

People's Democratic Republic of  
Algeria Ministry of Higher Education  
and Scientific Research

University of 8 Mai 1945 / Guelma  
Faculty of Letters & Languages  
Department of Letters and English Language

جامعة 8 ماي 1945 / قالمة  
كلية الآداب واللغات  
قسم الأدب واللغة الإنجليزية



Option: Linguistics

**Investigating EFL Student's Attitudes towards the Impact of English  
Movies on Proficiency Improvement  
The Case of Third-year Students, Department of Letters and English  
Language, University of 8 Mai 1945/Guelma**

**A Dissertation submitted to the Department of Letters and English  
Language in Partial Fulfillment of the Requirements for the Degree of  
Master in Language and Culture**

**Board of Examiners**

**Chairwoman : Mrs. Ilhem CHEKKAT (MAA) University of 8Mai1945/Guelma**  
**Supervisor :Ms. Samiya HARIDI (MAA) University of 8Mai1945/Guelma**  
**Examiner: Dr. Fethi GUERID (MCA) Annaba Higher School of Management Sciences**

**Submitted by:**

**Rayane HAOUAMRIA**

**Supervised by:**

**Ms. Samiya HARIDI**

**June 2022**

**DEDICATION**

*With a deep sense of gratitude, I dedicate this humble work to my family and to any person who supported me throughout this journey with words of encouragement.*

## ACKNOWLEDGEMENTS

This work would not have been possible without the support of several people. First, and foremost, I wish to sincerely thank my supervisor, **Ms. SAMIYA HARIDI**, for her guidance and thoughtful insights of all of my drafts. Besides my supervisor, I would like to express my genuine gratitude and thanks to the jury members **DR. FETHI GUERID** and **Mrs. ILHEM CHEKKAT** for accepting to review and evaluate this modest work.

I am also immensely grateful for my teachers of the English Department for sharing their rich knowledge and for being an inspiration.

I would like to express my appreciation to Third-year students of the Department of English at Guelma University who devoted their time to take part in this work and the amazing colleagues I met throughout my university journey whom I shared with them memories I will cherish forever.

My biggest thanks go to my family, especially my parents who encouraged me in every possible way. And my friends for always being a great support system. I sincerely wish them the best in their academic and personal life. Lastly, I'd like to extend my thanks to my online friends for endless moral support.

### **Abstract**

Since EFL students have fewer opportunities to be exposed to authentic learning experiences, they face many challenges in developing their four language skills; listening, speaking, reading, and writing. In this regard, the present dissertation seeks to investigate EFL students' attitudes towards the impact of English movies on proficiency improvement. In order to achieve the aims of the study and to have an in-depth analysis of the research hypotheses, a quantitative method in which a questionnaire was administered online to third-year students (N=93), at the Department of English, University of 8 Mai 1945, Guelma. The analysis of the obtained data confirms the main hypothesis, which implies that EFL students have positive attitudes towards the impact of watching English movies on developing their English proficiency. Also, the findings revealed that students are aware of the role played by English movies in developing their receptive and productive skills. Accordingly, teachers need to encourage their students to watch English movies and consider incorporating it into EFL classrooms to promote autonomous learning. Additionally, pedagogical implications and suggestions for further researchers were also provided.

***Keywords:*** Attitudes, English Movies, EFL students, Proficiency.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**CEFR:** The Common European Framework of Reference

**LAD:** Language Acquisition Device

**LC:** Language Comprehension

**L2:** Second Language

**PC:** Personal Computer

**R:** Reading

**TV:** Television

**LMD:** Licence, Master, Doctorate

**WR:** Word Reading

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## **General introduction**

Today, English is undoubtedly the most commonly spoken and used language in almost all fields around the world. As a result, second and foreign language learners are attempting to master the English language effectively. In this regard, the development of students' four language skills; listening, speaking, reading, and writing are fundamental to their progress in attaining and improving language proficiency. However, achieving this aim is undeniably a challenging task, because students have fewer opportunities to be exposed to authentic language input from English native speakers.

Nonetheless, students are used to the traditional way of learning, namely books. However, the rapid development of multimedia technology (audio, videos, and graphics) significantly revolutionized the ways in which people learn in general and foreign languages in particular. The primary purpose of these technologies is to entertain and motivate students while the learning process takes place. Furthermore, technology provide us with the opportunity to see and hear how native speakers use and speak the language; for that matter the goal of the present study is to shed light on the impact of watching English movies in improving EFL students' English proficiency.

### **1. Statement of the problem:**

Reading, writing, speaking and listening are the four fundamental skills to any language, they allow learners to understand, produce, and use the language effectively. However, mastering them is not an easy task; it can be challenging and difficult for many learners. The case of third-year EFL students of the Department of English at Guelma University is not an exclusive, yet they need to develop these skills so that they can master the English language, this is why it is substantial to select beneficial teaching and learning tools that can fulfill that aspect by keeping students motivated and which can also make the process of proficiency improvement easier, and more interesting. As a result, third-

year students require assistance which can help them in getting exposed to authentic learning experiences in an attempt to overcome any challenges they might face.

## **2. Aims of the study:**

The main objective of the study is to go deeper into investigating the extent of the impact of watching English movies on improving EFL students' English proficiency and so is EFL students' attitudes towards the matter and whether they enjoy the process. The results obtained may provide the department of English at Guelma University with creative ideas to integrate movies into EFL classrooms to enhance students' English proficiency.

## **3. Research Questions:**

More precisely, this study seeks to answer the following questions:

- What are EFL students' attitudes towards the impact of English movies on proficiency improvement?
- Does watching English movies help EFL students develop their four language skills?

## **4. Research Hypotheses:**

In regards to the above listed research questions, the following hypotheses were formulated:

H1. EFL students at the English Department of Guelma University may have positive attitudes towards the impact of movies on proficiency improvement.

H0. EFL students at the English Department of Guelma University may have negative attitudes towards the impact of movies on proficiency improvement.

## **5. Research methodology and design:**

### **a. Research method and data gathering tools**

The present investigation adopts the quantitative descriptive method which appeared to be the most suitable in order to explore EFL students' attitudes towards the impact of movies on proficiency improvement. This research tool would provide us with their views and perspectives concerning the subject matter. As a result, the purpose of the research would be accomplished.

### **b. Population of the study**

The targeted population of the present study is composed of ninety-three (93) third-year LMD students at the English Department of 08 May 1945 University, Guelma. The sample was selected randomly. The reason behind choosing the sample is their level. Moreover, these students have been studying English for three years which means they are expected to give full and valuable answers based on their experiences.

## **4. The structure of the study:**

The present study is composed of three chapters. Each chapter starts with an introductory paragraph. The first two chapters focus on the theoretical background of the study and the last chapter is concerned with the practical part.

The first chapter provides a general overview of movies as an authentic material, it starts by defining the notion of "movies", its genres, and then its role in acquiring and spreading the English language.

The second chapter deals with a general overview of English proficiency concerning the four language skills: listening, reading, speaking, and writing. Each skill is highlighted



alone supported with claims from various scholars, few language dimensions were also highlighted such as vocabulary, grammar, non-verbal behaviors and colloquial language.

The third chapter encompasses the practical part of the study which is the analysis and interpretations of the collected data from the questionnaire given to third-year students of the English department at Guelma University. Finally, it ends with a further discussion of the findings with possible suggestions and recommendations for teachers or researchers who may want to further investigate this field of study.

## Chapter One: English Movies

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## **Introduction**

Today, English movies of all genres are available for everyone from every age group with access to the internet and mostly due to the rise of technology. The rapid advancement of technology has created an enticing opportunity for experimenting with new educational resources. In this regard, English movies may play a pivotal role in assisting people whose first language is not English to not only consume it as an entertaining tool but also to master the language. For this reason, this chapter sheds light on the notions of “Movies” and “Multimedia”, besides naming some multimedia platforms since we watch movies wherever we happen to be. The image can be as large as a Television or as small as a smartphone screen. Then, it discusses how English movies led to the spread of English as an international language then it moves on to introduce the concept of subtitles. It also reviews the history of using movies as an instructional tool. Finally, it is crucial to highlight the most common advantages and disadvantages of learning English through movies.

### **1.1. Definition of movies**

Movies have grown into a profitable worldwide industry with enormous influence and a modern art form—the most popular art form today. According to the *Oxford Advanced Learner’s Dictionary* (n.d.), the term *film* is defined as “a series of moving pictures recorded with a sound that tells a story, watched at a cinema or on a television or other device”. That is to say, a movie can be described as a recording that combines moving images and sounds shown to an audience on a TV, a theater, and so on.

Movies are believed to be a significant art form and a popular medium of entertainment, taking into consideration their visual aspects and enjoyable content that

resonates with people of all ages. According to Szarkowska (2005) “Films can be a tremendously influential and extremely powerful vehicle for transferring values, ideas and information” (p. 3).

Furthermore, movies depict real-life situations and individuals with the intention of emotionally engaging viewers, raising their awareness about a certain theme, educating them about a problem, or simply for the purpose of entertaining them. In addition, Movies is a tool that has the ability to fascinate, shock, and enlighten us and a form of pleasure that allows us to see beyond the boundaries of our experiences. And can also overwhelm us with their sights and sounds (Barsam & Monahan, 2016, p. 18).

Additionally, movies are combined of multiple separate shots linked to one another in an extended sequence, every movie is a motion picture: a collection of still images that the human eye and brain perceive as fluid movement when seen in quick succession (typically 24 images per second). To put it another way, movies move. Movies are distinguished from all other two-dimensional graphic art forms by this essential feature. Moreover, each image in movies draws upon the arrangement of visual elements and the interaction of light and shadow unlike photography or painting (Barsam & Monahan, 2016).

Henceforth, some movies have become popular worldwide as a result of subtitles which translate the spoken dialogues into the consumers' native language in a form of text displayed at the bottom of the screen.

## **1.2. Movie Genres**

The term *genre* is defined as “a category of artistic, musical, or literary composition characterized by a particular style, form, or content” (Merriam-Webster,

n.d.). Therefore, Movie genres are categories that classify a movie based on its most dominant features and they are divided into:

### **1.2.1. Animated Movies**

They started to be recognized as a mode of production in 1906 through the movie *Humorous phases of funny faces* (1906), this genre can be defined as a motion picture that involves producing a series of changing drawings or objects shown in a sequence. Animated movies can also be defined in a cultural context, people often assume that they are targeted to kids because of their entertaining yet captivating elements. However, they are also created with the purpose of appealing to adults as well due to their humorous content and fantastic events (Smithikrai, 1996, p. 71-72)

### **1.2.2. Action Movies**

Jones (2015) defined action movies as a series of physical challenges that the protagonist goes through which involve corporeal risk to achieve a particular goal, the hero is often played by a well-known western star like Tom Cruise or Angelina Jolie, action movies often feature a range of special effects to create (explosions, vehicular pile-ups, and last-minute escapes) for the sake of dramatic tension and suspense (p. 3-4).

Action movies have been well-received by cinema audiences since the very beginning, according to the (*the numbers.com*) website the action genre movie *Avatar* (2009) is the highest-grossing film of all time with a rate of 26, 7% shares.

### **1.2.3. Horror Movies**

Horror movies have maintained their popularity since the beginning of the 19th century because of their ability to frighten the viewers and delve into their worst fears and disturbing desires, while creating pleasurable fascination and entertainment at the

same time, the earliest horror movies featured dark grotesque creatures as vampires because of Bram Stoker's 1897 vampire novel *Dracula* which was the most influential source material for many vampire movies. Horror movies continued to flourish in popularity through graphic horror with special effects and psychotic characters (“Film Genres”, 2022).

#### **1.2.4. Fantasy Movies**

Fantasy movies build their stories on imaginative materials, mythical creatures, and supernatural events which are unlikely to occur in real life. Typically, the predominant characters in fantasy movies are unrealistic like angels, and fairies or normal people with superpowers in an imaginary world with a scope that exceeds the limits of the real-world. Most fantasy movies are inspired and based on well-acclaimed books such as *Harry Potter* (2001) and *Lord Of The Rings* (2001) (“Film Genres”, 2022).

#### **1.2.5. Comedy Movies**

The comedy genre has been present from the very beginning of cinema but was usually silent, in black and white, and focused on visual gags. Especially one-reel slapstick films featuring one of the greatest comedy genre pioneers like Charlie Chaplin and Stan Laurel. Humor is one of the major characteristics of comedy movies with the purpose of entertaining viewers and bringing laughter. In this sense, they feature a joyful environment and humorous characters crafted to amuse the viewers (Smithikrai, 1996, p. 78).

