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MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

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Title

**Investigation into the Effect of English Series and
Movies on Students' Performance in Listening
Comprehension**

**The Case of First-year students of English language at
Biskra University**

A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year: 2020-2021

Dedication

I dedicate this work to:

*My dearest parents who have supported and encouraged me morally and physically
whenever I need them.*

A special thanks to my grandmother Fatma may God prolongs her life.

To my sweetest angles my sisters Amani and Nouran.

To my lovely brothers Dr. Oussama and his wife Nora, Faycel and Karim.

To my brother and my cousin Walid.

*Special thanks to my incredibly friends FARAH Halima, SADOUN Youssra, HEDDADI
Amel, BARKAT Sara, KHENE Haifa and BOUDERHEM Imane for their kindness, love ,
support and unforgettable moments we had together .*

To my future husband.

Thank you all.

Acknowledgements

Praise is to Allah for giving me the power and the health to complete this work.

I would like to express my deepest gratitude to my supervisor Mrs. MANSOURI Amina for her valuable advice, guidance and encouragement throughout developing this research.

I would like to express my appreciation to the members of the jury who have accepted and evaluate my work Mr. MEHIRI Remdane and Dr. BENIDIR Samira.

A special thanks to all students who contributed to complete this research .Thank you for your collaboration.

Thank you

Abstract

The purpose of this study is to investigate the effect of English series and movies on student's listening skill .we hypothesized that the use of English movies and series will improve student's listening comprehension. To achieve the objectives of the study the descriptive qualitative method was followed. It aims to describe the two variables: movies and series are representing the independent variable and listening skill goes back to the dependent variable. The data were gathered from questionnaire and oral test and the sample was 34 students for the questionnaire and 6 students for the test to first year LMD students at the departments of foreign language field of English University of Biskra. After the analysis of the data of the present research .It revealed that movies and series are effective material in the teaching and learning process. It can positively affect and develop student's listening comprehension and students showed positive feedback towards it. At the end, we suggested some pedagogical recommendations and we hope that they may be helpful for teachers and students.

Key words: Movies, Series, Listening Skill, Effectiveness, UMKB, first-year.

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

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الملخص

General Introduction

1. Study Background

The four (04) language skills (listening, reading, writing and speaking) represent principal components of the command of foreign language. The two productive skills are writing and speaking. However, the other two skills, namely listening and reading, are receptive skills. EFL learners can develop their language abilities via their receptive skills, if they are exposed to authentic materials.

Although the skill of listening is as important as the other skills are in foreign language teaching and learning (and probably more important than other skills), it is usually neglected by the learners themselves. Some scholars support the idea that the listening skill is not equal to the other skills; rather it is more important than them all. This idea depends on the fact that young children, in early stages of their lives, automatically start developing their listening skill before reading, writing, or even speaking.

It is obvious that all students watch movies and series in their native language, the question to be asked now are: do learners of English language tend to watch English movies and series? If we suppose the answer to be yes, then we should ask what are these movies and series. Are they American? British? Australian ?Or what exactly? Since, English movies and series are not one type, each type might affect our listening comprehension differently.

2. Statement of the Problem

There are many kinds of interventions in teaching that may influence students' learning or even their attitudes. One of the interventions that we are concerned with is the effect of series and movies on students' listening comprehension. In this research study, we have two variables. Students' listening comprehension is the dependent variable, since

it is the thing we want to influence – like measures of achievement or attitude. On the other hand, watching English series and movies is the independent variable, since it is the tool or intervention we use in the process of influencing.

This research study will attempt to investigate the relationship between EFL students' exposure to English movies and series and their listening comprehension improvement. And to show if the effect is positive, negative, or two-sided. If the case proved to be the third one, both positive and negative effects will be mentioned. In addition, the study will try to examine to what extent the aforementioned intervention might improve students' listening comprehension.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: is there a significant effect of English series and movies on students' performance in listening comprehension?

RQ2: is the effect of English series and movies on students' performance in listening comprehension positive or negative?

RQ3: to what extent may English series and movies improve students' listening comprehension?

4. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: there is a significant effect of English series and movies on students' performance in listening comprehension.

RH2: the effect of English series and movies on students' performance in listening comprehension is almost all the times positive, although, it has some negative sides.

RH3: English series and movies can greatly and positively improve students' listening comprehension.

5. Aims of the Study

- General aim

The aim of this study is to discover and study the probable effects of English series and movies, in particular, on students' listening skill, i.e, their listening comprehension of the target language.

- Specific aims

This study aims

- a. To examine the existence of a relationship between the two variables.
- b. To investigate if the effect of English series and movies on students' performance in listening comprehension is positive or negative (or both).
- c. To discover to what extent it is beneficial for English language students to watch English series and movies, to improve their listening skill.

6. Research Methodology

- Research approach

Since the study at hands tends to explore a phenomenon and deeply understand its unknown aspects and peculiarities, the chosen approach is the qualitative. Qualitative research works with a wide range of data. As for the study at hands, data are collected

differently. The researcher collected data through a questionnaire, a classroom observation, online research, and literature research.

- **Data collection methods / tools**

The study relies on two (02) complementary techniques:

- 1) Questionnaire: for two groups of First year of Biskra University to answer the questionnaire.
- 2) The oral test was an on- line test the purpose of it is to check the student's listening comprehension through English movies .the student are obliged to choose a movie and tell the summary of this movie orally and answer to some questions for example : the title of the movie ,the main characters and the main themes

- **Data analysis and procedures**

The data analysis divided into two parts: the first part will contain a detailed analysis of the answers to the questionnaire and the second part will be a detailed analysis of the audio test.

7. Population & Sample

The population: is the group of people whom the study is about. The target population consists of all the people to whom the survey's findings are to be applied. The chosen population for this study would be first-year students of English at Biskra University (34)

The sample: is the group of participants whom the researcher actually examines in an empirical investigation. Since, it is not possible to deal with all first-year students (because of time constraints, financial support, and methodology standards), a representative sample will be taken (6)

Sampling techniques

After reviewing the literature and consulting a couple of knowledgeable people, the researcher decided to opt for the “**convenience** sampling”. The latter is the most common sample type in L1 research. It is also named “opportunity sampling”. Members of the sample are selected according to the researchers’ convenience, and because they possess certain characteristics, which are related to the purpose of the investigation

8. Significance of the Study

Extensive listening represents a useful and popular way of improving listening skills, which requires attention of teachers and students, and this preliminary study explores whether higher exposure to viewing movies and series results in better listening skills of EFL learners.

This study will provide teachers and students with a clear and detailed picture of the relationship between students’ watching of English series and movies and their listening skill improvement, it will give instructions and explications about how can this intervention be as useful as possible to EFL learners, in addition to how to avoid its negative effects.

9. Literature Review

1/ Developing second-language listening comprehension: Effects of training lower-order skills versus higher-order strategy

The researcher stated that listening is an important factor in communication, gave some differences between reading and listening; hinting that listening is so much harder than reading for many foreign-language users. The study contained two pilot studies and

tried to investigate the relationship between language knowledge, speed and accuracy of the spoken word recognition process, and general listening comprehension.

2/ Developing Listening Comprehension Skills in 5th Grade EFL Students Through the Use Of Predictable Books

In this study, the researcher wanted to show the importance of developing the listening skill in a foreign language. To develop listening skills, he used a predictable book and some strategies like: visual aids, gestures, body language and total physical response. The researcher found that students responded very enthusiastically to the presented activities, and they demonstrated understanding of the stories by commenting on them in their native language. In conclusion, applying predictable books as a tool for developing youngsters' listening comprehension in class can work perfectly, and it can be facilitated by the use of TPR.

3/ An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement

The study aims to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The study has also sought new ways of cultivating listening comprehension competence in TEFL in the Chinese context. The researcher tried first to analyze the listening and comprehension each one alone. Then he analyzed listening comprehension.

4/ Listening in the Language Classroom

The researcher started introducing his work by asking the question "why teach listening?" and hinted to the fact that listening is undervalued. Students are rarely assessed on their listening skills, and the problems of many weak listeners pass undiagnosed. Then, the author explained how the idea of listening changed from the past to the present, how learners consider it, and what types of listening are there.

5/ listening to spoken English

In his book, the author “Gillian Brown” presented a plenty of terms and issues related to spoken English. He insisted on the need to teach the comprehension of spoken English; because, the development of students’ spoken competence leads to the development of their listening skill.

6/Using English Movies and TV Programs for Developing Listening Skills of EFL Learners

This research study attempts to investigate the effects of employing ICT, namely extensive viewing of movies and TV programs, on listening skills of EFL learners. He mentioned that Extensive listening (extensive viewing) represents a useful and popular way of improving listening skills, which requires attention of teachers and students. The sample was divided into 3 groups. However, there were no statistically significant differences. The number of participants was low, that is why generalisability of the study cannot be guaranteed.

Chapter One

Listening Comprehension

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Introduction

The four skills reading, writing, listening and speaking are representing the basics of any foreign language and each one of them plays an effective role in the learning process. Learners need to master the four skills in order to use language properly and teachers also are obliged to teach all skills without neglecting any skill. The four skills support each other since they are interconnected.

Listening skill is considered essential skill in language learning and teaching, since young children in early stages of their lives automatically start developing their listening comprehension before reading, writing or even speaking.

In this chapter we will attempt to shed the light on: the difference between “hearing” and “listening” , the importance of listening skill ,strategies and types of listening without forgetting the different sources in improving this skill and to sum up the chapter by exploring the relationship between listening and speaking.

1.1 The Difference between Hearing and Listening

As a starting point, it is preferable to deal with all aspects which are related to the listening skill. Thus, the first question to be asked now is: how hearing and listening are different? Many people consider these two activities refer to the same process, but the truth is that they are totally different.

According to (Stephen, Lucas, 199 p 56) “It involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain.”This means that hearing happens when listener pick up the sound waves that being transmitted by the speaker.

