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**The Effect of English Movies on the EFL Learners' Speaking Skill.
The Case of the Students of Second Year Scientific Stream at El Arbi Ben
M'hidi Secondary School Biskra**

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Declaration

I **Mezerdi Roumaissa Kaouthar** declare this Master Two dissertation entitled “**The Effect Of English Movies On The EFL Learners’ Speaking Skill. The Case of The Students Of Second Year Scientific Stream At El Arbi Ben Mhidi Secondary School Biskra**” is entirely executed by me under the guidance and supervision of **Dr. Turki Barkat** in the Department of English, at the University of Biskra. I confirm that this work has not been submitted, in whole or in part, in any previous application for a degree. I also confirm that all the references (Books, articles, websites..., etc), which I used are respectively acknowledged in my work.

Dedication

*First of all, all gratitude, thankfulness and appreciation to **Allah Almighty**, who granted me the power and strength to accomplish this work that in some point I thought it would never be done.*

Second, I want to dedicate this work to myself, the girl who has dreamed years ago to reach such an achievement and please herself with the taste of success and graduation.

The Me who faced a life as a hard-worker teacher, a mother, a wife and a student at university. I salute me for believing in me and thank her for the sacrifices to deliver this work.

*Third, I dedicate this modest work to the one who prayed, took care of my girls when I needed it, who encouraged me to be a better woman all way through, my mother my love, my girls' mommy, my queen **ABDELBAKI HAMIDA**. I dedicate this work to the sweetest person on earth, the one who always believed in me, the one who saw the good teacher in me 16 years ago and dreamed to witness all his children getting graduated, the one who never let me down, who was always there behind my back providing me the perfect life that any girl wishes for, my superhero my father, my pride, my love, my girl's baba jeddi **MEZERDI MESSAOUD**, may God keep them healthy and next to me.*

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Abstract

This study seeks to investigate the effect of watching movies on students in EFL setting as an instructional tool to enhance their speaking skill. Indeed, this research emphasizes the importance of improving students' speaking skill since it is complex and challenging. Moreover, it sheds light on the effectiveness of watching movies in enhancing the speaking skill, due to its benefits and likeability by the majority of students. It is hypothesized that English students at El Arbi Ben M'hidi Secondary school would develop their speaking skill, if they are exposed to movies inside and outside the classroom. Two data collection tools have been used, namely a questionnaire submitted to students and an interview administered to teachers. The results obtained show that the majority of teachers of English do not use movies as a teaching tool to help their students to enhance the speaking skill since they encounter various problems and obstacles when they use this tool. In fact, it has been demonstrated that both teachers and students have positive attitudes towards the use of movies to enhance students' speaking skill. Lastly, the research work confirmed that the use of movies in the process of learning English enhances learners' speaking skill competency.

Key words: Speaking skill – Movies – Competency – Inside and outside – classroom Situation.

List of Abbreviations

ICT :Information and Communication Technology.

Q :Question.

EFL :English as a Foreign Language

% :Percentage

R.H :Research Hypothesis

R.Q :Research Question

& :And

i.e :It means

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General Introduction

Introduction

The globalization of the English language pushes people in different categories and ages with different motivations and reasons to learn this language. And after almost 12 years in the teaching field, as an EFL teacher, divided in public and private languages schools, I realized that working with audio-visual aids can strongly help the EFL learners to like more the learning process and consequently motivate them to learn English.

One of these audio-visual means is English spoken movies. Movies in general represent a significant way of introducing the language, and in the case of English they reveal the English-speaking societies; namely their culture, beliefs, different idioms, and colloquial expressions. Moreover, the linguistic aspects, grammar, phonology and syntax, can also be developed a long with intercultural awareness of the socio-cultural aspects in different contexts. Thus, EFL learners would have the opportunity to imitate native speakers to produce fluent and correct English and likewise develop their speaking proficiency.

Statement of the Problem

The Algerian learners face major difficulties in the English-speaking skill. Thus, as a tool to help them increase this skill and overcome their anxiety in speaking in public, movies are recommended to enhance the students' abilities and capacities in English speaking. The main reason is that learners would acquire the socio-cultural and linguistic practices of the speech community and eventually imitate those practices.

Where the Researcher Stands

As a teacher having a modest experience in using movies in class in private schools as well as secondary and middle schools, where students learn English for the sake of communication and also for their studying journey as pupils; I strongly advocate the use of movies in EFL classes. This gives them the chance of imitating native speakers and it also introduces learners the different aspects of pronouncing correct English. The process allows

them to improve their speaking skill and sound more like natives. In addition, they can grasp the social and cultural aspects of the English communities and how to use certain expressions in certain situations.

Research Questions

RQ1: In what way can watching movies in EFL classes affect the learners' motivation to speak?

RQ2: Do movies improve the speaking skill solely or can other skills be developed?

Research Hypotheses

RH1: If movies are used in EFL classes, they can help in Teaching English.

RH2: We presuppose that movies in EFL classes can enhance the learners' speaking skill.

Research Aims

General Aim

The general aim of this study is to explore the benefits of using movies in EFL classes.

Specific Aim

The specific aim of this study is to see in what way can movies improve the EFL learners speaking skill, in particular the secondary school students.

Research Methodology

In view of the nature of the study which concerns the use of movies in EFL classes and their effect on the learners 'speaking skill; we adopt the quantitative approach within a descriptive research method in addition to the qualitative research.

Research Tools

- Semi-structured interview for teachers.
- Questionnaire for learners.

Population

-Pupils of second year scientific stream at El Arbi Ben Mhidi secondary school (100 pupils).

-7 Teachers from El Arbi Ben M'hidi secondary school.

Sample study

Pupils of second year scientific stream (19 pupils) at El Arbi Ben Mhidi secondary school.

Limitation of the Study

This research is based on investigating the use of movies in El Arbi Ben Mhidi secondary school as a tool to enhance the learners' speaking skill. Three tools are applied in this study.

However, after a good intention of preparing a well elaborated work, as many researchers, I faced some critical boundaries while working on this dissertation. Starting with the theoretical part, chapter two in particular; where I struggled to collect references about the use of movies in EFL classes because this tool is regarded to be a modern way used in developed countries to rise up the level of learners in many aspects. Though, in the case of third world countries there were only too few findings.

In the other hand, the teachers' interview in the practical part where I face some obstacles; the loss of most teachers' will to do the interview due to the covid 19 protocol with strict rules to be followed. Plus, the lack of information about the topic and lack of time to manage the interview.

The Study Structure

The present study contains three main chapters. The first two chapters are concerned with the theoretical part:

Chapter one deals with the speaking skill; its definition, its relationship with listening skill, the importance of teaching speaking in EFL classes. Then it explores the difficulties that face the learners while speaking and the role of both learners and teachers to overcome these

difficulties.

Whereas chapter two is devoted for the use of movies in EFL classes; starting from the definition of movies to how they are selected. Moving to the obstacles students and teachers face while watching movies in class, and then the chapter tackles the activities that the EFL teacher prepares to facilitate this tool for learners and to achieve better results in speaking.

Chapter three tackles the analysis of the data collected from both teachers' interview and students' questionnaire. Some pedagogical implications and the limitation of the study are taken into consideration as well.

Chapter One

Chapter One: Teaching Speaking in EFL Classes

Introduction

Teaching a language was and always will be a challenging process that language teachers face to achieve the goal of communication, using this language with the four elements that are included in every language which are reading, writing, listening and speaking.

One of these four skills is speaking which constitutes our concern to discuss and highlight in this chapter. Speaking in the beginning of applied linguistics studies, was somehow neglected. Most of the applied linguists were focusing on the structural side of the language; thinking that it is the basic to achieve a better performance. As a matter of fact, Rebbeca,(2011) claims that speaking as a language skill has been introduced to real investigation and studies only in the twentieth century. This made it a crucial field to work on, because it has been realized that speaking is the mirror of any language, and it should be given a primary attention because of its significance and importance in learning and performing any language.

In all science fields, medicine is practiced, physics is applied, music and art are performed but language is spoken and interacted. This primordial aspect represents the concern of this chapter. What is speaking? How is it taught in EFL classes? Its types, and most importantly how learners learn it and what kind of obstacles they face in this process. Additionally, what are the probable suggested solutions for these problems, of course with the help, interference and guidance of the EFL teacher (Rebbeca, 2011).

1-1-Definition of speaking

“Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney cited in Kayi,2006). In other words, that speaking is the practice of spoken and non-spoken symbols in different contexts to build a communication situation and share it with other members to be interacted.

According to Nunan, (2003), he set some features that can define speaking and construct it, which are: producing sounds, using stress and intonation, focusing on the target language rhythm to be familiar when communicating with natives. Most importantly in all of this is choosing the appropriate words, expressions, manners, gestures according to the actual setting, situation, participants where communication occurs. The communication differs from one context to another. Nunan also gave significance to the organization of ideas logically and fluently to have a meaningful and well understood conversation, otherwise it would appear meaningless and the message intended will not be delivered correctly. All of the previous points must be performed in a quick way and not in a slow rate and that is called fluency. This is the objective that every learner seeks to achieve. (Bc-Petra,2011).

Moreover, there are other views of defining speaking, that encompass two approaches: the Bottom-up and the Top-down approaches. Starting with the Bottom-up approach, that was explained by Bygate (1987,5-6) cited in Abdel Fattah,(2006) which claims that teaching speaking was concentrating on motor perceptive skills ; meaning speaking is taught only through knowing how to produce sounds and auditory signals, just verbal utterances to be received by the listener in a systematic manner, to perform a meaningful sentence. This was adopted by the Audio-linguists. In other words, the Bottom-up approach teaches speaking starting from single small units to compose coherent utterances going up to teaching the expressions in different contexts to compose understood utterance in terms of social cultural

aspects. This approach has been criticized in the way that it did not give more attention to social aspects and the interaction cannot be well achieved. It focused only on the structural sense and neglected the real situations interactions.

In reaction to such criticism, the Top-down approach emerged. This latter gave more importance to the socio-cultural side of language in use. In other words, instead of teaching speaking from small units structurally moving to social aspects, they preferred to start back forward. They start from giving a communication utterance with full idea and meaning or message including the psychological side of the speaker; expressing feelings, to define gradually the smaller parts of this utterance to reach to the smallest unit of sentence. This process is realized smoothly by the learner in a better way than the Bottom-up approach.

This approach was adopted by Eckard and Kearny (1981), Florez(1999) and Howarth(2001). They pointed out that this approach involves many factors such as time, setting, participants, different feelings, messages to be send and received by the participants, and they should be well formed. Thus, the learner gradually will decompose these messages into smaller structural units. The approach focuses on the purpose of speaking in certain environments rather than its grammatical production, as it has been indicated by Burns and Joyce (1997) and Luona (2004,2). The last approach is the Top-down which is regarded as the best to use in teaching speaking to enable learners to perform a fluent, meaningful utterances in real situation that would be well received and understood by native speakers.

In addition, Trigan (1990,3-4) cited in Hikma,(2020), has described speaking as a life time process. It starts from birth and it relies on listening and memorizing sounds and signals to be reproduced later by the child, and it evolves through time and experience, through imitation gradually. Then the human being by his awareness will be able to produce coherent and meaningful utterances. Accordingly, we can conclude that speaking as a skill cannot be

separated from the listening skill in terms of teaching them production and instruction; indeed, a good listener is eventually a good speaker. In fact, my personal experience helped me to confirm this point. I have been a good listener to native speakers through movies and Tv programs, as a result, I have acquired a high level of proficiency in speaking skill.

On the other hand, speaking and writing are productive skills, so they cannot be performed in isolation. Communication is mainly a matter of sending and receiving messages by respectively a speaker and a listener.

1-2-The Relationship Between Speaking Skill and Listening Skill in EFL

Classes

As mentioned in (Chaib & Djerada,2018) listening and speaking are skills that cannot be separated in terms of production. In order to be a good speaker, you should first master listening. Because if you do not listen carefully with full concentration, you will not be able to respond appropriately and this will lead to the breakdown of the communication, and there would be no interaction. These two-skills work hand in hand to build a healthy interaction as pointed out in (Harmer,2007) “when we are engaged in conversation we are bound to listen as well as we speak because otherwise, we could not interact with the person we are speaking to”.

So, this confirms that the two skills support each other in order to produce well understood conversation. He also believed (Harmer, p.267) “It is usually impossible to complete a task successfully in one skill”, meaning that any conversation or communication process can never be accomplished with only one skill but with the correlation and the use of both skills listening as well as speaking in parallel. This is why as a teacher I always advise my students to listen often to native speakers whether through watching movies, documentaries, series, tv shows or even listen to songs to in order to imitate them and try to understand and learn their culture and

social aspects. Thus, gradually with more practice students will perform better in communication through imitation process.

At Al-Balqa applied University in Jordan, a study was conducted at the level of Department of English Language and Literature. It showed that listening has an important impact on speaking and these two cannot be separated or taught or even learned separately. The researcher suggested some recommendation for both teacher and learners according to the results of the study. He advised the teacher to expose learners to authentic or semi-authentic English listening texts. He also mentioned that the teacher should help his students with the online sources in different ways to be more in contact with native English speakers. This can be in form of classroom activities or home work to help the learner to face his anxiety in speaking, to give him a chance to practice and rehearse at home or with other students in a relaxed and harmonious setting.

Moreover, he advised them to make their own research and try to work on their listening skills to ameliorate their speaking skill. Possibly, through the use of the internet, they should look for listing activities or just watch English videos or movies, series and find other learners to practice speaking with. Likewise, the students will feel free to select any topic to work on and to choose any of the members to practice speaking with.

Listening as a skill is defined as the reception of messages composed of letters, and sounds intonation. These messages are received by the brain which decodes them to understand the meaning intended by the speaker. This process is heard by an interlocutor that will respond eventually. To do so, he needs to be a good listener; meaning a good receiver of those messages in order to better express himself. Therefore, this process is achieved by combining the two skills to work side-a-side in EFLT classes (Souid,2017).

Bohns, (1995 cited in Lynch,2009, p.115) stated “as the main aim of teaching listening is to prepare the students for real life social interaction. It is imperative that developing listening is seemed as combination with developing speaking. Learners of foreign language cannot master speaking without listening to the pronunciation of this language”. Consequently, in EFLT classes the teacher should focus more on listening activities and tasks to enable learners to speak better in terms of pronunciation as well as the coherence of ideas and the use of socio-cultural expressions of English communities appropriately.

In another perspective, several studies and investigations have been undertaken to confirm the relation between listening and speaking that demonstrated that good speakers are made through good listeners. As a matter of fact, Dupuy (1999) found out that second language learners develop their abilities in vocabulary, pronunciation and self-confidence in speaking after 5 minutes of training with the oral texts. In addition, Nation and Newton (2009) stated that EFL learners show improvement in the linguistic aspects as pronunciation, spelling, vocabulary and grammar as well as the meaning.

To sum up, the EFL teacher should combine the listening and speaking tasks because these two skills cannot be taught in isolation. They are interdependent in learner’s training. The teacher should first train the learner to be a good listener because if the absorption of messages is done correctly, the response will be satisfactory and convincing on the linguistic and social level (Sabri,2016).

1-3-The Obstacles that EFL Learners Face while Speaking

EFL learners face a lot of obstacles and problems during the learning process in many aspects but the hardest among them are the problems when attempting to speaking dividually or within a group. These problems have been observed by EFL teachers when conducting these courses. The most significant are analyzed below:

1-3-1-Anxiety

Anxiety is the first problem faced by almost the majority of learners in EFL classes. As Rybold, (2006) stated “I start the first day by telling my students that speaking before an audience is the number one fear in the United States of America. Death is only seventh on the list that means more people would rather die than get up to speak in front of a group. (p.1)” This happens in the United States of America where English is the mother tongue, the situation in non-speaking English countries is much more serious, it is seen as the most difficult problem they face.

