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TITLE:

Using Movies and TV Shows in Teaching Grammar

A Case Study: 2nd Year Scientific Stream Students At Mohamed L'Arbi Baarir Secondary School.

A dissertation submitted to MOHAMED KEIDER University of BISKRA in partial fulfillment of the requirement for the degree of Master in Science of Languages.

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DEDICATION

To my dear family,
To all the people who helped me to accomplish this work,
I dedicate this paper.

Acknowledgements

ABSTRACT

This research paper investigates one of the most important subjects in the domain of English language teaching. It originally deals with the teaching of grammar using movies and TV shows to second year students, scientific stream, at Mohamed El Arbi Baarir Secondary School, Tolga. The primary aim is to probe the effectiveness of the mentioned technique in developing and improving students' grammar abilities. The present paper consists of two main chapters. The first chapter covers the theoretical aspect of the study. It generally represents the two variables, which are movies, and TV shows on one side and teaching grammar on the other. This theoretical foundation actually represents the review of related literature. The second chapter is devoted to the field study, which includes the experimental instructional program, and the students' questionnaire submitted to the sample group of 30 students at Mohemed L'arbi Baarir with the scores obtained in the tests and the statistical analysis and interpretation of the results. In addition to that some recommendations for better results. In fact, the study represents the personal perception and perspective of the researcher concerning the subject under investigation.

List of Abbreviations

AV: Audio-visual

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learning

LMD: Liscence Master Doctorate

L1: First Language

L2: Second Language

Q: Question.

N: Number

∑**:** Sum

%: Percentage

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GENERAL INTRODUCTION

Teachers face a lot of problems in teaching English to the students. We are in constant endeavour to find the easiest and the most effective ways to transfer this knowledge. Learners nowadays are interested in new technologies and drawn into movies, and series. From my humble experience, most youths, including learners, spend a lot of time in front of their TV sets, laptops, and phone screens watching episodes back to back. There are even new words invented for this kind of acts "Binge Watching". Why cannot we use this in our favour and see if it really works. This dissertation investigates the use of some clips from English language movies and shows to teach the English Grammar and put it into test. Movies are considered to be genuine materials and can help the students make the connection between the traditional ways that are currently used in our school to date and the life-like world. The targeted group is the secondary school students at Mohamed L'Arbi Baarir, Tolga to apply this method on them and see if it is successful or not.

1. STATEMENT OF THE PROBLEM

Some Secondary school teachers face a lot of problems concerning teaching grammar to their students because it contains a lot of rules and exceptions, sometimes they are detached from reality. Teaching grammar in schools can be based on different methods and each one has its own pros and cons. Technology, including audio, and audiovisual means, has been used in teaching many language points. The students of secondary schools as well have many difficulties in learning grammar .Therefore researches are in constant endeavor for the most effective way to achieve that goal. In this humble research, we're trying to apply one of these methods which is the videos specifically

movies and TV shows to a sample which are 2nd year students of Mohamed L'Arbi Baarir secondary school since they are encountering these materials in their daily lives.

2. SIGNIFICANCE OF THE STUDY

The significance of this work lies on using an authentic materials specifically Movies and TV shows in teaching grammar in second year learner's classrooms for better results and extends the learning process even outside the school boundaries through the use of these materials.

3. AIMS

The aim of this study is to investigate if using movies and TV shows in teaching grammar to second year students of Mohamed L'Arbi Baarir secondary school will improve their learning.

4. RESEARCH QUESTIONS

1- Are movies and TV shows helpful in teaching grammar to second year students of the secondary school?

2- What is the students attitude towards learning grammar through using this technique?

5. HYPOTHESES

- We hypothesize if movies and TV shows are used in teaching, learning grammar will be enhanced.

- We hypothesize if movies and TV shows are used in teaching, the students attitude will be changed positively.

6. METHODOLOGY

We used quasi experiment as a method to acquire and gather data for this dissertation. Moreover, the researchers planned to derive information from any material relevant to his interest which is new and fresh area in their section as far as he is concerned. In addition, we used a questionnaire to cater for both theoretical and the applied research.

7. RESEARCH TOOLS

The research tools that are used in this dissertation are experiment in addition to the questionnaire submitted to second year class, scientific stream, that consists of thirty students at Mohamed L'Arbi Baarir, Tolga.

The experiment is applied in a form of designed lessons with the use of movies and film. Those clips will be carefully selected to get the best best of the grammar goals.

The experiment includes:

- Pre-testing
- Treatment
- Post-testing

The questionnaire is delivered to the students in order to investigate their acceptance and attitude towards using this technique.

8. RESEARCH LIMITATIONS

- Due to the timetable of the students and commitments of the teacher, the study focused on the grammar lessons from the second unit of the second year scientific stream syllabus which is entitled "Waste Not, Want Not" their school year.

- The study focused on one class consists of 30 students, second year level, scientific stream at Mohamed L'Arbi Baarir, Tolga as a sample.

Chapter I
Teaching Grammar and using Audio Visual Aids

INTRODUCTION

Grammar is, undoubtedly, one of the core ingredients when it comes to learning English. Teaching languages has evolved tremendously from the past to the present and it is ever changing all for the better results both for teachers and students. Therefore, scholars are in a constants search for the best approaches, and the most effective ones. Teachers used to face all lot of difficulties in their pursuit to deliver the right message to the students. They used to exploit more traditional tools to convey that the blackboard and the chalk. Though they had some success, they were not appealing to some students. With the development of technology, new tools came to use such as: flash cards, audio and video recordings, movies and TV programs. These aids, try to help make the learning process easy for the student and more approachable by bring dynamic ways that they can relate to.

I.1- Definition of Grammar

The definition of grammar differs according to variety of views, yet they are the same in the core; from a student's perspective, grammar is a set of rules. In a way they are right, because all what they is rules on the board, but in fact grammar is far away from being just rules, and Oxford dictionary defines it as the system that governs the language or languages as a whole which includes syntax and morphology. It can extend to phonetics and semantics. Crystal (2004), on the other hand, claims that it as dividing a language into pieces to understand how it really works.

In the past grammar's main focus was the sentence. The sentence consist of words, when they are spoken, consist of sounds. The grammar was then more descriptive of how these levels work together in harmony as harmer put it (1999). He adds that it is "a linguistic chain': where words are put together in a specific order to convey the accurate meaning. In addition to, these chains must obey certain rules of the target language. For example: if somebody wants to express his feeling of happiness, he will say:" I am happy" not "I are happy".

Grammar has been the focal point of many who want to learn or teach any language, but it shouldn't the aim. It is rather the means to master and communicate with other people in the correct way.

I.2- Approaches of Teaching Grammar

Teaching Grammar has always been a controversial topic whether to teach the old way or the new and also integrating grammar in language teaching in general. There are many methods of teaching grammar, but they going to be narrowed into two main methods: The deductive, and the inductive methods. The two are so distinct and opposing methods. Probably the biggest difference between them is the role of the teacher.

I.2.1- The Deductive Teaching Approach

The deductive approach is based on deduction. It goes from general to specific, from abstract to concrete, and from complex to simple. A deductive approach starts with the presentation of the rule and it is followed by examples in which the rule is applied (Thornbury,1999). At the first, the rules are given by the teachers and the students are expected to apply those rules and solve more problems. Therefore this approach is teacher centered.

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The deductive approach is not only used in teaching languages but also introduced in scientific fields like Mathematics including its sub branches (Algebra and Geometry) because they focus on solving problems. The deductive approach or the Rule Driven learning is vastly associated with the Grammar Translation. This latter had a lot of critique around it because of the use of the mother tongue in teaching the target language, but Thornbury (1999) emphasizes that:" It is important to stress that the deductive method is not necessarily dependent on translation. In fact, many popular student grammar practice books adopt a deductive approach, with all their explanations and exercises in English".

I.2.2- The Advantages of the Deductive Learning Approach

According to Widodo (2006) and Thornbury (1999) the Deductive learning has different advantages as well as disadvantages. The arguments in favour of the deductive approach can be discussed as follow:

The deductive approach gets straight to the point and therefore it saves a lot of time. The rules – especially rules of form- are introduced explicitly and quickly explained than elicited from examples. As a result this approach can leave time for the students to practice these grammar points.

The deductive approach, also, respects the cognitive capacities of learners especially the adults and it vindicates the students' expectations especially the traditional one about language learning especially the ones who tend to have an analytical style. This approach allows the teacher to deal with the rules as they are and they come up rather than anticipate them.

I.2.3- The Disadvantages of the Deductive Learning Approach

The arguments against the grammar teaching through the deductive approach can be summarized in the following points:

Beginning the lesson with the grammar can be unsuitable to some students especially the younger one, because it may be harder for them to quickly understand or they may lack the metalanguage which can work against their learning. The deductive approach is teacher centred. The greater part falls on the teacher in a transmissions-style which doesn't leave a room for the students to be involved or in interact. In other words. The teacher's talking time accedes the students' talking time. Therefore the students are more of passive learners rather than important participants in the making of the learning process.

The explanation is rarely memorable as all the focus goes to the rules in the lesson which may work negatively on the students. Furthermore, the deductive learning approach stressed that language learning is matter of knowing the rules, neglecting the other aspects which are as important and students are mostly unable to use the language outside the classroom.

The deductive approach, also, is more predictable, guided, and sometimes restricted which can make it boring to some students. That may lead to distractions and even some disciplinary problems in the classroom

Some grammar points cannot be explained giving rules which suggest that this approach is not always right way to teach grammar points such the direct and the indirect speech and specific language expressions.

