only to compensate for that lack of English exposure in EFL contexts. Retrospectively, this lack is the main reason that caused a deficiency in their speaking abilities. Moreover, it explains the significance of the exposure to original films in developing oral proficiency. In a relative manner, the participants consider listening is the most related skill to the speaking skill which in one hand, illustrates their choice of improving their speaking skill through watching films, thus, films provide audio-visual content. They think listening to the authentic spoken language which is provided in original films would foster their speaking skill.

In this questionnaire, students were asked to state, if they depend only on the classroom learning in their learning process or not, the vast majority answered no. This result indicates that learners do not rely only on the classroom and do extra efforts autonomously outside the classroom. Among many ways of learning, especially due to the widespread of technology, learners prefer to browser educational websites, and most importantly, watch original films. That points out that the most preferable and used activity autonomously is watching original films. Moreover, learners are watching them several times per week and even daily, and they

mostly watch feature films. That denotes that learners are interested in watching original films for many purposes; since they watch them constantly; they enjoy them and learn at the same time largely from them.

Moreover, nearly all the participants regard the reliance on original films an autonomous learning strategy. They think that original films provide them with an opportunity to learn independently with complete freedom to choose the objectives, methods, and even time and place of learning which makes it the preferable autonomous strategy. In addition, the predominantly participants consider themselves autonomous learners claiming that they are always doing extra efforts to improve their skills in different autonomous ways and they have never been satisfied with the classroom information.

Furthermore, students claim that original films provide a great way to learn English. Thus, they capture the learners' interest and motivate them more to learn English. At the same time, original films provide a rich and varied source of authentic English input which compensates for the learners' lack of English exposure. Besides, original films are available and easy to access which provide learners with an opportunity to learn autonomously in a comfortable atmosphere. Moreover, learners believe that original films enable them to learn various things. Basically, learn unfamiliar idioms and slangs, helps them to improve their listening skills, pronunciation, cultural awareness, and vocabulary knowledge. More importantly, it helps them to improve their oral proficiency.

In conclusion, a descriptive statistical analysis of the results of the students' questionnaire revealed that on a general level, learners have a positive attitude toward the exposure to original films. Thus, as overall, it can be stated that learners regard the exposure to original films as an effective autonomous learning strategy. Moreover, they consider it extremely effective to foster oral proficiency in particular.

Analysis and Interpretation of the Teachers' Interview

This semi-structured interview aims to investigate the teachers' views and opinion about original films as an autonomous learning strategy. It was addressed to a sample of teachers from the University of Biskra at the field of English. The researcher interviewed nine (09) teachers in which they were requested to answer open-ended questions and closed-ended questions followed by justification. We analyzed each item carefully and then gathered the following data.

Item 01: teachers' academic degree

This question seeks to identify the teachers' status in the field of English. Therefore, the results of this question will help us to confirm the reliability of their answers.

Table 3.12: Teachers' degree

Number of teachers out of nine	Academic degree
05	doctorate (PhD)
04	Magister

As table 3.12 demonstrates, all of our respondents hold either a PhD or a magister degree because in Algeria this is the degree requirements for a university professor. Besides, teachers that have the magister degree stated that they are working hard to get the PhD degree, and they are in the final steps. This indicates that all teachers that we have interviewed are at an advanced level which is very helpful for the reliability of this study. Thus, their perceptions, recommendations and views are of great reliability and importance.

Item 02: teachers' number of years they have been teaching English at the university

This question sought to acknowledge the teachers according to their experience. Hence, this question aims to ensure the validity of the finding of this study.

Table 3.13: Teachers' years of teaching at the university

Number of teachers out of nine	Years of teaching
02	01-05
00	05-10
06	10-15
00	15-20
01	20-25

According to table 3.13, seven teachers from our sample have more than ten years of teaching at the University; whereas, the other two have four years of experience. This indicates that the majority of teachers are highly experienced educators who are aware of the different types of teaching methods and different types of learners. That in turn, qualifies them to easily identify the learners' requirement and evaluate their level. Thus, experienced teachers are aware of the main factors leading to failure or success. Moreover, Teachers' experience makes them familiar with learning materials and knows how to enhance their students' speaking skill. Therefore, the teachers' interview will provide reliable answers and valuable recommendations.

Item 03: Teachers' evaluation of their learners' oral capacities

This open-ended question seeks to identify the learners speaking level from the teachers' perspective; since the teachers' evaluation differ from what the learners think of themselves.

According to the recorded data, all the teachers argued that identifying the level of the students it not easy and generally, they differ in term of level, intelligence and the efforts they do to improve their speaking skill. However, teachers categorized them into three groups; poor, average and excellent speakers. Accordingly, T2 expressed that "it's difficult to measure or pinpoint the exact level of the students, generally speaking; however, we have mixture collection of learning levels and styles so we have the excellent speakers, average and we have the poor level speakers".

- **Average speakers**

The teachers claimed that this category presents the majority proportion of students. They have an average level of speaking in which they can express their thoughts but not in a very smooth way; they still have some difficulties in some aspects which make them commit mistakes.

- **Poor speakers**

Teachers said that this category of poor speakers presents a small proportion from the students. Those students are struggling to even understand, articulate or produce a complete sentence. That is due to the fact that they first were not well educated in the middle and high school, besides, they do not make effort to improve their speaking skills and they rely on the teacher as the only knowledge provider.