However, Howatt and Dakin (1974), claimed that “Listening is the ability to identify and understand what speakers are saying. This involves understanding a speaker’s accent or pronunciation, his /her grammar and his/her vocabulary, and grasping his /her meaning.” In other words, listening is a conscious and active act, which needs efforts to understand and with high level of attention unlike hearing with little attention.

1.2 The Importance of Listening Skill

English foreign language learners and teachers were giving more attention to the productive skill and neglecting the receptive skills. The listening skill is called the forgotten skill as Chastain (1998) who said; because of most of the learners have not listening instruction and no interest to develop their listening comprehension. In addition, (Rebecal , 1993) stated that “Listening is a fundamental language skill, but it is often neglected by foreign and second language learners and teachers”.

However, recently the value of the listening skill changed from the ignored skill to the most essential skill in language learning due to the importance of the listening skill and the effective role of it in the learning process.

Listening skill helps EFL learners to acquire new vocabularies, word stress, pronunciation, pitch and accent. These points are achieved only when they e listen to the target language. Also, listening comprehension facilitates the language for learners to understand and provides the input and without it the learning process has no improvement.

Another point, learners have good listening abilities in English language leads them to have good speaking abilities too since listening and speaking are interconnected and complete each other.

Therefore, listening skill has an important role not only in language learning, but also in communication in people's daily lives. There are many studies conducted by the researchers in order to know the role of communication in language competence. The results show that 45 % from listening, 35 % from speaking 13 % from reading and 7 % from writing, which means that the listening skill is so important.

To sum up, listening skill has a significant role in both academic context and daily life situations and it cannot be ignored as the past. In addition, it needs more attention from language learners and teachers.

1.3 The Listening Process

Understanding speech needs two different types of knowledge which are linguistics knowledge and non-linguistic knowledge .linguistic knowledge divided into several levels which are: syntax (the structure of the word), semantics (the meaning of the word), and pragmatics (the intent of the word). Non-linguistic knowledge refers to background knowledge, knowledge of the content, or world knowledge.

The bottom-up and top-down processes are two various strategies, that are used to help the listener to understand what the speaker is saying. It is important because it helps the learners how to listen and to concentrate when someone is speaking since the speaker is trying to announce a message.

1.3.1 Bottom-up process

According to(Brown, 2006, p. 2) "Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time". In other words, during the bottom-up process learners hear sounds and recognize the word's

meaning by decoding the sounds .Then, they keep the words meaning in their short memory to connect them to achieve a complete and meaningful text.

Furthermore, (Filed, 2009, p.132) stated that “Bottom-up referring to building small units into larger”. It means that bottom–up is the process of building starting from phonemes to useful structure. Bottom-up is closely associated with the listener’s linguistics knowledge.

1.3.2 Top-down process

According to (Brown, 2006, p. 2) “Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand.” Learners use their previous knowledge and previous experiences to understand the meaning and also to have an appropriate and current expectation of what is going to come across. In addition, “Top-down to the influence of larger units when identifying smaller ones” (Filed, 2009, p.132). It means that this process is associated with our expectations and our overview of the topic. Current studies denoted that the top-down process is more used by skilled learners while the fewer skill learners use the bottom-up process.

To summarize , learners need to employ both strategies “bottom-up” and “top down” because they interpret what they hear first (bottom –up).Simultaneously, learners use their prior knowledge (top down) to determine the meaning through schemata.

1.4 Strategies of Listening

Learning strategies are defined by a number of researchers. According to Derry and Murphy (1986) learning strategies are a collection of mental tactics employed by

individuals in particular learning situation to facilitate the acquisition of knowledge or skill. Furthermore,

Oxford (1999,518) defined learning strategies for second or foreign language learners as specific actions , behaviors , steps or techniques that learners use to improve and develop their skills in second or foreign language learners.

There is a number of strategies that need to be combined together in order to accomplish learning goals. These strategies used in learning in general and in listening in particular, which means that learners use those skills to improve their skills and especially the listening skill.

According to (Wilson, 2008, p.34) stated that listening strategies are divided into three main types are:

1.4.1 Cognitive Strategies

Cognitive strategies are presented in form of actions, techniques of behaviors which are used by learners to facilitate the acquisition of knowledge or skills. These strategies are used by listeners to perform certain tasks such as: inferencing (making a conclusion or opinion about something starting from something known), elaboration (combining new ideas with common information), translating, modifying and repeating.

1.4.2 Meta Cognitive Strategies

Meta cognitive strategies are used by learners to help them to increase their comprehension. They include planning what is the appropriate strategy in this case, monitoring and evaluating their understanding and identifying problems and trying to solve them.

1.4.3 Socio-Effective Strategy

This strategy used by learners to cooperate with their classmates. They include: asking question, acting cooperatively and using specific techniques to lower anxiety. The following table is showing the three categories of strategies.

Cognitive	Meta cognitive	Socio-effective
<p>Predicting/inferencing</p> <ul style="list-style-type: none"> *from the text. *from the voice. *from the body language. *between discourse parts. <p>Elaboration</p> <ul style="list-style-type: none"> *from personnel experience. *from prior knowledge. *from academic learning. *from their imagination. <p>Summarization</p> <ul style="list-style-type: none"> *mental. *physical (notes). <p>Translation</p> <p>Repetition Transfer from other language Fixation</p> <ul style="list-style-type: none"> *stop to think about spelling. *stop to think about meaning. 	<p>Planning</p> <ul style="list-style-type: none"> *advance organization *self-management <p>Comprehension monitoring</p> <ul style="list-style-type: none"> *confirming comprehension *identifying words not understood <p>Directed attention</p> <ul style="list-style-type: none"> *concentrating *persevering despite problems <p>Selective attention</p> <ul style="list-style-type: none"> *listening for familiar words *listening for the overall message *noticing the information structure *noticing repetition and reformulation 	<p>Questioning</p> <ul style="list-style-type: none"> *asking for clarification *asking for repetition *using comprehension check <p>Cooperation</p> <ul style="list-style-type: none"> *working with other learners <p>Anxiety reduction</p> <ul style="list-style-type: none"> *encouraging yourself *comparing yourself with others *focusing on success <p>Relaxation</p> <ul style="list-style-type: none"> *using physical techniques *using visualization

*stop to memorize.	*listening to specific parts Evaluation *checking interpretation against predictions *checking interpretation against knowledge *checking interpretation against context	
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Table 1.1: Listening strategies (cited in Gob 2002; Vandergrift 2003; and Kondo and Yang, 2004)

To sum up, O’Malley and Chamot (1990) distinguished three broad categories of learning strategies are: cognitive, Meta cognitive and socio-effective .These main strategies are divided into several subcategories. There are six sub cognitive strategies which are predicting, elaboration, summarization , translation, repetition and transformation .Meta- cognitive discuses five sub strategies are planning ,monitoring ,direct attention ,selective attention and evaluation .Socio-effective are include the three sub strategies questing, cooperating and relaxation.

1.5 Types of Listening

Different situations require different types of listening. In academic situation (context), students can improve their levels in listening comprehension, obtain information and gain valuable language input because both of the extensive and the intensive listening provide students with appropriate occasions to listen to different voices. These voices lead them to acquire and have good speaking abilities. As a result of spoken discourse students will realize and ameliorate their pronunciation. According (Harmer, 1998, 228) “They help

them to develop their pronunciation and acquire good speaking habits they absorb". This study attempts to tackle the two types of listening.

1.5.1 Extensive listening

Extensive listening happens in a situation when the teacher gives confidence to his/her students the opportunity to select, for themselves, suitable and interesting listening materials for the purpose of pleasure and language improvement (Harmer, 2007). Therefore, the extensive listening is defined to refer to the different types of listening activities that lead students to obtain an endless of comprehensible and pleasurable listening input (Renandya& Farrell, 2010).

Extensive listening can be teacher-directed dictations or read-aloud or self-directed listening for pleasure that usually takes place outside the classroom, in the learner's home (Renandya& Farrell, 2010). Audio books, radio, television, recording stories are different listening resources used to develop listening fluency.

Moreover, Ramirez and Alonso (2007) said that a recent study conducted in Spain the results show that primary school pupils who listened individually (through head phones) to digital English stories on web have a greater improvement in their listening comprehension than others who listened to conventional materials in textbooks (as cited in Lynch, 2009, p. 153) thus means that this teaching technique is more effective than the traditional method.

In this case teachers should ask students to talk about what they listened to perform a list of tasks like:

- To record their opinions points of view about what they have heard.

- To summarize and give a general feedback about the topic that has been heard.
- To share information with their colleagues.

To sum up the extensive listening is the suitable way for students to be provided by extra opportunities for the reason of enhancing their linguistic bank.

1.5.2 Intensive listening

The second kind of listening is the intensive listening. Many teachers use audio materials on tape as their favourite material in classroom such as: CD's or hard disk especially when they practice listening skills (Harmer, 2007) because it gives students the chance to listen to a variety of voices with different accents, different subjects with different manners as well as it provides the learner with a significant source of language input. Students can be asked to scan for detailed information, i.e., series of reasons, or a sequence of events. This activity need the audio material or listening task to be repeated and must be replayed many times or the teacher must read aloud to classroom more than once generally three times (Alam&Sinha, 2009): First, listening for understanding the general meaning, i.e., the gist of the text. Second, listening to obtain and to take detailed notes, while the third times to re-check what listeners have written and to complete the missing information. The tasks used in such detailed information include filling in the gaps, circling the correct answer, matching columns (Alam & Sinha, 2009, p. 52).

The following illustrates how the intensive listening occurs:

Pre-set questions

First play

-learners note down what they understand.

Second play

-learners check their understanding. They discuss it in pairs.

-Where pairs disagree, they try to give agreement.

-Teacher: no comment except where widespread and serious misunderstanding.

Third play

-Pairs check to see who is right.

-Pairs present their understanding to the whole class.

-Teacher summarizes, without commenting on correctness.

Fourth play

-Class checks to see who is right.

-Teacher comments.

Fifth play

-Class listens with a transcript.

-Teacher answers any questions.