As a previous Oral Expression teacher at university and as a current secondary school teacher, I noticed this huge problem among my students whatever their age or proficiency. This is due to academic as well as psychological reasons. Teachers play an important role in this; they deny the students of their rights to express themselves because of the lack of time. Some criticize a lot the learners and some think that speaking in class is not that important, but scoring in exams and tests is.

Thus, the teacher can represent a reason of this anxiety. In the other hand, the learners' psychology and personality can play an important role in his anxiety. He may have previous bad experiences with former teachers or even with classmates, he also may have been bullied by his classmates which increased this anxiety. As a shy student. These reasons make this problem the biggest fear that learners face when speaking. They are afraid of making mistakes and not doing well in front of their teachers and the other members of the group. They dread bad comments or negative judgments, therefore, they prefer to keep silent rather than been humiliated.

1-3-2-Inhibition

Ur (2000, p.111) mentioned that “learners are often inhibited of trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts” This shows that inhibition is a crucial issue that students face in expressing themselves in classrooms.

As a teacher, I found many cases where the learner is able to say many things and has enough knowledge and culture about the topic chosen to talk about. In addition, he drew in his mind what he should say and talk about, but when it comes to the moment of truth, he says nothing. He just remains silent and all what is he practiced to say fade away in a second. These kinds of learners the teacher should pay attention to, to help them, and break that wall which has been drawn in their imagination.

Inhibition has many reasons as shown in the character of the learner as shyness followed by blood pressure rising, passing out, sometimes crying and most of time just remain shocked in front of the class and say no word. Despite in reality, he has a lot to say. Other times, the learner is just afraid of the teacher to criticize his performance in a negative manner. This can confuse and mix the ideas and points that the learner wants to talk about. This psychological factor has the same amount of impact on the EFL learners as the anxiety does. The first step in performing a speaking task is to stand in front of the class, face them and start to talk. If this step done a good way, the following steps will go with the line.

Moreover, this can be a result of the teacher who affects the learner in purpose or unconsciously in a way they ask their students to talk, the way they give comments or even the observations about the learners’ performance. In fact, as both teacher and student I can assure that a good gesture, comment or even an encouragement from the teacher can do a lot, and gives the learners good Vibes and a push him for better results. As it can give the backward

impression if the comments are negative. This will lead to broken students and weak speakers with low self-confidence and low self-esteem.

1-3-3-Nothing to say

Rivers (1968 p.192) demonstrates “The teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language” In other words, the learner can have no knowledge and cannot express as in the case of inhibition. In this case he literally has nothing to say simply because he has no idea about the topic, neither in English nor in his native language. This happens due to the bad choice that the teacher made choosing the topic.

However, it can be out of the learner awareness or out of their background in terms of religious or culture. This also leads to the killing silence in class which leads in its turn to the dead motivation of the Learners. It happens when the teacher keeps talking by his own and plays only the role of the lecturer, leaving the students as passive elements in the class. The learners will simply find that the teacher had said it all and nothing left for them to say.

Again, this is the mistake of the teacher, he should select a topic that he investigates deeply with the research about the learners’ needs, the learners’ passion, their age, their background and their general information, what makes them feel excited to talk about, what makes them feel curious to know more about, and make them have fun while discussing it. Although, the language produced can be ill, there will be a production because it is all about the courage to talk and acceptance of the chosen topic. They can learn from each other and from the teacher gradually. However, if the topic is out of their entourage there will be no results to discuss, no problems to solve, just cold dead class.

1-3-4-Unfairness participation

EFL classes differs from public schools to private ones, from all subject matter teaching to just teaching languages in terms of their number per class. There can be a class which is composed of 40 students as it can be a class which is composed of 15 students. This difference in the students' number makes a big difference in the students' performance. In other words, if the class is overcrowded, the participants would not have enough time to speak. Not everyone wants to share something has the chance to, especially when the factor of time interferes; if the time allotted is enough to let everyone speak, that would result excellent feedback.

Thus, the learners will benefit from each other as they interact better with different styles and ideas but if the time is not sufficient, the participation share cannot be given to everyone equally. Therefore, most of the learners will be disappointed as they want to express themselves but the huge number and lack of time stands in their way. Eventually, they will lose hope learning how to speak, at last quitting class.

However, if the class is composed of few members, students will be able to talk fairly but, there would be not enough interaction. If the other sense, if the class is composed of four or six elements, the students will not receive much ideas and opinions to discuss or talk about, eventually, they will run out of ideas and the discussion will stop at some point. The classroom should be composed of elaborated number of the students that should go along with the time allotted, to give a fair chance to all students to talk and express themselves, and to interact. This issue that should be resolved by the policy of the institution to develop the learner's proficiency.

1-3-5-Mother Tongue Interference

“You know Madame there are beautiful boys walk with ugly girls and the problem where! they married “This has been said by one of my former students at third year license at university of Biskra. It expresses the real damage that the mother tongue interference does to students. If a native speaker hears this expression, he may get nothing as he may get another meaning different of what the student intends to express.

In fact, the mother tongue interference can be categorized as important problem in speaking in class after anxiety and inhibition. This occurs in the learners’ production phase. After resolving these two last problems, inhibition and anxiety, it is the time to remediate this issue that can break all what the learner intended to say. He speaks only at the level of grammar and pronunciation, only linguistically correct, but when it comes to the meaning the interaction is lost.

When it comes to culture, if the class members are all from the same community, they might understand, but it remains wrong though. If the class contains different backgrounds there would be no Interaction because everyone will use his native language. There will be a beautiful diversity in culture, but unfortunately not in learning English.

As a resolution, the learners should learn to think first in English to think how the English-speaking natives do, so they can speak as natives do. This problem can be faced by learners as well as teachers. Unfortunately, I worked with teachers and I was taught by teachers who think in Arabic and speak in English. If this occurs with teachers, how can they know that this is a problem that should be fixed with learners. It is a vast and deep topic to be discussed further more in isolation. Our concern here is to point out this problem and classify it as a significant issue the teacher should pay attention to, to find a proper solution for it.

1-3-6- Lack of Vocabulary

Most of the sessions time, the teacher hears “How do we call this in English? Or, how to say this in English?” These questions are often asked in EFL classes because of the lack of vocabulary or the poor baggage that the learners have. Most of times the learner has enough information or ideas about the suggested topic only in his mother tongue. This obstacle can damage the interaction in class and reduce the learner’s self-confidence and he often hesitate to express himself.

1-3-7- Lack of Motivation

Motivation is generally related to the objectives of the learners themselves. When they have high motivation, they would be more interested to participate in speaking activities, however, when they have low motivation, they feel bored, uninspired and less engaged. This results from the topic suggested by the teacher that does not correspond with the learners’ interest in class. Moreover, the lack of materials and the inappropriate setting can reduce the learners’ as well as the teacher’s motivation. This problem can be solved by some strategies that will be tackled in the following sections.

1-3-8- Poor Listening Comprehension

Another problem that comes into the way of the EFL learners in speaking activities is the poor listening comprehension. That is, if the learner does not understand what is said to him, he cannot respond. In EFL classes as Rivers (1966) declared “Speaking does not of itself constitute communication unless what it said is comprehended by another person. Teaching the comprehension of the spoken speech is therefore, a primary importance of the communication aim is to be reached”. In order to train the learner how to speak, the teacher should first train the learner how to comprehend what was said in order to enhance the learner’s listening comprehension competence to come up with better results.

1-4-The Importance of Teaching Speaking in EFL Classes

Teaching speaking in EFL classes is regarded as the most important skill to be taught. This does not deny the other skills' importance but the language is an act of communication. Accordingly, spoken discourse should be well taught to develop the learners' comprehension of the conversation or the discussion (Qureichi,2007).

Speaking is needed in our real life in different domains; work, study, homes, personal life, it is the heart of communication. Teaching speaking has been a challenge for EFL teachers because it is the real production of what you teach. If the teacher can teach speaking professionally, the learner will be able to communicate professionally too. If the teacher fails in this task, the outcomes will be a total damage. Thus, the learner will speak sick English, not understood, not well structured and eventually broken communication is occurred.

However, writing is also a productive skill, but it remains dead and silent. It cannot express what the speaker wants to say. Speaking is a face-to-face activity fast, smooth, and direct way to communicate. It is the best way to express an opinion, a thought, a point of view, a reason or any kind of feeling as Robert Frost once said "I am a writer of Books in retrospect, I talk in order to understand, I teach in order to learn" The good speaker reflects the good thinking and healthy communication and can attract the attention of the audience and hold it till the completion of his message.

These advantages can be seen only if the teacher can manage to plan the appropriate activities, techniques, strategies and methods to teach speaking in a healthy environment.

In non-speaking English countries, teaching spoken English is an essential goal down in the curriculum objectives that is planned to be accomplished in a long-term, to enable the learner to go deep into the social and cultural features of the English spoken countries.

For instance, in UAE countries, at universities, they work in collaboration with native speakers' teachers, to provide the social cultural aspects in EFL classes to create the same atmosphere of English spoken countries to the learners, to make them feel as they are in the US or UK so they would be more motivated, engaged and eager to learn more. This enhances the learners to speak and imitate what they are seeing or listening and learning. They focus more on the speaking programs more than the writing one. They realized that the good English speaker is eventually a good English writer, of course this is done by develop policies and organizations in Dubai (Shalaby,2012).

In other dimension, teaching speaking is not only to communicate in class or among class members for academic goals, but also for understanding the society of English spoken communities. The first aim of teaching or learning English is to able to communicate correctly with natives not only foreign learners. It is to build a capacity of playing an active role in the real-world life.

1-5-Teacher's and Learners' Role

1-5-1-The Role of The Learner

The learner can promote his speaking fluency and follow some steps to solve his speaking problems to be more confident and effective in any communication.

According to BBC World Service the following steps can strongly enhance the EFL learners speaking skill

1-5-1-1- Becoming a Confident Speaker

To become a confident speaker is easy, but it needs a consistent work in order to reach that level of proficiency and high self-esteem and confidence while speaking.

a- Give Yourself Enough Time

During speaking, in case you cannot find the right word to say, repeat what you are saying. It does not matter if you make grammatical mistakes, as long as you stay tuned in the same idea and message you want to deliver.

b-Practice Often

You should look for English spoken entourage like creating group in social media or join an English native speaker for communication purposes sessions online, where you can chat and probably gaining beneficial conversation.

c-Relax and Think about The Message

When you participate in a communication or conversation, try as much as possible to not think about the grammar rules and committing mistakes. You should concentrate on expressing ideas in a relaxed mood and try to have fun while talking; because if you feel scared or nervous you will feel unable to express your ideas through the appropriate language.

d-Rehearse What You Want to Say

Rehearsing is an important activity the speaker should do to memorize the words or the expression. Try to repeat the task given to you at home or with friends in front of the mirror, or in the case of classroom activities try to rehearse with a classmate, and try to prepare your responses by knowing the listener and what would be his reaction.

1-5-1-2- Fluency or Accuracy

Fluency is the primary goal of all EFL learners, because being fluent means to able to speak and communicate without stopping many times and the ideas should flow smoothly. While accuracy is being able not to commit grammatical mistakes, but it depends on the learner and what is more important for him: fluency or accuracy. If you think that fluency is more important, that gives you the dare and more self-confidence especially if you have a lot to say.

Though if you make many grammatical mistakes, that may confuse the listener and he may understand you in the wrong way.

In the other hand, if you prefer accuracy, you focus more on grammar, because you feel shy of making mistakes and possibly you will not be fluent and there would not be correct structure or fluency. So, the learner has to be able to manage to elaborate both structure and fluency to achieve better speaking.

a-Identify the Learner's Style

The learner should identify what is his style and what kind of a learner he is. Try to remediate the situation where you speak English and analyze your speaking. Do you commit the grammatical mistakes and recognize them and then try to correct them immediately? Or in the next time? Or do you prefer to feel at ease committing those mistakes and focusing more on the fluency of ideas? Try to find out what is easy for you and what is more difficult, then focus on the easier side and work gradually on the difficult one.

b- Focus on One Area at a Time

You should filter your grammar mistakes, such as problems in the tenses or asking questions for instance. The next time you speak to a friend you focus only on correcting one kind of mistake, once with the tense, the next time with forming questions and so on. This can help to remain fluent without worrying too much about the grammatical mistakes. While you are speaking try to work on one kind of expression and gradually you work on both aspects.

c- Verify Your Practice

Try to vary the type of activities with larger groups to work on both accuracy and fluency because discussion in a group can help a lot in developing fluency as long as you do not correct grammatical mistake you make.

1-5-1-3- Finding the Right Words

It is known for English language learners that vocabulary is important to express oneself. It is one of the spread problems that EFL learners face while breaks their self-confidence and fluency. Thus, how can the learner be more confident even if he does not have a rich vocabulary? Sometimes, we cannot find the right words to express something or an idea but this should not make you less confident. We can find other ways to express the missing word or what we want to say exactly as we do when a similar situation happens when speaking in our mother language.

a- Explain What You Mean

When you do not find the right word to express yourself, try to explain it through definition, use examples, or use gestures and demonstrations. For example, if you do not know the word 'house' you can explain it by saying 'the place where people or family live'.

b-Start Your Sentence Again

When you need to use complex words, try to give yourself more time by restarting all over again. This gives you time to think about the missing word because if you suddenly stop talking, the listener will lose interest and attention in the conversation.

c- Ask for Help

To make a good connection with the listener, you can ask him for help when you cannot find a word. You can use the first technique of explaining and ask him to find the word for you. Likewise, you work equally on your speaking and listening skills.

1-5-1-4- Learning Language in Chunks

Other technique to become fluent in speaking English is to learn English chunk. Chunk means the chain of words that are linked together and used as one idea to express something. They are often used in the same situations. These chunks should not be explained separately word by word because the expression is understood as a whole. It is known academically as

collocation. It means putting certain words together and not any synonym can fit, only specified words. For instance, ‘fast food’; fast is a synonym of quick, but when we refer to the junk food we say ‘fast food’ not ‘quick food’ and other many expressions. Indeed, learning and using language chunks can help a lot to be a fluent English speaker, and it relieves from looking for words in particular use. In fact, this can help you also to be close to the native speakers’ socio-cultural expressions.

a- Listen Out for Fixed Phrases

You can work out this point by listening to your favorite shows on radio or tv programs in order to focus more on how they introduce the show, the guests and how they close those programs. Here you can use those chunks without being confused or worried about finding individual words in your sentence.

b-Record Collocation

Whenever you learn a new vocabulary put it in your notebook of goals and try to search for the collocation used with those words. For instance, if you learn the word “heavy” follow it by the collocation “heavy smoker”. You can also use nouns, verbs, adjectives, and in case of verbs you should be aware that they can be followed by a preposition. You can also employ a dictionary where you can find word definitions with collocation clarification.

1-5-1-5- Your Goals of Speaking

In order to keep the listener toned and focused along with you, you need to focus on what is important in your talk and dismiss the side ideas that do not serve the importance of the topic. This is called signposting. To signpost means to use certain preposition or phrases to make the listener aware of what is coming up in your speech. For instance, it is an important idea or contrasting thoughts, arguments or a criticism.

a- Listen Out for Signposting

Work on signposting by listening to the others doing it through watching your favorite tv shows, or radio programs, where the hosts present the show or introduce a guest. Focus on how they signpost and learn the expressions they use.

b-Plan What You Are Going to Say

To plan your talk, you should divide your talk into sections as the introduction of your topic using for example “as a start”, “let me tell you about...” then express your ideas and arguments by saying “first of all”, “in the hand” and so on. Finally, the last phase is the conclusion, where you can use “finally”, “to finish off” and so on.

c- Ask a Friend to Follow Your Plan

After the planning of your talk and spot your signposts, ask a friend or a member from the audience to observe your talk and give you notes about your signposts. Focus should be on the importance of your speech whether the audience grasp what you want to talk about.? It is a kind of feedback, that shows you how much your speech was effective, in addition, it helps you to work on your weak points.