- **Excellent speakers**

According to the teachers' evaluation, this category, unfortunately, is rare. Moreover, teachers call them the "high achievers", thus, they are the students who have really impressive oral skills; native speakers like. Those students are working hard to reach such level and they are trying their best to progress more.

Moreover, apart from these three categories, teachers as an overall stated that there is some kind of progress generally in the speaking level of students, unlike the past students used to be more qualified in writing but nowadays they speak better than they write. Thus, teachers relate this progress in speaking abilities to the technology widespread and development. As stressed by T4 as follows:

> Students before did not have a good level of speaking because they were not exposed to native speakers and authentic materials however nowadays we have notice that the level of speaking among EFL learners has developed since these authentic materials became more available and easy to access nowadays (boom of social media and technological development)

Another point that was mentioned by some teachers is that in speaking there are two elements that should be considered which are accuracy and fluency. Accuracy refers to the ability to take control over the language, whereas, fluency is the flow of the ideas. Thus, in term of fluency, students are acceptable but in term of accuracy they are below the average. As highlighted by T1 as follows:

> Fluency is not the only way to evaluate speaking as there are many learners who are very fluent but they are not accurate; when they speak they produce nonstop sentences but they keep breaking the rules of grammar, these impact negativity their oral production.

Item 04: teachers' views of the major cause of learners' difficulties in oral performance, which is the lack of English exposure and other causes

This question seeks to identify the major causes that impede EFL learners from improving their oral proficiency. All teachers agreed on the fact that the major cause that impedes EFL

learners from improving their oral proficiency is the lack of English input. As mentioned by T2 "the degree of effect when we discuss the lack of exposure to the target language is highly critical, so as a personal experience I think it's one of the major causes". That may indicate that daily contact with the target language is very crucial for EFL learners to improve their oral performance.

Hence, due to the status of English in Algeria, students do not have the opportunity to be exposed to English or to practice English outside the classroom. Relatively, it denotes that students do not make enough efforts to explore the language via using alternative strategies for example; they do not read or watch authentic materials or watch them for entertainment and not for language development.

Item 05: Teachers' attitude of watching original films and for what purpose

This question sought to elicit the teachers' perception of original films and more specifically, their personal experience with original films as EFL learners. Most of the teachers revealed that they watch original films a lot and they encourage their students to do as well. This may be an indicator of the significance of original films in language learning and their influence on EFL teachers and learners. However, some teachers expressed their interest in watching original films but they can watch them only for a limited number of times due to their lauded schedule.

The purpose of watching

Teachers most likely watch original films for entertainment and learning at the same time. Each teacher watches a special type of original films; however, they are all watching them primarily because they enjoy them. Moreover, regardless of the teachers' degrees and years of experience, they are still EFL learners since mastering a foreign language is a lifelong learning process. Consequently, they usually seek to improve their language as T7 demonstrates "I

watch them mostly for entertainment but at the same time for learning because Language itself is evolving, there are new words new expressions that I can get from original films". This point out that teachers use original films to acquire the current English and know how to use it in real situations. It is also worth to mention that some other teachers stated that they watch original films to enrich their cultural awareness of the target language and to be familiar with the various dialects and informal language which these original films provide.

Item 06: Teachers' opinion about original films as a rich source of authentic language input that may compensate for the learners' lack of English exposure

This question seeks to elicit the teachers' opinion about original films as an alternative strategy to be used in EFL contexts to compensate for the lack of English exposure in such contexts. According to the gathered data, teachers think that original films are the only easy way that enables learners to be exposed to a varied and rich source of English since there is no other simple process to access to authentic English. Because we do not have the chance to speak to native speakers in a daily basis even if we have a friend for instance who speaks English, but with original films, learners would receive much larger input.

In addition, T9 emphasized that "we live in Algeria; it's a non English speaking country so we have to find other ways to surround us with English rather than the classroom, and original films provide direct exposure to the target language". In consequence, we may say that any film that is spoken by natives is a varied source of ideas and grammar, vocabulary and idioms (formal/inform). Further, the exposure to original films is the best way to compensate for the lack of English in EFL contexts; by being exposed to a large amount of authentic input that original films provide.

Item 07: teachers' views about the effects of the exposure to original films on the learners' oral proficiency?

This question sought to answer the main inquiry of this study which is the effect of original films on the learners' oral proficiency. Consequently, according to the recorded data, all the teachers agreed that the exposure to original films develops the learners' oral proficiency since they provide different features.

- **Original pronunciation**

Some teachers supported their claims by the saying "a good listener is a good speaker" in which original films is a powerful tool for improving learners' pronunciation and intonation. For example, when learners watch a film their articulator organs practice, because they hear the word and how it's pronounced from the original source then they will articulate it correctly onwards.

- **Nonverbal language**

Visual cues provided by videos, such as body language and facial expressions, could be extremely helpful in understanding the speech from the films, which all the teachers supported. That brings language to real life for the learners and motivates them to speak English like native speakers.

- **Vocabulary**

Further, they acquainted the learners with vocabulary, idioms and different ways of expressing themselves. That may indicate that watching a single film will have very little effect on vocabulary learning, whilst regular viewing of films over a long period of time, in contrast, has great potential for increasing vocabulary.