Table 1.2 Non-interventionist format for a listening lesson (Intensive listening phase) (Field, 2009, p. 45)

1.6 The Different Sources of Listening

Natural humanistic voices and technological recorded materials are both popular and different sources of spoken discourse, which are used by learners to improve their

listening abilities. Spoken discourse includes: teachers talk, students talk, TV (series / movies), songs and the internet.

1.6.1 Teachers Talk

Many learners in EFL classes do not pay attention to the teacher's talk because they are unaware that the teacher is the most productive and effective source on input during lessons. What makes teachers talk of limitless benefits is that the teachers have a total control of their speech, where they slow- down, speed-up, repeat unclear points and explain it more, reword the difficult points and paraphrase the complex sentences. In addition, teachers have the right to modify the input according to the student's needs and provide them with input that can be easily manipulated.

Teacher's talk can be performed in three forms. The first is that it can be planned. This means that teacher's plan what they are going to present or to say. The planned input can be simply the transmission of real-world information that the listeners need to know, that does not have any relation with the lesson. For instance, the teachers inform their students about the time, the location of the exam and about how the questions will be. In this case students concentrate and raise attention more because this information benefits them.

The second form is semi-planned in which the teachers design pedagogical listening activities for students to listen such as: talking about personal experience or describing places. These kinds of activities are only prepared not scripted. However, the third form is spontaneous input, which includes the comments and encouragements that can create a sort of dialogue between the teacher and his students. For example, one student was absent yesterday and the teacher asks him about the reason then the student

answers and so on. There is a situation shows the importance of teacher talk. The situation is when there are no technologic and recorded materials to use for practicing listening, so the teacher's voice will be the only source of input for students.(Wilson, 2008)

1.6.2 Students Talk

Another source to develop the student's listening capacities during classroom listening session is students talk or working in groups' .In this case, students work in groups to tackle a variety of topics such as: personal stories, sharing their future plans and so on. Teachers must plan a series of tasks from which students mention one activity as an example: Reporting back is an activity where all of the students have the opportunity to talk, but the instructor tells his/ her students that they will report back on what was said until the activity begins. They are clearly aware that they will provide a summary of what they've been listened too (Wilson 2008).

1.6.3 TV (Movies and Series)

Movies and series are a good authentic, topical with real world information material since they contain dialogues from native speakers .In addition learners can listen sounds and see colors, gestures and all what is occurring at the same time. Another points they can develop their speaking abilities though the listening skill and they can enlarge their vocabulary knowledge and the last point is that they make their intonation and pronunciation better. In the classroom the teacher can make a pause or turn backward or repeat what is missing or misunderstood for some students. That's why students learn easily from movies since these kinds of sources plays a considerable role in both learning and teaching process (Wilson, 2008).

1.6.4 Songs

Listening to songs is considered as a musical material in the classroom, which aims to relax the student's ears. That is why the teacher brings a song to study with in the classroom, or let the opportunity to the students to collect songs by their own choice and bring them to the class. Then the teacher is obliged to choose just one to work with inside the classroom. In this case the learners are motivated more to listen. Teachers can make courses with songs more motivating by asking the learners questions about these songs. Listening to songs raises students' attention to focus on pronunciation which includes stress, pitch and intonation and so on. In addition, there is what is called choruses meaning repeating the same phrase many times which gives students a multiple choice to understand the lyric. (Wilson 2008).

1.6.5 The internet

English language – learning websites are very useful for students who log on since these sites contain several materials, which are helpful to the learners such as: listening texts, songs with written scripts, dialogues, websites for texting people around the world, especially native speakers, lyrics and explanation and so on .The advantage of these materials is that any learner can learn freely alone at any time he/ she wants, the items he/ she chooses to learn. The most important point is that this learning websites are free.

The internet is the appropriate place to practice language because the websites are considered as good listening sources and can be a good assistance for students to practice their language learning abilities.

1.7 The relationship between Listening and Speaking

Listening and speaking must be considered as activities that form the communication process and are taken from two separated skills, but in reality they are two dependents and interconnected to each other. These skills are completing each other.

Listening and speaking have been researched by many researchers for many decades in many aspects. According to Bozorgian (2012) and Feyten (1991) and Richard (2008) that enhancing the speaking skill is strongly related to the students' progress in the listening skill. This means that being a good speaker and having a good oral ability requires being a good listener and mastering the listening skill.

Bahns 1995 quoted in (Lynch, 2009) “As the main aim of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking”. This means that listening and speaking are connected and dependent on each other. Therefore, the development of speaking skill depends on the listening skill; when we learn and understand from listening, we have also tended to speak as a response to what we heard. Thus, improving listening skill affects the speaking skill.

Conclusion

In this chapter, we have provided a brief theoretical background about listening skill and listening comprehension. Throughout this topic, we tackled the importance of listening skill in language teaching and language learning. In addition how listening skill is an essential and vital skill for communication and it should be mastered by English foreign as a language learners.

The purpose from covering the listening skill in this chapter is to draw learners' attention to its value and demonstrate the importance of this forgotten skill. As a result, the points discussed in this chapter are really to demonstrate the value and the importance of the listening skill in both teaching and learning process .Thus learners and teachers too have to put much attention and care to the listening skill.

Chapter Two:
A General Overview about
English Series and Movies

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Introduction

This chapter is dedicated to review the literature of the independent variable of the topic in hand. It is composed of four main subtitles. The first aims at reviewing the globalization of English. The second subtitle tackles the spread of the English language through movies and series. It is crucial to highlight the importance of English language. This idea is discussed in the third subtitle. Moving on to the fourth subtitle, which is entitled: “The effects of Movies and series on learners’ listening performance”, both positive and negative effects are discussed. The last subtitle in this chapter mentions the different characteristics that the English language possesses.

2.1. Globalization of English Language

Globalization can be defined as “acceleration and intensification of interaction and integration among the people, companies, governments, of different nations” (Rothenberg, 2003, p.2). The term globalization is often linked to international economy and politics (Rost, 1988). Yet, this view is very narrow as globalization encompasses a plethora of spheres, and high among them is the English language. Thus, linguistics also includes the linguistic field. In this sense, Coleman (2006) believes that globalization has an impact on how language is used.

The overgrowing connectedness that characterizes the modern human civilization obliges humans to converge over one dominant language: English. As far as higher Education is concerned, English has spread so much that universities in non-English speaking countries has started to adopt the English language as a main language of instruction (Lehner, 2018). This makes them labeled as international universities. One of these universities is Akita international University, which was established in northern

Japan in 2004. It focuses on teaching global studies such as international politics and international economics. It is characterized by several features, or laws, which make it an international and an innovative university. The stipulated laws are:

- All courses are taught in the English language (except for the Japanese course which is taught exclusively in Japanese).
- All full time matriculated students whose first language is not English must complete at least one semester of intensive English for Academic Purposes classes. Based upon initial assessment determined by the TOEFL-ITP test (some may spend two or three semesters in different levels of the study).

This is one image that illustrates how globalization affects the different spheres of human life, and education in particular.

It is important to note that English is not the officially used language in international universities only. English is the predominant language of the United Nations, UNESCO, World Bank, International Monetary Fund, and many other organizations that have a heavy weight on the different spheres of the world.

Globalization leads to the need of oversimplification of language. MacKay (2002) argues that the growing need to use English as a universal lingua franca defies oversimplification. Brutt-Griffer (2002, p.108) says that “it exhibits complexities that have yet to be brought under a unifying theoretical perspective”.

As much as English seem to be one of the languages that serve communication, its roles go far beyond this narrow sighted view. In fact, English contributes at achieving development. Breidbach (2003, p.41) argues that: “language education policies reach

beyond the ivy walls of the academy simply due to their political weight within society”.

Griffler, as cited in Lehner (2018), describes English after globalization as follows:

- A product of a world economic cultural system which develops a world market and business community, as well as a global scientific, cultural, and intellectual life.
- Not confined to socioeconomic elite (as a lingua franca); it is learned by various levels in society.
- It spreads not by migration, but by individuals who acquire the language.

The English language as a global language exists in three linguistic circles, or environments (Kacahu, 1984), they are as follows:

a) The Inner Circle: which refer to the countries where English is the native language. They are mainly the United States of America, the United Kingdom, Australia, and New Zealand.

b) The outer circle: which refer to the countries where English is predominantly used as a second language within the bilingual or the multilingual societies, such as India, Nigeria, Philippines.

c) The expanding circle: which refer to the countries where English is used as a foreign language, such as Algeria, Lebanon, Korea, and the like.

However, today English spreads beyond its circles, it is now used as a language of global communication, where speakers from different circles interact. In this sense, Modiano (2009, p. 59) notes: Learners are no longer learning English because it is used primarily to communicate with native speakers, but are acquiring English because it will be required of them in a wide range of work related, educational, and social activities, many of which will not include native speakers.

There is an undeniable link between globalization as a large phenomenon and the English language. Globalization keeps expanding the borders of the English language. MacKay (2002, p. 115) believes that the globalization of English is “natural, neutral, and beneficial”, while Fishman (2002) believes that the impact of globalization is double-sworded, as it contains positive and negative effects on the linguistic level.

As far as the consequences that can be generated from the globalization of the English language are concerned, they can be stated as the following:

- It can lead to the extinction of other languages, since language users neglect their native languages, or varieties of their native language, and prefer using English. Thus English expands at the expense of other less common languages, or varieties of languages. A research done by Nettle and Romaine in 2002 exhibits that half of the existing languages will be extinct in a period of 100 years, which means that about 2500-3000 languages will die in a century. In the same sense, Crystal (2000) views that lingua franca's put pressure on minor languages, leading them to die eventually. Languages are endangered by English due to three main reasons: the first of which is the increasing popularity of English at the expense of these languages. The second reason is the forced language shift by the different language policies stipulated by different authorities such as governments and international universities and organizations. The third reason is voluntary language shift which is highly tied with the first reason. (Nettle & Romaine, 2000).
- Other varieties of English may well occur as English itself will be willy-nilly affected by the native language of non-speaking English users.
- Culture will be deeply affected, since culture and language are highly intertwined. Some cultural aspects of the English speaking countries will be added to the target

culture, and some cultural aspect of the target culture will disappear if the people is not conscious enough about preserving it.

