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Title

**Investigating The Impact of Watching Movies in English on EFL Learners
Vocabulary Learning**

Case of Second Year LMD at Mohamed Kheider University

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Declaration

I, **BALAH Taoufik** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

This work is wholeheartedly dedicated to all those who supported me and stood by me during conducting this research work particularly, to my forever cherishing parents and family for their endless support and love, I hope this will fulfil the dreams they envisioned for me. To my beloved little aunt Mariana Benzina

I also would like to dedicate my work to my friend and companion Nouredine Bouchareb and Abdeslem Labidi for being there all the time.

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I wanna thank me for believing in me

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I wanna thank me for always being an open-handed gentleman

And trying to give more than I receive

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Abstract

The current research study was conducted to investigate the correlation between watching English language movies and EFL learners' vocabulary learning at Mohamed Kheider Biskra University. Furthermore, this investigation has been conducted via exploring, describing and analysing second year LMD students 'attitudes towards the impact of watching movies in English on students' vocabulary learning. The study proved that there is a correlation between watching movies frequently and learning new lexicon and vocabulary. The mixed method approach was adopted to carry out this research; combining both quantitative and qualitative data in order to answer the research questions and validate or refute the research hypothesis. For this objective, a semi-structured questionnaire was administered randomly to a sample of 40 EFL students, in addition to a focus group discussion conducted purposively with eight EFL second year students. The study revealed that second year LMD respondents agree to a certain extent that watching movies frequently has apposite impact on improving their language production and skills. Therefore, the results examined that students' perspectives were supporting to the hypothesis. Additionally, the research study proved that the majority of students believe that watching movies in English improve not only vocabulary, but it also teaches culture, critical thinking and other aspects of language. Yet, further research is recommended to examine and test the reliability and the credibility of the results obtained from the present descriptive study.

Keywords: movies; vocabulary learning; authentic materials; language production; vocabulary background.

List of Abbreviation and Acronyms

AL: Active Learning

BL: Based Learning

CLM: Concise Learning Method

CLS: Cognitive learning Strategies

DLS: Determination Learning Strategies

EFL: English as a Foreign Language

ESL: English as a Second Language

ETL: English Teaching and Learning

LMD: License, Master, Doctorate.

MLS: Memory Learning Strategies

MLS: Metacognitive Learning Strategies

Tv: Television

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General Introduction

Background of the Study

English language movies are gaining a great fame on a large scale by contributing and influencing education over the few past years, especially in the EFL field. Moreover, it can significantly help learners and students in particular to acquire and improve their language skills in learning the English language and thus becoming a fluent speaker, in addition of enhancing students' level in acquiring new vocabularies in the target language. Hence, it could enrich their knowledge balance and improve their language proficiency by creating an environment similar to the target language environment. In the other hand, vocabulary could be an effective tool for learners to enhance speech and produce a clear and accurate utterances in order to promote effective communication between members of the same community. Accordingly, the study of the effect of watching movies on the learning of vocabulary, in particular and the learning process in general, has become a focus of research in various fields, especially the field of teaching English as a foreign language (EFL) and English as a second language (ESL).

1. Statement of the problem and Research Questions

Regarding to the remarkable technological progress in the last decade, which also led to the development of educational means, especially with regard to teaching English as a foreign language (EFL) in that the learners are being introduced to various means to acquire the language. However, concerning the difficulty of acquiring and learning the language, in addition to the lack of desire to conduct research, and comply with the educational programs aimed at enriching the knowledge balance; mainly, most of them aim to teach grammar, ignoring an important axis in language learning which is learning vocabulary. Accordingly, to fulfill these gaps in knowledge the so-called learning method appeared through the exposure to the English language movies and films which is the focus of the research.

However, EFL Second-year undergraduates at the University of Biskra are likely to benefit from watching more English language movies at home instead of focusing solely on theory at classroom, since movies and films, as well as English language television shows, won a great deal of fame in language education, especially in English as a foreign language (EFL) by developing listening skills and creating an atmosphere conducive to the target language and native discourse (Canning, 2000; Al Surmi, 2012); where the two scholars emphasized that the use of films and videos creates an atmosphere of audio-visual context conducive to language learning.

To meet EFL students' expectations, firstly, most movies and films contain scenes of dialogues between participants and this type of scenes are likely beneficial, since it is viewed as a leading approach in learning by getting used to the utterances; vocabulary and its use in context, in addition to the dialogue system. Secondly, a language means targeting the individual skills of the learner, and acquiring a respectful lexicon background, as a primary and important skill to learn the basic aspects of the language that could help in enhancing interaction with foreign language speakers. Hence this interaction requires knowing vocabulary to be smooth and accurate, thereby improving future language production is important for EFL learners. Therefore, the exposure to English language movies has been suggested as an effective and concise learning method (CLM) in promoting vocabulary and in improving speech in general.

This research problem has led the researcher to raise the following questions: (Do second year EFL students think that watching movies in English has a positive impact on their vocabulary learning?), (What do second year Licence EFL students think of using movies/ series in English as authentic materials as a method to teach and learn vocabulary in the EFL context?), and (Do second year Licence EFL students deliberately watch movies/ series in English to enrich their vocabulary background?).

2. Purpose of The Study

The intent of this study is to uncover the impact of TV shows viewing (film and series watching as a prime example) on improving and enhancing vocabulary skills of university students by: first collecting data on the role of exposure to a foreign environment contrary to the mother tongue environment on the effectiveness of acquiring vocabulary better than it does in or during school learning and to demonstrate that this method should be included in curriculum itself, aimed at enjoying, listening and learning in order to avoid the boredom and inactivity of learning boring grammar rules that can be learned indirectly from watching series.

3. Research Hypothesis

From the aforementioned research questions, we hypothesize that:

English language movies could increase and improve the students learning and acquisition of vocabulary and there is a correlation between watching movies in English language and vocabulary learning. However, the research hypothesis will be either validated or refuted after the analysis and reaching the research aim of the study.

4. Research Aims and Objectives

The present study aims at identifying the EFL learners' attitude towards learning vocabulary through watching movies. Precisely the study applied for discussing and investigating the effects of watching English language movies on second year students' vocabulary learning at English department at Biskra university. More specifically, the current research's main concern is to investigate the impact of watching subtitled and non-subtitled English language movies on incidental and deliberate vocabulary learning in ELT, and its effects on the verbal output and vocabulary comprehension of second year student LMD in English department at UMKB.

5. Research Methodology

The main interest is on the study's practical aspects and it has been divided into several stages of research and information gathering: research design, participants, research tools and data collecting and analysis techniques. The main aim of this research is to learn more about the effect of watching English language movies and series on EFL learners' use of vocabulary at English department at Biskra university, two types of qualitative and quantitative studies will be used as a primary data gathering instruments for instance; a focus group discussion and an online student's questionnaire as a method of collecting data.

4.1 Research Method

The mixed method approach was adopted in this research due to the nature of the study, which requires the researcher to obtain detailed, sufficient, and insightful data concerning the students' perceptions of the impact of watching movies/ series in English on improving their vocabulary learning. Thus, combining both qualitative and quantitative research methods increases the validity and reliability of findings. The findings obtained from the data collection instruments will answer the research questions, fulfill the research aims, and help reach logical and practical research conclusions and results. Additionally, the case study design is adopted in this research in order to examine a specific narrow sample.

4.2 Population and Sample

Among second year EFL students studying in Mohamed Khider University of Biskra, a sample of (40) participants were randomly selected from the whole number of (256) to answer the questionnaire. Furthermore, eight (8) participants among the aforementioned sample, were purposively selected to participate in a focus group. The focus group participants were purposively selected since they are more interested and passionate about watching movies/ series in English and watch them more often, and this data collection tool aims to examine a

detailed manner of these participants' thoughts and viewpoints on the impact of watching movies/ series in English on vocabulary learning.

4.3 Data Collection Tools and Procedures

The present study employs two data collection tools, namely, a semi-structured questionnaire and a semi-structured focus group, both for students. The data gathered were used to answer the research questions; to examine and determine students' perceptions on watching movies/ series in English and its influence on improving their vocabulary learning.

A semi structured questionnaire with a combination of closed and open-ended questions has been adopted to collect data form participants in order to identify students' attitude and perceptions towards the correlation between watching movies and vocabulary learning, since the research is descriptive in nature. Additionally, a focus group discussion as a qualitative approach, has been held in order to gain an in depth understanding, describing and analysis of the issue. Thus, this method may achieve the desired goal of the research, which is to investigate the impact of watching movies on learning vocabulary; by collecting a positive thoughts and viewpoints from students interested and accustomed to watching movies and through exposure to English language authentic input.

5. Significance of The Study

The study is directed to prove the importance of movies whether with subtitles or without subtitles, in learning English by acquiring new vocabulary. This will also enhance the opportunity to incorporate English movies in the classroom which can also promote EFL based joyful learning.

The findings of this study will be beneficial for students who are seeking to learn English as a Foreign language, teachers, policy makers, curriculum specialists, in addition to ELT

researchers and future researchers to discover the importance of using films as a tool for learning and teaching English as a second or foreign language.

6. Structure of The Research

This current study entails two main parts; the first one is the theoretical background and the second part is the practical fieldwork which includes the methodology used to cover the research, the analysis, and the interpretation of both students' questionnaire and the focus group discussion, in addition to the interpretation of the findings of this investigation.

To start with, the first chapter is divided into two sections. On the one hand, the first one introduces research on watching movies as an authentic material in the teaching and the learning process to English as foreign language (EFL); providing some definitions of the first variable and past conducted studies, in addition to addressing some specific terminology, namely authenticity, then targeting watching movies as a basic type of authentic materials, in addition to other components and sub-components. Finally, the section will conclude with some essential theories related to the research study about using authentic materials, namely constructivism, and input theory. Eventually, the first section will sum up with a correlation between watching movies and vocabulary development introducing the second section of the first chapter. On the other hand, the second section will shed light on vocabulary learning by acknowledging the term and taking into account vocabulary learning strategies and techniques. Moreover, this section will address vocabulary teaching and learning; some basics related to the research study, such as incidental and deliberate vocabulary learning and so on.

The first chapter will sum up the relationship between watching movies in the English language as an authentic material and learning English vocabulary. Accordingly, the second chapter focuses on the analysis and the interpretation of the used methodology and fieldwork. As a result, the fieldwork chapter explains why the data collection tools and data analysis

procedures were chosen and how it was chosen, as well as describing, and presenting the findings, analyzing and interpreting the results in order to confirm or refute the given hypothesis.

Chapter One

Section One: Authentic Materials

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Introduction

Teaching English as a second/ Foreign language for university students requires targeting the four basic skills of language, namely speaking, listening, reading and writing. These skills are the basic building block for learning any language and improving the students' communicative competences, as competence according to Hymes (1974) is not a matter of grammar rather than communicative, symbolic and cultural consideration related to authentic input. Importantly, teaching English commonly depends on the teacher as considered to be centered and the primary source of knowledge. However, technological advance has exhibited new teaching/learning techniques; among these strategies is the exposure to the actual practice of the language by native speakers. Therefore, movies have become a significant and an independent source for authentic educational material and new vocabulary acquisition.

1. Definition of Authenticity

According to Kerber (2007) authenticity refers to something real, legitimate, genuine and credible. Hence, authenticity in the teaching/learning process means providing a wide range of techniques that help the student learn by linking the knowledge he receives with his real-life issues, and thus the student associates education with solving his daily problems, this means that the learners should become more self-aware (pp. 40-41). Authenticity should be related to real-life situation and issues, thus, "Authenticity is a characteristic of the relationship between the passage and the reader, and it has to do with appropriate response" (Widdowson, 1978, p. 80). This means that authenticity, as opposed to genuineness as an absolute quality, has to do with the interaction between the learners and the input materials in terms of appropriate responses. It facilitates the authentication of language through context by encouraging and incorporating of genuine texts into task design.

Other research studies claim that authenticity is not merely about the text itself, but also about the meaning the language can convey, the social situations and the cultural awareness. In this respect, Gilmore (2007) proves “authenticity can be situated in either the text itself, in the participants, in the social or cultural situation and purposes of the communicative act...” (p. 97), it may revolve around the real transmission of texts, news, even feelings and historical facts.

Additionally, Breen (1985) suggests that authenticity is not always a matter of text in particular, but it could also be how to analyze and transmit speech, whether from the speaker or the recipient; how can a speech be interpreted between the interlocutors and how the message is conveyed during the speech act and how the language is used. An example of authenticity is those historical films and movies that simulate the history and civilizations lived in the past. Here, the authenticity is not limited to the film itself but rather to the meanings and connotations that this production carries from the transfer of events as if it is accurate and witnessed.

2. Authentic Materials

2.1 Definitions

Authentic materials are tools that aim to bring the student closer to the language as the original speaker actually uses it. They link learning English as a second or foreign language to real-world situations and work to imitate the target language settings with direct contact to reality. Thus, it works to break the restrictions imposed by the printed materials, which are confined to learning and communication only, and thus enhance interest and break boredom during the learning process. However, Ciornei and Dina argue that “authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competencies” (Ciornei and Dina, 2014, p. 275); in this concern, authentic materials could help in improving students’ cultural awareness in addition to enhancing their language

proficiency. Nevertheless, based on Sharif and Mohamed (2013) who argued that many EFL textbooks lack explicit cultural content and some elementary school textbooks contain a very limited information on local culture.

Keith Morrow (1979) stated that authentic material is an extension of a real language by original people and native speakers of that language, and this sort of utterance is addressed to a legitimate audience for real-life situations. In short, authenticity is an essential feature of language test, as its definition differs pursuant to Rahman (2014), especially in relation with English teaching and learning context.

In this concern, Harmer (1994) claimed that authenticity in language materials can be beneficial in terms of language and vocabulary acquisition, utterance production and development, in addition to interest and motivation boost. Moreover, the question of concentration and a change in behavior within students between the use of original materials and traditional methods was raised, as has been confirmed by Peacock (1997). He states that the level of concentration and on-task behavior level during classroom sessions increased and improved when using the original materials rather than using artificial sources. Subsequently, another definition is that authentic materials are produced not only to teach the language but also to understand other language samples “not...specifically produced for the purpose of language teaching” (Nunan 1989. P. 54). Therefore, according to Ciornei and Diana (2014) genuine materials created for native speakers such as media, TV shows, documentaries, and movie clips are crucial in the teaching and learning process, this is because of the amount of reliability and authenticity it offers by presenting the target language for learning as it is used by the native speakers as authentic materials in movies, for example, contain speech samples that include lexicon, many accents, registers, and speech patterns.

2.2 Types of Authentic Materials

These materials according to Thomas (2014) are created for communication in real life situation rather than teaching the language. Accordingly, there are three types of authentic materials: authentic printed materials, authentic visual materials and authentic audio-visual materials.

2.2.1 Authentic Printed Materials

Consists of all written materials, which serve as the basic source of instruction such as, movie advertisements, articles, Newspaper, lyrics, university catalogs, folded papers, maps, role play script, textbooks.

2.2.2. Authentic Visual Materials

Authentic visual materials are those that students can see and enjoy because they contain a lot of pictures and no words, such as power point slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures, ink bolts, postcard pictures, wordless picture books, stamps, and X-rays.

2.2.3. Authentic Audio-Visual Materials

This type of Authentic materials is a medium in which the learners can see and hear the voice such as movies, TV shows, Operas and documentaries.

In the final few years, many audiovisual applied sciences have dominated the world through big traits in providing language learners/teachers with sources of genuine language enter for second language acquisition and learning. Indeed, audiovisual applied sciences have provided many chances for teachers to construct activities for language learners. Accordingly, language learners can have access to a variety of authentic language inputs.

3. Movies as an Authentic Material

Nowadays, technology has gained great fame in teaching and learning the English language. This has helped the adoption of the distance education curriculum which has led to the students over use and exploitation of technology as they spend a lot of time meeting screens and watching movies to enjoy. According to Abbad (2012) watching movies has become a unique technique in enhancing students' vocabulary outside the classroom setting they provide an authentic and a varied language exposure. Moreover, movies can bring variability and flexibility to classroom teaching and learning by introducing new teaching techniques and extending teaching resources; and thus, improving the students' communicative skills, namely speaking, listening, writing and reading. Canning (2000) and Al Surmi (2012) emphasized that English movies help in education by creating an atmosphere conducive to the target language and native discourse using audiovisual context similar to the language to be learnt.

3.1 Audio Visual Context:

The impact of exposure to the audiovisual news, considered a source of genuine language input, has been the focal point of research considering the 1980s. Brinton and Gaskill (1978) studied the effectiveness of listening to the audiovisual media and TV shows in improving English as a foreign/second language (EFL/ESL). During the investigation, videotaped news proclaims from TV were integrated with advanced EFL/ESL instructions. According to Brinton and Gaskill (1978), exposure to audiovisual information language input may help learners increase their lexicon and improve the listening skills because distinctive newscasts convey reality into the lecture room and allow the students to be the center of attention. Additionally, audiovisual news for example is a source of different features of vocabulary which could be beneficial for EFL/ESL language learners, as they spend much time watching and listening to these audiovisual materials, and that is the case in watching movies and series in English language.

3.2. Motivation and Interest

In her work about interest matters, Judith Harackiewicz and her colleagues, Smith, and Prinisky (2006) prove that movies are a powerful incentive stimulating learners to acquire and learn new lexicon by being exposed to the target language spoken by the native speaker.