All the previously mentioned features were summarized by T3 as follows:

watching original films which provide different topics settings so it gives them background knowledge about how natives speaks think behave in particular situation setting and circumstances and how they use the intonation the stress the pitch, so these films are complementary that help them to perform better.

In addition, T8 presented an example that symbolises the significance of original films on boosting the learners' oral proficiency.

I have this student who is a high achiever and he does efforts in the classroom but outside the classroom he is not exposed to English.. the second student he does less efforts in the classroom but he mostly exposed to English outside via movies so the second one perform better in term of oral and he is more contextually aware than the other student because he learned through movies what kind of language that we use in different contexts (different settings and situations) and he is more creative in language performance.

One may conclude that films in English help learners in many aspects and, particularly, are more efficient at developing oral skills. Thus, Original films provide the viewers with the real-life format of communication when one can see the interlocutors' faces and other visual cues. Similarly, original films would stimulate learners to speak freely and spontaneously akin to real life situations, where the speech comes up unpredictably.

Item 08: Teachers' usage of original films in the classroom to aid their teaching and for what purpose

All teachers said that they faced many problems in the attempt of integrating original films in the classroom. Most of these problems are technical problems because the classroom setting

is not suitable to integrate any kind of ICTs in it. Moreover, there are other problems like the time constraints in the sessions and diversity of the students' interests and levels. However, teachers claimed that they use them rarely and only when the situation necessitates. Additionally, they used only short films since the time of the session does not allow them to play a whole film approach; therefore, they prefer to give learners assignments at home to watch a certain film. Nevertheless, one teacher maintained that he used them a lot regardless of the difficulties but he uses his equipment, not the one provided by the university.

Teachers' purpose of using original films in the classroom

In their interviews, the teachers explained the use of original films mainly by the desire to make lessons more interesting and bring variety into the classroom. Besides, the teachers found original films helpful in introducing the target language cultures into the classroom, which helped to achieve one of the aims of the curriculums. In support of this hypothesis, when interviewed, the nine teachers claimed that original films were a more absorbing experience than the textbooks because they provided learners with visual images and hence were more effective at illustrating particular items. Therefore, the interviewed teachers expected their learners to be more involved in doing tasks after watching a film than after reading a text.

Moreover, they integrate them because they had some educational value, provided additional information on the topic, and represented as a supplement to the textbook. Since the teachers usually selected particular clips in order to supplement the topic on the curriculum, they found original films informative and educational. Likewise, in the case of oral expression lectures, teachers use original films in the lesson then make some discussion with the students about the films. That may provide learners with topics and motivate them to speak.

Item 09: teachers' opinion about the classroom learning and autonomous learning outside the classroom

This question seeks to elicit the teachers' opinions about the classroom learning and autonomous learning. The interviews revealed that all teachers are certain that the classroom setting is not enough for learners to improve their learning skills, so learners should expand their learning to do more autonomous activities outside the classroom. Teachers think that relying solely on the classroom is not sufficient for the learners; they have to look for other sources and depend on other alternatives. This thought is highlighted by T1 clearly "the classroom learning is not sufficient, it is just a stimulus, it gives basics and hints; road map whereas, the biggest part of the job should be done autonomously at home and every student has their own strategy in doing that".

Moreover, the majority of informants value the importance of autonomous learning. According to them, autonomous learning is linked to learners' responsibility in assuming active roles in their learning and speaking development. Thus, they assume that adult learning necessitates autonomous learning; learners at this level should not be satisfied only on what have been given by the teacher in the classroom. Therefore, students must expand their learning to do more autonomous activities outside the classroom like watching original films. This is emphasized by T8 as follows.

> actually in this modern world we shouldn't discussed this matter, nowadays we have smart phones, laptops, internet everywhere in which we can access to unlimited number of education sources so we don't need the classroom actually, at home u can learn and get your lessons so it is a shift from the classroom setting to the virtual setting and this provide more, better and easy way for learners.

As a conclusion, it is clear from the results of the interview that all teachers declared that the classroom learning is not sufficient and stressed the importance of autonomy in language learning. Hence, they believe that autonomous learning is manifested through the learners' attempt to expand on the knowledge base gained principally from the classroom. Such behaviour leads learners to be increasingly curious and keen on knowing more about different issues pertaining to their learning.

Item 10: Teachers' opinion about the effectiveness of the exposure to original films as an autonomous strategy to improve learners' oral skills?

This question is the core of this study. Thus, it seeks to investigate the teachers' attitude and perceptions toward original films as an autonomous learning strategy to develop the learners' oral proficiency.

According to the recorded data, all the teachers expressed mutual agreement of the effectiveness of original films on the learners' oral proficiency, especially as an autonomous strategy since they recognize it as one of few ways that provide learners with rich English input in EFL contexts. Yet, the teachers raised our attention toward two criteria that should be taking into consideration while learning through films which are the selection of films and establishing aims of watching. Consequently, since learners are watching dependently and learning according to their autonomous objectives, the selection of films plays a significant role to ensure a successful learning process, thus, the content of films go hand by hand with the learners' learning objectives. Moreover, establishing the aims of watching is important in order to not be deviated from the learning purposes. However, some other teachers assume that watching original films even without purposes in mind is very effective in learning, thus, when watching you can be entertaining and implicitly learning and gaining new things at the same time.