#### **1.2.6. Documentary Movies**

Documentary movies are educational and serious movies that seek to teach their viewers something like Stacy Peralta's *Riding Giants* (2004) which is about the history of surfing, many documentaries are made with the purpose of telling a story by using

real-life as their raw material, developed by artists and technicians who make a set of decisions about how to represent reality and for what purpose. Documentary movies are defined and redefined over time. However, they are generally expected to be fair and honest depictions of someone's experience of reality (Aufderheide, 2008).

### **1.2.7. Epic Movies**

Epics have existed since the earliest days of cinema starting from D.W.Griffith's *The Birth of Nation* (1918). Epics are historical movies that recreate historical events that often require a large budget to produce because of the expensive period costumes, high production value, and panoramic film sets. Further, epics transport the viewers to different eras such as the middle age and the Victorian era to provide them with knowledge about historical chronology and culture (“Film Genres”, 2022).

### **1.2.8. Drama Movies**

Drama movies are characterized by featuring stories of realistic characters in conflict with themselves or others. Dramatic movies are plot-driven which means it requires intense character development to move the story forward, they often include extreme issues of contemporary society such as alcoholism, injustice, drug addiction, or mental illness. This genre is probably the largest movie genre because it developed many subsets over time like courtroom dramas, melodramas, epics (historical dramas), biopics (biographical) and romantic dramas (“Film Genres”, 2022).

## **1.3. Definition of Multimedia**

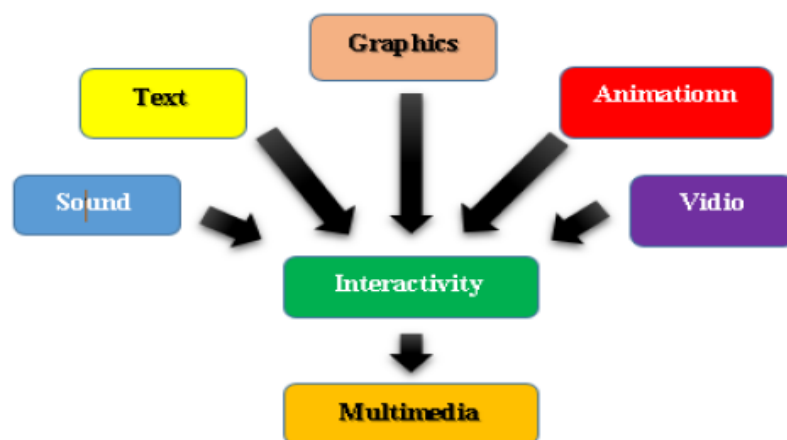
It has been agreed on by many scholars that multimedia is a service that encompasses interactive content bringing together multiple technologies of written data and audio-visual means. Neo et al. (2007) claim that Multimedia is the “combination of various digital media types such as text, images, sound, and video, into an integrated,



multi-sensory, interactive application or presentation, to convey a message or information to an audience.”(p. 471) .Closely, Reddi and Mishra (2003) views multimedia as a combination of numerous media components ( audio, video, graphics, text, animation, etc.) that work in harmony to result in more benefits for the user than any one of the media components can provide separately.

Multimedia, therefore, refers to the interaction between sound and image. It also comes in a variety of powerful mediums that work simultaneously, and it can be anything that the individual can see or hear such as music, movies, or animation.

Moreover, multimedia falls into various kinds and types of mediums that promote multiple forms of entertainment, communication, and information for its consumers. In the same line, several strategies are used in multimedia presentations: (1) paper-based, such as books, magazines, and brochures; (2) light-based, such as slide shows and transparencies; (3) audio-based, such as CD players, tape recorders, and radios; (4) Moving-image-based, such as television, VCR (Vidio cassette recorder), and movies; and (5) digitally-based, such as computers. The process of interactivity between multimedia is shown in the figure below:



**Figure 1.1.** Multimedia interactivity process (Muslim et al., 2018, p. 269).

### **1.3.1. Types of Multimedia Platforms:**

According to Simpson (2022) multimedia platforms are “the equipment on which multimedia is developed or played—needs a very comprehensive description because it covers not only the processor and operating system but also screen resolution, bit depth, and sound” (slide 2). This means that multimedia platforms are spaces where you can create and watch a variety range of content.

#### **1.3.1.1. Television:**

The television replaced the radio in the 1950s and eventually became the most popular medium that shapes and reflects cultural values from family sitcoms to serious news reports, at first it was only integrated into rich households but as the medium continued to grow in popularity it started to become available to the masses after the end of World War Two, and an inevitable part of modern culture. Television solidified its position as one of the most significant inventions of the 20th century (Understanding Media and Culture, 2016).

#### **1.3.1.2. Computer:**

Christensson (2006) defines the word computer as “a programmable machine. This means it can execute a programmed list of instructions and respond to new instructions that it is given” (para. 1). However, it can be also described as a device that allows people to communicate, watch movies, and play games.

#### **1.3.1.3. Smartphones:**

A smartphone is a small tool that contains enhanced features beyond receiving-making phone calls and text messages, they also have a wide range of functionality such as playing movies, checking and sending e-mail, and browsing the Web (Christensson,

2010). As per this definition, smart phones have the same functions as computers but smaller in size which offers portability to its users.

#### **1.3.1.4. Streaming Platforms:**

A Streaming platform is a popular online entertainment source for TV shows, movies and content found online that can be directly watched on TV, smartphones or computers. For example, Netflix or YouTube:

- **YouTube:** is a social media platform that was founded in February 2005, it is a service that allows people all around the world to share, comment, create, and view any kind of video based on their topic of interest be it a movie or an educational video by simply searching for the title or a keyword (Brook ,2011). In addition to this, according to YouTube fact sheet “Every day, millions of people come to YouTube to be informed, inspired, or just plain delighted” (“How YouTube works”, 2022).
- **Netflix:** is a paid streaming service that allows over 50 million subscribers to binge-watch shows without commercials across many devices and is an ideal place for films and TV episodes featuring highly acclaimed shows like " House of Cards", Netflix is also known for buying global projects and giving creators the freedom to express their creativity (“BoJack Horseman”, 2022). Similarly, according to the Netflix website, "Netflix is a streaming service that offers a wide variety of award-winning TV shows, movies, anime, documentaries, and more on thousands of internet-connected devices" (“Netflix ”,2022).

## **1.4. The Impact of Movies in the Spread of English as an International**

### **Language**

The spread of English has been observed in many domains of life, especially through movies, they have a massive audience all around the world because of its features, content, and entertainment that resonates with people of all ages which means they are not only viewed by native speakers in their own countries but also by their non-native audience. In this regard, Crystal (2003) stresses the fact that despite the expansion of the film industry in other countries over decades, movies in the English language continue to dominate the industry with the increase of annual productions produced by Hollywood addressed to large audiences – such as *Star Wars*, *Titanic*, and *The Lord of the Rings*. Moreover, with regard to the success of Hollywood movies worldwide, it is unusual to see a big-budget film made in a language other than English. English-language films have won half of the Best Film awards given out at the Cannes Film Festival. In 2002, according to the listings in the *BFI film and television handbook*, almost 80% of all feature films released in theaters were in English (Crystal, 2003). This highlights how important the English language is in cinematic culture.

Several English movies dominated the screens and maintained their popularity with global audiences because of their effects, features, content, and entertainment targeted to audiences of various ages and times, the majority of these movie productions helped to promote the English language internationally, making it a form for both enjoyment and learning English. Additionally, English movies appeal to audiences because of characteristics such as digital manipulation, tridimensional level, and 3D effects. In addition to the sounds of the English language that draw the audience's

attention, particularly the actors' and actresses' voices, which seem captivating for learning English (Medina & Hurtado, 2018, p. 14).

Medina and Hurtado (2018) also point out that English movies have earned a good reputation in the film industry as a result of the fact that they regard English as an international language. Moreover, the prevalence of the English language has helped to increase the popularity of movies. According to them, there is no other language that has extended the wide audience ranges of English movies as much as English.

In the same regard, Medina and Hurtado (2018) claim that:

Hollywood movies such as X-men, The Lord of the Rings, Star Wars, and transformers including English video-conferences have contributed in the expansion of English worldwide. The English language used in these movies has stimulated people to learn English due to their vocabulary of easy comprehension, use of idioms, common jargon demonstrating features of solidarity, sociability, and traits of humor, and in other cases of stupidity (p. 14).

They also note that English movies have been a means of transmitting culture by using English as the global language.

### **1.5. Definition of Subtitles**

The *Oxford English Dictionary* (n.d.) defines the term *subtitles* as words that translate what is said in a film into a different language and appear on the screen at the bottom. Subtitles are also used, especially on television, to help deaf people” This shows that subtitles allow the viewers to read what is being said in the movie.

According to Gerzymisch-Arbogast (2008), subtitles are written translations of cinematic dialogue that appear in synchrony with the corresponding dialogue spoken on

the screen. He further states that the process of subtitling entails a triple adaptation of 3 steps: 1) from one language to another; 2) from a spoken discourse to a written discourse; 3) from converting a full text to a shortened text.

Another definition was given by Diaz Cintas and Remael (2007) who claim that subtitling is a method of translation that involves displaying a written text on the bottom of the screen long enough for the viewer to read them. Moreover, subtitling also attempts to retell the speakers' original discourse as well as elements and information that appear in the scene such as letters, inscriptions, signs, and songs. Likewise, Szarkowska (2005) notes that subtitling allows the viewers to experience a different culture and the essence of the foreign language more than any translation method.

### **1.6 History of Using Movies as an Instructional Tool**

Since the release of the very first movie in history, people around the world have shown a great interest in this vehicle for a variety of purposes such as teaching. In 1910, the public schools of Rochester, New York, were the first to adopt films for regular educational use. Later, in 1917 a “visual education” department was eventually established in the Chicago schools (Cuban, 1986, p. 12).

In the early part of the 1920s when school museums first appeared, most of the media incorporated in them were instructional materials like slides or films, such advances led to the beginning of the visual instruction movement due to the growing interest in visual media used in education. Additionally, during World War II instructional films were extensively developed to train U.S. military personnel and to prepare U.S. civilians to work in different industries (An, 2020, pp. 2-3).

In 1922, Thomas Edison showed a great enthusiasm for movies when he said: “the motion of picture is destined to revolutionize our educational system and that in a

few years it will supplant ...the use of textbooks” (as cited in Cuban, 1986, p. 9). Decades later, movies have become a powerful tool for education. For example, Smithikrai (2016) states that students claim that assignments which involve watching movies are especially fruitful. He adds that assignments that require them to watch animated movies enhance their knowledge of the course material. In addition, according to literature, movies have been adopted in a variety of subjects for educational purposes such as Psychology, Counselor Education, Management Education, and Sociology (p. 524).

It can be concluded that movies are one of the technological advances that had a considerable impact on revolutionizing how educational materials are being utilized for both teaching and learning.

## **1.7 Learning English through Movies**

Technological advances such as movies are to known to familiarize learners with authentic language. Accordingly, Ismaili (2013) claims that “movies provide exposures to “real language,” used in authentic settings and in the cultural context in which the foreign language is spoken” (p. 121). In addition, “Movies are an enjoyable source of entertainment and language acquisition” (p. 122). However, everything has its drawbacks.

### **1.7.1 Advantages**

In the age of globalization, technological innovations require all English teachers to build their creativity in their use of instructional media. Movies are considered audio-visual media that help assist English learners to enhance their English skills. Likewise, the increasing importance of using movies to enhance second language acquisition has been addressed by numerous researchers and educators.

In fact, “Movies are more sensory experience than reading -besides verbal language, there is also color, movement, and sound” (Ismaili, 2013, p. 128). Moreover,

Albiladi et al, (2018) claim that movies can be an authentic learning experience for students since they enhance their speaking and communication skills, promote cultural awareness, and increase their motivation. Closely, Harmer (2001, p. 282) introduces four reasons why videos add an impactful dimension to the learning experience:

1) Seeing language-in-use:

- One of the main advantages of videos is that students do not just hear the language, they see it too. This helps to enhance their comprehension skills, because, for example, general meaning and moods are frequently communicated through expression, gesture, and other visual stimuli.
- Learners can see how intonation is used to convey facial expressions. All of these paralinguistic aspects provide valuable meaning clues and assist viewers in seeing beyond what they are hearing, allowing them to better understand the text.