Contrastingly, Firth, (1975) suggested that not everyone is able to learn from watching movies, as many learners are neither interested nor motivated to learn from the material they are provided with, and the language itself is not in the actual context and instance; it is rather isolated from its social context. Additionally, all learners who watch movies do not have the same level of awareness of the vocabulary used in the movie. Hence, this may hinder the learning process and impede the acquisition of vocabulary to a certain level.

However, this claim has been refuted by Steven Krashen as he stated that problematic words and expressions in the learning context are a part of the natural acquisition of the language. Therefore, when the learner encounters something that hinders his understanding, he seeks to know and to understand these dilemmas. Hence, this could improve students' awareness towards learning. Furthermore, films develop the learners' comprehension by allowing them listening to a vast of language exchanges while also exposing to visual supports such as facial expressions and gestures. These visual cues reinforce the verbal message and serve as a focal point of attention.

3.3. Anxiety and Tension

Subsequently, watching movies could decrease anxiety that affect the students' learning stage, according to some studies, some students confirmed that they feel relaxed and face fewer difficulties and tension during learning while watching movies and series (Guctu, 2017; and kabooha,2016). Furthermore, movies could increase tension and stress among students. Hence,

according to Steven Krashen (1987), anxiety, the lack of self-confidence and motivation inhibit learning.

3.4. Non-Subtitled Movies vs Sub-Titled Movies

King (2002) reported that movies offer more academic and instructional options and are an affluent resource of fundamentally stimulating materials for learners who seeks to improve their vocabulary background and linguistic proficiency as various movie genres may catch learners' attention to different language samples used including slangs, idioms, etc. Students often fail to make a progress when they lose motivation in learning a foreign language. However, watching movies whether subtitled or without subtitles could boost again their will and interest. According to Zanon (2006), subtitled movies and films create a connection between picture, sound in a language, and the text in another language, as translation provided while watching could associates the speech acts with the speech events. Zanon, add subtitled films are commonly utilized for beginner and intermediate classrooms to teach culture, traditions and beliefs of the foreign nation where the film was made, and to provide a rudimentary understanding of the language in more advanced schools. These films are used to learn about a foreign country's culture and language in addition to teach and learn vocabulary.

3.4.1. Subtitled movies

In a movie, subtitles refer to a translated captions often interpret the native language used in the movie to the audience. Actually, there are three types of subtitles as reported by Zanon (2006): bimodal subtitles, standard subtitles and reversed subtitles.

3.4.1.1. Bimodal Subtitles

This type of subtitles also called the interlingual as both the dialogue and captions are in the same language. However, by the use of L2 subtitled movies, college students can learn how to pronounce many words. Moreover, subtitles can reinforce the grasp of English context-

bound expressions and help learners collect new vocabulary and lexicon. Furthermore, subtitles can encourage beginners to learn about English outside the classroom context with the aid of watching English movies, listening to the native speakers' utterances and dialogues. Indeed, bimodal subtitles improve comprehension (Grgurovic&Hegelheimer, 2007).

3.4.1.2. Standard Subtitles

They refer to captions with the mother tongue. They are also defined as the textual version of the spoken utterance by the speaker, as the dialogue is in the target language (L2), whereas, the subtitles are in learners mother tongue (L1). Several research on film subtitles have found that using subtitles is beneficial; nevertheless, it is uncertain whether using subtitles in the first language (L1) or the target language (L2) is the preferable option. Some research (Guichon&McLornan, 2008; Stewart &Pertusa, 2004) find out that (L1) subtitles aid learners' comprehension of the target language films, but others found (L2) subtitles to be more useful. In addition to this, Snyder and Colon (1988) discovered that foreign language students who were exposed to audiovisual aids had much greater vocabulary and speaking skills than those who were not.

3.4.1.3. The Reversed Subtitles

According to Zanon (2006), the reversed subtitling is in which the soundtrack and subtitle languages are different, as the audio is in the mother language (L1) and the subtitles are in the target language (L2). For viewers whose first language is Arabic, and learning English; the audio is in Arabic language and the subtitles are in English language.

3.4.2. Subtitles vs Captions

Subtitles and captions are interchangeable terms. Zarei (2009) defined them as textual variants of conversation in motion pictures and television programs, commonly shown at the bottom of the screen. Subtitles may help learners improve their language skills by exposing

them to new and unfamiliar expressions that would otherwise be lost in the stream of speech. Students can grasp the context in which the word is used with the accompanying situation; they could understand when and where to use the vocabulary item since they associate the words with the image while watching movies.

Although subtitles have been considered as distracting or a source of laziness among pupils in the past, today's teachers should recognize their importance. In this regard, Vanderplank (1988) stated that far from being a distraction and a supply of sloth, subtitles are a source of creativity and it can provide learners with comprehensible intelligible linguistic input.

4. The Comprehensible Input Theory (Captioned Videos)

According to Steven Krashen (1985) comprehensible input is the language you can hear, read, or watch, he carefully adds that learners need to listen to the language he understands. This input should be slightly more advanced than the learners' level to ensure effective acquisition of vocabulary or language in general. Furthermore, as cited by Mardani & Najmabadi (2016), movies provide a rich and authentic setting, which aids language acquisition, this study can be backed up by Krashen's input hypothesis, which assumes that learners can learn a substantial quantity of language unintentionally via adequate comprehensible input, using appropriate methodologies. Hence, this would be interesting and meaningful (Zarei,2009). These environments develop greater linguistic competence for students as watching subtitled movies with in particular, could be a suitable input for language learning.

5. Constructive Theory

Constructivists believe that learners should construct and build their knowledge based on their pre-existing one, as they should be actively engaged while learning. This theory

encourages the use of technology in teaching and learning process. According to Attwel and Hughes (2010), students should acquire the knowledge from being exposed to past experiences and use this knowledge to solve real life problems. This could basically support the role of watching movies as a stimulator to learners in the vocabulary acquisition. Therefore, students should be exposed to authentic videos that provide lucid language to enhance their vocabulary background and improve their linguistic proficiency while watching.

6. Task Based Approach

Using authentic materials, like movies, is a significant component of task-based approach (TBA). This type of tasks could be used for lower-level students to teach them the language and its components. The main objective of these duties is to expose the learner to how to solve or use the acquired knowledge in solving daily dilemmas. Thus, watching movies could be a solution to enhance the vocabulary deficiency of some learners; this task-based instruction provides a situational and interactional context for language learners as movies derived from real life input (Nunnan, 1991).

7. English Language Movies and Language Skills

7.1. Receptive Skills

Listening and reading are receptive skills because they do not require learners to produce language; instead, they receive and comprehend it. These abilities are commonly referred to as passive abilities. Speaking and writing, on the other hand, are productive or active skills.

7.1.1. Reading and Listening

Ismaili (2013) argued that watching movies can improve listening and reading skills. He explained that learners who watch subtitled or use captions for movies become more aware of the word form and acquire new lexicon. Moreover, using authentic materials such as movies and short intellectual videos may improve students listening skills by exposing them to real-life

use of language, thus enhancing their pronunciation and vocabulary, which helps students think outside the box and master English language (Liando et al., 2018). Watching movies can help improve accent and intonation, according to Aliyev&Albay (2016), by associating the accurate pronunciation to the respective scenes. Apart from the fact that movies are motivating media because they cover a wide range of topics and are presented with both audio and visual stimuli (Lonergan, 1984; and Stempleski, 2003), the advantages of using them for language learning as the images and sound may help set the scene of events, and their additional information, such as paralinguistic features, which provide support to listening comprehension (Guichon&McLornan, 2008; and Katchen, 1996a). these features such as gestures, tone and voice' pitch, could convey the speaker' intellectual and mental state, thus, help the listener to communicate accurately.

7.2. Productive Skills

The ability to produce language in written or spoken form is referred to as productive skills (i.e. speaking and writing.)

7.2.1. Speaking and Writing

As suggested by many scholars, watching movies enhances students' linguistic production through continuous exposure to the target language. This includes real authentic English such as slang, idioms and colloquial expressions which effectively contributes to improving productive skills mainly native-like speaking and writing. Hence, this could be a technique for students to improve their communicative competencies and produce the language accurately, effectively and fluently. Reading subtitles, particularly, may increase the learners' linguistic proficiency and improve their conversational skills (Aliyev&Albay, 2016; Ismaili, 2013; Kalra, 2017). Watching the genuine use of the language by the natives, then, helps the learner to gain self-possession while practicing the language he is learning, and therefore with

continuous practice, it enhances their ability to produce the language and thus reduces anxiety, stress and glossophobia; the fear of public speaking situations. Besides, certain studies have shown that watching movies enhances students' self-confidence during speeches and presentations, mainly in oral expression sessions (Kalra, 2017).

Conclusion

The benefits and challenges of employing movies in English education have been revealed by this research synthesis. Previous studies show that using movies as an educational tool in a multimodal teaching environment has numerous advantages concerning teaching and learning process, but there are also considerable obstacles. The most obvious advantages are stimulating learners and enhancing their motivation throughout watching movies as an authentic audiovisual material, target language input, and vocabulary construction, as they are all important factors to consider. Since movies provide an authentic and genuine language input, and offer an audiovisual context that helps combines and associates the image with the spoken form. Furthermore, according to the social constructivism theory, students can improve their language including vocabulary and lexis in addition to their cultural awareness by watching movies.

The contents of this section suggest that movies could be used to teach English, but there are significant obstacles to consider. However, questions about students' experiences and vocabulary development need to be investigated more in order to properly comprehend the potential of movies as a teaching tool. When it comes to vocabulary acquisition, the way in which information is delivered is critical. Why not use movie materials to supplement pupils' vocabulary development, since they are regarded as a compelling tool?. According to Webb (2010), evidence suggesting watching a single film will have relatively little influence on vocabulary development. Regularly, according to Lialikhova (2014) "watching movies over a

long period of time, on the other hand, has a lot of promise for expanding vocabulary and increasing linguistic proficiency” (p. 45). Further discussion about vocabulary development will be carried on in the next section.

Section Two:
Vocabulary Learning

Introduction

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Conclusion

Introduction

English is considered the language of the era, as many learners seek to develop their language skills in that language by developing basic abilities such as speaking, reading, writing and listening. Nevertheless, the linguistic and oral proficiency of English learners is measured by the extent and quantity of vocabulary they possess in their repertoire, which enables them according to Krashen and Terrell (2000) to communicate smoothly and effectively with native speakers by producing lexical items to convey meaning. Therefore, this section will highlight the basic elements of vocabulary, in term of terminology and types and other aspects of lexis learning and development.

1. Definition of Vocabulary

To learn a new language or even to master it, learning and acquiring its words is importantly required to be fluent. Many scholars have suggested different definitions to the word vocabulary. Hatch and Brown (1995) define vocabulary as “a list of words for a particular language or a list or set of word that individual speaker of language might use” (p. 1). Moreover, Linse (2005) described vocabulary as a set of words that someone knows. Laufer (1997) stated that learning vocabulary is the basic stage to learn any other thing in any language and to speak fluently. According to these scholars, vocabulary is a set of words that are important to begin learning any new language, to make a progress in learning it, and even to master it. It is the basic of learning any new language that without it, nothing will be conveyed. Furthermore, Jenkins and Dixon (1983) think that vocabulary is a continuous process that learners should always focus on, he stated that “vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system” (p. 242), as vocabulary has a crucial role in the process of learning and mastering English as a second and foreign language. Hence, it is very important for learners to build a

respective vocabulary background in order to interact with native speakers effectively and accurately.

2. The Complexity of Vocabulary

Schmitt (2000) demonstrated the complicated nature of vocabulary in his book « Vocabulary in language teaching ». He described the ambiguity of the vocabulary system and the challenge of acquiring everything at once; rather than that, it requires a long period and continuity due to constant exposure to word recognition. He emphasized that acquiring vocabulary happens gradually with the understanding of the various degrees of learning from one learner to the next based on the strength of the exposure and vocabulary categories, paying attention to vocabulary knowledge in term of meaning and form of lexicon. Schmitt, also offered a recommendation about the several types of word knowledge that students and instructors should be conscious of and consider when dealing with vocabulary development. This includes the written and the spoken form of the word, its grammatical behavior, collocations related to it, its register, associations and the frequency as well. He also confirms that the aforementioned requirements cannot be developed at once. They are gradually mastered depending on time and exposure to the target language.

3. Types of Vocabulary

In the field of vocabulary learning and teaching, some scholars (Stuart Webb, Aeborsold and Field, Nation ...etc.) classify vocabulary into two categories, receptive or passive vocabulary, and productive or active vocabulary.

3.1 Receptive or Passive Vocabulary

Passive vocabulary is referred to those words that EFL learners face, recognize and understand them, but they do not use them. Webb (2009) defined the receptive vocabulary as the words that learners understand their meaning when they read or hear them, but they do not

write or speak using them. Moreover, Nation (2005) stated that this type of vocabulary is included in the acquired knowledge that the learner is still getting its aspects. Passive vocabulary requires comprehension of vocabulary in written or spoken language, in addition to the familiarity with major grammatical components or patterns used in the utterances.

3.2 Productive or Active Vocabulary

Nation (2003) stated that productive vocabulary refers to the words that the EFL learner read and hear and can use them in his daily life. Aeborsold and Field (1997) explained that this includes the language word that the learner can understand their meaning and can spell, speak, and convey messages with them. Webb (2005) considered this type of vocabulary as essential and needed for the learners to convey messages and generate ideas. The active vocabulary requires:

- A mastery of word choice
- Spontaneous words recall

4. Importance of Vocabulary

Vocabulary is an important aspect in language learning because it fosters the students' development and mastery in that language. Many studies claim that, away from essential aspects in the language learning like Grammar and pronunciation, vocabulary is considered the heart of learning any language in the world. Some scholars believe that vocabulary is more important than Grammar. David Wilkins considers that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”, (Wilkins, 1972; Thornbury, 2002, p. 13). This clearly means that grammar itself is fundamentally based on vocabulary. Harmer (1991) also agree with this point stating that word choice is more important than using words in the incorrect tense. He added that the master of grammar or any aspect of the language

could not be successful without acquiring a good amount of vocabulary. So, learning any language primarily means learning its vocabulary.

5. Vocabulary Breadth and Depth

Scholars and linguists agree that vocabulary is not a measurable and a countable aspect of knowledge; although, to measure the individual vocabulary knowledge, several tests should be done. All tests that intend to measure vocabulary should include vocabulary breadth and depth.

Shen (2008) described breadth of vocabulary as the amount of words that someone knows. This amount of vocabulary can be measured using placement tests which aims to test the individual's knowledge of vocabulary and to what extent he mastered these words. Word families which organized in thousands are chosen for these tests based on their frequency in a corpus. In other words, the first list would have the most often occurring terms, while subsequent lists would contain less frequently occurring words. An example of this is the vocabulary level test (VLT) by Nation (1990).

The second aspect in vocabulary testing is the vocabulary depth. Depth tests cannot be done or find result in one time because they measure the development of vocabulary. To measure this aspect of vocabulary, the developmental approach will be applied. According to Wesche and Paribakht (1996), vocabulary knowledge scale tests tend to measure the continuous development of the learner

6. Vocabulary Size

Vocabulary contributes to all aspects of language. A good amount of vocabulary is needed in order to convey and receive ideas and thoughts in the social context and even in the individual learning. Schimtt (2008) stated that learners tend to acquire the needed vocabulary

size for both listening and reading as much as they can and how much vocabulary is needed for them to be good communicators.

There is no exact number that represents the amount of words that the English language includes. Merriam-webster dictionary (n, d) informs its readers that it covers almost 470 thousand words. On the other hand, while Oxford English dictionary (2022) posited that they have gathered 600 thousand words. Claiborne (1983) reports that the English language includes between 400000 and 600000 words. This amount of vocabulary is undoubtedly difficult for any EFL learner to learn. Schimtt (2008) thinks that these learners need to get a huge amount of vocabulary to help them communicate effectively. For him, learning the basics or few words in English is not enough for English learners to communicate properly or to express their ideas smoothly. Bellagamba, Laghi, Lonigro, Pace and Longobardi, (2014) highlighted the needed number of words for every EFL type of learners:

- 250 words are needed for EFL learners in order to produce a correct sentence
- 750 words are needed for everyday conversation
- 2500 words are needed to communicate properly about a certain topic
- 5000 words are needed for EFL learner to communicate like a non-educated native speaker
- 10000 words are needed to communicate and generate ideas like an educated native speaker
- 20000 words are needed for EFL learner to enable them to read and understand the literature of the language.

7. Vocabulary Tiers

7-1 Tier 1: Basic Vocabulary

This level includes the high frequency words that are widely used in English. Almost all English first level students know these words because they are commonly used and considered as general knowledge (Marzano, 2012). Those nouns, verbs, adjectives, and adverbs do not need to be taught or any kind of instruction. They are almost 8000 words. (Nushi & Jenabzadeh, 2016).

7-2 Tier 2: High Frequency/ Multiple Meaning Vocabulary

This tier is a combination of high frequency and multiple meaning vocabulary. These terms or words are required to a general understanding of the English language (Marzano, 2012). This level needs an instruction or a teacher to guide the learners. It includes almost 7000 words.