Item 11: Teachers' suggestion and recommendations

This question seeks to gather the teachers' recommendation about the present study. Whereby, teachers were asked to add anything of benefits to the language learning with regards to the use of original films.

Teachers emphases the significance of speaking skill in language learning thus, T4 stated that "judging a good user of the language when he can produce comprehensible output, and he can do that only by being exposed to the native language and original films are a very interesting and valuable strategy to reach this aim". Teachers, therefore, insisted on the importance of the exposure to original films and any kind of authentic materials in EFL contexts.

To sum up, teachers stressed the importance of the exposure to original films in developing the learners' oral proficiency and other language skills. Consequently, they think that learners should be exposed to original films inside and outside the classroom. Moreover, the diversity of selecting the themes and types of films without ignoring the interest and levels of the learners display a significant role in learning through original films. Further, original films can be applied even at the advanced level since teachers themselves use them as a learning tool.

Discussion of the Main Findings of the Teachers' Interview

Based on the data gathered and analyzed from the teachers' interviews above, some facts were revealed concerning teachers' attitudes and perceptions toward the effects of original films as an autonomous learning strategy on EFL learners' oral proficiency. Therefore, a final view of the teachers' interview findings can be drawn as follows.

The study relies on a sample of nine teachers from the University of Biskra in which the majority of them have more than ten years of experience as teachers at the university.

Moreover, all of them are either hold the PhD or magister degrees which are the requirements to be a university professor in Algeria. Therefore, teachers' long experience and high degrees may be an indicator of the value of their answers which add more reliability to the interview findings. Additionally, the obtained results revealed that teachers assume diversity in the learners' level in speaking; however, they claimed that the majority of them have an average level of speaking. Relatively, it probably explains why students are still facing many difficulties while speaking.

In fact, teachers consider the lack of English exposure as the main factor that hinders the learners' oral capacities from developing. This may illustrate why developing the speaking skill is a hard task in our case (EFL contexts) since it requires daily contact with the target language. In the other hand, it ascertains the students need for alternative strategies to use in order to explore English outside the classroom. Therefore, this study is concerned with the use of original films as an autonomous strategy that may compensate for this shortage of English exposure in our case. Accordingly, the interviewed teachers regard the exposure to original films as one of the few ways that can be used to overcome EFL shortcomings.

Consequently, all teachers consider original films a rich and varied source of authentic English which can be used to learn English in general. For this reason, teachers are constantly watching original films for the sake of learning and they advise their learners to watch them as well. This may imply that original films are an effective language learning tool which provides ample content that EFL learners are in desperate need to be exposed to. Additionally, the findings also indicate that using original films can help students to improve their oral skills since they can assist them in terms of vocabulary acquisition, fluency, listening comprehension, pronunciation; besides, they provide interactional skills as presented in

authentic settings. Conceivably, it appears that the exposure to original films has positive effects on the learners' oral capacities.

Furthermore, all teachers claim that integrating original films in the EFL classroom is an effective pedagogical tool which captures the learners' interest and provides additional information on the topic; hence, it supplements the textbook and helps the teachers to illustrate particular items. However, the majority of teachers stated that they rarely integrate original films into the classroom due to some technical problems and the limited amount of time in each session. Therefore, they often recommend their students to watch original films at home or give them assignments to watch original films. This may signify the importance of watching original films beyond the classroom since teachers assert that the classroom learning is not sufficient for the learners to improve their language skills. Relatively, this probably confirms the effectiveness of original films as an autonomous learning strategy which all teachers agreed about it.

In conclusion, the results obtained from this interview revealed the importance of original films in EFL learning contexts. Thus, the findings indicate original films' positive effects on different language learning aspects and particularly oral skills developments. Moreover, based on the findings, all teachers hold positive conceptions of original films as an autonomous learning strategy. In short, these study findings affirm that original films can be used as an autonomous learning strategy to develop EFL learners' oral proficiency.

Synthesis of the Findings

To recapitulate, the aim of this study was to investigate the role of original films as an autonomous learning strategy to develop EFL learners' oral proficiency. Therefore, we opted for a semi-structured interview with teachers and a semi-structured questionnaire to the

students in order to elicit both teachers and students attitude and perception toward the presented strategy. The obtained findings in the processes of both tools show a gradual progression to the final synthesis. Thus, both methods led us to similar conclusions toward the use of original films as an autonomous learning strategy to improve the speaking skill. The differences between the used tools lie in the way that they are dealt with this study. On the light of the obtained results previously, we have come into conclusion that approximately reflects the same synthesis that is related to the different research questions in this study.

The findings that have been drawn from the analysis and discussion of the two data collection methods that were used in this study were might be positive in many aspects in which they confirm the research hypothesis. Initially, the results of the students' questionnaire conclude that original films are powerful instructional tools that can help in developing students' language skills. Thus, the participants in this study have positive attitudes towards the exposure to original films especially at home autonomously in the preferable and comfortable time they decide which make them at ease and motivate them more to learn the language. They also believed that original films could help them to improve their vocabulary acquisition, pronunciation, as they provide them with wealth information about varieties of English and colloquial expressions. This also indicates that using original films in foreign language contexts could enhance the students' oral proficiency.