1-5-1-6- Keeping the Listener Interested

It is simply the secret or the ‘special ingredient to make an interesting speaker of yourself when the listener is really interested in what you say. When we speak English, we often focus on accuracy and concentrate on not making grammatical mistakes. However, we should be aware of what the listener feels about our talk, because if he feels bored, he will lose interest.

a-Vary Your Vocabulary

To make the listener pay full attention to what you are saying, try to use different words to express the same thought. Avoid repeating the same words in order to maintain the listener's interest. Try to enrich your vocabulary and look for synonyms and opposites to be used in your talk.

b- Plan What You Want to Say

In every technique, you need to plan your talk. In this case, before your presentation or speech, work on your word and memorize them. It is like brainstorming your expressions before you begin. You can do this with a colleague or a member of your spoken English clubs.

1-5-1-7- Being a Supportive Listener

As we have discussed earlier, the listener can be a good partner in the conversation or the interactional process. He can be an active element in the conversation and encourage the speaker with positive energy to pursue his talk.

a- Compare What You Listen to Your Mother Language

First, you can be an affective listener in your mother language. You should make the interlocutor feel worthy to listen to and to pay attention through eye contact or body gestures

b- Show You are Interested

As we mentioned before, to be a fluent and confident speaker is to be interested in what you listen to. Thus, put yourself in the listener position this time and show the speaker that you are interested in the discussion like asking questions about the topic.

c- Ask for Clarification

When you feel lost in understanding what is exactly been said, you can ask for further clarification of ideas, expressions or even vague words. You may ask the question “I’m sorry, what do you mean exactly by saying this....”. Make sure that a successful conversation is performed through good connection and interaction between the speaker and the listener

1-5-1-8- Sound Natural

Many of EFL learners find a huge difficulty in English pronunciation, because most of them want to sound like native speakers. The EFL learner may have a rich vocabulary, strong grammar background, but when it comes to pronunciation, they use their mother language intonation and stress. This sometimes makes them not understood by the listener or feel disappointed to not sound as natives, consequently, this may lead to the loss of self-confidence or decreasing the listeners’ attention.

a- Notice the Stress

The stress in English language is very important. If you stress the wrong syllable, the listener may not understand or confuse words. In case you learn a new word, you should know the exact syllable where you should put the stress.

b-Get the Rhythm Right

Putting stress on syllables is as important as putting stress the words in a sentence. One may focus on some words and not on others in order to attract the listener to the parts of the sentence that he wants to highlight. You can do this by practicing through watching tv or listening in to the radio through a process of native imitation.

c- Speed and Fluency are not Similar

Most of EFL learners believe that being a fluent speaker is to speak very rapidly, and this is wrong. The listener may not understand you because he cannot cope with your speed of delivery. Therefore, instead of speaking quickly try to slow your rate of speaking and make sure the interlocutors recognize the stressed words and eventually, grasp the idea you want to express.

1-5-2- The Role of The Teacher

The teacher plays a crucial role in EFL classes so as to enhance the learners' speaking skill and to resolve their speaking difficulties. Richard and Lockhart, (1996) (cited in Chaib & Djarad,2018) stated "speaking activities are tasks used by the teacher to help learners perform or learn particular items or involve the use of a given model" (p.84).

The teacher is able to play different roles as it is mentioned in Harmer (p.275 cited in Chaib and Djerada,2018). These roles of the EFL teacher help students to face their difficulties of speaking. In addition, they improve their performance and communication competences.

1-5-2-1-Promote

The teacher can play the role of a promoter in EFL classes. He encourages his students to talk and get rid of their anxiety in class. If they cannot work correctly, he can help with some key words or ideas.

1-5-2-2-Participant

The teacher can be friendly when he is a participant. He can engage in the class activities in order to narrow the distance between him and the students. Therefore, they become more active and collaborative without feeling afraid or shy of the teacher.

1-5-2-3-Feedback Provider

It is known that teachers often adopt their feedback to their students, in a positive or negative way. It is better to work more on the positive feedback, to encourage students to speak more and avoid the negative impression, to not inhibit the students and kill the communication in class.

To conclude, the role of the teacher in EFL classes is significant to enhance students' speaking proficiency. It helps learners to face their problems and work to solve them. Furthermore, He can adopt strategies and activities to make the students more engaged and involved in speaking activities.

1-6-Classroom Speaking Activities

1-6-1- Problem solving

The teacher is asked to suggest a dilemma or an interesting topic and invite students to discuss it freely and give their opinions likewise they will learn how to share and accept each other's' points of views.

1-6-2-Information Gap Activities

This practice is realized by engaging pairs of students to do the activity, such as one student describes a view and the other student tries to draw it.

1-6-3-Discussion

Discussion is an important activity that the teacher can use in class to encourage learners to exchange each other's ideas and point of views. It is similar to the problem-solving technique but discussion teaches the student how to develop a critical thinking and use it in a debate.

1-6-4- Simulation

It is the realization of real events as close as the teacher can in class. Therefore, learners can practice better if they are put in simulated imaginary setting.

1-6-5- Role Play

It is one of the learners' favorite speaking activities. They use the target language and imitate it. In the other hand, they work on their creativity and develop their performance competences. (Sabri,2016).

1-6-6- ICT As a Tool

ICT is one of the latest techniques used in EFL classes in modern English teaching. They encourage students to learn English through ways they prefer the most because of their importance in the students' real live nowadays. Students are familiar with elements such as: YouTube videos, songs, tv shows, movies and documentaries.

Conclusion

In conclusion, we can say that speaking is regarded as the most important and challenging skill to the teacher and learner. It is a hard process to be established through the analysis of the learners' needs and backgrounds. What restrains the learner from speaking inside or outside the class, and how he can face these obstacles with the help of some special techniques.

In the other hand, the teacher's role is crucial because it is important to help learners to progress and solve their problems in speaking performances.

Chapter Two

Chapter Two: The Use of Movies in EFL Classes

Introduction

In the EFL teaching-learning domain, particularly in teaching field, technology recently has accessed to the educational system in different ways. Indeed, teacher has access to broader and diverted tools to teach English in a modern, easy and comprehensible way. The main concern of EFL teacher is to enhance his learners' competencies especially in speaking; that does not deny the fact that all other skills such as reading, writing and listening are crucial. However, for better production and performance in terms of communication level, speaking is regarded to be the most appreciated skill by learners as well as teachers, with the view to perform English in a fluent and correct way.

One of those tools and technology materials is the use of movies in EFL classes. This may ensure to the learners that they are exposed to genuine language that is used in real life context by native speakers. So, this tool may enhance the learner's motivation to learn English.

As an EFL teacher, I have noticed that the listening and speaking skills are the preferred subjects of learners. Because when they read, they can only see the perspective of the author in describing the characters; what they are and what they say. Reading does not involve vivid emotions, and it was most of times not interesting, boring and frustrated learners, especially when dealing with classical novels. In the other hand, using listening tools as computer, USB speaker is always preferred and more motivating to learners. Therefore, the use of movies encourages and interest learners and they are eager to know the events, the language and the register used in each movie. This method to be effective needs certain factors as planning to be used in the appropriate manner to obtain beneficial results and feedback and to find out how it affects the learners' speaking proficiency (Ismaili,2013).

2-1-Definition of a Movie

A movie is one of the visual aids used in EFL classes to make more fun and break the routine and atmosphere of written texts. According to Hornby (2006, p.950), a movie is a series of pictures or scenes recorded by cameras or special materials in real world to be shown and exposed in movies or cinema. It is considered as the best art recommended and preferred in the last century. This industry is produced by recording images and motions and also with the use of animations and special effects and techniques. It is performed to the audience as other versions of people's lives as fiction, comedy, romance, action, drama, political and historical topics which attract different categories of audience.

The movie is made according to and relying on different factors such as, the setting; where it was filmed and when, the location is important and plays an important role in the success or the failure of the movie. The mood which refers to the emotions used and focused on in the movie events as anger, love, tragedy, and others feelings. The last factor is the format which refers to the different techniques or instruments used in filming or recording a movie. All of the previous elements define the movie and that what attracts or repels the audience to watch the movie or not.(Chaib,2018).

Movies are used in EFL classes as a tool to change the old school routine with the written texts, it is one of the methods used by the teacher as a remedy to EFL learners' difficulties in learning English and perform it. In order to do so and make this tool effective, there should be certain criteria to take into consideration and steps followed to choose the appropriate movie to expose to learners. One should pay attention to the learner's culture, religion way of living and socio-cultural background and other factors so as not to face rejection or mis understanding between teacher and learners.

2-2-Using Movies in Teaching

During many decades the EFL teacher has taught English literature through written texts. This classical method was relatively successful at some point. However, in the last century television has invaded everyone's house and impacted adults, adolescents, teachers adopted a new strategy of language teaching, through the use of some means that may attract and motivate learners in class.

Movies, as a tool in EFL classes is integrated to keep up with the modern life of EFL learners. Tv show, movies, documentaries, series of all kinds were incorporated in EFL classes, because the teacher realized that many learners feel relaxed and motivated to use those tools in their ordinary life. Therefore, they were used in class in order to realize the same positive results. In fact, (NAE 2011) has clarified this as follows:

“Watching a movie together can provide an excellent starting point for conversation and reflection about important issues in life. It is often easy to use and understand human behavior and dilemma in the fiction film format. Documentary film can put together places and events in new perspectives. Films can bring the past of life, mirror the present-day and help us to identify with people in different countries, with different cultural backgrounds and living conditions. Experiencing a movie together provides a way to spark pupil curiosity and inspire continued knowledge seeking.” (NAE,2001, p.13, cited in Eva Fjallstro,2010)

It is obvious that watching scenes and real events can provide better teaching conditions for learner than those scripted texts. Movies can introduce reality aspects only through cinema as stated by theorist Kraucher (1973).

In addition, Lundahl, (2009) as cited in Fjallstrom, (2010) discussed the use of media in its different aspects and forms in EFL classes. The teacher has to take advantage of every single tool of media that can possibly offer a better teaching atmosphere for pupils who represent The new generation of social media, films addicted and tv favored pupils. The teacher can use the

internet to find base information, he can use it via e-mails to chat with native speakers from other countries, or even other EFL and ESL students. Furthermore, Lundahl emphasizes the possibility of using news, documentaries, films and music in classrooms. He also focused on the use of what is popular in the students' current live with a view to keep up with what is trending and make the learner learn at ease, motivated and pleased.

2-3-Selection of Movies

Selecting a movie or part of it to expose in class relies on some factors, that the teacher should take into consideration. The process consists of choosing an appropriate movie with specific theme and scenes. It also depends on the right setting, time devoted and selected materials; without neglecting the learners' needs and their socio-cultural background. In addition, the learning style is important to present a class that would be at least 60% successful. this is not an easy process the educator goes through; it constitutes first crucial steps to make in order to achieve the assigned objectives.

2-3-1-Time and setting

The choice of the right time to teach using movies depends on certain circumstances and some questions to be asked. The answers would represent the suitable procedure for working with movies. Some of these questions are as follows:

- When should we work with movies in class?
- How much time should be devoted for the movie showing in the lesson time?
- Should the teacher show the movie in the ordinary class sessions according the class planning or outside class?
- Would learners agree or be motivated to sacrifice their free time for the sake of leaning with movies in class after school?

- What should the teacher do to motivate learners to show themselves freely, if the presentation is after school time?
- If the presentation occurs on the ordinary class planning, does it match the program of learners and their syllable objectives or is it going to disordering the language elements and planning?
- How should the teacher allocate the time of the lecture into watching, discussing time and performing activities?

2-3-2-Topic and content

Another significant criterion the teacher should pay attention to while choosing an appropriate movie for EFL classrooms is the topic and the content. As it has been listed by Gritton, Jeavons & Hermat, (2016), some questions should be asked by the teacher before selecting a movie:

- Why this film? Are other films more appropriate?
- What is your main objective in using this film?
- How does the film illustrate course content?
- What contemporary issue does the film highlight?
- What abstract ideas or theory will the film illuminate?
- How will the film be used to foster critical thinking?
- How does the film encourage empathy or greater sensitivity?
- In what way(s) will the film stimulate senses or engage emotions?
- How will you deal with sensitive issues raised by the film?
- How will you use the film? *E.g.* in full, clips, trailer, on YouTube, pause and discuss?
- Will the film be incorporated in the curriculum or made extra-curricular?
- How will the film be advertised? What assumptions will the students make?

-Have you checked and addressed any copyright issues?

- Will the film help make learning fun? If so, how?

If the teacher can provide the appropriate answers to the previous questions, he may select a movie that can serve the curriculum objectives.

2-3-3- Student's Level, Interest, and Lesson Objectives

The learners' needs and interests are important factors to be considered when choosing a movie in the class, since learners are the main receivers. However, it is not an easy task for the teacher to balance the learners' interests and needs. He has to be careful about the wants, the time, needs and the learners' level in English. Hence, he cannot select a high-level movie with complicated events and language for medium or beginner learners.

2-3-4- Students Social and Cultural Background

Selecting a movie as a tool in EFL classes differs from one country to another in terms of social norms, cultural beliefs, moralities and religions.

In Arab and Islamic countries selecting an English movie is a challenging process for the EFL teacher. After going through the mentioned criteria, he also should pay attention to the moralities presented in the movie selected. Who we are and what we believe can strongly disagree with what is presented most of times. Because the movie selected is usually American, British and these two societies have different socio-cultural aspects compared to those that exist in our community.

The learners' age plays an important role in this case, it means teaching adult learners is not the same as teaching teenagers. To clarify more, teaching adults is easier since they are mature and cannot be easily convinced by the morality presented in the movie. Because they have enough cultural principles and they use movies only for educational purposes. However, when teaching teenagers, this can be a hard task because they have not yet acquired complete religious and social norms. Hence, watching an inappropriate movie would harm their beliefs

or divert their thinking into the wrong path. Thus, the teacher should pay attention to those elements in order to avoid any misunderstandings or harm.

2-4- Problems Faced While Watching Movies

As any kind of EFL teaching tools, the teacher as well as the learner face certain difficulties while using movies, whether at the level of students or the setting provided, or comprehending the content of this tool.

2-4-1-Teacher's Difficulties

2-4-1-1-Time consuming

The teacher needs to schedule the exact time for using any material in class. For the use of movies, some teachers believe that using movies in class is time consuming and takes too much time from other interesting activities (Champoux, p.240)

Therefore, planning time for showing the movie is a crucial factor the teacher must deal with, in order not to waste the learners' time or the curriculum plannings. He must divide the session into three phases: pre-watching, watching, and post-watching.

2-4-1-2-Choosing The Appropriate Movie

Another issue the teacher is obliged to manage is the selection of the appropriate movie. As it has been mentioned previously in this chapter, choosing a movie is a difficult process to achieve in order to reach the planned objectives.

As claimed by Champoux, (p.12) "The content of scenes might distract some students from the theories and concepts the scenes portray. Humor, drama, terror, and language can distract people." Therefore, the teacher should find a suitable movie that would not distract the learner's thinking out of the learning aims. (Chaib and Djrada,2018)

2-4-1-3-Setting and Material

The use of movies in developed countries in EFL or ESL classes does not face any kind of problems in terms of setting organization and material providing. They use the movie strategy with full organization without any obstacles.

However, in the case of Algeria, teachers face a major problem concerning the provision of materials and setting to show a movie in class. This obstacle demotivates the teacher and his willingness to introduce a pleasant tool to his students. They may not find data show, tv sets, computers, or even paper sheets for readymade activities. Most of these problems are faced in public schools whereas in the private ones, these issues are solved.

2-4-2- Learner's Difficulties

2-4-2-1-Fast Language

Movies generally present real-life events, thus the language use is neither academic nor slow by delivered. It is not intended for educational purposes but for entertainment. Thus, most of students complain about the fast talking as the first issue they face while watching a movie in class. This leads to the distraction of the students and loss of concentration as a consequence of not following the conversations. Eventually, they will feel frustrated and less motivated to carry on learning.