7-3 Tier 3: Low-Frequency, Context-Specific Vocabulary

The third tier includes what tier 1 and 2 do not. This level is specific for the terms that are not used in everyday life. Its words are specified to science, education, some professions, to specific discourses but not for every day communication (Mazarno, 2012). To have an idea about this tier, if the first and the second tier include almost 15 thousand words, maybe more or less, tier 3 includes the rest words (Nushi & Jenabzadeh, 2016).

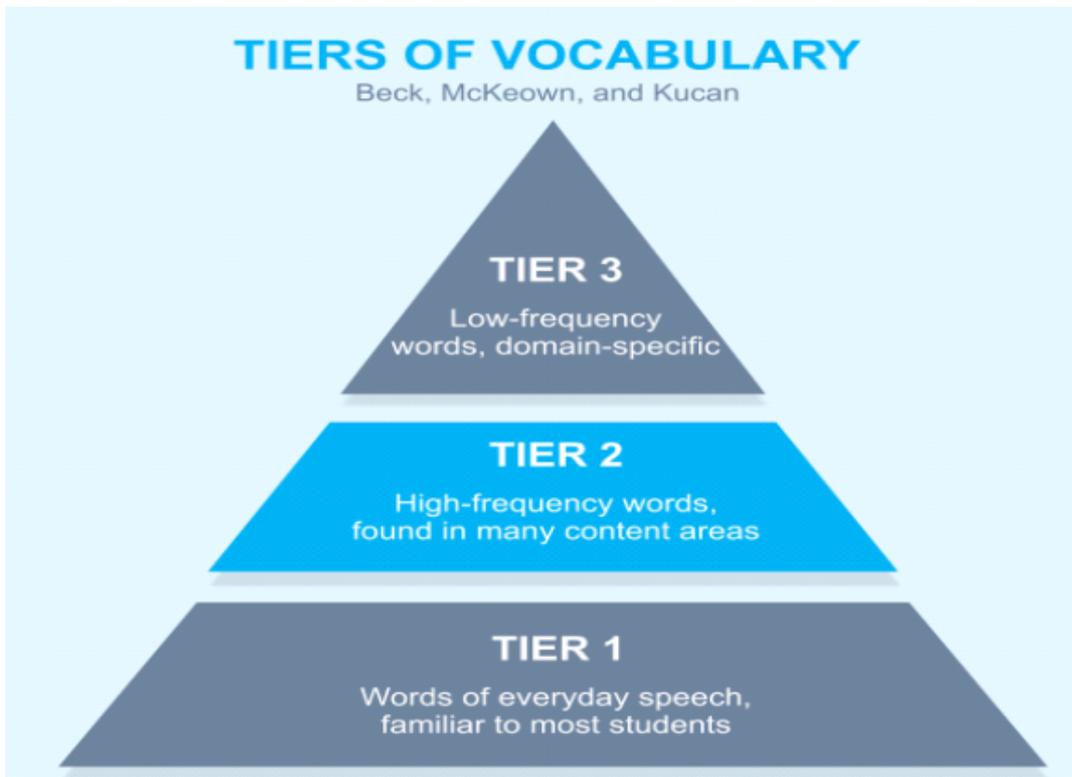


Figure 1 Vocabulary tiers (What is tier two and academic vocabulary?, 2011)

8. Incidental vs Deliberate Vocabulary Learning

8.1 Incidental Vocabulary Learning

According to Hulstijn (2013), the incidental learning refers as a methodological feature of learning experiments, pertaining to the absence or presence of a notification whether subjects would be tested after exposure, or it refers to the acquisition of a word or expression without the conscious intention to commit the element to memory, such as “picking up” an unknown word from listening to someone or from reading a text. In other words, reading a piece of writing, listening to an audio or watching a movie may help getting new vocabulary unintentionally.

Research finding extracted by Swanborn & de Glopper (1999) pointed out that vocabulary learning should be done by incidental learning and continuous exposure. According to Webb (2020), reading, listening, or watching an object without being tested will inevitably

shift the focus of the learner from understanding the topic of the object to the unknown words; and consequently, leads him to be curious about their meaning. Nagy et al. (1985) suggest that incidental learning through free reading is a good way for vocabulary acquisition and that reading comprehension is a useful way for vocabulary development. Similarly, other studies (Montero, et. al., 2014; Peters and Webb, 2018) propose that vocabulary can be incidentally acquired by watching, as emphasized in the undertaking.

Webb (2020) indicated that hearing or seeing the words repeatedly enhances all aspects of vocabulary knowledge. The more you see a word, the more spelling you learn. Likewise, the more you hear a word, the more correct pronunciation you get.

8.2 Deliberate Vocabulary Learning

Deliberate learning simply means focusing on the target thing that will be learnt or taught out of the context or any other indirect strategies. The learner, here, will be tested at the end of the course or the lesson. He can use direct strategies to learn such as repetition of words (Kelly, 1992), word cards (Nation, 2001), vocabulary books techniques (Schmitt & Schmitt, 1995) ... etc. The deliberate vocabulary learning can be a useful approach that helps the learner in memorizing and developing the vocabulary for the autonomous learners (Elgort, 2011).

9. Vocabulary learning strategies and techniques

9-1 Explicit Learning Strategies

9-1-1 Determination Strategies

Determination strategies mainly include two techniques, words parts and dictionary use. Nation (2001) states that words part techniques can help in knowing the meaning of complex words. This simply happens by dividing the word into a prefix, root, and suffix. He adds that this strategy can help in making a difference between similar words in terms of either form or function. The second technique which is the dictionary use is widely used among the EFL

learners. Knight (1994) believes that the best ways to getting the words meaning are inferring the words' meanings from the context and using dictionaries.

9-1-2 Memory Strategies

Although these techniques are not widely used, they still get attention of many searchers. The memory strategies include semantic association and keyword technique. The semantic association technique can be used by getting a group of words with associated meaning. For example, the student may learn the word “education” and other words with the same associated meaning “learner”, “teacher”, “school”, “book” ...etc. This helps the learner remember the words that are linked to each other in a systematic way. Crow and Quigley (1985) supported using this technique in vocabulary learning and consider it as a useful way to remember as many new words as possible. The second technique which is the key word technique appeared to the field in the 1970s and the beginning of the 1980s. In a study made by Sagarra & Alba (2006), they figure out that the method is 25% faster and effective than the traditional vocabulary teaching. This technique simply refers to linking L1 words with items in L2. If someone is asked “how are you?”, For example, one of the suggested answers is to say ‘I’m fine’. In the Algerian context, we can link the word “fine” with the juice brand “Fine” which is common and typically consumed by most Algerians. This can definitely help in memorizing new and unfamiliar words in the target language.

9-1-3 Cognitive Strategies

The most used techniques in cognitive strategies are word cards, rote learning and rehearsal, and list learning. These techniques are more useful for independent learners and non-academic learners who do not learn in the classroom setting. The word ‘cards technique’ refers to writing L2 words on the side of the cards, and their meanings in L1 on the other side. The learner here tries to remember the meaning of L2 words in L1 by using those cards. Nation

(2001) considered it as a good strategy to acquire new words each time. Rote learning is the repetition of L1-L2 words in order to make the memory familiarized with them. In a study made by Crothers & Suppes (1967), it showed that more than a hundred English-Russian words got remembered after just seven times. In another method, Kelly (1992) stated that repeating words loudly is more efficient than repeating them silently. List learning is making a list of four or five words with a changeable order and trying to learn and remember them.

9-1-4 Metacognitive Strategies

Metacognitive strategies according to Harris (2003) are familiar among independent learners who lack the motivation and the support of the teacher. Those learners tend to manipulate their learning process and operate related tasks by planning, monitoring, and evaluating their use of language and their language learning. Therefore, these strategies are used directly by individuals to learn and acquire vocabulary purely with no method or assistance from the instructor. For those independent learners who do not have a planned learning syllabus, learning vocabulary through vocabulary books is one of the effective techniques (Schmitt & Schmitt, 1995). As reading could improve language skills, boost vocabulary building and help students learn advanced words.

9-2 Implicit Learning Strategies

Implicit learning denotes learning vocabulary incidentally, unintentionally and without any awareness or focus activity of what has been learned. According to Hurd and Lewis (2008), this strategy does not consider learning and listening as the best way to learn and memorize vocabulary, it rather considers learning from the context and daily-life activities.

Accordingly, many vocabulary learning techniques can be listed as follows:

- Analyzing word parts
- Dictionary use

- Semantic associations
- Semantic associations
- Word cards
- Rote learning and rehearsal
- List learning
- Learning through context and experiencing

Teaching and learning vocabulary is an important technique for both teachers and learners to use the language accurately in its appropriate context and communicate effectively in different settings. In this concern, teaching vocabulary using English language movies as a source of authentic input considered to be a useful way for learners to recall vocabulary for active usage. According to Harmer (2007), using this type of environment inside English language classroom could stimulate and motivates students to learn new words and lexicon by associating the words with their appropriate context and use. Furthermore, Morgan and Rinvoluceri (2004) stated that the method of using audiovisual materials in EFL classroom may reinforce and enhance student's critical thinking, improve spelling and pronunciation, in addition to boosting students' interest and intention towards learning.

Conclusion

The current section has dealt with vocabulary development in teaching and learning English as a foreign language. Though, vocabulary as a basic element of the language is the amount of words and lexicon that used by the individual to communicate and interact with the social environment, besides, vocabulary considered to be a sophisticated and important element of language. There are two types of vocabulary; while passive vocabulary is the words the learner knows without using them in daily life communication, whereas active vocabulary are

lexicon used fluently, frequently and confidently in speaking and writing. Accordingly, learners exposed to audiovisual contents may either acquire or learn new vocabulary whether unintentionally, unconsciously and effortlessly, or intentionally with all the focus and intention to learn and acquire, as being aware of what has been learned. To conclude, there are many strategies used by learners or instructors to facilitate the vocabulary learning. Yet, more emphasis and collaboration is required to boost vocabulary development and improve language proficiency as an essential element for communication inside and outside EFL classroom.

Chapter Two

Field Work and Analysis of The Results

Introduction

The present study aims to explore, identify, and describe the impact of watching movies on EFL students' vocabulary learning. More particularly, the purpose of this research is investigating EFL students' perspectives and attitudes towards the impact of watching movies on students' vocabulary learning. Thus, this chapter is the practical part of the research which details, explains, and justifies the study's methodology, population and sampling, the data gathering instruments, and the data analysis procedures. Furthermore, the chapter analyzes the data provided and data tools' administration processes, lists their aims, and summarizes and interprets results obtained from the collected data. To conclude the chapter, the results have been synthesized, combined, and presented concurrently.

2.1 Research Methodology

The mixed method approach is adopted in this research due to the nature of the study, which requires the researcher to obtain detailed, divergent, and insightful data concerning the students' perceptions of the impact of watching movies in English on improving their vocabulary learning. Thus, combining both qualitative and quantitative research methods increase the validity and reliability of findings. The findings obtained from the data collection instruments will answer the research questions, fulfill the research aims, and help reach logical and practical research conclusions and results. Additionally, the case study design is adopted in this research in order to examine a specific narrow sample.

2.2 Population and Sample

Among second year students at Mohamed Kheider University of Biskra, a sample of (40) participants among the total number (256) is randomly selected to answer the

questionnaire. Furthermore, eight (8) participants among the aforementioned sample were purposively selected to participate in a focus group. These participants were selected mainly because they are more interested and passionate about watching movies in English, and watch them more often. This data collection tool aims to examine in detail these participants' thoughts and viewpoints on the impact of watching movies in English on vocabulary learning.

2.3 Data Collection Tools and Procedures

The present study employs two data collection tools, namely, a semi-structured questionnaire includes both closed and open-ended purposeful questions that aims at providing a narrative and descriptive answers, and a focus group discussion frequently used to investigate the participants' perspectives of the problem and provide a reliable and comparable qualitative data, both the questionnaire and the focus group administered to students. The data gathered have been used to answer the research questions, to validate or refute the hypothesis, and to attain the research aim.

2.3.1 Students Questionnaire

2.3.1.1 Aim of the Students' Questionnaire

The students' questionnaire seeks to collect data about students' perspectives and attitudes towards the influence watching movies and/or series in English language may have on their vocabulary learning. The questionnaire is a combination of a number of close-ended and open-ended questions which attempt to cover the different points and aspects included under the umbrella of the research's problem under investigation. The questionnaire has been conducted online through Google Form since it saves time and effort for both the researcher and the participants.

2.3.1.2 Description of the Students' Questionnaire

The questionnaire is administered for the sake of answering the current research questions. It is conducted throughout Google Form. It includes two sections; on the one hand, the first section is devoted for general and background information about participants and respondents. On the other hand, section two reveals the correlation between the two variables; questions about the impact of watching movies/ series in English on vocabulary learning according to the participants' perceptions. The first section constituted of four (4) questions, which aimed to collect general information about the participants. The second section constituted of eleven (11) questions, some were closed-ended and some were open-ended. The first question in section two examined whether the participants watched movies, TV series and shows, or TV programs in English and it was a yes or no question. The second question enquired about what the participants' like to watch exactly; movies, series, TV shows and programs, or documentaries (it was a checkbox question); the third question enquired where they watch what they choose to watch (it was a multiple-choice question); and the fourth question was about how frequent they watch them (it was a multiple-choice question).

Question number five was a check box question that examined the movies/ series genres the participants like to watch, it included an open-ended sub-question, which asked the participants to mention more genres that they liked. Moreover, question number six investigated whether or not participants think that watching movies/ series in English serves educational and informative purposes regarding their English learning (it was a yes or no question). Question number seven, correspondingly, was a check box question which provided participants with four (4) options and asked them, "which English language learning aspect(s) does watching movies/ series in English help you with?" In addition, the eight-question examined whether or not participants believed that them watching movies/ series in English helped enriching their

vocabulary background in English, it was a yes or no question and it included an open-ended sub-question asking them to explain how they think watching movies / series helps enriching their vocabulary background.

Furthermore, the ninth question examine whether participants watch their movies/ series in English with subtitles or not, it was a yes or no question including an open-ended sub question asking the participants who chose “yes” to mention the reason behind choosing to watch with subtitles. The tenth question was a multiple-choice question investigating which language the participants choose the subtitles to be; Arabic, English, or another language. The tenth question include an open-ended sub question asking the participants to justify their choice of the subtitles language. Lastly, the question number eleven was an open-ended question asking the participants about their thoughts on using movies/ series in English as authentic materials as a method to teach and learn vocabulary in the EFL context.

2.3.1.3 Validating, Piloting and administrating the Students’ Questionnaire

The students’ questionnaire was first validated by the supervisor, who provided remarks concerning modifying and paraphrasing certain questions. As she gave some remarks and evaluating whether the questions effectively capture the research under investigation or not. Second, the questionnaire was sent to (5) participants among the selected sample via e-mail for proofreading; the five (5) participants were excluded from answering the questionnaire. Both participants’ and the supervisor’s remarks were taken into consideration as they helped the researcher finalize the questionnaire.

After validating and piloting the questionnaire, it has been, then, created online on Google Forms survey software. Subsequently, the questionnaire has been forwarded to the

participants via social-media platforms. The expected number of responses, which is (40), is finally obtained in a seven days period.

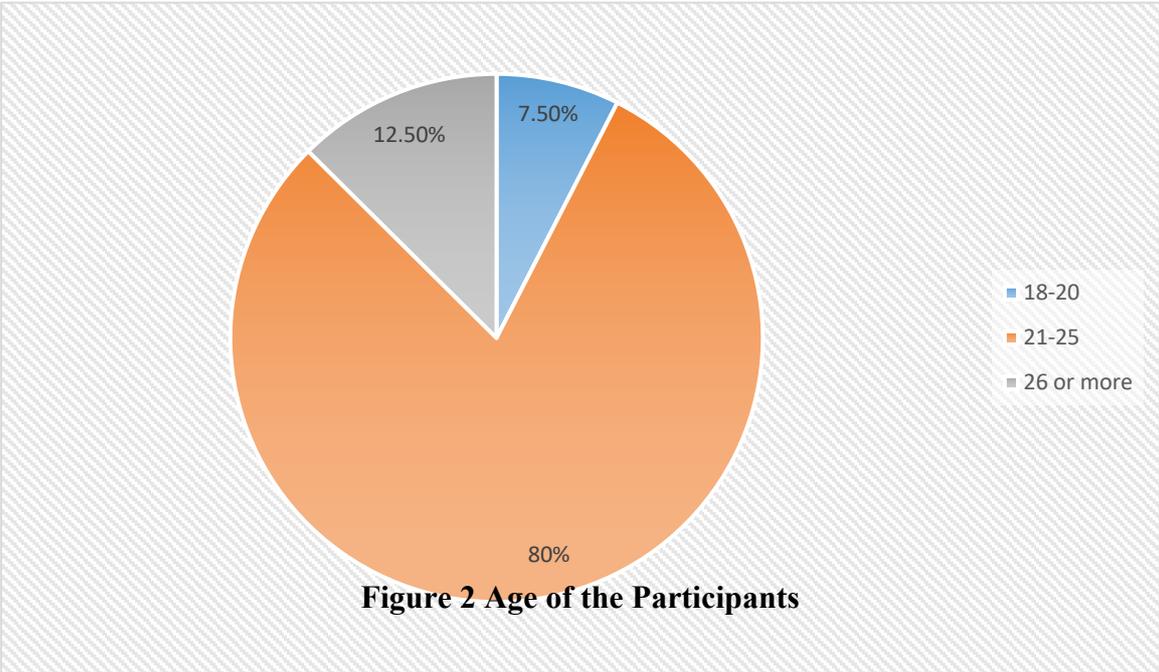
2.3.1.4 Analysis of the Students' Questionnaire

The data collected from the students' questionnaire have been analyzed using descriptive statistics through the services available in the Statistical Package for the Social Sciences (SPSS) in order to answer the research questions. This software is a powerful tool for manipulating and decoding the questionnaire data, it helps analyze and describe statistical input used for in-depth research. Using the Statistical Package for the Social Sciences (SPSS) enabled the researcher to attain exact and accurate descriptive analysis, in addition to help organize and display the results in simple steps.