I.2.4- The Inductive Learning Approach

There as some debate whether the deductive learning was effective or no. The inductive approach came as a reaction to the former approach. According to Wajnrib (1992), the inductive approach represents the opposing way to the where the teacher gives more importance to communication rather than just teaching separate rules. Thornbury (1999) defines it as a rules-discovery path. This approach involves introducing examples before knowing the rule. The students are given the opportunity find the rule for themselves. Chomsky on the other hand (2002) states that the inductive approach helps learners in developing their awareness about the structure of the English grammar and makes them conscious about it.

In the inductive approach, instead of explaining a given concept and following the explanation with examples, the teacher presents the students with many examples showing how the concept is used. The goal is for the students to notice from the examples how the concept works and eventually find the rules. The inductive approach is on based inference. It goes from specific to general, from concrete to abstract, from simple to complex which is quite the opposite to the deductive one.

Widodo (2006) states that the inductive approach points out at many reasoning aspects such as observing, measuring and collecting data. It is also defined ad rule-discovery or teaching through examples where it emphasizes the use of examples and sentences to enhance the learner's understanding. This opportunity gives learners a chance to induce the grammatical rules by themselves. Many scholars see the inductive approach a motivational way that allows learners to get to know and discover their mental capacities via the manipulation of examples. To sum up, this approach encourages

learners and involves them in the grammatical tasks with the aim of making them explore the rules on their own.

Eventually, the inductive approach is likely to be used in classrooms where learners make use of their observations and their analysis to make certain generalities about different concepts. Students do not have a previous information about these concepts. However, they will notice and detect them through their analytical thinking. This approach involve students in grammar practices and makes them more active and motivated learners.

I.2.5- The Advantages of the Inductive Approach

Like the deductive approach, the inductive learning has its own advantages and disadvantages. In this approach, learners depend largely on themselves to infer the rules. Thornbury (1999) and Widodo (2006) state the pros as follow:

1- The rules that the students find for themselves make them more suitable, memorable and more applicable in real situations, because they use their analytical thinking in deriving the rules, and they maybe notices some exceptions. Therefore they understand that the language is not just a matter of knowing the rules.

2- The students are highly challenged and involved in the lesson which can improve their cognitive depth, enhance their ability to solve problems and ensures a greater memorability.

3- The students are more active participants in the making of the lesson rather than just passive recipients who absorb information. They are likely to be more attentive, productive, and motivated.

4- This approach requires 'noticing patterns', and problem solving activities which can be very suitable for students who like these kind of challenges.

5- Some of these problem solving activities can be done in the target language and if realized, it would give the students the opportunity to practice the language.

6- The inductive approach prepares the learners to be more autonomous and self-reliant for they try to work things out by themselves.

7- Some of the grammar points are done in groups which can built them the collaborative spirit through group interaction and peer interaction.

8- In this approach, the teacher works as a guide rather a provider of knowledge. The students' talking time accedes the teacher's talking time which beneficial for both; the teacher has a room to breathe and students have the opportunity to practice.

1.2.6- The Disadvantages of the Inductive Approach

The disadvantages are stated by the same scholars as follow:

1- The time spent in discovering the rules, makes it time consuming. This may lead to rushing things up at some point which can lead to deviating from the main goals of the inductive approach.

2- The energy and the time consumed in the making of the lesson may lead some students into believing that the goal is finding the rules rather than a means which can be confusing and frustrating at times.

3- The time given to the rule discovery maybe at the expense of the time given for a productive practices of the rule. As a result, the learners may not grasp the whole idea and the essence of the lesson.

4- The learners may build their own interpretations about the rules that are learnt. . They can sometimes discover the wrong rules or their idea about it can be either too vast or too narrow. That can be so confusing for some them and at times off putting.

5- This approach maybe frustrating and sometimes demotivating to some of the students because of their different learning styles or their previous learning experiences. As a consequence, they could be more resistant and at times rejecting to the use of this method, and they may want to be provides with the specific rules directly.

6- The inductive approach may give the teacher a room to breathe during the lesson, but it places a great burden on him in preparation. It may take him a long time searching the accurate and appropriate data and materials for the students to formulate the suitable rule.

7- The inductive approach tries to encourage the collaborative learning through working in groups, but that leads some learners to be more reliant on their colleagues and sometimes they find it an opportunity to talk. Therefore, the objectives are lost.

8- This approach cannot be realized properly in the overcrowded classes which could cause class management problems. The teacher would be focusing in managing the class rather than ensuring the fulfillment of the lesson

grammar

deductive
rule-driven

inductive
discovery
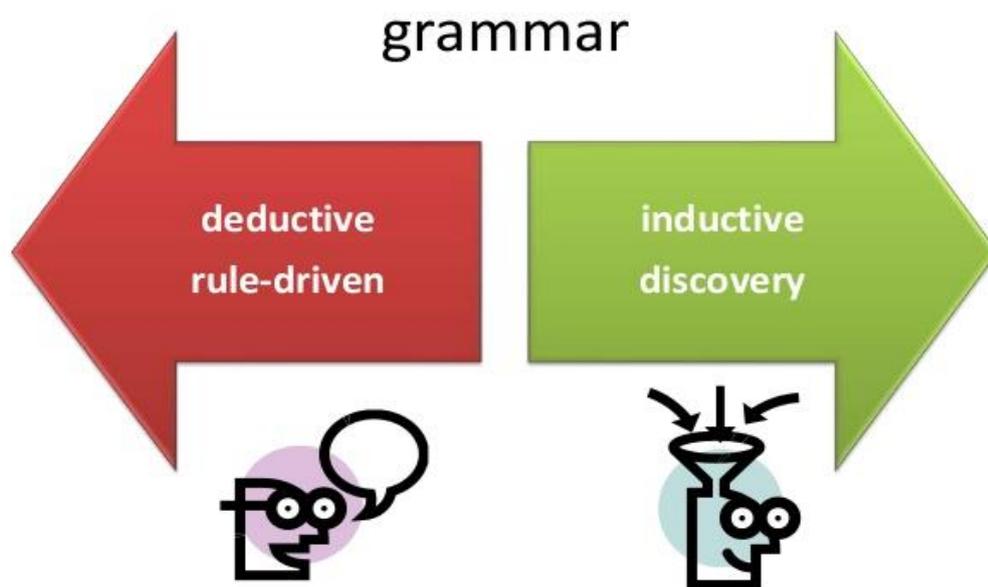
Thornbury, S. (1999). *How to teach grammar*. Harlow: Pearson Education

Figure1: The difference between the deductive and the inductive approach.

This chart on Thornbury's How to teach grammar, summarizes the two mean approaches in teaching grammar. The deductive teaching is more rule driven while the inductive approach focuses on the discovery of the rule by the learners themselves.

I.2.7- **Comparing the Two Approaches**

Both, the deductive and the inductive approaches are very important in teaching grammar. Each with its pros and cons. The deductive approach is closely related to the grammar translation method whereas, the inductive one is based on the audio-lingual method where it focuses more on meaning. The two approaches differ in a way that the first starts with providing the rules while the second works out the rules the rules through example that leads eventually to the rule-discovery. They are different widely in the grammar presentation whether it is explicitly or implicitly. The explicit teaching requires

the rule explanation as the starting point; however the implicit one requires using the language to infer rules.

The other difference has a relationship with the students' age. The adult learners tend to be more comfortable with the deductive learning. They like to be provided with the rules. On the other hand, the inductive approach is more suitable for the younger learners.

The two approaches differ in the time allocated for each of them. Younie (1974) claims that a deductive approach is more time-saving and more effective in useful in representing facts and concretes, but allowing learners the opportunity to induce the rule consumes more time which can reduce the time of practice.

The involvement of the learners in another major difference between the two approaches. In the inductive approach, students are more involved and consequently motivated, whereas in the deductive one, they are more passive. They are recipients rather than and actual productive participants. The time of communication and interaction is reduced.

According to Pajunen (2007) from the different opinions about the two approaches to teaching grammar, it is obvious that researchers and scholars differ widely about their effectiveness. Both approaches have many points in favor and others against. The difference in some sort is blessing. It is all in benefits or the students. It depends on the teacher and the nature of the lesson to choose the right approach to realize the targeted objective. Learners have different styles, ages, experiences and levels, and applying a certain approach exclusively to all students would be unfair and the results, therefore, the results would not be as expected.

I.3-Definition of Audio-Visual aids

Audio-Visual aids which are also called instructional materials have become one of the most important tools in the teaching process for it has many objectives. They are ways to improve the way the lesson is planned and provide the learners with authentic situation and puts them in the contexts and make the learning as real as possible Audio-visual aids refer to any tool used to help as to deliver an idea or information. Edgar Dale (1946) defines them as the devices which help the communication between persons and groups in different learning-teaching situations. He adds that "Audio-visual aids are any means that make learning task enjoyable and motivating carried on through the sense of hearing or sight" (p47). On the other hand, (Macwan, 2015: 92) claimed that "visual aids are a great tool for seeing and understanding, visual aids allow learners the time they need to process what they are being asked to do they do not disappear into this air to be forgotten as spoken words or Hans gestures do". In this definition suggests that AV means are very useful in putting the learners in the spot and provide them concrete, real, vital, and visible and heard that can be processed by learners and they can always come back to whenever they need.