2-4-2-2-Difficult language

Some teachers are not well trained in the use of certain strategies or approaches in EFL teaching. In the case of using movies in class, the teacher may choose a difficult movie with complex language. The teacher should be aware that the selection of movies depends on the levels of learners. Hence, learners should focus on simple language and learn it gradually until they reach a high level of difficult language so that they will not feel lost or confused.

2-4-2-3-Lengthy movies

The time constraints of watching a movie in class should be well studied by the teacher. He cannot simply show a whole movie of 90 minutes or more in one session. Long time movies can make the learner feel bored, so, the teacher should select the essential parts of the movie or divide it into parts to be watched in more than one session. Thus, the learner will have the chance to practice more and discuss the content with the other classmates. In addition, the teacher will have the time to work on other activities that analyze the movie aspects and the language used or any other planned objectives.

2-4-2-4-Inappropriate Content

Using movies in EFL classes for English non-speaking countries may fall into the trap of the inappropriate content. As a muslim country, Algeria for instance, the teacher should carefully pay attention to the content of the movie. In terms of religious principles, outfits of the actresses and actors, the language register used and other factors, that may affect the learner in a negative way. The problem differs in the case of adult learners who can benefit from these movies and ignore any unnecessary content (Bouzenoun,2018)

2-5- Teacher's Role

The teacher plays always a crucial role in resolving the learners' problems while using movie in class. He can follow certain strategies to plan for a successful and effective session that can help learners enhance their skills. Some of these strategies are as follow:

2-5-1-Kusumarasyati's Strategy

According to Kusumarasyati, (2004. pp.5-8), there are three phases for using movies in the classroom, so as to prepare students for later discussion. These phases are:

2-5-1-1-Pre-Viewing

This stage includes the introduction of the movie. The teacher plans some simple warming up activities as fill in the blanks to check the learners' knowledge about the movie. Otherwise, he presents the movie type, topic, main characters and the register used to give the learners a general overview.

2-5-1-2-During-Viewing

It is the exposition phase where learners watch the movie. At this point, the teacher repeats the scenes frequently or stops them. Then, he asks the students some questions to check if they have not understood anything or if they need any scene to be repeated one more time.

2-5-1-3-Post-Viewing

In this stage, the teacher starts the discussion of the movie like discussing the characters, the main theme of the movie and at the same time encouraging the students to use the language learned after watching the movie.

2-5-2- King's Strategy

As it has been suggested by King (p.5), four methods are used by the teacher to present the movie. He should take into consideration the learning aims as well as the learners' characteristics such as interests, needs and the language proficiency. These methods are:

2-5-2-1-Sequential

The teacher while using this method can use only one part or scene of the movie and repeat it all the session time provided. The choice depends on the segment that contains the lesson's objectives.

2-5-2-2-Single-Scene

The teacher chooses one single scene from the movie and neglects the other scenes. This scene should serve the planned language instruction.

2-5-2-3-Selective

The teacher exposes some selected scenes, not the whole movie, to watch in the session. As long as these selected scenes deliver the lesson's goals.

2-5-2-4-The whole Film

This method emphasizes the use of the whole movie to watch in classroom. This may take a long time i.e. more than one session, but it is proved that it is an effective method to use in EFL classes. It helps them to focus on the target language vocabulary and learn more expressions (Chaib & Djrada,2018).

2-5-3-Champoux Strategy

The use of movies in class has been adopted by teachers as a tool to emphasize and clarify the theoretical concepts, which have been taught earlier in the session. The Champoux Strategy is another method to teach through movies to discuss the learners' attitudes before and after the repetition method (Champoux,1999, pp.9-11).

2-5-3-1-Before

The teacher in this method can show clips of a movie before the discussion, to give the learners a general view about what they will discuss later.

2-5-3-2-After

Concerning this approach, the teacher shows the movie after discussing the aimed concepts and theories. Then, he encourages and helps learners to develop their analytical skills through the discussion of what they have learned before, with the use of authentic material.

2-5-3-3-Repeat

The repeating technique is seen as a successful one to apply in most strategies, because it allows the learners to have more opportunities to understand the complex and difficult topics or scenes. In addition, it allows them to better analyze what they have discussed before in the session.

2-5-3-4-Comparison

This is a different approach used by the EFL teacher which relies on choosing different scenes from the same film. Therefore, learners compare those different scenes, and it helps learners to develop contrastive skills through careful observation.

As a conclusion, the teacher is largely the responsible of the success or the failure of using movie as a tool to enhance the learners' competencies, of course without forgetting the role of the learner and other factors. Hence, he is advised to choose carefully the most appropriate strategy that match his students' level, interests and needs for better achievements and understanding. (Chaib & Djrada,2018).

2-6- Movies Watching Activities

Watching movies in EFL classes is a procedure used by the EFL teacher to enhance the students' level in many aspects. To accomplish this, the teacher must plan some activities to check the feedback of his learners. These activities are planned according to the students' age, needs and also the length and type of the movie.

2-6-1- Stoller's activities

According to Stoller (pp.7-16) three important activities are planned by the teacher of EFL class, while using movies as a teaching tool.

2-6-1-1-Previewing Activities

These are the kind of activities that warm up and prepare the students for watching the movie and comprehend it. For instance, students' interview, problem solving, discussion activities and dictionary /vocabulary work.

2-6-1-2-Viewing activities

These types of activities are planned to simplify the viewing of the movie. Thus, they allow the students to concentrate on particular issues like discussing the characters and the movie

plot. For example, direct listening; where they are asked to listen to some details in the plot, then the teacher asks them about those details.

2-6-1-3-Post-Viewing Activities

These activities are regarded as the productive phase, where the learners are asked to perform what they have learned from watching the movie. They encourage the learner to reperform what he has learned as information or language skills. Some of these activities are: film summary, where the learners work individually or in a group to point out the main events in the movie. As a result, they discuss the movie insights whether in written or spoken activities.

2-6-2- Yalcin's Activities

For Yalcin (p.267) the teacher should watch the movie along with his students, scene by scene, and then he checks the students' understanding. At this point, he can read just some activities to make the learners understand the movie, therefore, achieve the desired objectives behind this tool. These activities are:

2-6-2-1-Before Viewing

- Searching for background information about the aimed subjects and topics.
- Get the learners to be familiar with the related vocabulary with the topic chosen.
- Preparing a previous discussion about the significant element that will be shown throughout the movie.
- Making some worksheets about what was discussed in class.

2-6-2-2-After Viewing

- Asking learners for home works on the learned cultural subjects.
- Analyzing the characters through their habits, behavior and even customs.
- Motivate the learners to talk and discuss the cultural events.

- Letting students discuss about the way the theme is dealt with in the movie.
- Making the language characteristics clear enough for the learners, discuss why certain registers used in certain situations.
- Encourage the learners to act on the role some of their favorite scenes of the movie in class.
- Explore the beliefs and tradition of native speakers.
- Giving the overall feedback of what was learned; culturally, linguistically, and the strategies used in class to build a healthy learning-teaching atmosphere through the use of movies. (Chaib & Djerada,2018)

2-7- Movies' Benefits

According to Abdeljalil (2018), the positive effects of using movies as an authentic material in EFL classes to enhance the learners' competencies. Learners do not have the chance to use the realistic interaction (Seferoghe,2008). Learners through the use of movies could perform English tasks without being afraid of committing mistakes. Thus, they learn from each other without fear (Stempleski & Tomalin,1990, Hill,1991). In addition, the EFL learners would learn how to use English in their daily life as the natives do in different contexts. In other words, movies bring the outside world into the classroom (Tomalin,1989, p.11).” present realistic slices of life” (Allan,1985, p.48).

In other view, (Rivas,1994, p.11) he claims that using movies in class can present to the learners the non-verbal communication unlike the written material. The learners learn how to initiate, sustain and end a conversation. How to negotiate and how to deliver meaning. By using movies, students can ameliorate their English language in terms of speaking and listening skills. Build a very rich vocabulary baggage, and differentiate between different pronunciation

and idiomatic expressions. Moreover, some researchers stated the movies benefits and their efficiency in EFL classrooms through critical points such as:

2-7-1-Authenticity

As mentioned in Holden (2000, p.40) “Authentic video input, in addition to its usefulness is assisting learners to develop their listening skills, can also provide realistic and entraining linguistic and cultural input”. In other words, the EFL teacher can achieve better results through the presentation of English in different aspects and situations; culturally as well as linguistically. Authentic video and films can be a realistic tool to teach English through the use of movies with native speaker. Thus, the learners will develop their proficiencies in listening skill as well as speaking, and work to reduce their deficiencies.

2-7-2-Effective Instructional Tool

Using movies as an instructional tool in EFL classes is regarded as a beneficial pedagogical tool for both teachers and students. According to Ismaili (2013, p.121) who confirms that “Many scholars have revealed that movies used in EFL classrooms can become an important part of the curriculum “. Thus, there are many different good reasons which motivate the teacher to use movies in class as a teaching tool.

2-7-3-Motivational tool

Showing movies in classroom can bring real-life situations to class. This fact cannot be provided in the textbook. Oriented teaching besides as Tomalin (1986, p.9) stated that through films learners learn how individuals speak and react in various and different conversational setting. This tool provides learners with the necessary motivation to practice spoken English rather than using the endless English vocabulary and grammar activities. Therefore, this could

be a refreshing way to motivate EFL learners to imitate native speakers as they watch them in movies.

2-7-4-Flexibility, Reality and Variety

The EFL teacher is responsible for the flexibility of his input in his class. Therefore, he should suggest movies as an authentic tool to break the possible boredom of the class curriculum. This enriches the learning process and makes it more realistic as learners watch real-life situations performed in those movies. This allows the learners to enhance their communication abilities. As it was claimed by Stoller (p.1) “It has been studied that films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum”.

2-8- The Effect of Watching Movies on The Speaking Skill

The effect of watching movies on the EFL learners’ speaking skills particularly and on the other skills generally is believed to bear positive as well as negative aspects.

2-8-1-Positive Effect

Speaking skill is the most significant skill that EFL learners are eager to learn and master in order to be able to communicate professionally. Moreover, this skill cannot be better performed without the exposition of real-life situations. This last can be shown perfectly in movies, where learners develop their knowledge about stress, accent, intonation and do well in communicational conversations. As Shapiro (2006, p.95) claims “Movies experiences act like emotional memories for students’ developing attitudes and remain with them as reflective reference point while proceeding through their daily activities”. This means that using movies in class creates a memory stock within the learners’ attitude. Therefore, they act as they learned

from the plot, the different cultural expressions used in those movies. Eventually, they will be able to perform positively in real-life situations and real interactional conversation.

In fact, many researchers in the EFL teaching-learning field strongly suggest the use of movies in EFL classes to develop the learners' speaking skills as Thammineni, (2016) who believed that:

Hearing native speak will also help learners speaking skills, especially fluency.

We hear how to link words together and where to put intonation on certain words and sentences. Watching films with peer group and speak about them afterwards or the learners could even find movie script online and act out scenes with their friends in language classroom shall yield good results in giving the opportunity to develop speaking skills(p,36).

In other words, movies describe the real situations of native speakers acts of communication. Thus, the learners will imitate them by reacting to the watched scenes in class or try even to create their own situations and contexts they can act them out by using what they have learned from watching those movies. Gradually and with more practice, this will bring satisfactory results concerning the development of the speaking skill (Chaib & Djerada, 2018)

2-8-2- Negative Effect

Despite the positive aspects of using movies in EFL classes, the negative effects do exist and they should be taken into account. Indeed, Gunter and McAleer, (1997) found that using movies especially with adolescents can generate violence and cruelty among this category of learners. These teenagers can use bad slung used in those movies, start doing adults activities like drinking or even taking drugs and other unethical deeds. They conclude that:

Television has been accused of encouraging children and teenagers to become more aggressive. To begin drinking under age, to use bad language and to adopt sexist and racist point of view. Television is also seen as undermining the educational development of young people through cultivating mental passivity and laziness and by keeping children up too late. While it may be true that the overindulgence with television, as with most other things, can bring problems. It is equally true that when it is used properly and constructively, television can have many positive influences on young viewers. (Gunter & McAleer,1997,217)

It should be noted that adolescent learners are strongly attracted to TV, therefore, using movies in class inappropriately may even create more problems. It may keep them away from using books or other resources. In addition, it incites the students to be passive and reduces active feedback. This is why we have insisted earlier in this chapter that choosing the appropriate movies is the most significant step in the process. The teacher should pay attention to the time and manner of using this tool in EFL classes, because it can result with positive as well as negative outcomes (Fjallstrom,2010).

Conclusion

In conclusion, movies represent a recent tool used in EFL classrooms to enhance the learners' speaking communication skills; especially speaking. Obviously, it should be done through a set of steps that the teacher should consider when using this technique. Starting with the careful selection of movies, paying attention to the learners' needs, the setting, and lastly the means provided by the institution. Some difficulties may face the learners while watching the movies in class, therefore, the teacher and learners should try to solve these difficulties by using some techniques and activities to facilitate the learning process. Finally, this chapter dealt with the benefits and drawbacks of using movies in class. This technique cannot succeed

without the full collaboration of the teacher and the learner along with available educational materials.

Chapter Three

Chapter Three: Field Work and Data Analysis

Introduction

As it has been discussed earlier in the previous two chapters, there was a highlighting on speaking skill in chapter one. Starting with the definition of this skill and exploring all kinds of factors that relate to this skill in the EFL classrooms. Its relations with other skills and the role of the teacher to enhance the learners' proficiencies when performing in class. Whereas in chapter two, there was an overlook on using movies in EFL classes as a tool to ameliorate the learners' speaking skill; starting with the selection and then the effect of this tool.

The present investigation analyses the EFL classes to check whether those theories work well in enhancing the learners' speaking skill or not, and whether they help them to face their difficulties in speaking. or not. We studied these issues through three tools which are: A questionnaire submitted to students. An interview addressed to EFL teachers and an experiment undertaken in class using movies in EFL classes. This chapter will deal with the analyses, the description and the discussion of the results that we have reached.

3-1-The Description of the Questionnaire

The aim of the questionnaire was to find out how students feel, think and react about the use of movies in EFL classrooms and what are the effects of this strategy on their speaking skill. The questionnaire has been addressed to the second-year secondary school scientific stream pupils at El Arbi Ben M'hidi secondary school at Biskra. For a population of 100 students, 19 students were selected as a sample. The questionnaire included 23 questions divided into three sections (see Appendix 1) as follows:

3-1-1-Section One: Background Information (Q1-Q3):

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

3-1-2-Section Two: Speaking Skill (Q4-Q14):

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

3-1-3-Section Three: Students Attitudes Towards Watching English Movies as a Tool to Enhance Their Speaking Skill (Q15-Q23):

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

3-2-Analysis of Students' Questionnaire

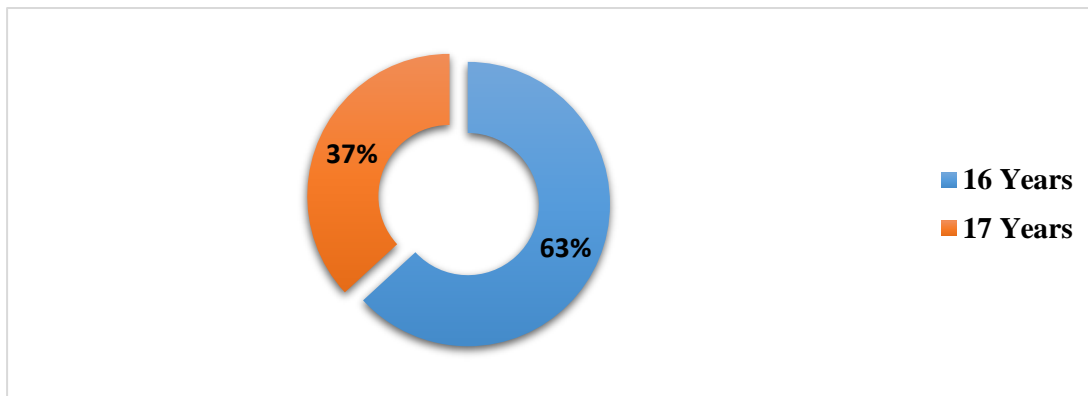
The analysis of the students' questionnaire is presented though tables and figures that have been obtained by the SPSS application (see Appendix 1).