In spite of the negative effects that English can cause, there are also positive effects, which were already denoted previously, mainly:

- Making communication easier between individuals from different backgrounds
- Increasing individuals' employability,
- Enhancing the workforce in companies and organizations,
- Fostering cultural transmission
- Facilitating education and higher education
- Empowering the openness of countries and individuals on the world.

2.2. The Spread of English Language through Movies and Series

Movies and series in English language are not watched by native speakers only in their homelands, they have a massive audience base and they are viewed all around the globe. Over the decades, the audience base of these entertainment products have increased, leading to the expansion of the different colors of the spectrum of the American identity, and mainly, the English language. Consequently, this involved at contributing to the Americanization of the world.

2.2.1 History of movies and series

If we delve into the history of movies, we will find that it is mainly composed of two eras. The first of which is called the silent era. It is characterized by the absence of sounds and included images only. Henceforth, it lacked the element of language and thus, it did not make any contribution in spreading the English language. The second of which is

called the digital era. During this era, the element of the sound was added. This allowed actors to talk and thus spread the English language as a consequence.

Movies and series frame a solid skeleton of modern art. In this regard, Shah (2011) emphasizes on the importance of movie as part of art, in which actors and actresses reproduce situations, and events that happened in the past and in the present to express their feelings, emotions and desires in a delicate way. Moreover, English language and its expansion has contributed in the increased number of annual productions of series addressed to huge audiences. English has become a huge player in the industry of films making of Hollywood movies a success worldwide.

According to Chandra (2015), The English language has been associated with movies for a long time due to the huge number of movies created by Americans mainly, as well as other English speaking countries. In this sense, Crystal (2003) argues that the English language has done certain fresh directions for the development of this language due to the descriptions, transcriptions and translations made on the films. She adds that American movies enhanced the freedom of expression through the use of English language by the audience.

As far as history is concerned, the achieved success in the Hollywood art is enormous due to the fact that during the history of cinema production, there has not been another language besides English that had reached the impact on Hollywood movies up until recently. To illustrate, a study that was done in 2002 revealed that over 80 percent of all feature films were released in the English language (Crystal, 2003).

English Language was used in several movies as fast as they became universals. That is, spread worldwide. The reason for the universality of some movies lies in the easy

translation of English. Pierce (2013) states that the English language has been a main part in the development of films through history which become universals thanks it has been translated its scenes and the producers and actors have achieved to join great economical and have gone perfect over and over again.

In the same matter, Hurtado and Medina (2018) conclude the following:

The impact of Hollywood movies in the Expansion of English as A Global Language is strongly related to the fact that most of the Hollywood movies are transmitted and preferred in English language worldwide. The technology has influenced Hollywood movies in order to improve the media, communication, entertainment and the daily life of the audience by using English as a means of spreading the language and the culture. Hollywood movies have identified the importance of art by using English as the official language on their performance.

They also state that the global nature of English helped in the popularity of Hollywood movies because there is not another language besides English which have increased the huge audience ranges of Hollywood movies as it has done since its settlement.

2.2.2 The impact of Hollywood movies in the Expansion of English as a Global Language

Hollywood movies have reached a strongly status in the film industry due to the fact they also state that the global nature of English helped in the popularity of Hollywood movies because there is not another language besides English which have increased the huge audience ranges of Hollywood movies as it has done since its settlement. Moreover,

they confirm that English has been associated with movies and series around the world in an entertainment form and this makes it enjoyable and motivating to be learnt.

The audience finds Hollywood movies interesting because of their features such as digital manipulation, tridimensional level and 3D effects. The sounds of the English Language catch the audience attention as well, especially the tone of voice of actors and actresses which sound appealing for learning English.

In addition, they pinpoint that Hollywood movies have influence in digital videos, cultural expressions, multiple platforms, social networking around these countries. Hollywood movies have also been a means of transmitted a culture by using English as the global language.

Finally, they note that Hollywood movies have allowed English to spread across the in an entertainment form to enjoy and to learn English as well. The audience finds globe Hollywood movies interesting because of their particularities like digital manipulation, Hollywood Tridimensional level and 3D effects. The sounds of the English Language catch the audience attention as well, especially the tone of voice of actors and actresses which sound appealing to hear of the listener and thus appealing for learning English.

2.3. The Importance of the English Language

Nowadays, the English language is regarded as the lingua franca of the human civilization. Thus, its acquisition or learning is critical for different categories of people, and particularly EFL learners. The adaptability, productivity, utility, universality, and teachability of English position it as a powerful language dominating the world (Sheikh

Riaz, 2019). Hence, the importance of the English language is incarnated in the following major points:

2.3.1 Communication facilitator

The world acknowledges a plethora of ethnicities and nations that share different languages. Since it is undoubtedly impossible for individuals to be able to utilize all the existing languages whenever needed, they can converge over a single language, and thus facilitate the communication. Nowadays, English plays this role: a lingua franca. In this sense, Sheikh Riaz (2019) believes that “English language plays a critical role to weave the world into a single thread”.

2.3.2. The language of technology

Technology is the soul of the digital age. It is manifested in almost every aspect of human life. For example, computers are used everywhere. In fact, 80% of computer data are in English language (Raymond e.al, 2009). Thus, individuals who aspire to be part of the scientific and technological industry must be effective users of English from the beginning.

2.3.3. Educational opportunities

English is the main medium of instruction for many universities across the globe. It is integrated as a second or a foreign language within the educational curriculum of many countries such as Algeria. The latter has generated many programs to enhance the existence of English in both the education and the higher education sectors. In addition, many academic works, written by native and non-native English users, are published in English. One example is research gate, which contain a very large number of research works in, or translated into, English.

2.3.4. Occupational opportunities

On the professional level, the ability to use a language is considered as a skill, and particularly the English language. In a work place setting, communication is vital, and the English language ensures this vitality especially in a multicultural environment. By using English effectively, the worker can reach a significant level of productivity due to his ability to transfer and receive ideas and information, suggestions, warnings, and orders, whether spoken or written, effectively, as well as building relationships with the different parties in the working environment.

Therefore, one can say that English increases the rate of employability. That is, the ability to possess and maintain a job (Hillage & Pollar, 1998) In fact, the English language adheres to the core needs of the market place. Noteworthy, English is the sole medium of communication in commerce, international affairs, international commerce, and international transportation.

It is notable to mention once more that English is the language of technology. In the digital age, the use of technology is part and parcel of almost any known job. Knowing English as a global and digital language can provide the worker with more flexibility and control in the working place.

2.3.5. Open-mindedness

It was argued that not learning English is equivalent to isolation. The importance of English is also highlighted in its ability to let individuals overcome narrow mindedness, racism, and cultural intolerance through enabling individuals to have a closer look on different cultures and nations, and even interacting with them.

One major contributor in open-mindedness is the entertainment industry. A large set of programs dedicated to entertain masses of viewers is podcasted in English. However, the main reason for the popularity of shows in English language is not mainly the language, but the quality of the shows itself. For example, Hollywood is the main force of entertainment industry not only in USA, but around the globe. Entertainment shows such as movies and series can be good ambassadors for one's culture to other non-native individuals.

The English language is so important that individuals spend considerable time, effort, and money learning it. Similarly, countries integrate it in their language policies to open doors for political, academic, technological, and economic prosperity.

2.4. The Effect of Movies and Series on Learners' Listening

Performance

Movies and series are considered authentic materials which are considered beneficial for EFL learners. In fact, studies prove that using movies, and videos in general, is more beneficial than the traditional way of instruction (Kim, 2010). As any existing learning material, its effect varies between a positive and a negative effect.

2.4.1. The positive effect

Extensive viewing through movies and series positions itself as an important element of EFL learning. Safranji (2015) declares that the use of movies is a good way to enhance listening abilities of EFL learners, as well as introducing the target language culture to the learners. Furthermore, Canning-Wilson (2010) states that learners prefer entertainment movies more than other types (language movies and documentaries).

Movies and series' particularity is that they combine the auditory cues with the visual cues, leading to stimulating both the visual and the auditory systems of the learner, and thus resulting in a better learning experience. In this sense, Mekheimer (2011) believes that "authentic videos represent a valuable approach in regard to language learning".

The availability of movies and series as authentic materials for EFL learners is considered as a positive aspect. In fact, movies and series, whether available in complete episodes or cuts, are existent in many websites such as Netflix, HBO, YouTube, and even via the television where they are constantly podcasted at different rates depending on the podcasting channel. Moreover, there are even phone applications that facilitate watching visual materials through the phone, making it accessible everywhere, and every time. It is notable to mention that watching movies and series as extensive listening/viewing promotes student autonomy and learner centered learning style.

Khan believes that the higher exposure of watching movies may lead to considerable increase in listening comprehension. Similarly, Rodgers (2013) believes that watching movies enhances L2 listening comprehension. In this sense, Web (2015, p. 159) states:

The greatest value of television for language learning might be its potential to provide large amounts of spoken L2 input, which can contribute to the development of vocabulary knowledge and listening comprehension, as well as other aspects of L2 learning.

Watching movies and series is more enjoyable by learners because it is highly associated with entertainment. In this sense, Kim (2015) asserts that "if learners can also watch L2 television programs for enjoyment, then they are more likely to use them as a

source of meaning-focused input". Thus, the entertaining nature of movies and series motivate learners to watch and learn consequently.

Movies and series eliminate the factor of boredom that is often associated with traditional learning. Allan (1985) says that students watching a movie in the classroom as part of their learning gives them the same joy and the feeling of having fun as watching a movie in a non-educational setting. Similarly, Morley and Lawrence (1972) assert that viewing movies is an intellectually challenging and motivating experience for students and teachers alike.