Section One: General Information.

Item 01: How old are you?

The answers to this question are displayed in the form of percentages in the pie chart below:



According to Figure 2, the majority of the participants' age range from 21 to 25 with a percentage of (80%). 12, 50% of the participants' age is 26 or more, and 7, 50%) of the participants are 18-20 years old.

Item 02: Was majoring in English as a Foreign Language in the University of Biskra your personal choice?

This question seeks to know the reasons behind choosing English as a major at the university of Mohamed Khider and whether it was their own choice or it was due to someone else's advice or suggestion.

The answers to the second question are displayed in the form of percentages in the pie chart below:

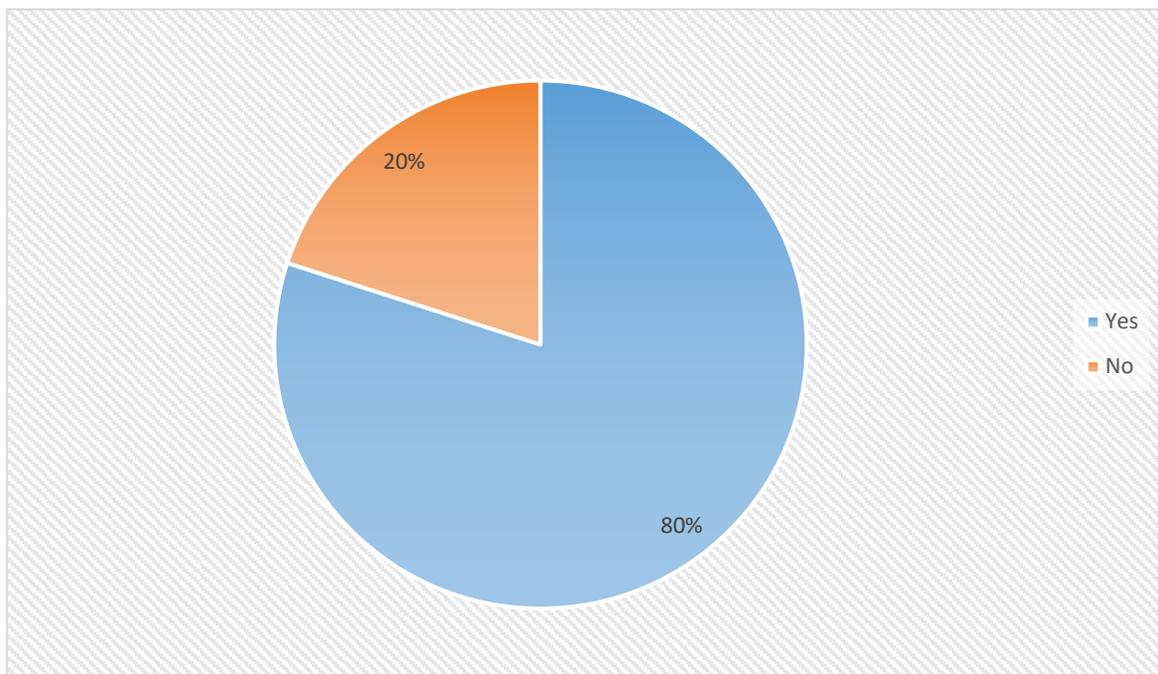


Figure. 3: Participants' Answers on whether Majoring in English as a Foreign Language was their Personal Choice or not

Figure 3 demonstrates that (80%) of the participants chose to major in in English as a Foreign Language in the University of Biskra independently whereas the rest of the participants (20%) did not.

Item 3: The reason you are studying English as a Foreign Language is:

The aim of the third item was to examine participants' reasons for choosing to study English as a Foreign Language.

The answers to the third item are displayed in the form of percentages in the pie chart below:

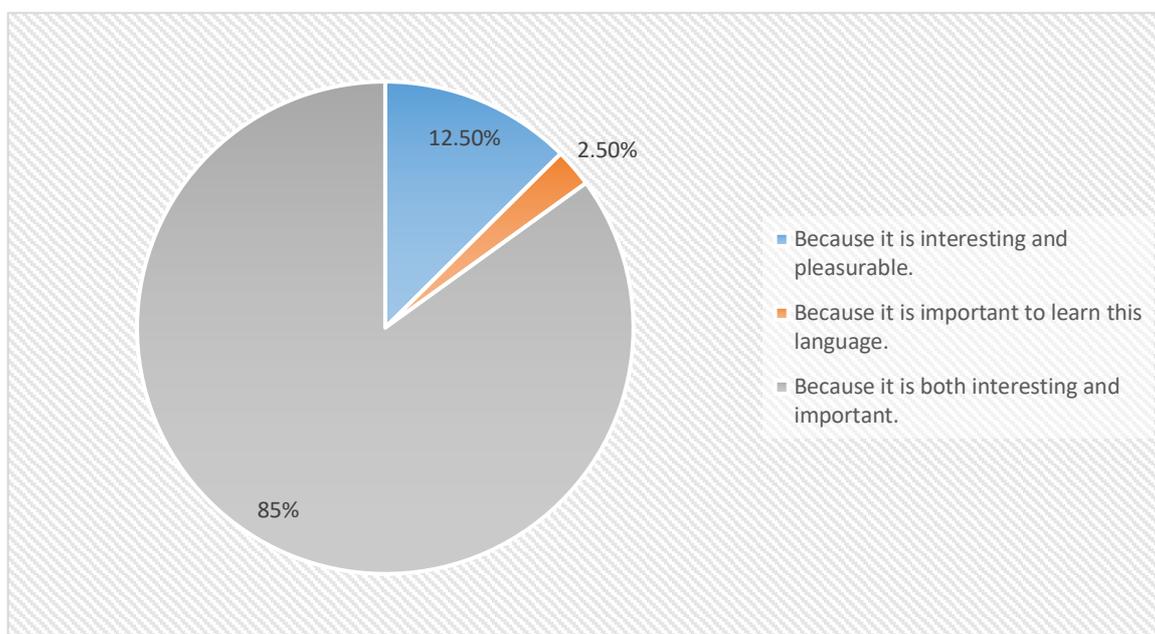


Figure. 4: Participants' Reasons for Studying English as a Foreign Language

As displayed in Figure 4 above, (2, 50%) of the participants are studying English as a Foreign Language because they think it is important to learn the language, (12, 50%) of the participants are studying English because they find it interesting and pleasurable, and the majority of the participants (85%) are studying English because they believe it is both interesting and important.

Item 4: What aspect or part of learning English as a Foreign Language in the University of Biskra do you find troublesome or hard?

The last item in section one aimed to explore which aspect(s) of learning English as a Foreign Language in the University of Biskra do the participants struggle with, and the exact numbers of participants who are struggling with which aspect(s).

Participants' answers to this item are displayed below in a bar graph:

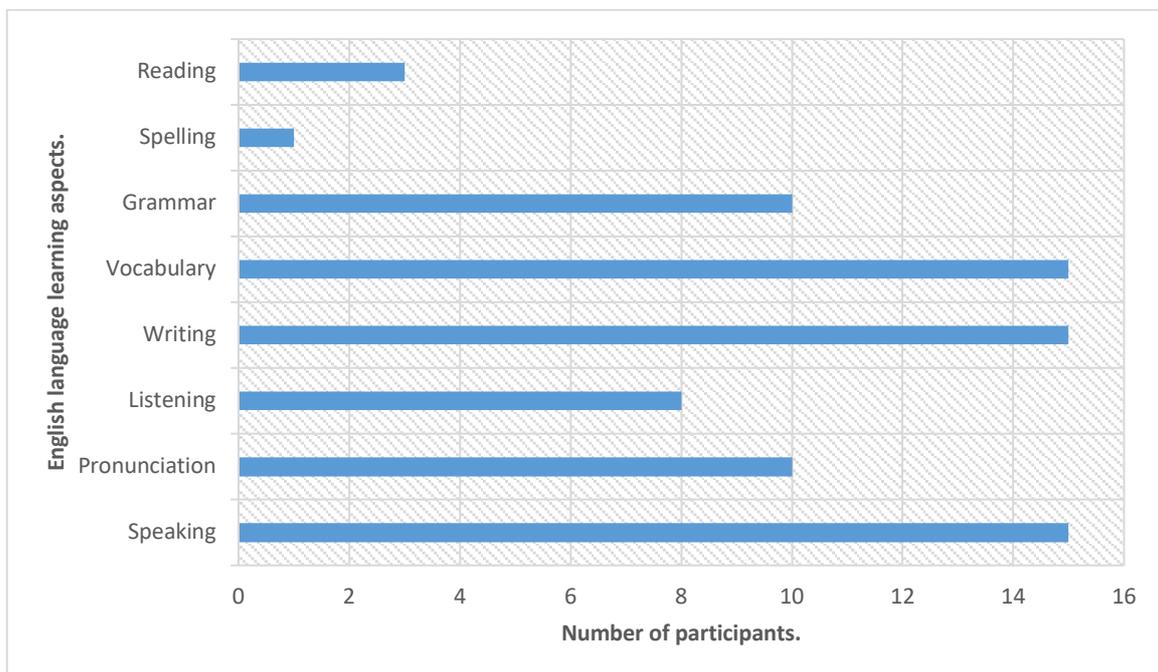


Figure. 5: the English Language Learning Aspect(s) that Participants Find Troublesome

As shown in Figure 5, a number of fifteen (15) participants find “Speaking” troublesome, a number of ten (10) participants find “Pronunciation” troublesome while eight (8) participants said to find the listening troublesome. Moreover, fifteen participants struggle with the writing skill and fifteen participants struggle with “Vocabulary”. In addition, ten (10) participants find “Grammar” difficult, one (1) participant finds “Spelling” difficult, and three ones find “Reading” difficult.

Section Two: Watching Movies/ Series in English and Vocabulary Learning

Item 1: Do you watch movies, TV series and shows, or TV programs in English?

The purpose of the first question was to check whether or not the participants watch movies, TV series or shows, and TV programs in English.

The answers to this question are displayed in the form of percentages in the pie chart below:

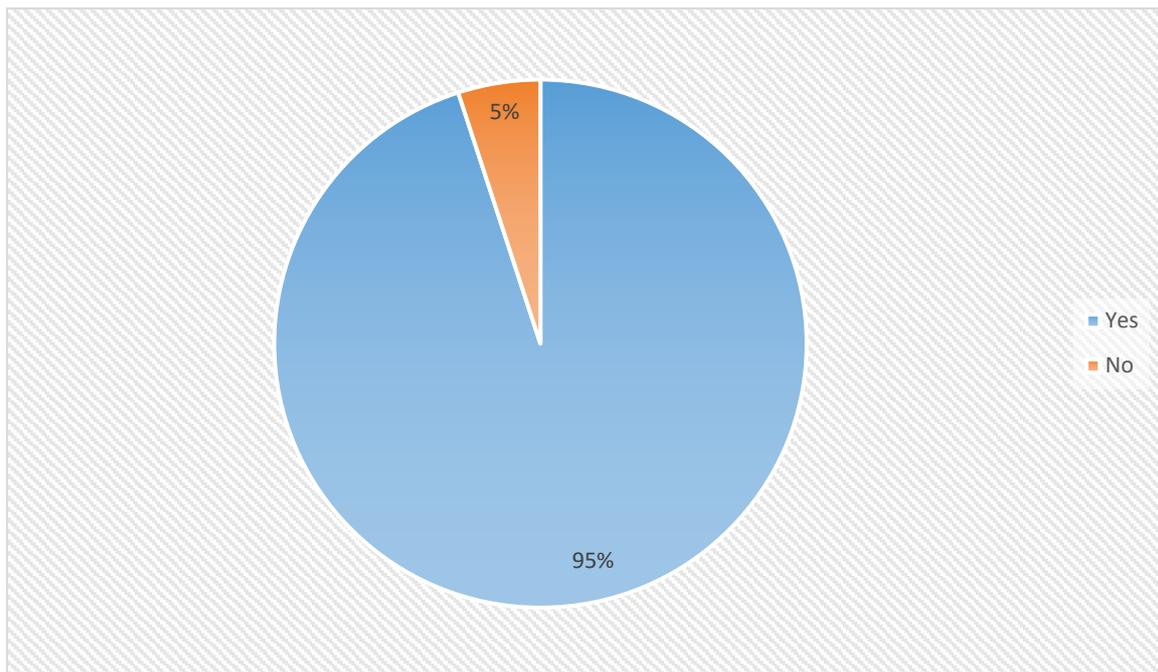


Figure. 6: Percentage of Participants who Watch Movies and TV Series/ Shows/ Programs in English

According to the pie chart displayed in Figure 6, (95%) of the participants watch movies, TV series and shows, or TV programs in English whereas only (5%) of them do not.

Item 2: What do you like to watch?

The target aim of item number two was to examine what type of visual/ virtual entertainment media the participants like to watch the most; movies, series, TV shows/ programs, or Documentaries.

The participants' answers to this question are displayed in a bar graph as follows:

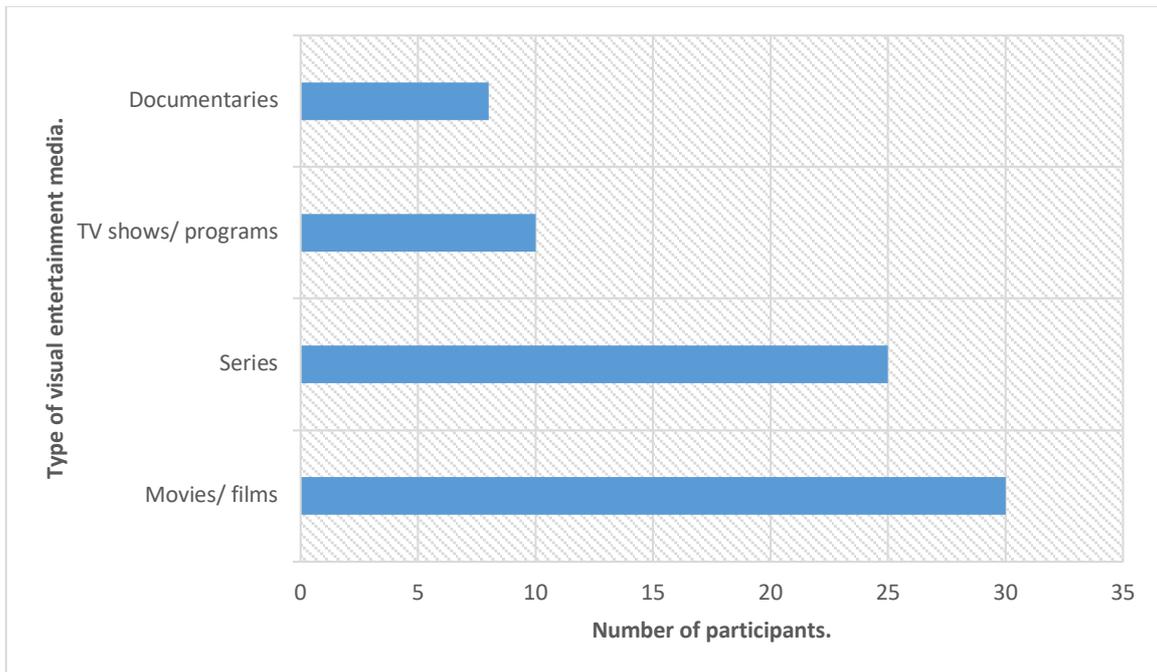


Figure. 7: Types of Visual Entertainment Media Participants Like to Watch the Most

Figure 7 demonstrates that the types of visual entertainment media participants prefer to watch are movies/ films with a number of (30) participants and series with a number of (25) participants. On the other hand, the least preferred types of visual entertainment media to watch, as per the participants, are TV shows/ programs with a number of (10) participants and documentaries with a number of (8) participants.

Item 3: Where do you watch them?