Audio-Visual aids can divided into two categories: The first category is the visual means which focus on one sense which is the sight. It is a great tool to help the learners remember what they see sometimes analyze what is in front of them. Visual aids can vary from pictures, posters, graphics, flash-cards, projectors, videos, and even the board. The visual aids can help the students easily understand. Audio aids, however, are text that can be heard. Those texts can recorded in a tape, a CD. The audio aids can be speeches, dialogs, songs (Macwan, 2015). The recording tools are very accessible these days as smartphones are available.

The audio visual aids have many objectives. Therefore, the teachers use them in teaching, and learning the four skills of language. They can make it interesting and enjoyable, and also motivates learners to pay more attention in the class and they can relate their learning with environment (Josef, 2015). Therefore, the audio visual means are very important in the teaching learning process for it has many objectives mentioned by the scholar.

I.3.1-The Importance of Using Audio Visual Aids in Teaching

The audio-visual aids are not new methods as most people think. As a matter of fact they were first used during the World War II by educators as a training tool for soldiers to increase their motivation at the time and improve their learning and with the development of technology, those tools have evolved to the way they are now and their use expanded with more potentials.

Abbas (cited in Nazneen, 2009) summarizes the importance of audio-visual aids as follow:

1- It brings a significant change in the learners' behavior and mood to the better.

2- It motivates the learners and makes them more attentive to the lesson.

3- It narrows the relationship between the subject to be taught and the students. It is therefore, close to their interests.

4- Promotes the spirit of mutual understanding and sympathy over the classroom.

5- It brings something new and fresh to the learning experience rather than the boring old ways.

6- It encourages the meaningful use of the subject matter and it enhances the learners' imagination and involvement in the lesson and makes of them, active participants.

7- It brings meaningful learning and respects the students' abilities.

8- Furnish the rich experiences from which meaningful concepts will be developed.

9- Provides the feedback that will help the the learners know how well have learned.

10- It organized the clarity and organization of thoughts to the learners.

11- It bring the outside world to the classroom. Rather than taking the students outside, the audio-visual means can bring authentic situations inside the classroom.

12- In some cases, AV means can save time and efforts for both the teacher and the students by watching or listening to certain recordings.

In learning languages, the Audio- visual means are important and have many advantages.

1- It enhances the students in understanding languages by making them in direct contact with subject matter and things that is to say to create realistic world.

2- It makes it easier for learners to understand and grasp the socio-cultural contexts of the language.

3- It provokes the students' different senses. Therefore the students would be in constant alert of what's going around them and extends the learning because those senses would be useful even outside the class.

4- It makes the learning-teaching experience more effective by creating specific satiations. Also it minimizes the use of the mother tongue.

5- It increases the learner's experience of language by providing rich variety and better quality of learning.

I.3.2-Disadvantages of Audio-visual aids

Although the use of the audio-visual has many advantages in improving the teaching-learning experience and brings a better results, that doesn't mean that the negatives are

none existent. Probably the main problem in practical teaching which is characterized mainly in loose of speaking communication. Teachers are main components in the teaching process, but by using the audio-visual means, the opportunity to communicate shrinks. In some occasions the teacher gets replaced by a recording or sometimes a computer.

In addition to the previous point, Solanki (2012) adds another problem which is **the restriction of students' thinking potential.** It means that there is a limited students' thinking when using technology tools in education. He claims that there's a big difference between language teaching and scientific subjects because language teaching does not need demonstrations and different steps. It is more guided by the surroundings and triggered by the interaction between the student and the teacher which is realized by the questions and the answers.

In addition, the teacher is more alert to the real time questions coming from the students and help guide them and enrich their thinking, enhance their ability to solve problems, whereas, because of the over-use of demonstrations, the lesson, therefore, lacks the spontaneity, real time communication and the feedback needed.
It ignores the core of teaching language and limits their thinking.

The use of the audio-visual should not take from the students' time for thinking, analyzing and exploring questions as (Solanki D, 2012) claims that **an abstract thinking replaced by imaginable thinking** which is another problem of authentic materials. The main objective of teaching is to develop their abstract thinking. Furthermore, it moves from conceptual thinking to rational thinking. Multimedia have an advantage in making the content easier, however it also makes images and imagination in students' mind which are merely showing on the screen. This abstract thinking would be limited and logical thinking would fade away. The textual words, here, are replaced by sounds and

images, hand writing by keyboard input. As a conclusion, the technology tools and specifically audio-visual means should be as an assisting instrument, and cannot replace the teachers' role, it completes the teaching process. (Shyamlle, 2002).

I.4- Selecting and using the Audio-visual aids

Audio-visual aids are very vital in the learning-teaching process for they can help in making learning more effective, fun, and interesting. They make the educational operation easier. As we have mentioned before; AV aids encourage students to learn because they provoke their senses, and they help teachers in their jobs in facilitating the presentation of their lectures. To achieve the target matter, teachers should use those materials carefully and very selectively; there must be some rules for choosing the right aid and use it the right way. Oyesola suggests that for effective use of audio-visual aids the following should be taken into Consideration:

1- Aids must be placed or held where all can see.

2- Teaching aids should be used to achieve specific objectives.

3- Teaching aids should be suited for the maturity level of the students. The content, must respect their intelligence and the culture of the students.

4- Teaching aids must be used skillfully. The materials, are very hard to find and when they are found they are difficult to apply. The role of the teacher lies on making these aids work and deliver the objective needed.

5- Technical quality of the aid should be good, because some technical problems may put off some students and even the teacher. As a consequence, the aim of the lesson would not be delivered properly and at times it may not be delivered at all.

6- Use variety of aids because sing a specific aid can be boring and demotivating to students.

7- Choose the suitable aid for the suitable activity. Not all activities can accept the one material. Therefore, should select the right means for a better result.

8- The frequency of using audio-visual aids should be taken into consideration. The AV aids are good but using them frequently can be boring at times.

I.5-Characteristics of Good Teaching Aids

Certain characteristics should be gathered in order to ensure the effectiveness of the lesson. Those characteristics are summarized as follows:

- They should be meaningful and purposeful because using the audio-visual means just for the sake of using them, has no sense.

- They should be accurate in every aspect. That need a careful preparation from the part of the teacher.

- They should be simple and easy for the students.

- They should be cheap. They don't need to be sophisticated to deliver the message.

-They should be large enough to be properly seen by the students.

- They should be easily portable.

- They should be according to the mental level of the learners.

- They should be motivating the learners.

Audio visual aids have not principal and characteristics only, they also have main sources such as: government educational organization, professional organization national and international organization commercial markets.

I.6- Some Types of Audio-Visual Aids

There are different types of audio-visual means that are used in English language teaching. Their objective is to facilitate the teaching process and clarify Knowledge. In addition to that, they provide help to the learners to understand the ideas and make the teachers' work easier. Matherod and Alidma (2003) focus on the effectiveness of audiovisual aids in ELT (English language teaching); they claim that: the teaching process is monotonous when language teachers are forced to depend on the textbook as the only source of language input. In their study, they explored how the use technology can help language teachers. They came up with valid result for both teachers and learners. They found out that it makes the classroom very dynamic, interesting and effective.

There is a vast range of audio visual means that are exploited in language teaching and learning. Different media like pictures are very effective and more used in ELT which provide the appropriate situation for learning new words, but these pictures are not used with an abstract word. Normally, it includes simple and known words for illustrative as Koren (1999) claims that learning foreign words with associated of words alone can be easier than words without these association.

A lot of other types of audio visual aids are used such as: clips, motion pictures, short films, slides, motion stories which can be of a great importance in understanding words and grammar structures. Learners here can comprehend some words in initial stage; but the practice may lead them to learn group of words and structures. Danan (1992) investigated the grouping of video input and bilingual verbal input aided vocabulary acquisition and reading comprehension. Using both verbal and visual presentation has advantaged because, as he claims, the visual traces are easy to remember than verbal input and they can also a positive effects when the items are encoded durably. As cited in (Macwan 2015).

I.6.1- Films and film Strips

Film strips are 35 mm and they usually have a series of 12 to 48 pictures. According to Good's dictionary of education, a film strip, is "a short length film containing number of positives, each different, but usually having some continuity intended to be projected as a series of still pictures by means of film strip projector."(Hamid and Ahmed 2003)

Sourse: https://typicaltracy.wordpress.com/tag/film/   Source: http://www.ebaumsworld.com/

Figure2: film projector   **Figure3: film strips projector**

I.6.1.2- The significance of the film strips

Film strips can be very helpful for composition lessons because the data are available on the strips. They can allow maximum participant of the learners as the teacher may stop at any time and give the students to give their point of view and even argue a

point which is good in developing the habits of discussion, and explanation explanation. Film strips can be economical in terms of time energy.