Additionally, teachers in the current study stressed the importance of the exposure to original films in EFL contexts. Thus, all teachers hold positive conceptions of original films as an effective autonomous learning strategy. Hence, they see the exposure to original films as the best way to compensate for the lack of English in EFL contexts; by being exposed to a large amount of authentic input that original films provide which relatively can help students to improve their oral skills. However, in order to fulfil its pedagogical purpose, original films

should be strategically selected based on the learning objectives, students' interests, and their proficiency level.

In conclusion, the present study provided answers to our research questions. In addition, this study achieved the intended aims. The research tools confirmed the research hypothesis throughout the investigation. As a result, the exposure to original films is an effective learning strategy in EFL contexts that can be used autonomously to develop the students' oral proficiency.

Conclusion

This chapter discussed the fieldwork of the present study. Initially, a theoretical background was provided in order to draw inclusive insights into the methodology underlying this study. Basically, the present chapter shed light on the process that the researcher followed in the procedures of analysis and interpretation of the data collected from the research instruments used in this study. In this sense, two data collection methods that are the students' questionnaire and the teachers' interview were used to obtain data from different perspectives.

Moreover, in the current chapter, each data collection method was firstly described in term of aim, structure, and content as well as how the researcher validates it and applied it. The obtained data were analysed descriptively and discussed in the last section of this chapter. Finally, the finding of this chapter confirmed the research hypothesis that was assumed. Therefore, it implies that the exposure to original films is an effective learning strategy in EFL contexts that can be used autonomously to develop the students' oral proficiency.

Pedagogical Recommendations

Speaking is the most skill that EFL learners desire to master; however, the majority of them still facing serious problems in speaking. The lack of English exposure in EFL contexts regarded as one of the major causes that impede learners from developing their speaking abilities. Comparatively, the exposure to original films may appear to be one way out for EFL learners to overcome this problem. Therefore, based on the results obtained from this study, we suggested a set of recommendations in this work, which will be helpful and useful for raising awareness for both teachers and students about the importance of original films as an autonomous learning strategy to develop EFL learners' oral proficiency.

Suggestions for EFL learners

- Learners must not limit themselves to the classroom and to the teacher, this is very traditional and not very effective as EFL learners we must do extra efforts to develop our skill and not only speaking thus we must be in permanent contact with English through ICT, and different techniques.

- Learners should watch constantly original films at home.

- Selection of films is important as well, it may overcome the problem of informal language, and so students must shift and watch different films which contain formal and informal language to be knowledgeable about the both.

- Learners should vary the topics and themes of the films, not only about learning for example, in order to enrich their culture and be knowledgeable about different situations that may face them in life. Various movies provide various languages and boost the learners' skills.

- Since the lack of vocabulary is one of the main problems learners face when they try to speak, they should watch captioned original films because they foster vocabulary acquisition.

- Learners should watch original films intentionally in relation to their proficiency level.

- Original films develop the communicative skills in general including the academic skills and non-academic, as autonomous learners; they should expand their aims to be non-academic as well.

Suggestions for teachers

- Original films should be integrated into the classroom and be a part of the program.

- There should be assignments for the students to watch films in which they give them a film to watch at home and they bring a review in order to be discussed in the classroom.

- Original films can be applied for even the advanced level in some courses to gain time and see the learners' feedback and capture the learners' interest.

Suggestions for the administration

- The administration should provide the needed types of equipment and offer a comfortable physical setting for the sake of implementing original films. Thus, it should provide audio-visual rooms so the teacher might use them when needed.

General Conclusion

General Conclusion

EFL learners seek to improve their communicative skills in order to master the language that they are learning. The speaking skill appears to be the most demanding skill. This skill by which an individual reflects particular thoughts and socialises with people is regarded as a difficult task for most EFL learners to master. Relatively, this study was based on the difficulties that EFL learners encounter in speaking. Thus, we noticed that EFL students at the University of Biskra are facing major difficulties in the attempt of producing an oral production.

Therefore, this study attempts to present original films as a learning strategy to help EFL learners to develop their oral capacities. Moreover, this study demonstrates the investigation of the effects of original films as an autonomous learning strategy on EFL learners' oral proficiency. In addition, we attempt to examine the students and teachers' attitude and perceptions toward the use of original films in EFL contexts and their effect on the learners' oral skills.

Consequently, the current study encompasses three chapters. The first two chapters were devoted to the theoretical part whereas the third chapter is for the practical part. The theoretical part is composed of two main chapters in which they discuss two different variables. The first chapter presents the theoretical background of the speaking skill while the second chapter presents original films as an autonomous learning strategy. However, the practical part included the field investigation and data analysis. It involves the different research tools that were used to answer the research questions and validate its hypothesis.

In order to approach the aim of this study, we intended to use the mixed method approach to achieve the intended objectives. To examine the previous theoretical variables, we

conducted this research based on two data gathering tools; semi-structured questionnaire, which has been administrated to master one EFL students at the field of English in the University of Biskra, and a semi-structured interview with teachers. The sample of this study included sixty master one EFL students at the University of Biskra, whereas the sample of teachers includes nine teachers in the field of English in the University of Biskra.

It was stressed in this study that the deficiency of the speaking skill may be related to some factors that concern the lack of language rehearsal and exposure. Hence, it has been hypothesized that the exposure to certain authentic materials (i.e. original films) would foster the aspects of this skill providing more exposure to the language outside the classroom. Moreover, the importance and usefulness of the original films have been proved in this study. Through the different research tools that have been employed, original films are believed to be the most helpful strategy that assists the language learning process, primarily by developing the most desirable skill among EFL learners which is the speaking skill.