2) Cross-cultural awareness

- Students can see occurrences beyond their classrooms through video. For example, they can see normal British 'body language' while inviting someone out or how Americans address servers. Students can also benefit from videos by seeing what different countries' citizens eat and how they dress.

3) The Power of Creation

- Videos can create something enjoyable and memorable for the student's through-provoking innovative and communicative uses of the language, they will eventually find themselves doing new things in English.

4) Motivation



- When students have the opportunity to see as well as hear language in action, and when this is combined with engaging assignments, most students will exhibit an enhanced degree of interest.

Moreover, according to Sari and Sugandi (2015), students can benefit from movies with English subtitles since they can see how the spoken discourse is written, they can also learn new words and phrases, especially idioms and colloquial expressions, in addition to other aspects such as vocabulary acquisition.

Furthermore, King (2002) suggested few of the major advantages of watching movies with subtitles in second language acquisition in the following:

- Learners can develop word recognition and learn how to pronounce certain words.
- Reinforce students' understanding of English context-bound expressions through acquiring new vocabulary and idioms.
- Process a text rapidly and improve rapid reading.

### **1.7.2 Disadvantages**

Aside from the numerous advantages, learning English through movies can also have certain drawbacks that may affect the learning process.

According to Ismaili (2013) “using movies in the classroom meant lost class time and the difficulty of showing movies in class periods” (p. 128). Movies can be long sometimes and may take more than one session to watch them entirely which means they require preparation and time. Likewise, Harmer (2001) affirms that some learners might feel frustrated if teachers repeatedly stop and resume the movie, only showing little segments at a time. It can also be unpleasant if the teacher fails to show how the story finishes to the class (p. 285).

Furthermore, selecting resources can be a difficult task for teachers, all key decisions must be made before using a film in a pedagogical tool. The teacher must determine whether or not this film is appropriate for the pupils' age and language level. At both a general and specific level, careful selection should be done in accordance with the course's goals and objectives (Oddone, 2011, p. 106). Moreover, movies can negatively impact learners formal writing and speaking wise because of the informal language used in some movies for example, using "I'll" instead of "I will" and "gonna" instead of "going to".

Concerning English movies with subtitles, according to Zanon (2006), "learners may concentrate so much in reading the captions that they forget about the dialogues" (p. 44). Similarly, Oddone (2011) notes that subtitles can distract students' attention away from tables, graphs, and visual representations in documentaries or video lessons.

Therefore, subtitles can drift the viewers' attention from other elements such as the sound, settings, or the characters solely to focus on reading the translated dialogue at the bottom of the screen.

## **Conclusion**

This chapter offered a theoretical overview about English Movies, besides mentioning major movie genres such as fantasy movies, animated movies, action movies, epic movies, drama movies, documentary movies, comedy movies and horror movies. In addition, it introduced the notion of multimedia and subtitles and the relationship between movies and the globalization of the English language. Movies has been acknowledged as a pedagogical tool by several scholars for this reason the chapter discussed the history of movies as an instructional tool. Finally, it shed light on the major

disadvantages and advantages of learning English through movies which are important to be familiar with as the research progresses.

## Chapter Two: Proficiency Improvement

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## **Introduction**

There has been an ever-increasing number of non-native English language learners throughout the world in recent years. Likewise, English is gaining immense popularity in Algeria as an international language. It is taught to people of all ages in both public and private schools and reaching a certain proficiency level is probably the ultimate goal of any English language learner. As a result, it is crucial for EFL students to be able to effectively express themselves and converse with others in this language. For this reason, this chapter provides theoretical knowledge about the notion of English proficiency. However, developing English proficiency requires time and effort, thus, this chapter discusses some of the factors that help with its development. Then, the chapter explains the most important components of language proficiency such as receptive skills, productive skills, vocabulary, grammar, colloquial language, and non-verbal behaviors. Furthermore, it deals with the importance of the comprehensible input by Stephen Krashen and introduces different levels of proficiency. Finally, it tackles how mastery of English proficiency affects learners' academic success.

### **2.1 Definition of English proficiency**

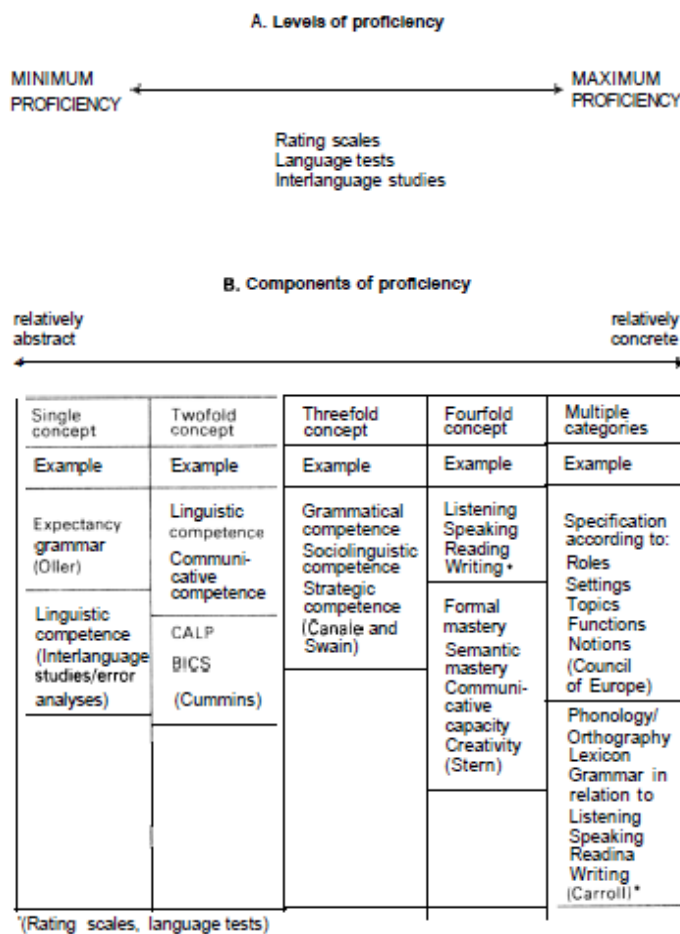
Back to early times, the concept of proficiency was defined by Stern (1984) as “the actual performance of given individual learners or groups of learners” (p. 341), and he argues that knowing a language proficiency in the first or second language can be summarized as follows:

- 1) The intuitive understanding of the forms of the language.
- 2) Intuitive understanding of the linguistic, cognitive, emotive, and sociocultural meanings communicated by language forms.
- 3) The ability to use the language with great attention to communication and less

attention to form.

4) The creative use of language.

Stern (1984) states that the notion of language proficiency can be interpreted from two different viewpoints, one relates to the levels of proficiency which is “the different degrees of actual or required mastery of the second language, or the progression from a basic to a near-native level”; The second viewpoint is the categories we use to identify the essential features or “components of proficiency” (p. 357). Additionally, Stern acknowledged the difficulties of equating proficiency to a particular concept in his attempt to formulate a definition ,since perspectives about what constitutes proficiency differ across scholars. Hence, he summarized it in the figure below:



**Figure 2.1.** Interpretations of Language Proficiency a Summary (Stern, 1984, p. 357)

Furthermore, the notion of language proficiency has been defined in different ways by scholars. According to Light et al. (1987), the term 'proficiency' refers to the person's capability in a certain area of competency in order to assess how well they can perform in a real-life real language use situation. In addition, Proficiency can be looked at as an aim and thus be expressed in terms of objectives or standards. Similarly, Harsch (2016) claims that language proficiency includes the language learner or the user's communicative capacities, knowledge systems, and competencies. Additionally, proficiency is defined as what someone can do in regard to the implementation of the subject in the real world.

Therefore, a proficient speaker is someone who is able to use a foreign language at a less advanced level than a native speaker is, it was also widely acknowledged that competence and proficiency are to be linked.

### **2.1.1 Developing English Proficiency**

Developing or mastering any language is essentially a complex brain activity and a time-consuming task, there are a lot of barriers that can influence the learner's ability to attain their goal, besides other factors that help to speed the process. For students to develop their language proficiency, a number of issues or elements must be examined because they may play a part in the speed of acquiring a new language.

Furthermore, Yaghoubi (2009) points out that "It is widely accepted that advances in information technology and new developments in learning science provide opportunities to create well-designed, learner-centered, interactive, affordable, efficient, flexible e-learning environment" (p. 1). That is to say, with the use of resources like multimedia websites, social media, movies, emails and mobile devices, it is now feasible



to improve language proficiency through extensive practice and exposure to the language through a long period of time.

McCauley and McCauley (1992) distinguished between four factors that are necessary to language development: a low-anxiety environment, repeated practice, comprehensible input, and drama.

- **A low-anxiety environment:** it is an atmosphere of mutual trust and confidence in which students can participate without any fears or shyness in order to promote confidence and risk-taking.
- **Repeated practice:** it is a process that gradually frees the mind from attention to details, simplifies the overall act and minimizes the amount of time required. Repetition readings for example may help learners to recognize what kind of syntactic phrasing is necessary in order to make sense of the passage.
- **Comprehensible Input:** acquisition of a second language can be attained when learners comprehend the message that is being spoken and when this input contains some language that is slightly beyond their comprehension. Also, gestures, manipulative, facial expression, and paralinguistic clues help make the input comprehensible.
- **Drama:** is a common classroom strategy for increasing communicative competence in ESL classes, it was proven to be quite effective in enhancing language proficiency as it helps in improving the writing, reading and speaking skills through dramatic plays. Drama allows the second language learner to try things out-like moods, gestures, postures, and words.

Teacher-Learner relationship is also necessary and useful as a strategy to develop language proficiency. Some language teachers are better than others at providing pupils

in their classes with appropriate and successful learning experiences. These students will progress more quickly. Teachers who naturally distinguish content and give necessary language aids contribute significantly to their language development since it requires practice and exposure (Akan, 2018, p. 124).

Therefore, it is empirical for students to practice and speak English whether through interacting with native speakers or through active participation to boost their confidence.

## **2.2 Important Aspects to Language Proficiency**

It is necessary to determine what aspects of Language Proficiency are important for language development. Moreover, to learn a foreign/new language, one must first recognize the language's features/characteristics. Likewise, Rao (2016, p. 4) distinguished between five aspects of the structure of language:

- Phonology (which involves the use of different accents and sounds i.e., Phonetics);
- Morphology (Grammar which is composed of the formation of words);
- Syntax (how words are put into well-formed sentences);
- Semantics (which refers to the meaning behind sounds);
- Lexicon (which comprises a dictionary of words and their meaning).

Moreover, language is the primary means of communicating effectively in a given environment, it plays a critical part in the development of human ability. In order to reach a high level of abilities in creating and receiving the target language in its oral or written forms, students must master the *receptive* skills (*reading* and *listening*) as well as the *productive* skills (*speaking* and *writing*) in order to be proficient in the language.

### **2.2.1 Receptive Skills**

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

#### **2.2.1.1 Listening Skill**

Many experts have given various definitions for the listening skill. According to Bacon (1989), is a process in which sound recognition, lexical knowledge, grammar, discourse markers, and the world all interact. Furthermore, according to Rubin (1995), listening entails processing information obtained from visual and aural signals in order to identify what is going on and what the speakers are attempting to say (as cited in Thompson & Rubin, 1996, p. 331).

Harmer (2007, p. 134) distinguished between two types of listening: extensive and intensive. According to him, extensive listening refers to listening that students take outside of the classroom, whether for pleasure or another reason. The audio material they consume in this manner - commonly on CDs in their cars, MP3 devices, DVDs, movies, or the Internet - should include texts that students can enjoy listening to because they can understand them without the assistance of a teacher or course materials. On the other hand, Intensive Listening refers to listening in which students “listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories” (p. 134).