3-2-1-Section One: Background Information

Q.1: Students' age

Age	16 years	17 years
Number	12	07
%	63.2%	36.8%

Table 1: Students' Age Percentages



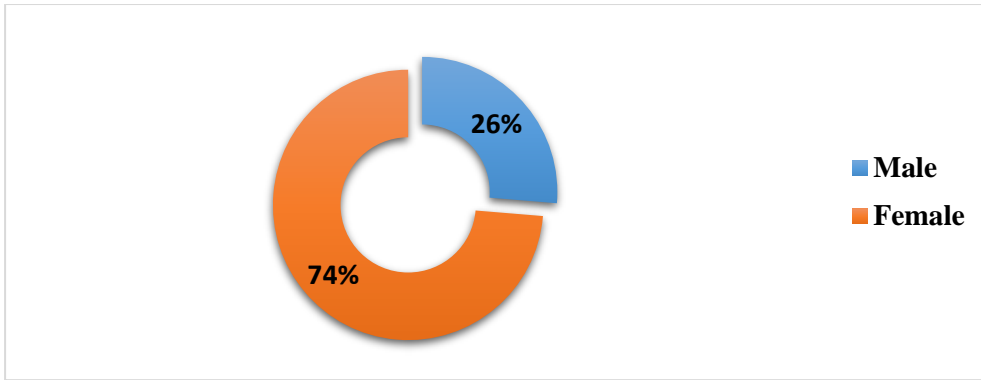
Graph 1: Students' Age

The results tabulated above demonstrate that the respondents of this question are of two different ages which are sixteen (16) and seventeen (17) years old. Most of them (63.2%) are sixteen (16) years old. Others (36.8%) are seventeen (17) years old.

Q.2: Students' gender

Gender	Male	Female
Number	05	14
%	63.2%	36.8%

Table 2: Students' Gender Percentages



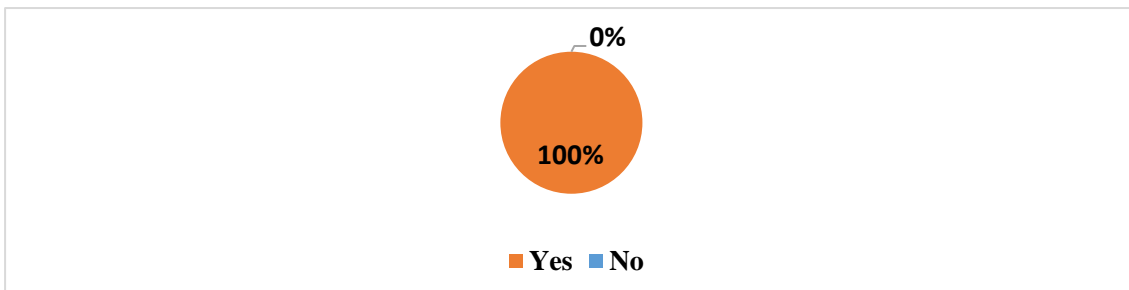
Graph 2: Student's Gender

The table above indicates that most students who participated in the study are females (73.7%) that means 14 females. About male gender it was (26.3%) that means 5 males. Thus, the study contained both genders to have the different effect of movies on their speaking skill according to their gender.

Q. 3: Do you like to learn English?

Option	Yes	No
Number	19	00
%	100%	00%

Table3: Students' Learning English Preferences



Graph 3: Students' Learning English Preferences

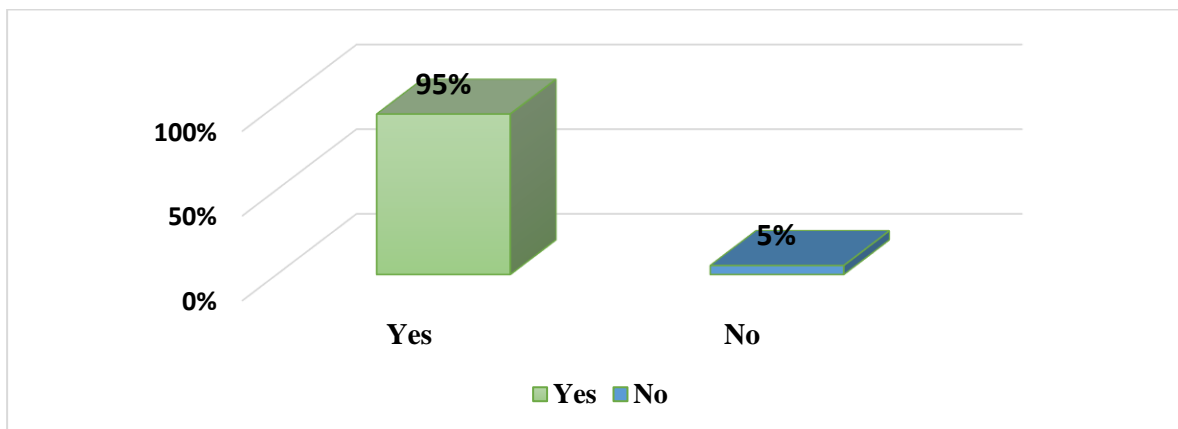
Table three shows that all of the students (100%) tend to like learning English language. In a sense, all students show their likeability in learning English. This implies that all of these learners are motivated to learn English.

3-2-2-Section Two: The Speaking Skill

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

Option	Yes	No
Number	18	01
%	94.7%	5.3%

Table 4: Chatting in English Percentages



Graph 4: Sstudents’ Llikeability of Chatting in English inside classroom

Graph four shows that a striking majority of the students’ (94.7%) like chatting in English with their classmates. However, (5.3%) it represents only one (1) student dislikes chatting in English. His dislike might be attributed to the fact that he does not like to use English or he has problems when he uses it in social media, or it might be a lack of self-confidence.

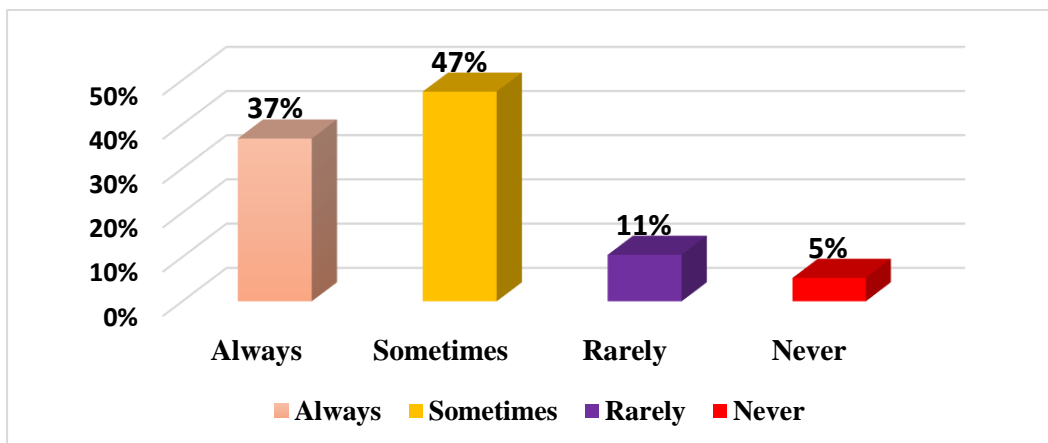
Q.5: Please, explain why?

The responses were different from one another. Every student has a different answer and explanation. Most of their answers regarded English as the first language in the world and it is the language of social media, the language of scientific research and innovations. Others learn English just because they love the beauty of the English language without a specific reason. The last small category is composed of two students indicated that they wanted to be as the others and not being ignorant.

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

Option	Always	Sometime	Rarely	Never
Number	07	09	02	01
%	36.8%	47.4%	10.5%	5.3%

Table 5: Speaking English Percentages



Graph 5: Speaking English in the Classroom

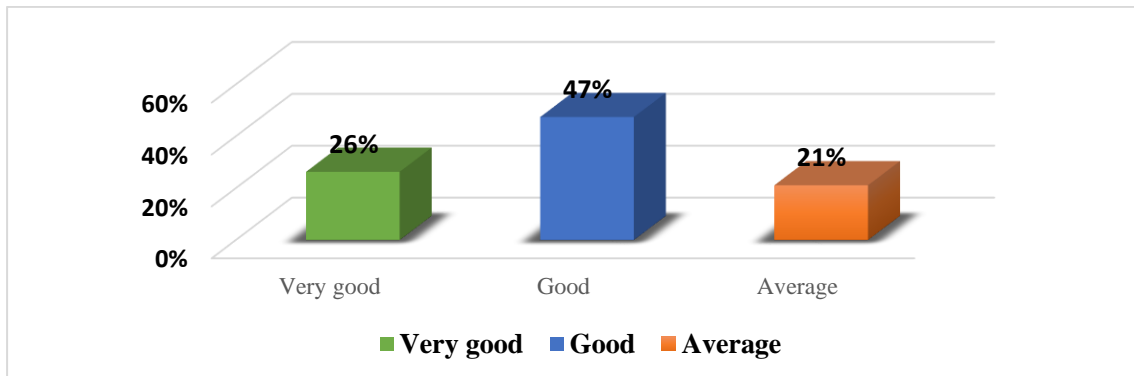
It is obvious from the table and the graph above that (36.8%) of the student's claimed that they are always given the opportunity to speak English, and (47.4%) of the students stated that

they are sometimes given the opportunity to speak. While (10.5%) rarely speak it. The rest (5.3%) never speak English in the classroom. These results imply that most students are aware of the importance of speaking English in class and they are courageous enough to express themselves and update their language background.

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

Option	Very good	Good	Average
Number	05	09	04
%	26.3%	47.4%	21.1%

Table 6: Oral English Level Percentages



Graph 6: Students' Level of Oral English Language

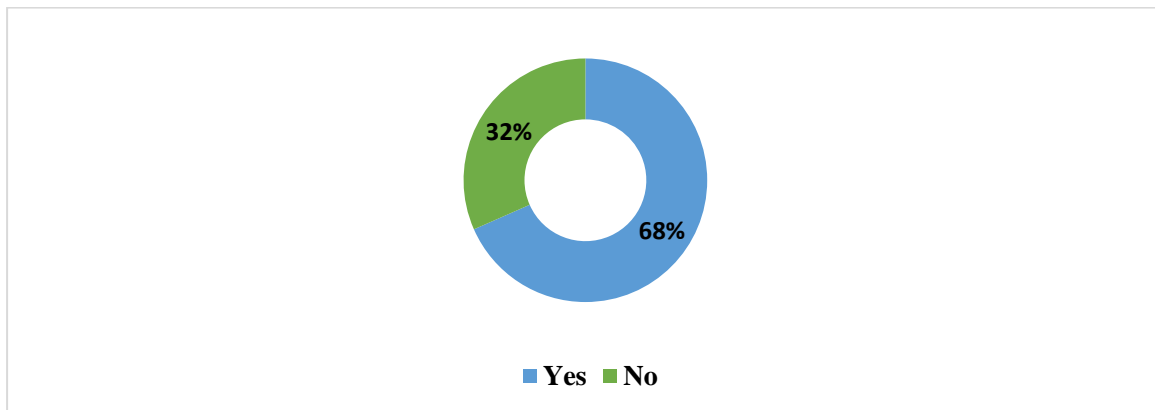
Looking at the percentages on table six, we can notice that (26.3%) of the students claimed that their speaking ability is very good. However, almost half of the sample (47.4%) said that their oral English language is good. While only (21.4%) of them said that they have an average level. Whereas no one claimed that their level is less than average, and no one claimed to have a low level. The results denote that the majority of students do believe in their abilities, and they can be considered as self-confident since they can describe their oral performance with adjectives like “good” and “very good”. These results, prove that these

students really care about their speaking proficiency, and they are interested in improving their oral production.

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

Option	Yes	No
Number	13	06
%	68.4%	31.6%

Table 7: Student’s Possibility of Facing Problems During Speaking



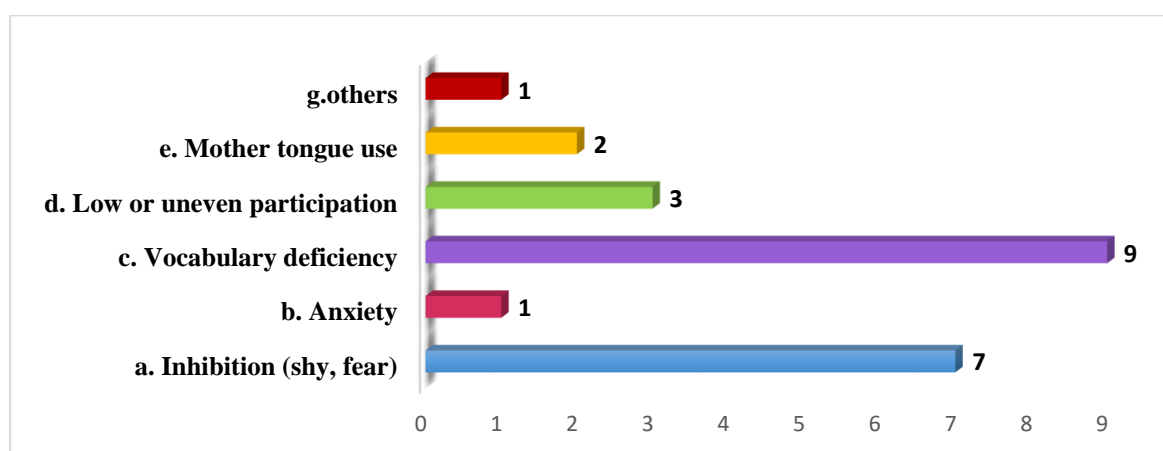
Graph 7: Students’ Problems in English Speaking

Graph seven shows that the majority of students (68.4%) faced problems in speaking. (31.6%) of them stated that they have not any problems during English speaking. These results assure that speaking is a challenging task. Not all students are able to express their thoughts, ideas, and feelings freely without facing some obstacles that hinder their oral performance. So, it is important for teachers to diagnose those problems and work harder to vary their teaching strategies in EFL classes to lessen as much as possible those problems and help their students overcome their difficulties.

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

Option	Number	%
a. Inhibition (shy, fear)	07	30.4%
b. Anxiety	01	4.3%
c. Vocabulary deficiency	09	39.1%
d. Low or uneven participation	03	13%
e. Mother tongue use	02	8.7%
g. Others	01	4.3%

Table 8: The Different Kinds of Problems During Speaking Skill



Graph 8: The Different Kinds of Problems During Speaking Skill

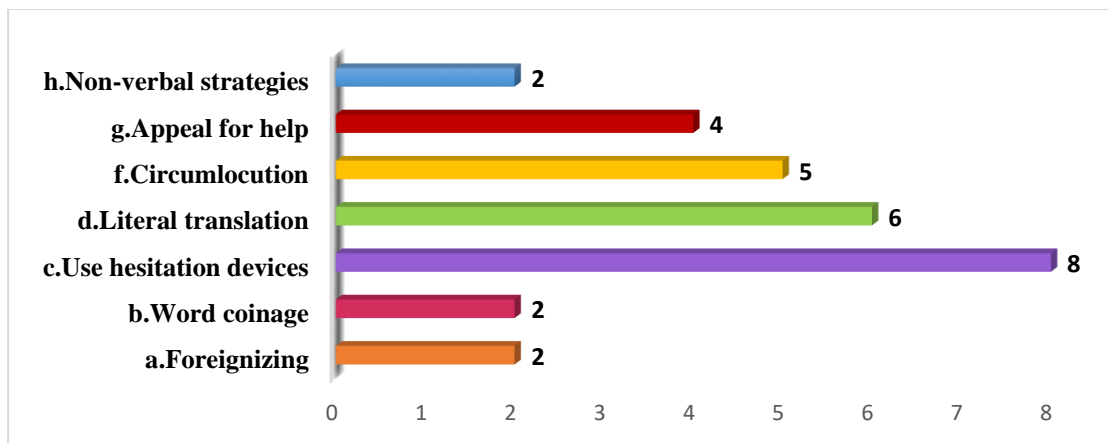
The above table and graph show that (30.4%) from our sample claimed that they suffer from prohibition problems. (4.3%) said that they have anxiety problems. While (39.1%) have vocabulary deficiency. Others (13%) said that they face problems in participation. The other percentage of the students (8.7%) claimed that they are obliged to use the mother tongue. In addition, none of them face lack of interest (00%). However, one student disclosed (4.3%)

other problems while pronouncing English. Teachers should solve students' speaking difficulties by using techniques and strategies. These responses prove that EFL students face a lot of problems that may affect the development of their speaking skill.