I.6.2- Videos and TV Programs:

Nowadays, educational video cassettes are available with video libraries in the market. Instructors must be familiar about how to use the material effectively. One of these videos, are T.V. programs are of great importance in teaching. The teacher may ask students to see a T.V. show then make it under discussion.
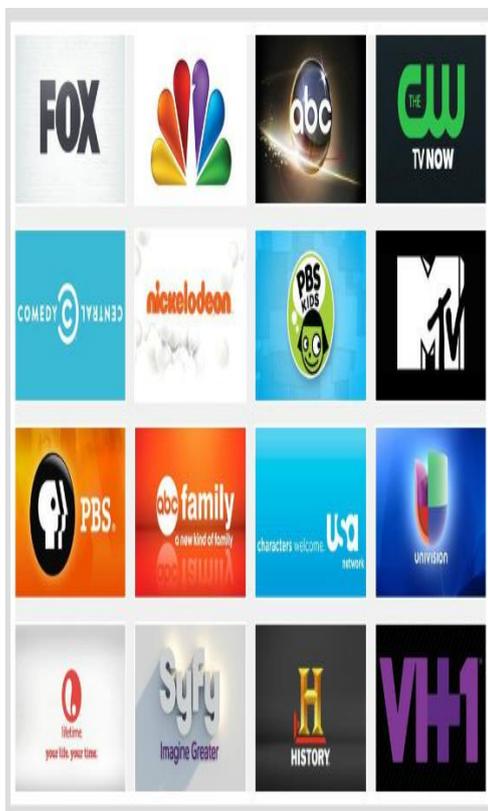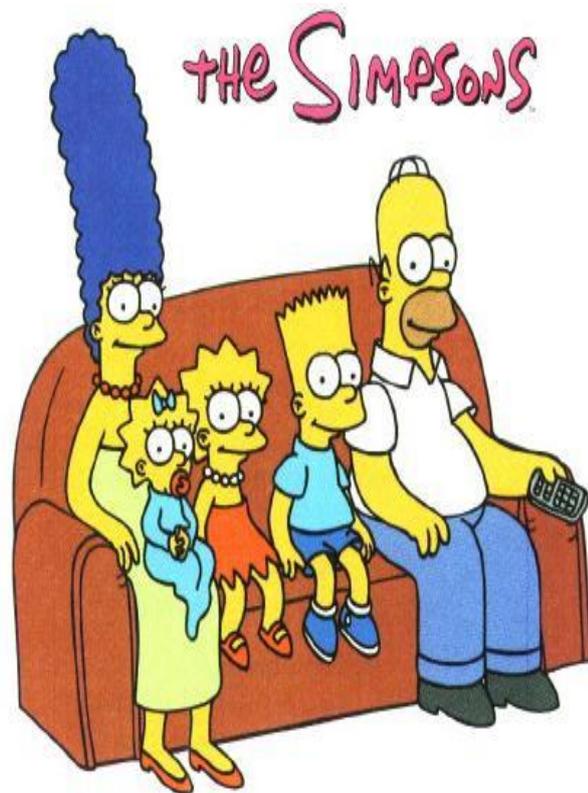
Source: http://www.liabelle.me   Source: http://englishlessons-houston.com/
Figure 4: list of some of U.S channels   Figure 5: The Simpsons TV show.

I.6.2.1- The Significance of Videos and TV programs

Videos and TV programs can give the teacher the opportunity to instantly replay of subject material when needed. In addition to that, those materials are durable and reusable by the teacher whenever they want. They also allow both audio and visual content to be

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recorded. Videos and TV programs also can keep the students attentive because it relates to them.

I.6.3- Movies

Movies are also another type of technology and an important one for acquiring a language. Today, English movies attract large demography. In Addition to that, learners prefer to watch movies, they always visit the cinema before and after the exam in their free time or watch them at home as there are many channels that can provide that.

Movies are for all ages, not only for young people. They are a great tool to help them acquire new vocabulary and expressions that can be used in their daily life. They have the same significance of Facebook. For instance, they can present visual content in which dialogs, pictures, take place and action accompany speech. According to Gebhardt (2009), through movies, gestures, Facial expression and body language, can help to acquire language. Besides , movies, Video clips, short films, episodes are best used in note taking, note making practice where learners watch, listen, think, analyze and write the language.

The use of movies can bring a focus for learning activities and they help students to learn listening and speaking. The use of authentic means in taking turns in which the students interact with each other using the paralanguage which includes gestures to supplement the verbal aspects of the language as language is not just a matter of saying correct sentences. It is considered an evident "because of considerable students' interest in movies, learners always seem to benefit from watching the tailors that appeal to them and discussing their thoughts after words" (Haffernin, 2005). The learners are interested in movies which help them to acquire language easily and develop their speaking during their discussion. As cited in (macwan, 2013).

Kung Fu Panda © DreamWorks 2016   The Fracture © New Line Cinema 2007

Figure 6: Movie posters

I.6.3.1- The Significance of using movies

When using movies, the subject matter is unlimited and teachers have a vast library to choose from. Like videos and TV programs, movies are permanent; they can be used and reused when needed. In addition to that they are easy to duplicate for teachers to use

at the same time and for students to carry to their homes. By using movies, teachers can stop at any time, replay and fast forward when needed for explanation or discussions. This type of tools can be very motivational tools for students because they relate to them. Movies are very important tool to teach the paralanguage and socio-cultural aspects in addition to the actual language.

I.7- Obstacles of Using Audio-Visual Aids

As mentioned before, there are certain characteristics for choosing the right audio-visual materials, they cannot be applied for a number of reasons. Those problems differ from a teacher to another. Teachers who lack the experience might find it difficult to choose the right aid. In addition to that technical problems are ver frequent. That's results

in wasting valuable time. In this respect Aggarwal (Cited in Ben Sola 2012) puts the following difficulties that the users of audiovisual aids may encounter in teaching.

- **Apathy of the teacher:** when the teacher is unaware of or emotionally separated from the importance of using audio-visual aids in the classroom. As a result, the teacher's, lack of interest may demotivate the learners.

- **Indifference of the students:** The role of the teacher is to make the lesson more effective through the use of audio-visual materials. He should use those materials appropriately taking into consideration the students' preferences in order to get them motivated and not get bored from the session. The teenagers are very hard to keep them interested especially if the materials are not chosen carefully. The aim therefore, would be hard if not impossible to realize.

- **Ineffectiveness of the aids:** When using the audio-visual aids, there should be pre preparation from the teacher to make the lesson effective and successful.

- **Financial hurdles:** This is in the under developed countries little importance is given to the use of the audio-visual means in education due to luck of financial budget. Also they are unable to provide schools and university with the equipment.

- **Need for training:** Teachers should know how to use the different aids. That needs a careful training. Due to financial hurdles that air mentioned earlier, some teachers still don't know how to use the audio-visual aids properly.

- **Not catering for local needs:** When using the audio-visual aids, great importance should be on the cultural, social, regional, religious, psychological, and pedagogical aspects. Yet, some teachers neglect those points which may cause different problems.

- **Improper selection of aids:** That can be the result of some or all of the mentioned hurdles. The aids should be selected carefully according to students' needs and wants.

CONCLUSION

In this chapter, we discussed two mean important points which are grammar and the use of the audio-visual aids. In the first, we dealt with its definition, and the two rival approaches dealing with teaching grammar which are the deductive and the inductive learnings. We shed the light on those notions and their theories. Each of them has its own advantages and disadvantages. In the latter, we investigated the audio-visual aids. The focus was on what the audio-visual aids are, their types, giving importance on the two specific tools which are TV programs and movies. From what is mentioned in the chapter, we can come to a conclusion that the audio-visual means are more suitable with the inductive approach because the focus on the observation and the discovery of the rules.

Chapter II
Data Interpretation and Analysis

INTRODUCTION

The present research is about using movies and TV shows in teaching Grammar. For that, the researcher used an experiment including the mentioned tools and a questionnaire for eliciting and students' opinions about the use of this specific audio visual aids in enhancing FLL's grammatical skill, and for the purpose of investigating this study, the sample was a second year class, scientific stream, at Mohammed El Arbi Baarir Secondary School, Tolga. In this chapter, we describe, analyze and interpret results of the experiment and the questionnaire that help us to confirm or disconfirm our hypothesis about the use of movies and TV shows to in teaching grammar.

II.1-The Design of the Study

To investigate the validity or the invalidity of hypotheses, we saw the necessity to use two research methods:

The experiment: to investigate the first hypothesis whether using movies and TV shows is successful or no.

The questionnaire: Is conducted to elicit and investigate the second hypothesis about the students' attitude towards using new technique.

II.1.1-Description of the Experimental Design

To test the first hypothesis, we designed a careful and specifically chosen experiments on a second year scientific class at Mohamed El Arbi Baarir Secondary school, Tolga. Most of the lessons selected were taken from predesigned lessons taken from moviesegmentstoassessgrammargoals.blogspot.com with some alteration to fit our lesson goals, bearing in mind three main points.

- The curriculum where the lessons selected are the same lessons of the second year secondary classes.
- The time frame given to the researcher.
- The content of the subject must be suitable and respectful for their age and culture.

The experiment started on November 24th, 2016 and was preceded by a pretest. It lasted more than three months. To ensure the success of the experiment, we tried as much as possible to make sure that all factors including environmental issues which are generally associated with noise, time of day, seating arrangements, worked although all of them were taught in their regular class because the labs weren't available. At the end, we provided the students with a posttest to compare the results and analyze them.

The lessons mainly focused on the lessons of the second unit which is "Waste Not Want Not" that ranged between the passive voice, tenses and asking questions. For that, the teacher had prepared a selected movie, and TV show segments, mostly animation using a laptop and a data projector along with distributing lesson papers about the targeted lesson.

II.1.2- Description of the Questionnaire

The questionnaire was designed to test the second hypothesis about their attitude towards using movies and TV shows in teaching grammar. Due to the nature of the research and the level of the sample group, the questionnaire was divided into five simple yet right to the point questions. In designing the present self-completed questionnaire for research objectives, the items are required answers with dichotomies (yes, no question) or picking up the most appropriate answer the questions revolve around using movies and TV shows which covers variables selected and each particular of our study.

Section one focuses on whether students watch English language movies and TV shows (Q1) and if yes what devices used for that (Q2). Students were asked whether they leant something while watching those movies and TV shows (Q3). Section two, however, seeks information about using this technique and its effects on the students' attitude. First they were asked if they find this technique useful for teaching grammar (Q4) and if they are going to change their attitude onwards.