Students of English as a second language should be engaged listeners, creating connections between words and their meanings. For Trainer (2004), active listening needs the listener to hear the words and recognize the sentiments linked with them

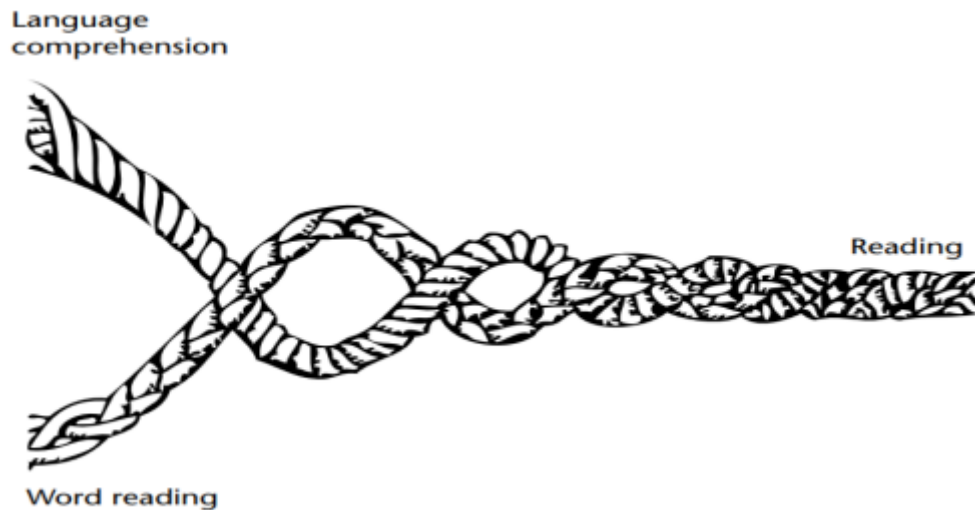
### 2.2.1.2 Reading Skill

Reading is a crucial skill that the learning process cannot survive without. Reading is an important tool for students to obtain access to the foreign language. Gilakjani and Sabouri (2016) note that reading is the process of constructing meaning that involves: (a) the reader's prior knowledge; (b) the written text information; and (c) the reading context.

Given the importance of reading as a language skill, linguists and scholars have attempted to define it. There is, however, no agreement on the nature of reading. According to his unique point of view, each researcher supplied a definition for reading. For Alderson (2000, p. 1) considered that a thorough overview of reading was impossible to find. Because of this lack of agreement, there are many uncounted reading definitions in the literature.

Moreover, reading being a: Complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text (Pang et al., 2003, p. 6).

According to Oakhill et al. (2015), reading is made up of two key components (Figure 01). Word reading refers to the capacity to read single words out of context. Reading ability is word reading multiplied by language comprehension ( $R=WR*LC$ ). Language comprehension refers to our ability to grasp words. As a result, if one of the two components is zero, reading ability is zero. Oakhill et al. agreed with Pang et al. (2003) that reading is the consequence of combining a variety of skills and abilities.



**Figure 2.2.** Skilled Reading (Scarborough, 2001, as cited in Oakhill et al., 2015, p. 3).

What is interesting is that all of the above definitions agree on one thing: reading is more than just passively receiving information from written texts; it's also an active creation and unique interpretation that differs from one reader to the next.

### **2.2.2 Productive Skill**

Speaking and writing are seen as vital processes as productive skills since they assist teachers in evaluating students' competency in the target language and can be major criteria for better academic standing and educational achievement.

#### **2.2.2.1 Writing Skill**

Writing depicts social links that exist as a result of individual's production through conversation, but these interactions are more than just talk. According to Hyland (2003), "Writing is one of the key ways that we establish a cohesive social reality through communicating with others" (p. 69).

Writing is defined as the act of typing letters and characters on various materials such as paper and wood in order to record one's thoughts and ideas. It entails the encoding of some form of message so that people can translate their thoughts into written language.

(Byrne, 1988, p. 1). That is why, Mc Arthur et al. (2008) pointed that writing is an important means of personal expression (p. 1).

Heaton (1998, p. 135) introduced general five components that are necessary to good writing:

- a) Language use: the ability to construct useful and correct sentences.
- b) Mechanical skills: the ability to apply written language rules such as Punctuation and spelling correctly.
- c) Treatment of content: the ability to think creatively and generate ideas while screening out irrelevant data.
- e) Stylistic skills: the ability to change sentences and paragraphs as well as use words effectively.
- f) Judgment skills: the capacity to write in an appropriate style for a certain purpose with a specific audience in mind, as well as the ability to organize, arrange, and order significant information.

This skill is significant since it is a priority in language teaching and learning, which is why teachers have placed a greater emphasis on it in recent years in order to enhance their students' levels.

#### **2.2.2.2 Speaking Skill**

Speaking skill is the skill which permits people to communicate effectively in multiple situations. They exchange the needed information verbally in a clear manner. In this seek, Ur (2000) said: "Speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language" p. 120. In other words,

the speaking skill is considered as the most important skill that foreign language learners are interested in learning.

Likewise, Bygate (1987) argues that Speaking is “a skill which deserves attention (...), in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions” (p. 7). That is to say, is the skill by which learners are most frequently judged, it is the most effective tool for promoting social unity and professional growth, and business. It is also a medium through which a great deal of language is learned.

For Boonkit (2010), the definition of speaking skill is one of the important abilities in English, especially when the speakers are not from an English native country. The ability was described as the capability to use language in real situations, the ability to report imprecise words, other ability to express or converse ideas fluently. Students have to master speaking in learning. It is a productive skill in oral mode. In the same path, Brown and Yule (1983) stated that spoken language production is often considered one of the most difficult aspects of language learning. That is to say, many language learners find it difficult to express themselves orally in the target language.

According to El-Koumy (2002) uses two distinct views to define speaking skill. “From a skill-building view, speaking is described as a set of micro skills, including vocabulary, grammar and pronunciation, ” he adds, “from the view of the entire language, speaking is described as an oral method of building and expression of significance” (p. 85). That is to say, the speaking skill is more than just delivering sounds, it is also concerned with mastering other components such as vocabulary and grammar.

From a general point of view depending on these definitions, speaking is a crucial part of second language development and depending on the complexity of the

information to be communicated and the need for much accuracy and fluency to get the purposeful language proficiency level.

### **2.2.3 Vocabulary**

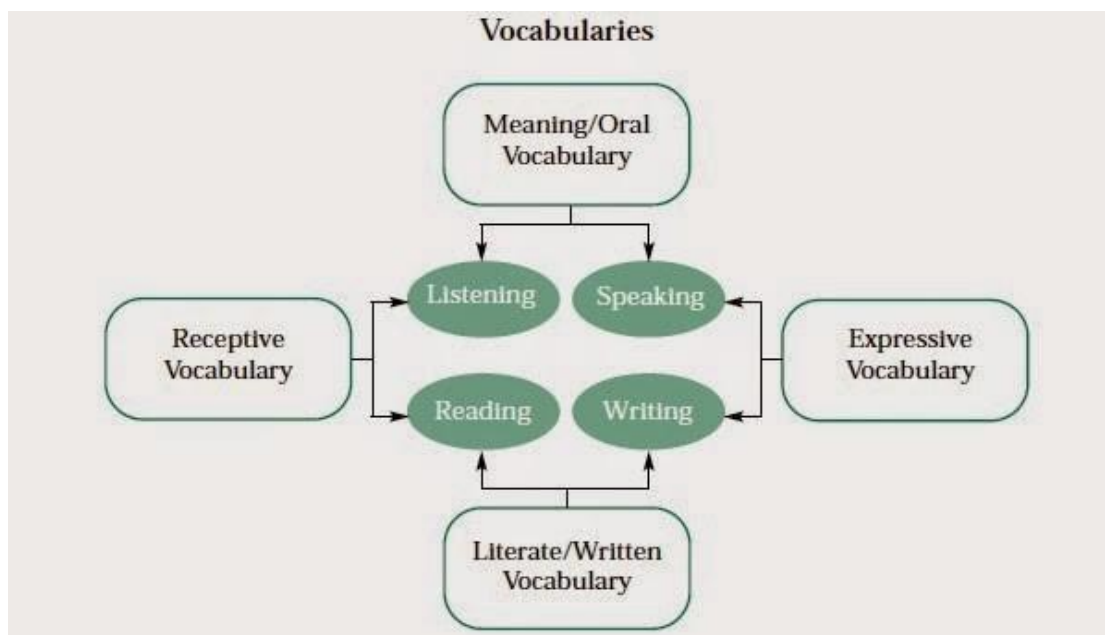
The vocabulary used by EFL speakers is considered to reveal a lot about them. It demonstrates their command of the language. The usage of proper vocabulary is essential to facilitate the comprehensibility of the message. As a result, among the other aspects of language proficiency, vocabulary is considered as crucial. Likewise, the *Merriam-Webster Dictionary* (n.d.) defines the term *vocabulary* as “a sum or stock of words employed by a language, group, individual, or work or in a field of language”. While the *Collins Dictionary* (n.d.) defines it as “a list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order”.

In the same direction, Hatch and Brown (1995, p. 1) assume that vocabulary is a list or collection of terms for a specific language, or a list or group of words that individual language speakers might use. Moreover, Richards and Renandya (2002, p. 255) note that vocabulary is the most important aspect of language proficiency since it determines how effectively learners speak, listen, read, and write. Therefore, if students do not have a rich vocabulary knowledge or strategies for acquiring new vocabulary. Students may feel discouraged from taking advantage of language learning opportunities around them without such as listening to native speakers, listening to the radio, using language in various contexts, watching YouTube videos, or watching television.

Pikulski and Templeton (2004) distinguished between four types of vocabulary: meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary. They add that expressive vocabulary refers to the words we use to express ourselves when speaking and writing; the term receptive vocabulary is



used to refer to listening and reading because we normally “understand” vocabulary when we listen to the utterances and when we read. Finally, meaning or oral vocabulary refers to the words we use while we listen and speak, and literate vocabulary refers to the combination of our reading and writing vocabularies as a result of our knowledge of words (as cited in Lolita, 2016, p. 606)



**Figure 2.3.** Relationship of the Eight Different Terms (Pikulski & Templeton, 2004, as cited in Lolita, 2016, p. 606).

Therefore, vocabulary serves as a vital component of language proficiency which connects all the four language skills: speaking, listening, reading, and writing together.

#### 2.2.4 Grammar

Grammar is the study of syntax and morphology and how structures are possible within a particular language. Traditionally, grammar was mainly concerned with analyses at the sentence level. Thus, grammar is a set of rules that govern how sentences are constructed in a language (Thornbury, 2000, p. 1).

Additionally, grammar is also concerned with explaining acceptable and unacceptable forms and the meaning these structures create. Thornbury (2000) explains

this by the following examples: “we are not at home right now” and “right now we are not at home”. While these sentences are considered incorrect: “not we at right home are” and “we is not at home right now”.

Furthermore, Grammar accuracy is a highly appreciated aspect of language proficiency. According to AriefMuhsin (2015), “grammatical rules are essential for the mastery of language. People cannot use words unless they know how the words should be put together” (p. 3). Accordingly, grammar is an essential element of language proficiency that is concerned with a set of rules that govern the use of a particular language. That aids foreign languages learners to efficiently express themselves whether in written or spoken discourse. Moreover, learners must learn certain grammatical rules in order to reach a certain level of proficiency.

Furthermore, grammar plays a significant role in developing the four language skills. It also has a range of fundamental elements. Every grammatical element has a specific purpose in the sentence. For example, Tenses are a grammar element that denote the time of an action in a sentence. Tenses are divided into sixteen sections and each tense is affected by the time of the occurrence (Kusumastuti et al., 2019).

Likewise, McCarthy and Carter (2001) note that “the distinction between present and past, one and more than one, subject and object, possession and non-possession, etc., are matters of grammar” (p. 3).

Therefore, grammar is concerned with how sentences and utterances are formed and the ability to order words into well-formed phrases and sentences that express relational meaning. Moreover, in order to produce a well-formed sentence learner, have to be familiar with grammatical rules.

### 2.2.5 Colloquial Language

The *Merriam-Webster dictionary* (n.d.) defines the term *colloquial language* as “used in or characteristic of familiar and informal conversation: In colloquial English, “kind of” is often used for “somewhat” or “rather”. Then, based on *The Collins Dictionary* (n.d.) *colloquial* is “characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing; informal”.

According to McCrimmon (1973, p. 136), the term *colloquial* has been defined by the *American Heritage Dictionary* as “characteristic of or appropriate to writing that seeks its effect; informal in diction or style of expression”. He explains that this definition does not mean that a colloquial word is incorrect or inappropriate but instead it is conversational. In his opinion, colloquial language is expressions and words used by educated or ordinary people alike when they are speaking together casually.