The third question sought to know where the participants prefer to watch their movies/ shows. The answers to the third item are displayed in the form of percentages in the pie chart below:

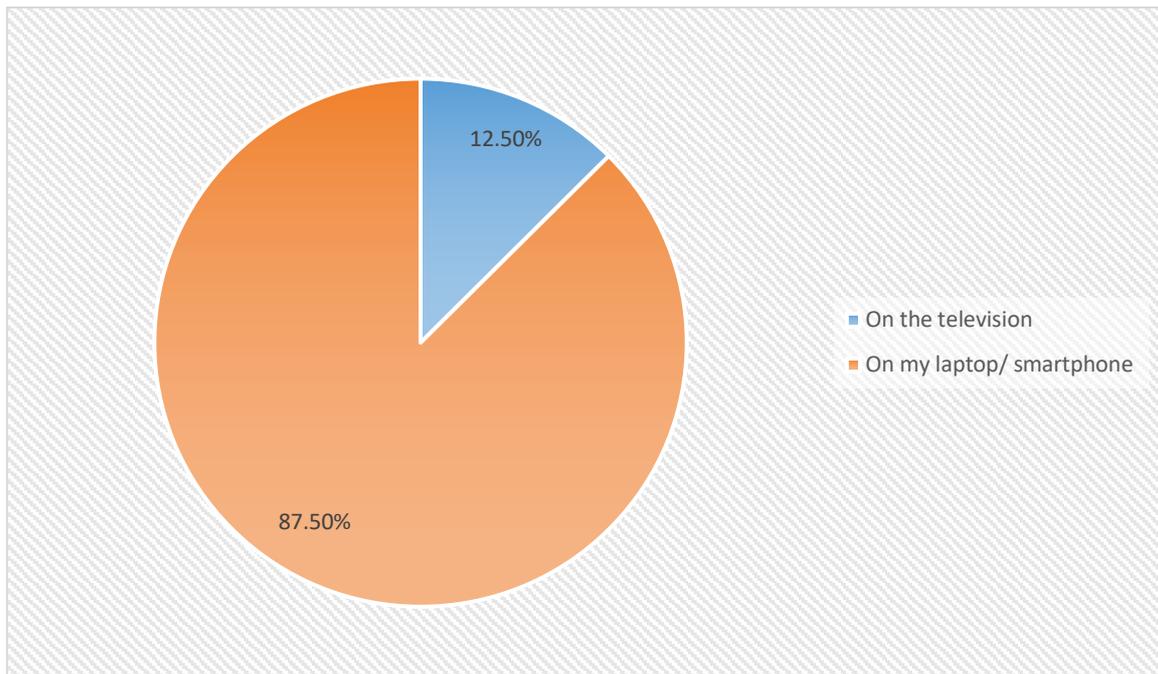


Figure. 8: Where Participants Watch their Movies on

As demonstrated in the graph above, the majority of participants (87, 50%) prefer to watch movies/ series on their personal devices; their laptops or smart phones. Contrastingly, a minority of (12, 50%) of participants watch movies/ series on the television.

Item 4: How frequently do you watch them?

The target aim of question number four was to explore and identify how frequently the participants watch their preferred movies / series. The answers to this question are demonstrated in the pie chart as follows:

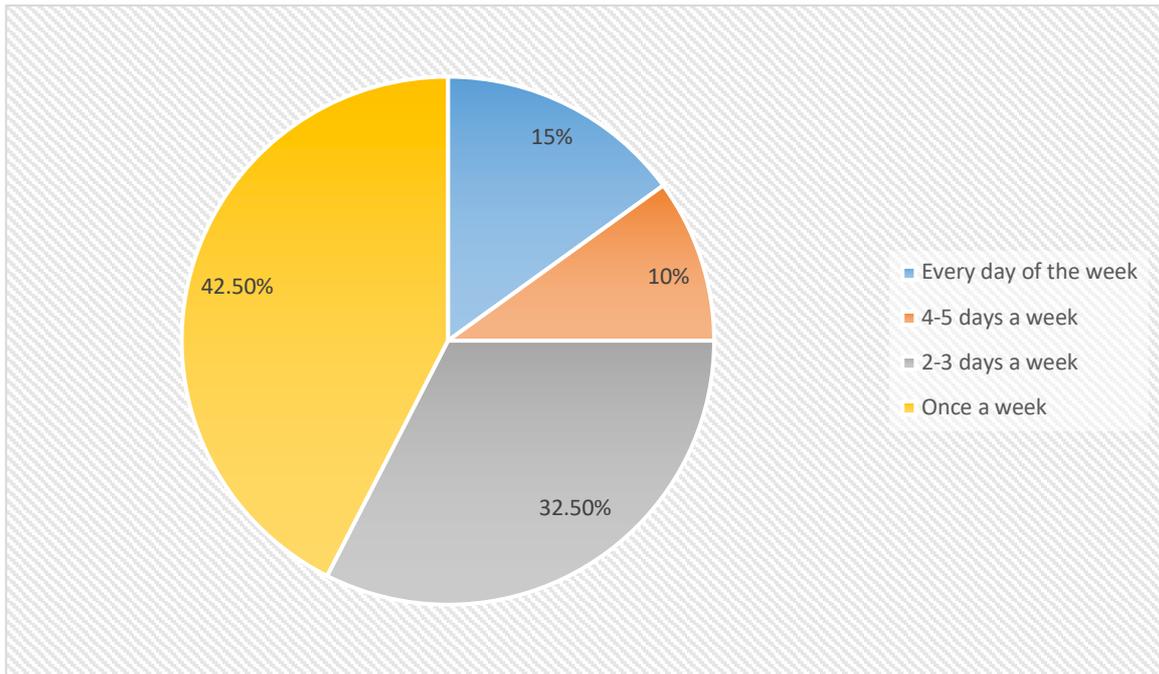


Figure. 9: Participants' Watching Frequency

Figure 9 shows that a percentage of (42, 50%) of participants watch movies/ series once a week only, a percentage of (32, 50%) of participants watch movies/ series 2-3 days a week. However, a percentage of (15%) of participants watch movies/ series every day of the week and (10%) of them watch 4-5 days of the week.

Item 5: What genre of movies/ series in English do you prefer to watch?

Sub-question to item 5: If there is a genre that you prefer, which is not mentioned above, please point it out.

This item aimed to identify participants' favorite movies and series genres, and to know which were the most preferred and which were the least preferred. In addition, the sub-question aimed to determine what other genres the participants liked to watch.

The answers to this question are displayed in the bar graph below:

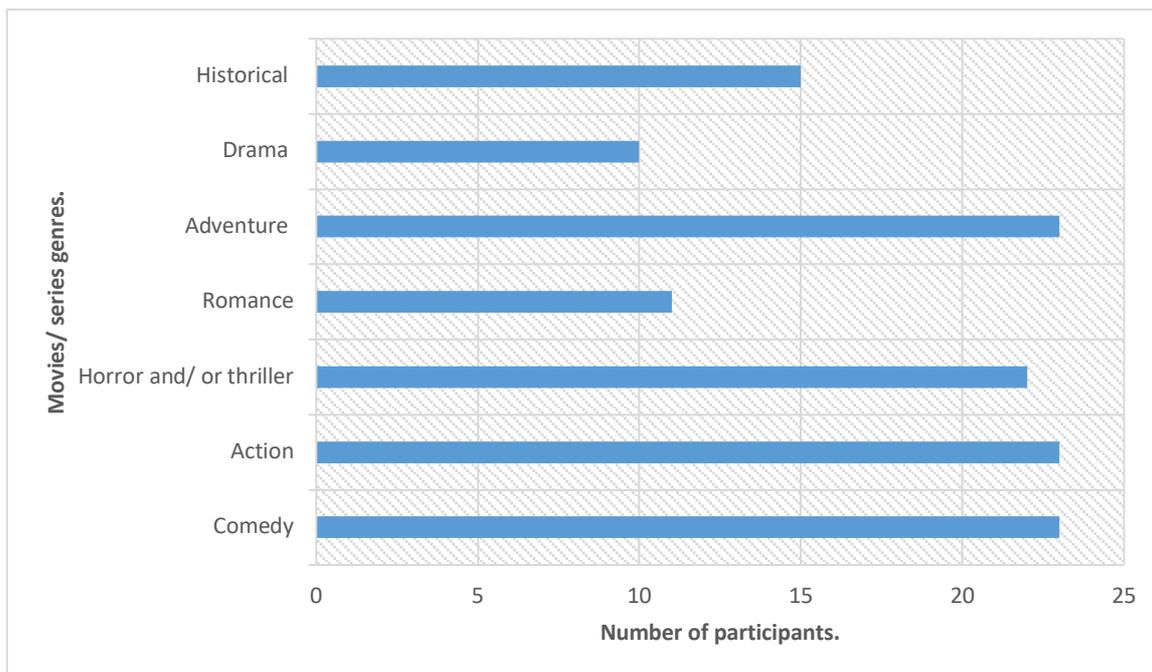


Figure. 10: Movies/ Series Genres that Participants Prefer to Watch

According to Figure 10, participants' most favorite movies/ series genres to watch are Comedy, Action, and Adventure with a number of 23 participants each, followed by Horror and/ or Thriller with a number of 22 participants. Contrastingly, the least favorite movies/ series genres were Historical (15 participants), Romance (11 participants), and Drama (10 participants).

When the participants were asked, in the sub-question, to mention other genres that they liked which were not already mentioned in the options, they highlighted four more genres which were: Science Fiction (7 participants), Animation movies (2 participants), Crime Mystery (2 participants), and Fantasy (1 participant).

Item 6: Other than pleasure and entertainment purposes, do you think that watching movies/ series in English serves educational and informative purposes regarding your English learning?

By asking this question, the researcher sought to know whether or not the participants believe that watching movies/ series in English could serve educational purposes in addition to

entertainment ones. The answers to item number six are displayed below in the form of percentages in a pie chart:

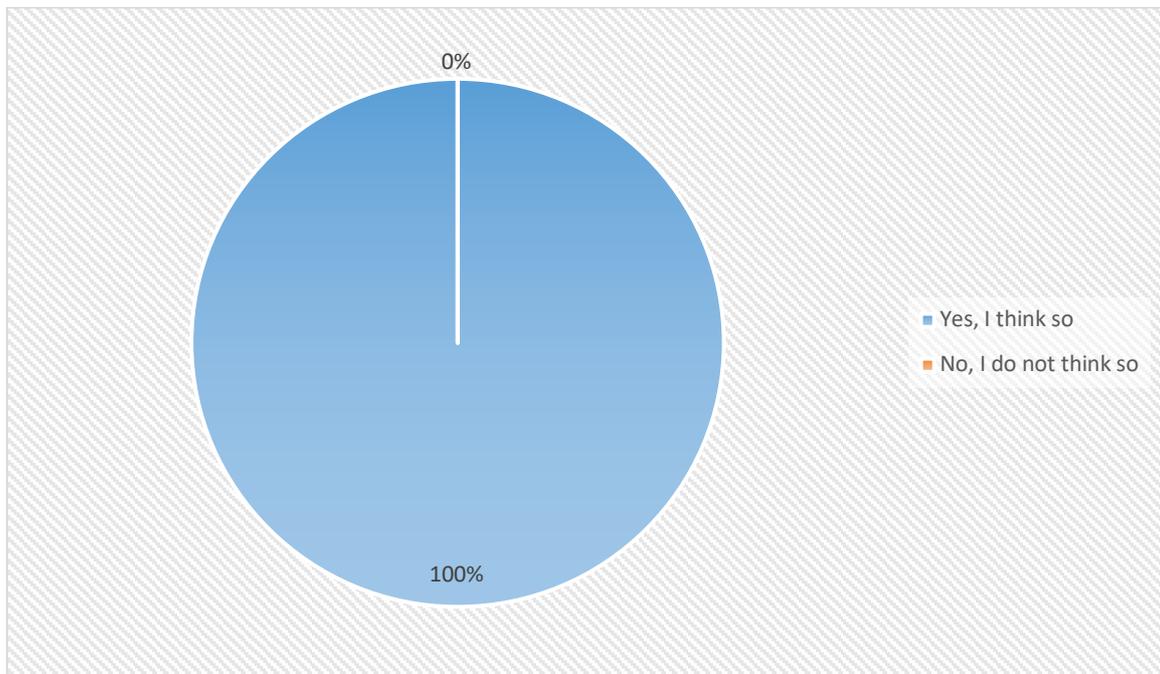


Figure. 11: Participants' Thoughts regarding whether or not Watching Movies/ Series in English is Informative and Educational

As Figure 11 demonstrates, (100%) of the participants stated that they indeed think that watching movies/ series in English language is not only entertaining, but also beneficial and educational with regard to their English language learning.

Item 7: Which English language learning aspect(s) does watching movies/ series in English help you with?

Item number 7 aims to identify the English language learning aspect(s) that watching movies/ series in English help participants with. The answers to this question are demonstrated in the bar graph below:

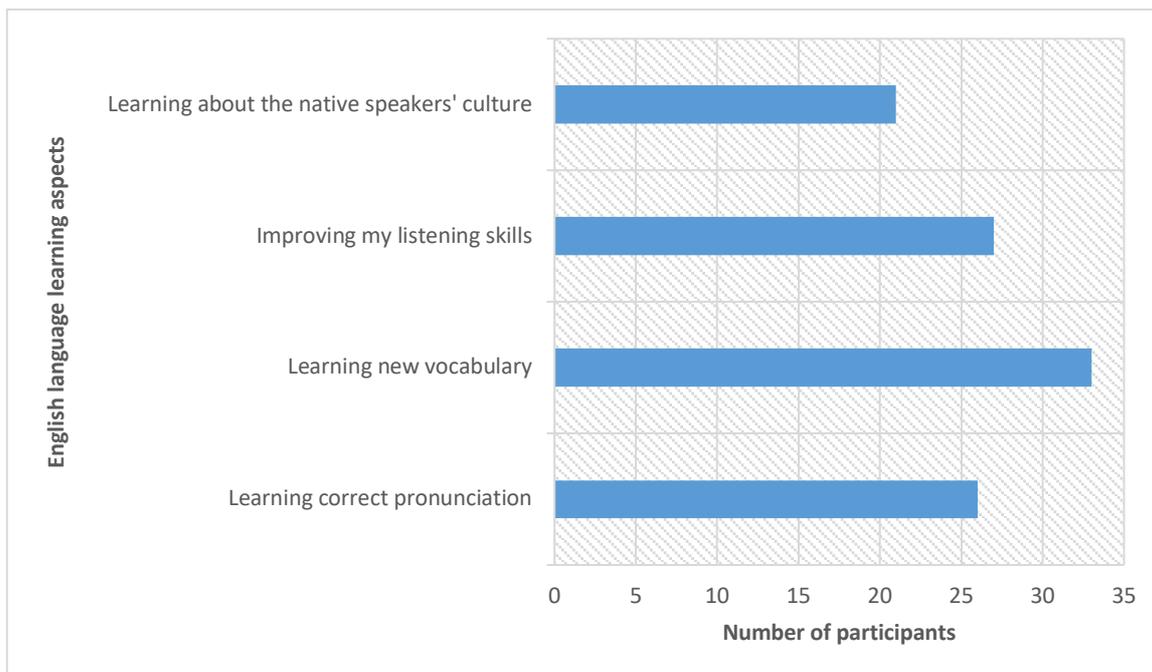


Figure. 12: English Language Learning Aspects that Watching Movies/ Series help Participants with

The results displayed in figure 12 indicate that out of (40) participants total, (33) of them believe that watching movies/ series in English helps them learn new vocabulary, (27) of them believe that it improves their listening skills, (26) of them believe that it teaches them the correct pronunciation, and approximately half the participants (21) think that watching movies/ series in English helps them learn about the native speakers' culture.

Item 8: Do you think that watching movies/ series in English helped enriching your vocabulary background in English?

Sub-question to item 8: If your answer was "yes", please explain how.

The objective of item number eight was to discern whether or not participants believe that watching movies/ series in English increases their vocabulary in the language. Moreover, the sub-question aims to determine how would participants explain how is their vocabulary background increasing due to watching movies/ series in English.

The answers to this item are displayed in the form of percentages in the pie charts as follows:

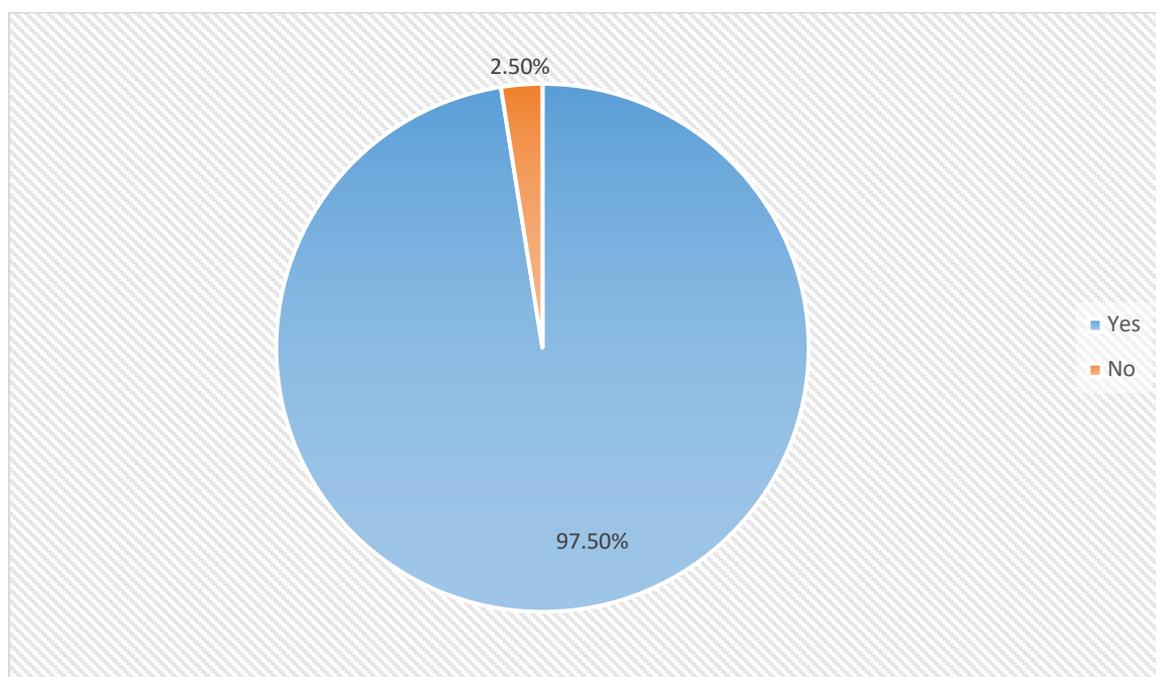


Figure. 13: Participants' Thoughts regarding whether or not Watching Movies/ Series in English Helps Enriching their Vocabulary Background in the Language

According to the results displayed in Figure 13, most participants (97, 50%) accept that watching movies/ series in English increases their vocabulary in English language whereas a minority of (2, 50%) of participants do not believe so.