As a conclusion, the obtained results of this study showed that both students and teachers hold a positive attitude toward the exposure to original films as an autonomous learning strategy and they are aware of it is positive effects on the learners' oral proficiency. Therefore, this study answers all the research questions and validates the research hypothesis throughout the investigation.

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Appendices

Appendix 01

Students' questionnaire (pilot stage)

Dear students, the present questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. Therefore, you are kindly asked to answer the following questions which are about your attitude toward the exposure to original films as an autonomous strategy to develop EFL learners' oral proficiency. Your contribution is very important and greatly appreciated. Please answer the questions and tick the corresponding square. You can tick more than one answer where necessary. Thank you for your efforts and cooperation.

Section one: General information

Q1: How do you consider your level in English?

Advanced learner ☐

Upper-intermediate learner ☐   Intermediate learner ☐

Low-intermediate learner ☐   Pre-intermediate ☐

Q2: Your choice of learning English at the university was

For professional career ☐

For academic career ☐

A personal desire to master English ☐

Compulsory choice ☐

Section two: students' perception about the speaking skill

Q3: How do you evaluate your level in speaking English?

Very good

Good

Average

Below-average

Q4: As an EFL learner do you think oral proficiency is required because it is?

	Not important	Slightly important	Moderately important	Very important	Extremely important
A determinant of learners' language mastery					
A requirement to succeed in academic career					
A determinant of the learners' professional career success					
A requirement to effectively communicate in the globalized world					
A requirement to reach personal satisfaction.					

Q5: How do you find speaking in English?

Very easy
Easy
Difficult
Very difficult

Q6: What are the difficulties that you encounter in speaking?

Lack of vocabulary

Incorrect Pronunciation

Falls grammar usage

Fear of committing mistakes

All of them

Q7: Do you think these difficulties are due to?

	Not critical	Slightly critical	Moderately critical	Very critical	Extremely critical
Over crowded classes					
Time devoted for learning speaking(activities of speaking in the class)					
Lack of materials and resources in the classes					
Poor syllabi used by the teachers					
Lack of motivation					
Lack of English exposure outside the classroom					
Lack of practice (Interaction with English speakers)					

Q8: What are the techniques that you use to develop your speaking abilities?

Start conversations with your colleagues in English

Interact with native speakers in social media

Talk to yourself in English

 Read out-loud in English and imitate natives' pronunciation

Listen to English songs

Watch English movies

Others:

……………………………………………………

Q9: How much do you think speaking is related to other skills?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Speaking is related to listening					
Speaking is related to reading and writing					
Speaking is related to critical thinking					
All skills are interrelated					

Section three: students' attitude toward watching original films as an autonomous learning strategy.

Q10: In your learning process, do you depend only on inside classroom learning?

Yes   No

Q11: If no, what activities do you practice autonomously outside the classroom?

Browsing educational websites

Reading books

Listening to audio scripts

Watching original films

Others

…………………………………………...

Q12: How often do you watch original films outside the classroom?

Everyday

Three to five times a week

Once a week

Less than once a week

Never

Q13: What kind of original films do you usually watch?

Feature films (Hollywood movies or British)

 Documentary films

Educational films

YouTube clips

Q14: For what purpose do you watch them?

For entertainment

For language learning.

Others

………………………………………

Q15: Do you consider the reliance on original films films an autonomous learning strategy?

Yes   No

If yes, is it because

You are independently exposed to authentic language input

You are watching and learning at your own pace

You can choose the preferred time and place of watching

You are self directing the objectives of watching

Q16: Do you consider yourself an autonomous learner?

Yes   no

Whatever your answer, please justify why?

………………………………………………..

Q17: please select to which extent do you agree with the following statements

The exposure to original films:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
is entertaining and motivates more to learn English					
Is reach and varied source of authentic language input					
Compensate for the lack of English exposure in EFL contexts					
Provide visual cues that help to understand natives' conversations					
Is a comfortable way to learn English since films are easy to access and available anywhere and at any time					

Q18: at the same line, please pick your agreement opinion on "what can be learned from the exposure to original films"

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Help to improve pronunciation and intonation					
Learn unfamiliar idioms, proverbs and slangs					
Provide real life contexts that enrich the learners' cultural awareness					
is beneficial to learn how to use English in everyday life communication					
Enhance the learners' listening skills					
Subtitles films enrich the learners' vocabulary knowledge and improve their reading skills					
More importantly, it Develops the learners speaking skills					

Q19: to what extent do you think that original films are a rich source of authentic input that can be used autonomously to develop the learners' oral proficiency?

1. Extremely effective

2. Very effective

3. Moderately effective

4. Slightly effective

5. Ineffective

Opinionnaire

1- Did you find difficulties in answering the questions? If yes, please explain why?

....

....

2- Did you find repeated questions? If yes, please mention the number of the questions

....

3- Are there a mistake confusing the questions?

....

4- Did you find questions which need reformulation? If yes, please state which questions?

………………………………………………………………………………

Best regards

Farouk BOUSBIA SALAH

Appendix 02

Students' questionnaire

Dear students, the present questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. Therefore, you are kindly asked to answer the following questions which are about your attitude toward the exposure to original films as an autonomous strategy to develop EFL learners' oral proficiency. Your contribution is very important and greatly appreciated. Please answer the questions and tick the corresponding square. You can tick more than one answer where necessary. Thank you for your efforts and cooperation.