According to McCrimmon (1963, as cited in Barzegar, 2008), colloquial English can be described as the following:

1. Short, basic sentences with few rhetorical elements, which are frequently grammatically incomplete;
2. A heavy reliance on contractions (I'll, we've, didn't, can't), clipped words (cab, exam, phone), and the exclusion of relative pronouns (who, which, that) that would be used in a formal style;
3. A vocabulary distinguished by a general avoidance of acquired words and the addition of a few less offensive slang terminology;
4. A simplified grammatical structure that relies primarily on idiomatic expressions and sometimes overlooks formal grammar differences and;

5. A personal or familiar tone that attempts to convey the feeling of communicating directly to the reader.

From the aforementioned definitions, it can be concluded that colloquial language is informal expressions which are more acceptable than slang and more appropriate for everyday conversations than in formal speech and writing.

### **2.2.6 Non-Verbal Behaviors**

Non-verbal behaviors, without a doubt, have a significant impact on communication. And in addition, works as a complement to spoken discourse when learning English as a foreign language. Moreover, we grasp something nonverbal whenever we see information that is not written or spoken. Aside from what is written or spoken, humans have the ability to receive information. The key sources of nonverbal communications we receive are our senses of touch, taste, seeing, hearing, scents, signs, symbols, colors, facial expressions, gestures, posture, and intuition. In addition, it is a silent language that has existed before the invention of language and has never been professionally taught (Calero, 2005, p. 1).

One of the major ways by which nonverbal communication occurs is through nonverbal behaviors. According to Matsumoto et al. (2012), “If you do not pay attention to the nonverbal behavior there is a great chance that you are missing much of what is actually being communicated by the other person” (p. 12). Thus, active listening is always beneficial, but active observing is also required. Additionally, in any interview, negotiation, interrogation, or surveillance—in short, any circumstance involving people—being able to understand nonverbal behaviors quickly, precisely, and dependably can make all the difference.

Many people believe that communication is solely based on spoken discourse. However, verbal communication is not the only way to communicate. Nonverbal communication is just as vital as verbal communication. We use both verbal and nonverbal communication to communicate our thoughts and feelings. Likewise, Calero (2005) argues that Nonverbal communication awareness is crucial not just for our survival, but also for understanding others' needs, feelings, emotions, and thoughts. According to studies, the body communicates 55% of signals, the voice communicates 38% of messages (inflection, intonation, loudness), and the words communicate 7% of messages.

Consequently, a thorough understanding of nonverbal behaviors will improve the quality of our language development and enable us to relate to others with better understanding, empathy and sympathy.

### **2.2.3 Proficiency Level of English Language Learners**

Proficiency levels are a multi-step process that provide an overview of descriptions of English learner's language development through they are expected to advance as their proficiency in English grows. Moreover, they are precise explanations of what skills a student is able to perform at each level. Likewise, World Languages (n.d.) defines Proficiency levels as "descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context".

Furthermore, there are a variety of English leveling assessments in use across the world as well as a large number of English tests and frameworks that determine a learner's proficiency level. For instance, *the common European Framework of Reference (CEFR) for Languages*. A worldwide framework that has been designed to introduce three broad

labels of proficiency A, B, and C which are more precise than the previously classic division into 'Beginner', 'intermediate', and 'advanced' levels descriptors. Additionally, the CEFR divided each level into two levels, for a total of six levels: A1 and A2 (Basic Users), B1 and B2 (Independent Users), and C1 and C2 (Proficient Users). Also, each level is detailed in-depth, showing us what learners can do at a certain level and raising the learner's awareness of his or her present state of knowledge to self-assess their level of proficiency (Council of Europe, 2001).

In addition, the CFER introduced 'Can Do' statements for each proficiency level. These statements describe what language users can do with the language on various levels and in different contexts, that is, competences besides grammar and vocabulary and the four language skills as shown in the Table 1 below:

**Figure 2.4:** CEFR Common Reference Levels: global scale (Council of Europe 2001, p.24)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Concisely, Proficiency levels can enhance our understanding of what proficiency encompasses and what can EFL learners do to improve their overall proficiency as they progress to a superior level.

#### **2.2.4 The impact of comprehensible input on establishing the Level of English Learners' proficiency**

Comprehensible input is a term coined by Stephen Krashen who specializes in language acquisition and development, to describe input that is above the

students'/foreign language learner's comprehension level. Moreover, comprehensible input is one of Krashen's five main hypotheses of second language acquisition and is considered as the most influential factor in developing a second language and one of the substantial contributions to understanding the language learning process.

Krashen argues that for Language acquisition to take place, learners must be exposed to comprehensible input that contains language structures that are beyond their current level of proficiency or as called (i+1) (Krashen, 1982, p. 21). Additionally, in moving from stage 'i' which represents the learner's current level to (i+1), it is essential for the acquirer to understand input that contains (i+1), where "understand" means that the acquirer focuses on the meaning and not the form of the utterances. Moreover, the Input Hypothesis makes the following claims: (1) All cases of successful language acquisition, in both first and second language acquisition, have access to comprehensible input; (2) L2 acquisition appears to be better or faster when there is more comprehensible input; and (3) lack of access to comprehensible input causes in little to no second language acquisition (Park, 2002, p. 2).

Furthermore, Krashen claims that it is generally necessary to give students plenty of opportunities to communicate as much in English, not just in class but also at university and at work. The amount of exposure to comprehensible English language input in low-anxiety situations, having messages that students actually want to hear, is crucial for language learning and acquisition, and could play a crucial role in the development of learners' English language proficiency (Shaaban,2018,p. 14).That is to say, This exposure should include both oral and written communication, in both informal and formal settings, such as EFL classes or the exposure to authentic materials such as movies, music ,social media etc.



McCauley and McCauley (1992) introduced the comprehensible input as one of the factors to language development he argued that acquisition of a second language can be attained when learners comprehend the message that is being spoken and when the input contains some language that is slightly beyond their comprehension. In addition, comprehensible input promotes using speech that is appropriate to students' language proficiency through gestures, manipulative, facial expression, and paralinguistic clues to make it easy to comprehend.

As Krashen claimed, exposure to intelligible input is crucial for acquiring a second language naturally and sufficient for second language learning to take place. Thus, our mastery of the language proficiency components will eventually be the result of receiving comprehensible input.

### **2.2.5 English Language Proficiency and Academic Success**

Language researchers/learners may wonder if language proficiency has an effect on one's academic success .However, it is widely known that the mastery of the English language affects learners' academic achievement and is of high importance for most EFL learners as well as teachers ,low proficiency in English language has been considered a barrier to second language acquisition and academic success .Nevertheless, many studies have been carried out to examine the relationship between English language proficiency and academic Success in order to determine if there is any correlation between the two concepts and for the concern of the academic success of international students who study in English-speaking countries.

Academic achievement can be affected by several factors, and English proficiency is one factor among them. Likewise, Maleki and Zangani (2007, p. 87) believe that when students have difficulty understanding the contents and concepts of a

courses that are presented in the target language, their academic success is negatively impacted; in other words, less proficient language learners with a low level of proficiency in language use and its components may also struggle academically. As a result, their general English skills may have a significant impact on their academic progress. Moreover, the results obtained from their study of investigating the strength of the relationship between English proficiency and academic achievement among Iranian EFL students validated the existing relationship between the two variables as the study presented some evidence that success in completing university assessment tasks is linked to proficiency in English, especially for students studying English.

A study carried about by Hasan and Akhnad (2014) sought to explore the relationship between English language proficiency and the academic achievement of Bangladeshi EFL students. The findings of this study showed that there is a significant relationship between English proficiency and academic success in the speaking and writing subjects respectively. According to the results, Bangladeshi EFL students' English language competency correlates favorably with accomplishment in speaking courses and achievement in writing. They conclude that English language competency is a good indication and predictor of academic accomplishment for students aiming to get a degree.

Although it is apparent that a variety of factors, such as socioeconomic status, social support, and mental health, can influence a student's academic success, foreign language proficiency has been claimed to be one of them. However, it was deduced that students with a high level of English proficiency as measured by English test results did not necessarily do well in all elements of academic English skills, particularly writing. As a result, English enhancement courses have been suggested. (Waluyo, 2021).

In a recent study by Sothan (2019) he underlined the importance of students' English proficiency on predicting undergraduate students' academic achievement and further, argued:

English language plays a significant role in every student's academic life in higher education because sufficient English ability enables students to read a variety of books published in English, which later provides them with opportunities to gain more knowledge and improve their academic performance (as cited in Waluyo, 2021, p. 3).

In sum, a considerable number of studies seem to suggest that language proficiency is one of the essential factors that contribute to a student's academic success at the university level. Having a high level of proficiency in English helps learners progress through their education.

### **Conclusion**

To conclude, this chapter shed light on the notion of English proficiency, besides mentioning some factors that contribute to English proficiency development and how students need to overcome them when learning a second language, it also discussed the most important aspects to language proficiency such as receptive skills, productive skills, vocabulary, grammar, colloquial language and non-verbal behaviors. Furthermore, it highlighted the importance of comprehensible input in establishing the level of proficient foreign language learners. At last, the light was shed on the relationship between English proficiency and academic success through several studies.

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Appendix 1: Students' Questionnaire

French summary

Arabic summary

## **Introduction**

Chapters one and two were exclusively devoted to represent theoretical knowledge about the notions of English movies and English proficiency; whereas, this chapter is devoted to discuss the means of research used in this investigation in order to gather the necessary information to accomplish the research objectives. Thus, a questionnaire was submitted to third-year LMD students in the Department of English at Guelma University to have an in-depth analysis of the research hypothesis and to investigate the attitudes of the participants about the impact of English movies on improving their English proficiency. Finally, in light of the obtained results, further pedagogical recommendations are discussed at the end of this chapter.

### **3.1. Students' Questionnaire**

#### **3.1.1. The Population of the Study**

The population is a crucial component of any research work. For this study, the target population is third-year students at the department of English in 8 Mai 1945 University, Guelma. The total participants amounted to 93 students. This sample has been selected randomly on the basis that these students have been studying English for three years which means they are expected to give full and valuable answers based on their experiences.

#### **3.1.2. Description of the Students' Questionnaire**

The questionnaire begins with a short introduction in which the researcher informs the participants about the intentions of this study followed by twenty-five questions divided into four sections:

#### **Section One**

The first section is entitled general information, which includes (3) questions designed to collect information about the participants such as their gender and years of learning the English language .... Etc.

### **Section Two**

This section is entitled “English movies” (from question 4 to 8), it focuses on participants’ preferences regarding watching movies. The participants were asked whether they watch English movies and if they prefer to watch them with or without subtitles. Also, the section attempted to find out their favorite movie genre and on which platform they like to stream movies.

### **Section Three**

This part of the questionnaire is entitled “English proficiency” (from question 9 to 12), It questions participants’ knowledge about English proficiency and whether they are persistent to improve their level of proficiency outside of classroom walls.

### **Section Four**

The last section is entitled “the impact of watching movies on improving EFL students’ English proficiency” (from question 12 to 25), it focuses on information about participants’ views concerning watching English movies with the intent of improving their English proficiency. They were asked if movies are a great tool to improve their vocabulary knowledge and grammar. Also, the scale of influence English movies have on developing the four language skills. Finally, whether teachers encourage them to watch movies for enhancing their proficiency level.

### **3.1.3. Administration of the Questionnaire**

The online questionnaire was distributed to the targeted sample on 12/05/2022 on Third-year students' Facebook group in order to fully explore their thoughts towards watching English movies as a way to improve their English proficiency. The importance of giving truthful answers was emphasized to the participants in the introduction.

### **3.1.4. Data Analysis and Interpretation**

#### **3.1.4.1. Analysis of the Results and Findings from Students' Questionnaire**

##### **Section one: Background Information**

**Question 01:** What is your gender?

**Table 3.1**

*Student's Gender*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Female</b>	64	68.8%
<b>Male</b>	29	31.2%
<b>Total</b>	93	100

As the results above indicate, females were more dominant than males in the investigation. In a total of ninety-three (93) students involved, (31,2%) students represent males; whereas, 68.8% are females. This also indicates the high presence of females at the English department at Guelma University, maybe because females are more interested in majoring in foreign languages more than males who may prefer to major in scientific or medical branches.



**Question 02:** How long have you been learning English?**Table 3.2***Period of English Learning*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>3-9 years</b>	53	56,9%
<b>10-14 years</b>	40	43,3%
<b>Total</b>	93	100

As it is shown in Table 2, the results of this question reveal that fifty-three (53) students with an estimation of 56.9% out of ninety-three (93) indicated that they have been learning English for 3 to 9 years; whereas, the rest forty (40) students with an estimation of 43.3% have studied it for 10 to 14 years. This implies that the majority of students in our study have been exposed to English since a young age. This might be due to many forms of language exposure such as watching English TV shows or movies on the television, traveling to English speaking countries or interacting with English native speakers.