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

Option	Number	%
a. Foreignizing	02	6.9%
b. Word coinage	02	6.9%
c. Use hesitation devices	08	27.6%
d. Literal translation	06	20.7
f. Circumlocution	05	17.2%
g. Appeal for help	04	13.8%
h. Non-verbal strategies	02	6.9%

Table 9: Different Strategies to Surpass Speaking Difficulties



Graph 9: Different Strategies to Surpass Speaking Difficulties

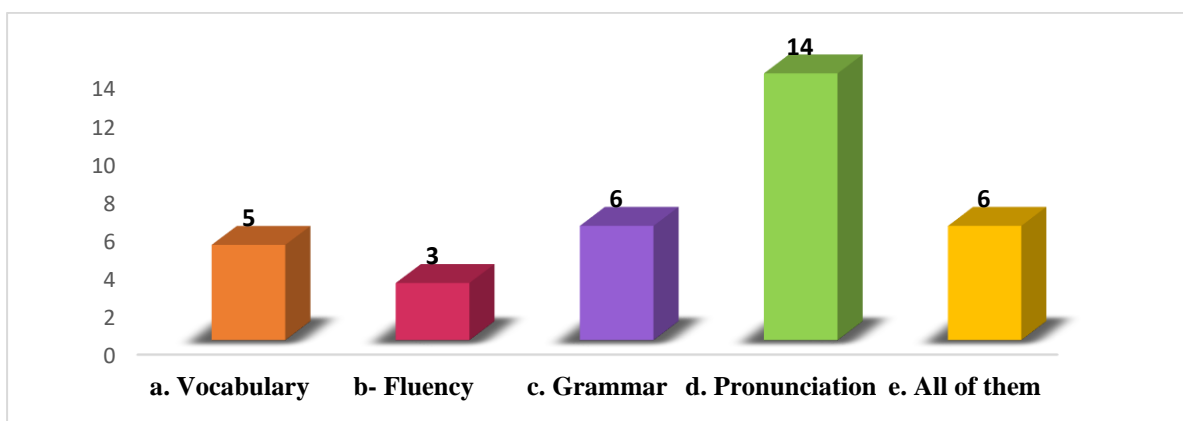
This question was answered through the choice of more than one strategy per student, so, (6.9%) of the sample chose the foreignizing strategy to overcome problems during speaking

skill. While (27.6%) said that the hesitation devices are the most appropriate strategy for them. Other (6.9%) chose to use the word coinage strategy. Whereas, (17.2%) used circumlocution. (20.7%) claimed that they preferred the literal translation. Moreover, only (6.9%) chose non-verbal strategies and (13.8%) requested help. This means that all students enhance their speaking skill by using different strategies in they attempt to overcome their problems by their own or by asking others to help them.

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

Option	Number	%
a. Vocabulary	05	14.7%
a. Fluency	03	8.8%
c. Grammar	06	17.6%
d. Pronunciation	14	41.2%
e. All of them	06	17.6%

Table 10: Aspects of Speaking Skill



Graph 10: Aspects of Speaking Skill

As it is shown in table and graph ten, (41.2%) as a majority of the participants clearing up that pronunciation is the most important aspect that they found very important in the speaking skill. On the other hand, (8.8%) of the sample declared that vocabulary is the most important aspect. The other (17.6%) said that grammar is the most useful one while (17.6%) indicated that all of the mentioned aspects are related importantly to the speaking skill. Further, (8.8%) focused on fluency aspect. The current results indicate that all students are aware of the importance of speaking skill aspects.

Q.12: Please, explain why?

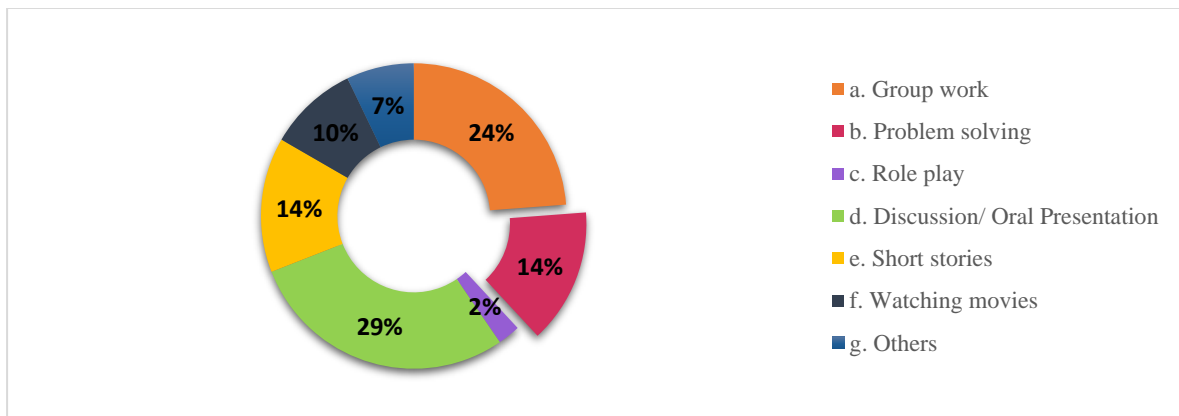
We have observed that six students have not mentioned any explanation. However, the rest of them raised some main points as an attempt to explain why they do consider some aspects of speaking more important than others, as follows:

- Six students gave a great importance to pronunciation as a way to communicate and not being misunderstood. In addition, they focused on listening to native speakers in order to be able to imitate their pronunciation and sound exactly like them.
- One student claimed that grammar is the most important one because it is essential in any language to achieve cohesion and can help link the words in a good structure.
- Five students said that it is important to give importance to all of the mentioned aspects, they explained that they complete each other because if one aspect is missing, there would be a defect in the communication. In addition, they mentioned that in order to be a good English speaker, one should master all of these aspects.
- One student mentioned a very good explanation, the EFL learner should learn and give importance to how to think in English rather than thinking in the mother language, and this will happen only if you watch the movies and series to learn more about their culture and traditions.

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

Option	Number	%
a. Group work	10	23.8%
b. Problem solving	06	14.3%
c. Role play	01	2.4%
d. Discussion/ Oral Presentation	12	28.6%
e. Short stories	06	14.3%
f. Watching movies	04	9.5%
g. Others	03	7.1%

Table 11: Different Activities Presented in the Class



Graph 11: Teachers' Activities to Motivate Students to speak

Table eleven reveals that the majority of students, more than (80 %) recognized the activities that the teachers give in their classes. This means that teachers are aware of students' needs and the importance of varying activities to enhance their abilities. To start with, (28.6%)

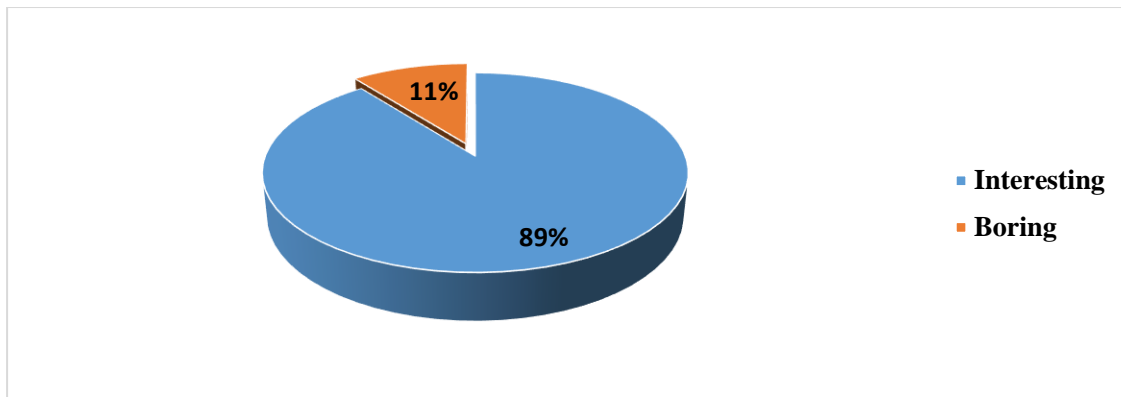
of the students mentioned that their teachers used discussion and oral activities to encourage them to speak. Moreover, (23.8%) of the students said that their teachers give them group work activities in order to speak the English language in class. Whereas, (14%) mentioned problem solving activities. Meanwhile, only (2.4%) of them mentioned the role play activities and (14.3%) opted for the short stories' technique. The other (9.5%) said that their teachers show some movie clips and the rest (7.1%) chose the other option without mentioning the exact activity.

This can be interpreted only by denoting that those teachers are extremely aware of the significant role of variety in the learning teaching process. Besides, teachers are nowadays more aware of the importance of interaction as one of the best ways to learn the target language. Indeed, these results are really motivating because if those strategies are effectively applied by all teachers, students will focus only on improving and building their speaking skill as their motivation is already secured.

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

Option	Interesting	Boring
Number	17	02
%	89.47%	10.53%

Table 12: The Psychological Nature of the Speaking Classroom Activities



Graph 12: The Psychological Nature of the Speaking Classroom Activities

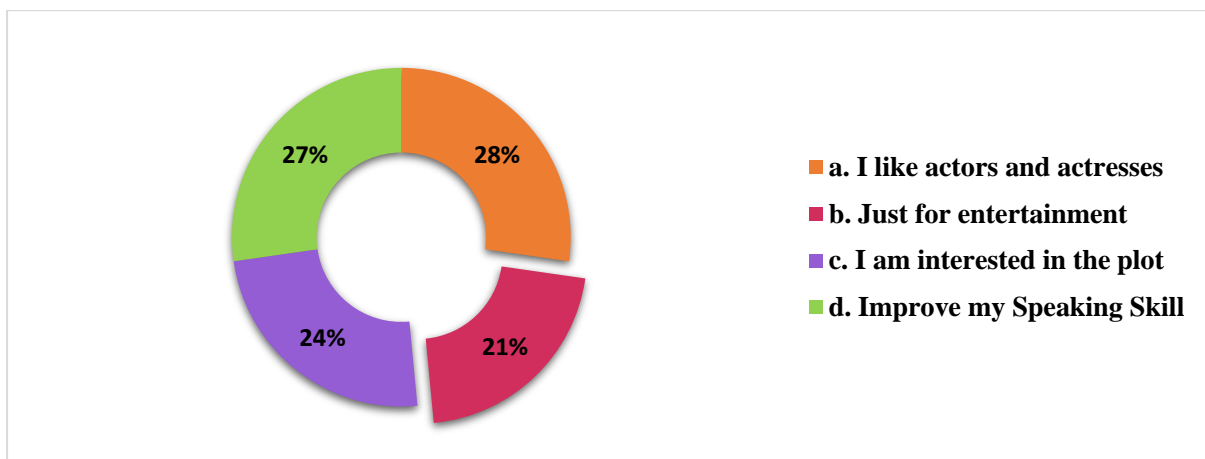
The table as well as the graph above show that more than (89 %) of the students are interested in the activities that the teacher proposes in the class. Only two students (11%) indicated that classroom activities are boring. This might mean that they face problems in learning the English language or they hate doing activities inside the classroom because of their personal problems or just as a reaction to teachers' way of presenting activities. Again, this confirms our previous assumption that the students' motivation is absolutely secured. Most students do believe that their teacher's tasks are motivating and interesting and that raise their interest in enhancing their speaking skill

3-2-3-Section Three: Students’ attitudes towards watching English movies as a tool to enhance their speaking skill

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

Option	Number	%
a. I like actors and actresses	09	27.2%
b. Just for entertainment	07	21.2%
c. I am interested in the plot	08	24.2%
d. Improve my Speaking Skill	09	27.3%

Table 13: Watching English Movies Students’ Motives



Graph 13: Watching English Movies Students’ Motives

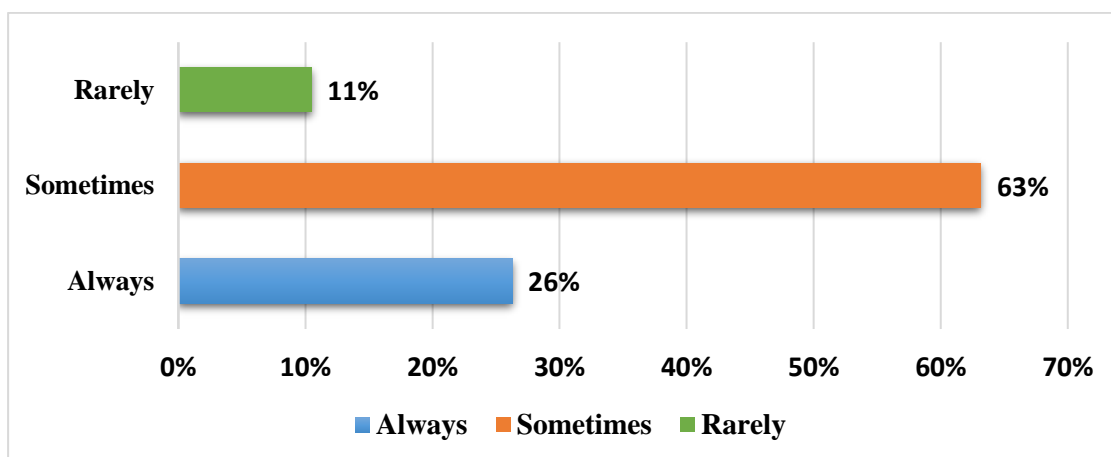
The results above revealed that (27.2%) of the informants watch English movies inside and outside the class because they liked actors and actresses. In addition, (27.3 %) of the students claimed that they watch movies to improve their speaking skill, (21.2%) name the reason of entertainment. The other learners watch movies because they are interested in the

plot (24.2%). The majority of the students watch movies for many reasons and what stimulates them to watch is more than one issue. This might explain the fact that students are motivated when they watch them.

Q.16: How often do you watch them?

Option	Always	Sometimes	Rarely
Number	05	12	02
%	26.3%	63.2%	10.5%

Table 14: Frequency of Watching English Movie



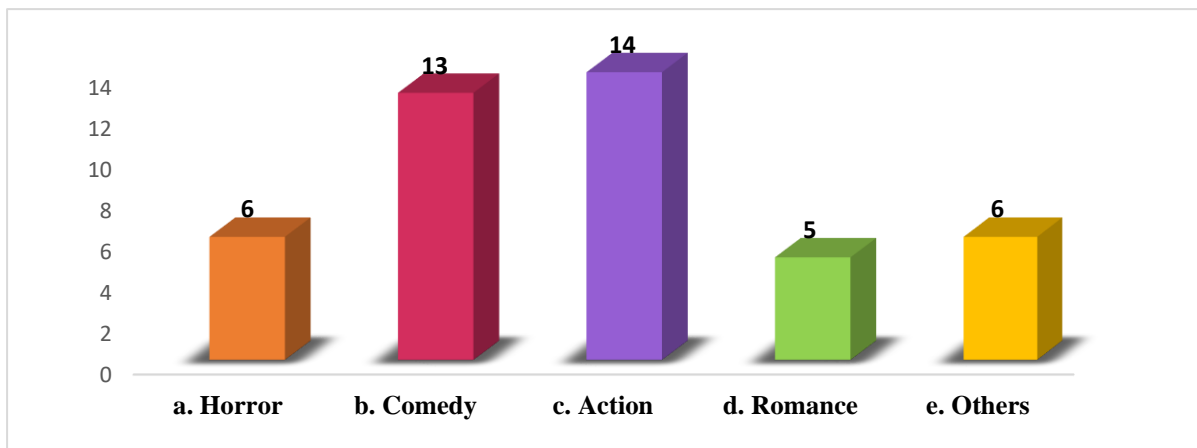
Graph 14: Frequency of Watching English Movies

The majority of the students (63.2%) claimed that they sometimes watch movies. (26.3%) of the participants opted for the first choice, that is they always watch movies. While, students who rarely watch movies are (10.5%). The answers show that more than half of the students watch movies sometimes. This means they are aware of movies' benefits to help them develop their abilities.