Section one: General information

Question 01: How do you consider your level in English?

Advanced learner ☐

Upper-intermediate learner ☐

Intermediate learner ☐

Low-intermediate learner ☐

 Pre-intermediate ☐

Question 02: Your choice of learning English at the university was

For professional career ☐

For academic career ☐

A personal desire to master English ☐

Compulsory choice ☐

Section two: students' perception about the speaking skill

Question 03: How do you evaluate your level in speaking English?

Very good ☐

Good ☐

Average ☐

Below-average ☐

Question 04: As an EFL learner do you think oral proficiency is required because it is?

statements	Not important	Slightly important	Moderately important	Very important	Extremely important
A determinant of learners' language mastery					
A requirement to succeed in academic career					
A determinant of the learners' professional career success					
A requirement to effectively communicate in the globalized world					
A requirement to reach personal satisfaction.					

Question 05: How do you find speaking English?

Very easy ☐

Easy ☐

Difficult ☐

Very difficult ☐

Question 06: What are the difficulties that you encounter in speaking?

Lack of vocabulary☐

Incorrect pronunciation ☐

Faulty grammar usage☐

Fear of committing mistakes☐

All of them ☐

Question 07: Do you think these difficulties are due to?

statements	Not critical	Slightly critical	Moderately critical	Very critical	Extremely critical
Over crowded classes					
Time devoted for learning speaking(activities of speaking in the class)					
Lack of materials and resources in the classes					
Poor syllabi used by the teachers					
Lack of motivation					
Lack of English exposure outside the classroom					
Lack of practice (Interaction with English speakers)					

Question 08: What are the techniques that you use to develop your speaking abilities?

Start conversations with your peers in English   ☐

Interact with native speakers in social media ☐

Talk to yourself in English ☐

 Read out-loud in English to imitate natives' pronunciation ☐

Listen to English songs ☐

Watch English movies ☐

Others ☐

…………………………………………………………

Question 09: How much do you think speaking is related to other skills?

statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Speaking is related to listening					
Speaking is related to reading and writing					
Speaking is related to critical thinking					
All skills are interrelated					

Section three: students' attitude toward watching original films as an autonomous learning strategy.

Question 10: In your learning process, do you depend only on inside classroom learning?

Yes ☐   No ☐

Sub-question: If no, what activities do you practice autonomously outside the classroom?

Browsing educational websites ☐

Reading books ☐

Listening to audio scripts ☐

Watching original films ☐

Others ☐

……………………………………………...

Question 11: How often do you watch original films outside the classroom?

Everyday ☐

Three to five times a week ☐

Once a week ☐

Less than once a week ☐

Never ☐

Question 12: What kind of original films do you usually watch?

Feature films (Hollywood or British movies) ☐

 Documentary films ☐

Educational films ☐

YouTube clips ☐

Others ☐

Question 13: For what purpose do you watch them?

For entertainment ☐

For English language learning ☐

To be familiar with the English speaking community ☐

To enrich your knowledge about the English culture community ☐

Others ☐

……………………………………

Question 14: Do you consider the reliance on original films an autonomous learning strategy?

Yes ☐   No ☐

If yes, is it because

You are independently exposed to authentic language input   ☐

You are watching and learning at your own pace ☐

You can choose the preferred time and place of watching ☐

You are self directing the objectives of watching ☐

Question 15: Do you consider yourself an autonomous learner?

Yes ☐   No ☐

Whatever your answer, please justify why?

…………………………………………..

Question 16: please select to which extent do you agree with the following statements

The exposure to original films:

statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
is entertaining and motivating more to learn English					
Is rich and varied source of authentic language input					
Compensates for the lack of English exposure in EFL contexts					
Provides visual cues that help to understand natives' conversations					
Is a comfortable way to learn English since films are easy to access and available anywhere and at any time					

Question 17: at the same line, please pick your agreement opinion on "what can be learned from the exposure to original films"

statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Helps to improve pronunciation and intonation					
Learn unfamiliar idioms, proverbs and slangs					
Provides real life contexts that enrich the learners' cultural awareness					
is beneficial to learn how to use English in everyday life communication					
Enhances the learners' listening skills					
Subtitles films enrich the learners' vocabulary knowledge and improve their reading skills					
More importantly, it Develops the learners speaking skills					

Question 18: to what extent do you think that original films are an effective autonomous learning strategy that is used to develop the learners' oral proficiency?

1. Extremely effective

2. Very effective

3. Moderately effective

4. Slightly effective

5. Ineffective

Best regards

Farouk BOUSBIA SALAH

Appendix 03

The semi-structured interview guide (pilot stage)

This interview is designed to explore the role of the exposure to original films as an autonomous learning strategy on EFL learners' oral proficiency. Therefore, we opted for a semi-structured interview to collect in depth data and information about the teachers' attitude and perception toward watching original films.

Introductory phase:

It is important firstly, to introduce myself and develop a sense of rapport with the teacher, then explain the reason of calling him/her for this interview in addition to provide a general overview about the research.

The questions:

Q1: What is your academic degree?

Q2: How many years have you been teaching English?