**Question 03:** Was majoring in English at University your first choice?

**Table 3.3**

*Student's Choice to Study English*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	70	75.3%
<b>No</b>	23	24.7%
<b>Total</b>	93	100

As indicated in the previous table, most of the respondents (75.3%) agreed that studying English was their first choice. However, 24.7% of students claimed that choosing to study English was not their selected field of interest. This implies that the majority of the participants chose English because they want to explore the language and develop their abilities in the language as English is considered as a language spoken all over the world. Whereas, few students did not choose to major in English, maybe because they were forced to pursue it due to many factors. This might affect their learning progress.

## Section two: English movies

**Question 04:** Have you ever watched English movies?

**Table 3.4**

*Student's Preferences on Watching English Movies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	92	98.9%
<b>No</b>	1	1.1 %
<b>Total</b>	93	100

The table above explicates that a huge number of the informants (98.9%) watch English movies. However, only one person (1.1%) declared that he/she never watched English movies. This implies that movies are widely popular among the majority of EFL students. This can positively influence other students to watch English movies or prompt them to develop their proficiency outside of the scope of the traditional way of learning.

**Question 05:** How often do you watch English movies?

**Table 3.5**

*Students' Frequency of Watching English Movies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Very frequently</b>	32	34.4 %
<b>Frequently</b>	31	33.3 %
<b>Occasionally</b>	21	22.6 %
<b>Rarely</b>	7	7.5 %
<b>Very Rarely</b>	2	2.2 %
<b>Total</b>	93	100

According to the data, the majority of the respondents (34.4%) watch English movies *very frequently*, followed by *frequently* with 31 students (33.3%), then 21 students (22.6 %) claimed that they watch English movies *occasionally*. However, 7.5% of students stated that they watch English movies *rarely* and very few of them (2.2%) watch them *very rarely*. This implies that more than two-thirds of the population in our study enjoy watching English movies in their free times on their own will. Whereas, very few students reported that they watch movies rarely and very rarely, which may be due to their lack of interest in them or simply they prefer to spend their free time reading books or on social media.

**Question 06:** On which multimedia platform(s) do you watch English movies?

**Table 3.6**

*Multimedia Platforms on which Students Watch English Movies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>TV</b>	19	20.4 %
<b>PC/Ipads</b>	18	19.4 %
<b>Smartphones</b>	27	29 %
<b>Youtube/netflix</b>	29	31.2 %
<b>Total</b>	93	100

As indicated in the previous table, smartphones (29%) and streaming platforms (YouTube & Netflix) (31.2%) are undoubtedly the most popular methods of watching English movies for students. However, 20.4% of students claimed that they watch English movies at home on TV. While the rest (19.4%) prefer to watch them on their personal computers and iPad. This implies that more than half of the population in the present study are making use of technological developments; whereas, few students prefer watching movies on TV and personal computers/iPad, maybe because they prefer to view movies on a large screen.

**Question 07:** Which movie genre do you watch the most? (You can choose more than one).

**Table 3.7**

*Student's Preferences on Movies Genres*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Action</b>	42	45.2%
<b>Comedy</b>	38	40.9%
<b>Documentary</b>	22	23.7%
<b>Horror</b>	28	30.1%
<b>Fantasy</b>	42	45.2%
<b>Animated</b>	44	47.3%
<b>Epic/Historical</b>	26	28%
<b>Drama</b>	43	46.2%

The results obtained from the question shows that less than half of the population (47.2%) prefer to watch animated movies, compared with (46.2%) that watch drama movies, 45.2 % that watch fantasy and action movies, and (40.9%) of the respondents stated that they prefer watching the comedy genre. Epic/Historical movies attracted (28%) of the population ;( 23.7%) of students favored the documentary genre. This denotes that student prefer to watch a variety of genres, especially animated movies. This kind of movie genre is characterized with drawings and images along with easy language that might have attracted the students.

**Question 08:** Do you like watching English movies with subtitles?

**Table 3.8**

*Students' Preference to watch English Movies with Subtitles*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	70	75.2%
<b>No</b>	23	24.7%
<b>Total</b>	93	100

The results obtained from the already mentioned question indicate that the majority of students (75.2%) prefer to watch movies with subtitles. However, 24.7% of students claimed that they do not prefer to watch movies with subtitles. Some of the students kindly justified their answers. Majority of the participants said that they like to watch movies with subtitles to enrich their vocabulary and mostly to fully understand the spoken dialogue as some actors tend to speak fast and to also comprehend difficult words such as scientific terminologies. Moreover, they also stated that they need subtitles to understand different accents such as British. This supports King (2002) claim that watching movies with subtitles can help learners acquire new vocabulary and develop word recognition; whereas, students who favored English movies without subtitles claimed that it improves their listening skills. This corresponds to some research findings, such as Varga (2013, p. 344), which highlight that movies are one of the best tools for enhancing students' listening skill. This denotes that the majority of respondents that watch English movies with subtitles are aware of their importance and may have difficulty comprehending the plot, so they are more likely to learn and attempt to get the most out of everything. The remaining students who prefer to watch movies without

subtitles may be able to understand all of the content or are simply watching for language development.

## **Section two: English Proficiency**

### **Question 09: Briefly define English Proficiency**

The participants were asked to provide a brief definition of English proficiency in order to obtain data and test their knowledge of the variable in the present study. The majority of the respondents (86%) described it as “the ability to use the language fluently and accurately as much as possible”, “Language development” and “Being competent and professional in English language at the level of speaking, writing, listening, and reading”. However, some of them claimed that English proficiency is “When you can easily understand and form a correct sentence, it is speaking the language fluently without grammar mistakes”, “Learning new words” and “Is to convey your message or idea using the correct terms” or “It means that the learner should have a high ability of learning English grammar, attitudes, vocabulary so that he/she can communicate with others in any kind of topics without embarrassment”. The participants’ comments support Harsch’s (2016) definition of English proficiency, which asserts that language proficiency includes the language learner or the user's communicative capacities, knowledge systems, and competencies. This indicates that all the informants are aware that being proficient in the English language requires the mastery of all the components of the spoken language.



**Question 10:** Do you try to improve your English Proficiency outside of the classroom?

**Table 3.10**

*Students' frequency of Improving their English Proficiency outside the Classroom*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	36	38.7%
<b>Often</b>	33	35.5%
<b>Sometimes</b>	32	24.7%
<b>Rarely</b>	1	1.1%
<b>Never</b>	0	0%
<b>Total</b>	93	100

The data obtained reveal that (38.7%) of students *always* try to improve their level of proficiency outside of classroom walls. While, (35.5%) have selected *often* and (27.7%) *sometimes*. However, only one student stated that he/she improves his/her English proficiency *rarely*. None selected the option *never*. This implies that most students are willing and working diligently to improve their English proficiency on daily basis due to their interest in the field; whereas, very few students are not willing to reinforce their shortcomings outside of the classroom.

**Question 11:** What is your favorite way to improve your English proficiency?

**Table 3.11**

*Participants' favorite Way of Improving English Proficiency*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Books</b>	11	11.8%
<b>Movies</b>	57	61.3%
<b>Social media</b>	17	18.3%
<b>Language learning apps</b>	8	8.6%
<b>Total</b>	93	100

Table 11 shows that students adopt a variety of ways to improve their English proficiency, with watching English movies being the most appealing. In light of this, The majority of students (61.3%) selected watching English movies, maybe because of their enjoyable and effective features .Followed by 18.3% who prefer social media for interaction and connection with people who speak the language .Moreover, the rest of the respondents (11.8%) favored to read books and very few (8.6%) opted for language learning applications, maybe because they consider them the best way to develop their language abilities .Such findings denote that the majority of students prefer to use technology in improving their level of proficiency due to its accessibility.

**Question 12:** Which language skill you are the most confident about?

**Table 3.12**

*Students' Attitudes towards Language Skills*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Listening</b>	23	24.7%
<b>Reading</b>	24	25.8 %
<b>Writing</b>	18	19,4%
<b>Speaking</b>	28	30.1%
<b>Total</b>	93	100

According to the results displayed in the table above, it was found that (30.1%) of the respondents claimed that they feel confident when they speak English. The second most used skill by students is reading at (25.8%). However, this contradicts with the findings of the previous question which demonstrated that only (11.8%) of the respondents opted for books as a method to improve their English proficiency, maybe the respondents of the question above selected the reading skill in relation to subtitles. Moreover, (24.7%) of the respondents selected the listening skill. While (19.4%) of students claimed that writing is the skill they are the most confident about. This denotes that the majority of students feel confident about their speaking ability more than any other skill, maybe because they practiced speaking and interacting in the English language for a long period of time with native speakers or at class.

#### Section Four: Students' Attitudes towards the Impact of Watching English Movies on the Improvement of their English Proficiency

**Question 13:** Why do you watch English movies?

**Table 3.13**

*Motivation to watch English Movies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Entertainment</b>	13	14 %
<b>Language development</b>	22	23.7%
<b>Both above</b>	55	59.1%
<b>None above</b>	3	3.2%
<b>Total</b>	93	100

As it is mentioned in the table above, most of the students (59.1%) claimed that they watch English movies for both language development and entertainment. This falls in line with Ismaili's (2013) claim that movies are "an enjoyable source of entertainment and language acquisition" (p. 122). 22 students (23.7%) claimed that they watch English movies solely for language development. However, few students (14%) stated that they watch movies for entertainment purposes. While very few students (3.2%) selected none. This implies that most of the respondents are aware that watching English movies help them to improve their overall English proficiency; whereas, 14% of the respondents might not be interested in language development or they are already proficient language users.

**Question 14:** Do you think watching English movies can help in improving the four language skills (writing, listening, speaking, and reading)?

**Table 3.14**

*Students' thoughts on the impact of English Movies on Improving the Language Skills*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	36	38.7%
<b>Agree</b>	33	35.5%
<b>Neutral</b>	32	24.7%
<b>Strongly disagree</b>	1	1.1%
<b>Disagree</b>	0	0%
<b>Total</b>	93	100

The students were asked whether watching English movies can help in improving the four language skills (speaking, reading, writing and listening). The results of the table above demonstrates that a good number of students (38.7%) opted for *strongly agree*. (35.5%) of students *agreed* that watching English movies can improve the four language skills. While 24.7% chose to stay *neutral*, only one of them *strongly disagreed*. None of them (0%) chose to *disagree*. This implies that the majority of the students are in favor of watching English movies as a way to develop the four language skills. This result is in accordance to the findings of the study Varga (2013) conducted which states that all four skills are possible to develop.

**Question 15:** To what extent did watching English movies affected your fluency?

**Table 3.15**

*The Extent to which English Movies influences Students' Fluency*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Very large extent</b>	33	35.5%
<b>Large extent</b>	44	47.3%
<b>Undecided</b>	12	12.9%
<b>Little extent</b>	4	4.3%
<b>Very little extent</b>	0	0%
<b>Total</b>	93	100

The table above represents the extent to which students believe that watching movies has affected their fluency level. The results collected found out that 47.3% of the students admitted that their fluency have been improved to a *large extent*, 35.5% have been improved to a *very large extent*, and 12% remained *undecided* and only 4.3 % expressed that their fluency has been improved to *little extent*. *None* of them selected *very little extent*. This denotes that the majority of the students believe that movies have beneficial effects on their fluency. Albiladi et al, (2018) asserts this in his research in which he claims that movies can be an authentic learning experience for students since they enhance their speaking and communication skills. However, very few students might not know how take full advantage of English movies in ameliorating their fluency level.

**Question 16:** Do you think that watching English movies has helped you to pronounce words correctly?

**Table 3.16**

*Students' thoughts on The Impact of English Movies Impact on their Pronunciation*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	58	62.4%
<b>Agree</b>	27	29%
<b>Neutral</b>	7	7.5%
<b>Strongly disagree</b>	1	1.1%
<b>Disagree</b>	0	0 %
<b>Total</b>	93	100

Regarding the findings obtained from this question, a significant number of participants (62.4%) acknowledged that movies help them to pronounce words correctly. (29%) participants *agreed* with the statement. While 7.5% of participants chose to remain *neutral*. However, one of the participants *strongly disagreed* while no one chose to *disagree*. This implies that the majority of the students resort to watching English movies to help them pronounce words correctly as they are less in touch with English native speakers. Likewise, this statement supports King's (2002) claim in which he stated that through movies learners can learn how to pronounce a variety of words both unconsciously and consciously.