In addition, learners do not only learn objectively through movies, but they associate themselves emotionally and psychologically with the events and the characters, resulting in a better memorization and comprehension.

One important fact to mention is that Studies show that higher exposure to English movies and series results in higher listening test scores (Metruk, 2019). Movies and series display to learners of English how language is used in its natural setting because learners are exposed to semi-real communication that involves face to face interaction. Movies and series offer, in addition to linguistic data, socio-cultural data about the target language that are harder to teach in isolation of context.

2.4.2. The Negative Effect

Despite of the large set of advantages that movies and series offer, researchers believe that it possesses disadvantages that can be mainly stated as difficulty, speed, distraction, and length. Lonergan (1984) confirms that watching a movie, or series, for the sake of entertainment cannot be compared to structured classroom learning activities, since the former does not require specific. He states:

Normal viewing of films is mostly for entertainment and requires no specific actions, but in a language classroom, students have to participate in learning activities. They have to grasp the whole meaning quickly, pick up specific information, or take dictation of phrases and sentences.

Moreover, teachers declare that when using a movie as an authentic material, learners do not focus on the linguistic cues and simply enjoy the events and other non-linguistic information that serve as entertaining elements only. Thus, comprehension is very superficial when using movies as an authentic material (Edasawa, Takeushi, & Nishizaki, 1990).

Morley and Lawrence (1971) think that the naturalness of language in movies is a disadvantage to learners, since it is usually characterized by speed. The latter can hinder proper understanding of aural input, and thus causes the learning experience to fail. Thus, teachers should pay attention to the level of learners before considering providing them with movies or series as authentic materials.

Movies and series are suitable only for advanced students since language is more natural, quick, and in many times it is not Standard English that EFL learners are studying. Accents and dialects can have an impact on learners' understanding.

Length is another issue related to movies and series as an authentic material. Movies and series take a considerable time that can extend to the whole learning session, or more. Unless the material is for extensive viewing, the teacher cannot use a regular timed movie in a regular class. In fact, the optimal time suitable for the retention of data by native speakers is six to seven minutes only (MacWilliam, 1984). Thus, an extended movie can be considered as a waste of time.

2.5. Characteristics of The English Language in Movies And Series

Du (2019) argues that there are a number of features that characterizes the English language of movies, these features include popularity, sensitivity, and simplicity.

2.5.1. Popularity

The audience base of movies in English language is massive. It includes different classes, ages, tastes, and the like. Thus, the language of the movies is usually a popular dialect, or accent, that the audience is familiar with. It includes day to day expressions and vocabulary, tone, choice of words, and the like.

2.5.2. Sensitivity

Movies in their essence seek to portray people's lives, experiences, and emotions. Thus, the actor or actress works on mimicking and displaying those emotions using the right words which are previously set in the scenario. In addition, he or she tries to use the right tone of voice that corresponds with the particular scene he or she is acting.

2.5.3. Simplicity

The English language of movies should be simple, in order to be understood by the massive audience, that vary in background and educational level. It should be composed of everyday vocabulary, and be free from overwhelming sophisticated vocabulary or syntax, so as not to bore the audience who can lose focus and interest in that case.

Conclusion

From what has been seen in this chapter, we can conclude that movies and series are very influencing viewing materials that affect the learners' listening performance. This influence can be either positive and leads to favourable results, or negative and leads to unfavourable results. Movies and series affect the academic performance and achievement

of learners, including the listening skill which has been discussed generously in the first chapter. Thus, we can conclude that the literature confirms the relationship between watching movies and series and the listening skill.

Chapter Three
Fieldwork and Data
Analysis

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Appendices

المخلص

Introduction

Any research requires a theoretical and practical part, and in the two previous chapters were theoretical .We have presented general overview about the listening skill and the effect of English movies and series on the students' performance in listening comprehension.

This chapter represents the empirical phase of the research work. It comprises the analysis of the questionnaire and the test, which have been administrated to first year LMD students at Biskra University.

3.1 The Aim of the Study

The aim of this study is to discover and study the probable effects of English series and movies, in particular, on students' listening skill, i.e, their listening comprehension of the target language.

3.2 Methodology

The investigation of the effect of English movies and series on student's performance in listening comprehension requires the descriptive research methodology in order to analysis the data.

The data gathered were measured by counting the students answers regarding the listening skill and the English movies and series.

The study's questionnaire analysis includes precise and concise summary of each question, in addition the data are collected and analysed in form of tables and graphs for the better understanding and the organization.

3.2.1 Population and Sample

The population is the group of people whom the study is about. The target population consists of all the people to whom the survey's findings are to be applied. The chosen population for this study would be first-year students of English at Biskra University (34 students).

The sample is the group of participants whom the researcher actually examines in an empirical investigation. Since, it is not possible to deal with all first-year students (because of time constraints, financial support, and methodology standards), a representative sample will be taken 6 students.

3.2.2 Data Gathering Tools

3.2.1.1 Students' questionnaire

The questionnaire is consisted of 20 questions are categorized into closed and open ended questions ,this questionnaire includes three sections .the first section deals with background information about students gender , length of studying English at the university .the second section consists of seven questions are about the listening skill in general , it is designed to inspect the importance of listening ,the frequency of using listening ,the kind of activities they use in the classroom ,and the relationship between listening and speaking .the last section consists of nine questions are about the role and the effect English series and movies to improve the listening skill.

3.2.1.2 The oral test

The oral test was an on- line test the purpose of it is to check the student's listening comprehension trough English movies .the student are obliged to choose a movie and tell

the summary of this movie orally and answer to some questions for example : the title of the movie ,the main characters and the main themes

3.2.1.3 The administration of student's questionnaire and the oral test

The student's questionnaire was administrated to 34 convenience chosen first year LMD students at Biskra University .The questionnaire was on April, 2021 at the CEILS classes during the oral session in half an hour and the questions were clear and easy to be understood . In the other hand, the test started on June, 2021 and with 6 first year students.

We believe that the administration of both questionnaire and test was positive and properly done.

3.3 Data Analysis

3.3.1 Analysis of students' questionnaire

Item 1.Would you specify your gender please?

Option	Number	Percentage
a. Male	4	12%
b. Female	30	88%
Total	100%	100%

Table 3.1. Student's sex distribution

This table shows the over representation of females out of 34 (100%) participants. 30 (88%) students is females and 4 students (12%) are males.

This presentation shows that the girls are more motivated and interested towards studying English as independent specialty, unlike the boys more interested in scientific branches.

Item 2.How long have you been learning English?

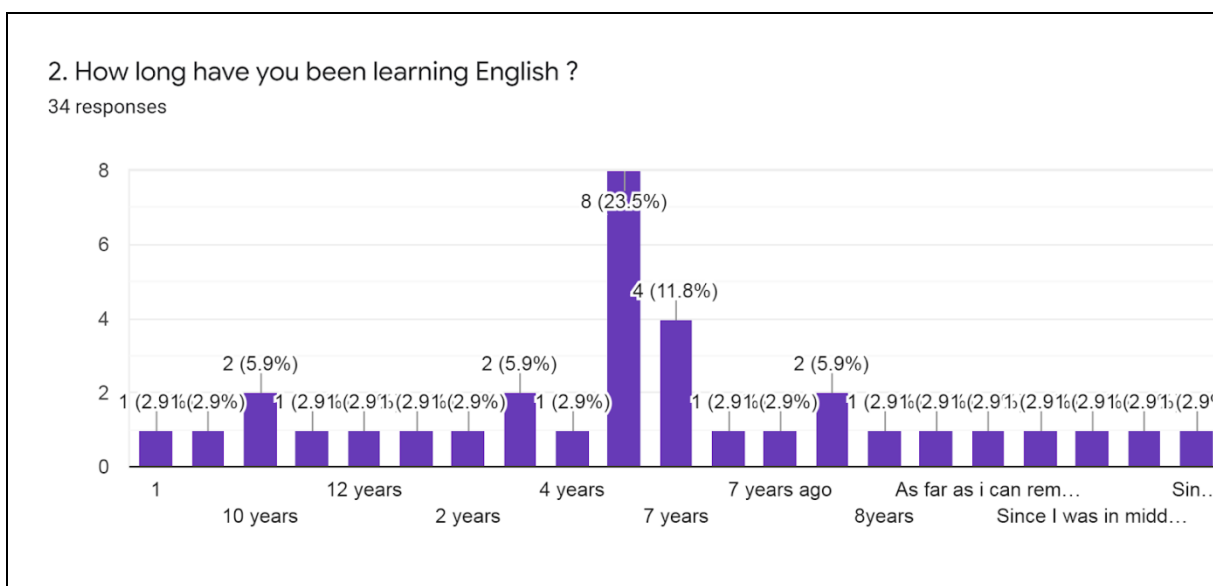


Figure 3.1. Student’s length of experience

The figure above indicates that the majority of students have been studying English for seven years 24 (70.5%), whereas 3 students (8.82%) have 12 years of experience and the reset of students 12 are divided into two categories: 4 students answer by 8 years, and 3 answer 10 years. As result the majority of the students have long period of time in studying English as it showed in the graph.

Item 3.Studying English at University was:

Option	Number	Percentage
a. Personal choice	31	91%
b. Imposed	3	9%
Total	34	100%

Table 3.2. Student’s results toward their choice of studying English at the university

According to the results shown in the table the majority of students 31(91%) state that studying English was their personal choice ,since they like it and believe that is the

most useful in the world .while 3 (9%) declare that their choice was imposed because their averages was not enough to choose something else.

Item 4.How often do you practice English?