II.2-The Sample

The sample, that the researcher had an experiment on, is a second year class (30 students), scientific stream at Mohammed El Arbi Baarir chosen randomly from a population of five scientific stream classes that form more than 150 students. They started studying English in the middle school. In their first year, they dealt with personal pronouns and asking questions using both auxiliary and wh question. In Addition to that, they learnt prepositions of time and place.

The second year is richer with grammatical points. It starts with the enforcement of the previous knowledge of the present simple with the rest of the pronouns and the

past simple using the regular and irregular verbs. Moreover expressing ability using "can", possessive adjectives, and forming plural by adding the "s" including some exceptions. The students dealt also with the imperative, the passive voice, and the near future using "going to"

The third year starts with an expansion of the mentioned tenses, adding to that some link words. To add complexity to the sentences formation, they study the relative pronouns along with forming requests. The third year continues with other uses of the present simple, the present continuous, future simple and time conjunctions. They students have the opportunity to study the comparatives.

The forth and the final year in the middle school, is the shortest in terms of content. It works as a consolidation of the previous years with some additional grammar points such as the "if" conditional and expressing habits in the past using "used to".

The first year secondary is not different from the middle school years concerning grammar. The first year, study grammar more implicitly according to specific themes that ranges from communications to inventions where they dealt with the imperatives, link words, passive voice, asking questions, comparatives, and the reported speech.

II.3-Data Collection and Analysis

Since the study is divided into two parts, we will start with results and the analysis of the experiment then will move to the results and the analysis of the questionnaire.

II.3.1-The Results and Analysis of the Experiment

We did carefully plan, organize and design the experimental program which we believed that it will hopefully meet the students' needs and fit their level. The aim of the

program is to incorporate movies and TV shows within the available and accessible materials and allotted time.

The pre and post-test's type of questions include:

- Transforming the sentences from the active voice to the passive voice.

- Filling the gabs according to the tense.

- Asking questions.

The data were collected manually by the teacher and to make sure, he used both excel and SPSS to calculate the P value.

The results of the pre and post tests are shown in this table:

N	Pre test	Post test
01	02.5	09.5
02	02.5	04.5
03	07	07
04	13	14
05	09.5	11.5
06	12	13.5
07	02	01
08	03	04.5
09	01.5	03.5
10	04.5	13
11	02	04.5
12	01.5	02
13	00	02.5
14	04	13
15	01	02
16	00	03.5
17	01	01
18	01	05.5
19	02.5	05
20	02	03
21	01	02
22	04	05
23	04.5	09.5
24	02	02
25	01	03.5
26	03	04
27	02	03.5
28	03	02.5
29	01	02.5
30	01	01
∑	92.5	150

Table 01: the grades of the pre and the post tests

N: Number of students.   ∑: The sum of scores.

The table presenting the pre-test and the post-test scores reveal that the sum of the post-test scores are significantly higher (150) than the sum of the pre-test (95.5). One may say that the scores obtained in post-test are high; this is indeed due to nature of the subject matter delivered to the students resulted in a better comprehension of the grammar points, hence, the ease to tackle the subject and get good scores.

I.3.1.2- The mean and the standard deviation

- **The mean**

The mean is the most frequently employed measure of similarity. It is symbolized by X. The formula of this statistic is as follows:

$$\overline{X} = \frac{\sum Fx}{N}$$

X : mean   **Fx**: score frequency   N: number of scores $\sum$: the sum

- **The standard deviation**

The standard deviation **SD** measures the dispersion (the extent to which a set of scores varies in relation to the mean). The formula of this statistic is as follows:

$$SD = \sqrt{\frac{\sum Fx^2 - \overline{X}^2}{N}} \quad \text{(The square root of the variance } S\text{)}$$

SD: Standard Deviation.

Although, we calculated the mean and the standard deviation manually, we had to make sure using the SPSS software and the results are shown on the following table.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	3.1667	30	3.22259	.58836
	post test	5.3167	30	4.07998	.74490

Table 2: The Results of mean and the standard deviation of the pre and post-test.

The difference in the mean: 2.15

The difference in the standard deviation: 0.85

According to the results revealed in the above table, one can argue that using movies and TV shows in teaching grammar (the treatment which the sample group experienced) gave its expected results. The difference in the means of tests (2.15) is an evidence of the sample group better performance. The difference of (0.85) in the standard deviation confirmed the assumption which claims that the good results obtained in the post-test by the sample group are due to the use of the movies and TV shows treatment that lasted for more than three months.

I.3.1.3- The P Value

Due to the difficulty of calculating the P- value, and its importance to ensure the significance and treatment, the teacher used the SPSS software and the results are as shown on the following table.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	-2.15000	2.45353	.44795	-3.06616	-1.23384	-4.800	29	.000

Table 3: the P-Value

"The language researcher should once again set the alpha decision level in advance. The level may be at α ≤.05 or at the more conservative α ≤.01, if the decisions must be more sure" (Brown: 1998.159). Since the alpha is set at α ≤.05 and the p value found is .000 which is less than 0.05 that means that the null hypothesis is rejected. Having rejected the null hypothesis, the alternative hypothesis automatically accepted.

II.3.1.4- Interpretation

The interpretation of results should have two parts: significance and meaningfulness. The results revealed that the means in tests are significantly different *(3.16 – 5.3).* The null hypothesis *is* rejected at *P<0.05*which means that we are 95% sure that the relationship between the dependent variable "D" (the Grammar tests scores) and the independence variable "I D" (using movies and TV shows treatment) did not occur by chance. It was due to the role of movies and TV shows in grammar teaching which contributed in developing and improving experimental group in grammar. In fact, the notion of significance does not certainly suggest meaningfulness. Therefore, we are in a position where we cannot over interpret the results in terms of meaningfulness even though they are statistically significant.

II.3.2-Results of the questionnaire

Question One: Whether the students watch English language movies and TV shows.

The results of the Q1 are shown on the following table and chart that follows:

The Answer	Yes	No
Number of participants	30	00

Table 4: Students' answers if they watch English language and TV shows.

The percentages are represented in the following chart:
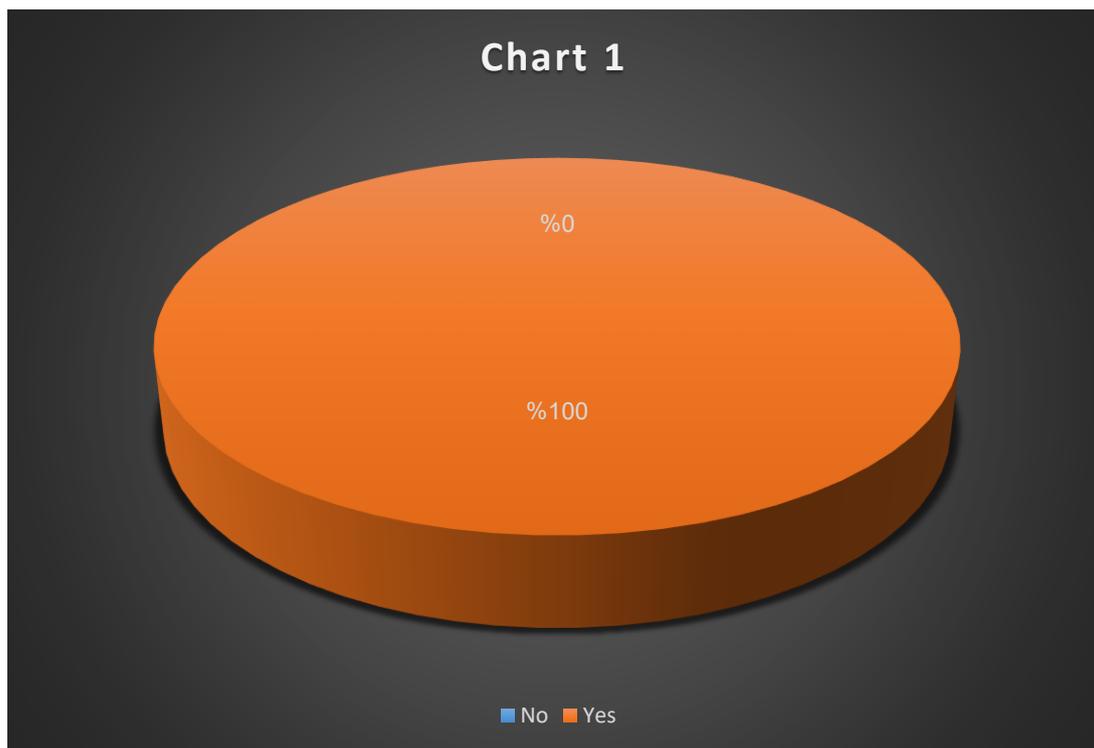
Chart 1: Students' answers if they watch English language and TV shows.

A quick glance at the table and the pie chart will reveal that the selected sample answered yes (100%) when it comes to watching English language movies and TV shows

which came as a surprise because of the invasion of the Turkish, Korean, and Animé shows on all platforms.

This answer also suggest that the students are familiar with watching movies and TV shows which means that the treatment has a basis.

Question 02: what do they use to watch them?