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

Option	Number	%
a. Horror	06	13.6
b. Comedy	13	29.5%
c. Action	14	31.8%
d. Romance	05	11.4%
e. Others	06	13.6%

Table 15: English Movies most Beneficial Genre



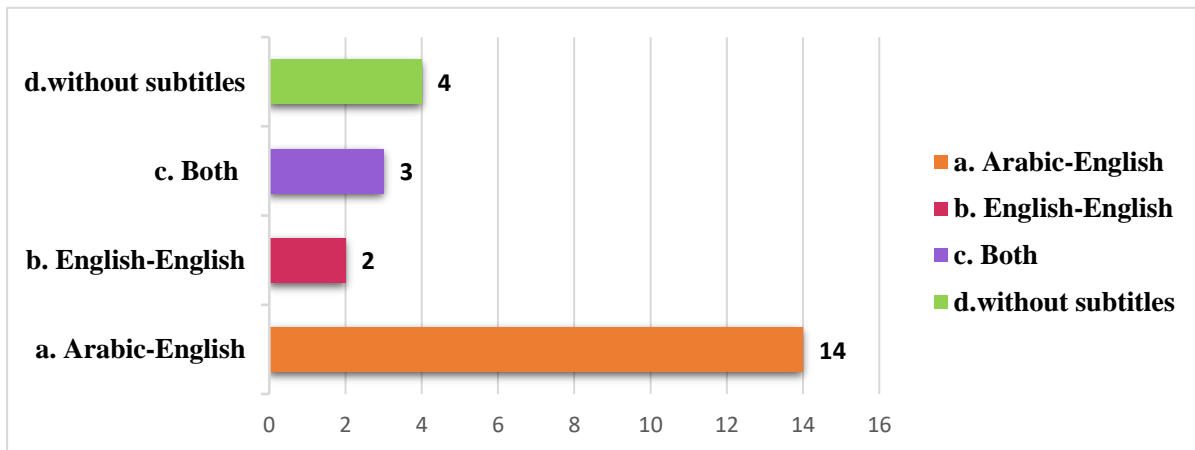
Graph 15: English Movies Most Beneficial Genre

The table above shows that fourteen students who represent (31.8%) considered action genre the most beneficial English movie to learn English. Thirteen students (29.5%) said that comedy genre is the most beneficial one. (13.6%) considered horror genre as the most beneficial one. Whereas (11.4%) said that romance genre is beneficial to learn English language. On the other hand, five students provided other genres like science fiction, adventure, history, and fantasy. These choices of movie genres may go back to the students' preferences.

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

Option	Number	%
a. Arabic-English	14	60.9%
b. English-English	02	8.7%
c. Both	03	13%
d. without subtitles	04	17.4%

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



Graph 16: Watching English Movies with Subtitles Preferences

The table shows that twenty-four students (60.9%) preferred to watch English Movies with Arabic- English subtitles. While (8.7%) considered that it is better to watch them with English – English subtitles. Three students who represent (13%) claimed that they watch them in both subtitles (English – Arabic and English – English). The other students’ which represent (17.4%) believed that it is better to watch them without subtitles. This entails that the majority of the students are aware of the importance of watching movies with subtitles to improve their comprehension and develop their speaking skill. However, we cannot ignore that few of

the students opted for watching moving without subtitles. In fact, this is related to their English proficiency and whether they are supposed to listen to the English language or not. Thus, they differentiate between the different speech sound easily without any help. In addition, one student added another option which is the English-French subtitles, she believed that it has a relation with the entourage she is living in, and his/her interest.

Q.19. Please, explain why ?

Six students have no explanation provided for their choice. However, the thirteen remaining students mentioned different reasons for their choices. Starting with students who preferred the Arabic-English subtitles, they said that they preferred this subtitle because they want to learn more words that translated in their mother language. Besides, they needed to learn how natives express certain ideas in English and how do Arabic subtitles express them in Arabic, so that they can use them later. Others claimed that the Arabic subtitles translate the exact meaning hidden in those scripts so they would not feel confused if they check them word by word because while translating, expressions are translated as a whole not word by word.

Concerning the student who chose the English-English subtitles, he justified his choice by saying that this way he can read the words that are not well heard or understood, because English speakers pronounce some words fast. In addition, they do believe that in this way they learn English better and faster than any other subtitles.

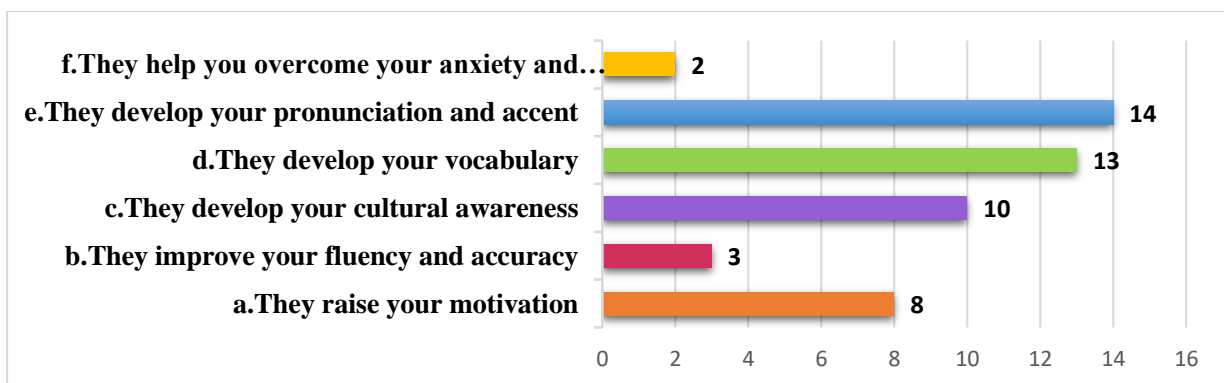
About the three students who chose the non-subtitles, they actually gave a very interesting explanation. That is, when they used to watch movies with Arabic subtitles, they focused more on reading the subtitles and neglected the English pronunciation and cultural expression. They only focused on the events and the story translation, but when they started watching movies without subtitles, they felt that they learned more and better. Lastly, they realized that they focused on learning the English language and how it is used in different situations, rather than

the events of the movie in particular.

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

Option	Number	%
a. They raise your motivation	08	16%
b. They improve your fluency and accuracy	03	06%
c. They develop your cultural awareness	10	20%
d. They develop your vocabulary	13	26%
e. They develop your pronunciation and accent	14	28%
f. They help you overcome your anxiety and inhibition	02	04%

Table 17: Usefulness of Movie



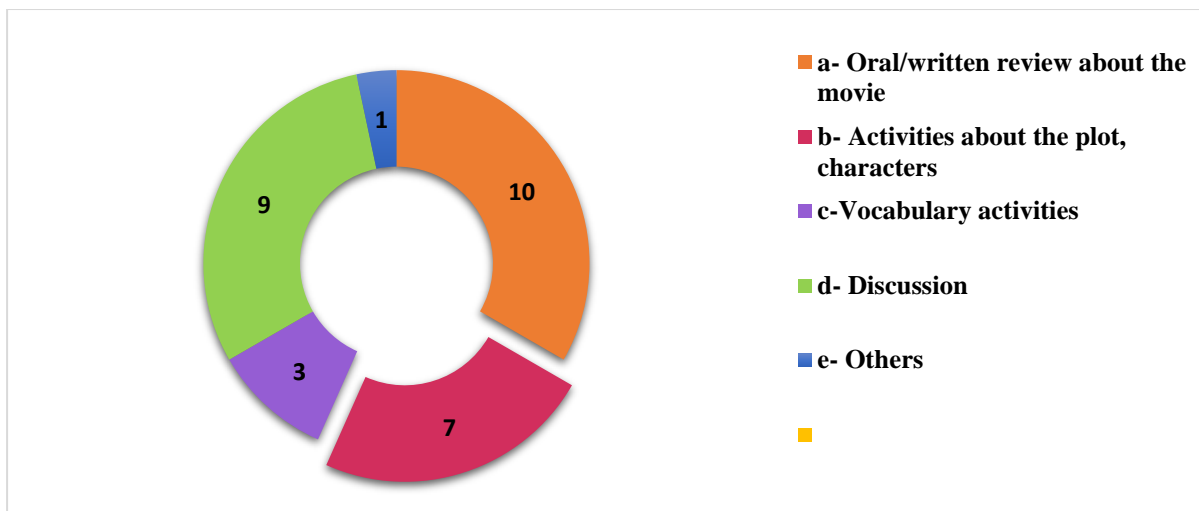
Graph 17: Students' Improvement of Speaking Skill by Watching Movies

It is noticeable that in table and graph seventeen, (16%) of students claimed that watching English movies help them raise their motivation. Three students who represent (6%) believed that English movies improve their fluency and accuracy. Ten students (20%) said that they developed their cultural awareness by watching English movies. While (26%) develop their vocabulary by watching them. Besides, (28%) improve their pronunciation and accent. The other learners who represent (4%) said that watching English movies help them overcome anxiety and inhibition. It means that the participants of this study are familiar with watching movies and they consider them as a useful teaching material to enhance their speaking skill. Thus, it contributes to raise their motivation, improve fluency and accuracy, develop their cultural awareness, and enrich their vocabulary.

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

Option	Number	%
a.Oral/ written review about the movie	10	33.3%
b.Activities about the plot, characters	07	23.3%
c.Vocabulary activities	03	10%
d.Discussion	09	30%
e.Others	01	3.3%

Table 18: Teacher Activities while Presenting Movies in the Class



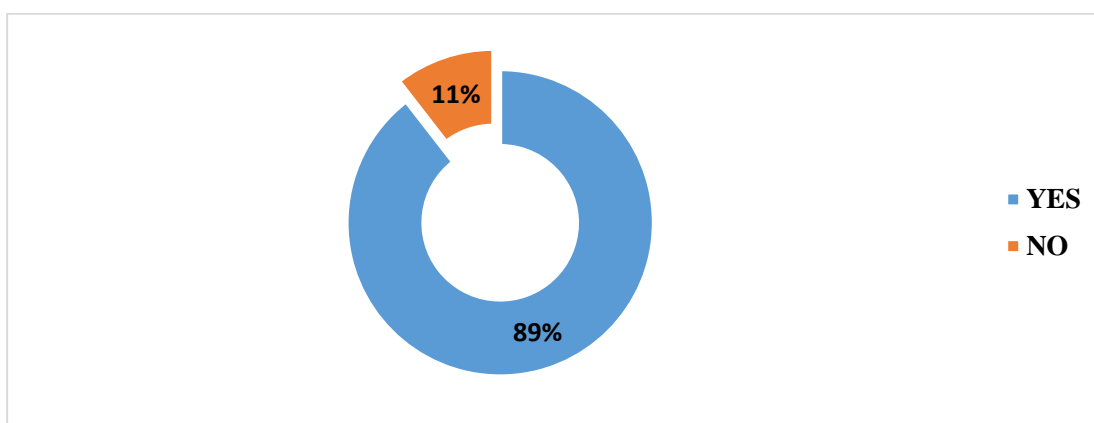
Graph 18: Movie’s Types of Activities

This question is designed to generate information about the types of activities teachers present while using a movie in class. The informants’ answers were varied and at the same time almost all students chose at least two activities. The classification we obtain from the table above shows that (30%) of the respondents selected discussion. (33.3%) of the students opted for two activities which are oral/written review about the movie and role play. Furthermore, (23.3%) claimed that activities about the plot and characters are presented when showing a movie in classroom. Then, we notice that about (10%) of our respondents selected the vocabulary activities. Besides, (3.3%) picked up others. This shows that teachers vary their activities while using movies in class, and that gives the opportunity to all students to be part of this strategy and take more advantage of it as much as possible. This means students are interested in watching movies to enhance the speaking skill and are able to practice the presented activities.

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

Option	Yes	No
Number	17	02
%	89.5%	10.5%

Table 19: Students' Movies Quotations



Graph 19: Students' Movies Quotations

As the table nineteen shows, the large part of the participants (89.5%) denoted that they quote from the movies they watch. While only (10.5%) from the sample do not usually quote. It means the majority of the students do heavily rely on the natives' speeches to enhance their English level; they use the natives' words and expressions in order to interact and communicate effectively. Indeed, those students do learn better through imitation of the speaker of the target language.

Q.23: Further suggestions

This question received only one answer. A student wished that his/her teachers in the future would use more movies not just in one unit during the whole year. She/he also hoped that the school administration would provide more materials to use these new tools and other modern techniques.

3-3-Findings and Discussion

As stated earlier, the analysis of students' questionnaire reveals many facts about their attitudes towards watching movies in order to enhance the speaking skill inside and outside EFL classroom. After the analysis of the respondents' answers, we became more aware of their attitudes and needs toward this tool. In brief, the chosen sample from second year scientific stream-secondary school- students at El Arbi Ben M'hidi high shows clearly the students' interest in the use of movies in EFL classroom inside or outside the class.

Their answers denote that watching movies has various benefits in developing the language skills and the speaking skill in particular. Hence, students learn and interact in an enjoyable way through their involvement in different communicative tasks suggested by their teachers. Indeed, they try to do their best, despite of all the obstacles they face to improve their learners' competencies and make the use of movies in classroom amusing and beneficial at the same time.

3-4-Description of Teachers' Interview

For the sake of investigating the perceptions of EFL teachers of listening/speaking at El Arbi Ben Mhidi secondary school in Biskra, in relation to the use of movies as a teaching tool to enhance students' speaking skill, we carried out a semi-structured interview with seven teachers of English.

The teachers' interview was the second research tool we used in this study. It consists of twenty-two (22) questions and the teachers were requested to provide recorded explanations and clarification, each one lasted for 10to 15 minutes. Our interviewees were asked at the beginning about their experience in teaching listening/speaking and their roles inside EFL classes during listening/speaking activities. In addition, we required them to provide a brief description of the materials and how they are used.

Moreover, the interviewees were questioned about which criterion/criteria they choose

for English movies during listening/speaking lessons. Also, the teachers were asked about movies' genre they usually use and whether they do it with subtitles or not. Teachers were asked about the time they allocate for movies to be watched inside EFL classes and whether students show any interests in this kind of teaching tool.

Besides, the participants were asked if their students practice the speaking skill during a listening activity; and whether they motivate students to watch movies outside the academic settings to improve their listening/speaking skill. Also, our interviewees were requested to mention the aspects of the listening/speaking they focus on while teaching using movies, and provide us with some types of activities devoted for this purpose. Finally, we inquired about their attitudes in using movies in EFL classes and whether it is effective or not.

3-5-Analysis of Teachers' Interview

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

As it is shown in the first question, most teachers have experienced teaching English for a long time, from four (4) to twenty-five (25) years. This indicates they know how to deal with students and rely on different techniques, approaches and strategies in the classrooms.