Option	Number	Percentage
a. Every day	18	53%
b. 3-4times a week	11	32%
c. Once a week	4	12%
d. Never	1	3%
Total	34	100%

Table 3.3. Frequency of practicing English

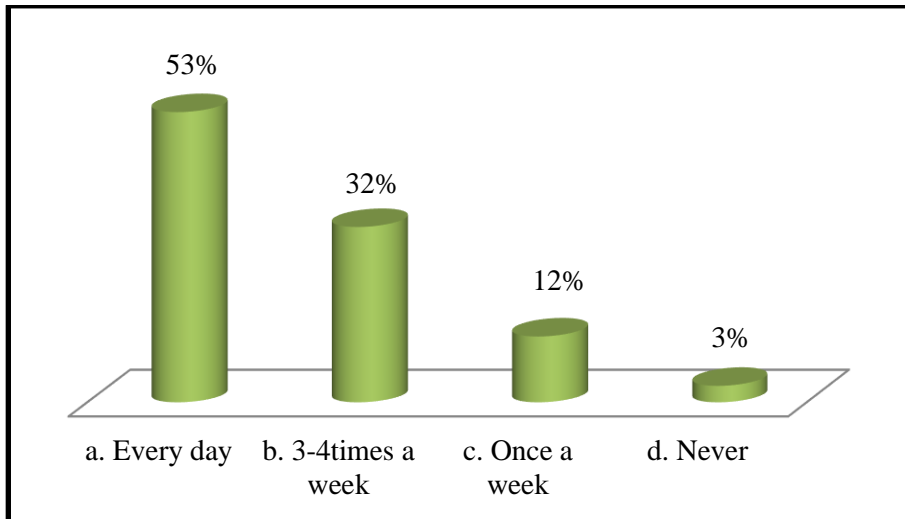


Figure 3.2. Frequency of practicing English

The table indicates that 18(53%) of students practice English every day , 11 students (32%) state that they practice English from 3 to 4 times per day and 4 students (12%) once week .how ever only one students says that practices English .Consequently the obtained results show that most of students practice English .

Item 5. Which language skill do you use most often?

Option	Number	Percentage
a. Reading	5	15%
b. Listening	17	50%
c. Speaking	8	23%
d. Writing	4	12%
Total	34	100%

Table 3.4. Frequency of using English skills

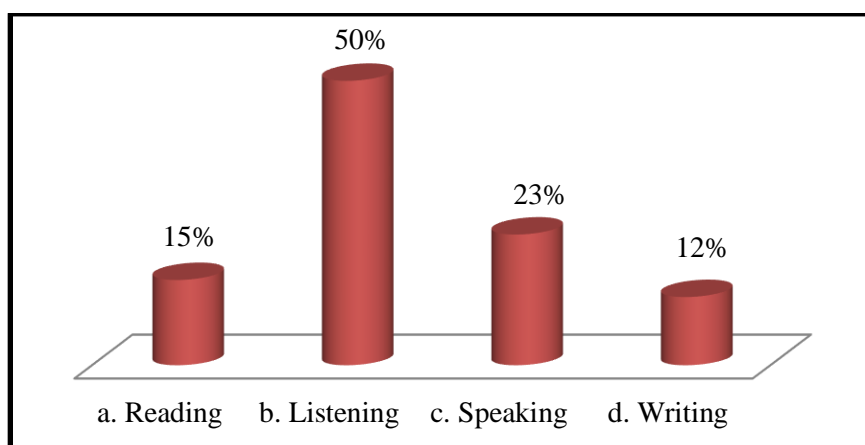


Figure 3.3. Frequency of using English skills

The graph demonstrate that the listening skill is the most useful by student (17.50%)of students, 8 (23%) students use the speaking skill, 5(15%) use the reading skill and the writing is only used by 4 students (12%).

Item 6. How do you describe the listening skill?

Option	Number	Percentage
a. Easy	3	9%
b. Hard	1	3%
c. Important	30	88%
d. Not important	0	0%
Total	34	100%

Table 3.5. Student's opinion's about the importance of listening skill

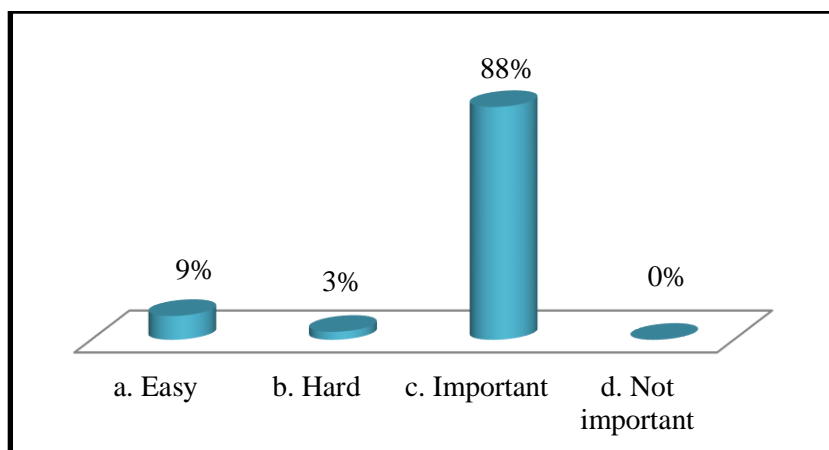


Figure 3.4. Student’s opinion’s about the importance of listening skill

This table indicates that the majority of students 30(88%) say that the listening skill is important which means that they are aware of the importance of the listening skill, and 9%(3) students say that it is easy to learn, only one student states that the listening skill is hard to learn and no one says that the listening skill is not important.

Item 7.Do you think that “listening” and “hearing” are:

Option	Number	Percentage
a. The same	5	15%
b. Different	29	85%
Total	34	100%

Table 3.6. Student’s perception about listening and hearing

According to the table below the results show that 29(85%) students know that hearing and listening are different, while 5(15%) students think that are the same.

Item 8.Do you practice listening to native speakers?

Option	Number	Percentage
a. Yes	25	74%
b. No	9	26%
Total	34	100%

Table 3.7. Student’s perception towards the use of listening skill with natives

This table is about students responses towards practicing listening to native speakers, their responses are follows 25(74%) who are practicing may be through songs or movies, whereas 9(26%) students are not practicing.

Item 9.Do you have difficulties to understand your teacher speech?

Option	Number	Percentage
a. Yes	8	24%
b. No	25	73%
c. No response	1	3%
Total	34	100%

Table 3.8. Frequency of difficulty of understanding the teacher's speech

The main purpose of this question is to figure out whether students have difficulties to understand teachers' speech or no. We find that that 8(28%) they reply by yes because of teachers use some new vocabularies and teachers speed of speech and the rest of students 25(74%) understand the teachers speech and one student do not answer to the question .

Item 10.What are the main classroom activities that help to develop your listening comprehension?

The main concern of this question is to show the different classroom activities that are helpful in the improvement of the listening skill, and the majority of students state that teachers tend to use movies, songs, play role, working in groups and books.

Item 11.Does the listening skill have an influence on the other skills?

Option	Number	Percentage
a. Yes	28	82%
b. No	6	18%
Total	34	100%

Table 3.9. Student's opinions towards the effect of the language skills

The table show the students response towards the influence of listening skill and the majority of the participant state that there is an influence to the speaking skill because learners listen to native speakers, they will be able to obtain the right pronunciation accent and intonation and the rest of the participants 6(18%) say that there is not influence.

Item 12.How often do you watch movies?

Option	Number	Percentage
a. Every day	9	27%
b. 3-5 times aweek	11	33%
c. Once a week	6	18%
d. Less than once a week	7	22%
Total	34	100%

Table 3.10. Frequency of watching movies

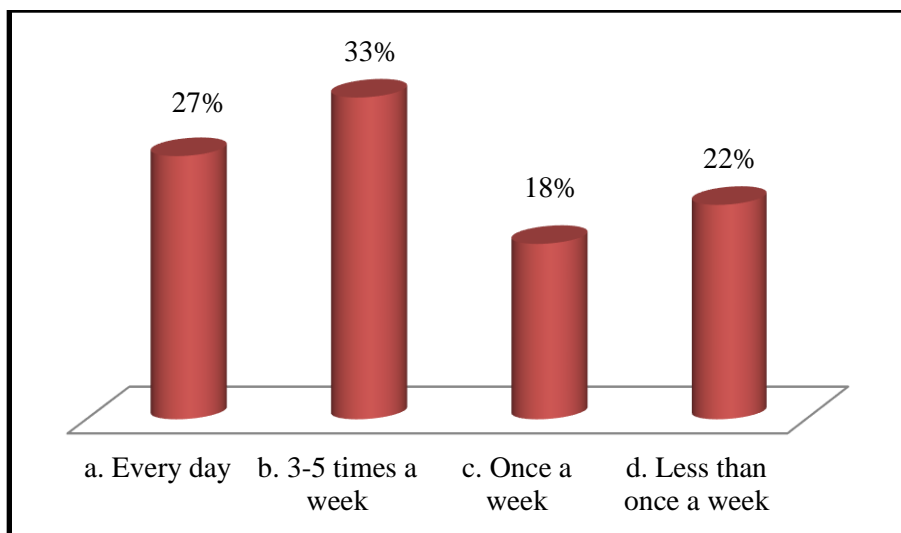


Figure 3.5. Frequency of watching movies

According to the data, the majority of the respondent(33%)(11) watch English movies(3-5) times a week followed by everyday with 9(27%) less than one a week 7(22%) and 6(18%) claimed that they watch movies ones a week. From this result most of the participants apparently have a hobby to watch movies

Item 13.What kind of movies /series do you like?