The results of this question are illustrated in the table and chart that follow:

Platforms	TV Set	Smartphone/Tablet	Laptop/PC	Other
Number of Participants	19	05	05	01

Table 5: Platforms of watching English Language Movies and TV shows

The percentages are represented in the following chart:
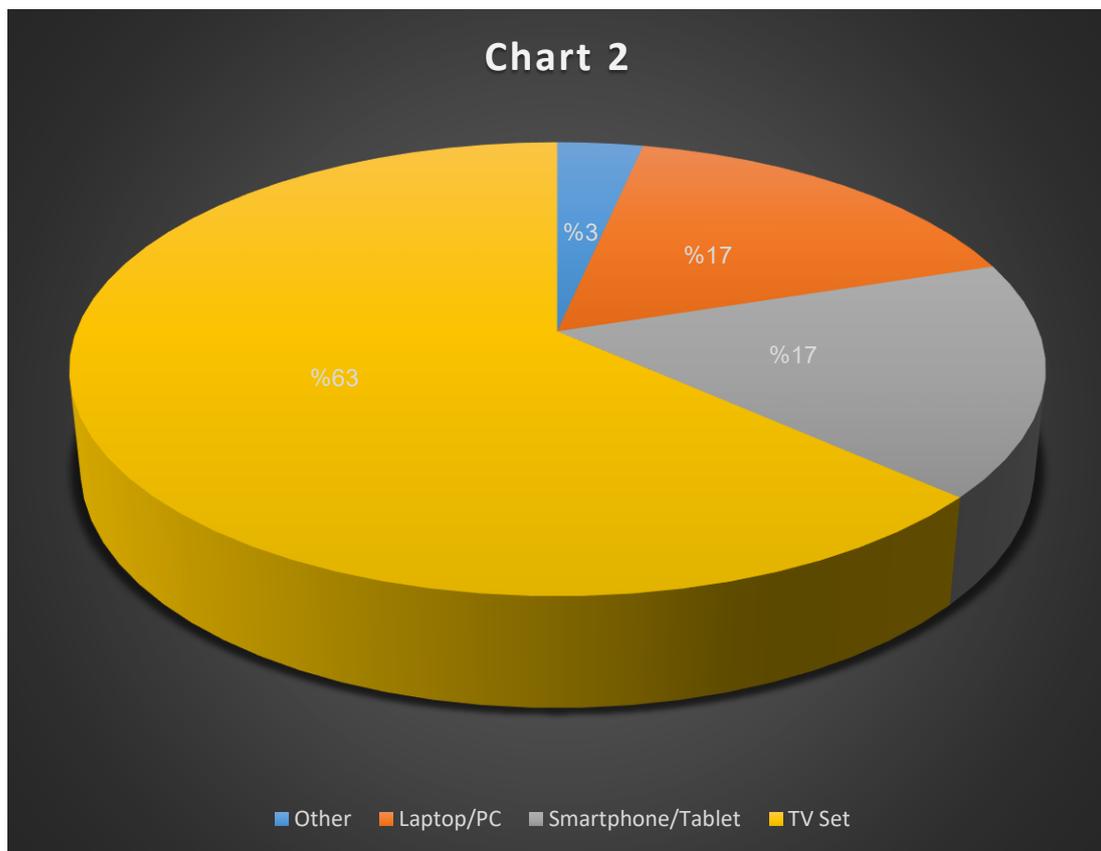
Chart 2: Platforms of watching English Language Movies and TV shows.

38

Chart two represents the student's answers about the platforms they use to watch those movies and TV shows. Their response varied at this point. 19 students which represents almost two thirds (63%) chose TV set. 5 (17%) students used their smartphones and tablets for that and the other 5 (17%) students used their laptops and PCs. Only one students (3%) said that he used other platform to watch English language movies and TV shows.

From all these answers, the traditional way of watching is TV which is still dominant at least for this sample group despite all the spread of the other platforms.

Question Three: Whether they have learnt some grammatical points while watching them.

The result for this question is represented in the following table and chart:

Answers	Yes	No
Number of participants	21	09

Table 6: Whether they have learnt some grammatical points while watching them.

The percentages are represented in the following chart:
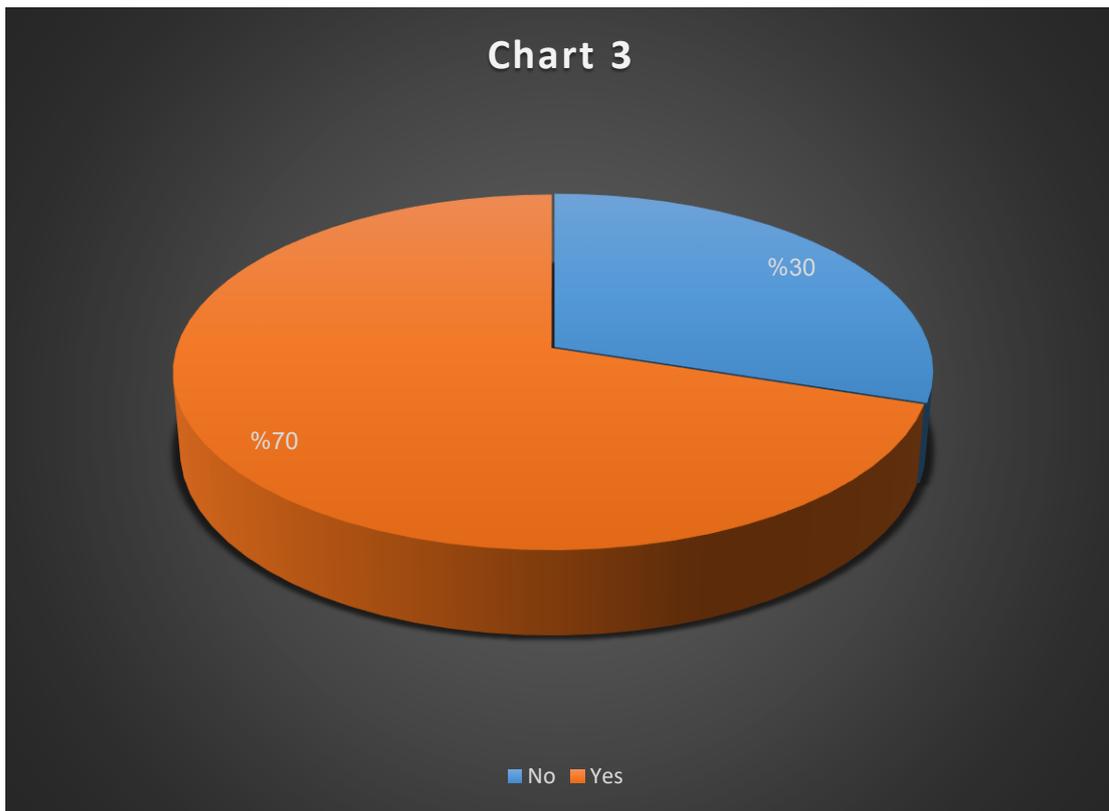
Chart 3: Students' answers if they learnt some grammatical points.

The majority of the participant (70%) said that they learnt some grammatical points while watching movies and TV shows in their regular life while the other (30%) answered negatively which is very normal because not all people focus on learning when they watch anything.

At the same time, this percentage suggest that our students can lean in their leisure time which can be triggered by using this treatment to make this percentage higher.

Question 4: If they find lessons using movies and TV shows beneficial.

The results of this question are illustrated in the following table and chart

.

Answers	Yes	No
Number Of Participants	28	02

Table 7: If they find lessons using movies and TV shows beneficial

The percentages are represented in the following chart:
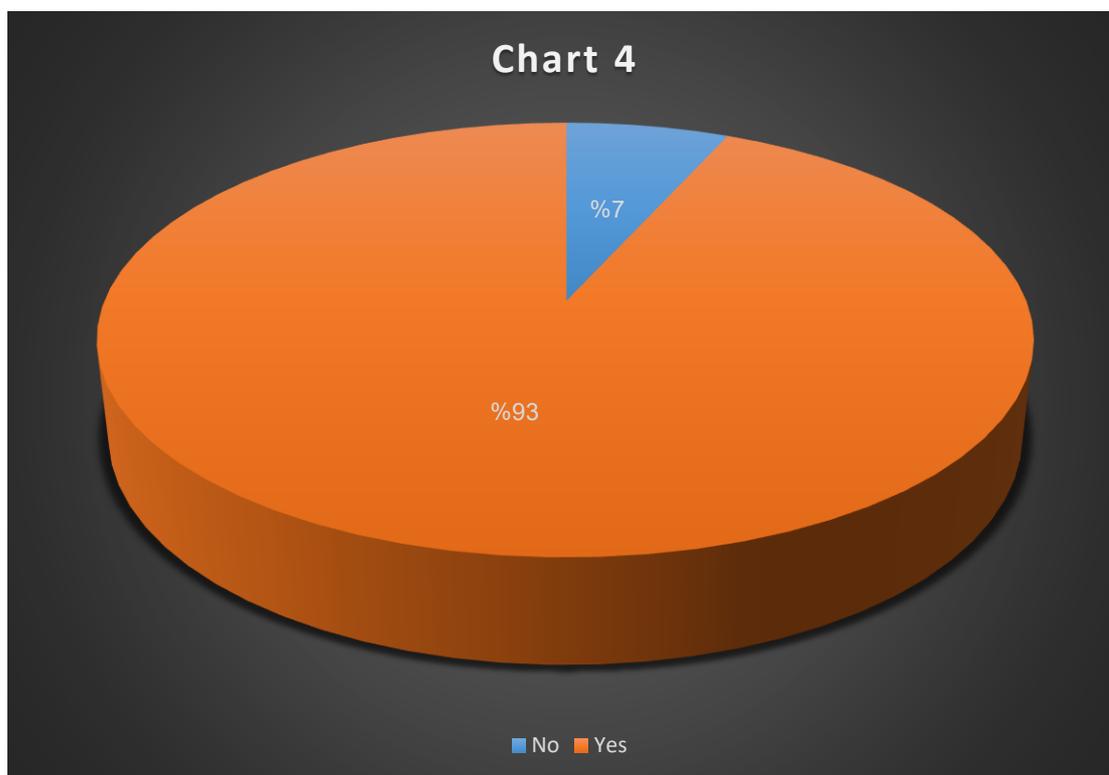
Chart 4: Students' opinion if movies and TV shows beneficial.