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

- a. Speaking b. Listening c. Both

According to the teachers' responses, we deduce that all of them have been teaching both speaking and listening. This indicates they use audiovisual materials and authentic tools in their classes in order to develop students' abilities, particularly the speaking skill.

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

Our interviewees taught the speaking/listening skills during all their career regarding

that they are secondary school teachers and thus, they have taught the same skills since the beginning of their career. However, the teachers who taught the past four (4) to ten (10) years were more experienced in using audio-visual materials while teaching speaking. As a result, they were able to provide us with a clear picture of the materials and the strategies they used in EFL classes during the speaking/ listening lessons.

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

- a. Promoter b. Participant c. Feedback provider

This question was answered differently. One of the teachers said that she plays the role of a participant. Two teachers claimed that they play the role of both promoter and participant. Three other teachers stated that they play the role of both promoter and feedback provider, whereas one teacher has not answered the question. This indicates that teachers who play two different roles in listening/speaking lessons and activities are aware of students' needs since they differentiate their roles inside the classroom from time to time.

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

Almost all teachers confirmed that they use computers, tapes, data show and the text book script. For the one who has taught for twenty-five years she used the classical materials which are the white board and the text book scripts only. This indicates that most of the teachers are aware of the necessity of using modern materials for students to develop their abilities. Thus, computers and authentic materials can enhance students' speaking abilities.

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

The interviewees have different answers about how they use the different materials to teach listening/speaking skill. Some stated that they play the tape or the video after giving a brief introduction about the topic or without introduction. Then, they suggest different

activities while and after the listening phase to check their understanding and finally ask them to summarize or replay what was shown. While others just maintain the classical way, where they let the student listen, then give them written activities to perform. This fact indicates that the majority of teachers have different ways of using audio-visual materials to teach the English language and to enhance students' skills.

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

As it is shown in the answers of the seventh question, four of the teachers said that they do not use movies in their classes. Whereas three teachers mentioned that they use movies as a teaching tool in listening and/or speaking activities.

Question eight: why?

Most teachers who said they do not use movies in classrooms have stated the same reasons which are as follows:

- Lack of materials.
- No relevance between the syllabus topics and the rare educational movies.
- The religious and traditions background of learners does not match the movie content. Thus, it may lead to misunderstanding or reacting negatively.
- The selection of the movie to be shown in class takes a long time.
- Most inspectors oblige teacher to use these ICT materials for no more than 10 minutes and that is not enough for showing movie clips. Because it is all about the plot and language used and that would not be achieved in ten minutes.
- The language used in movies is not academic most of times, that can confuse learners regarding the language used by the teacher.

- The register used in movies is most of times not appropriate for classroom situation.

On the other hand, teachers who use movies in class justified their answer by saying that movies introduce new aspects of the English language. In addition, they believe that movies or movie clips can attract the learners' attention especially when the topic is really interesting.

Moreover, they claimed that using movies in class can bring joy, entertainment, ice breaker and make the session more beneficial. This happens by bringing to the EFL class the spirit of English language communities. However, they insisted on the importance of the careful selection of movies in view of learners' needs, the religious and cultural consideration.

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

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

One teacher chose not to answer this question. About the six remaining teachers responded that they choose the English movies taking into consideration the students' level of proficiency along with other criterion such as shortness, interest, and simplicity. This suggests that most of the teachers who responded to our question are aware of students' appropriate needs. Those who specified other criteria are four teachers; they said that it is appropriate to take into consideration the type and language of the movie and its cultural effect on learners. Furthermore, they insisted on the connection between the theme of the movie and the curriculum/ the syllabus.

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

On the whole, three teachers claimed that it is better to provide students with science fiction and historical movies to watch in EFL classes. Besides, one teacher preferred comic and animation movies because they are addressed to children, thus, they would not cause any kind

of problems in language or unrespectful scenes. Whereas one teacher stated that she uses the drama as well as the comedy movies to introduce the daily lives and expressions of native speakers. Only two teachers chose not to answer this question.

This indicates that teachers relate their selection to students' interest, needs, and preferences. So, they provide them with movies that include the language of native speakers that help students enhance different abilities such as comprehension, vocabulary, pronunciation, and fluency.

Question eleven: Do you use movies with subtitles?

As it is shown in the answers, three teachers believed that it is better to use movies in EFL classes without subtitles. Besides, two teachers claimed that it is workable to use subtitles. The other two teachers have not answered this question as they do not use movies in class. This indicates that each teacher has his specific way to provide students with a movie to watch. They take into consideration students' needs and what is appropriate for them in order to develop their abilities with or without the use of subtitles.

Question twelve: why?

For the teachers who said 'no' to the use of subtitles, they justified their answer by saying that students focus more on reading rather than listening. Hence this will not be beneficial and it will take a long time. So, they want their students to focus more on listening and grasping the spoken English.

On the other hand, teachers who answered with 'yes', they justified their answer by stating that the translation would particularly help the beginners or low-level students to get used to watching movies gradually. First, they use the Arabic subtitles then with more practice they start to use the English subtitles. Eventually, they show movies without subtitles to focus more on the socio-cultural aspects.

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

a. Arabic- English

b. English- English

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

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

As the answers of the question fourteen show, one teacher said that she devotes a full-time session for watching the movie and the next session for activities. Whereas one teacher mentioned that she denotes half to two-third of the session time to watch the movie and the rest for solving the activities. But, four teachers said the time to watching movie clips cannot exceed 15 minutes because that is the time suggested by the inspector. Because they focus more on the practice than the watching time. As for the remaining teacher, she has not answered this question.

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

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

Question sixteen: why?

According to the interviewee's answers, there are different reasons why EFL students are interested in this kind of teaching tool with enjoyment and motivation. The interviewees stated that students feel they are in real life situation and they like to hear how native speakers pronounce their language. Besides, this tool is a brand-new way to teach English, it means that learners show interest because they are not motivated by the classical way of teaching with the use of white board and printed papers. Additionally, teenagers nowadays prefer to use the ICT materials in their studies because watching movies inside classroom is

a great opportunity to attract their attention and enhance their speaking skills.

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

The majority of the interviewees have the same opinion about the practice of the speaking skill during a listening activity. However, the other teachers declared that they practiced some speaking depending on the content of the movie and the activities they were supposed to perform.

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

All teachers motivate their students to watch movies outside the class to improve their speaking/listening skills. However, one of the teachers decided not to use this tool in any way in her classroom. Hence, teachers are aware that the time in the class is not enough for students to enhance their speaking skills, so they advise students to learn outside the class for additional practice and more information.

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

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

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

According to the teacher's answers, we can deduce that the speaking/listening sessions are devoting to the activities to focus on different aspects of the speaking skill. They claimed

that it is better to discuss, perform, work in group and discover mistakes by themselves. In addition, they suggested some commonly known activities such as; gaps filling, role play, summarizing the movie, explaining the plot, reordering the events and other comprehension tasks. This indicates that teachers and students in EFL classes use different ways to practice after watching movies to enhance the students' abilities in listening as well as speaking.

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

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

Question twenty-two: Why?

The interviewees declared that the major reasons that make the use of movies in EFL classes effective are numerous, such as listening to how natives speak and utter speech directly through pictures and sounds. Also, it is a pleasant way to encourage students to learn and imitate native speakers in all aspects of the language; linguistically and socio-culturally. This means EFL teachers are aware of the importance and the advantages of using movies as a teaching tool to boost their learners' competencies in speaking.

3-6-Results and Discussion of the Teachers' Interview

The obtained results of the teachers' interview reveal that teachers of secondary school while teaching listening/ speaking lessons, consider watching movies inside and outside EFL classes to be an effective tool to develop and enhance students' speaking skills. Thus, most of the teachers agree on the idea of using movies in EFL classes depends on the time, instructional objectives, and students' interests, levels, and needs.

However, all of them mentioned the same obstacles in secondary schools which are the

lack of materials, the limited time devoted to the use of movies and the legal restrictions. The important thing is that learners appreciate this technique more than the traditional tool. Therefore, they are highly motivated and eventually their speaking proficiencies enhanced.

Conclusion

To sum up, the results obtained from both participants (teachers and students) are similar in some ways. First, both have shown that using movies as a learning tool is an effective way to develop students' speaking skill. The analysis of students' questionnaire and teachers' interview indicates that watching movies inside and outside EFL classes has a positive impact on the students' oral performance. It encourages students' participation, promotes confidence, and prepares students for real-life communication.

Besides, it gives students the opportunity to use the target language freely and it enables them to practice the speaking skill. Moreover, it opens new spaces to technology and art in EFL classes. Lastly, it helps students to make decisions about how to express themselves and achieve the goal of developing their speaking skill.

General Conclusion

Mastering the speaking skill is the main aim of any English-speaking class. Thus, English students tend to be asked to work seriously on developing their communicative abilities. This research is based on how EFL students enhance their speaking skill by watching movies.

The purpose of this work is to reveal the importance of watching movies in and out of classroom environments with second year scientific stream at El Arbi Ben Mhidi secondary school in Biskra, in order to develop their speaking skills. In addition, this study aims at raising teachers and students' awareness of the importance of well-exploring movies as a language learning tool to enhance students' speaking skills.

The present research consists of two main parts : the theoretical part, which is divided into two chapters : The first chapter is devoted to speaking skill and the second chapter is devoted to the use of movies in EFL classes. Whereas the practical part contains the description, analysis, and discussion of the collected data.

The first chapter tackles the speaking skill and its importance in EFL teaching and learning. There is a highlight on its relationship with other skills and the main obstacles that face teachers and students in class. In addition, it sheds the light on some strategies, techniques and activities that teachers and learner should apply to resolve those problems, among these solutions the use of movies.

The second chapter deals with the use of movies in EFL classes as a tool used by teachers to overcome the learners' problems and enhance the learners' speaking competencies. In this chapter, there is a focus on the selections of movies, the main difficulties faced by teachers and learners while watching movies in class, then the steps and activities offered to learners and teachers to facilitate the use of this tool. At last, the chapter goes through the movies' positive and negative effect on EFL students.

Finally, the last chapter is concerned with the investigation and the analysis of the data

collection. First, the analysis of students' questionnaire reveals that the chosen sample of students shows clearly students' interest in the use of movies in EFL classroom or outside the class as a tool to develop speaking proficiency. Therefore, they denote that they are involved in the different communicative tasks when they use English movies as a source in learning English language.

In addition, teachers as well are aware of the role of watching movies that can help in developing students' communicative skills. Hence, they attempt to use appropriate genres for them and select the exact strategy to provide a movie inside the classroom with full guidance to give students' the opportunity to communicate freely.

General Recommendations

The findings of the present research work induce the researcher to suggest the following recommendations :

For Secondary Schools' Administration

- The school responsible should provide the appropriate materials; such as data show, computers, audio-visual aids and the suitable settings.
- The English language inspectors should encourage teachers to innovate and explore new methods such as movies to enhance the learners' foreign language proficiency.

For Secondary School Students

- Students should watch more movies outside class to improve their speaking proficiency.
- Students should practice more what they watch with each other in and outside class to ameliorate their level.
- Students should learn how to watch movies in groups to help each other to benefit from the movie.

For Teachers of English

- Teachers should learn more about the techniques of using movies in class.
- Teachers should give the chance to learners to choose what they prefer the most in the learning process.
- Teachers should check the learners' needs and preferences of genres of movies.
- Teacher should work harder in collaboration with the administration to provide a suitable setting for the use of movies.

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Appendix 1

Students' Questionnaire

Dear students,

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

Section One: Background Information

1. Age:

2. Gender:

a. Male

b. Female

3. Do you like to learn English??

b. Yes

b. No

Section Two: The Speaking Skill

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

c. Yes

b. No

5. Please, explain why

.....
.....

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

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

7. Which of the following describes your oral English?

- e. Very good b. Good c. Average d. Less than average
e. Low

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

- f. Yes b. No

9. If yes, what kind of problems?

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

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

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

- g. Foreignizing (To use a word from the mother tongue as a foreign word)
h. Word coinage (To create a new word)
i. Use hesitation devices (Pauses and gaining time to think)
j. Literal translation (Word by word translation)
k. Approximation (Substitution)
l. Circumlocution (Explanation)

m. Appeal for help (Ask for help from others)

n. Non-verbal strategies (Use gestures and facial expressions)

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

a. Vocabulary b. Fluency c. Grammar

d. Pronunciation e. All of them

12. Please, explain why

.....
.....

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

a. Group work b. Problem solving c. Role play d. Discussion/ Oral Presentation

e. Short stories f. Watching movies g. Others

.....
.....

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

a. Interesting b. Boring

Section Three: Students' Attitudes towards Watching English Movies as a Tool to

Enhance Speaking Skill

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

a. I like actors and actresses b. Just for entertainment

c. I am interested in the plot d. Improve my Speaking Skill

16. How often do you watch them?

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

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

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

.....

.....

18. Do you prefer watching English movies with subtitles?

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

19. Please, explain why

.....

.....

20. How can English movies improve your speaking skill?

- o. They raise your motivation
- p. They improve your fluency and accuracy
- q. They develop your cultural awareness
- r. They develop your vocabulary
- s. They develop your pronunciation and accent
- t. They help you overcome your anxiety and inhibition

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

- a. Oral/ written review about the movie

b. Activities about the plot, characters

c. Vocabulary activities

d. Role Play

e. Discussion

f. Others, please specify

.....
.....

22. Do you quote from the movies you watch?

u. Yes

b. No

23. Any further suggestions

.....
.....

Thank you for your cooperation.

Appendix 2

Teachers' Interview Questions

Dear Teachers,

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

1. How many years have you been teaching English?

.....

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

- a. Speaking b. Listening c. Both

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

.....

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

- a. Promoter b. Participant c. Feedback provider

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

.....

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

.....

.....

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

- a. Yes
- b. No

8.Please explain why

.....

.....

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

- a. Shortness
- b. Simplicity
- c. Students level of proficiency
- d. Students' interests
- e. Others, please specify

.....

.....

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

.....

11. Do you use movies with subtitles?

- a. Yes b. No

12. Please explain why

.....
.....

13. Which types of subtitles do you usually use?

- a. Arabic-English b. English-English

14. How much time allotted in the session for watching a movie?

.....
.....

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

- a. Yes b. No

16. Please explain why

.....
.....

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

.....
.....

18. Do you usually motivate your students to watch movies outside the classroom to

ملخص

تسعى هذه الدراسة إلى التحقيق في تأثير مشاهدة الأفلام على الطلاب في استعمال اللغة الإنجليزية كلغة أجنبية كأداة تعليمية لتعزيز مهاراتهم في التحدث. في الواقع، يؤكد هذا البحث على أهمية تحسين مهارات التحدث لدى الطلاب لأنها معقدة وصعبة. علاوة على ذلك، فهو يلقي الضوء على فاعلية مشاهدة الأفلام في تعزيز مهارة التحدث، لما تتمتع به من فوائد وإعجاب غالبية التلاميذ. خلال هاذ البحث افترض أن استعمال الافلام يطور في مهارات الحدث في اللغة الإنجليزية لدى تلاميذ ثانوية العربي بن مهدي، إذا تعرضوا لها داخل وخارج القسم. تم استخدام أداتين لجمع البيانات، وهما استبيان تم إرساله لتلاميذ السنة الثانية علمية ومقابلة مع الاساتذة. تظهر النتائج التي تم الحصول عليها أن غالبية اساتذة اللغة الإنجليزية لا يستخدمون الأفلام كأداة تعليمية لمساعدة طلابهم على تحسين مهارة التحدث لأنهم يواجهون مشاكل وعقبات مختلفة عند استخدام هذه الأداة. في الواقع، لقد اثبت أن كلاً من الاساتذة والتلاميذ لديهم مواقف إيجابية تجاه استخدام الأفلام لتعزيز مهارات التحدث لدى الطلاب. أخيراً، أكد العمل البحثي أن استخدام الأفلام في عملية تعلم اللغة الإنجليزية يعزز كفاءة مهارات التحدث لدى المتعلمين.