Option	Number	Percentage
a. Horror	7	22%
b. Comedy	8	24%
c. Action	8	24%
d. Romance	7	22%
e. Others	3	8%
Total	34	100%

Table 3.11 . Student’s opinions about kinds of movies

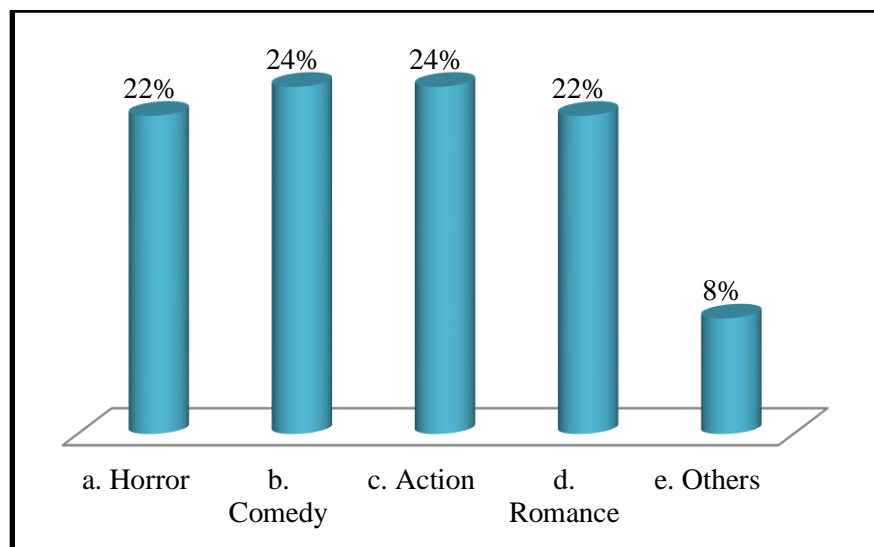


Figure 3.6. Student’s opinions about kinds of movies

16 students (48%) prefer to watch action movies and comedy movies and 14 students (44%) like to watch horror movies and romance movies, whereas only 3 students (8%) watch other kinds of movies. Thus means those are the effective movies to be used in language development.

Item 14. Watching English movies / series help develop the listening skill. Do you agree?

Option	Number	Percentage
a. Yes	32	94%
b. No	1	3%
c. No answer	1	3%
Total	34	100%

Table 3.12. Student’s opinions about the effect of movies on listening skill

32(94%) of students stated that movies help them to develop their listening skill since they are listening to native speakers, whereas only two students answer by no and one student does not answer to the question .

Item 15. Watching movies /series helps you learn the correct pronunciation

Option	Number	Percentage
a. Strongly agree	18	53%
b. Agree	14	41%
c. Disagree	0	0%
d. Strongly disagree	0	0%
e. No answer	2	6%
Total	34	100%

Table 3.13. Student’s level of agreements about movies improves their pronunciation

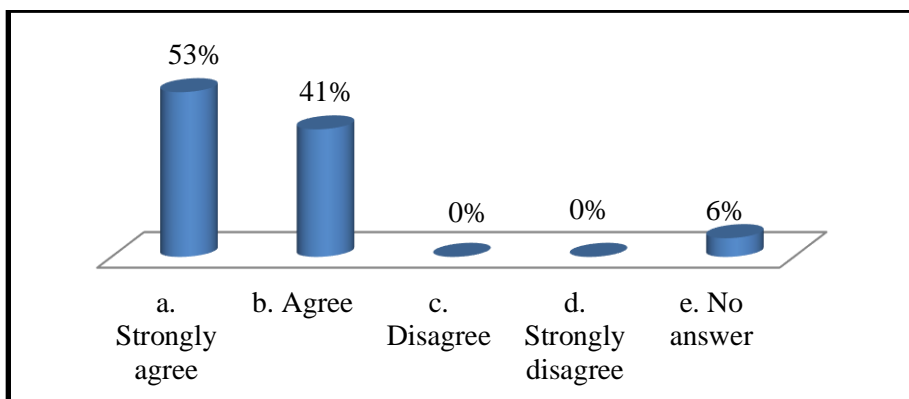


Figure 3.7. Student’s level of agreements about movies improves their pronunciation

The table indicates that the majority of students 18 (53%) are strongly agree with the idea of movies and series help learners to get the correct pronunciation and 14 (41%) are agree also, whereas there are two students do not answer to the question.

Item 16. Watching movies /series helps you learn new vocabularies, idioms, proverbs, and slangs

Option	Number	Percentage
a. Strongly agree	22	65%
b. Agree	10	29%
c. Disagree	0	0%
d. Strongly disagree	1	3%
e. No answer	1	3%
Total	34	100%

Table 3.14. Student’s level of agreements about movies improves their vocabularies

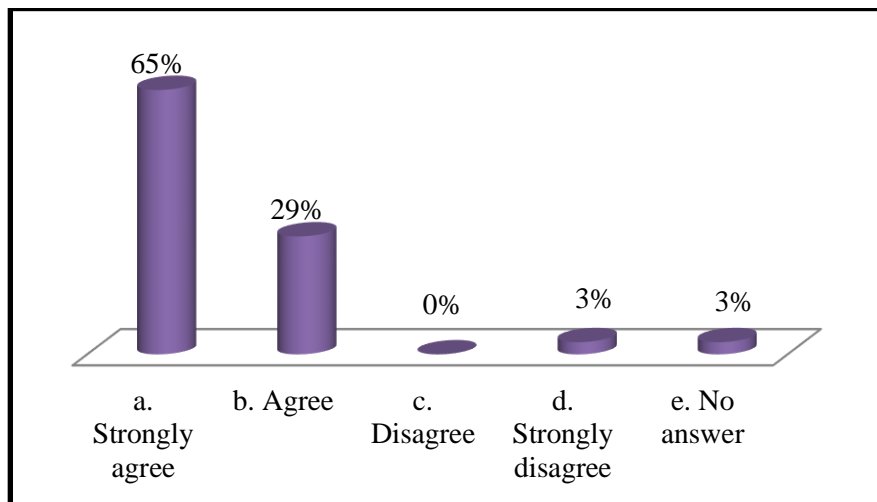


Figure 3.8. Student’s level of agreements about movies improves their vocabularies

The aim of this question is to investigate that movies are helpful to learn new vocabularies, idioms or no .Hence the majority of students 22 (65%) are strongly agree with this idea and 10 students (29%) are agree also , however one students is strongly disagree and another students does not answer to the question .

Item17. Watching movies improves students' background of English in everyday use.

Option	Number	Percentage
a. Strongly agree	22	65%
b. Agree	11	32%
c. Disagree	0	0%
d. Strongly disagree	0	0%
e. No answer	1	3%
Total	34	100%

Table 3.15. Student's level of agreement about the daily use of English

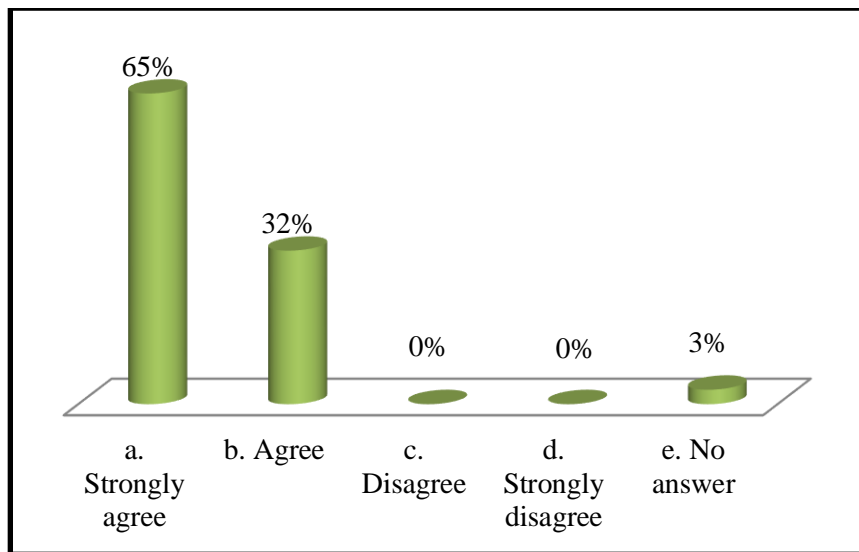


Figure 3.9. Student's level of agreement about the daily use of English

The table indicates that the majority of students 22 (65%) are strongly agree and 11 (32%) students are with the idea of movies and series improves their background of English in everyday use due to the dialogues and conversations and their interaction's are used in the movies .where in the other side , there 3 students do not answer to the question .

Item 18. Variety of films has improved the learner’s listening skills.

Option	Number	Percentage
a. Strongly agree	15	44%
b. Agree	16	47%
c. Disagree	1	3%
d. Strongly disagree	0	0%
e. No answer	2	6%
Total	34	100%

Table 3.16. student’s level of agreements about the importance of variety of movies

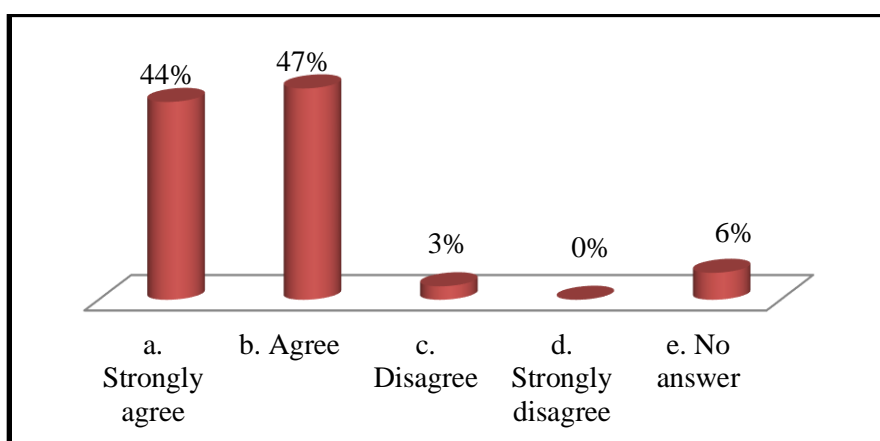


Figure 3.10. Student’s level of agreements about the importance of variety of movies

The purpose behind this question is to investigate that if the variety of movies and series improves student’s listening comprehension or no and as it shown in the table 16 students (47%) are agree , 15 (44%) are strongly agree ; however there is one student disagree with this idea and two students do not answer to the question .

Item 19. Are there negative effects of movies on listening skill?

Option	Number	Percentage
a. Yes	12	35%
b. No	22	65%
Total	34	100%

Table 3.17. Student’s views towards the effect of movies

The aim of this question is to find out the student's views as whether movies and series have a negative effect or no .As the table shows most of students 22 (65%) say no movies have not negative effect .On the other hand; there are 12 (35%) students say yes there is negative effect.