As the table shows, 93% said that they had benefited from the lessons using movies and TV shows. On the other hand, just 03% of the participants that they had not.

This result suggests that the treatment was successful to an extent that the students felt that they took something positive from the treatment using movies and TV shows as a basis for teaching grammar points.

Question 5: If the students would change their attitude towards movies and TV Shows in the future.

The result of this question are shown in the following table and chart:

Answers	Yes	No
Number of Participants	**26**	**04**

Table 8: If the students would change their attitude towards movies and TV

The percentages are represented in the following Chart:
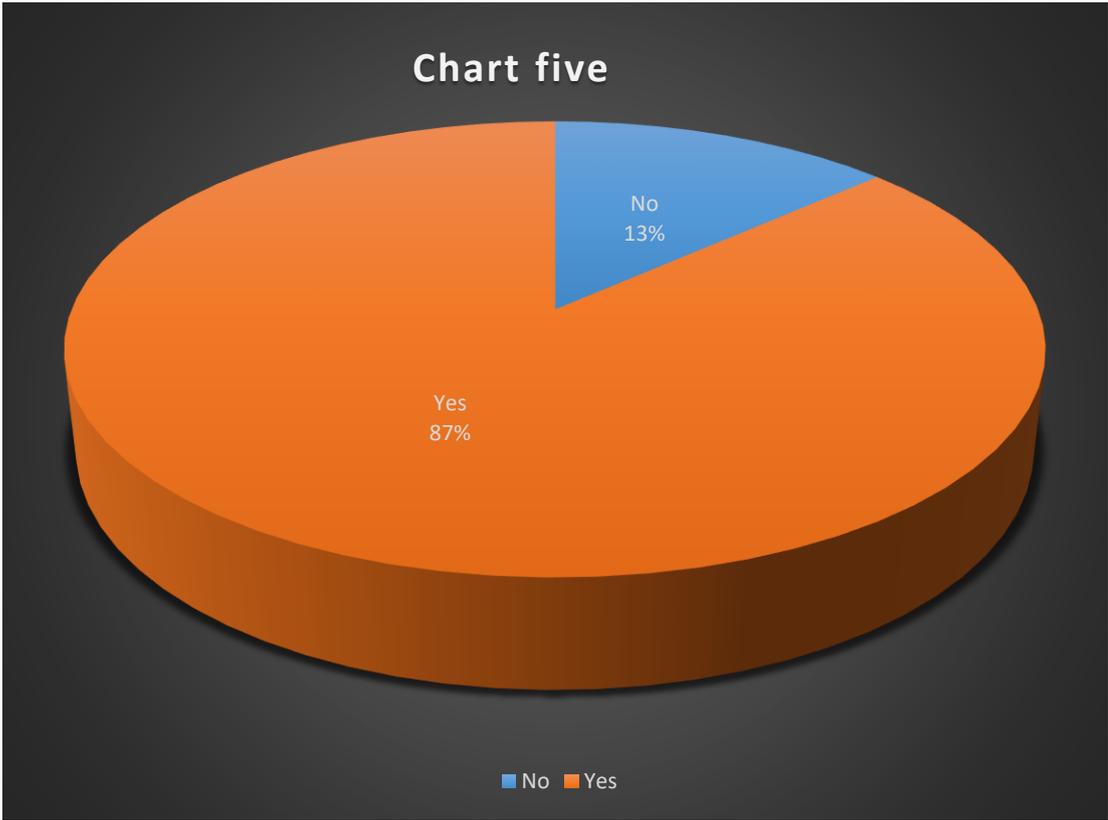
Chart 5: Students' attitude towards using movies and TV shows

As table 08 shows the majority of the participants (87%) said that they would change their attitude towards using movies and TV shows in the future. That means that they found this technique has positive effects on their learning experience. On the other hand (13%) of our students said that they wouldn't.

This immense number of students who answered positively, suggested that our treatment was relatively successful. Therefore the second hypothesis is answered.

II.3.3-Discussion

The analysis of students questionnaire confirm Our hypothesis and reveals that the proper and regular use of movies and TV shows is the way in which students achieve better. Students' responses for questions for and five demonstrate that the use of movies and TV shows improve their comprehension of grammar provided with conditions of proper use of the aid and regular use of the aid and sufficient time.

The analysis of students' questionnaire also shows that the students are aware of their poor level in English and grammar specifically which is due to many factors such as psychological, and prejudices.

CONCLUSION

All in all, the positive results revealed in this humble work concerning the effectiveness of movies and TV shows on improving students' grammar have confirmed our hypothesis which means that there is a positive relationship between authentic materials (movies and TV shows) and teaching grammar.

Audio visual aids ,which are embodied in the this work in movies and TV shows, is a main tool in teaching foreign language that is accorded to many strategies and techniques development that are interested by teachers. Furthermore, we know a great

deal about the positive effects of using movies and TV shows on learners' progress and

the condition necessary of effective authentic materials especially for teaching grammar.

GENERAL CONCLUSION

The present study involves the relationship between using movies and TV shows and teaching grammar. Its main objective is to investigate whether the use of movies and TV shows can enhance second year students of scientific stream at Mohamed El Arbi Baarir secondary school at Tolga in grammar. Audio-visual aids materials are most important tool in learning foreign language in general and especially grammar. Therefore we devoted the first chapter to speak about grammar, the common methods of teaching it, and the positives and negatives of each method. We have defined,also, the audio visual aids in brief, then we introduce the importance of audio visual aids in learning and teaching process, we have as well mentioned some types of audio visual aids. The second chapter was dedicated to the field work, the results and the analysis of both the treatment and the students' questionnaire. Most researchers in the world agree that idea that the use of Audio Visual Aids is very helpful in improving students' skills and the analysis of this experiment and questionnaire shows that the students' grammar will improve if they are use audio visual aids materials regularly and their attitude will change towards using this technique to the positive.

Finally, we trust that this research has helped both the learners and researchers to shed some light on the importance of using movies and TV shows in teaching and learning process, especially in teaching grammar for students of English at least for the sample group. We hope also that teachers as well as students are going to find some useful and practical basics about learning grammar of a foreign language.

Obviously, learners' problems concerning grammar will continue to exist. Therefore, researches and investigations will continue to be undertaken by other researchers.

Recommendation

- The teacher should have a clear knowledge of his/her students' level. Therefore, he/she should use a variety of Audio Visual Aids to help them to improve their levels in grammar or any other skill

- For a better results, the teacher should pre-prepare aids and pre-plan the lesson before the course time.

- The teacher should motivate his/her students to use Audio visual aids outside the classroom like watching TV and to use internet, for they have a positive impact on their learning languages.

- Administration should be helpful to the teacher's needs and provide him/her with variety of aids.

- The current research has been undertaken for this dissertation has highlighted the use of movies and TV shows in teaching grammar in which further research would be beneficial.

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Appendices

Pre Test
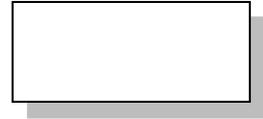
Activity 1 : Rewrite sentence B so that it means the same as sentence A.

A- The master punished the servant.

B- ………………………………………………………………………

A- He was writing a book.

B- ………………………………………………………………………

A- Somebody cooks meals every day.

B- ……………………………………………………………………..

A- They are building a new house in the neighborhood.

B- ………………………………………………………………………………………

A- My father has finished the job.

B- ………………………………………………………………………………..

Activity 2: Put the verbs between brackets into the right tense.

A- She usually (wake) ………………….. at 7 o'clock in the morning.

B- I (finish)………………………. Eating my dinner yet.

C- She (revise)………………………….her lessons at the moment.

D- My mother (prepare)…………………………… the dinner when the

earthquake hit.

E- He (arrive)……………………at the airport on time yesterday.

Activity 3: Ask question about the underlined words.

- Mohamed <u>always</u> cares about <u>his family.</u>

    A……………………………………………………………………………………

    B-…………………………………………………………………………………

- <u>The princess</u> walked <u>gracefully</u> <u>to the chair</u>

    A…………………………………………………………………………………

    B…………………………………………………………………………………

    C…………………………………………………………………………………

Test 2

Activity 1 : Rewrite sentence B so that it means the same as sentence A.

   A- Ahmed practises sports every day.

   C- ……………………………………………………………………………

   D- She was preparing the dinner.

   E- ……………………………………………………………………………

   A- The student revised the lesson.

   B- ……………………………………………………………………………

   C- He is studying science in the laboratory.

   D- ……………………………………………………………………………

   C- My uncle has changed his car.

   D- ……………………………………………………………………………

Activity 2: Put the verbs between brackets into the right tense.

   A- She (start)……………………the job last week.

   B- She (think)…………………………..about her father now.

   C- He always (drink) ………………….. in the morning.

   D- She (travel)………………………. to Algiers yet.

E- The teacher (explain)……………………………… the lesson when

the the student knocked on the door.

Activity 3: Ask question about the underlined words.

- Ali <u>meets</u> <u>his friends</u> on <u>weekends</u>.