**Question 17:** As an EFL student, do you think that listening to native speakers helps in enhancing your English proficiency?

**Table 3.17**

*Students' Attitudes towards the Impact of Listening to Native Speakers on Enhancing their English Proficiency*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	78	83.9%
<b>No</b>	5	5.4%
<b>Maybe</b>	10	10.8%
<b>Total</b>	93	100

As shown in the above table, nearly all the participants (83.9%) *agreed* that listening to native speakers may increase their English proficiency. However, 10.8% selected *maybe*. While very few of them (5.4%) claimed that listening to native speakers does not increase students' English proficiency. This demonstrates that the majority of students expressed that listening to authentic input from native speakers is pivotal in enhancing their English proficiency; whereas, few students ignore its role in increasing students' proficiency level, which may be due to their lack of understanding of the language or the different accents that is being spoken in movies.



**Question 18:** Do you think subtitles increase reading speed?

**Table 3.18**

*Students' Thoughts on the Impact of Subtitles on Increasing the Reading Speed*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Definitely</b>	44	62.4%
<b>Probably</b>	33	29%
<b>Possibly</b>	14	7.5%
<b>Probably not</b>	2	1.1%
<b>Definitely not</b>	0	0 %
<b>Total</b>	93	100

The results displayed on the table above reveal that less than two-thirds of the population (62.4%) reported that subtitles *definitely* increase reading speed, (29%) reported they *probably* would, while very few students (7.5%) said they *possibly* would. Only 1.1% said they *probably* would not, while no one reported they *definitely* would not. This implies that the majority of respondents in our study are aware of the extent of positive impact that subtitles have on their reading speed. The participants' preferences support Kings's (2002) claim that watching movies with subtitles will result in processing a text rapidly and improve rapid reading. However, very few students expressed the unlikelihood of the statement maybe because they do not watch movies with subtitles or they simply use other methods to increase their reading skill.

**Question 19:** Have you ever transmitted words or expressions you learned from English movies to your piece of writing?

**Table 3.19**

*Students' Transmitting Words or Expressions from Movies to their Piece of Writing*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	70	75.3%
<b>No</b>	6	6.5 %
<b>Maybe</b>	17	18.3%
<b>Total</b>	93	100

The data collected from the participants of the study reveal that the majority of the informants (75.3 %) have transmitted words or expressions they learned through movies to their writing. However, 18.3 % selected *maybe*. By contrast, very few of them (6.5 %) opted for *No*. The findings highlight that the majority of the students are sure of the significant contribution of watching English movies to their writing skills. This statement is in line with previous researches, such as Kasper (2002), which he similarly affirmed that movies can be used to improve learners writing skills, the final results of his study demonstrated that learners were able to apply what they learned from movies to their essays. However, few participants in the present investigation are still not familiar with the importance of English movies on their writing skill, maybe because they rely on reading books as a way to learn new words and expressions that they can later apply to express their ideas.

**Question 20:** Do you think that watching English movies have an effect on expanding your vocabulary knowledge?

**Table 3.20**

*Students' Perceptions towards the Effectiveness of watching English Movies on their Vocabulary*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	55	59.1 %
<b>Agree</b>	32	34.4 %
<b>Neutral</b>	6	6.5 %
<b>Strongly disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Total</b>	93	100

According to the results, (59.1 %) of the participants *strongly agreed* that watching English movies has a beneficial effect on expanding their vocabulary knowledge. 34.4% agreed with the statement. While very few of them (6.5 %) chose to stay *neutral*. None of the participants showed disagreements with the statement. This implies that watching English movies videos can have a significant effect on vocabulary acquisition in the sense that they can help students acquire new vocabulary. This corresponds to some research findings, such as Ismaili's (2013), which affirm that movies enable learners to acquire new words, especially those repeated more than once.

**Question 21:** Do you think that learners can learn sentence structures unconsciously while watching English movies?

**Table 3.21**

*English movies' Impact on Learning Sentence Structures*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	30	32.3 %
<b>Agree</b>	46	49.5 %
<b>Neutral</b>	10	10.8 %
<b>Strongly disagree</b>	7	7.5 %
<b>Disagree</b>	0	0 %
<b>Total</b>	93	100

As indicated in the above table, less than half of the population (49.5 %) affirm that English movies are useful to learn sentence structures unconsciously, while (32.3 %) *strongly agreed* with the statement. However, (10.8 %) selected *neutral*. The remaining students (7.5 %) *strongly disagreed*. None of them *disagreed*. This denotes that the majority of students assert the usefulness of English movies on helping students to learn sentence structures unconsciously. Interestingly, the findings confirm Chomsky's theory of mentalism which suggests that all human beings are born with an innate capacity of learning grammatical rules, this innate processing device that deals with linguistic information is known as Language Acquisition Device (LAD) (Ezenwa-Ohaeto & Ugochukwu, 2021). However, very few students deny its role on grammar learning, maybe because they believe that learning and memorizing rules are more beneficial and effective.

**Question 22:** Do you think using English movies as a teaching material improves your English proficiency?

**Table 3.22**

*Students' Agreement on Using English Movies as a Teaching Material*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	55	59.1%
<b>Agree</b>	32	34.4%
<b>Neutral</b>	6	6.5%
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Total</b>	93	100

The above table represents students' views about using English movies as a teaching material to improve their English proficiency. More than half of the population (59.1%) *strongly agreed*. (34, 4% *agreed*). Whereas (6, 5%) selected *neutral*. None of them showed disagreement with the statement. This denotes that the majority of the respondents support the use of movies as a pedagogical tool which means they are aware of the beneficial impact of the proficiency development method devised in the present study. As Nunan (1999) asserts that the use of authentic materials of different kinds results in the increase of students' attention and interest in the material. The chosen authentic material serves to bring content to life, eventually making language acquisition and usage an interesting experience. Therefore, easier for students.

**Question 23:** Do your teachers encourage you to watch English movies to develop your level of proficiency?

**Table 3.23**

*Teacher's role in Motivating Students to Watch English Movies*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Sometimes</b>	24	25.8 %
<b>Occasionally</b>	24	25.8 %
<b>Always</b>	11	11.8 %
<b>Rarely</b>	19	20.4 %
<b>Never</b>	15	16.1 %
<b>Total</b>	93	100

Regarding the findings obtained from this question, a considerable number of participants (25.8%) stated that they *sometimes* get encouraged by teachers to watch movies. Likewise, (25.8 %) answered with *occasionally*. (11.8 %) with *always*. However, few students (20.4 %) reported that teachers *rarely* encourage them to develop their proficiency through movies. (16.1%) answered with *never*. This denotes that most teachers in the English department at Guelma University are aware of the benefits of audio-visual materials such as movies for proficiency development; whereas, few teachers overlook its role in developing student's English proficiency.

**Question 24:** In your opinion, do you believe that improving English proficiency through English movies can have an effect on students' academic success?

The obtained data revealed that nearly all the students were of the opinion that there is a significant connection between improving English proficiency through watching movies and academic success. However, (2.1%) who indicated that there is no correlation between the two concepts without giving further explanation. These results are in line with previous studies, such as those by Maleki and Zangani (2007), Hasan and Akhnad (2014) and Waluyo, (2021), which similarly denoted that language proficiency is one of the essential factors that contribute to a student's academic success. Here are some of their comments:

- ✓ **Participant 1:** ‘‘As EFL students being good at English contributes to our academic success especially in courses like oral expression.’’
- ✓ **Participant 2:** ‘‘ Absolutely, watching movies has for sure a crucial impact on improving language since it engages all skills at once especially listening and reading in addition to cognitive skills such as thinking critically which is highly beneficial for academic achievements’’.
- ✓ **Participant 3:** ‘‘Yes, because when they watch English movies through time, they will be able to understand without translating to their mother language, also they will learn how to use body language in expressing themselves’’.

Furthermore, there were a lot of participants who shared their experiences about the beneficial impact of watching English movies on their academic success.

- ✓ **Participant 4:** ‘‘Yes, it does. For me, even before I became a student in the university, I watched a lot of English movies since I was 11 years old

and that made me improve my English proficiency at a very young age and till now, I am learning new words each time I watch a new one.’’

- ✓ **Participant 5:** “Yes, I am a huge fan of movies and I’ve always been, I got to improve and learn through them. Thankfully it reflected on my academic success and I’ve got a lot of praises throughout the last 3 years in university.’’

**Question 25:** Could you please add any comments or suggestions on the topic?

The data gathered from the last question at the end of the study was in an attempt to uncover students’ views about the present study and to give them the freedom to propose further suggestions. Here are some comments:

- ✓ **Participant 1:** “Using movies as materials in classrooms may help students to master English better especially in speaking skills and enhance their critical thinking by making discussion through analyzing the movie.’’
- ✓ **Participant 2:** “I personally used expressions and words i learned from movies into my essays also they helped my grammar, i don’t know the rules but i can answer correctly verb exercises because of movies.’’
- ✓ **Participant 3:** “From my experience, movies have helped me a lot to be better in English. For example, instead of reading the Great Gatsby I watch the movie instead and same goes for civilization class i watch movies about the lesson to understand better.’’
- ✓ **Participant 4:** “Discussing this type of topic is important during this day because as we know we are in the age of technology which effectively affects us in different domains of life especially studies.’’



- ✓ **Participant 5:** “I really want to experience it especially in literature module.”
- ✓ **Participant 6:** “I suggest to include watching movies in the curriculum so that students will have fun and learn at the same time.”
- ✓ **Participant 7:** “I think that in our time learning languages, especially the English language is a necessity and it is better to be developed from a young age. I believe that watching movies, cartoons with different languages at a young age can be very influential to the development of targeted language proficiency.”
- ✓ **Participant 8:** “In my opinion, watching movies without subtitles supports learners to improve listening and speaking skills.”
- ✓ **Participant 9:** “I strongly agree that movies help to enhance learner's proficiency because I tried that and found it useful.”

From the comments provided above, the majority of the participants showed positive attitudes towards English movies and its significant role in enhancing their English proficiency and they are immensely dependent on them. While some of them have suggested incorporating it in EFL classrooms. This indicates that students are aware of the crucial role English movies have in developing their proficiency level.

#### **3.1.4.2. Summary of the Results and Findings from Students' Questionnaire**

One of the most important objectives of the present research is to go deeper into investigating whether EFL students' have positive or negative attitudes towards the impact of watching English movies on proficiency improvement. However, the previously mentioned objective cannot be deemed as successful without valuable data from the students themselves. Therefore, a research tool namely a questionnaire was administered.

The obtained results from the questionnaire confirm that the majority of third-year EFL students at Guelma University have positive attitudes towards the impact of watching English movies on their overall proficiency. Furthermore, their productive and receptive skills in addition to other aspects of the language such as vocabulary, grammar and pronunciation are positively influenced through watching English movies.

Furthermore, nearly all the students (98.9%) watch movies very frequently. It was also noticed that they prefer to watch animated movies. Regarding subtitles, most students are in favor of watching movies with subtitles for several reasons but mainly to comprehend and learn the language while few students prefer to watch them without subtitles because they claim it is the most beneficial way for language development.

Nevertheless, most of the participants (38.7%) stated that they always improve their proficiency outside of classroom walls specifically through movies. This proves that they are conscious about the vital role that English movies play in developing their proficiency and how movies can be both a tool for learning and entertainment. Moreover, the majority of students (38.3%) strongly agree that their reading, listening, writing and speaking skills can be improved through watching movies. Concerning fluency and pronunciation, the majority of participants (47.3%) clarified that watching movies positively affected their fluency to a very large extent. Furthermore, (62.4%) also added that watching movies enable them to pronounce words correctly.

Also, nearly all the respondents (83.9%) agree that listening to authentic input from native speakers leads to the development of their proficiency. Moving to reading and writing skills, the majority of students agree that reading subtitles result in increasing their reading speed. Many students (75.3%) also reported that they transmitted words and expressions they have memorized from watching movies to their piece of writings which

is surprising. Further, the results confirmed that English movies can also expand students' vocabulary knowledge. Also, (49.5%) agreed that watching movies is a great way to learn sentence structures unconsciously.

More importantly, the majority of students showed a positive attitude toward the use of English movies as a pedagogical tool to enhance their proficiency level. However, most teachers are still not aware of their important role as they only encourage them to watch movies occasionally or rarely. Moreover, the participants were also asked if they believe that improving English proficiency through English movies can have an effect on their academic success. The participants strongly agreed with this statement as they provided comments in which they explained the significant connection between the two notions. Lastly, the students reported in their comments about the essential role of movies in ameliorating their overall English proficiency and expressed their wish to experience them being incorporated in EFL classrooms.