When the participants were asked to explain how they think watching movies/ series in English is helping them learn more vocabulary, a great number of participants mentioned that it is the repeated exposure to "new words" which leads to incidental or unconscious vocabulary learning. Furthermore, some participants accentuated that learning vocabulary through watching movies/ series means learning how to use different words and expressions in their correct context. This results in three advantages simultaneously, learning new vocabulary,

learning how to use it in its appropriate context, and learning about the target language, its characteristics, and its culture.

Another noteworthy answer was that while watching a movie/ a series that triggers the participants' interests motivates them to concentrate and deliberately attempt to learn the new vocabulary along with the frequent exposure to that vocabulary result in learning the vocabulary and using it. Finally, some participants noted that listening helps them learn the correct pronunciation of words.

Item 9: Do you watch movies/ series in English with subtitles or without?

Sub-question to item 9: Why do you watch them subtitled? Or why don't you?

The target aim of question nine was to understand whether participants prefer to watch their movies/ series with subtitles or without and the reasons behind their choice.

The answers to this question are displayed in the form of percentages in the pie chart below:

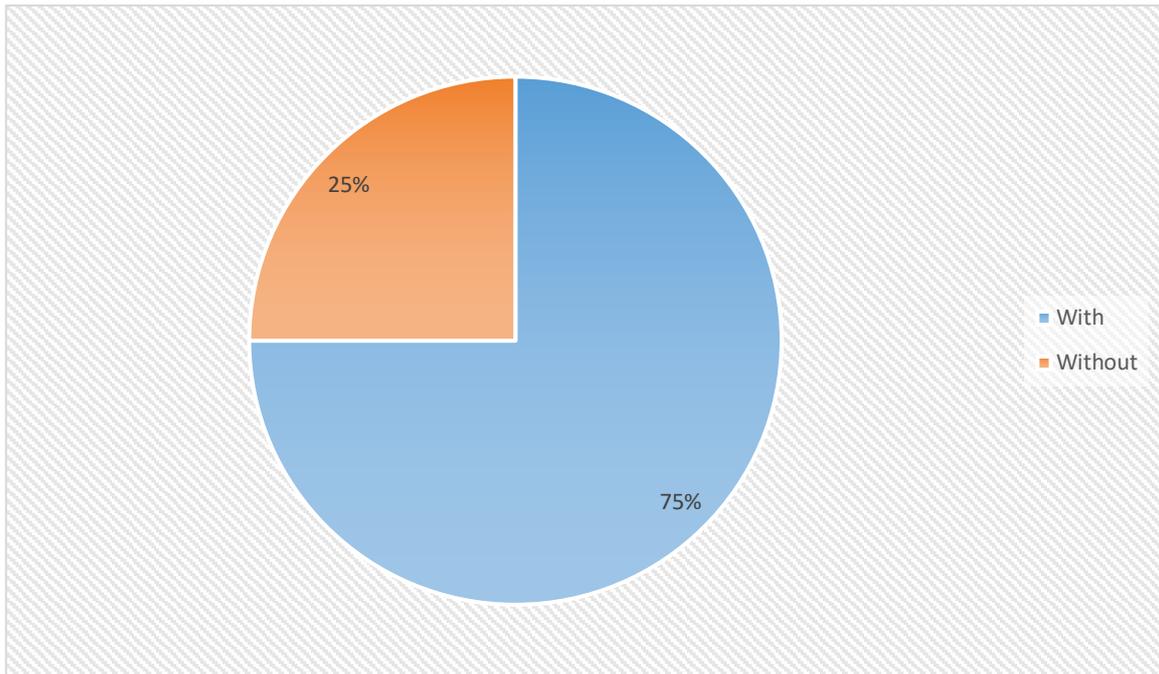


Figure. 14: Participants Choice to Watch Movies/ Series in English with Subtitles or without

The graph above displays that (75%) of participants choose to watch their movies/ series subtitled and (25%) do not. Concerning the reasons behind each choice, the table below groups and displays each choice's reasons:

<i>Option</i>	<i>Participants' Response Samples</i>
With	<p>To understand the words' and the sentences' full meaning.</p> <p>To learn words' correct spelling.</p> <p>Since my listening is not very good, I need subtitles to focus and understand.</p> <p>To learn both the correct pronunciation and the correct spelling of the word.</p> <p>Because subtitles help me memorize the new words and improve my writing.</p>

If the speakers in a movie/ TV series speak fast or speak in an unfamiliar accent, I need subtitles to understand.

To just make sure that I got the right meaning.

Because it helps me gain more vocabulary easily and instantly.

Without I do not watch them subtitled because it helps me concentrate better.

*Table 1 Participants' Response Samples about the Reasons behind Watching Movies/
Series with Subtitles or without*

The two themes highlighted by participants as far as the reason behind watching movies/ series with subtitles are basically to better understand the conversations and the meaning behind them since sometimes the accent is hard (e.g. the British accent) or because participants have listening difficulties. Second, the participants deliberately choose to watch with subtitles to learn as much new words as possible alongside their meaning, correct pronunciation, and correct spelling. Thus, the new vocabulary helps them improve their writing and expand their knowledge of the English language. However, the participants choose to watch movies/ series in English without subtitles in order to increase their concentration since subtitles seem to distract them.

Item 10: If the movies/ series you watch in English are subtitled, in which language are the subtitles?

Sub-question to item 10: Why do you choose that language?

Question ten sought to know which language the participants, who watch movies/ series in English subtitled, choose the subtitles to be; Arabic (as their mother tongue), English (as their

target language), or another language. In addition, the sub-question sought to know the reason behind choosing that language in particular.

The answer to item 10 is demonstrated in the form of percentages in the pie chart below:

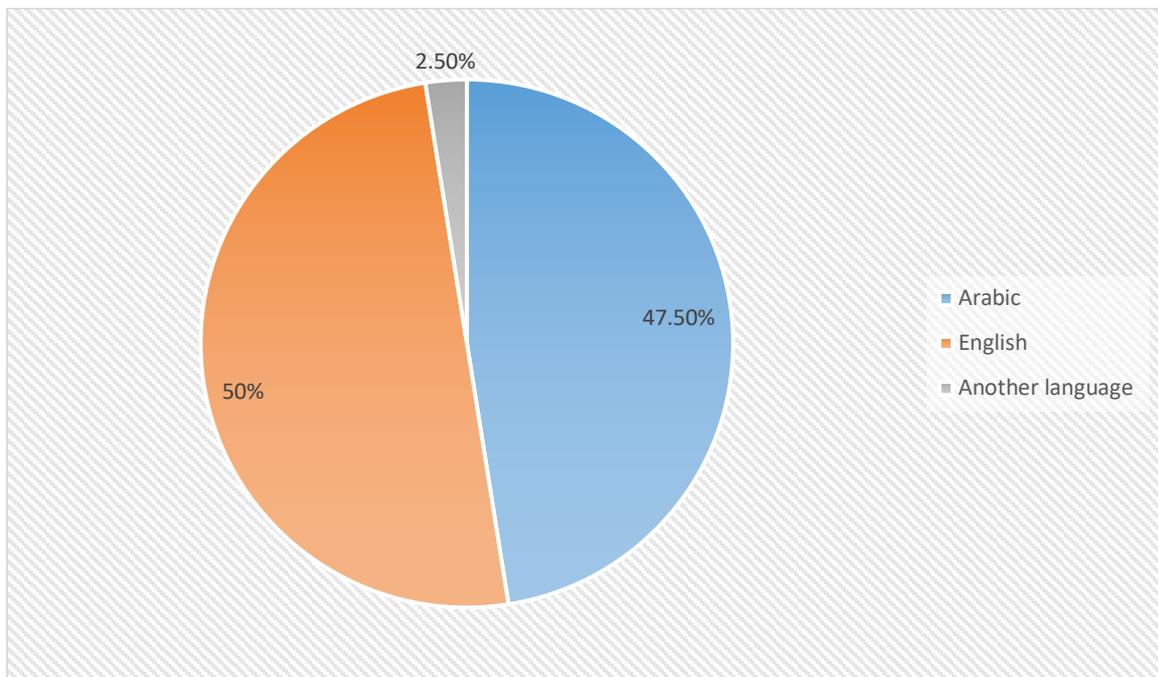


Figure. 15: the Language Participants Choose their Subtitles to be

According to Figure 15 half the participants watch movies/ series in English with English subtitles, (47, 5%) of them watch movies/ series in English with Arabic subtitles (Arabic is their mother tongue), and (2, 5%) of the participants choose subtitles to be in another language. Subsequently, samples of participants' answers on their reasons behind choosing which language are the subtitles are displayed in the table below:

The Language	Participants' Response Samples
Arabic (Mother tongue)	I prefer subtitles to be in my mother tongue because the meaning will be translated according to our own culture and our own way of conversing.

My vocabulary is limited in English, so I need Arabic subtitles to understand.

Just because it is my mother tongue.

To compare the words and know its translation.

To confirm I got the correct meaning.

Feels more comfortable to my brain.

English
(Target language)

To correct misheard words and or to not miss any words/expressions from the conversation.

I prefer subtitles to be in English when am watching in English because I want to learn English.

To recognize the new words and expressions and learn them.

Since I struggle with listening, I need subtitles in English in particular to not miss any word.

Subtitles in English are better since understanding the meaning of the new vocabulary from the context is much better then translating it to L1 or L2.

I watch English subtitled movies or shows because that is how I enrich my vocabulary.

I choose English subtitles to learn the correct spelling of words.

If I watch with subtitled in another that is not English, I will not learn it properly.

Actually, I watched Arabic subtitled movies and shows at the beginning of my journey with English. Then, I started to replace Arabic subtitles with English ones little by little, and now I watch them English subtitled and sometimes with no subtitles.

It is better to listen and read the same language.

It is easier for the brain to understand and memorize faster.

Table 2 Participants' Response Samples on the Reasons behind Choosing the Subtitles' Language

As demonstrated in table 2, half of the participants choose to watch English subtitled movies/ series since they believe it helps them learn new vocabulary with its correct spelling. Another reason was not to miss any words or expressions and to recognize new terms and memorize them easier. Approximately the other half of participants choose to watch their movies/ series in English with Arabic subtitles, a great deal of participants explained that it is more comfortable and it feels easier for the brain to have subtitles in one's mother tongue. In addition, some participants mentioned that it is their limited vocabulary in English that urges them to watch with Arabic subtitles for better understanding. More reasons included needing to verify the understanding or to learn the words' translations from English to Arabic.

Item 11: What do you think of using movies/ series in English as authentic materials as a method to teach and learn vocabulary in the EFL context?

The last question of the students' questionnaire aimed to determine and understand participants' thoughts and elaborations on using movies/ series in English as authentic materials as means to teach or learn vocabulary for English as a foreign language learners.

Samples of participants' answers to this open-ended question are summarized in the table below:

Participants	Response Samples
A	Most of the people I know got interested in learning English through either music or movies. The western culture is dominant and so is the English language and learning the target language through movies/series is a good

starting point for someone who aspires to learn English for general purposes (to get familiar with the language and its culture). However, I do not think it is sufficient to cover a broad spectrum of vocabulary.

- B Personally, I believe it is a very effective method. However, I do not think it would suit everyone since learners' styles, strategies and preferences differ from one person to another.
- C I think it is a very helpful and effective way for EFL learners because when they are exposed to movies, they can learn different words, phrases, and idioms used by native speakers. In addition, with subtitles, learners could learn correct pronunciation.
- D I think it would be an interesting and enjoyable way of teaching to a certain extent, but this method is still would not be efficient in the classroom because of the lack of ICT equipment in university and the students' level of comprehension.
- E It is effective, but to a limited extent since there are different genres of movies or series, so learners are supposed to watch all different movie genres to have an idea about different domains (e.g. law, medicine, sports, history, science...). Moreover, movies/ series in English do not teach EFL learners Academic English, which is the most important for them.
- F It would be great if such a technique is used as long as it involves authentic material in an amusing way, which is better than the traditional ways of learning a foreign language.

- G It is good for enhancing vocabulary knowledge for the improvement of the listening and speaking skills. However, EFL learners are learning the language for academic purposes; thus, such method would not be effective for Master levels. Hence, I believe it is better to integrate these materials for first- and second-year students only.

Table 3 Participants Response Samples on their Thoughts about Using Movies/ Series in English as Authentic Materials as a Method to Teach and Learn Vocabulary in the EFL Context

According to participants' perceptions concerning whether or not watching movies/ series in English could be used to teach EFL learners vocabulary. Participants agreed to a certain extent that using movies/ series as authentic material to learn vocabulary in the language could be both beneficial and entertaining. Participants believed watching movies/ series helps EFL students learn new vocabulary with the correct spelling and pronunciation, it helps them learn how to use words/ sentences in their appropriate contexts, and it would help improve students' listening and speaking skills. Nonetheless, the participants also noted that watching movies/ series in English only is not sufficient since EFL students need to learn Academic language and skills also. Another limitation was that such a method would not suit all students since learning styles and strategies differ.

2.3.1.5 Interpretation of the Students' Questionnaire

The data obtained from the questionnaire's answers and its analysis provided sufficient and significant results, which in turn provided answers to the research questions.

Initially, among a sample of (40) second year students, who participated in the questionnaire, (80%) of them were 21-25 years old, (12, 5%) of them were 26 years old or more,

and the rest (7, 5%) were 18-20 years old. In addition, (80%) of the participants noted that majoring in English as a foreign language in the University of Biskra was their personal choice whereas the other (20%) noted that it was not. A percentage of (2, 5%) participants chose to major in English since it is important to study the language and (12, 5%) chose to do so because they believed this major is entertaining and interesting. Although, the majority of participants thought that studying English as a foreign language at university is both important and interesting and that was the reason they decided to study it. Furthermore, as reported by participants, the English language learning aspects that they find troublesome most are Writing, Speaking, and Vocabulary (with 15 participants each), in addition to Pronunciation and Grammar (with 10 participants for each aspect). Moreover, A number of (8) participants noted that mastering the Listening skill is troublesome; a number of (3) participants struggle with Reading whereas one participant struggles with Spelling.

It is, indeed, agreed that the Speaking and Writing skills are fundamental in English language learning, and a great number of EFL researchers and teachers acknowledge that they are troublesome for EFL learners. According to Zhang (2009), the majority of English learners find it difficult to master the speaking skill. In addition to that, speaking is problematic as a language skill since it requires interaction with others. An EFL learner is able to practice grammar, reading, writing, and listening without needing help from other people; however, verbal communication becomes a problem without practice (Peterson, 2018). Correspondingly, Lalam (2019) asserted that learning writing is a lengthy process, which may cause frustration and anxiety for EFL learners, which is why it is not easy to be good at writing.

On a different note, one of the difficult parts of learning a target language, including English as a foreign language, is the acquisition of vocabulary since it requires enough exposure to different types of materials as well as rigorous and continuous practice. Proficiency in

vocabulary has long been recognized as fundamental to reading, speaking, and writing proficiency; therefore, research on vocabulary learning difficulties in addition to research on techniques and methods to overcome those difficulties is imperative. Moreover, this research investigates a possible method to enhance vocabulary learning in EFL through the use of movies and TV series or shows in English as authentic material. In this light, this study seeks to explore whether or not second year Licence EFL students believe that watching movies/ series in English helps them improve their vocabulary learning in the language. Participants were, first, asked if they watch movies, TV series and shows, or TV programs in English; (95%) of them affirmed that they do. The two types of visual/ virtual entertainment media that participants prefer to watch the most are movies (30 participants) and series (25 participants), while a number of (10) participants reported that they prefer to watch TV programs and shows and (8) participants reported that they prefer documentaries. Furthermore, a percentage of (87, 50%) of participants said that they prefer to watch their movies or series in English on their personal laptop or smartphone, which indicates that they prefer to control the type of movies or series they watch as well as the time spent on watching. On the other hand, participants who stated that they watch movies and series on television (12, 50% of participants) do not have as much control over what to watch, when to watch it, and how much time they spend watching it.

Additionally, a percentage of (15%) of participants only reported that they watch their movies/ series in English every day of the week, and a percentage of (10%) reported that they watch their movies/ series in English 4-5 days a week while the rest of participants (75% of participants) noted that they do not watch movies/ series in English often. This suggests that only a small number of participants likes watching movies/ series in English. Thereafter, participants were asked about their favorite genres of movies and series in English; participants most favorite genres were Comedy, Action, and Adventure; with a number of (23) participants for each genre in addition to Horror and/or Thriller with a number of (22) participants. Next,

came Historical with a number of (15) participants. And the least favorite genres according to participants' answers were Romance (11 participants) and Drama (10 participants). Some participants added more genres to the already existing options which were; Science Fiction (7 participants), Animation movies (2 participants), Crime Mystery (2 participants), and Fantasy (1 participant).