  A………………………………………………………………………………

  B………………………………………………………………………………

  C………………………………………………………………………………

- <u>The mother</u> checked her kids very <u>carefully</u> in their rooms

  A-………………………………………………………………………………

  B-………………………………………………………………………………

Appendix 3: Students' Questionnaire

People's Democratic Republic of Algeria

Mohamed Khaider University of Biskra

Faculty of letter and foreign languages

Braachn of English

Students' questionnaire

Dear students, this questionnaire is a data collection tool about the audio-visual aids (movies, and TV shows) role in teaching grammar at the secondary level in order to prepare a master dissertation, your contribution will be important to help to make the research work achieve its objectives, You are kindly required to answer the question by ticking your choices in the correspond boxes or your completing your own information whenever necessary, All information provided remain anonymous.

Question 1:

Do you watch English language movies and TV shows?   Yes

No

Question 2:

If yes, what do you use to watch them?   TV Set

Smartphone/tablet

Laptop/PC

Other

Question 3:

Have learnt grammatical points when watching them?   Yes

No

Question 4:

Did you find lessons using movies and TV shows beneficial?   Yes

No

Question 5:

Are you willing to change your attitude towards movies and TV shows in the future

Yes

No

Thank you

Appendix 4: The Lessons

PRESENT CONTINUOUS
ROBOTS

A. LOOK AT THE SENTENCES BELOW. THESE ARE ACTIVITIES THAT THE ROBOTS DO EVERY DAY IN THEIR CITY.

- [ ] 1.They play in the streets.
- [ ] 2. Ice cream robots sell ice cream.
- [ ] 3. They drive cars.
- [ ] 4. They play soccer.
- [ ] 5. They work inside the stores.
- [ ] 6. They swim in the pool.
- [ ] 7. They feed the chicken.
- [ ] 8. They listen to classical music.
- [ ] 9. They take care of the traffic.
- [ ] 10. They smoke cigarette on the street bench.
- [ ] 11. They mow the lawn.
- [ ] 12. They make babies.
- [ ] 13. Baby robots cry.
- [ ] 14. They eat in restaurants.

B. WATCH THE FILM AND CHECK THE ACTIVITIES THAT THE ROBOTS ARE DOING THAT MORNING.

C. NOW REWRITE THE SENTENCES ABOVE USING THE PRESENT CONTINUOUS, AFFIRMATIVE OR NEGATIVE STATEMENTS, ACCORDING TO THE INFORMATION PRESENTED IN THE SEGMENT.

EX: 1 - *Some robots are playing in the streets.*

        2 - *An ice cream vendor is selling ice cream.*

3- …………………………………………………………………………

4- …………………………………………………………………………

5- …………………………………………………………………..………..

6- ………………………………………………………………………….

7- …………………………………………………………………………

8- …………………………………………………………………………

9- …………………………………………………………………………

10- …………………………………………………………………………...

SHAUN, THE SHEEP- PRESENT SIMPLE

I. WATCH THE MOVIE SEGMENT WITH ATTENTION. WRITE THE ACTIVITIES NEXT TO THE CHARACTER (S) BELOW.

WAKE UP EARLY / READ THE NEWSPAPER / COMB THE HAIR /
PUT ON DEODORANT / PLAY WITH THE BABY / HELP THE SHEEP CROSS
THE BRIDGE /
SHAVE / CROW* / COUNT THE SHEEP

SHEEP	SPIDER	FARMER	DOG	ROOSTER
WAKE UP EARLY	WAKE UP EARLY			

CROW *(TO MAKE THE LOUD, HIGH SOUND THAT A ROOSTER MAKES)

II. WRITE FOUR SENTENCES SAYING WHAT THE CHARACTERS DO EVERY DAY.
EX: THE SPIDER WAKES UP EARLY EVERY DAY

1	
2	
3	
4	

III. WRITE FOUR SENTENCES SAYING WHAT THE CHARACTERS DON'T DO EVERY DAY.
EX: THE SPIDER DOESN'T SHAVE IN THE MORNING.

1	
2	
3	
4	

KUNG FU PANDA 2
SIMPLE PAST

I. PUT THE FOLLOWING WORDS IN THE CORRECT ORDER TO WRITE QUESTIONS:

1	YOU/ WHY / DIDN'T/ ANYTHING / SAY?

2	HERE / HOW / I / DID / GET?

3	COME / WHERE / FROM / DO / FROM?

II. NOW COMPLETE THE STORY ABOUT KUNG FU PANDA'S ADOPTION. CHOOSE ONE VERB FROM THE BOX, AND WRITE THE CORRECT PAST TENSE FORM IN THE PARAGRAPH.

BE	*GO*	*MAKE*	*TRY*	*GIVE*	*FEED*	*BRING*	*WAIT*

> IT _____ JUST ANOTHER DAY AT THE RESTAURANT. I _____OUT TO THE BACK. THERE _____ CABBAGES, TURNIPS, RADISHES. THERE _____ NO RADISHES, JUST A VERY HUNGRY BABY PANDA. THERE _____ NO NOTE. I _____ FOR SOMEONE TO COME LOOKING FOR YOU, BUT NO ONE DID. I _____ YOU INSIDE, _____ YOU, _____YOU A BATH, AND _____ TO PUT SOME PANTS ON YOU. AND THEN I _____ A DECISION THAT CHANGED MY LIFE FOREVER.

III. WATCH THE SEGMENT - KUNG FU PANDA 2 - AND CHECK YOUR ANSWERS.

IV. WRITE A SHORT SENTENCES ABOUT SOMETHING THAT HAPPENED TO YOU, USING THE SIMPLE PAST.
1-..

2-..

3-..

3-..

4-..

PASSIVE VOICE
RATATOUILLE

Colette   Remy   Linguini

A. WATCH THE VIDEO SEGMENT AND FILL IN THE BLANKS OF THE EXERCISE WITH THE
CORRECT VERB TENSE FORM OF THE VERBS IN PARENTHESES.

1) Remy .... (distract) the cyclist.

2) The cyclist .... (crash) his bike into a car that was parked on the street.

3) Remy .... (pull) Linguini's hair in order to move his body.

4) Remy .... (command) Linguini's body movements.

5) Remy .... (open) Linguini's eyes.

6) Colette .... (park) her scooter in front of the restaurant.

7) Linguini .... (cook) the food when Colette arrived.

8) Colette .... (sharpen) the knives.

9) Because Linguini was sleeping, he .... (hear) Colette's story.

10) Colette .... (slap) Linguini's face.

B. NOW REWRITE THE SENTENCES ABOVE USING THE **PASSIVE VOICE**.

Ex: 1) *The cyclist was distracted (by Remy).*

2………………………………………………………………………

3………………………………………………………………………

4………………………………………………………………………

5………………………………………………………………………

6………………………………………………………………………

Résumé

Cette recherche est une investigation sur un des plus importants thèmes dans le domaine de l'enseignement de la langue anglaise par l'intermédiaire de faire regarder des films et des émissions télévisées pour les étudiants de deuxième année secondaire filière sciences au lycée de Mohamed El-Arbi Baârir de Tolga. Le premier but est d'investiguer l'efficacité de cette technique-là dans le développement et l'amélioration de facultés au niveau de la grammaire chez ces étudiants. Cette recherche comporte essentiellent deux chapitres.

Le premier chapitre concerne l'aspect théorique de l'étude. D'une part il informe sur l'usage du biais de l'   audiovisuel et l'enseignement de la grammaire d'une autre part.Ce fondement théorique représente en fait un rappel d'un enchaînement littéraire.

Le deuxième chapitre est consacré est pour l'axe de l'étude qui englobe l'aspect expérimental. Le programme instructif, et les résultats obtenus interprétés et analysés après avoir passer un test sous forme d'un questionnaire élaboré au profit des étudiants. De plus, des recommandations pour de meilleurs résultats.

En fait, cette étude représente la   perception personnelle et la perspective du chercheur à propos du sujet investigué

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الملخص

هذا البحث يتحرى أحد أهم المواضيع المهمة في مجال تعليم اللغة الإنجليزية إذ يدرس بالتحديد تعليم النحو بإستخدام الأفلام والمسلسلات التليفزيونية لتلاميذ السنة الثانوي شعبة علوم بثانوية محمد العربي بعرير, طولقة.

الهدف الرئيسي لهذا العمل هو دراسة مدى فعالية التقنية المذكورة مسبقا في تنمية قدرات التلاميذ على إستخدام النحو بطريقة صحيحة. هذا البحث يحتوي على فصلين أساسيين.

الفصل الأول يدرس الجوانب النظرية لهذه الدراسة. هذا الفصل على العموم يعرف بالمتغيرين الأساسيين ألا وهما إستخدام الوسائل السمعية البصرية والمتمثلة في الأفلام والمسلسلات التلفزيونية, وتعليم النحو. هذا الجزء النظري يتمثل في مراجعة للدراسات القبلية.

الفصل الثاني مخصص مخصص للدراسة الميدانية التي تتضمن التجربة بالإضافة إلى الإستبيان الموجه للتلاميذ اللذي عددهم 30 تلميذا من ثانوية محمد العربي بعريركما يتضمن نتائج الفحوص والبيانات ودراستها وتحليلها وإستخلاص النتائج النهائية. يحتوي هذا الفصل أيضا على بعض التوصيات لتحسين الأداء في المستقبل والحصول على نتائج أفضل.

في الواقع هذه الدراسة تمثل مجهود سخصي ووجهة نظر شخصية للمضوع المدروس.

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