From the results gathered, we can firmly assert that English movies are a great tool to improve multiple important aspects of language proficiency. This indicates that the participants are aware of the extent of positive influence of English movies on their overall proficiency.

## **Conclusion**

For the purpose of investigating the impact of English movies on improving EFL students' English proficiency. The researcher published a questionnaire online to be answered by third-year students of the English Department at the University of 08 May 1945, Guelma. Concerning the analysis of students' questionnaire, it indicates that English subtitled movies assist students in improving their listening, reading, writing, and speaking skills, as well as expanding their vocabulary and other aspects of language

proficiency. The findings revealed that the majority of the participants showed positive attitudes towards the impact of English movies on developing their proficiency level.

### **3.2. Pedagogical Implications**

Major findings of the present investigation deduced that watching English movies has a positive impact on students' proficiency development. In this respect implications are provided in the following section.

#### **3.3.1. For Teachers**

- It is the responsibility of EFL teachers to experiment with different technological advancements in teaching. Teachers are probably still not very aware of the effectiveness of movies. Hence, it is recommended that they take full advantage of movies as they are popular and influential among students and implement them into the learning process.
- EFL teachers are asked to be considerate of students who do not enjoy reading books. For this reason, they need to encourage autonomous learning and allow them to watch movies as a learning strategy to understand the material being studied.
- If EFL teachers want to show the horrors of World War II, they might show the movie *Saving Private Ryan* (1998) that pertains the events, or if the material being discussed is one of William Shakespeare's plays, there are plenty of movie adaptations based on them. Likewise, if the movie follows a book's plot, students may watch it in segments following a chronological sequence as they read through it. Moreover, when the movie is over the teacher can discuss it with students and get different perspectives and interpretations, these activities can help enhance their

listening and speaking skills. That is to say, movies are pedagogically useful and engaging.

### **3.2.1. For Students**

- EFL students need to practice English regularly outside of classroom walls by watching English movies, in order to develop their proficiency.
- EFL students should be aware that movies can teach them basic sentence structures.
- Students may watch one movie more than once to enrich their vocabulary knowledge.
- Students should take full advantage of subtitles because they can develop their reading and listening skill. They may watch a movie first with subtitles in their native language then watch it for a second time in English subtitles. In this process they can learn new phrases and sentences.
- EFL students need to choose movies based on the accent they are interested in, if they watch one movie in different accents it can prolong the learning process.
- EFL students need to consider writing down a set number of expressions or words they learned from movies and put them into use in conversations or writing pieces. This can train their memory to remember what they have learned.

### **3.3. Limitations of the Study**

The researcher encountered some limitations that need to be acknowledged such as insufficient sample size due to many reasons. Although it was distributed online some students are less likely to have internet access or are simply not interested in responding. Moreover, the researcher has noticed that some students are still not familiar with the

questionnaire as some of them are unfortunately not aware of its importance yet. Also, their lack of understanding of some questions. Additionally, few students did not provide justifications.

Every research is bound by time limits. For this reason, time constraints impacted negatively the advancement of the present study. In addition, to health issues and technical problems.

### **3.4. Suggestions for Further Research**

In this section of the present study, some suggestions are introduced by the researcher that may help future researchers or anyone who is interested in further exploring the impact of English movies on the development of English proficiency among EFL students:

- For people who want to work with questionnaires as a research tool, it is better to spend preferably more than one month on encouraging students to participate in order to obtain more objective results. Moreover, the experimental method can also be applied if possible.
- Since the population is only limited to third-year students. The study can be done with different levels or at the level of other foreign language departments to obtain varying answers.
- Additional research should be done to explore the impact of English movies on the writing skill.
- Further investigation is required to study the different elements in relation to language proficiency as it is a wide term.
- Also, further investigation should be done on the relationship between English movies and academic success.

## GENERAL CONCLUSION

This research was carried out for the sake of investigating EFL students' attitudes towards the impact of English movies on proficiency improvement at the level of third-year students in the English department of Guelma University. Based on the analysis of the findings, it can be concluded that the students are aware of the positive influence that movies have on enhancing their English proficiency. The results suggest that students showed a positive attitude regarding the effectiveness of watching English movies, and whether it improves their speaking, listening, reading and writing skills.

Structurally, the study dealt with three chapters. The first two ones reviewed literature with reference to English movies and English proficiency. The third chapter discussed the main research findings along with their analyses and interpretations and introduced some suggestions for further research, limitations, and recommendations to improve the quality of future studies.

Additionally, the present research is set to confirm the main hypothesis that says whether EFL students have positive or negative attitudes towards the impact of English movies on improving their English proficiency and to answer the research questions in which those students develop their four language skills through English movies. In order to prove that, a questionnaire was adapted as research tool to collect their views and attitudes. As a result, the research questions were answered and the main hypothesis was confirmed.

To conclude, Third-year students at Guelma University are aware of the vital role played by English movies in shaping their language skills and other aspects of language proficiency such as correct pronunciation and vocabulary and they are open and motivated to the usage of technology in EFL classrooms.

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**Appendix A**  
**Students' Questionnaire**

*Dear students,*

You are kindly invited to answer this questionnaire, which is part of a research work carried out at the Department of English, University of 08 mai 1945 Guelma. The questionnaire aims at investigating EFL students' attitudes toward the impact of movies on proficiency improvement. Moreover, your answers will be treated as a reliable source for the research. So, I will be very grateful if you could provide truthful answers by either ticking (✓) the most appropriate answer for you or by elaborating with full comments and justifications whenever necessary.

*Thank you for your collaboration.*

**Rayane HAOUAMRIA**  
**Department of Letters and English Language**  
**University of 8 Mai 1945-Guelma**

**Section One: Background Information:**

**Question One:**

1. How long have you been learning English.....Years?

**Question Two:**

2. What is your gender?

- a. Male
- b. Female

**Question Three:**

3. Was majoring in English at University your first choice?

- a. Yes
- b. No

## **Section two: English movies**

### **Question Four:**

4. Have you ever watched English movies?

- a. Yes
- b. No

### **Question five:**

5. How often do you watch English movies?

- a. Very frequently
- b. Frequently
- c. Occasionally
- d. Rarely
- e. Very rarely

### **Question six:**

6. Which movie genre do you watch the most? (You can choose more than one)

- a. Action
- b. Comedy
- c. Documentary
- d. horror
- e. Drama
- f. Epic/Historical
- g. Fantasy
- h. Animated

### **Question seven:**

7. On which multimedia platform(s) do you watch English movies?

- a. TV
- b. Personal computer
- c. Smartphones/iPad

d. Streaming platforms (YouTube, Netflix)

**Question eight**

8. Do you like watching English movies with subtitles or without subtitles?

a. Yes

b. No

• Justify

.....

.....

**Section Three: English Proficiency**

**Question nine:**

9. Briefly define English proficiency

.....

.....

**Question ten:**

10. Do you try to improve your English proficiency outside of the classroom?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

**Question eleven:**

11. What is your favorite way to improve your English proficiency?

a. Books

b. Movies

c. social media

d. Language learning applications

**Question twelve:**

12. Which language skill you are the most confident about?

- a. Listening skill
- b. speaking skill
- c. reading skill
- d. writing skill

**Section Four: The impact of watching movies on Improving EFL students'**

**English proficiency**

**Question thirteen:**

13. Why do you watch English movies?

- a. Enjoyment/fun
- b. Learning English
- c. Both of them
- d. None of them

**Question fourteen:**

14. Do you think watching English movies can help in improving the four language skills (writing, listening, speaking, and reading)?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**Question fifteen:**

15. To what extent did watching English movies affected your fluency?

- a. Very large extent
- b. Large extent
- c. Undecided
- d. Little extent
- e. Very little extent

**Question sixteen:**

16. Do you think that watching English movies has helped you to pronounce words correctly?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**Question seventeen:**

17. As an EFL student, do you think that listening to native speakers helps you in developing your English proficiency?

- a. Yes
- b. No
- c. Maybe

**Question eighteen:**

18. Do you think subtitles increase reading speed?

- a. Definitely
- b. Probably
- c. Possibly
- d. Probably Not
- e. Definitely No

**Question nineteen:**

19. Have you ever transferred words or expressions you learned from English movies to your piece of writing?

- a. Yes
- b. No
- c. Maybe

**Question twenty**

20. Do you think that watching English movies has an effect on expanding your vocabulary knowledge?

- a. Strongly Agree
- b. Agree
- c. Neither disagree nor agree
- d. Disagree
- e. Strongly Disagree

**Question twenty-one:**

21. Do you think that while watching movies, learners can learn sentence structures unconsciously?

- a. Strongly Agree
- b. Agree
- c. Neither disagree nor agree
- d. Disagree
- e. Strongly Disagree

**Question twenty-two:**

22. Do you think using English movies as teaching material improves your English proficiency?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**Question twenty-three:**

23. Do your teachers encourage you to watch English movies to improve your English proficiency?

- a. Sometimes
- b. Occasionally
- c. Always
- d. Rarely
- e. Never

**Question twenty-four:**

23. In your opinion, do you believe that improving English proficiency through English movies can have an effect on EFL students' academic success?

.....  
.....

**Question Twenty-five:**

24. Could you please add any comments or suggestions on the topic?

.....

*Thank you !!*

## Résumé

Les étudiants d'ALE ont moins d'occasions d'être exposés à des expériences d'apprentissage authentiques, ils font face à de nombreux défis pour développer leurs quatre compétences linguistiques : écouter, parler, lire et écrire. À cet égard, la présente thèse vise à étudier les attitudes des étudiants d'ALE à l'égard de l'impact des films anglais sur l'amélioration des compétences. Afin d'atteindre les objectifs de l'étude et d'avoir une analyse approfondie des hypothèses de recherche, une méthode quantitative dans laquelle un questionnaire a été administré en ligne aux étudiants de troisième année (N=93), au Département d'anglais, Université du 8 mai 1945, Guelma. L'analyse des données obtenues confirme l'hypothèse principale, qui affirme que les étudiants d'EFL ont des attitudes positives à l'égard de l'impact de regarder des films anglais sur le développement de leurs compétences en anglais. En outre, les résultats ont révélé que les élèves sont conscients du rôle joué par les films anglais dans le développement de leurs compétences réceptives et productives. Par conséquent, les enseignants doivent encourager leurs élèves à regarder des films en anglais et envisager de les intégrer dans les salles de classe de d'ALE pour promouvoir l'apprentissage autonome. En outre, des implications pédagogiques et des suggestions pour d'autres chercheurs ont également été fournies

**Mots-clés** : Films anglais, compétence, les étudiants de (ALE), attitudes



## الملخص

لأن طلاب اللغة الانجليزية لديهم فرص أقل للتعرف على فرص التعلم الأصيلة، فإنهم يواجهون العديد من التحديات في تطوير مهاراتهم اللغوية الأربع؛ الاستماع والتحدث والقراءة والكتابة. وفي هذا الصدد، تسعى هذه الأطروحة إلى التحقيق في مواقف طلاب اللغة الإنجليزية اتجاه تأثير الأفلام الانجليزية على تحسين الكفاءة. من أجل تحقيق أهداف الدراسة وإجراء تحليل متعمق لفرضيات البحث، تبنت الأطروحة طريقة كمية تم من خلالها توجيه استبيان عبر الإنترنت لطلاب السنة الثالثة (عدد=93)، بقسم اللغة الإنجليزية، جامعة 8 ماي 1945، قالمة. يؤكد تحليل البيانات التي تم الحصول عليها الفرضية الرئيسية، والتي تنص على أن الطلاب لديهم مواقف إيجابية تجاه تأثير مشاهدة الأفلام الإنجليزية على تطوير كفاءتهم في اللغة الإنجليزية. كما كشفت النتائج أن الطلاب على دراية بالدور الذي تلعبه الأفلام الإنجليزية في تطوير مهاراتهم الاستيعابية والإنتاجية. وفقاً لذلك، يحتاج المعلمون إلى تشجيع طلابهم على مشاهدة الأفلام الإنجليزية والنظر في دمجها في الفصول الدراسية لتعزيز التعلم المستقل. بالإضافة إلى ذلك، تم تقديم آثار ومقترحات تربوية لمزيد من الباحثين.

**الكلمات المفتاحية:** الأفلام الإنجليزية، الكفاءة، متعلمي إل أ، مواقف .