Subsequently, (100%) of the participants affirmed that they believe that watching movies/ series in English serves educational and informative purposes regarding their English learning in addition to pleasure and entertainment purposes. This indicates that participants either deliberately use movies/ series in English as a source of information or they realized that they have gained certain educational benefits while watching those movies or series for merely entertainment purposes. Thus, when participants were asked about which English language learning aspect(s) does watching movies/ series in English help them with, among a sample of (40), (33) participants mentioned that it helps them learn new vocabulary, (27) participants stated that it helps them improve their listening skills, (26) noted that watching movies/ series in English helps them learn the correct pronunciation, and (21) participants stated that it helps them learn about the native speakers' culture. Furthermore, (97, 50%) of participants emphasized that watching movies/ series in English increases their vocabulary in English language. Participants explained this saying that the repeated exposure to "new words" led to incidental or unconscious vocabulary learning and learning vocabulary through watching movies/ series means learning how to use different words and expressions in their correct context. In addition to this, participants accentuated that watching a movie/ a series that triggers their interests motivates them to concentrate and deliberately attempt to learn the new vocabulary.

Another important point in this study was finding out whether or not participants preferred to watch movies/ series in English with subtitles or without and whether their choice has an effect on their vocabulary learning. In this concern, (75%) of participants reported that they prefer to watch their movies/ series with subtitles, and they justified their choice saying that subtitles help them understand the words' and sentences' meaning better and they help them learn the correct spelling and pronunciation; in addition, watching with subtitles helps participants learn and memorize new vocabulary easily and instantly. Contrastingly, (25%) of participants noted that they prefer to watch movies/ series in English without subtitles in order to focus better. Correspondingly, participants stated that the main languages they choose their subtitles to be are Arabic (47, 50%) and English (50%). Concerning reasons behind their choices; participants who prefer the subtitles to be in their mother tongue (Arabic) do so to better understand the meaning since it would be translated to their own language according to their own culture, another reason was that participants had limited vocabulary in English so Arabic translation was required for them to understand; moreover, some participants have mentioned that watching movies/ series in English with Arabic subtitles feels more comfortable to their brain. The participants who prefer watching with English subtitles reported that they do so due to numerous reasons including; to correct misheard words and to make sure not to miss any detail of the conversations, to recognize the new words and expressions and learn them, to focus on learning English in particular properly, to enrich their vocabulary, and some mentioned that having listening and reading both in English simultaneously is easier to their brains. The fact that some participants find Arabic subtitles more comfortable to their brains whereas some other participants find it more comfortable to have the subtitles in English poses question about the reasons behind their different attitudes.

Finally, yet importantly, participants were asked whether or not they thought of using movies/ series in English as authentic material as an effective method to teach and learn

vocabulary in English. In this regard, participants agreed to a certain extent that using movies/ series as authentic material to learn vocabulary in the language could be both beneficial and entertaining. Participants believed watching movies/ series helps EFL students learn new vocabulary with the correct spelling and pronunciation, it helps them learn how to use words/ sentences in their appropriate contexts, and it would help improve students' listening and speaking skills. However, participants noted that vocabulary learned through movies/ series in English is not sufficient, as EFL university students are not only required to know how to communicate in the language, but they are also required to learn Academic vocabulary and to learn how to use in their assignments. Therefore, despite acknowledging the benefits of watching movies/ series in English as authentic material to learn vocabulary, it is not sufficient to depend on only one type of material; EFL learners should be exposed to a variety of materials which would help them fulfill their different needs and lacks.

2.3.2 Students' Focus Group

2.3.2.1 Aim of the Students' Focus Group

This research's aim is to investigate the students' thoughts and attitudes regarding the effect watching movies/ series in English has on improving their vocabulary learning. Thus, selecting and conducting a focus group was in order to scrutinize students' perceptions, thoughts, and viewpoints about making use of movies/ series in English as authentic material as a method to improve or enrich their vocabulary in English language. In order to answer the research questions, the focus group was semi-structured and it constituted of five (5) open-ended questions designed to collect thorough and significant data from the selected sample.

2.3.2.2 Description of the Students' Focus Group

The students' focus group was designed and conducted purposively among a short number of participants for the purpose of answering the research questions in term of a debate.

the focus group constituted of five (5) open-ended questions. The first tries to examine whether or not does watching movies/ series in English actually help the participants enrich their vocabulary in English language and to what extent. The second question discusses whether the participants deliberately and consciously decide to watch movies and series in English in order to enrich their vocabulary or just entertainment, and thus, vocabulary learning occurs accidentally meanwhile.

Furthermore, another important point to explore is participants' choice of watching movies/ series in English with subtitles or without and the reasons behind it, in addition to their choice of the subtitles language (s) and the reasons behind this choice, which was examined in the third question. The fourth question was concerned with participants' preferences in movies/ series in English genres, and whether the participants believed that there are certain genres that could help improve vocabulary learning better than the rest of the genres, and the reasons why they believed so. The following and last question examined participants' thoughts and opinions on using movies/ series in English as a method to teach and learn vocabulary for EFL learners.

2.3.2.3 Validating and Piloting the Students' Focus Group

The research conducted is supervised and corrected by the supervisor, who gave a valuable feedback and comments on the data collection tools. Subsequently, the focus group questions has been sent via e mail to (3) participants for proofreading, the three (3) students were excluded from the debate in order to provide a reliable and significant data. Both participants' and the supervisor's remarks were taken into consideration to help the moderator to design a better version of the questions included.

2.3.2.4 Conducting the Students' Focus Group

First, a number of participants have been selected among the whole sample, since that they are more passionate and interested in cinema and they watched movies and series in English more often. Thus, we have thought that they would provide the research with sufficient and significant data; which in turn will provide the researcher with a better understanding of the problem under study and of the participants' responses and opinions. These participants were, then, contacted either face-to-face or via e-mail and were invited to participate in the focus group. A number of eight (8) participants attended the discussion, which was held in an empty and calm classroom at the University of Biskra. The discussion and debate have taken approximately two hours. The discussion process went smoothly and participants provided an adequate and meaningful amount of data, which helped answering the research questions.

2.3.2.5 Analysis and interpretation of the Students' Focus Group

After administering the questionnaire, we managed to collect a practical amount of data concerning participants' thoughts and attitudes on the possible positive impact watching movies in English has on their vocabulary learning. Moreover, and for the purpose of achieving more in-depth understanding and attaining more detailed and significant data and research findings, we conducted a discussion group.

After recording the discussion, with participants' permission, the responses have been completely transcribed and converted into usable texts. Therefore, with the intention of organizing the material obtained, analyze and interpret it, and synthesize the many and diverse points of view into meaningful conclusions, we attempt to make use of the content analysis method. The content analysis method has been selected since it provides a relatively systematic and comprehensive summary of the whole data; content analysis is based on systematically

identifying recurrent instances and grouping them by means of a coding system (Wilkinson, 2011).

The focus group answers were analyzed and interpreted as follows:

Question 1: Do you think that watching movies/ series in English help you expand your vocabulary background in English? To what extent do you think so?

In the current study, the most important question is whether or not second year students think that watching movies/ series in English have an actual impact on improving their vocabulary learning. When participants have been asked, all of them (8) have had affirmative answers; they have all acknowledged that watching movies/ series in English definitely help them increase their vocabulary knowledge in English. Samples of the participants' further elaborations and explanations are demonstrated in the table below:

Participant	Response Sample
A	Watching movies in English did help me discover new words and new vocabulary. As an example, there were a scene in a movie that I still remember, where the protagonist was emphasizing a specific word, which is “judgmental” and the word was new to me. I learned the word “judgmental” from that movie, and until now, I still associate it with that movie.

- B For my case, I believe that they do help because I believe that each language learner should go through a period of listening first. So using movies and series as a medium is really helpful.
- C I think that I learn a new word or two words at least from every movie or every episode of a series I watch. It is indeed helpful to also be able to learn the words' use in context and its correct pronunciation all together at once.
- D Watching series or movies in English did help me improve my vocabulary; the more I watch movies and series, the more I get in contact with different domains, subjects, and themes; thus, I ended up possessing an adequate amount of vocabulary in different domains.

**Table 4 Samples of Participants' Responses on How They Think Watching Movies/
Series Help Them Improve Their Vocabulary Learning**

All eight participants affirmed that indeed watching movies and series in English fundamentally contributed in their vocabulary learning in various and varied domains. Furthermore, some participants emphasized the importance of learning new words, phrases, and expressions in their correct and appropriate context since it not only helps them enrich their vocabulary background, but it also subtly provides the meaning of those new acquired terms and expressions. Not only does watching movies and series in English provide meaning of words and expressions, but it also provides the correct pronunciation of words, given that it is often the native speakers that converse in movies/ series in English, as well as words' correct spelling if participants decide to watch with English subtitles. In addition, participants highlighted the importance of learning vocabulary through watching movies/ series as it develops their listening skills and improve their focus and concentration.

Another important point is the extent to which participants believed watching movies/ series in English helped them with their vocabulary learning; according to the participants, for every movie or a series they watch, a minimum of one or two words is acquired per movie/ series' episode. Supplementary, one participant mentioned an interesting point; that when one learns or comes across a certain expression or word while watching a certain scene in a certain movie, he/she would always remember where and how they came to learn it. This point demonstrated that learning vocabulary within a context, movies/ series in English in this particular case, it helps learners remember the vocabulary learned because they associate it with the context or scene they learned it through.

Question 2: Do you intentionally watch movies/ series in English in order to enrich your vocabulary background or do you think vocabulary learning is happens incidentally while watching?

Second question discusses another important point that is whether participants' vocabulary learning through watching movies/ series in English is a consequence of a deliberate decision, or whether the learning occurs incidentally while the participants' primary purpose for watching movies/ series is for entertainment.

Only two participants reported that they intentionally watch movies and series in English with deliberate intentions to learn and enrich their vocabulary. While the other six participants stated that they watch movies or series in English for entertainment and vocabulary learning happens incidentally. Participants' elaborations are discussed and summarized in two separate main themes as follows:

1- Vocabulary learning is deliberate

According to the participants who stated that they take a deliberate conscious decision to watch certain movies or series in English. They explained that studying and learning a foreign language, in this case English language, necessitates the exposure to different types of authentic materials in the language in order to get familiarized with the general atmosphere, the culture, and the social norms of that language's speaking community; since culture is considered as a crucial skill in foreign language learning. In addition, these participants agreed that they watch movies, series, TV shows, and TV programs in English for the purpose of developing their English language learning in general and to learn new vocabulary, which is put in its appropriate context. Watching movies and series in English does not only help in exploring and discovering new terms and expressions along with their correct pronunciation and spelling (in case participants are watching with English subtitles), it also helps memorizing them and understanding their meaning in context. This set of advantages maximizes participants' vocabulary learning.

2- Vocabulary learning is incidental

On the other hand, most participants noted that they do not watch movies and series in English with direct and specific intentions of enriching their vocabulary background; however, they reported that they are aware that them watching these movies and series for entertainment does help them with their vocabulary learning. Additionally, participants acknowledged that watching movies and series in English entertains them, provides them with a wide-ranging amount of information, and helps them develop a certain set of skills; for instance, their focus and concentration, their listening skills, their critical thinking skills, their questioning skills, and their analyzing and reasoning skills. These skills, despite the fact that they were not learned or advanced for academic purposes, help the participants with their English as a foreign language learning. Furthermore, participants discussed that they are completely conscious that them

watching movies and series in English, they are improving and smoothing their vocabulary learning and expanding their vocabulary background whilst enjoying their favorite shows or films.

Question 3: Do you like to watch your movies/ series subtitled or non-subtitled? And why? If you watch them subtitled, what language do you choose the subtitles to be?

Third question examined participants' choice of watching with or without subtitles, when they are watching movies or series in English, in addition to which language they choose the subtitles to be and the reasons behind both choices. Concerning the first part of the question, the table below demonstrates participants' response samples:

Response Sample		
Participant	With or without subtitles	The reasons behind their choices
A	1. With	I prefer to watch movies in English subtitled because I struggle with listening, and sometimes when speakers speak too fast, I cannot catch up.
B		It is better to watch movies in English with English subtitles in order to learn vocabulary. this because as a foreign language learner, most spoken words, expressions, and idioms are new not to mention that it may hard to understand the speaker's accent. However, when there are English subtitles, we can notice that this is a new word and we will take time to read it and try to learn it by heart.

C		Watching a movie or a series in English with English subtitles helps verifying if the words I hear are what I thought they were; which means to make sure I am understanding things right.
D		I believe that in the early stages of foreign language learning, if an EFL learner wants to watch movies and series in English, they better be subtitled (whether in English or Arabic, it depends on their level). If beginner learners force themselves to watch without subtitles thinking it would help learn faster, they would not advance in the language because they won't be able to understand. Learning a language should be gradual.
E	2. Without	I, honestly, do not like to watch with subtitles because I think they distract me.
F		Before, I used to watch movies with subtitles; first in Arabic then in English. Now, I do not though since I do not think I need subtitles to understand.

Table 5 Samples of Participants' Responses on the Reasons Why they Choose to Watch Movies/ Series in English With or Without Subtitles

As Table 5 showed, most participants reported that they choose to watch movies and series in English with subtitles. The reasons behind their choice included being able to understand well and verify their understanding since they may not be able to catch up with the speakers' fast speaking pace or because they have listening difficulties. Furthermore,

participants accentuated that watching with subtitles, especially English subtitles indeed help better with vocabulary learning and acquisition; subtitles help them notice new terms and expressions and, in turn, they help learning and memorizing them. On the other hand, two participants stated that they do not watch movies/ series in English with subtitles; one participant reported that they do not since they believe they no longer need subtitles to be able to understand the meaning while the other one noted that having subtitles on the screen distracts them and makes them lose their focus.

The second part of the question 3 sought to determine which language participants choose the subtitles to be and the reasons behind their choice. All participant which reported that they choose to watch movies/ series in English with subtitles, stated that they watch in English subtitles. The reasons behind their choice included that it is important to get as much exposure to the target language as possible, as they are EFL learners. Watching a movie in English while having subtitles in Arabic, which is the mother tongue, would not be of much benefit since the brain will not get accustomed to English and will keep on understanding meaning and thinking in Arabic; on the other hand, having both the audio and subtitles in English will train their brains to think in the target language. In addition, according to participants' responses, English subtitles provide words' correct spelling and help participants verify their understanding of the terms and expressions they hear, especially unfamiliar ones, and in case they have concentration or listening difficulties, subtitles would be of great help.

Question 4: Do you think there are specific movie/ series genres that help with vocabulary learning more than the rest of the genres? Why do you think they are better than the rest of the genres concerning vocabulary learning?

This question explored whether or not participants believed that there are certain genres of movies or series in English that could possibly help with vocabulary learning more than the

rest of the genres. Participants' answers were contrasting regarding this matter; approximately half the participants stated that they do not think certain genres would be better than other concerning vocabulary learning since all different life domains, arenas, and subjects are of equal importance unless a person had specific interest in one specific field; for instance, law or medicine in the case of ESP learners. However, for EFL learners, it is good to possess a diverse amount of information and vocabulary of all domains one can learn about.

Contrastingly, the other half of participants claimed that there, indeed, are certain movies/ series in English genres that help more than the other genres with learning vocabulary. Moreover, the genre that these participants highlighted most was history, since the language and lexicon used in this genre is more formal and sophisticated and they pay more attention to correct grammar; thus, someone who watches history movies/ series in English would acquire significant vocabulary. Other genres that the participants have mentioned included drama, scientific, science fiction, crime and investigation; participants stated that movies/ series with science and crime and investigation or law themes contain important specialized lexicon that enriches their vocabulary background with quality terms and expressions in the fields.

Question 5: what are your thoughts and opinions on using movies/ series in English as a method to teach and learn vocabulary for EFL learners?

Participants agreed that movies and series in English are certainly an entertaining and motivating way to enrich vocabulary; nonetheless, they had some reservations with regard to using them as a method to teach and learn vocabulary for EFL learners, especially for younger ones. According to these participants', watching movies and series in English is a learning tool to be used with great caution since foreign movies and series reflect and portray foreign ideologies, norms, and beliefs; propaganda has such a strong effect on people's lives, their way of thinking, judging, and behaving; and western movies/ series in English are one essential tool

of propaganda. Therefore, even though it is both essential and advantageous to be open to different cultures, ideologies, and languages of the world; it is important to maintain and preserve one's own identity, ideologies, and beliefs.

Furthermore, participants noted that lexicon and jargon used in movies/ series in English are often vernacular, which would be helpful for everyday communication, but not for use in academic contexts and assignments. Thus, participants stated that an EFL learner should be exposed to a variety of authentic materials; for instance, books, academic articles, research papers, songs, newspapers, YouTube videos, movies, series, TV shows and programs, documentaries, and others more. In conclusion, participants acknowledged the role of watching movies/series in English as a method to teach and learn vocabulary for EFL learners, which would not only help enrich their background in the target language, but would also be informative in different domains, entertaining, and motivating. However, this method ought to be used among a variety of other methods and techniques, and it has to be used cautiously.