Q3: As a teacher at the University of Biskra, how do you evaluate generally the oral capacities of your learners?

Q4: Since we are in EFL context, do you think that the learners' difficulties in oral performance are due to the lack of English exposure?

Q5: Do you usually watch original films? if yes, for what purpose?

Q6: Do you think original films are rich source of authentic language input that may compensate for the learners' lack of English exposure? Why?

Q7: Do you agree that the exposure to original films develops the learners' oral proficiency? Why?

Q8: Have you ever used original films in the classroom to aid your teaching? If yes, for what purpose?

Q9: Do you thing that the classroom situation is enough for the learners to improve their learning skills especially oral skills or they should expand their learning to do more autonomous activities outside the classroom?

Q10: Do you think that the exposure to original films could be an effective strategy for the learners to use autonomously to improve their oral skills?

Is there anything you would like to add about the benefits of original films in language learning?

Appendix 04

The semi-structured interview guide

This interview is designed to explore the role of the exposure to original films as an autonomous learning strategy on EFL learners' oral proficiency. Therefore, we opted for a semi-structured interview to collect in depth data and information about the teachers' attitude and perception toward watching original films.

Introductory phase:

It is important firstly, to introduce myself and develop a sense of rapport with the teacher, then explain the reason of calling him/her for this interview in addition to provide a general overview about the research.

The questions:

Q1: Would you please tell us what is your academic degree?

Q2: How many years have you been teaching English?

Q3: As a teacher at the University of Biskra, generally, how do you evaluate the oral capacities of your learners?

Q4: Since we are in an EFL context, do you think that the major cause of learners' difficulties in oral performance is the lack of English exposure or there are other causes?

Q5: Do you usually watch original films? If yes, for what purpose? If no, do you have an idea about them, what do you think of them?

Q6: Do you think original films are a rich source of authentic language input that may compensate for the learners' lack of English exposure? If yes, how? If no, what do you think they can provide for an EFL learner?

Q7: Do you agree that the exposure to original films develops the learners' oral proficiency? Why? If you don't agree, what other skill do you think it has a relation with?

Q8: Have you ever used original films in the classroom to aid your teaching? If yes, for what purpose?

Q9: Do you thing that the classroom setting is enough for learners to improve their learning skills especially the oral skills, or should they expand their learning to do more autonomous activities outside the classroom?

Q10: Do you think that the exposure to original films could be an effective strategy for the learners to use autonomously to improve their oral skills?

Q11: Is there anything you would like to add about the benefits of original films in language learning?

الملخص

تعتبر مهارة التحدث إحدى المهارات اللغوية الرئيسية ، والتي تقاس بها الكفاءة اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية ، ومع ذلك فإن غالبية متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون العديد من الصعوبات والتحديات في الإنتاج الشفهي ، والتي ترجع إلى قلة الممارسة و قلة التعرض للغة الإنجليزية في الأوساط التي لا تستخدم فيها إلا نادرا كما هو الحال في أوساطنا الاجتماعية ، حيث أن التخاطب فيها لا يتم إلا باللغتين العربية أو الفرنسية. وعليه فقد ناقشت العديد من الدراسات مسألة وضع إستراتيجيات من أجل التغلب على هذا القصور في الأوساط التي تعتبر فيها اللغة الإنجليزية كلغة أجنبية. و من بين هذه الاستراتيجيات المقترحة لتحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية هي احتكاكهم المباشر بالمصادر الأصلية للغة. و بالتالي تركز هذه الدراسة بشكل خاص على (الأفلام الأصلية) التي تعتبر نوعًا من المصادر الأصلية للغة ، وعلاوة على ذلك تهدف هذه الدراسة إلى استكشاف فعالية التعرض للأفلام الأصلية كإستراتيجية تعليمية مستقلة لتطوير الكفاءة الشفوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. يعتمد هذا البحث على الفرضية المقترحة لاستقصاء هذه الدراسة ، وهي أنه إذا اعتمد المتعلمون على استخدام الأفلام الأصلية كإستراتيجية تعليمية مستقلة ؛ فإن كفاءاتهم الشفهية تتطور. ودراستنا الحالية تتكون من جزأين: الجزء الأول يكمن في الجانب النظري والذي يسلط الضوء على الأفلام الأصلية كإستراتيجية للتعلم الذاتي في حين يتناول كذلك مهارة التحدث. و قد خصص الفصل الثاني للجانب التطبيقي والمتمثل في الدراسة الميدانية ؛ حيث تم استخدام طريقتين لجمع البيانات للتحقق من مدى صحة الفرضية المقترحة. و للتأكد من صحتها أجرينا البحث من خلال دراسة استقصائية في جامعة بسكرة من خلال استبيان مُدار لـ 60 طالبًا من طلاب السنة الأولى ماستر وإجراء مقابلات مع 9 أساتذة للغة الإنجليزية من الجامعة نفسها . بعد تحليل وتفسير البيانات التي تم جمعها ، كشفت النتائج على أن التعرض للأفلام الأصلية كإستراتيجية للتعلم المستقل يمكن أن تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين الكفاءة الشفوية لديهم ، لذلك يمكن أن نخلص إلى أن الفرضية السابقة قد تم تأكيدها وأن النتائج كانت إيجابية .

الأفلام الأصلية : هي التي تكون الإنجليزية فيها هي لغة المتحدثين الأم.