Item 20. Watching movies improves your speaking?

Option	Number	Percentage
a. Yes	28	82%
b. No	6	18%
Total	34	100%

Table 3.18. The improvement of speaking skill through movies

The table above reveals the improvement of speaking skill through movies and series .The majority of students 28(82%) answers by yes and declare that movies and series help them to improve their speaking by listening to natives getting the right pronunciation. While 6(18%) students believe that there is no improvement in the speaking skill

3.3.2 The student's test analysis

This test aims to explore to what extent student's enhance their listening comprehension through movies and series and their attitudes towards it .The sample was 6 first year LMD in English department at Biskra University and using the convenience as sampling method .The 6 students are divided into two categories: the first category A consist of 3 students are motivated and prefer to use movies and series as teaching tool, whereas the second category B are unmotivated and do not like to watch movies . Thus, the task aims to analyze the recorded messages of the students and make a comparison between the two different categories in many aspects such as: pronunciation, fluency

&coherence and vocabulary & grammar. The instruction of this test is the participants obliged to choose movie and watched it and narrate the summery of it and answer to few questions. The test was an online test and the participants sent their response via face book in form of recorded message.

The following table illustrates the results of the test:

Category A	Category B
<p data-bbox="365 680 659 712" style="text-align: center;">Fluency & coherence</p> <ul data-bbox="276 757 794 1010" style="list-style-type: none"> <li data-bbox="276 757 794 860">• Students speak fluently almost without repetition. <li data-bbox="276 904 794 1010">• They develop the topics fluently and coherently. <p data-bbox="344 1055 679 1086" style="text-align: center;">Vocabulary & grammar</p> <ul data-bbox="276 1131 794 1384" style="list-style-type: none"> <li data-bbox="276 1131 794 1234">• They have enough vocabulary, ideas to express themselves. <li data-bbox="276 1279 794 1384">• They use complex sentences structures and forms. <p data-bbox="413 1429 611 1460" style="text-align: center;">Pronunciation</p> <ul data-bbox="292 1505 794 1832" style="list-style-type: none"> <li data-bbox="292 1505 794 1608">• They have the ability to pronounce correctly and articulate clearly. <li data-bbox="292 1653 794 1832">• Their pronunciation is always comprehensible and they use the appropriate intonation. 	<p data-bbox="967 680 1260 712" style="text-align: center;">Fluency & coherence</p> <ul data-bbox="877 757 1380 1160" style="list-style-type: none"> <li data-bbox="877 757 1380 936">• They speak slowly (rate of speech) with pauses, repetition and self-correction. <li data-bbox="877 981 1380 1160">• They have difficulties to link between the words and sentences and loss the coherence. <p data-bbox="946 1205 1281 1236" style="text-align: center;">Vocabulary & grammar</p> <ul data-bbox="877 1281 1380 1460" style="list-style-type: none"> <li data-bbox="877 1281 1380 1384">• They are struggling to find the suitable word. <li data-bbox="877 1429 1380 1460">• They use very basic vocabularies. <p data-bbox="1015 1505 1212 1536" style="text-align: center;">Pronunciation</p> <ul data-bbox="877 1581 1380 1760" style="list-style-type: none"> <li data-bbox="877 1581 1380 1760">• They have many grammatical errors and communication for them is something hard.

Table 19. Student's results of the test

3.4 Discussion of the Questionnaires' and test Findings

After the analysis of student's questionnaire and test we notice some important results about movies and series and student's listening comprehension. First of all we notice that the majority of students are females and have long experience in studying English. Second, most of students practice the listening through different activities in the classroom and outside it such as: songs , movies and conversations...Another point, the majority of students are aware and believe that the listening skill is important and needs more attention and interest from both students and teachers .teachers are providing their students several listening activities in order to improve their listening comprehension .Another observable point, there are few students have various difficulties in understanding the teacher's speech .

Moreover, the majority of student's watch a lot of movies and also the majority of them believe that due to movies and series, they can improve their listening abilities, enrich their vocabularies and get correct and clear pronunciation .Finally, the majority of students stated that the time allocation for the listening skill is insufficient. Hence we suggested some pedagogical recommendations that may help them and be useful from teachers and students.

Conclusion

As a conclusion to the empirical phase, two research methods were addressed to first year EFL students at Biskra University .The findings of student's questionnaire and oral test demonstrate the efficiency of English movies and series and how it can improve the listening skill of the students .

Improving listening skill through English movies and series is one of the techniques that our students and teachers need to focus on since it provides them with all points. They need it for enhancing their learning and producing the target language .Thus, listening skill and movies are used for promoting a variety of skills and they are inseparable.

General Conclusion

The present work aims to clarify the effect of English movies and series in improvement the student's listening performance .Through this work we hypothesized that the use of English movies will improve student's listening skill.

The current study is a total of three chapters. The first and the second chapter are theoretical, while the third chapter contains the analysis of the student's questionnaire and test .The first chapter outlines a general overview regarding the listening skill .Second chapter is about the globalization and the effect of English movies and series; however, the third chapter is concerned with the analysis of the gathered data from student's questionnaire and test and suggestions for some pedagogical recommendations.

After the analysis of the data the results confirmed our hypothesis. There is positive and big influence from movies and series in enhancing the listening skill. The finding show that the listening skill needs more attention from both teachers and students. In addition, teachers and students show a positive attitude towards movies and considered that movies are useful teaching material .In short, this study is useful for both teachers and students in order to have effective teaching and learning of English.

Pedagogical Recommendations

After the collection and the analysis of data we suggest the following recommendations:

- Teachers need to give more attention to the listening skill by giving more time for it and provide their students with activities that may help them in the improvement of the listening skill.

- Movies and series are valuable teaching technique to improve student's listening skill.
- Students should practice listening outside the classroom.
- Teachers need to know their students weakness in order to help them to improve it.
- Teachers need to select and vary their classroom activities which are helpful for students.
- Using different authentic materials in listening class lead students to have good listening abilities, enrich their vocabulary, pronunciation.
- Teachers should motivate their students to watch movies and listen to natives.

Limitation of the Study

This project has faced obstacles before the submission. The first limitation face us in doing the research is there are students did not answer to the questionnaire and ignore some questions .the second problem is the time limit is not enough.

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Appendices

Appendix 1: Students' Questionnaire

Appendix 1:

Students' Questionnaire

Dear student,

The questionnaire is a part of research work for Master degree. It aims to discover and study the probable effects of English series and movies on student's listening skill (their listening comprehension of the target language) .your answers are great help to complete the work and your cooperation in answering this questionnaire is highly appreciated.

Section One: Background Information

1. **Gender:**

male

female

2. **How long have you been studying English Years?**

3. **Studying English at University was :**

a. Personal choice.

b. Imposed.

❖ **Why in both cases (personal or imposed)?**

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

4. **How often do you use English?**

Every day

3-4 times a week

once week

never

Section Two: Listening Skill

1. Which language skill do you use most often?

Listening speaking reading writing

2. Do you think that listening skill important and easy task to learn?

Yes No

❖ Justify your answer if it is yes or no

.....
.....

3. Do you think that “listening” and “hearing” are:

The same different

4. Do you practice listening to native speakers outside the classroom?

Yes No

❖ Justify your answer if it is yes or no

.....
.....

5. Do you have difficulties to understand your teacher utterances?

Yes No

❖ If it is yes state the reasons

.....
.....

6. What are the main classroom activities helpful to develop your listening comprehension?

.....
.....

7. Does the listening skill has an influence on the other skills?

Yes no

❖ If yes, which ones? And how?

.....
.....

Section Three: The Effect of Movies on Listening Skill

1. How often do you watch movies?

Every day (3-5) times a week

Once week less than once a week

2. What kind of movies /series do you like?

Horror comedy action romance others

3. Watching English movies / series help developing the listening skill do you agree?

Yes No

❖ Justify your answer if it is yes or no

.....
.....

4. Learn the correct pronunciation through movies/series.

Strongly agree agree disagree strongly disagree

5. Learn new vocabularies, idioms, proverbs, and slangs through movies/series.

Strongly agree agree disagree strongly disagree

6. Watching movies improves students' knowledge of English in everyday use.

Strongly agree agree disagree strongly disagree

7. Variety of films has improved my listening skills.

Strongly agree agree disagree strongly disagree

8. Is there negative effect of movies on listening skill ?

Yes No

9. Watching movies improves your speaking?

Yes No

If it is yes, explain how?

.....

.....

.....

Appendix 2:

Listening Comprehension Test

After watching the movie, answer to the following questions:

1. What is the title of the movie?
2. Where does the movie take place?
3. Who are the main characters of the movie?
4. What are the main themes of the movie?
5. Narrate the summary of the movie

المخلص

الغرض من هذه الدراسة هو التحقق من تأثير المسلسلات والأفلام الانجليزية على مهارة الاستماع لدى الطالب. افترضنا أن استخدام الأفلام والمسلسلات الانجليزية سيحسن من فهم الاستماع لدى الطالب. ولتحقيق أهداف الدراسة تم اعتماد الأسلوب الوصفي النوعي يهدف إلي وصف المتغيرين. الأفلام والمسلسلات تمثل المتغير المستقل بينما مهارة الاستماع فتمثل المتغير التابع . جمعت البيانات من استبيان واختبار شفهي لطلبة السنة الأولى تخصص لغة انجليزية بجامعة بسكرة. كانت العينة 34 طالب أجابوا على الاستبيان و 6 طلبة خضعوا للاختبار الشفهي. أظهرت النتائج أن الأفلام و المسلسلات مادة فعالة في عملية التعليم والتعلم ويمكن أن تؤثر بشكل ايجابي على مهارة الاستماع لدى الطالب بحيث اظهر الطلاب ردود أفعال ايجابية تجاهه. في النهاية اقترحنا بعض الحلول والتوصيات التربوية ونأمل أن تكون مفيدة للمعلمين والطلاب.