2.4 Discussion and Synthesis of Findings

After thoroughly analyzing and interpreting the data obtained from the data gathering stage, this title is dedicated to comprehensively review, discuss, and synthesize the key findings of attained from the analysis and interpretation of both data collection instruments; namely, the questionnaire and focus group. It is agreed that proficiency in vocabulary is fundamental to reading, speaking, and writing proficiency. Since this study aims to explore and determine whether or not second year EFL students think watching movies/ series in English helps them learn vocabulary in the language. Thus, we are attempting to figure out whether there is a divergence or convergence between the results obtained from the quantitative data (from the students' questionnaire) and qualitative data (from the students' focus group).

Along with speaking and writing, participants stated that they find vocabulary learning problematic. A majority of participants have stated that they watch movies/ series in English, and almost half participants stated that they watch movies/ series almost every day of the week.

Subsequently, all the students that answered the questionnaire affirmed that they believe that watching movies/ series in English serves educational and informative purposes regarding their English learning and are not solely a source of entertainment. Moreover, almost all those students emphasized that their vocabulary learning is positively influenced by the movies/ series I English they watch. These findings go in parallel with what students in the focus group have discussed; they claimed that a minimum of one or two words is gained every time they watch a movie or a series episode in English. In addition, most focus group participants reported that they do not deliberately watch these movies and series in English with the intention of learning and acquiring vocabulary in the language; however, they highlighted that they noticed that there is incidental learning happening.

Furthermore, the genres most preferred by students according to the questionnaire's findings are Comedy, Action, Historical, and Adventure. On the other hand, according to the results obtained from the focus group, some students stated that they believe that there are certain genres that would enrich their vocabulary background more than the rest of the genres; for instance, Crime and Investigation, Medicine, Science Fiction, and Science movies/ series due the quality of the specialized lexicon in these genres. Another explored point is whether or not students preferred to watch their movies/ series in English with subtitles or without. Concerning this point, the majority of students agreed that they prefer to watch with English subtitles since subtitles help them correct misheard words, make sure not to miss any detail of the conversation, and notice every new or unfamiliar word and learn it with its correct pronunciation and spelling.

The last and most important point is what students thought of using movies/ series in English as authentic material to learn and teach vocabulary. Students acknowledged the advantages of watching movies/ series in English on improving learning vocabulary; these advantages included: learning new vocabulary with its correct spelling and pronunciation, learning how to use words/ sentences in their appropriate contexts, and developing students' listening and speaking skills, opening doors to the different cultures and ideologies of the world, and learning vocabulary through movies is entertaining and motivating. Never the less, students accepted that watching movies/ series as method to learn vocabulary is efficient only to a certain extent since movies and series in English do not provide EFL learners with all their needs including the academic language and skills required in academic context; thus, EFL learners should be exposed to a variety of authentic materials including academic ones. In addition to that, students highlighted the threat propaganda has on learners' lives, their way of thinking, judging, and behaving, and since western movies in English are one essential tool of propaganda learners should use this tool with great caution in order to benefit from it without letting it affect their identity, ideologies, and sociocultural norms.

Conclusion

The third chapter represents the practical part of the current research. First, it discusses and details the research method, population, and sampling along with the rationale behind the selection of each of the data gathering tools. Second, the chapter covers steps and procedures of collecting data through students' questionnaire and focus group. Then, the data obtained has been analyzed, interpreted, and then summarized into meaningful conclusions. Therefore, the findings discussion and analysis reveal that second year students, indeed, believe that watching movies/ series in English has an impact on improving vocabulary learning and that they do not deliberately watch movies in English to enrich their vocabulary background. Additionally,

findings demonstrate that students do not find that movies/ series and Tv shows in English are sufficient materials in an academic context and are not suitable in their entirety.

General Conclusion and Recommendations

General Conclusion

Nowadays the world is witnessing a high prevalence of the culture of watching movies in English; principally, movies/ series representing western culture (e.g. the USA and the UK). Reasons behind this spread vary; however, its impact on the expansion of English language globally is indubitable. From another standpoint, interest and inquiry is rising concerning whether or not watching movies in English actually benefits English as a Foreign Language learners in their academic journey. The incitement to conduct this study originated from the popularity of movies and series in English among EFL students in Biskra University, especially first years' students since it is commonly assumed that the more movies and series in English one watches, the better their level is in English language. Moreover, one English language learning aspect that is often associated with watching movies in English is vocabulary learning; as these movies or series represent an authentic material that is rich in vocabulary. Therefore, this study sought to explore and determine the thoughts and viewpoints of second year Licence EFL students at Mohamed Khider University of Biskra on the impact of watching movies in English on their vocabulary learning.

Initially, this study comprises two main parts; namely, a theoretical part and a practical part. First, the theoretical part is divided into two sections including the variables of the investigation; on the one hand, the first section highlighted watching movies as an authentic material for language learning input, and tends to provide a precise and concise information and definitions about the basic terms related to movies as an audiovisual materials that could stimulates learners and boosts the process of and learning vocabulary giving credit to some previous studies and theories that related to the subject. Furthermore, the second section focused on the second variable, namely vocabulary development by taking into consideration some theoretical concepts of vocabulary and its types, components and sub-components ending up

with the correlation between using watching movies as a method to teach vocabulary for EFL classroom.

Second, the practical part, which is the third chapter, encompasses data description, analysis, and interpretation. Principally, in order to gather data to be able to answer the research questions, this research employed two data collection tools, both conducted with students; namely, a semi-structured questionnaire, which was administered to a sample of (40) second year Licence EFL students at Biskra University and a semi-structured focus group conducted with purposively selected eight (8) participants among the previous sample. The questionnaire intended to get a significant amount of data and to obtain generalized conclusions of students' thoughts on a number of points under the umbrella of the problem under study. Moreover, the focus group intended to reach a more in-depth understanding of the students' points of views and the reasons behind their standpoints.

According to the results discussed in the synthesis of findings, second year Licence EFL students do think that watching movies/ series in English has an impact on improving their vocabulary learning; in addition, despite the fact that these students do not deliberately watch movies/ series in English to enrich their vocabulary background, yet they acknowledge that there is incidental vocabulary learning occurring while they watch their movies or series for entrainment purposes. Furthermore, students have some reservations regarding making use of watching movies/ series in English as a method to teach and learn vocabulary for EFL learners. Their concerns stem from the fact that the lexicon used in these movies or series is often colloquial speech, which may help EFL learners with communication in the language, yet it would not fulfill their needs concerning academic language and skills.

Additionally, since the EFL learning context is an academic context, students ought to be exposed not only to a numerous and varied types of authentic materials, but also have to be

exposed to academic sources. Another concern that is highlighted by students is the use of movies, series, and any other form of audiovisual entertainment by the western culture to affect, control, judge, and change the identities, ideologies, beliefs, and sociocultural norms around the world; thus, normalize or criminalize certain ways of thinking and believing according to what this dominating foreign culture deem fit. In conclusion, students agreed that indeed watching movies/ series in English could be used as a method to help EFL learners with vocabulary learning; however, it ought to be used cautiously.

Further findings elicited from the focus group discussion included that the majority of students prefer to watch movies/ series in English with English subtitles; they justified their choice by explaining how having subtitles in English allows them to verify the words and expressions they are hearing and to make sure they are not missing the exact meaning of the conversations or mishearing words. In addition, students mentioned that subtitles help them notice any new term or expression, in turn, this helps them learn and memorize the new lexicon along with its meaning in context, its correct spelling, and its correct pronunciation. Another point was that some students claimed that certain movies/ series in English genres might have more impact on learning vocabulary in the language than the rest of the genres; these genres included Historical, Crime and Investigation, Scientific, Medical, Science Fiction, and Law movies/ series. Lexicon employed in such genres is habitually specialized and formal; thus, students would expand both their vocabulary background and general knowledge through watching these genres.

Limitations of the Study and Recommendation for Further Research

In the process of conducting scientific research, any researcher is prone to face certain limitations and difficulties, especially a novice researcher. Despite the fact that the overall objectives of this study were met, yet its limitations ought to be addressed.

The best methodology that fits the research is the quasi-experimental research design. yet, the chief issue that faced this work was the limitation of time. Scientific research ought to be thorough and systematic and for its results to be logical, valid, and practical it requires a sufficient period of time. Thus, the shortage of time urges the researcher to focus on finishing the work rather than focusing on undergoing a reliable and credible work. Time limitation obliged the researcher to choose a small sample of participants and to only employ two data collection methods conducted only with students. Thus, it is recommended for future research to select larger samples and make use of more and different data collection instruments to obtain significant more in-depth data about the problem under study.

In addition, another limitation was the fact that the research problem was not narrow enough; it included both possibilities of incidental and deliberate vocabulary learning which occurs through watching movies/ series in English, it also included both movies and series in English. Suggestions for further researcher on the same problem should narrow down the scope of the study and attempt to be as-specific-as-possible in order to obtain more detailed and specific research results.

Recommendations and Pedagogical Implications

This present study, which explored and examined second year Licence EFL students' thoughts on the impact of watching movies in English on vocabulary learning, resulted in a number of chief findings, according to these findings, we will suggest recommendations for EFL students and EFL teachers. These efforts are all dedicated to the improvement and development of EFL learning in Mohamed Khider University of Biskra specifically, and EFL learning universally.

Initially, it is indisputable that learning vocabulary is essential in foreign language learning, and there is no exception regarding English as a foreign language learning.

Vocabulary proficiency results in speaking and writing proficiency; in addition, it helps developing and facilitating listening and speaking; EFL learners would not be able to master and develop their productive and receptive skills, which are the cornerstones of foreign language learning (FLL), if they do not build a rich vocabulary background. Vocabulary learning is indispensable, therewithal, determining and selecting the appropriate and right method or technique to learn vocabulary through is more important. Authentic materials are a principle source of vocabulary as their purpose is to communicate meaning and information rather than to teach the language. Thus, the exposure to a variety of authentic materials in English language would enrich EFL learners' vocabulary; for instance, TV shows, TV programs, news segments, commercials, documentaries, movies, series, YouTube videos, social media posts, songs, podcasts, radio podcasts, magazines, letters and emails, news articles, brochures, websites, blogs, recipes, menus, and product descriptions.

Moreover, movies and series in English are popular among students worldwide, especially EFL students since they are assumed to enrich their vocabulary in the target language and help with the overall process of learning English. Watching movies and series in English is an entertaining activity that allows EFL learners to discover and encounter a great deal of new terms, idioms, expressions, and sentence structures that are used by native speakers in their appropriate context with the correct articulation. Thus, EFL learners would expand their vocabulary background, learn how to use words and expressions in their proper contexts, learn the meaning of the new lexis, learn the words' correct pronunciation, and learn the words' correct spelling (in case they were watching with English subtitles). Watching movies does not help EFL learners expand their vocabulary solely, but also improves their listening and concentration skills. In spite of this, authentic materials should be used with caution in order not for learners to be affected with any unethical or unacceptable foreign ideologies and beliefs portrayed and depicted in movies, series, songs or any authentic material in English.

On the other hand, EFL learners do not only seek to communicate in the target language; which denotes that watching movies or series in English is not enough. EFL learners are required to submit academic assignments; for example, essays, research papers, and dissertations; furthermore, EFL learners ought to master the academic language and academic skills crucial to achieve their academic objectives. Henceforth, authentic materials could not meet all EFL learners' needs and lacks; academic sources are also a fundamental source of vocabulary in the language, which provides formal, educational, and discipline-specific vocabulary; in addition to correct grammar and punctuation. Examples of academic sources include, scholarly publications (Journals), books and book chapters, government documents, theses and dissertations.

To conclude, both EFL learners and EFL teachers ought to take the preceding recommendations and dissuasions into consideration in order to help develop, facilitate, and make EFL learning more motivating and interesting.

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Appendices

Appendix One

Students' Questionnaire on the Impact of Watching Movies/ Series in English on Students' Vocabulary Learning

Dear Student,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation on “the Impact of Watching Movies/ Series in English on Students' Vocabulary Learning” Therefore, you are kindly requested to answer the questions by ticking (√) the best options(s) and providing meaningful response to the open-ended questions. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration.

By Balah Taoufik.

Supervised by: Mrs.Kasha Asma

Academic year: 2021/2022

Section One: General Information

Q1: How old are you?

- 18-20
- 21-25
- 26 or more

Q2: Was majoring in English as a Foreign Language in the University of Biskra your personal choice?

- Yes
- No

Q3: The reason you are studying English as a Foreign Language is:

- Because it is interesting and pleasurable.
- Because it is important to learn this language.
- Because it is both interesting and important.

If you have another reason, please state it:

.....

Q4: What aspect or part of learning English as a Foreign Language in the University of Biskra do you find troublesome or hard? (Multiple choice.)

- Speaking
- Pronunciation
- Listening
- Writing
- Vocabulary
- Grammar
- Spelling
- Reading

Are there other aspects? Please mention them:

.....

Section Two: Watching movies/ series in English and vocabulary learning

Q1: Do you watch movies, TV series and shows, or TV programs in English?

- Yes
- No

Q2: What do you watch exactly? (Multiple choices.)

- Movies/ films
- Series
- TV shows/ programs
- Plays
- Documentaries

If there any others, please mention them:

Q3: Where do you watch them?

- On the Television
- On my laptop/ smart phone

Q4: How frequently do you watch them?

- Every day of the week
- 4-5 days a week
- 2-3 days a week
- Once a week

Q5: What genre of movies/ series in English do you prefer to watch? (Multiple choices)

- Comedy
- Action
- Horror and/or thriller
- Romance
- Drama
- Historical

If there is a genre that you prefer, which is not mentioned above, please point it out:

.....

Q6: Other than pleasure and entertainment purposes, do you think that watching movies/ series in English serves educational and informative purposes regarding your English learning?

- Yes, I think so.
- No, I do not think so.

Q7: Which English language learning aspect(s) does watching movies/ series in English help you with? (Multiple choices.)

- Learning correct pronunciation
- Learning new vocabulary
- Improving my listening skills
- Learning about the native speakers' culture

Q8: Do you think that watching movies/ series in English helped enriching your vocabulary background in English?

- Yes
- No

Please, explain how:

.....

Q9: Do you watch movies/ series in English with subtitles or without?

- With
- Without

Why?

If you watch subtitled movies/ series in English, which language are the subtitles?

- Arabic (mother tongue)
- English (target language)
- Another language

Why did you choose that language?

.....

Q10: What do you think of using movies/ series in English as authentic materials as a method to teach and learn vocabulary in the EFL context?

.....

Appendix Two

Students' Focus Group on the Impact of Watching Movies/ Series in English on Students' Vocabulary Learning

Question 1: Do you think that watching movies/ series in English actually helped you expand your vocabulary background in English? To what extent?

Question 2: Do you intentionally watch movies/ series in English in order to enrich your vocabulary background or do you think vocabulary learning is incidental while watching?

Question 3: Do you like to watch your movies/ series subtitled or non-subtitled, and why? If you watch them subtitled, what language do you choose the subtitles to be? And why?

Question 4: Do you think that there are specific movies/ series genres that help with vocabulary learning more than the rest of the genres? What are these genres? Why do you think they are better than the rest of the genres concerning vocabulary learning?

Question 5: What are your thoughts and opinions on using movies/ series in English as a method to teach and learn vocabulary for EFL learners?

الملخص

أجريت الدراسة البحثية الحالية للتحقيق في العلاقة بين مشاهدة أفلام اللغة الإنجليزية وتعلم مفردات متعلمي EFL في جامعة محمد خيضر بسكرة. علاوة على ذلك، تم إجراء هذا التحقيق من خلال استكشاف ووصف وتحليل أفكار ومواقف طلاب السنة الثانية من LMD تجاه تأثير مشاهدة الأفلام باللغة الإنجليزية على تعلم مفردات طلاب EFL. أثبتت الدراسة أن هناك علاقة بين مشاهدة الأفلام بشكل دوري متكرر وبين تعلم معجم ومفردات جديدة. وقد استخدمت الطريقة المختلطة المتبعة لإجراء هذا البحث؛ حيث تم الجمع بين البيانات الكمية والنوعية للإجابة على أسئلة البحث والتحقق من صحة فرضية البحث أو دحضها. لهذا الهدف، تم إعطاء استبيان شبه منظم بشكل عشوائي لعينة من 40 طالبًا في EFL، بالإضافة إلى مناقشة مجموعة التركيز التي أجريت بشكل هادف مع ثمانية طلاب في السنة الثانية من EFL. كشفت النتائج أن كلا المستجيبين في السنة الثانية من LMD يوافقون إلى حد ما على أن مشاهدة الأفلام غالبًا ما يكون لها تأثير مناسب على تحسين إنتاج اللغة ومهارات الطلاب. لذلك، فحصت النتائج أن وجهات نظر الطلاب كانت تدعم الفرضية. بالإضافة إلى ذلك، أثبتت الدراسة البحثية أن غالبية الطلاب يعتقدون أن مشاهدة الأفلام باللغة الإنجليزية لا تحسن فقط المفردات، ولكنها تعلم أيضًا الثقافة والتفكير النقدي والجوانب الأخرى للغة. ومع ذلك، هناك حاجة إلى مزيد من التحقيق لفحص واختبار مصداقية النتائج التي تم الحصول عليها من الدراسة الوصفية الحالية.